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LANGUAGES  
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PRACTICE**

**TEXTS OF LECTURES**

on subject

**Simultaneous translation**

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fanidan

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### **Lecture 1**

**Theme:** Types of translation. Oral translation: Synchronous translation. A sight translation

#### **Plan:**

1. Comparison to translation
2. *Consecutive interpreting*
3. *Simultaneous translation*
4. *Sight translation*
5. *Whispered interpreting*

#### **Introductory words:**

Oral translation, written translation, simultaneous and sight translation, whispered interpreting, interpreter, sight translation.

### 1. Comparison to translation

Though the basic characteristics of translation can be observed in all translation events, different types of translation can be singled out depending on the predominant communicative function of the source text or the form of speech involved in the translation process. Thus we can distinguish between literary and informative translation, on the one hand, and between written and oral translation (or interpretation), on the other hand. Literary translation deals with literary texts, i. e. works of fiction or poetry whose main function is to make an emotional or aesthetic impression upon the reader. Their communicative value depends, first and foremost, on their artistic quality and the

translator's primary task is to reproduce this quality in translation. Informative translation is rendering into the target language non-literary texts, the main purpose of which is to convey a certain amount of ideas, to inform the reader. However, if the source text is of some length, its translation can be listed as literary or informative only as an approximation. A literary text may, in fact, include some parts of purely informative character. Contrariwise, informative translation may comprise some elements aimed at achieving an aesthetic effect. Within each group further gradations can be made to bring out more specific problems in literary or informative translation.

Literary works are known to fall into a number of genres. Literary translations may be subdivided in the same way, as each genre calls for a specific arrangement and makes use of specific artistic means to impress the reader

There are two types of translation: oral and written. Written translation consists of business letters, recommendation letters, formal letter and translation of literary plays and scientific text.

Oral translation consists of the following modes:

- ✓ **Simultaneous**
- ✓ **Consecutive**
- ✓ **Whispered**

## **2. Consecutive interpreting**

*In consecutive interpreting (CI), the interpreter speaks after the source-language speaker has finished speaking. The speech is divided into segments, and the interpreter sits or stands beside the source-language speaker, listening and [taking notes](#) as the speaker progresses through the message. When the speaker pauses or finishes speaking, the interpreter then renders a portion of the message or the entire message in the target language.*

*Consecutive interpretation is rendered as "short CI" or "long CI". In short CI, the interpreter relies on memory, each message segment being brief enough to*

memorize. In long CI, the interpreter [takes notes](#) of the message to aid rendering long passages. These informal divisions are established with the client before the interpretation is effected, depending upon the subject, its complexity, and the purpose of the interpretation.

On occasion, document [sight translation](#) is required of the interpreter during consecutive interpretation work. Sight translation combines interpretation and translation; the interpreter must render the source-language document to the target-language as if it were written in the target language. Sight translation occurs usually, but not exclusively, in judicial and medical work.

Consecutively interpreted speeches, or segments of them, tend to be short. Fifty years ago, the CI interpreter would render speeches of 20 or 30 minutes; today, 10 or 15 minutes is considered too long, particularly since audiences usually prefer not to sit through 20 minutes of speech they cannot understand.

Often, if not previously advised, the source-language speaker is unaware that they may speak more than a single sentence before the CI interpretation is rendered and might stop after each sentence to await its target-language rendering. Sometimes, however, depending upon the setting or subject matter, and upon the interpreter's capacity to memorize, the interpreter may ask the speaker to pause after each sentence or after each clause. Sentence-by-sentence interpreting requires less memorization and therefore lower likelihood for omissions, yet its disadvantage is in the interpreter's not having heard the entire speech or its gist, and the overall message is sometimes harder to render both because of lack of context and because of interrupted delivery (for example, imagine a joke told in bits and pieces, with breaks for translation in between). This method is often used in rendering speeches, depositions, recorded statements, court witness testimony, and medical and job interviews, but it is usually best to complete a whole idea before it is interpreted.

Full (i.e., unbroken) consecutive interpreting of whole thoughts allows for the full meaning of the source-language message to be understood before the interpreter renders it in the target language. This affords a truer, more accurate, and more accessible interpretation than does simultaneous interpretation.

### **3. Simultaneous translation**

*In (extempore) simultaneous interpretation (SI), the interpreter renders the message in the target-language as quickly as he or she can formulate it from the source language, while the source-language speaker continuously speaks; an oral-language SI interpreter, sitting in a sound-proof booth, speaks into a microphone, while clearly seeing and hearing the source-language speaker via earphones. The simultaneous interpretation is rendered to the target-language listeners via their earphones. Moreover, SI is the common mode used by sign language interpreters, although the person using the source language, the interpreter and the target language recipient (since either the hearing person or the deaf person may be delivering the message) must necessarily be in close proximity.*

*Simultaneous interpreting is used when people need to follow what is said in the room without themselves making a contribution, whereas consecutive interpretation is used when there is a dialogue, and perhaps people wish to hear what the original speaker said in the source language because some of the listeners speak that language, or in a court setting, to preserve for the record the original words of the speaker when a witness or other party is questioned. Consecutive interpretation will double the time taken, as everything said in source language is repeated once again in the target language. Because of the intense concentration needed by interpreters to hear every word spoken and provide an accurate rendition in the target language, professional interpreters work in pairs or in teams of three, so that after interpreting for twenty minutes, the interpreters switch.*

### **4. Whispered interpreting**

*In whispered interpreting (chuchotage, in French) sometimes called whispering simultaneous, the interpreter sits or stands next to the person or people requiring interpretation (a maximum of two people can be accommodated, unless a microphone and headphones are used) The interpreter does not whisper, as this would after a time be taxing on the voice making further speech impossible due to the hoarseness whispering for long periods induces. . Instead the interpreter speaks softly using normal (voiced) speech kept at a low volume. The interpreter's mouth and the ear of the person listening must be in close proximity so as not to*

*disturb the others in the room. Without electronic equipment, chucotage is tiring as the interpreter's posture is affected.*

## **5. Sight translation**

Some translators call "sight translation" as a text before drafting it in writing. In the booth, however, a sight translation must "sound" like the result of an oral communication and not like a written text.

Sight translation has an important role in preparing future translators to dictate their work. Here we shall focus on the role of sight translation in the training of conference interpreters only.

Sight translation involves the transposition of a text written in one language into a text delivered orally in another language. Since both aural and visual information processing are involved, sight translation could be defined as a specific type of written translation as well as a variant of oral interpretation.

From a human information processing perspective, sight translation appears to have more in common with interpretation (Moser, calls personal communication), as a number of variables such as time, stress, anticipation, reading for idea closure, not to mention the oral nature of the task they are either absent in written translation, or present only to a limited degree.

Sight translation can also be rendered more or less carefully. An unstressful sight translation would be one where the students are allowed ten minutes or so to read over a passage and prepare the vocabulary. A more stressful exercise would be to eliminate the preparation time and ask the student to begin translation immediately without even having read the text. This is often done in court interpretation situations, where documents are handed to the court interpreter for immediate translation before the judge.

Students are encouraged to use some basic public speaking skills such as reading ahead so as to anticipate where the sentence is going, handling difficult vocabulary either by paraphrasing or finishing a sentence once they have begun it rather than start, stop mid-way and start the same sentence over again, and finally speaking clearly, and convincingly.



Sight interpretation one step is closer to simultaneous interpretation. In that the message is presented aurally to students as well as visually. In this case, students are given five to ten minutes to prepare a written editorial-type speech. Following this preparation, they are then asked to deliver a sight interpretation as it is being read to them through headphones. Students are told to follow the speaker who may or may not depart from the original text from time to time, and not to simply read from the passage as though it were a sight translation exercise.

It is simultaneous interpreter's task to make even the most complicated written information sound straightforward and clear to the listener. Under some circumstances this may mean extracting the main points of information from written text and presenting it in the form of a restructured "oral" speech. This where sight translation comes into play as the ideal means to achieve this goal, as the interpreter is master of his own reading speed and has often read speech before starting his interpretation.

Sight translation is an ideal tool, which, at this stage of the preparation the interpreter can use to assimilate technical terms in context and to develop the instantaneous translation reflexes to use technical terminology in a field in which he is no expert. These reflexes may cover difficulties ranging from pronunciation (e.g., the names of chemical compounds) to developing a certain ease in the use of terms that are rarely part of the interpreter's everyday vocabulary. This exercise will build up the interpreter's muscle memory. Moreover, sight translation allows the interpreter to prepare the more difficult passage of a speech quite thoroughly and provides a rehearsal before the actual conference.

Lastly, sight translation once it has been fully mastered develops simple speed-reading techniques, which are particularly helpful to the interpreter when preparing for a conference.

**Questions:**

1. How many types of translation are there?
2. What kind of differences are there between oral and written translation?
3. What is synchronous translation?
4. What kind of differences are between whispered and consecutive translation?
5. What is main aim of sight interpreting?

## Lecture 2

**Theme:** Simultaneous translation and Simultaneous translators

### **Plan:**

1. About simultaneous translation
2. History of simultaneous translation
3. About simultaneous translators

**Introductory words:** interpreter, simultaneous interpreting, Whispered Interpreting, conference interpreters, lead language, simultaneous translator, headphones

1. About simultaneous translation

Translation as an official or professional activity seems to have been in existence since very early times. Some studies have indicated its use even in Ancient Egypt. Interpreters have played important roles in history, during exploration and invasion campaigns, etc.

Recent interest in the field is associated with the emergence of specialized forms of professional interpreting, such as business interpreting, conference interpreting, court interpreting, etc. The problem connected with the simultaneous translation (conference interpreting) from English into Uzbek or from Uzbek into English has not been investigated yet.

This guide will be generally useful for the translation courses in Universities and colleges of higher education. It deals with the translation proceeding from the practical purpose of training students to translation. It includes a useful theoretical material and a set of practical exercises which are intended to learn the basic principles of simultaneous translation for beginning simultaneous translators. This book acquaints students with the basic techniques of simultaneous translation.

However, the textbooks available for such courses are very few. The guide includes exercises to be carried out by the students. Many of these exercises involve translation from or into their mother tongue. The material is presented in such a way that it can be used in self-teaching situation or in a classroom. The first chapter gives an overview presenting the fundamental principles and theory of simultaneous translation and the rest of the book expands and illustrates these principles.

The material presented here is borrowed from the writings of English and American linguists and translators and the guide takes the translation principles explained by them and puts these principles into a new framework as a guide for prospective translators to learn the translation secrets when the languages are non-related (like Uzbek and English).

The author is especially grateful to the colleagues of the Translation Institute in Brussels (Haute Ecole de Bruxelles) and European Commission Education Tempus Program who made many helpful suggestions in the preparation of this guide.

#### SIMULTANEOUS TRANSLATION THEORY

In simultaneous interpreting, the interpreter sits in an interpreting booth, listening to the speaker through a headset and interprets into a microphone while listening. Delegates in the conference room listen to the target-language version through a headset.

Simultaneous interpreting is also done by signed language interpreters (or interpreters for the deaf) from a spoken into a signed language and vice versa. Signed language interpreters do not sit in the booth; they stand in the conference room where they can see the speaker and be seen by other participants.

Whispered interpreting is a form of simultaneous interpreting in which the interpreter does not sit in a booth in the conference room, but next to the delegate who needs the interpreting, and whispers the target-language version of the speech in the delegate's ears.

None of these modes of interpreting is restricted to the conference setting. Simultaneous interpreting, for instance, has been used in large conferences, forums and whispered interpreting may be used in a business meeting.

The conference interpreters, in a way, become the delegates they are interpreting. They speak in the first person when the delegate does so, not translating along the lines of 'He says that he thinks this is a useful idea...' The conference interpreting must empathize with the delegate; put themselves in someone else's shoes.

The interpreter must be able to do this work in two modes: consecutive interpretation, and simultaneous interpretation. In the first of these, the interpreter listens to the totality of speaker's comments, or at least a significant passage, and then reconstitutes the speech with the help of notes taken while listening; the interpreter is thus speaking consecutively to the original speaker. Some speakers prefer to talk for just a few sentences and then invite interpreters. The interpreter can perhaps work without notes and rely solely on their memory to reproduce the whole speech.

However, a conference interpreter should be able to cope with speeches of any length; they should develop the techniques of interpreting.

In practice, if interpreters can do a five-minute speech satisfactorily, they should be able to deal with any length of speech.

It is also clear that conference interpreters work in 'real time'. In simultaneous, by definition, they cannot take longer than the original speaker, except for odd seconds. Even in consecutive they are expected to react immediately after the speaker has finished, and their interpretation must be fast and efficient. This means that interpreters must have the capacity not only to analyze and re-synthesize ideas, but also to do so very quickly.

In most cases nowadays simultaneous interpreting is done with the appropriate equipment: delegates speak into microphones, which relay the sound directly to interpreters seated in sound-proofed booths listening to the proceeding through ear-

phones; the interpreters in turn speak into a microphone which relay their interpretation dedicated channel to headphones worn by delegates who wish to listen to interpreting. However, in some cases, such equipment is not available, and simultaneous interpreting is whispered. One of the participants speaks and simultaneously an interpreter whispers into the ear of the one or maximum two people who require interpreting services.

Clearly, simultaneous interpreting takes up less time than consecutive. Moreover, with simultaneous it is much more feasible to provide multilingual interpreting, with as six languages (UN) or even eleven (European Union). Given this advantage and widening membership of international organizations, more and more interpreting is being done in simultaneous.

## **2. History of simultaneous translation**

Conference interpreting was born during World War I. Until then, important international meetings were held in French, the international language at the time. During World War I, some high-ranking American and British negotiators did not speak French, which made it necessary to resort to interpreters. Especially after the Nuremberg trials (1945-46) and Tokyo trials (1946-68), conference interpreting became more widespread. It is now used widely, not only at international conferences but also on radio and TV programs.

The first experiment in simultaneous conference interpreting dates back to 1928, the VIth Comintern Congress. There were no telephones. The speaker's message reached the interpreters' ears directly. The first booth and headphones appeared in 1933 at the XIIIth Plenary Meeting of the Comintern Executive. A group of Russian simultaneous interpreters from Moscow formed part of the conference interpreter's team servicing the Nuremberg Trials and another one participated in the Tokyo Trials of the Japanese war criminals.

The interpreters who worked at those first conferences came out of the Nuremberg Trial Interpretation Service where they had made their debut as simultaneous interpreters. They had been young graduates of the Military Institute of Foreign Languages (established in 1942 on the basis of the Military Department of the Moscow Pedagogical Institute of Foreign Languages), where they were trained as military translators-interpreters (Mishkurov 1997), Moscow Institute of Foreign Languages, Moscow University, and the Institute of Philosophy and Literature (IFLI), as well as several staff members of the Foreign Ministry and the Society for Cultural Exchanges with Foreign Countries took a part in training interpreters (Gofman 1963 .20). Some of the most capable among them formed the first post-war group of free-lance conference interpreters in Russia.

An International Economic Conference serviced with simultaneous interpreting was conducted in 1952 in Moscow, employing over fifty simultaneous interpreters with six conference languages: Russian, English, French, German, Spanish and Chinese. The lead language-changing mode is a purely national system based on one native tongue common to all members of the team of simultaneous interpreters, which in fact serves as a "lead language"

Since 1962 the United Nations Language Training Course in Moscow, at the Maurice Thorez Institute of Foreign Languages, set itself as a school where 5 to 7 simultaneous conference interpreters are trained annually for the Russian Booth of the UN Secretariat in New York, Geneva and Vienna.

A decade later, in 1971, a postgraduate Advanced Translating and Interpreting Schools at the same college introduced a two-year course of simultaneous conference interpretation in A to B and B to A language combination, if so desired by the student.

Simultaneous translation studies began after the invention of the multichannel tape recorder and were done at roughly the same time by several researchers at the end of the sixties and the beginning of the seventies ( Henri C.Barik in the United States and Canada 1971; D.Gerver in the United Kingdom 1974; I. A. Zimnyaya in Russia and others.

Shiryayev writes that simultaneous interpretation as a specialized activity consists of Steps or Actions, each of which has several stages. The most important stages are: stage of orientation, stage of the search for, the translation decision and execution stage. When the speaking rate in the source language is slow, enough, stage one of step two follows stage three of step one there is no simultaneity of listening and speaking, in fact.

### 3. About simultaneous translators

The simultaneous interpretation is a complex type. It is bilingual, sense- oriented.

Historically, research in conference interpreting can be broken down into four periods; early writings, the experimental period, the practitioner's period and the renewal period.

The early writings period covers the 1950s and early 1960s. During this period, some interpreters and interpreting teachers in Geneva and Brussels started thinking and writing about their profession. These were intuitive and personal publications with practical didactic and professional aims, but they did identify most of the fundamental issues that are still debated today.

The experimental period includes the 1960 and early 1970s. A few psychologists and psycholinguists such as Treisman, Oleron and Nanpon, Goldman-Eisler, Gerver, and Barik became interested in interpreting. They undertook a number of experimental studies on specific psychological and psycholinguistic aspects of simultaneous interpreting and studied the effect on performance of variability such as source language, speed of delivery, ear-voice span (i.e. the interval between the moment a piece of information is perceived and the moment it is reformulated in the target language), noise, pauses in speech delivery, etc.

During the practitioner's period, which started in late 1960s and continued into the 1970s and early 1980s, interpreters, and especially interpreters teachers, began to develop an interesting theory. There was much activity in Paris, West Germany, East Germany, Switzerland and other European countries, as well as in Russia, Czechoslovakia and Japan. Most of the research was speculative or theoretical rather than empirical, and most Western authors, except a group at ESIT (Ecole Supérieure d'Interprètes et de Traducteurs) in Paris, worked in relative isolation.

From a cognitive psychological point of view, simultaneous interpretation is a complex human information processing activity composed of a series of independent skills. The interpreter receives a meaning unit. He begins translating and conveying meaning unit 1. At the same time, meaning unit 2 arrives while the interpreter is still involved with the

vocalization of meaning unit 1. Thus the interpreter must be able to hold unit 2 in some type of echoic memory or short term memory before interpretation. (Gerver 1971), Furthermore, while conveying unit 1, the interpreter is also verifying and monitoring the correct delivery of that meaning unit. The interpreter has to learn to monitor, store, retrieve, and translate source language input while simultaneously transforming a message into target language output at the same time.

There are, in fact, so many activities involved during simultaneous interpretation. Pedagogical approach should tease these activities apart, differentiate the component skills, and where possible, provide training experiences in each one.

Questions:

1. The interpreter must be able to do this work in two modes. What are they?
2. Shiryayev writes that simultaneous interpretation as...?
3. What do you know about an International Economic Conference which was conducted in 1952 in Moscow?
4. Speak about nowadays simultaneous translation's equipments?
5. The activities of translator on simultaneous translation?

### **Lecture 3**

**Theme:** Exercises used in simultaneous Translation

Exercise I

Listen in the following figures through headphones in your mother tongue and recall them. Tell your remembered ones.

485 298 843 694 568 39 1 242

116 934 297 369 252 596 879

1251 24865898 7641 3962 8111 1321

11000 18649 31594 43251 50171 36002 52000

### Exercise II

Work in pairs. Let one student explain the geographical position of the following countries and another one translate his/her speech into Uzbek.

Poland, Great Britain, Laos, Haiti, Ireland, Morocco, Bulgaria, Tanzania, Madagascar, Romania, Nigeria, Italy, Sweden, Japan, France, Denmark, Belgium, Kuwait, Switzerland, the Netherlands, Afghanistan, Russia, Guinea, Yemen, Tunisia, Czechoslovakia, Argentina, Somalia, Turkey, Philippines, Uganda, Mongolia

### Exercise III

Listen in the following through the headphones in English and shadow them in English.

Польша, Буюк Британия, Лаос, Гаити, Ирландия, Марокко, Болгария, Танзания, Мадагаскар, Руминия, Нигерия, Италия, Швеция, Япония, Франция, Дания, Бельгия, Кувейт, Швейцария, Нидерландия, Афганистон, Россия, Гвинея, Яман

Тунис, Чехословакия, Аргентина, Сомали, Туркия, Филиппин, Уганда, Монголия.

### Exercise IV

Speak about the customs and traditions of the following people.

Polish, British, Laotian, Haitian, Irish, Moroccan, Bulgarian, Tanzanian, Madagascar, Roumanian, Nigerian, Italian, Swedish Japanese, French, Danish, Dutch, Afghan, Swiss, Belgic, Kuwait

Russian, Guinean, Yemeni, Turkish, Czechoslovak Argentinean/Argentine, Ugandan, Mongolian, Mongolic/Mongol

### Exercise V

Practice your memory training exercise with your class-mate.

**поляк**, инглиз, лаос, гаити, ирланд, **марокка**, болгар, **Танзания** Мадагаскар, румин, Нигерия, итальян, швед, япон, француз, дания, бельгия, кувейт, Швейцария, голланд, афгон, рус, Гвинея, яман, тунис, чех, аргентин, сомали, турк, Филиппин, уганд, монгол,

### Exercise VI

1. Listen in the following words and word combinations through headphones and guess their translation. 2. Try to find which of them can be substituted by Uzbek words and word combinations in exercise VII.

economic reform, legal basis, the privatization of state property, integration with the world economic community, reliable social guarantees, spiritual and moral rejuvenation of nation, social foundation of economic reform, securing economic and socio-political independence, achieving macro-economic stabilization.

Land; dry land; earth; ground; crust; earth's crust; continent; territory; peninsular; island; terrain; heights; highland; lowland; shore; coast; coastline; seashore; region; continental shelf

Ocean; Atlantic o.; Pacific o.; Indian o.; Arctic o.; Antarctic o.; sea; salt water; deep sea; high seas; ocean floor; sea bed; sea bottom; waves; tide; high tide; low tide; ebb; sea lane;

*ocean going vessels; maritime; transportation; seafaring; seafaring nations; coastal states; land-locked countries; archipelago states.*

#### Exercise VII

1. Translate the following words and word groups into English.
2. Make an edited sensible text in English out of them.
3. Ask your class-mate to translate simultaneously while you are reading your text.

иктисодий ислохотлар, хукукий негизлар, давлат мулкани хусу- сийлаштириш, жаҳон иктисодий хамжамиятига куццдщц, ишончли ижтимоий кафолатлар, халкнинг маънавий рухий тикланиши; икти- содий ислохотларнинг иктисодий негизи; иктисодий ва ижтимоий- **сиёсий баркарорликни таъминлаш; макро- иктисодиётни баркарор- лаштиришга эришиш.**

Ер, кур у клик, ур юзи; китъа; майдон (территория); ярим орол; орол; жой; баландлик; тепалик; пастлик; киргок; киргок буйи; киргок буйлаб; денгиз буйи; туман; минтакавий шельф.

Океан; Атлантика океан; Тинч океани; Х,инд океани; Шимолий муз океани; Антарктикани ювиб турадиган; денгиз; денгиз суви; очик денгиз; чу кур денгиз, океан туби; денгиз туби; тулкин; куюлиш; су в кайтиши; денгиз йули; океан кемалари; денгиз транспорти; денгизда сузиш; денгиз хукмронлиги; денгизбуйи давлатлари; денгизга чика олмайдиган давлатлар; оролда жойлашган мамлакатлар; архипелаг давлатлар.

#### Exercise VIII

Guess what word is omitted:

Wednesday is a busy day for the Tati discount... on the Rude de Rennes in Paris. School is... that afternoon, and mothers, particularly those with modest incomes.

.... to Tati with their children in search of bargains.

.....the sidewalk in front of the store was busting

.... week at 5:28 p.m., when two black-moustachedmen in

.....black BMW drove past.

(last, fiock, store, a, out, thus)

#### Exercise IX

Read over the following passage and work at the vocabulary. Now eliminate the preparation time and begin sight translating immediately without even having read the text.

Dear friends!

Now, let us look at regional technical secondary schools. At present 280,000 of the youth study at them. To examine their activity critically, I think, we all must know about their poor material and technical basis, the quality of acquired knowledge very narrow special education and low professional level of teachers and educators. This shows that these schools don't answer the requirements of our time.



#### Exercise X

Translate into English listening in the following passage through headphones.

Азиз дустлар!

Энди укув тизимининг навбатдаги боскичига - вилоятлар ва туманларда жойлашган хунар-техника билим юртларига бир назар ташласак. Бугунги кунда уларда 280 мингга якин угил кизларимиз таълим олмоада, Уларнинг фаолиятига ганкидий куз билан **Караганда** моддий техника базасининг ночорлиги, улар бераётган билим ва тарбиянинг сифати укувчилар олаётган жуда тор ихтисос мутахас- сислиги, шу билан бирга, навбатчи тарбиячи уқитувчилар малака- сининг пастлиги, бу билим юртларнинг умуман бугунги кун талабига жавоб бермаслиги барчамиз учун аник булиши керак, деб уйлайман.

#### Exercise XI

Search the Uzbek equivalents for the following words and word combination from exercise XII and learn them by heart.

In consequence of, for reasons of space, in view of the fact that, whereas while, of special interest is, it might be well to do smth, in passing, successfully, sequentially; radically or fundamentally new, accomplishing the execution; bring about or be performed.

#### Exercise XII

1. Make up sentences using the following word combinations.
2. Ask your class-mate to translate your sentences into English.

оқибатда, жой етмаслигини хисобга олиб, куринишидан маъ- лумки, худди шу пайтда, алохида кизиқиш уйготади, фойдали булар эди, йул-йулакай, кетма-кет, катъийан янги, бунёд этиш, руёбга чиқармок-

#### Exercise XIII

Listen in the following speech through headphones, find the key words, guess the main idea of the speech and translate into Uzbek trying to sequence the ideas

Ladies and Gentlemen!

The 20<sup>th</sup> century in the life of human life countries and nations is coming to an end. I am absolutely sure that many of us, living in Uzbekistan apart from the current problems of the realities of today, are thinking about who and what we are in this world, where we are going, where and what our place will be when mankind enters the new 21 century. It is important to be aware and make an assessment of the peculiarity of the period in which we are living, the historical significance for the present and future of those changes that have taken place recently in the world and that have radically transformed the geopolitical structure and the map of the world.

#### Exercise XIV

Work in pairs. Ask your class-mate to translate simultaneously while you are reading the following text.

Хонимлар ва жаноблар!

Инсоният мамлакатлар ва халклар хаётида 20 аср ноёнига етмок- да. Ишончим комилки, бизни - хозирги Ўзбекистонда истикомат килувчштарнинг купчилиги тирикчилик ташвишлари - чин вокеълик муаммолари билан бирга. «Бу ёруг оламда биз киммиз, не бир сир синоатимиз цаёкца караб кетаяпмиз? Инсоният янги - 21 асрга цадам куйганда бизни урнимиз цаерда ва кандай булади?» - деган саволлар уйлантириши табиий.

Биз яшаётган давр кандай хусусиятларга эга? Сунгги вактларда жах,онда юз берган дунёнинг жугрофий-сиёсий тузилишини ва хари- тасини тубдан янгилаган узгаршплар х,озирги замон ва келажак учун кандай тарихий ащамиятга молик. Булар хдкида муло^аза юритиш ва уларга тугри бах,о бериш жуда мухим.

#### Exercise XV

Listen in the following speech through headphones translate the main points of the passage into Uzbek simultaneously without distorting the original meaning of the speaker's speech.

Dear Friends!

In the history of our people there started quite a new are. The way of development of our country has been definitely specified. This way has been recognized by the people themselves who cast their votes the independence, sovereignty of Uzbekistan, market relation and radical changes at large, who have given their support to all foregoing. Unanimity and adherence of the people prove to be our great victory. The people look trustfully and hopefully at their elected deputies, the member of their Government and all those who bear exclusive responsibility for the fate of the reforms. So, dear friends, let us be worthy of our people's high trust and confidence.

#### Exercise XVI

Translate the main ideas of the passage into English simultaneously. Try not depart from the original.

Азиз хамшахарлар!

Тошкент -Ўзбекистоннинг куркидир. Уни жахоннинг энг гузал шахарларидан бирига айлантриш сиз билан бизнинг мукаддас ва шон-шараф ишимиздир.

Муваккат иктисодий кийинчиликларга карам ас дан, Тошкенти- миз-жоножон пойтахтимизнинг муаммо-юмушларини хал килишда, мушукул ишни енгиллаштиришда хеч ким мехнатини аямайди деб ишонаман.

Тошкент шахар согликни саклаш тизимида 60 та стационар ва 156 та амбулатория-поликника мавжуд булиб уларнинг 3 % ханузга- ча марказий иситиш тармогига уланмаган. Шахарда карийиб 52 % тиббий "тез тибий" шифокорлари,

участка терапевти, педиатр етишмайди. Натижада, "тез ёрдамни" соатлаб кутилади. Бунинг усти- т, уларнинг машинаси ишламайди, телефони ишламайди, турли туман бахоналари эса бехисоб.

Таълим ва кадрлар тайёрлаш соҳасида маркетингни ривожлантириш йули билан таълим хизмати курсатиш ракобагга асосланган бозори шакллантирилади. Давлат ва нодавлат муассасалари ривож- лантирилади, таълим ва кадрлар тайёрлаш соҳасида ракобатга асосланган муҳит вужудга келтирилади. Таълим хизмати курсатиш бозори давлат йули бошқариб борилади. Асосий таълим дастурларида назарда тутилмаган консултатив ва купшмча таълим хизматларидан иборат пуллик таълим хизмати курсатиш тизими ривожлантирилади.

#### Exercise XVI

Grasp the short information from the speech and translate it simultaneously

Замонавий ахборот технология л а р и, компьютерлаштириш ва комтотерлар тармоклари негизида таълим жараёнини ахборот билан таъминлаш ривожлантириб боради. Таълим жараёнида оммавий ахборот воситаларининг мавқеи ошиб боради. Телевидения ва радионинг таълим дастурлари интеллектуаллашуви таъминланади. Фан ва таъ- лимнинг нашриёт базаси ривожлантирилади, укув, укув-услугий, илмий, комусий адабиётлар ва маълумотлар билан таъминлашнинг барқарор тизими шакллантирилади.

Азиз дустлар!

Авалло, фурсатдан фойдаланиб, сиз деиутатлар ва сизнинг сий- монгизда пойтахгимиз- Тошкентнинг барча фаоларига ва меҳнаткаш- ларига юкса хурмат - эҳтиромни изх,ор этмокчиман.

Даётимиздаги узгаришлар, ютуқларимиз, шу билан бирга, катта- катта муаммоларимиз, ташки ва ички сиёсатиимизнинг одимларидан хабардорсиз, албатта. Мамлакатимиз менатқашлари келажакларини, тақдирларини уз куллари билан бунсд этмокдалар. Мустақиллигимиз эълон қилинадиган буён утган давр нисбатан қиска булсада, халқимиз ва давлатимиз ?арихида гоят катга ижтимоий-сиёсий ва иқтисодий узгаришлар юз беради.

#### Exercise XVIII

Learn the following Uzbek verbose correspondences to English words in brackets.

Ташкилотлар - узаро фойда қуриш учун ишлашлари (**cooperation**)

Унумли бирга ишлашлари учун ишни хар хдя турларини ташкил этиш ва режа ту з иш (**coo rdi nate**)

Қийин вазиятда ёки ишда муваффақиятга эришмок, уйдасидан чикмок(**cope**)

Эркак ва аёлларнинг турмуш қуришларидан аввалги юрган пайтлари (**courtship**)

Телевизор ва радио орқали бериладиган бирорта нарса хдқидаги янгилик(**coverage**)

Бирорта нарсани эхтиёткорлик билан кудда ушлаш(**10 cradle**)

Кйшиларнинг бир- бирлари билан жуда нохуш бахслашган пайтлари (**dogfight**)

Кучи ва мавкеига караб киши л ар устидан салбий назорат килиш (**dominate**)

#### Exercise XIX

Translate the following text into English using instead of verbose Uzbek word groups the English words below simultaneously

Бизнинг ташкилотимиз АКД1 фирмапари билан узаро фойда куриш учун ишни бошлаб юборишди. Унумли бирга ишлаш учун ишнинг хар х,ил турларини ташкил этишмоқда ва режалар тузилмоқ- да. Телевизор ва радио оркали берилаётган янгиликларда бизнинг му- ваффакиятларимиз ёритиб берилаяпти, хар кандай кийин вазиятда ёки ишимнда муваффакиятга эришиш учун харакат кдинаяпти. Бу муваффакиятларни биз эхтиёткорона кулда ушлашга харакат килаяп- миз.

(cooperation, cope, coordinate, coverage, cradle)

#### Lecture 4

**Theme:** Translation of words and word combinations. Abbreviations

#### **Plan:**

1. Formulation of Abbreviations.
2. Translating Abbreviations.
3. Conclusion.

**Introductory words:** abbreviation, Below are some abbreviation styles, UNO, USAID, IMF, AU TV, VCD, DVD, *Borrowed Acronyms*, Acronyms by Inversion of Order, Acronyms by Replaced Initials.

The task of translation, which is the rendering of the message of a text from one language to another spans three levels of language science: linguistics, extra linguistics and met linguistics. The present study mainly concerns the linguistic level. As language study at this level can also be subdivided into three different areas, namely, syntax, lexis, and semantics, our emphasis here is on lexis which has to do with the vocabulary of a language. Oftentimes, lexis and semantics are linked together, in which case we can speak of lexicosemantics. Issues on synonymy, homonymy, polysemy etc. are located at this level. It can be noted that even cases of homonymy (though rare) also occur with acronyms. For instance, PO could mean post office, postal order, petty officer etc. while in French, BIT (Bureau international du travail) and OIT (Organization international du travail) could be synonyms, i.e. signifying the same concept. There are also other French homonymous acronyms such as PJ (pieces joints), PJ (Police judiciary); RN (Route nationally), RN (Revenue national).

For years, however, the emphasis in linguistic studies has been on phonology,

morphology and syntax. In the preface to Jean Tournier's *Précis de lexicologie anglaise*, David Crystal states that "the contrasts of semantics are less discrete, less determinant and their analysis has been often neglected." (3) Lexicography, which should not be mistaken for a mere list of words, "...makes the student get to grips with realities of language use in a way that no other linguistics topic can." (3) This may be because lexicography also has to do with the techniques of forming words and expressions from the basic lexical units, '*lexies primaries*.' The lexis of a language grows at a constant rate, which Tournier estimated at approximately 600 words yearly. This could create difficulties for a translator who is not abreast of the constant evolution, as it takes a while for some of these neologisms to find their way into dictionaries. With the emergence of modern information and communication technology, in particular the internet and mobile telephony, there could be so many abbreviations, such as HTML, FAQ, SMS, which are already used in various languages before they are entered into dictionaries. If abbreviations can constitute difficulties for the translator, one could then imagine the situation of the conference interpreter doing his job in the booth, and all of a sudden he is bombarded with a succession of abbreviations from the speaker.

Meanwhile, the formation of abbreviations follows certain patterns, which, if the translator is familiar with them, could leave him stress-free when faced with such a sequence of letters. According to Tournier, there are up to thirty types of abbreviations. Some of these shall be considered, along with how they become reformulated when translating into French, and some of the frequently used international abbreviations are listed by categories in the annex.

The use of abbreviations is a relatively new linguistics phenomenon. The art of reducing a sequence of words to their initial letters became well developed in the late 50s and 60s. This phenomenon portrays the characteristics of the modern era, in which technical and scientific discoveries are developing fast along with all manner of organizations and institutions. Although the word initialism first occurred in the *Oxford English Dictionary* in 1899, the first acronym was only included in 1943.

Abbreviations often occur as names of professions, art groups and especially as organizations and associations—UNO, USAID, IMF, AU, etc. They also appear as names of appliances, such as TV, Fridge, VCD, DVD, etc., vehicles and on vehicle license plates. Here in Nigeria, national organizations are often called by their abbreviations. We have a series of recently created abbreviations especially with the advent of telecommunication companies in the field of mobile telephony such as MTN, Vmobile, Glo, MTS. All these have become household names without anyone caring to know what they stand for; they are simply brand names of telephone companies. Abbreviations are also found in literary works; e.g., viz, AD, i.e., DV, pm, am, PTO, PS, etc. Another area where abbreviations abound is in academic certificates and names of educational institutions such as B.A, B.S., M.Phil., Ph.D., etc.

## 1. Formulation of Abbreviations

As abbreviations often occur with frequently used long terms for which short terms are more convenient, they aim at facilitating pronunciation and writing, typing, or printing. This, however, doesn't prevent some cynics from alleging that abbreviations are used to

render terms obscure. They may occur in the following ways:

First, at the level of pronunciation, Tournier observes: "abbreviations are pronounced letter by letter, because they do not conform to the morphological-phonetical constraints that exist for words." (142) This is why abbreviations such as CPU, LFC, FLCM, etc. are pronounced letter by letter. He states further: "but when it forms a set that corresponds to an existing or possible morphological-phonetical model, it tends to be pronounced as a word." (142) Examples of pronounceable acronyms are UNESCO, UNICEF and OPEC.

Abbreviations have been written using a period to mark the part that was deleted. In the case of most acronyms, each letter is its own abbreviation, and in theory should have its own period. This usage is however becoming outdated as the use of capital letters is sufficient to indicate that the word is abbreviated. Nevertheless some popular style guides still insist on the multiple periods style with unpronounceable abbreviations, such as USA, but not with pronounceable ones such as RAM. Reduction of a single word to its initial: C (caution) D (Deutschland), usually on imported used vehicles, X (l'écoles polytechnique, Paris), nickname for the top polytechnic school in Paris

Below are some abbreviation styles:

1. Reduction of a single word to its initial: C (caution) D (Deutschland), usually on imported used vehicles, X (l'écoles polytechnique, Paris), nickname for the top polytechnic school in Paris
2. Reduction of a group of words to the first two letters of each concept: Soweto (South Western Township).
3. Reduction of concept of a group to equivalent of a syllable: Comsat (communication satellite), USENET (User Network)
4. Reduction of the initial of just one word of the group: O level (Ordinary level).
5. Transcription of the abbreviation: emcee for MC (Master of ceremonies) deejay for DJ (Disc jockey)
6. Reduction of a group to the initial of the first concept and the first syllable of the second: M. Tech (Master of Technology)
7. Preserving a conjunction: D and D (Drunk and Disorderly)
8. Preserving the abbreviation in its original language: FAO (Food and Agriculture Organization), also FAO in French, FIFA (Fédération internationale de football), also FIFA in English

Generally, initials of short function words (and, or, of, to) are not included in abbreviations, except to make such acronyms pronounceable.

Lastly, some abbreviations are assimilated into ordinary words and are found written in low case and with time, people forget that they were acronyms. Good examples are: laser (light amplification by stimulated emission of radar) and scuba (self-contained underwater breathing apparatus).

## 2. Translating Abbreviations.

This form of translation could be regarded as reformulation of abbreviations of one language to another. In most cases the order of initials change due to difference in the grammatical structure of the languages involved; e.g. UNO (ONU). At times, initials may be completely replaced; ISP (Internet Service Provider)—FAT (Fournisseur d'accès à l'internet). Still in other cases, they are reformulated into full words: WIA (Wounded In Action): les blessés de guerre. Some others are simply acquired into the target language as borrowed acronyms: laser

Following the above mentioned categories, a list of common international acronyms figures in the annex, especially those from international institutions, EU, UNESCO, WHO, and not leaving out acronyms of interstate and private persons organization, such as NGO and those of multinationals. Also, in this stage of modern InfoTech, this vocabulary would not be complete without some internet acronyms. They are categorized in 3 (three) groups: A Borrowed acronyms, B Inversion of order of letters and C Replaced initials.

#### A. *Borrowed Acronyms*

These are the acronyms that are identical in the two languages: English and French. These occur for the same reason that brings about the use of borrowed terms or loan words generally.

The issue of borrowed terms may be explained through one of the techniques of translation. Borrowed words usually arise from language contact of various linguistic communities. This may be due to wars, colonization, trade, etc., or for a need to maintain originality or local nuance of the SL text in the TL text or for simple stylistic reason which is the case with journalists. And at times it is simply the case of a weaker culture being subsumed by the stronger one. This is the case with most of the modern IT acronyms. That is why in French we have acronyms such as CDROM, DVD, FTP (File Transfer Protocol), email, even though the acronym curial (for e-mail) now exists in French.

#### B. Acronyms by Inversion of Order

Some acronyms have the same letters in both English and French but not in the same order. For instance we have AIDS: SIDA, AU: UA, NGO: ONG, etc. The reason for this can be explained by the translation technique of transposition which has to do with the replacement of one grammatical unit or part of speech by another. This is inevitable since the grammatical structure differs from language to language. This difference is particularly highlighted in the position of adjective as regards French and English languages. Whereas in English, qualifying adjectives always precede their nouns, it is the opposite in French except for a few but frequently occurring adjectives. This explains why we have the following acronyms :

English French

AU (African [adjective] Union [noun]) — UA (Union [noun] Africaine [adjective])

IMF (International [adjective] Monetary [adjective] Funds [noun]) — FMI (Fond [noun] monetary [adjective] international [adjective])

From the above, it can be noted that the words involved in the two languages are similar, which explains why the same initial letters occur in the acronym translation. On the other hand, the grammatical rules of the two languages mandate a different order of nouns and adjectives.

### C. Acronyms by Replaced Initials

In this third group, the acronyms adopt entirely different initials because the equivalents of the words being reduced to initials are different in the other language. At this level, we have acronyms such as ILO (International Labor Organization) becoming OIT (Organization internationale du travail); WHO (World Health Organization) becomes OMS (Organisation mondiale de la santé); UFO (Unidentified Flying Object) becomes OVNI (Objet Volant non identifié) etc.

At this juncture, it should be noted that for varied reasons some initials are rendered as full words in another language; e.g. POW (Prisoners of War) is *les prisonniers de guerre*. In French you always hear of TGV (Train à Grande vitesse) whereas in English this acronym simply translates to *high speed train*. And SVP (*s'il vous plait*) is simply rendered as *please* in English.

Of course, being conversant in the above-stated rules and techniques is not the only thing needed to confront problems of abbreviation, but their knowledge can be of great help to the translator. The remaining problems can then be solved by consulting the necessary translation tools which range from hard-copy dictionaries, glossaries etc. to online ones, such as the Acronym Finder (<http://www.acronymfinder.com>), which has over 470,000 definitions and, for specifically technical terms, Wiley Inter Science Acronym Finder (<http://www3.interscience.wiley.com/stasa/search.html>). Above all, the translator needs a broad and deep general culture.

## 3. Conclusion

It is often said that some of the essential qualities of a good translator are: sound knowledge of his working languages and general knowledge. Furthermore, it is recommended that the translator should work into his mother tongue or first language. In fact this is a prerequisite for gaining employment into international organizations. This implies that the translator is deemed to be naturally more fluent in his first language which is supposed to be the language of his immediate environment for his formative years. Meanwhile, regarding translation of abbreviations to borrow the expression of E.B. Sgarbossa in her article in 2005 August edition of the *ATA Chronicle*, the "source language may turn out to be the source of trouble."

As mentioned earlier, abbreviations often stand for names of organizations, associations, and educational institutions. Mastery of the language of the target text may not be as important in this case as familiarity with the source-language culture. For instance, abbreviations of multinationals, such as P&G (Procter and Gamble) G.E. (General Electric) would be easily comprehensible to an Anglophone American translator, but as he should be translating into French he would be confronted with abbreviations such as BN (Bibliothèque Nationale) FO (Force Ouvrière), etc. which are promptly discernible to a francophone



translator. The difficulty is even higher with abbreviations of multinationals.

In the field of education, one can find plenty of local abbreviations denoting either names of institutions or degrees. For instance, as a Nigerian, I know that names of National universities are usually abbreviated to begin with the prefix Uni-, Unilag (University of Lagos), Unilorin (University of Ilorin), and state-owned universities end with the suffix -su, Lagos State University (LASU), Edo State University (EDSU), etc. But as I normally translate into French, I will be confronted with abbreviations such as HEC (Ecole des hautes études commerciales) LEP (Lycée d'enseignement professionnel), etc. These are issues in the field of cultural references. This is the point Michel Ballard was raising in *La traduction de l'anglais au français*, when he said:

From the above quotation: SAT was not found in the [French-]English dictionary, but it was in Webster's, since it is related to American culture. In spite of the cultural issues, to deal with problems of abbreviations a good translator must have the latest information worldwide at his disposal, through reading of newspapers, journals, international magazines, the consulting of which has been facilitated by the Internet. And of course while on the job, there are also popular online dictionaries, as earlier mentioned in this paper, to get around the complex task of translating acronyms.

Another useful tool for the translator to have at his disposal a glossary of abbreviations of the subject field he is working on. In some cases; the translator may also have to consult his client or the author or the source text for more clarification of the terms. In summary, one last exit route for the translator (especially if he is going from English into French), is to simply render the acronyms as borrowed concepts, as they figure in the original text. In this era of globalization, the issue of translating acronyms is becoming less emphasized due to the constantly widening vocabulary, thanks to the modern information technology. We are being faced with a deluge of new acronyms daily and before these get officially translated from English into French, the French speaker is already using the English acronym and is used to it.

Finally, since English seems to be the language of the global world, it is natural for the acronyms to get 'osmosed' into different languages and thus used. This is common with internet-related acronyms and other terms such as net 2 phone, CDROM, FAQ, email.

#### Borrowed Acronyms

Ack	-Acknowledgemen tan olmoq
API	-Application Program Interface
	-Dasturning dasturiy muloqati
ASEAN	- Association of South East Asian nations Shimoliy Sharqiy Osiyo davlatlari

	rlashmasi
CDROM	- Computer Disc/Read only Memory Kompyuter diski
CEIC	- European Chemical Industry Council - Yevropa Kimyoviy ishlab chiqarish konsulligi
CFC	-Chlorofluorocarbon Freon moddasi

#### Acronyms by Inversion of Order of Letters

AIDS	- Acquired Immune Deficiency yndrome  Orttirilgan immunitet tanqisligi sindromi
A.U	- African Union  Afrika birlashmasi
U.A	- Union Africaine  Birlashgan afrikaliklar
EBRD	- European Bank for Reconstruction and velopment  Yevropa taraqqiyot va rivojlanish banki

#### Acronyms by Replaced Initials

ECB	- European Chemicals Bureau  Yevropa kimyo uyishmasi
GINC	Global Information Network – Chemicals  Global kimyo ma'lumotlar tarmog'i

Questions:

1. What are abbreviations?
2. Which method are used on translating abbreviation?
3. How many types of abbreviation?
4. What is Borrowed Acronyms?

## Lecture 5

**Theme:** Pragmatic problems of Simultaneous Translation. Pragmatic adaptation in translation

**Plan:**

1. Translation and interpreting
2. Problems in translation.
3. Grammatical problems of simultaneous translation
4. Pragmatic adaptation in translation.

Introductory words: Translation and interpreting, grammatical problems, pragmatic adaptation, logical consequence, logical cause, and sequential ideas, lexical equivalences of O. Kade.

### 1. Translation and interpreting

It is necessary to clarify the general principles of translation in order to describe the basic ways of simultaneous translation from English into Uzbek.

Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. Text in different languages can be equivalent in different degree (full or partially equivalent), in respect of different levels of presentation (equivalent in respect of context, of grammar, of lexis, etc.) and at different ranks (word- for word, phrase -for - phrase, sentence- for - sentence).

Languages are different from each other, they are different in form having distinct codes and rules regulating the construction of grammatical structures of a language and these forms have different meanings.

Language is a formal structure, a code which consists of elements and can combine to signal semantic 'sense' and, at the same time, a communication system which uses the

forms of the code to refer to entities (in the world of the senses and the world of the mind) and create signals which possess communicative 'value'.

The translator has the option, then, of focusing on finding formal equivalents which preserve the context- free semantic sense of the text at the expense of its context-sensitive communicative value or finding functional equivalents.

The choice (and it goes back to classical times; Cicero 46BC) is between translating word for word (literal translation) or meaning for meaning (free translation).

To specify the choices which are available to the communicator and the functions of such choices is needed. (See Susan Bassnett - Mc Guire, 1982).

## **2. Problems in translation.**

We must work out not only the semantic sense of each word or a sentence in the text but also communicative value, its place in time and space and information about the participants involved in its production and reception. Putting questions to the semantic sense of the text we can reveal semantic components of a text. Their names are What? And Why? And When? And How? And Where? And Who?

Each of these questions defines one (or more) parameters of variation:

What? is the message contained in the text: the content of the signal; the content of the speech acts.

Why? orients us towards the intention and the purpose of the text. So our task as receivers of texts is to tease out the primary function from those which are secondary.

When? is concerned with the time of the communication realized in the text and setting it in its historical context; contemporary or set in the recent or remote past or future.

How? is ambiguous, since it can refer to:

- (a) manner of delivery: serious, irony etc.
- (b) medium of communication: the mode of the discourse; the channel(s)-verbal/non-verbal speech/ writing-selected to carry the signal.

Where? is concerned with the place of the communication; the physical location of the speech event realized in the text.

Who? refers to the participants in the communication; the sender and receiver. Both spoken and written texts will reveal, to greater or lesser extent, characteristics of the

speaker or writer as an individual and also, attitude the sender adopts in relation to the receiver and to the message being transmitted.

Thus, the speaker should focus on each message: who the sender of the message is, the intention or purpose of the speaker, when and where the action is taken place and how the message is delivered.

To express ideas clearly and effectively, you must first have them clear in your own mind. It follows that if you wish to re-express someone else's ideas without having the possibility of repeating them words for word - which is the case for the interpreter - then you must make a clear, structured analysis of them. And making that analysis you have to understand the individual ideas that are the basic building blocks of a speaker's speech.

### 3. Grammatical problems of simultaneous translation

We must understand not of words but of ideas, for it is ideas that have to be interpreted. Obviously, you cannot understand ideas if you do not know the words the speaker is using to express them, or if you are not acquainted sufficiently with the grammar and syntax of the speaker's language to follow the ideas.

In connection with the notion of 'not knowing words', it is best to address here what is probably one of the two commonest questions put to conference interpreters by non-interpreters: "what do you do if they do not know a word or an expression that you hear in a speech?"

The answer to this has already been partially given, that the interpreter has to understand ideas, not words. It may well be perfectly possible to understand a speaker's speech without actually understanding every single word and expression be used and without having to reproduce all of those terms in the interpretation. For example, imagine that a detegate says:

"I don't think that the advisory committee is the appropriate forum for discussion of this point. What is important is that the groundwork be done in the technical working parties, in order to prepare the basis for a decision in the executive committee".

Let's assume that the interpreter understands neither "forum" nor "groundwork". Yet this does not prevent them from understanding that the advisory committee is not the right place to discuss the matter, and the question has to be properly prepared for the

executive committee by the technical working parties. The interpretation is possible without all the words and without changing the meaning.

#### 4. Pragmatic adaptation in translation.

**There are other occasions, however, where a word is too important. For example:** "Given the topography of the country, the construction of motorway has been very expensive. The Norwegians have found the solution to their financing problems by imposing tolls. And these tolls are pretty expensive. The roads are wonderfully built, a pleasure to drive upon, with beautiful scenery, but when the poor driver gets to the end of the journey and has to pay the toll, he certainly feels that his money is little".

The key word here is "toll", and if the interpreter does not know it he can hardly avoid it. But the interpreter can also benefit from working in consecutive. By the time they start interpreting they will have heard the whole speech, and should have been able to deduce the meaning of "toll" from context. Thus, again, it is possible for the interpreter to work satisfactorily, indeed in this case totally accurately, without their having known in advance all the vocabulary used by the speaker.

Two further points should be made here. First, interpreters must accept that there are times when they do not know a word or an expression, can neither avoid it nor deduce its meaning from context, and are consequently stuck.

On the other hand, the interpreter does not have the right to "betray" the delegates by missing things out *or* guessing at meanings in order to hide their ignorance. In order to understand meaning without knowing all the lexical items, and still more in order to deduce meaning from context, the interpreters must in any case have a thorough knowledge of their foreign language.

Second, there may be a logical cause, as in "The American government has been exerting greater pressure on the Columbian authorities, because the illegal import and consumption of cocaine for that country are again on the increase." The interpreter must likewise remember all words like "as", "since" or "due to".

Third, ideas may be sequential, following on the one another, but without logical cause or consequence. In such cases sentences may be simply juxtaposed or the ideas linked with the word "and". Here it must be noted that when ideas are simply juxtaposed-where

the link is what we might call a 'zero link' the interpreter must not fall into the trap of creating another link artificially. Although key words such as "because" and "therefore" should not be omitted, to create a link where there is not in the original is an equally serious mistake.

The basic types of links are **logical consequence, logical cause, and sequential ideas**. They may be linked by certain form of speech that the interpreter should know. Sequential link is particularly important.

So, you cannot understand ideas if you do not know the word the speaker is using to express them or if you are not acquainted sufficiently with the grammar and syntax of the speaker's language to follow the ideas.

In order to attain the fullest information from one language into another one lexical and grammatical substitutions are very helpful.

By substitution we understand the replacement of one part of speech by another or one form of a word by another one, a word or, a word group by its synonym.

In the process of simultaneous translation words and word groups with common semantic component may be substituted by one another because they make the interpreting easy. If an interpreter forgets one he recalls the other. The substitution of words with common semantic component by each other doesn't influence on the general sense of speaker's speech in translation. Example:

Whole, wholeness, fullness, completeness, unity, whole number, ensemble, complex, totality, sum, universality etc;

Conference, talks, symposims, seminar gathering, exchange of views, assembly, council, round table conference, session, meeting, etc; agreement, uniformity, mutual understanding, convention, consensus, conformity, cooperation, joint effort, collaboration etc.

Some linguists define translation in terms of equivalents relations (Catford 1965; Nida and Taber, 1969; Toury, 1980; Pym, 1992, 1995; Koller, 1995) while others reject the theoretical notion of equivalence, claiming it is either irrelevant (Shell-Hornby 1988) or damaging (Gentzler 1993) translation studies. Yet other scientists are a middle position. Baker uses the notion of equivalence 'for the sake of convenience- because most

translators are used to it rather than because it has not any theoretical status' (1992: 5-6). Thus, equivalence is variously regarded as a necessary condition for translation, an obstacle to progress in translation studies, or a useful category for describing translations.

The equivalence is the relationship between a source text and a target text that allows the target text to be considered as a translation of the source text in the first place. The above definition of equivalence is not unproblematic, equivalence is supposed to define translation, and translation, in turn, defines equivalents.

Unfortunately, few attempts have been made to define equivalence in translation.

Linguists who maintain that translation is predicated upon some kind of equivalence have, for the most part, concentrated on developing typologies of equivalence, focusing on the rank (word, sentence or text level) at which equivalents are said to obtain ( see, Baker 1992) or on the type of meaning (denotative, connotative, programmatic, etc.) that said to be held constant in translation. Investigations of the essential nature of equivalents remain the exception.

At various levels, and loosely following Koller (1979:187-91, 1989: 100-4), equivalence is commonly established on the basis of; the source language and target language words supposedly referring to the same thing in the real world, i.e. on the basis of their referential or denotative equivalence; the source language and target language words triggering the same similar associations in the minds of native speaker of the two languages, i.e. their connotative equivalence; the source language and target language words being used in the same or similar contexts in their respective languages, i.e. what Koller (1989:102) calls text-normative equivalence: the source language and target language words having the same effect on their respective readers, i.e. pragmatic (Koller 1989: 102) or dynamic equivalence (Nida 1964); the source language and target language words having similar orthographic or phonological features, or formal equivalence.

Baker (1992) extends the concept of equivalence to cover similarity in source text and target text information flow and source text and target text device's play in their respective texts. She calls these two factors combined textual equivalence.

Newman (1994: 46-95) stresses that not all the variables in translation are relevant in every situation, and that translators must decide which considerations should be given



priority at any one time, establishing a kind of functional equivalence (see also Neubert 1994).

O.Kade (1968) and other writers on lexical equivalence, in particular in the areas of terminology (see for example, Arnts 1993; Harm 1992), combine the above qualitative distinctions with a quantitative scheme that categorizes equivalence relationship according to whether there is: a single expression in the target language, a single source language expression, i.e. one- to-one equivalence; more than one target language expression for a single source language expression, i.e. one-to-many equivalence; a target language expression that covers part of a concept designated by a single source language expression, i.e. one-to part-of- one equivalence; or no target language expression for a source language expression, equivalence.

Questions:

1. What is Baker's opinion on equivalence of translation?
2. What is Kade's view on equivalence of translation?
3. What is the difference between Newman's view and Toury's view on equivalence of translation?
4. What kind of grammatical problems are there in translation activity?
5. Why have few attempts been made to define equivalence in translation?

## Lecture 6

**Theme:** Compression and its types". Syllabic. Semantics. Omission.

### Plan:

1. Compression process
2. Lexical and semantic compressions
3. The omission predicate

**Introductory words:** compression, omission, syntactic, lexical and semantic compressions

### 1. Compression process

Translation with compression is the process of pressing or squeezed the information so it is smaller, or saying the information in fewer word reducing the information and gives the main content of it.

The following ways may belong to syntactic, lexical and semantic compressions for translation from English into Uzbek:

- 1) division of complex sentence into several simple sentences.

Ex: I saw the beautiful place where then I remembered how I had spent the days with my girl friend there - мен жуда чиройли жойни кўрдим. Кейин киз уртогим билан у ерда утказган кунларим ёдимга тушди;

- 2) substitution the subordinate clause by participle or participial constructions. Ex: The book which was written last year was sold- утган йили ёзилган китоб сотилди;

- 3) substitution of participial constructions by nouns or noun phrases. Ex: A piece of electric equipment used for cutting into very small pieces - майдалагич ёки гушт майдалайдиган;

- 4) substitution of word groups by one word and the full names of states or organizations by their shortened forms. Ex: involving the use of force - мажбурий; the United States of America - АКД1;

- 5) lexical compression is to express the ideas with a few words. Ex: In particular, attention should be given to the use of appropriate and or intermediate technology wherever possible - керакли ва уртача технологияга эътибор қаратилиши керак;

- 6) Semantic compression is the use of pronouns instead of notional words. Ex: Tom and John went to the garden. - Улар бокка кетишди.

### 2. Lexical and semantic compressions

In order to keep the simultaneity of the English speech and its Uzbek translation it is possible to break the sentence of the source language into two simple sentences.

Uzbekistan airways is one the youngest air companies in the world and within its short me of existence has already become ternationally known taking its place in the	Ўзбекистан хаво йуллаp энг ёш хаво омпаниясидир. У дунёда киска вақтда плақочон танилди ва дунё бозорида уз ойини эгаллади.
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world market.	
It was founded five years ago in January 1992 it is a member of International Civil Aviation Organization, a full member.	5 йил илгари январ 1992 йилда ташкил қилинган ва у халқаро фуқоролар авиация ташкило- тининг тулик аъзоси булди.

1

as New York, Amsterdam, London, Frankfurt, Athens, Istanbul, Pekin, Delhi, Seoul, Kuala-Lumpur in total more than 20 international destinations, about 19 destinations within CIS and 16 destinations in side of the republic as well.	Нью Йорк, Амстредамга, Лондонга, Франкфуртга, Афина, Истамбулга, Пекин, Дехли, Сэул у мумий хисобда 20 та халқаро 19 та МДХ ва мамлакат ичкарасида 16 та жойга у чади.
The extent of Uzbekistan airways air routes is more than 2 million kilometers. New routes are being rated regularly.	Ўзбекистан хаво йулларининг йуналиши 2 миллион километр- дан ошгандир. Янги рейслар ку- шилмоқда.
Uzbekistan airways boosts a vast fleet of aircraft including Airbus A 310'S Boings, IL 62'S TU-154'S and IL- 76'S.The airbus 310 has been used successfully as international routes. At the end of 1996 and March 1997 two new Boeing -767'S were added to the fleet. Recently, the British French liner RJ-85 began to fly the Uzbekistan sky, providing passengers with international style services	Ўзбекистан хаво йулларида катта тез оқидиган самолётлар мавжуд. Улар А 310, Боинг, ИЛ 62 С, ИЛ 86 С, ТУ 154 С ва ИЛ 76 лардир. 310 само лёт лари халқаро санофага муваффақият- ли учадиган рейсдир. 1996 йил охирида ва март 1997йилда ик- кита янги Боинг 767 само лети кушилди. Яқинда Британия Француз лайнери РЖ- 85 уча бошлади Ўзбекистан осмонида пасажир- ларга халқаро усулда хизмат кўрсатилди.

### 3. The omission predicate

Sometimes the omission of the predicate doesn't distort the logical sequence and links of the sentences in the translation from English into Uzbek. In this case the suffix "-дир" is added to the last word of the

I now give the floor to the distinguished delegate of Tanzania.	Суз Танзания делегатига.
Mr President. the question of Namibia is the question for consideration before the General Assemle. Without doubt	Жаноб раис. Намибия - Бош Ассамблея к>фиб чикддиган масаладир. Шубхасиз

These are the deadly consequences of apartheid, racism and colonialism, scourages of humanity	Улар апартаидниңг ёмон асо- глади иркчилик ва колониа- зминг инсониятга зарарли- гидир.
Solutions to the problems of development are best formulated within the context of the over all socio-economic and technological framework of the particular country.	Мваммоладни >ш яхши хал этиш солиал иктисолий ва тех- никавий вазиятлаги хар бир мам- лкатга тегишлидир.
In this way, available resources are utilized to the maximum extend and dependence on imported techlogies is diminished	Шундай килиб ресурслар макс и- мал равишладир манбалар вг импорт технологияси камдкр.

To sum up, the interpreter must pick up the halfdozen or so ideas that make up the backbone of the speech and lay sufficient emphasis on them in the interpretation; verbal redundancies should be cut down to a minimum; digressions, comparisons and compression may be kept in the translation but should have the right relative weight in the overall context of the speech.

The first key to understand a speech is the identification of the main ideas; the second is an analysis of links between those ideas. A speech is not just a sequence of juxtaposed sentences. The sentences are related to one another in particular way, and it is this relationship that determines the over all meaning of a speech.

Questions:

- 1) What is compression?
- 2) How does compression help a simultaneous interpreter save time during interpretation?
- 3) To which parts of speech does compression apply?

## Lecture 7

**Theme:** Equivalence in simultaneous translation

**Plan:**

1. About equivalence
2. Equivalence in translation. Types of equivalence

**Introductory words:** equivalence, lexical equivalence, grammatical equivalence, textual equivalents, source language, target language

## 1. About equivalence

Some linguists define translation in terms of equivalents relations (Catford 1965; Nida and Taber, 1969; Toury, 1980; Pym, 1992, 1995; Koller, 1995) while others reject the theoretical notion of equivalence, claiming it is either irrelevant (Shell-Hornby 1988) or damaging (Gentzler 1993) translation studies. Yet other scientists are a middle position. Baker uses the notion of equivalence 'for the sake of convenience- because most translators are used to it rather than because it has not any theoretical status' (1992: 5-6). Thus, equivalence is variously regarded as a necessary condition for translation, an obstacle to progress in translation studies, or a useful category for describing translations.

The equivalence is the relationship between a source text and a target text that allows the target text to be considered as a translation of the source text in the first place. The above definition of equivalence is not unproblematic, equivalence is supposed to define translation, and translation, in turn, defines equivalents.

## 2. Equivalence in translation. Types of equivalence

Unfortunately, few attempts have been made to define equivalence in translation.

Linguists who maintain that translation is predicated upon some kind of equivalence have, for the most part, concentrated on developing typologies of equivalence, focusing on the rank (word, sentence or text level) at which equivalents are said to obtain ( see, Baker 1992) or on the type of meaning (denotative, connotative, programmatic, etc.) that said to be held constant in translation. Investigations of the essential nature of equivalents remain the exception.

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Baker (1992) extends the concept of equivalence to cover similarity in source text and target text information flow and source text and target text device's play in their respective texts. She calls these two factors combined textual equivalence.

Newman (1994: 46 95) stresses that not all the variables in translation are relevant in every situation, and that translators must decide which considerations should be given priority at any one time, establishing a kind of functional equivalence (see also Neubert 1994).

O.Kade (1968) and other writers on lexical equivalence, in particular in the areas of terminology (see for example, Arnts 1993; Harm 1992), combine the above qualitative distinctions with a quantitative scheme that categorizes equivalence relationship according to whether there is: a single expression in the target language, a single source language

expression, i.e. one- to-one equivalence; more than one target language expression for a single source language expression, i.e. one-to-many equivalence; a target language expression that covers part of a concept designated by a single source language expression, i.e. one-to part-of- one equivalence; or no target language expression for a source language expression, i.e. null equivalence.

Catford confirms an extralinguistic domain of objects, persons, emotion, memories, history, etc., features of which may or must achieve expression in a given language. Translational equivalence occurs, he suggests, when source texts and target texts are related to at least some of the same features of this extralinguistic reality, that is when source text and target text have approximately the same referents (1965: 50,). Catford thus relies on an essential theory of meaning, an approach which is too narrow.(Bassett', 1980/1991)

Thus, the general view in translation studies soon came to be that equivalents are the relation between texts in two different languages, rather than between the languages themselves. This step liberated studies from debated on interlingual translability based on entire language system with all their unactualised meaning potential (see Koller1979; Pym1995:157-8).

Such debates had centred on incompatibilities between the words of a speaker of different languages and on the structural dissimilarities between languages. The attention was focused on texts and utterances, many of the potential and functions of words and structure in a languages system could be eliminated by reference to their cotext and context, making translation more realistic.

Toury (1980, 39) identified two main use of the term equivalence: first, equivalence could be 'a descriptive term, denoting concrete objects- actual relationship between actual utterance in two languages recognized as target texts and source texts -which are subject to direct observation'.

This definition regarded equivalence as an empirical category which could be established only after the event of translation .Toury contrasted this approach with equivalents as a' theoretical term, denoting an abstract, ideal relationship or category of relationship between target texts and source texts, translations and their sources<sup>1</sup>

Toury's empirical category of equivalence has much in common with Catford's textual equivalence. A textual equivalent is defined as ' any target language form which is observed to be the equivalent of a given source language form (text or portion of text)' (1965: 27) Equivalent forms can be matched by appealing to the intuition of bilingual informants or by applying more formal procedures such as commutation (Catford 1965: 27- 8), a method of discovering textual equivalents which consists of asking a competent bilingual informant to translate stretches of text and then systematically introducing changes into the source language text to establish how each change is reflected in the translation. Textual equivalence is, according to Catford, an empirical, probabilistic phenomenon. The probability that a given source text form will be translated as a given target text form can be calculated on the basis of previous experience and recast as a probabilistic translation rule (Catford 1965: 31)

Questions:

1. What is equivalence?
2. What is textual equivalence according to Catford theory?

3. What is Baker's opinion about equivalence?
4. Importance of denotative and connotative meanings?
5. Differences and similarities of Catford and Toury's theory about equivalence?

## Lecture 8

**Theme:** Theme and rheme. Defining rheme in simultaneous translation

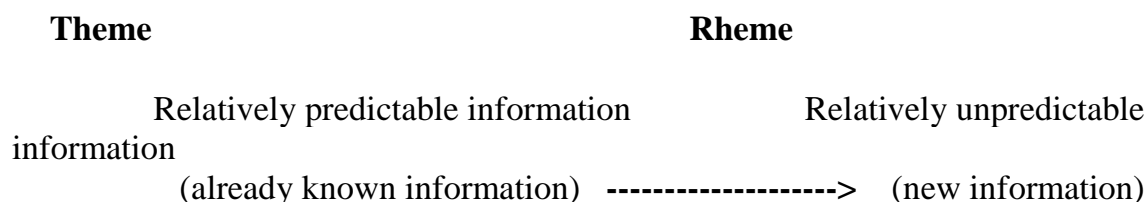
**Plan:**

1. Definition of theme and rheme
2. Differences between theme and rheme
3. Importance of theme in text. Defining rheme in simultaneous translation

**Introductory words:** theme, rheme, Textual clause, relevance to stress, Emphatic preposing, theme-rheme order

### 1. Definition of theme and rheme

**Theme.** Textual clause function: the point of departure of the clause as message. It sets up the local context for each clause. This local context often relates to the method of development of the text: the Theme is selected in such a way that it indicates how the clause relates to this method and contributes to the identification of the current step in the development. The term theme has an entirely different meaning in formal grammars (as does the term thematic roles), which has nothing to do with the long tradition of work on theme in Prague School linguistics and other functional traditions. => IFG Chapter 3. => LexCart Section 6.2. (From Christian Matthiessen: Glossary of systemic-functional terms.<http://minerva.ling.mq.edu.au/>) **Topic.** The subject matter of a clause; what it is about – often as one member of the pair topic + comment. Topic corresponds roughly to the experiential part of Theme, Topical theme, in Halliday's analysis of English, but it typically excludes textual and interpersonal Themes. (Sometimes the notion of given or known is also included in topic, but never in Halliday's Theme.) Cf. IFG p. 39. (From Christian Matthiessen: Glossary of systemic-functional terms.<http://minerva.ling.mq.edu.au/>)



Sentences can be divided up into some elements. Some provide at least relatively predictable information (**theme**) and others provide at least relatively unpredictable information (**rheme**) (Dickins, 2008: 116).

Consider the following from a text on Ayatollah Khomeini (from Dickins and Watson 1999: 461, Cited in Dickins, 2008: 116):

## Writing paragraphs

### Flow of information in paragraphs

In order for a paragraph to be easy to read, the information in it must flow easily from one sentence to the next. To do this it is important to structure your information clearly and signal exactly what you want to say by the use of signalling words.

### Information structure.

Most sentences in English have two parts a theme (or topic) and a rheme (or comment) (McCarthy, 1991, p. 55). The theme is what you are writing about - it is shared information and it has been introduced to your reader. The rheme is what you are saying about the theme - it is new information, what you want to tell your reader.

Look at the following sentences:

1. The M1 goes from London to Leeds.
2. The motorway from London to Leeds is called the M1.

### 2. Differences between theme and rheme

The theme in sentence 1 is "the M1". The reader has been introduced to the M1 but does not know where it goes and therefore needs to be told. In sentence 2, the theme is "the motorway from London to Leeds". The reader knows there is a motorway from London to Leeds but does not know what it is called.

In English the theme usually comes at the beginning of the sentence and the rheme at the end. The decision about which part of the sentence to make the theme and which part to make the rheme depends on the information that needs to be communicated. This depends on the sentences that come before.

Look at the following short paragraphs:



3. I was born in Glasgow. Glasgow is the largest city in Scotland.
4. I was born in Glasgow. The largest city in Scotland is Glasgow.

All the sentences are grammatically correct but in example 4, the information to be communicated, the rheme - the largest city in Scotland, is at the beginning of the sentence. Example 3 is preferred in English.

### 3 Importance of theme in text. Defining rheme in simultaneous translation

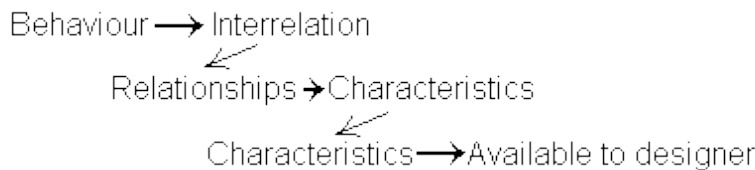
There are two basic choices in organising information texts:

1. The rheme of one sentence becomes the theme of the next sentence.

#### Example

The complete electrical behaviour of any valve or transistor can be described by stating the interrelation of the currents and the voltages between all the electrodes. These relationships can conveniently be displayed graphically, and the various curves are known as the 'characteristics' of the device. In principle, all the characteristics should be available to the designer proposing to use the device in a circuit.

(W. P. Jolly, (1972). Electronics, p. 61)

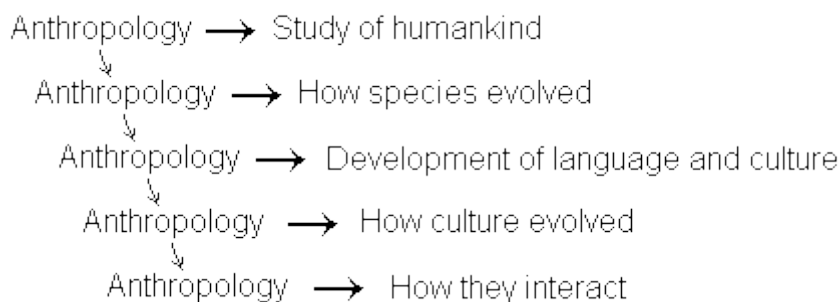


2. The theme of one sentence is the same as the theme of the next sentence.

#### Example

Anthropology is the study of humankind, especially of Homo sapiens, the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. It is the study of how culture evolved and diversified. And finally, it is the study of how culture, people, and nature interact wherever human beings are found.

(Marvin Harris, (1975), Culture, people nature, p. 1)



A mixture of the two is also possible.

## Exercise 9

In the following paragraphs, the first and last sentences are correct. Rewrite the middle sentences of to put the theme at the beginning and the rheme at the end of the sentences.

### Paragraph 1

Atoms of all elements consist of a central nucleus surrounded by a "cloud" containing one or more electrons. We can think of these electrons as occupying a series of well-defined shells. The number of electrons in its outermost shells determines the behaviour of a particular element. Other factors, such as the total number of electron shells, also play a part in determining behaviour but it is the dominance of the outer electron configuration that underlies the periodic law and justifies the grouping of the elements into groups or families.

### Paragraph 2

Every substance contains a certain amount of heat, even a relatively cold substance such as ice. The substance's molecules are in continual motion and, by this motion, possess kinetic energy which produces heat. The average kinetic energy of the molecules are measured by temperature. Cooling to the point at which molecular movement ceases completely should thus be possible. Scientists are very interested in this point, absolute zero, but it is in practice unattainable. At temperatures close to absolute zero some materials exhibit remarkable properties, such as superconductivity and superfluidity.

### Paragraph 3

Nauru is so small that the plane lands in what is best described as the capital's main street. To stop cars when planes are landing the seaward side of the runway has traffic lights at each end. Well-fed and brightly clothed Naurans crowd the tiny air terminal with their smart cars. The only hotel, the luxurious Menen, is a 10-minute drive half way round the island and is where new arrivals are driven off in Japanese minibuses. The well-paved road passes rows of neat, modern houses, set among the trees.

(David Lascelles, The Financial Times)

### Paragraph 4

The most striking example of value rigidity I can think of is the old south Indian Monkey Trap, which depends on value rigidity for its effectiveness. A hollowed-out coconut chained to a stake makes the trap. A monkey can put its hand through a small hole in the coconut and grab some rice inside. The monkey can put its hand into the hole but cannot take its fist out with rice in it. The monkey's value rigidity traps it when it reaches in. The rice cannot be revalued. He cannot see that freedom without rice is more valuable than capture with it.

Questions:

1. What are theme and rheme?
2. What is function of rheme in the text?
3. What is main role of emphatic preposing in the text?

4. Give information Dicken's theory.

#### Lecture 9

**Theme:** Transformation in simultaneous translation

**Plan:**

1. The theory of Transformation
2. The transformation in simultaneous interpreting
3. The transformation is as the process of translation.

Introductory words: Grammatical transformations: embedding, replacement, omission, Partitioning of sentence, Sentence integration; Lexical transformation, Concretization, Compensation, transcription, transliteration; Lexico-grammatical transformations ,Antonymic, Metonymic translation.

##### 1.The theory of Transformation

The theory of translation is a linguistic science which teaches how to translate. It teaches laws and rules of translation, analyses various problems connected with process of translation. Translation is a means of intralinguistic communication, a transfer of mng across culture or cultures. More specifically translation is the process and result of creating in a TL a text which has approximately the same communicative value as the corresponding text in a SL. Transformation is any change of the Source text at any level (syntactic, semantic, lexical) of the language during translation. Transformations can be lexical, grammatical and lexico-grammatical.

Grammatical transformations are:

1) embedding/addition – is a device intended for the compensation of structural elements implicitly present in the S text missing in the T language. eg. The policeman waved me on.

2) replacement – is any change in the T text at the morphological, lexical and syntactic levels of the language when the elements of certain source paradigms are replaced by different elements of the Target ones.

3) deletion/omission both lexical and grammatical transformation) – eg. Summer rains in

Florida may be violent, while they last.

4) permutation/ transposition – is a change of the word order in the T text as compared to the S text. Eg. A deligation from Krasnodar arrived in Moscow yesterday.

5) Partitioning of sentence / sentence fragmentation – involves splitting one complex or compound sentence into 2 or more simpler sentences. Eg. People everywhere are confronted with the need to make decisions in the face of ignorance and these problem is growing.

6) Sentence integration — involves combining 2 sentences or more into one. Eg. Your presence is not required. Nor it is desirable.

Lexical transformations are:

1) concretization – is used when smth in the TL is usually expressed using concepts with narrow mng or when preserving the original text with broader mng would result in an awkward translation. Eg. There is a picture on the wall.

2) generalisation (генерализация) – is used when smth in the TL is usually expressed using concepts with broader mng or when preserving the original concepts with narrower mng would result in an awkward translation. Eg. I ordered a daiquiri.

3) Compensation / Loss of mng compensation involves adding to or reinforcing a T text in one place to compensate for smth that hasn't been translated in different place in S text. Eg. There is one thing I hate, it's the movies

4) transcription – is a way of translating lexical unit of the text reconstructing its sound form with the help of letters of the TL.

5) transliteration – is a way of translating lexical units of the ST using the letters of the TL.

6) calque – is a part by part restoring of a word in another language.

7) Complete transformation – is used when it is necessary to understand the mng of the whole utterance and render it by means of words of TL sometimes very distant from the mng of S text. Eg. Help yourself, please.

8) sense development/ extension – involves translating a cause by its effect and vice versa. Eg. He answered the phone

Lexico-grammatical transformations are:

1) Antonymic translation involves translating a phrase or clause containing a negation using a phrase or clause that doesn't contain a negation and vice versa. Eg. I don't think you are right.

2) Metonymic translation – is similar to mng extention. Metonymy is a figure of speech in which one word or phrase is substituted for another with which it is closely connected. Eg. Moscow agreed to sign the peace treaty.

## 2. The transformation in simultaneous interpreting

This article aims to identify and describe the peculiarities of the transformation in the process of simultaneous interpreting of a scientific discussion. Discussion is a very special text type. Its peculiarities arise from its oral and immediate nature. The process of simultaneous interpreting is not a simple transformation of a text from a [source language](#) into a target language, but is, rather, a complex process. The interpreter first transforms the [source language](#) text into a certain type of representation of its sense; this is followed by a second transformation of this [semantic representation](#) into the [target language](#) text. The task of the interpreter requires mechanisms and procedures for [language comprehension](#) and [language production](#) within a very limited span of time. The present article explores the peculiarities of simultaneous interpreting of scientific discussion as a text type.

One key issue addressed in this article is a translator's right to give up translating certain

pieces of writing which he considers unworthy of translation. The issue of a translator's choice and his responsibility are regarded as constituting the ethics of translation. Another question discussed is the criterion for assessing the value of literature. The author argues that there are three types of human beings, and that this classification also comprises writers. Using this typology as a yardstick he puts several poems by Russian poets to an aesthetic test. He goes on developing the dichotomy of poet and personality, and concludes that poetry is in fact a mode of personal behavior which helps liberate creativity. The latter is defined as commitment to one's art. It is further stated that an adequate reading of the source text is a prerogative of the translator's creative behavior. The author describes various distortions in Soviet translations of source texts from the languages of minorities in the former Soviet Republics. He advocates a careful approach to the cultural, linguistic and structural differences encapsulated in the source texts. At the same time he exemplifies the difficulties of creating culturally adequate translations in the [target language](#) by quoting translations of François Villon's Ballade de la Grosse Margot by Russian poets and translators.

### 3. The transformation is as the process of translation.

By translator's transformations are meant such major and minor alterations in the structural form of language units performed with the aim of achieving faithfulness in simultaneous translation. Not all sense units need to be structurally transformed in the process of translation, a considerable number of them are transplanted to the target language in the form, meaning and structure of the original, i.e., unchanged or little changed, and namely:

1) most of genuine internationalisms, some idiomatic expressions, culturally biased notions: computerization – комп'ютеризація, democratic system демократична система, finite la commedia – фініта ля комедія (ділу кінець), veni, vidi, vici – прийшов, побачив, переміг, etc.

2) many loan internationalisms which maintain in the target language the same meaning and often the same structural form but have a different phonetic structure (sounding): agreement/concord (gram.) – узгодження, enjoinment/juxtaposition – прилягання, standard of living – життєвий рівень, etc.

3) almost all proper nouns of various subclasses (names of people, family names and geographical names, etc.): Cronin – Кронін, Newton – Ньютон, Ohio – Огайо, General Motors Corp. – корпорація “Дженерал Моторз”, etc.

Some proper names and family names, as well as geographical names, names of companies/corporations, firms, titles of newspapers, magazines/journals do not always completely retain their source language form in the target language, e.g.: Lorraine – Лотарингія, Munich – Мюнхен, Charles V – король Карл П'ятий, Boston Globe and Mail – Бостонська газета “Глоуб

енд мейл”, etc. Such proper nouns acquire in the target language a somewhat different sounding and additional explication, which often extend their structure as compared with that in the source language (cf. Reuters – інформаційне агентство Великої Британії “Рейтер”). A considerable number of various different proper nouns do not maintain their form or structure due to the historic tradition or because of the lack of the corresponding sounds in the target language. Cf.: Варшава – Warsaw, Москва – Moscow, Харків – Kharkiv, etc.

Different alterations and changes constantly take place in the process of translation both at word level and at syntactic level. Translation of sense 170 Кузенко Г.М. units at the

language level, hence, represents a process of constant transformations. The most regular of these are the following two:

1) 'inner' or implicit transformations taking place at the lexical/semantic level of the target language as compared with the corresponding source language units;

2) 'outer' or explicit transformations causing some alterations in the target language as compared with the structure of the corresponding sense units of the source language units.

A vivid illustration of inner transformation is realized in genuine internationalisms through their synonymous or polysemantic meanings. For example, the noun icon apart from its direct Ukrainian meaning ікона may have some in some context also the meanings зображення, портрет, статуя. Sometimes the meaning ('inner form') of an internationalisms or any other language unit may be absolutely unexpected. Cf.: national – 1. національний; 2. народний або державний, збройний; Therefore, inner or implicit transformations disclose the semantic potential of the source language units in the target language.

The outer/explicit transformation is performed in the process of translation practically of any type of the source language unit; already the change of the Roman type for the Ukrainian or Arabic one presents an explicit or outer transformation (cf. Львів – Lviv, Чоп - Chop).

A kind of combined explicit and implicit transformation may sometimes take place too. Thus, the proper name John may have three outer/contextual explicit realizations of its implicit meanings in Ukrainian: 1. Джон as in Джон Буль, Джон Кітс; 2. Іван as in Pope John Paul II – папа Іван Павло Другий; 3. Іоанн as in John the Baptist – Іоанн Хреститель. Outer/explicit transformations may sometimes change the structural form of the sense unit under translation.

A peculiar type of outer transformation is observed at the phonetic/phonological level. The outer transformation in this case finds its expression in adopting the spelling and sounding forms of the lexical units of the source language to the corresponding target language phonetic/phonological system, which usually differs from that of the source language. For example: assembly [É' ěĚãÄää] – асамблея, ceremony [ ' ěĚääĚää] – церемонія, discussion [Çáě' ^рă] – дискусія, etc. Навчальний посібник з курсу

Questions:

1. What are target and source languages?
2. How many types of transformation?
3. What is lexico- grammatical transformation?
4. What means the terms transliteration and transcription?

## **Lecrute 10**

**Theme:** Types of Scientific Conferences and translating process

### **Plan:**

1. Scientific conference
2. Translating process on scientific conference. Interpreter's activities on scientific conference

**Introductory words:** scientific conference, taking notes, headset

#### 1. Scientific conference

It is simultaneous interpreter's task to make even the most complicated written information sound straightforward and clear to the listener. Under some circumstances this may mean extracting the main points of information from written text and presenting it in the form of a restructured "oral" speech. This where sight translation comes into play

as the ideal means to achieve this goal, as the interpreter is master of his own reading speed and has often read speech before starting his interpretation.

Sight translation is an ideal tool, which, at this stage of the preparation the interpreter can use to assimilate technical terms in context and to develop the instantaneous translation reflexes to use technical terminology in a field in which he is no expert. These reflexes may cover difficulties ranging from pronunciation (e.g., the names of chemical compounds) to developing a certain ease in the use of terms that are rarely part of the interpreter's everyday vocabulary. This exercise will build up the interpreter's muscle memory. Moreover, sight translation allows the interpreter to prepare the more difficult passage of a speech quite thoroughly and provides a rehearsal before the actual conference.

Lastly, sight translation once it has been fully mastered develops simple speed-reading techniques, which are particularly helpful to the interpreter when preparing for a conference.

In simultaneous interpretation, sight translation is practiced in its most advanced form. Each time the interpreter works with a written copy of the speech that he is listening to. However, in addition to sight translating, the interpreter must check to be sure that the speaker does not depart from the written text. In this form of interpretation, the interpreter encounters most often difficulties in scientific and technical meetings. The more effortlessly the interpreter is able to process the written and the oral information, the more comfortable he will feel.

Surprisingly enough, it seems that most interpreters prefer to follow the written text very closely whenever it is available, rather than to rely on the oral information alone. Only the very best (and usually the best prepared) interpreters are able to interpret "live " under these difficult circumstances, without any help at all from written texts. Whenever written material is read at high speed the interpreter normally needs to resort to his visual perception to do several things: 1) check whether what the speaker has said was understood correctly; 2) complete this information by anything that has been lost aurally; 3) translate on sight as much information as is possible to convey.

Moreover, in simultaneous interpretation, the process of sight translation requires the interpreter's total concentration, as the written information will frequently take precedence over that received by ear. The faster the interpreter is able to sight translate, the more effective his interpretation will be.

## 2. Translating process on scientific conference. Interpreter's activities on scientific conference

A word for word translation should never be accepted, the student should analyze the text at all times. Any meaning unit that was not expressed clearly and logically should be repeated by the student if necessary without referring to the text. Teachers may find it



helpful when students perform not to look at the text, but to play the part of the listener entirely. This presupposes of course that the teacher has thoroughly prepared and assimilated the assignment beforehand.

Students should demonstrate regularly! As students are usually exposed to sight translation before being exposed to consecutive and simultaneous interpretation, it is particularly important for them to compare their own performance to a model. A recorded version of the teacher's demonstration may be available to students for their homework,

Always ensure that students deepen their translation like a speech, not a written translation. This is probably the one feature of sight translation for students of conference interpretation. Most speeches, even when prepared in writing, contain certain redundancies, cliches, etc., Students must learn how to take advantage of these, to use them as "shortcuts" in their effort to attain a perfectly clear and logical translation of the speaker's idea, especially if the latter was poorly expressed.

It is well-known that we do not hear ourselves in the same manner as other people do. The only way to correct personal and poor speaking habits is through listening to one's own recordings. The students' performance must be regularly critiqued by their professor.

Sight translation incorporates most of the skills of a conference interpreter, especially the skills required to translate at speed. Therefore, it should be taught early in a training program. More importantly, it should continue to be taught until the end of the training program. It is however, debatable whether examinations in the skill of translation should be a part of the final examinations, as it may be tested implicitly through exams in consecutive and simultaneous interpretation. A final examination in simultaneous interpretation must, in any event, always contain one exam during which the student is asked to interpret a speech whose written text he has received in advance and which he has had fifteen to twenty minutes to prepare.

As sight translation includes all these skills, it introduces students early on to all of them, step by step. Just as consecutive interpretation is an ideal preparation for simultaneous interpretation, sight translation may be equally useful as a preparation for both types of interpretation.

Students practicing sight translation should always work standing. They must learn how to master stage fright, to "think on their feet" and to feel generally comfortable circumstances.

### ***Taking Notes***

*Interpreters generate a system of abbreviations, symbols, and initials that each one develops during their career, through the combination of training, practice, and experience. Note taking is used as a tool to help the interpreter remember ideas and concepts (to refresh his or her memory) and, therefore, it is not necessary for them to be legible by others or even the same interpreter at a later time—just within*

*the time that the current job requires. Since it is a personalized system, there is no theory surrounding it. There are only suggestions and exercises for each interpreter to practice and discover their personal best method.*

### **Suggestions on Taking Notes**

*It is crucial that the interpreter not lose visual contact with the speaker. Therefore, he or she must not be focused on what is being written. Take notes in a space that leaves you plenty of room. It is much easier to read notes at a simple glance when the text is not bunched together.*

*Write down only the basic information of the sentence: who? when? how? and why?*

*Write down the essential connectors, such as “however”, “then”, “if”, etc. (possibly in the margin) for this essential information. These summarize the meaning in your memory. It is much easier to recreate the logic of the speech this way, even if some details are omitted.*

*Make sure you include dates, numbers, and names; they are very difficult to remember otherwise. If the speaker lists something, for example, “There are a total of five factors: ...”, make sure to write down all five, ideally in the form of a list.*

*Write down who says what. Use drawings, abbreviations, and symbols that are clear. It makes no sense to learn a complicated system that you probably will forget or confuse in stressful situations when you need it the most.*

*Questions:*

- 1. Peculiarities of translating scientific conference.*
- 2. Translating process in conferences*

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**Samarqand davlat chet tillar instituti tarjima nazariyasi va amaliyoti kafedrasida ishlab  
chiqilgan bakalavriat tarjimonlik yo'nalishi uchun mo'ljallangan "Sinxron tarjima"  
fanidan III kurs talabalari uchun ma'ruza matniga**

**TAQRIZ**

Vatanimiz o'z mustaqilligini qo'lga kiritgach yangi bir avlod shakllanib, keng va chuqur bilim olishga o'zida kuchli ehtiyoj sezayotgan talabalar o'zlarini globallashtirish asrida umuminsoniy qadriyatlardan bir hilda bahramand bo'lishga haqli deb hisoblamogda. Shunday bir vaziyatda mamlakatimizning ish yurituvchi mutaxassis kadrlarning bir jihatdan mukammal, bilimdon va zukko bo'lishi, xalqaro andozalar miqyosida fikrlashi lozimligi bugungi kun talabidir. Respublikamizda yuqori darajali tarjimonlarni tayyorlash, tarjimonlik kompetensiyasi ko'nikmasini shakllantirish, birinchi talab bo'lib kelmokda. Bu holat o'z navbatida tarjima nazariyasi yo'nalishida ta'lim olayotgan mutaxassislar tayyorlash jarayonida qiyinchiliklar tug'diradi. Shu jihatdan bakalavriat yo'nalishida tanlov fan sifatida kiritilgan "Sinxron tarjima" fani tarjimonlik sohasida yaratilayotgan fanlar qatorida juda muhim o'rin egallaydi.

Fan bo'yicha tuzilgan ma'ruzalar matni o'z ichiga ma'ruzalar matni, tayanch so'zlar, ma'ruza rejalari, talabalarning bilimi tekshirish uchun har bir ma'ruzaga doir savollar bilan boyitilgan. Shu bilan birga, har bir ma'ruzadan keyin keltirilgan adabiyotlar talabalar uchun ma'ruza haqida yanada ko'p ma'lumot olish maqsadida mavzuga doir adabiyotlar ro'y xati bilan boyitilgan. Ma'ruzada Tarjima qilish usullari va ularni amaliyotda qo'llash, har xil soxaga tegishli matnlarni og'zaki va yozma tarjima qilish, tinglab tushunib tarjima qilish. Bundan tashqari talabalarni tarjima qilish jarayonida ularning eslash va etkazib berish qobiliyatini shakllantirish mashqlari kiritilgan. Xususan ilmiy anjumanlarda og'zaki nutqni ketma-ket, ko'rib tarjima qilish, kompensatsiya yoli bilan tarjima qilish usullarini qo'llash o'z ichiga oladi.

"Sinxron tarjima" fani bo'yicha yaratilgan ma'ruza matni fan uchun yaratilgan namunaviy dastur asosida tuzilgan va talabga javob beradi deb xisoblayman.

**Taqrizchi:**