COGNITIVE LINGUA-CULTURAL ASPECTS IN TEACHING TRANSLATION FOR INTERCULTURAL COMMUNICATIVE COMPETENCE
(КОГНИТИВНЫЕ ЯЗЫКОВО-КУЛЬТУРНЫЕ АСПЕКТЫ В ПРЕПОДАВАНИИ ПЕРЕВОДА ДЛЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ)

Abstract

This article is dedicated to the application of cognitive lingua-cultural aspects in training future translators to come over the problems emerge form especially cognitive and cultural diversities of different origin societies. The essences of intercultural competence of an interpreter as well as its specific features are determined necessary for translation work. The features of future interpreters and translators education for the requirements of intercultural interpretation in the global world are revealed. Necessity of culturally centered linguistic, didactical and translational paradigm forcing us to seek new ways to improve the training translators for intercultural communication is also mentioned. The explanation and function of translation is stated as 'Interpretation', is a very important medium for cultural exchange between people using different languages. High levels of intercultural interaction for translation analysis of a source text in target language provide adequate translation activities and promote the act of dialogue between cultures. As for the education of translation it is determined that 'A clear lesson to be learnt from translation studies is that the teaching and assessment of translation need to be based on a far wider range of criteria than those involved in simply labelling individual lexical and grammatical items as right or wrong.

Keywords: intercultural communication, translation strategies, cross-cultural interpretation, didactic of translation.

Introduction

The world is getting smaller and smaller into a village with the effect of mess-media. The interrelations of the nations, countries and people have never been so intensive a long with the history as in our era. The free movement of goods and money, the international companies, investing and merchandising all over the world, the very intensive educational and cultural activities and interaction of the communities caused a new term occurred "Globalization". In the village there is just one language that people use for communication but in the world numerous. As a result of globalization interrelations among people have become so immense that any level of communication is almost has become unavoidable. This situation needs cognition, language and culture for miscommunication not to occur. As translation is one of the ways of international communication, the importance of translation and education of it becomes rather clear. In teaching translation, just teaching two languages doesn't confront the requirements of the globalized world any more. So we need some new paradigms for this phenomenon. Iintercultural communicative competence of an interpreter – is the ability to cognate, recognize, understand and interpret his own and another picture of the world in their interaction with the aim of ensuring quality transformation the source text into target language text (Tareva, 1476).

Teaching Translation

Intercultural communicative competence as a concept of theory, practice and didactics of translation is the reality of today (Tareva, 1474). Thus, according to culture-centered approach, teaching translation necessitates acquisition of both real cultural and cognitive semantic facts of another cultural community. Hornby offers a new term 'the cultural turn' in this filed including the move from translation as text to translation as culture and politics translation (Hornby,1990) From these points of views it is generally known that trainees of translations departments express dissatisfaction with the translation classes they attend in their faculties. This alarming observation raised the following questions; *'Does the*

problem lie with those teaching the curricula?, Have they been properly taught?, Have they been adequately trained?, Are there some defects in the translation programs in these departments?'(Gabr, 1) There is a concise survey of changing notions of equivalence, faithfulness, the importance of context and function, the need to adopt appropriate translation strategies for different types of text, and of translation as the locus for cultural interaction and the exchange of cultural capital between and within cultures (Levefere & Bassnett 1998). To overcome the problems in this area the contributions talk about the challenges and solutions in a translation and interpreting classroom by combining theory and practice, hence allowing for implementation of the different methods in real-life situations (Bogucki, 2010). Thus, in teaching translation taking cognition of students and socio cultural background of the target language into account gets great importance.

As for our first object, students should be investigated from some angles. We believe that investigating the attitudes of the undergraduate students towards three basic elements in the translation programs and exploring the students' understanding of the theoretical aspects of translation and their personal efforts to develop their translation skills can be achieved by exploring along six axes as follows:
- *Students' understanding of the concept of translation and the process of translating*
- *Students' personal efforts to improve their translation skills*
- *Students' satisfaction with the course material*
- *Students' satisfaction with the teaching methods used in the course*
- *Students' satisfaction with the roles played by the translation teacher*
- *Students' overall attitude towards the four-year translation program offered in the undergraduate Department of English Language and Literature or Translation Studies.* (Offered by Gabr, 2010)

In gaining the required skills in education of translation for intercultural communication, we should re-define the translation from the points of views of new paradigms. Vardar says that '*Translation is transference of culture, concepts, ideas and thoughts form one language to another.*' (Vardar, 172) Marash indicates that '*Translation is activity/event of understanding and having the audience to understand*' (Marash, 30). Komisserov gives the definition for translation that, '*translation is functional interaction of language*' (Komisserov, 11). Thus, we can infer from the quotations that translation is cross-cultural and cross-languages and functional transference or in other words transference of any information from one language to another by providing its semantical, functional and cultural equivalence of source language in target language. According to Basnet, there are four equivalences that a translator should provide wile translating any information (Basnet, 25); 1. Linguistic Equivalence, 2. Paradigmatic Equivalence, 3. Stylistic Equivalence, 4. Textual/syntagmatic Equivalence

The main aim of translation is to serve as a cross-cultural bilingual communication means among people. For this reason, translators play an important role as bilingual or multi-lingual cross-cultural transmitters of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible (Gerding, 2010). Hence, it gets quite clear that a poor translation can not only lead to hilarity or to minor confusion, but it can also be a matter of life and death. So, the importance of training translators, not only in acquisition of languages, translation strategies and procedures, but also in specific knowledge areas and professional ethics (Gerding, 2010). For these reasons, interpreters should, not only master source language, target language, relevant fields and different professional knowledge, but also be familiar with the two different kinds of cultures and the reflection of the differences in languages expression. Tareve mentions that, '*translation is not only a translation between two languages, but also a kind of cross-cultural communication; interpretation is full of challenges*' (Tareva, 2011). We can understand that translation is not an easy event. Gerding states that '*There are many thorns and difficulties that can mortify us during the translation process, whatever the nature of the text we face, and translators should be aware of them* (Gerding, 2010). Some of them are;

reading and comprehension ability in the source language, cultural difference, cultural untranslatability, linguistic difference, linguistic untranslatability and not found terms ans so on ...

To a great extent, the quality of translation will depend on the quality of the translator, i.e. on her/his knowledge, skills, training, cultural background, expertise, and even mood! Newmark distinguishes some essential characteristics that any good translator should have to be able to overcome all these difficulties are; reading comprehension ability in a foreign language, knowledge of the subject, sensitivity to language (both mother tongue and foreign language), competence to write the target language, dexterously, clearly, economically and resourcefully (Newmark,1995b).

In addition, Mercedes Tricás refers to *intuition*, or common sense as the most common of all senses; in other words, making use of *the sixth sense*, a combination of intelligence, sensitivity and intuition. This phenomenon works very well if handled cautiously: *...the transfer process is a difficult and complex approach mechanism, one in which one must make use of all one's intellectual capacity, intuition and skill* (Tricás, 1995*).*

A translator/interpreter plays great impotant role in trasference of any information or in uderstanding of it in target language. To provide all those equivalences he uses some mental and physical processes; Translation in source language, Paraprasing in target language, Expalantion in target language, Deletaion in both languages if necessary, Borrowing. There are also three translation models that a translator can apply any of them according to the type of a text in translation; the author-centered traditional model, the text-centered structuralistic model, the cognitive reader-centered model.

A.   Some approaches in translation;
1. **The didactic translation approach:** A methodology that allows the development of an effective and efficient transfer process from one language to another. As is widely known by those committed to the field, translation as a formal professional activity with a theoretical background is relatively new. Nonetheless, we teachers may facilitate our own task and that of our students if we take advantage of the appropriate tools and strategies (Gerding, 2010)

2. **The cognitive translation approach:** It perfectly applies to the transfer process of ideas from one language to another, which obviously implies a lot more than the simple reproduction model. (Kussmaul, 1995).

3. **The psychological and social approach:** From this point of view the translator, whose profile should be that of an intellectual worker with professional training characteristics such as the above-mentioned, will be more successful if her/his social-affective development is given more emphasis, for s/he may be better prepared for cooperative work, and s/he may reach a higher tolerance level, showing respect, self-criticism and sensitivity. (Adapted form Gerding, 2010)

4. **The Global Approach:** With regard to the principal approaches to a translation text, the most renowned translation theorists (Delisle, Newmark, Nida, Nord, Kussmaul) are in agreement on the following aspects:
   - Firstly, there is comprehension and interpretation of texts which implies the management of the approach principles to various types of texts, considering the textual, referential, cohesion and naturalness levels.
   - Secondly, re-wording is also important. It means the application of the various strategies for the restitution process of the message (re-coding) by choosing the appropriate method(s), techniques and procedures. (Newmark, P., 1995: *A Textbook of Translation*).
   - And thirdly, translation theorists give great importance to the assessment of the result. (Adapted form Gerding, 2010).

B.   Some methods and techniques in teaching translation
1.   A Cooperative Work Procedure
        This method attempts to develop some workshop activities for the translation process—as a cooperative activity with the students—through a graded and sequential procedure.
  - The teacher makes a selection of the material to be translated. Texts must be chosen according to previously defined objectives for translation practice, taking into account the degree of difficulty of the texts (semantic, cultural, stylistic, etc.)
  - After browsing through the text (scan reading and/or skim reading), the students, assisted by their teacher, should identify the source, the norm, the type of text, the register, the style and the readership of the text selected.
  - The students should read the whole text at least twice: The first reading will be comprehensive and general, to become acquainted with the topic and to understand the original, always bearing in mind that meaning is context-determined. The second reading must be a "deep" reading, placing emphasis on items where translation problems may appear.
  - The teacher then divides the text into as many segments as students in the group. Depending on the degree of difficulty and the length of the text, these segments may be paragraphs, columns, pages or even whole chapters.
  - If the topic is already quite familiar to the students, they do a preliminary translation. ("one-to-one translation," Newmark, 1995a).
  - If the topic is completely unknown to the students, they should consult complementary literature.
  - Once the "one-to-one" version is accomplished, the students do a second version of their own translation—this time a written draft—handling the most suitable translation strategies and procedures and being faithful in the transfer of ideas.
  - With the original text in front of her/him and being careful to follow the same correlative order of the SL text, each student reads out her/his own version of the translated text, making the necessary pauses between sentences.
  - During this procedure, the students and the teacher need to set up all necessary conventions with regard to the homogeneity of the terms and the coherence and cohesion of the final version.
  - As Newmark states, "*translation is for discussion"* (Newmark, 1995b).
  - As a metacognitive activity, the students, assisted by the teacher, analyze the translation strategies and procedures used, and discuss the reasons taken into account in the choice of each analyzed criterion: , (Kussmaul, 1995).
  - The students hand in the final version of their revised and post-edited segments.
  - The teacher makes a final revision. (Adapted from Gerding, 2010)

2.   Parallel texts
        Texts chosen for this exercise should be short and, over a complete year of study, taken from a variety of sources, including advertisements and other commercial material, as well as biographical, historical, political or literary extracts. In some cases, the ST will be in L1, in others in L2; texts produced by multilingual organisations such as the UN or the EU can also be included. Working in pairs, students can then pick out and discuss how particular words or phrases have been translated, and come up with suggestions as to the linguistic and other reasons for making a particular choice, and whether other alternatives would have been possible and effective. The rest of the group can intervene at any time; individual students are thus reassured by hearing of others' problems, but encouraged to think and discuss their way out of the difficulty (Adapted from Nott, 3)

3.   Retranslation (or 'double translation')

Double translation, as practised in the sixteenth century, involved three stages: the close study of a (Latin) original, leading to the production by the student of an English version which, an hour or a day later, he translates back into Latin. This exercise was used for modern as well as classical languages, and became increasingly centred on stylistic, rather than syntactic, features (Kelly 1976: 177-180). Retranslation can involve listening as well as reading, as in the following exercise: students are given time to read through a printed L1 text which has been translated from an L2 original, noting its salient features in the usual way. They then hear a recording of the original L2 text, first of all straight through, then in short chunks, repeated, with short pauses during which they write down their L2 version of the chunk, using the printed L1 text as a guide. (Adapted from Nott, 3).

4.   Summary translation (L2 to L1 or vice-versa)

From the students' point of view, the advantage of summary translation as an exercise is that a TL equivalent does not necessarily have to be found for every SL word or phrase. On the other hand, students are required to be aware of the global features, and salient points of the text, and to make decisions as to how to reflect these in the TL version. As with all FL learning, the teacher will have spelled out the aims of the exercise, together with the necessity to form a rapid overview of the text, and to make strategic decisions about what to include, condense or exclude, and the over-riding importance of the transmission of content. The exercise could be done with source material from texts in L2, or in L1. The task (pairwork in class, or as an individual or pair assignment) is to produce a TL version of the story in the style of a specified TL newspaper or periodical. (Adapted from Nott, 4)

It is assumed that the teacher is understood as a facilitator of the translation task, since the lion's share of the transfer process is accomplished by the students, mainly collectively, but also individually (Gerding, 2010). Therefore it is valid for students to consult all possible information sources, including the traditional written forms, the "live" sources or informants, e.g. their own teacher (the "client," in this case), experts in the topic, native speakers, translation software, term data bases and the international data processing nets. For this process to be efficiently carried out, the following minimum conditions should be met:

C.   Profile of the Student
- Sound linguistic training in the two languages and knowledge covering a wide cultural spectrum
- High reading comprehension competence and permanent interest in reading
- Adequate use of translation procedures and strategies
- Acquaintance with translation software for MT and MT edition
- Improvement capacity and constant interest in learning
- Initiative, creativity, honesty and perseverance, accuracy, truthfulness, patience and dedication
- Capacity for analysis and self-criticism, developing team work and maintain constructive interpersonal relationships (adapted from Gerding, 2010)

D.   Profile of the Educator
- Clear assessment criteria
- Sound knowledge of the SL and the TL, translation theory, transfer procedures, cognition and methodology
- Comprehension of what translation is and how it occurs (Bell, 1994)
- Ability to communicate ideas clearly, empathically and openly
- Capacity to create, foster and maintain a warm work environment, "*an atmosphere of sympathetic encouragement*" (Kussmaul, 1995)

- Permanent interest in reading various kinds of texts
- Accuracy and truthfulness; critical, self-critical and analytical capacity

E.   **Evaluation**

As suggested by Kussmaul (1995), it is a good practice to classify the kinds of errors/difficulties. The most frequent types of difficulties arising from translation that I propose to assess in any translation are the following:

- Comprehension, sense and ideas
- Lexico-semantic level
- Morphosyntactic level
- Spelling and punctuation
- Creative solutions to translation problems
- Cohesion and coherence
- Assessment of the result and post-edition
- Format (adapted from gerding, 2010)

In sum, translators must understand the original text, for which they must have wide general knowledge, handle the vocabulary of the topic in the SL as well as in the TL and, last but not least, write their own language well (Orellana, 1994).

Conclusion

Translators—like all "professional professionals"—must undergo permanent training (Gerding, 2010) Their productive capacity, however, should not always be measured in terms of pages or hours done, but by the quality of the output or finished work. In order to solve translation problems, a translator must use of his/her cleverness, creativity, curiosity, intuition, ingenuity, reflection, resourcefulness, and much more. It is asserted that the traditional approach to translation in the FL course, especially from L1 to L2, has not only done much to discourage generations of students as to their own proficiency and potential as FL learners, but has also offered them a wholly unrealistic set of notions about translation.

In teaching translatoin a clear lesson to be learnt from translation studies is that the teaching and assessment of translation need to be based on a far wider range of criteria than those involved in simply labelling individual lexical and grammatical items as right or wrong. It is widely known that there is indispensable relationship between language and its culture. It is rather clear that translation is functioal interaction of languages. Hence, for effective, emotive and correct intercultural communication, translator training should include also cultural bacground, logic and mentaliy of the TL and cognition of them by trainees.

РЕЗЮМЕ

В этой статье автор говорит о важности и необходимости обучению переводам наряду с новыми парадигмами, современными подходами и методами в зависимости от интенсивного межкультурного взаимодействия. Он подчеркивает связь между языком и культурой, таким образом, важность познания, сознание менталитета и логики TL и обеспечения социально-культурного фона его слушателей.

РЕЗЮМЕ

Берілген мақалада автор аударма жасауда жаңа парадигмалармен бірге оның маңызы мен қажеттілігі жайында және мәдениетаралық қарым-қатынастан туындайтын интенсивті, заманауи әдістермен   оқыту туралы сөз қозғайды. Ол тіл мен мәдениет арасындағы байланысты, тыңдаушының әлеуметтік-мәдени тұрғыдан танымын және логикалық маңызын көрсетеді.

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