

**TRANSLATION TECHNOLOGY AND TEACHING METHODS  
IN A MULTIFUNCTIONAL TV STUDIO**

*Marina G. Petrova*<sup>1</sup>, *Grigory P. Petrov*<sup>2</sup>

<sup>1</sup>Peoples' Friendship University of Russia (RUDN University),  
Moscow, Russia, e-mail: petrmar2005@mail.ru  
ORCID ID: 0000-0002-9147-6199

<sup>2</sup>Peoples' Friendship University of Russia (RUDN University),  
Moscow, Russia, e-mail: greg314314@mail.ru  
ORCID ID: 0000-0003-0405-1895

**Abstract.** This article is devoted to the consideration of key questions of the methodology of foreign language teaching focused on the subsequent inclusion of the translation/interpretation in a professional probe through the multifunctional television studio to create educational television content.

Translation training is a professionally oriented component of general language proficiency in a foreign language and is carried out based on existing language and speech competences with their parallel development, and its goal is to form general and specific competencies of this kind of activity.

Speech competencies are formed within the framework of actual "live" speech situations based on the identification of the functions of the participants in the speech situation.

The content of translation training in a multifunctional television studio includes transferability of learning, as well as the formation of translation competencies. Competencies are the ultimate goal of the translation process, as they contribute to the professional activities of the translator during the creation of television content.

D. Kiraly believes that translation teaching should be based on practice, i.e., what professional translators do in real life. For nine years, the students of the secondary school No. 24 of the Yakutsk city, (Russia) have been immersing in communicative practice during professional trials, actively participating in the TV program *Jumanji Land*. It is a linguistic, educational program that consists of several TV spots: *English for "dummies," Life of Interesting People (LIPs), It is interesting, Situations*. The television program is in the air twice a month through the regional television channel.

The purpose of the program is to provide students with a professional orientation on the specifics of translation/interpretation and television journalism, socialization by creating optimal opportunities for the individual and collective implementation of creative ideas through the integration of various types of specific activities.

Before appearing in the role of the interpreter on the TV screen, the student needs to master five types of interpreter's competencies: translating, linguistic and textual, research, cultural, and technical.

During the classes in the conditions of the multifunctional TV studio, the teacher systematically analyzes with the students the authentic communication situations used in translation exercises before performing them during the first months of the beginning of the education course.

Moreover, the teacher:

- gives students controversial, complicated, dual elements, eradicating students' ideas about translation as transcoding;
- explains to the students that it is not the words that need to be translated, but the meaning;
- teaches to counter interference and calques and make the translation as close as possible to the original, without violating the norms of the translation language;
- prepares students to read and analyze the original text very carefully, to pay attention not to individual words, but the context;
- teaches the correct method of working with dictionaries, students understand that the dictionary does not "translate" and does not always give ready-made translation options;
- teaches to work with the context, acquire the necessary thematic knowledge.

Besides the practice as the interpreter in the TV program *Jumanji Land*, the students can check their abilities in translation the documentary films.

More than 800 students took part in the course of translation/interpretation studies and mastered translating, linguistic and textual, research, cultural, and technical competencies. At present 85 % of participants of multifunctional TV studio work in the fields of Applied Linguistics, TV journalism, International Relations and in foreign companies as translators/interpreters.

Teaching a foreign language through a multifunctional television studio involves the training of translators/interpreters of a new type who are able to work efficiently, quickly and effectively. Their distinctive features are flexibility, ability to master new topics of texts, new areas of knowledge, and new sources of information.

**Keywords:** Translation technology, interpretation, teaching methods, professional competencies, multi-functional TV studio

## **Introduction**

In the context of developing contacts between different countries, when a person is continuously surrounded by intercultural and interlingual

situations, the issue of training professionals who provide communication between representatives of different linguocultures is of particular importance. Professional pragmatics of translation, its focus on the multifunctional professional activities of communicators sets new challenges for the methodologists:

- integrate new functional and activity translation realities into translation studies;
- develop on their basis qualitatively new theoretical positions and rework existing ones;
- form a new methodical concept of teaching translation/interpretation;
- develop a new translation/interpretation training course based on the interaction of theoretical and methodological provisions, supported by translation/interpretation practice;
- propel the student to the functional sphere of relevant translation competencies.

In this sense, the primary purpose of the translation learning process is the formation of a system of correlating competences, allowing the students to effectively participate in the activities of providing professional-oriented interlingual communication as a translator/interpreter.

**Purpose of the study** is to considerate the key questions of the methodology of foreign language teaching focused on the subsequent inclusion of the translation/interpretation in a professional probe through the multifunctional television studio to create educational television content.

### **Methodology**

Translation/interpretation training in its structure is an objectively complex process. Such a type of oral activity as a translation has some fundamental characteristics that distinguish it from a monolingual communicative situation. Approaches to the analysis of translation, its main components underlie the choice of translation teaching strategy, defining the relevant group of translation competencies and their components as methodological and activity guidelines. Their formation will allow accomplishing the tasks of translator training.

Vermeer calls translation as “an act of intercultural communication rather than skill in transferring minimal linguistic units across language boundaries” (Vermeer H. J., 1998: 60-63). Bassnett supposes that it is “a process of negotiation between texts and between cultures, a process during which all kinds of transactions take place mediated by the figure of the translator” (Bassnet S., 2002: 29), in other words, a cultural and linguistic mediation. The same can be said about interpretation or interpreting; the difference being that translation is written, whereas interpretation is oral (Simon S. and Stoian C.E., 2017: 6180).

As a matter of priority, we consider translation as a type of speech activity in a bilingual environment in which the translator is a language intermediary between two communicants. They are motivated, directly or indirectly, to communicate and possess a bilingual essence.

According to Alekseeva, modern translators cannot specialize in a narrow field, because the economy is developing rapidly, the world is changing. They have to adapt to changes quickly, so they must be generalists and, as professionals, understand of what, how and why they are doing (Alekseeva I.S., 2006: 4).

In addition, there is a need for a modern, effective method of teaching translators/interpreters of a new type, namely, learning the ability to translate like a professional activity, that is, learning “translation strategies, the ability to plan, calculate ahead, see the algorithm of optimal steps” (Alekseeva I. S., 2006: 5). However, speaking of learning the ability to perform translation activity, it cannot be reduced only to learning a similar translation strategy and translation techniques at the preparatory, primary and final stages, i.e., in essence, to one technological component of translation competence (Latyshev L.K., 2000: 5).

The basis of the translation strategy of V. N. Komissarov is a series of fundamental theoretical guidelines for the translator:

- in the process of translation, the understanding of the original always precedes its translation, not only as two sequential stages, but also a precondition for the implementation of the translation process;
- students need to translate the meaning, not the original because it implies the prohibition of blind copying its form;
- it is necessary to distinguish in the content of the translated text relatively more or less essential elements of the meaning, to be able to determine the semantic dominant, that is, the most important part of the translated statement;
- the translation should be based on the fact that the value of the whole is more important than the value of individual parts and it is possible to sacrifice individual parts for the correct transfer of the whole;
- the translation must meet the norms of the target language (Komissarov V.N., 1990: 195, 199).

According to V.I. Shadrin, a good exercise for teaching translators is to search for equivalents in parallel texts (Shadrin V.I., 2002: 43) and linguistic and informational search on the Internet, which contributes to the development of technological and special components of translation competence. Thereby it points to parallel texts and information and reference search as new components of the translation didactics.

It is necessary to mention the cognitive aspect of translation didactics and the related possibilities of using subconscious mechanisms in translation didactics. It will allow making a real revolution in the concept of language teaching with the purpose of professional training of translators because of adapting teaching to the functioning of the student's brain (Salmon L. O., 2004: 318).

Being taking as a basis the best ideas for building an optimal model of translation competence (Alekseeva I.S., 2006: 51; Latyshev L.K., 2000: 5), we decided to implement a program for training translators/interpreters in secondary school.

### **Results**

Since the translation course is aimed at forming highly qualified specialists, the task of translation training is the development of their translation skills and abilities, mastering the methods and strategies of translation, accumulation of translation experience of various texts (Komissarov V.N., 2002: 323; Cornier M., 1991: 84). The content of training for translation includes the transfer of knowledge, as well as the formation of translation skills. Skills and abilities are the ultimate goals of the translation process, as they contribute to the professional activities of the translator.

D. Kiraly (1995) believes that translation teaching should be based on practice, i.e., what professional translators do in real life. For nine years, the students of the secondary school No. 24 of the Yakutsk city, (Russia) have been immersing in communicative practice during professional trials, participating in the TV program *Jumanji Land*. It is a linguistic, educational program that consists of several TV spots: *English for "dummies," Life of Interesting People (LIPs), It is interesting, Situations*. The television program is in the air twice a month through the regional television channel. Considering the peculiarities of television journalism and acting skills, the themes of subjects have a problem character and cause a joint search for their solution.

The goal is the professional orientation of students to the specifics of translation/interpretation and television journalism, socialization by creating optimal opportunities for individual and collective implementation of creative ideas through the integration of various types of profile activity.

The purpose of educational activity is based on the following tasks:

- creating conditions for students to acquire the necessary knowledge, abilities and practical skills, expanding the types of translation/interpretation and creative activity related to the professional interests of students;
- education in the interests of the individual, society and the state, the formation of social activity and literacy, moral qualities and creative activity;

- development and implementation of innovative projects and programs, pedagogical technologies, implementation and promotion of cultural and socially oriented educational technologies;
- the popularization of the national and intellectual culture of the peoples of the Republic of Sakha (Yakutia), strengthening international education;
- creation of the optimal material and technical base of the TV studio for technical training tools necessary for students to practice the skills gained during training courses and educational program;
- formation of the educational-methodical and artistic-aesthetic media library, necessary for the realization of the goals and objectives;
- an acquaintance of students with the professions of translator/interpreter and TV journalist, their orientation in the world of modern professions related to the English language;
- training in professional competencies of TV presenter, TV journalist, TV interpreter/ translator.

Throughout the course, students learn the basics of translation/interpretation, TV production, television journalism, the psychology of communication, acting skills, which allows them to become a true professional.

Besides the practice as the interpreter in the TV program *Jumanji Land*, the students can check their abilities in translation the documentary films.

Learning to translate is based on analysis, because the practice of translation implies a constant choice: choosing the right meaning, the right word, proper syntactic structure, language style, and so forth (Delisle J., 1998: 191-192).

In the classroom in terms of the multifunctional TV studio, the teacher systematically analyzes authentic communication situations in translation exercises with students at the beginning of the course training.

During class time, the teacher gives students controversial, complicated, dual elements that seem unsolvable. The main thing is to eradicate students' ideas about translation as transcoding. The teacher gives the translation in small portions at the initial stage. Most of the lesson is aimed at creating the foundation on which the translation methodology will be built, namely the ability to analyze and synthesize, the acquisition of profile knowledge for each translated text.

More than 800 students took part in the course of translation/interpretation studies and mastered translating, linguistic and textual, research, cultural, and technical competencies. At present 85 % of participants of multifunctional TV studio work in the fields of Applied Linguistics, TV journalism, International Relations and in foreign companies as translators/interpreters.

## **Discussion**

So, having considered the problematics of the content of translation training, we can draw the following conclusions. At the initial stage, it is imperative to acquaint students with the techniques of professional translation/interpretation. Students are used to learning translation, which involves simple word replacement in two languages, so they tend to translate word for word, keeping the structure very close to the original. Besides, they are very conservative in decision-making and use little of their analytical and creative potential.

The content of translation training should be directed to the formation of translation skills and abilities, mastering the methods and strategies of translation, accumulation of translation experience of various texts.

It is essential to give students the necessary instructions from the beginning of their studies before they start translating thoughtlessly. It is necessary to explain to them that it is necessary to translate not words, but sense. The students should abstract from the form of the source and monitor the clarity of the translation. It is necessary to explain to them that the translation should remain as close as possible in meaning to the original, without sinning the language norms of the target language. The better the translation, the less it feels like a translation.

It is also essential to combat interference and calques. When working with two languages, it is difficult to formulate a thought in a translating language, which leads to interference. The translator must completely abstract from the source language and concentrate on the translator. It is necessary to teach students to read carefully and analyze the text of the original, pay attention to the context, not to individual words.

It is essential to teach students the correct method of working with dictionaries, to explain that the dictionary does not "translate" and does not always give ready-made translation options.

It is also necessary to teach the students understanding and reading attentively, working with the context, the acquisition of the necessary thematic knowledge (knowledge ad hoc).

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