

CORPORA-BASED APPROACH IN TEACHING VOCATIONALLY-ORIENTED TRANSLATION TECHNIQUES (SOCIOCULTURAL ASPECTS)

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Abstract

The subject of the present research is the peculiarities of training of would-be translators in sociocultural genre specific features translations of vocationally-oriented discourse, e.g. geological discourse, taking into account the traditions adopted in professional communication in Russia.

With this objective in view, the authors of this research have conducted a survey of professional translators and defined the most widespread genres in geological professional communication. To identify the specific features of geological genres, we, having discourse approach in mind, analyzed field diaries and geological reports by Russian and German professionals. The performed analysis allowed us to determine sociocultural similarities and differences of the above mentioned genres since they make a significant impact on the source text translation strategy. This article examines the ways and techniques of translation of sociocultural differences. It also proposes and describes a method of teaching translation of vocationally-oriented discourse genres through electronic discipline-related corpora as a source of background knowledge in translating vocationally-oriented discourse.

Keywords: vocationally-oriented translation, vocationally-oriented discourse, VOLL, genre, translation techniques, sociocultural specific features of genres, electronic discipline-related corpus.

1. INTRODUCTION

Extracting minerals is one of the main industries of Russia's economy, and new deposits search and exploration is a strategic task for the Russian Federation. Under the existing circumstances, the extraction of minerals and geological exploration of the subsoil require a significant amount of investment, and it is only large international corporations that can afford it. As a result, Russian and foreign specialists cooperate on a continuing basis exploring and developing new deposits. High-quality translations of geological texts are of significant importance in maintaining this cooperation.

In each professional area, there exists an established system of standard forms of interaction between the parties in various situations of communication, and its specific features at the verbal level are presented via a system of genres in specialized discourse. Social psychology and cultural studies tell us that each nation has its certain ideas-visions, intuition, schemes, models, in which it tends to represent all phenomena of life [6]. Here we mean not only the discrepancy between the "national pictures of the world", but also the various "national logics" that are reflected in the socio-cultural characteristics of the genres of vocationally-oriented discourse. They are an inherent part of professional communication (e.g., geology). The main task of a translator is to adequately convey the information and the form of the original, focusing on the recipient of the

text as well as taking into account all the socio-cultural characteristics of the genres of specialized discourse in various linguistic cultures. The authors of this article carried out a sociocultural study of the German and Russian geological discourse with the aim to work out the specifics of communication in geology, determine major speech patterns and speech behavior in it, and characterize the cultural dominants of the genres under study. The research is based on 22 German and 26 Russian texts on geology.

2. ANALYSIS OF SOCIOCULTURAL SPECIFIC FEATURES OF GENRES OF RUSSIAN AND GERMAN GEOLOGICAL DISCOURSE

The socio-cultural characteristics of communication among geologists are reflected in the genre variability of vocationally oriented discourse. In this article, the genre is defined as “a proven, traditionally established form of speech embodiment of the practical purpose function of the work’s contents, the purpose of the utterance is implemented in genres and, accordingly, the practical purpose of the language” [1: 40]. The speech genre interprets the meaning of the subject content, and the functional scientific and technical style explains this content.

As a result of the analysis carried out by the authors, as well as the conducted survey of professional translators, the genres of geological discourse typical for the translator's work have been identified as follows: **a passport of a deposit, a field diary, a geological report, journals of mine documentation, a scientific article.** Below you can see the sociocultural features of some of them.

Field diary (*Geländebuch*) is the main primary document of the researcher. It contains all information obtained at field work. Russian geologists have a number of requirements for filling in their field diaries:

- When completing the title page of a field diary, they indicate the name of the expedition, on-job training and the number of the field diary;
- All records are to have the same form and sequence of descriptions, for example, rocks;
- Each route starts on a new page; at the beginning of each route *the route number, day, month and year* and, if necessary, its *thematic focus* are indicated;
- No abbreviations are allowed in the field diary. The exception is for the most widely used abbreviations and metric units.

In addition to the general requirements for field diaries, there are special rules that are different in Germany and Russia. For example, as far as the size of a field diary is concerned, German geologists are recommended the following: - *Sie sollen Ihre Funde stets aufzeichnen. Dafür ist ein nicht zu großformatiges Notiz unentbehrlich – ideal ist etwa DIN A5.*

- *Records of new findings are kept on an ongoing basis. This requires a not-too-large sheet of paper - the German industry standard A5 is ideally meets this requirement.*

The size of a field diary of Russian geologists ranges from 10x15 cm to 15x22 cm and is made in the form of a hardcover book.

In Russian discourse, the field diary is divided into left and right sides: all observations are kept on the right side of the diary. The specimen and samples taken and (on a separate line) strike and dip are also marked here. All drawings and diagrams, numbers of specimen and samples (opposite the description of this rock in the text), photographs, elements of bedding are placed on the left.

Sample of a field diary of German geologists looks as follows:

<i>Nr.</i>	<i>Datum</i>	<i>Geländebuch Nr. und Seite</i>	<i>Punkt der Untersuchung</i>	<i>Probe Name</i>	<i>Beobachtungen</i>
5/15	6.7.14.	7/42 18	<i>Neue Straße 4km W von Sheridan</i>	<i>Granit</i>	<i>Orientierung NO-SW, Granit wurde in dieser Richtung abgelagert</i>

First, they write the expedition number, then comes the date, the field diary number and the page, after that the location of the study, the name of the sample, and finally - observation column. The location of the geological object is described in detail (basseting of rocks, outcrops of mineral resources, a spring, etc.). German geologists also have maps and sketches of drawings.

In the field diary of Russian specialists, the description of each observation point begins with a new

paragraph. The letter "T" is indicated, which means a point and its number (for example, "T.1"). In German geological discourse, new paragraphs are not necessary. They use numerical data and observation points are presented as follows: Punkt 12 (7.3.14). Maps, diagrams, drawings are located in the descriptions of the rocks. They are to be numbered and briefly described, while abbreviations are allowed, for example: nach O (eastward); nach W (westward). The location of the rocks and the rock itself are described in detail and point by point.

Interviews with translators have revealed that it is often necessary for them to translate a geological report (Bericht) - a document drawn up as a result of a geological survey of the area, containing all the necessary data characterizing the geological structure of the area and describing the main stages of the survey. A geological report tends to be accurate and devoid of emotional characteristics since it pursues a narrowed informative goal. This kind of genre of geological discourse has the following composition: Einleitung (introduction), Hauptteil (main body), Illustrationen (illustrations), Schlußbetrachtung (conclusion). In the introduction, in contrast to the Russian-language document, German geologists give a brief overview of the topic and the research results. The main body of the report introduces the research area and then explains the research method. An important requirement to the reports is the use of illustrations, sketches, maps, photographs, which in most cases is a challenge for the translator. The conclusion is similar to the introduction. It mainly describes what has been or has not been done. It is interesting that in the final part of the report, German geologists can express gratitude to a particular person or group of people and it is necessary for them to sign the document:

Nun danke ich bestens den Herrn Dr. F. KAHLER, Dr. L. KOSTELKA und Dr. W. FRITSCH für die Vermittlung der chemischen Untersuchungen und der Dünnschliffe wie auch für wertvolle Anregungen.

Anschrift des Verfassers:

So, the genres of geological discourse we have considered indicate that each of the genres we have identified has its own socio-cultural specifics, individual traits, a certain purpose and pragmatic attitude, and the requirements to the document. The research has revealed a number of discrepancies in **the logical-semantic structure, in the presentation of subject knowledge in the specialty, in the style of presentation, and design** between the Russian and German geological genres.

Factors complicating translation include the existence of precision information. Particular attention is to be paid to units of measure mismatches. These discrepancies complicate the process of translation in a specialized discourse, since physical quantities must be translated in accordance with GOST, and non-metric units are to be recalculated and given in units allowed for use by the existing GOST (<http://www.translators-union.ru>) [2: 89-90]. In this regard, future translators need to be trained to grasp the socio-cultural specifics of genres to properly develop their translator sociocultural competence. Here we mean "the readiness and ability to understand, analyze the sociocultural information contained in the source text (knowledge of the rules and norms of interaction of individuals within the framework of the social institution of science and technology, in the professional sphere of communication in the country of the target language and Russia), compare this knowledge with the knowledge of the recipient of the translation text, develop a strategy for their translation into the native language and use the appropriate translation techniques for their adequate transfer in the translation text" [12:37].

3. TEACHING GENRE SOCIOCULTURAL SPECIFIC FEATURES TRANSLATION OF VOCATIONALLY-ORIENTED DISCOURSE

To adapt the translation in accordance with the cultural traditions accepted in the native linguistic culture, the translator needs to solve the problem in which the TT (translated text) may or may not coincide with the IT (incoming text) in socio-cultural parameters, and then work out an appropriate translation strategy. In this regard, at the **analytical stage of training**, students are offered parallel texts. Here we mean original texts of the same type created independently of each other, united by a common subject area (topic) and communicative function in one or more languages in one or different cultures [3:272].

Converting parallel texts into electronic form and arranging them in the form of a **thematic electronic corpus** produces quite a positive effect when translating genre texts. There currently exists a variety of bilingual / multilingual corpora. The most famous ones among German and Russian corpora are the following:

- Electronic corpora – E Language <https://annapal.jimdofree.com/>

- National corpus of the Russian language – <https://ruscorpora.ru/new/>

Parallel corpora of text-samples (in the form of a Database) and their typological models-characteristics are an indispensable tool when working with highly specialized technical means [13]. To translate the genres of geological discourse at the **analytical stage of training**, we use the Wikipedia electronic corpus (<https://ru.wikipedia.org/wiki/>), the thematic section "Geology". Students are offered exercises aimed primarily at comparing the source and electronic sample texts in order to identify certain translation techniques and assess their effectiveness and efficiency. To build up the ability to compare and select equivalents in the native language, the teacher illustrates an example of a translation of the title page of a German patent and offers the following tasks:

- determine the logical-semantic structure of a patent in Russian and German discourse, compare and find the difference, take into account its specifics when translating;
- mark the names of enterprises and firms, abbreviations
- identify discursive operators in Russian and German geological discourse, take them into account when translating.

Source text	Translation
<p style="text-align: center;">Verfahren und Anwendung zur kontinuierlichen Aschengehaltbestimmung von Rohfeinkohle</p> <p>Deutsches Patentamt 23.02.2019. Patentanschrift № 146739 WP B 65 G 42 / 00 Inhaber: AG Gaskombinat Schwarze Pumpe</p>	<p style="text-align: center;">Method and Application of Device for Continuous Determination of Ash Content in Coal Fine</p> <p>Application published 23.02.2019. Patent Office FRG Registration number № 146739 WP B 67 G 43 / 00 Patentee: AG "Gas Combine Schwarze Pump".</p>

At the **synthesizing stage of training**, we use **productive exercises** to develop skills and abilities to overcome socio-cultural differences:

- match the standard cliches, abbreviations, company names;
- adapt the vocationally oriented text in accordance with the requirements for the scientific and technical style in the Russian vocationally oriented discourse.

The main difficulty in translating geological texts is caused by their saturation with special terminology. The search for linguistic information in the corpus is carried out via a concordance program (for example, AntConc 3.1 (Windows), ConcGram 1.0, WordSmithTools, WebQuiz, TACT, TACTWeb, WordSplitter, Concordance, Lexa, etc.), which builds the corresponding concordance - a vertical list of used words which is arranged in alphabetical order in the electronic corpus of texts.

Modern dictionaries also serve as electronic enclosures (demonstrating the use of a word in context). For example, the inscription "Bush" on the field map, as a rule, does not mean a plant, but a group of nearby wells, and "Bohrloch" is translated into German. It makes sense for students to offer to analyze the translation of the word **das Bohrloch** in the Glosbe electronic dictionary <https://ru.glosbe.com/de/ru/> on the basis of text corpora and translate the sentence: Novokuznetsk water supply is carried out by a **cluster of wells** on the territory of the Zavodskoy district.

Thus, future translators using electronic thematic corpora of sample texts or electronic dictionaries can analyze the logical-semantic structure of the genre; find the equivalent of the lexical units of interest to them; draw their conclusions about the principles of translation of proper names, geographical names (transcription, transliteration), terms, etc. Students can find matches to certain grammatical or stylistic phenomena and work out the ways to translate them, having a list of contexts for this phenomenon at hand, which contributes to the socio-cultural adaptation of genres of professionally oriented texts.

4. CONCLUSIONS

1. Each genre of German and Russian geological discourse has its own characteristics, individual features, a certain purpose and pragmatic attitude. Procedures are fixed in the form of a written document and are set

out in accordance with the requirements for this document.

2. Parallel corpora of sample texts are a source of background information and allow achieving an rise in authenticity of translated texts.
3. Teaching future translators with the use of electronic text corpora allows to develop skills and abilities to overcome socio-cultural differences in translation of professionally oriented discourse genres.

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