



Міністерство освіти і науки України

Мукачівський державний університет

Кафедра англійської філології та методики викладання іноземних мов



**ТЕОРІЯ І ПРАКТИКА ПЕРЕКЛАДУ АНГЛІЙСЬКОЇ НАУКОВОЇ
ЛІТЕРАТУРИ**

опорний конспект лекцій

для студентів денної та заочної форм навчання ОС «Магістр»
спеціальності 014 «Середня освіта (Мова і література (англійська))»

Мукачево
МДУ – 2020

УДК 81'25:001+821.111(042.3)(075.8)

Розглянуто та рекомендовано до друку науково-методичною радою

Мукачівського державного університету

протокол №9 від 21.05. 2020 р.

Розглянуто та схвалено на засіданні кафедри англійської філології та методики викладання іноземних мов протокол № 14 від 28.04.2020 р.

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T-33

Теорія і практика перекладу англійської наукової літератури: опорний конспект лекцій з дисципліни «Теорія і практика перекладу англійської наукової літератури» для студентів денної та заочної форм навчання спеціальності 014 «Середня освіта (Мова і література(англійська))» СО «Магістр» . – Мукачево МДУ, 2020. – с.28 (0.07др.арк.)

Навчальне видання містить розгорнуту програму дисципліни, опорний конспект лекційних занять №1-№8, запитання та завдання для самоконтролю до кожного лекційного заняття, завдання для СРС, питання, що виносяться на підсумковий контроль (залік) та список рекомендованої літератури. Вказівки стануть у нагоді студентам денної та заочної форми навчання під час вивчення курсу.

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Передмова

Дисципліна розглядається як складова змісту навчальної підготовки студентів-магістрів і побудована на відповідних теоретичних, наукових засадах та практичній підготовці.

Зміст курсу (дисципліни) є доступним для студентів-магістрів й розрахований на засвоєння його кожним студентом денної та заочної форми навчання. Основним завданням викладача є формування у студентів теоретичних знань, надання їм практичної спрямованості та формування вміння використовувати їх у практичній діяльності (житті). Загальними завданнями оцінювання є: визначення рівня навчальних досягнень студентів; стимулювання їх мотивації до здобуття знань; визначення рівня здібностей студентів, їх потреби у додатковому навчанні; виставлення відповідної оцінки.

Мета вивчення навчальної дисципліни – підготовка спеціалістів за освітньо-кваліфікаційним рівнем магістра відповідно до державних стандартів, встановлених освітньо-професійною програмою підготовки магістрів вищезазначеного фахового спрямування.

Завданнями викладача, реалізація яких забезпечить досягнення цієї мети, є:

- 1) ознайомити студентів з теоретичними аспектами дисципліни;
- 2) поглибити знання та навички студентів з різних типів перекладу англійської наукової літератури;
- 3) сформувати системне уявлення студентів щодо необхідних базових знань, вмінь та навичок для здійснення синхронного, вільного та письмового перекладів;
- 4) виробити у студентів уміння аналізувати англійські наукові тексти, користуватися різними довідковими джерелами;
- 5) формувати у студентів навички діяти відповідно своїх професійних обов'язків у конкретних ситуаціях; уміння використовувати набуті знання у практичній професійній діяльності.

В результаті вивчення даного курсу студент повинен:

знати: загальнотеоретичні й методологічні питання перекладу; перекладацькі терміни й поняття; засоби вірного/адекватного перекладу різних мовних одиниць, понять і явищ англійської мови українською;

вміти: пояснювати предметну сферу курсу «Теорія і практика перекладу англійської наукової літератури»; аналізувати типи та способи перекладу; вказати на необхідні лексико-граматичні та інші трансформації; пояснити сферу використання різних типів перекладу; порівняти типи перекладів; виявити спільне та відмінне при використанні одного й того ж типу перекладу у споріднених та неспоріднених мовах; розкрити основні методи перекладу.

Структурно лекційний курс побудовано відповідно до методики проведення лекційних занять у ЗВО: розпочинається курс з ввідної/настановчої лекції. Основною формою навчання є лекція-бесіда. Кожна лекція складається з трьох частин: вступної, основної та заключної. До кожного лекційного заняття наведено ключові слова, завдання та питання для самоконтролю, завдання для СРС та перелік літератури.

Опорні конспекти укладено з метою допомоги студентам в теоретичному опануванні дисципліни та формуванні навичок використання отриманих знань у майбутній професійній діяльності та повсякденному житті, активізації самостійної пошукової роботи студентів, мотивації їх до поглибленого вивчення дисципліни.

Структура навчальної дисципліни

Модуль 1. The fundamentals in the theory and practice of translation of English scientific language.

Тема 1. Theory. Nature of the styles in English language. Classification of functional styles.

Тема 2. Nature of scientific and technical style. General features of scientific and technical style. Scientific and technical terminology.

Тема 3. Nature of the language of official documents. Style of official documents and its features. Legal terminology.

Тема 4. Translating scientific and technical texts. Contemporary translation theories. Basic principles of translating. Types of translation.

Тема 5. Equivalence in translation and its typologies. How to translate scientific and technical texts. Aspects of scientific and technical translation. Machine translation of scientific and technical texts.

Тема 6. Explication and implication as areas of inquiry of translation studies. Theoretical and empirical imbalance between explication and implication. Explication and translational universality. Major strands in research on explication.

Тема 7. Examining the explication concept. Conceptual issues. S-explication vs. T-explication. Distinction between explication and adjacent concept. Explication vs. expansion. Explication vs. addition. The expansion-explication-addition continuum.

Тема 8. Examining the implication concept. Distinction between implication and adjacent concepts. Implication vs. reduction. Implication vs. omission. The reduction-implication-omission continuum.

Опорний текст лекційних занять

Тема 1. Theory. Nature of the styles in English language.

Plan

1. Translation definition.
2. Translation as the notion.
3. Classification of functional styles.

Key words: translation and language; stylistics; publicistic style; newspaper style; scientific and technical style; administrative style; the logical sequence of utterances;

Завдання та питання для самоконтроля:

1. Give your definition of the term «translation».
2. Explain your idea about translation as the notion.
3. Give your examples of classification of functional styles.

Завдання для СРС: Реферат «Classification of functional styles in Pedagogy»

Література: НБ: 1.8, 18, 23, 24, 25, 26, 27. Б: 32, 34, 35, 36, 37. Д: 39, 40, 43,44.

1. Translation definition. Translation as a term and notion is of polysemantic nature, its common and most general meaning being mostly associated with the action or process of rendering/expressing the meaning/content of a source language word, word-group, sentence or passage (larger text) in the target language or with the result of the process/action of rendering. In other words with the work performed by the translator. «Translation» is also used to denote the subject taught or studied, the examination in the subject. «Translation» may refer to the title of the manual/ theoretical work on the subject. Besides, the Romanization of proper nouns, geographical names, different internationalisms, etc., when Latin letters are used to convey the Ukrainian nouns, verbs, adverbs is «translation» too: Київ Kyiv, Бровари Brovary, Львів Lviv, Біла Церква Bila Tserkva, Полтава Poltava, Згурівка Zghurivka, Медвин Medvyn, алгебра algebra, географієград, computer комп'ютер, опера опера, telephone (v) телефонувати, mechanically механічно, ignore ігнорувати, historically історично. «Translated» in this way, i.e., transliterated with the help of Cyrillic letters are many English and other foreign names and different terms: Archibald Cronin Арчібальд Кронін, Robert Frosf Роберт Фрост, Ottawa Оттава, etc.

The term «translation» is used even to denote purely functional substitutions which have absolutely nothing in common with any expression/rendering of meaning of the source language sense units in the target language.

Translating is inseparable from understanding and it goes along with conveying content and sometimes even the form of language units. As a result, the process of translation, provided it is not performed at the level of separate simple words, involves simultaneously some aspects of the source language and those of the target language. These are morphology (word-building and word forms), the lexicon (words, phraseologisms, mots), syntax (the means of connection and the structure of syntaxemes), stylistics (peculiarities of speech styles, tropes, etc.).

2. Translation as the notion. Depending on the form of conveying the sense/content, the following kinds or types of translating/interpreting are to be distinguished:

1. **The written from a written matter translating**, which represents a literary/literary artistic or any other faithful sense-to-sense translating from or into a foreign language. It may also be a free interpreting performed in writing. The matter under translation may be a belles-lettres passage (prose or poetry work), a scientific or technical/newspaper passage / article, etc.
2. **The oral from an oral matter interpreting**, which is a regular oral sense-to-sense rendering of a speech/radio or TV interview, or recording which can proceed either in succession (after the whole matter or part of it is heard) or simultaneously with its sounding. This

consecutive interpreting is a piecemeal performance and the interpreter can make use of the time, while the speech/recording is proceeding, for grasping its content and selecting the necessary means of expression for some language units of the original matter. There is also a possibility to interrupt (stop) the speaker/recording in order to clarify some obscure place. As a result, consecutive interpreting can take more or a little less time than the source language speech recording lasts. When it takes quite the same amount of time as the source language matter flows and the interpreter faithfully conveys its content, it is referred to as simultaneous interpreting/translating. Otherwise it remains only a consecutive interpreting. That can be well observed when interpreting a film, each still of which in the process of the simultaneous interpretation takes the time, allotted to it in the source language. In Ukrainian this kind of interpreting is called синхронний переклад. Therefore, simultaneous interpreting is performed within the same time limit, i.e., takes the same amount of time or a little more/less, than the source matter lasts.

3. **The oral from a written matter interpreting** is nothing else than interpreting at sight. It can also proceed either simultaneously with the process of getting acquainted with the content of the written matter, or in succession (after each part of it is first read through and comprehended). The former way of interpreting, if carried out faithfully and exactly on time with the consecutive conveying of the matter, may be considered simultaneous too. Usually, however, it is a regular prepared beforehand kind of interpreting.

4. **The written translating from an orally presented matter** is, as L.S.Barkhudarov points out¹, a rare occurrence. This is because a natural speech flow is too fast for putting it down in the target language (except for a shorthand presentation, which would be then a regular translation, i.e. interpretation from a written matter). Translating from an oral speech/recording is now and then resorted to for training practices. When the matter to be rendered is produced at a slower speed than the written translation, can naturally be performed (and put down) in the target language.

3. Classification of functional styles. There exists a variety of styles as there are numerous human activities in the world. They all need to use language to convey the results of their efforts. This variety of styles is summarized in the following classification.

A style of language can be defined as «a system of coordinated, interrelated and interconditioned language means intended to fulfill a specific function of communication and aiming at a definite effect». These language means are the main elements that create distinctions among the styles. Styles are in constant development as a result of the progress and changes in human activities.

The development of each style is predetermined by the changes in the norms of Standard English.

This generally agreed classification:

- The belles-letters style – is the style of the language of poetry, fiction and drama.
- Publicistic style – the most obvious subdivisions are distinguished: oratory, i.e. speeches and orations, essays and articles. The aim is to persuade a reader or listener that the given information is correct and to have an impact on public opinion.
- Newspaper style – contains such diverse categories as news reports, editorial comments, imaginative articles, reviews, letters, headlines, sub-headings, announcements, list of sport results, cartoon dialogues, competitions and many kinds of advertising.
- Scientific and technical style – is applied when certain scientific knowledge or information obtained from scientific research has to be conveyed.

- Administrative style or the style of official documents - the language of business documents, the language of legal documents, the language of diplomacy, and the language of military documents.

Introduction of main styles mentioned above has divided styles into five main categories.

They differ in their nature. The aim of next chapters is to define the essence of scientific, technical and legal texts and to discuss their features thoroughly.

Тема 2. Nature of scientific and technical style.

Plan

1. General features of scientific and technical style.

2. Scientific and technical terminology.

Key words: scientific and technical style; non-fiction style; technical terminology; the use of terms; sentence-patterns; postulatory; argumentative; formulative.

Завдання та питання для самоконтроля:

1. Identify the features of scientific style.
2. Identify the features of technical style.
3. Give your examples of scientific and technical terminology of functional styles.

Завдання для СРС: Реферат «Usage of technical terminology in Pedagogy»

Література: НБ:1,6, 8, 11, 13, 15,18, 20, 21,25, 26, 27.Б: 32,34, 35, 36, 37.Д: 39, 40, 42,43.

1. General features of scientific and technical texts.

Scientific and technical texts will be discussed in this part from the aspect of general features characteristic for particular styles and from the aspect of terminology.

The style of science creates the fundamental part of the non-fiction style. It has informative function not only in particular field of science, but also in broader sense, because administrative style can be considered as scientific style as well.

Miššíková I. introduces her own perception of scientific and technical style in a slightly different way: «The language of science is governed by the aim of the functional style of scientific prose, which is to prove the hypothesis, to create new concepts, to disclose the internal laws of existence, development, relations between different phenomena, etc. The language means used, therefore, tend to be objective, precise, and unemotional, devoid of any individuality; there is a striving for the most generalized form of expression».

In last decades, the scientific and technical style has been split into many new and more specialized styles as a result of progress of technology and higher specialization. Huge progress in numerous fields of science made recently and emerging of new ones motivates linguists to study language and its styles constantly.

Scientific and technical style will be viewed from the aspect of different features. Scientific and technical style has some distinctive characteristics from which the most important are the use of terms, objectivity, accuracy and expertise. In terms of language means, the constructions of the gerund and participle are used to make the text more condense and precise. Parentheses also frequently occur.

The first and most noticeable feature of this style is the logical sequence of utterances with a clear indication of the interrelations and interdependencies. Logical sequence of utterance is definitely important to comply with the following general features.

Second distinctive feature is as well the use of terms specific to each given branch of science. Each scientific field of human activity generates the greatest amount of new words. As a result of constant efforts to discover essence of things and phenomena, there is a need to name new concepts subsequently by means of coining new words.

Third characteristic feature of scientific style is what we may call sentence-patterns. They are of three types:

- postulatory,
- argumentative,
- formulative.

There are some other features of scientific prose such as the use of quotation and references, the frequent use of foot-notes, digressive in character, and the impersonality of scientific writings.

2. Scientific and Technical Terminology.

To understand thoroughly the nature of scientific and technical terminology, it is vital to spread a few words on behalf of terminology as well.

The system of terminology in scientific style is not closed and constant as one might think. It is in constant development as the new scientific disciplines emerge and develop.

Words used in scientific prose will always have tendency to be used in their primary logical meaning. No words should be used in more than one meaning. Furthermore, terms are coined so as to be self-explanatory to the greatest possible degree. But in spite of this a new term in scientific prose is generally followed (or preceded) by an explanation.

Terminology is neither emotional nor ambiguous; the terms have narrow meaning and limited field of usability. However, according to recent English studies on lexical structures, there can be found a range of terms with a certain degree of expressivity, for example conductor alive in radio engineering, or the majority of terms used in cosmonautics such as crashlanding, splash-down.

In modern scientific prose, there is an exchange of words between particular fields of science. It is a result of collaboration among specialists in related sciences and it has proved successful in many fields. Even common words in unusual collocation may define a technical style. With regards to Mr. Turner, who expressed this thought in 1973, the tendency nowadays may even lead to more frequent occurrence of common words in scientific and technical English.

Technical terms may pass into the general language. When this happens, a word used by a restricted group of people in a restricted situation becomes used more widely by more people and the reference will tend to be less concentrated or precise.

To conclude important facts about scientific and technical terminology and general features, there is a fitting explanation according to Knittlová. Selection of lexical units also complies with the requirement of precise transmitting of thoughts and ideas. Scientific style is conceptual, typical word classes are nouns, possibly adjectives, and mainly technical expressions (terminology). Terminology is carefully chosen in order to be unequivocal. Subjective and expressive expressions generally do not occur in the style. The more scientific the style is, the more specific the terms are. In the particular scientific branches and their language we can get by with low lexical variety, therefore the index of repetition is quite high.

Тема 3. Nature of the language of official documents.

Plan

1. Style of official documents and its features.

2. Legal terminology.

Key words: significant features of scientific and technical style; administrative style; usage of archaisms; clichés, legal terms, terms and set expressions.

Завдання та питання для самоконтроля:

1. Identify the features of style of official documents.
2. Identify the features of legal terminology.
3. Give your examples of legal terminology.

Завдання для СРС: Реферат «Usage of legal terminology in Pedagogy»

Література: НБ:7, 8, 9, 14, 18, 23, 25, 26, 27. Б:29, 34, 35, 36, 37. Д: 39, 40, 41, 44.

1.Style of official documents and its features. Language of official documents, possibly known as administrative style is according to J. Mistrík used for denoting the youngest and the least problematic functional style. Of all uses of language, the language of the law is perhaps the least communicative. In fact, the legal writers use specific jargon which does not reflect the needs of general public.

In contrast, it is important to realize that the administrative style is not homogenous, and those texts which require the complete and correct understanding of a reader (or applicant) should be written in plain English, avoid ambiguous terms and difficult legal jargon.

From a linguistic aspect, this style is basically quite stereotyped, lexically and syntactically indigent and fairly primitive as far as the composition of the text is concerned.

Impersonality is the first one from the range of other significant features of scientific and technical style. Another feature, from a viewpoint of syntax, is precise verbalization and logical sentence order. There is a mutual relationship and dependency between the two mentioned features.

Another feature is connected to precise sentence order – the ordering of the sentence constituents, or of the clauses within a sentence. Scientific style starts from the known theme, the conveyor of logical subject as the element bringing no new information but relating to the information mentioned before or known from the context, and proceeds to the rheme, the conveyor of logical predicate. However, if the subject is at the head of the sentence, its role is very strong so that the position adverbial becomes often a subject in English scientific style:

E.g.: The chapter 8 discusses... - Fig 4 shows diagrammatically – Table VII gives the calculated energies. Possible translations into Ukrainian are: у частині 8 обговорюється ... - фігура 4 представляє діаграму... - у таблиці 7 подано обрахунок енергії..

2. Legal Terminology. At the level of lexis the most striking feature is a special system of clichés, terms and set expressions by which each substyle can easily be recognized (e.g. I beg to inform you, I beg to move, provisional agenda, the above-mentioned, hereinafter named, on behalf of, private advisory, Dear Sir, We remain, your obedient servants, etc.)

In fact, each of the subdivisions of this style has its own peculiar terms, phrases and expressions which differ from the corresponding terms, phrases and expressions of other variants of this style. Thus in finance we find terms like extra revenue, taxable capabilities, liability to profit tax. In legal language to deal with a case, summary procedure, a body of judges, as laid down in can be found. Likewise other varieties of official language have their special nomenclature, which is conspicuous in the text, and therefore easily discernible.

Among the most frequent lexical units used in legal style are:

- Common words with uncommon meanings: action – law suit, avoid – cancel, hand – signature, presents – this legal document, said – mentioned before.
- Latin words and phrases: affidavit, alias, alibi, corpus delicti, per stirpes, ejusdem generis, ex post facto, in personam, lex loci actus, nolle prosequi, quasi, res gestae, retraxit, sui juris, vis major.
- Words derived from French: many now in general use, e.g. appeal, assault, counsel, plaintiff, verdict, and others such as demurrer, easement, estoppels, fee simple, lien, tort.
- Technical terms with precise and well-understood meanings: appeal, bail, contributory, negligence, defendant, felony, injunction, libel.

- Less precise terms and idioms, in standard use in daily legal discussion (legal argot): alleged, issue of law, objection, order to show cause, strike from the record, superior court, without prejudice.
- Formal or ceremonial words and constructions in written documents and in spoken courtroom language: signed, sealed, and delivered; Whereas...(in contracts), You may approach the bench; Comes now the plaintiff; Your Honour; May it please the court; I do solemnly swear...;The truth, the whole truth, and nothing but the truth.
- The conscious use of vague words and phrases to permit a degree of flexibility in interpretation: adequate cause, as soon as possible, fair division, improper, malice, nominal sum, reasonable care, undue interference.
- The use, conversely, of words and phrases to express precise meaning: irrevocable, in perpetuity, nothing contained herein.

Тема 4. Translating scientific and technical texts.

Plan

1. Contemporary translation theories.
2. Basic principles of translating.
3. Types of translation.

Key words: an academic discipline, the study of translation, pedagogical activities, training translators, criteria for translation assessment, intralingual translation, rewording, interlingual translation, translation proper, intersemiotic translation, transmutation.

Завдання та питання для самоконтроля:

1. Name the current trends in translation theories.
2. Identify the basic principles of translating.
3. Give your examples of types of translation.

Завдання для СРС: Реферат «Pedagogical terms and their types of translating»

Література: НБ: 1, 7, 8, 13,18, 23, 25, 26, 27. Б: 30, 34, 35, 36, 37. Д: 39, 40, 41.

1. Contemporary translation theories. To deal with translation and, more specifically, with translation of scientific and technical texts, it is highly necessary to introduce the contemporary translation theories.

Translation studies are now understood as an academic discipline concerned with the study of translation covering the whole spectrum of research and pedagogical activities, training translators and developing criteria for translation assessment.

Jeremy Munday, Susan Bassnett and others definitely agree on definition of translation and its types according to Jakobson. The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the use of producing the translation, otherwise known as translating). The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL) . This type corresponds to *interlingual translation* and is one of the three categories of translation described by the Czech structuralist Roman Jakobson in his seminar paper *On linguistic aspects of translation*. Jacobson's categories are as follows:

1. intralingual translation, or *rewording*: an interpretation of verbal signs by means of other signs of the same language;
2. interlingual translation, or *translation proper*: an interpretation of verbal signs by means of some other language;
3. intersemiotic translation, or *transmutation*: an interpretation of verbal signs by

means of signs of non-verbal sign systems.

It is the interlingual translation which is the traditional, although by no means exclusive focus of translation studies.

«*The purpose of translation theory, then, is to reach an understanding of the processes undertaken in the act of translation and, not, as is commonly misunderstood, to provide a set of norms for effecting the perfect translation.*» Translation theory, in my opinion, is a very important discipline. It searches, compares, derives and creates norms and new procedures for achieving good translation.

2. Basic principles of translating. Translating as a procedure, an art, or an activity in general means that he/she should do it right and to be productive. There are two opinions about what the basic principles of translations are. 1st one is according to Tytler P. and the second according to Nida S. (issued almost 60 years later) to compare just the slight difference in spite of the time gap. Hatim J. and Mason N. summarize the basic «laws on translation» introduced by Tytler P.:

- that the Translation should give a complete transcript of the ideas of the original work,
- that the style and manner of writing should be of the same character with that of the original,
- that the Translation should have all the ease of original composition.

A more recent formulation of the basic «requirements» of a translation are to be found in Nida S.:

- making sense,
- conveying the spirit and manner of the original,
- having a natural and easy form of expression,
- producing a similar response.

According to Basnett P. a translator in determining what to use in English, he/she must:

- accept the untranslatability of the SL phrase in the TL on the linguistic level,
- accept the lack of a similar cultural convention in the TL,
- consider the range of TL phrases available, having regard to the presentation of class, The status, age, sex of the speaker, his relationship to the listeners and the context of their meeting in the SL,
- consider the significance of the phrase in its particular context – i.e. as a moment of high tension in the dramatic text.

3. Types of translation. Translation as a procedure or a method has its own rules and ways how to progress. There is seven main translation procedures that translator should follow, or can choose yours from you, Knittlová O. claims that even though there exist a variety of procedures, ways and methods used for translation, all of them should lead to the same target – to achieve the most appropriate form of a translation. The former translation theorists, did not always use the distinctive terms and named them generally as procedures.

Contemporary Russian, German, or Czech linguists dealing with translation studies refer to the comparison between French and English stylistics from Canadian authors Vinay and Darbelnet. They operate with seven main translation procedures that solve the lack of equivalence:

1. *Transcription* – more or less adapted transcription to the utterance of TL.
2. *Kalk* – literal translation
3. *Substitution* – substituting one linguistic means with another equivalent one (e.g. substitution of nouns by personal pronouns and vice versa).
4. *Transposition* – i.e. necessary grammatical changes resulting from the differences in SL and TL systems.
5. *Modulation* – the change of aspect (e.g. *angle-joint of the pipe*)
6. *Equivalence* – Knittlová does not consider this one as a suitable term for using stylistic and structural means different from the source text.
7. *Adaptation* – substitution of a situation described in ST with different adequate situation, e.g. when there is no equivalent of saying in TL.

Translation is a very complex task to manage. A translator must not only need to know their source language well; they must also have a thorough understanding of the field of knowledge covered by the source text. Translators should ensure a result that even sounds as natural as possible – though some translators have argued that, for certain types of text (e.g. scientific material), where translation accuracy is more crucial than naturalness, it makes more sense for translator to be more fluent in the source text.

Тема 5. Equivalence in translation and its typologies.

Plan

1. How to translate scientific and technical texts.
2. Aspects of scientific and technical translation.
3. Machine translation of scientific and technical texts.

Key words: terminology usage and special grammar (attribute groups, nominative and elliptical constructions), impersonal narration, objectivity, logic, use of clichés, computer-aided translation, machine-aided human translation (МАНТ) or interactive translation.

Завдання та питання для самоконтроля:

1. Name the main ideas how to translate scientific and technical texts.
2. Identify the aspects of scientific and technical translation.
3. Compare the machine translation of scientific and technical texts with yours.

Завдання для СРС: Реферат «Scientific and technical texts and the types of their translating»

Література: НБ: 4, 6, 8, 10, 18, 24, 25, 26, 27. Б: 29, 34, 35, 36, 37. Д: 39, 40, 42, 43.

1. How to translate scientific and technical texts. Among the urgent problems of modern translation, the development of such a field as the translation of scientific and technical texts takes an important place, in connection with the accelerating scientific and technical process this type of translation is becoming more and more in demand. The translation of a foreign language text is always associated with many difficulties that arise in the way of an interpreter. When translating, all the subtleties of a foreign language must be taken into account. The task of an interpreter is to feel the style of the article, to convey all the subtleties of the translated material without distorting the original source. One of the most complicated types of translation is a scientific and technical translation, since for an adequate interpretation of a material in another language, not only linguistic but technical knowledge is required as well. Technical translation is the translation of texts of technical subjects, in particular, documents of different specialization, all kinds of reference literature, dictionaries, product conformity certificates, operating instructions, engineering plans, scientific and technical articles, business contracts and other commercial technical proposals. Authors of scientific works avoid the usage of many expressive means of language, in order not to violate the basic principle of the scientific and technical language — the accuracy and clarity of the presentation. From the point of view of the vocabulary, the main feature of technical translation is the maximum saturation of the special terminology that is characteristic of a given branch of knowledge. The main difficulty in translating artistic texts is the need to interpret the author's intentions, preserve his literary style, psychological and emotional elements. However, the task of the translator of the scientific and technical text is simpler: to convey the author's thought accurately, preserving the features of his style. As already indicated above, in order to understand the scientific and technical text correctly, knowing this subject and related terminology is very important. Technical text can not be a free retelling, even if the meaning of the translated document is preserved. Such text should not contain any emotional statements and subjective assessments. The main features of translating scientific and technical texts are manifested in the compulsory knowledge of all terms

relating to a specific technical field of translation by the translator. A specialist working with a scientific and technical text should understand not only the meaning of translated words, but also take into account all the nuances of their application. A translator working with a scientific and technical text have to deal with not only linguistics, but also technical disciplines. When translating scientific and technical literature, one should always maintain the style of the original document. Usually all documents of a scientific and technical nature have the main features. Among them, it is worth noting the clear and concise character of the exposition, the strict exposition of technical terminology, the clear logical sequence of information and concreteness in interpreting the facts. A variety of epithets are excluded while translating scientific and technical text, technical translation from one language to another should be accurate and logically aligned. It is very important not only to convey the essence of the text, but also to avoid minor inaccuracies. For example, a minor mistake in the translation of the technical instruction on the operation of the equipment may prevent a successful start-up or lead to improper use of this equipment.

2.Aspects of scientific and technical translation.

Scientific and technical texts are the texts which contain characteristics of both scientific and technical functional styles, among which one can mention informative value, logic, consistency, accuracy, objectivity, and clarity. As for lexical and grammatical features, the following ones should be mentioned: terminology usage and special grammar (attribute groups, nominative and elliptical constructions) [4].

Among the stylistic features of scientific and technical texts one can mention the following ones: impersonal narration, objectivity, logic, use of clichés [1].

The aim of scientific and technical texts is to present certain information or data. The presentation of information is focused on logical perception, rather than emotional one.

Scientific and technical translation challenges are caused by differences in language structures, terminological gaps, stylistic peculiarities of source texts and target texts, differences in topic and comment relations in the source language and the target language, etc. Translation shifts help to overcome these difficulties at three different levels – lexical, grammatical, and stylistic ones.

The analysis of the material allowed us to come to the following conclusion: scientific and technical translation requires maximum accuracy in rendering the content of the source language, compliance with the stylistic norms of the target language, accuracy and consistency of terminology. The translation should be adequate to the source language that is it should convey the meaning of the source text, including the implicit one.

Let us now present the analysis of some translated utterances.

Example 1.

Source text: Section II discusses the technical aspects of ultrahigh- voltage DC transmission (UHVDC), i.e., above 500 kV, in particular: converter configurations, insulation coordination in all its aspects (control of normal, abnormal, switching and lightning voltages, margins between stress and withstand), insulation design for internal and external insulation, and proper voltage grading.

Target text: У Розділі II розглядаються технічні питання передачі УВН постійним струмом, тобто струмом понад 500 кВ. Особлива увага приділяється конфігурацій конверторів, різним аспектам координації ізоляції (контролю нормального, високої напруги і комутаційного і грозового перенапруження, а також коефіцієнту запасу між механічним і витримується напругою), проектування внутрішньої і зовнішньої ізоляції, необхідного зменшення нерівностей градієнта потенціалів всередині або на поверхні ізолятора або ізоляції.

In most cases, the term «voltage» can be rendered as «напруга.» However according to the expert in electrical engineering, the first two phrases – «normal» and «abnormal voltage» are to be translated as «нормальна та висока напруга» and «switching» and «lightning voltage» as

«комутаційне та грозове перенавантаження». Therefore, the translator should possess certain knowledge to understand this peculiarity.

It is worth paying attention to the phrase «voltage grading». The lexical unit «grading» has several equivalents: упорядкування, розподіл, нівелювання, вирівнювання, сортування по класам. Therefore, it can be translated as «вирівнювання напруги». Nevertheless, in one of the electrical and technical dictionaries we found one more equivalent «розподіл потенціалів» and an explanation of the term voltage grading as «зменшення нерівностей градієнта потенціалів всередині або на поверхні ізолятора або ізоляції». As the previous sentence dealt with the insulation, we decided to use the later equivalent. Therefore we resorted to explicatory translation.

Besides this, there was a lexical addition – a phrase «above 500 kV» was rendered into Ukrainian as «током більше 500 кВ».

It is worth mentioning a grammatical transformation: the English subject «section II» was transformed into a modifier of place «У Розділі II» following the Ukrainian language norms.

3. Machine translation of scientific and technical texts. Machine translation (MT) has been both praised and criticized since the 1930's when it was first introduced. Today, MT – much improved since then, is a vital tool for the human translator, although not without its problems.

Machine translation, sometimes referred to by the abbreviation MT (not to be confused with computer-aided translation, machine-aided human translation (МАHT) or interactive translation is a sub-field of computational linguistics that investigates the use of software to translate text or speech from one language to another.

On a basic level, MT performs simple substitution of words in one language for words in another, but that alone usually cannot produce a good translation of a text because recognition of whole phrases and their closest counterparts in the target language is needed. Solving this problem with corpus statistical, and neural techniques is a rapidly growing field that is leading to better translations, handling differences in linguistic typology, translation of idioms, and the isolation of anomalies.

Current machine translation software often allows for customization by domain or profession (such as weather reports), improving output by limiting the scope of allowable substitutions. This technique is particularly effective in domains where formal or formulaic language is used. It follows that machine translation of government and legal documents more readily produces usable output than conversation or less standardised text.

Тема 6. Expicitation and implicitation as areas of inquiry of translation studies.

Plan

1. Theoretical and empirical imbalance between expicitation and implicitation.
2. Explicitation and translational universality.
3. Major strands in research on expicitation.

Key words: expicitation, implicitation, asymmetry hypotheses, typology of expicitation, explicitation and translational universality, cohesion and effects on coherence.

Завдання та питання для самоконтроля:

1. Give own concept of expicitation and implicitation.
2. Speak about explicitation and translational universality.
3. How do you understand the typology of expicitation?

Завдання для СРС: Реферат «Major strands in research on expicitation»

Література: НБ: 1, 8, 12, 16,18, 22,25, 26, 27. Б: 28, 34, 35, 36, 37. Д: 39, 40, 41, 42.

1. Theoretical and empirical imbalance between explicitation and implicitation.

The concept of explicitation and implicitation was first introduced to translation theory by Vinay S. and Darbelnet N. These textual phenomena were then characterized as sentence level stylistic techniques resulting from general translational operations, following the norms of the target language. They define explicitation as «the process of introducing information into the target language which is present only implicitly in the source language but which can be derived from the context».

Implicitation on the other hand is «the process of allowing the target language situation or context to define certain details which were explicit in the source language». Later studies and empirical research have aimed to shed more light on the significant characteristics of explicitating and implicitating shifts in translated texts, broadening the domain of the two opposing phenomena.

The explicitation and asymmetry hypotheses. Although the concept of explicitation had long been familiar to translation scholars, the first systematic study of this textual feature was conducted by Blum-Kulka O. After examining shifts in cohesion and their effects on coherence, the impact of explicitation on translations at text level, she postulated her now well-known hypothesis:

The process of interpretation performed by the translator on the source text might lead to a TL text that is more redundant than the SL text. This redundancy can be expressed by a rise in the level of cohesive explicitness in the TL text. This argument may be stated as the explicitation hypothesis, which postulates an observed cohesive explicitness from SL to TL texts regardless of the increase traceable to differences between the two linguistic and textual systems involved. It follows that explicitation is viewed here as inherent in the process of translation.

The above statement has since inspired a lot of empirical research on explicitation within translation studies, and as a result explicitation has generally been considered a universal feature of all types of translated texts.

The typology of explicitation. Klaudy S. set up a typology for explicitation and implicitation expanding the original understanding of the two operations. She defined them not only as translational techniques used based on conscious decisions on the part of the translator, but took into account the differences between the two languages involved in translation as well.

Klaudy S. differentiates between phenomena that are language specific, and those that are not. Therefore, in her typology she characterizes four different types of explicitating transfer operations, as shown below.

Obligatory: motivated by differences in the syntactic and semantic rules of the two languages; without them target language sentences would be ungrammatical; the translator does not have a choice, they must perform the operations.

Optional: motivated by differences in text building strategies and stylistic preferences between languages; without them target language text might seem unnatural, the translator nevertheless has a choice whether to perform the operations or not.

Pragmatic: motivated by differences between cultures; without them the members of the target cultures would miss certain cultural meanings in the source text; the translator voluntarily inserts the additional information.

Language-specific operations involve obligatory and optional explicitation, phenomena which can be explained by the rules and norms of the target language, while pragmatic and translation-inherent operations are performed by the translator in order to produce a target text that is clearer, less ambiguous and easier to process for the reader.

Englund Dimitrova differentiates between two types of explicitation: norm-based and strategic transfer operations. Norm-based explicitation is connected to specific language pairs and text types, and is realized when certain types of phenomena occur in such frequency and regularity that they can be considered norms. Strategic explicitation, however, serves as a means to overcome translational difficulties.

2. Explicitation and translational universality. The concept of explicitation was first introduced by Vinay P. and Darbelnet T. They maintain that explicitation is the process of introducing information into the target language (TL) which is only implicit in the source language (SL) but can be derived from the context or the situation. It has become a trend among the various translation scholars that translations are inherently more explicit than the original source texts as well as other non-translated target texts. This whole philosophy is based on Blum-Kulka's Explicitation Hypothesis as it states «explicitation is a universal strategy inherent in the process of language mediation». It is only brought about by specific factors, including the free choice of the translator to apply it or not. There are, however, some of the translation critics who argue in favour of the universality of explicitation hypothesis but, in the same vein, there are those who oppose this particular hypothesis. As indicated before, the researcher in this particular study took a position that he intends to present, namely, that explicitation is not necessarily inherently universal. As part of the results achieved in this paper, we realise that some of the factors that cause doubt regarding the universality of translation is the fact that it does not seem to be enshrined within the translation process but appears to surface as a product. Many translation scholars only perceive explicitation as adding information explicitly in the target text (TT) that has been implicitly stated in the source text. They do not, however, show how it operates within the translation process towards its final formulation as a translation product. They, however, do not commit themselves that explicitation is universal as perhaps they further maintain that it is obligatory when the grammatical items of the target language forces the translator to add information which is not present in the source text. On the other side of the coin, explicitation occurs voluntarily and optionally when, for no grammatically compelling reason, the translator decides to do so.

3. Major strands in research on explicitation. Although the concept of explicitation had long been familiar to translation scholars, the first systematic study of this textual feature was conducted by Blum-Kulka O. After examining shifts in cohesion and their effects on coherence, the impact of explicitation on translations at text level, she postulated her now well-known hypothesis: the process of interpretation performed by the translator on the source text might lead to a TL text that is more redundant than the SL text. This redundancy can be expressed by a rise in the level of cohesive explicitness in the TL text. This argument may be stated as the explicitation hypothesis, which postulates an observed cohesive explicitness from SL to TL texts regardless of the increase traceable to differences between the two linguistic and textual systems involved. It follows that explicitation is viewed here as inherent in the process of translation.

The above statement has since inspired a lot of empirical research on explicitation within translation studies, and as a result explicitation has generally been considered a universal feature of all types of translated texts.

While examining explicitating and implicitating transfer operations, Klaudy S. came to the conclusion that in the case of non-obligatory explicitation regular asymmetry can be observed; explicitation in one language direction is not matched by implicitation in the other direction. Therefore, Klaudy S. proposes to complement Blum-Kulka's hypothesis by arguing that translators when given the choice do not opt for implicitation, but prefer explicitation where they see an opportunity, the result of which is the rise of explicitness in the translated text.

Tema 7. Examining the explicitation concept. Plan

1. Conceptual issues.
2. S-explicitation vs. T-explicitation.
3. Distinction between explicitation and adjacent concept.
4. Explicitation vs. expansion.

5.Explicitation vs.addition.

6.The expansion-explicitation-addition continuum.

Key words: s-explicitation vs.t-explicitation, explicitation and adjacent concept, explicitation vs.expansion, explicitation vs.addition, the expansion-explicitation-addition continuum.

Завдання та питання для самоконтроля:

1. Find out dictionary meanings of terms: s-explicitation vs.t-explicitation, explicitation and adjacent concept, explicitation vs.expansion, explicitation vs.addition, the expansion-explicitation-addition continuum.
2. Add some ideas how to distinct explicitation and adjacent concept.
3. The expansion-explicitation-addition continuum.

Завдання для СРС: Реферат «The expansion-explicitation-addition continuum in pedagogy»

Література: НБ: 1, 2, 5, 8, 16, 18, 20,25, 26, 27. Б: 32, 34, 35, 36, 37. Д: 39, 40, 41,43.

1. Conceptual issues. Based on its dictionary meanings, in its day-to-day use the English word ‘explicit’ refers to the visibility, comprehensibility, or accessibility of something that has already been expressed. The word ‘implicit’, on the other hand, normally refers to indirect accessibility, whether by inference, its being contained by something else, or implication. The generic meanings of ‘explicit’ and ‘implicit’ have been adopted as terms in different areas of Linguistics, but they refer to different concepts. The concepts of explicitness and implicitness used in explicitation research may be categorized into three types: encoded/inferred, textual, and a combination of the two.

2. S-explicitation vs.T-explicitation. By tracing the development of the explicitation concept from its origins in Vinay and Darbelnet’s comparative stylistics to its widespread application in corpus-based translation studies, the circumstances leading to the emergence of T-explicitation are identified and it is shown that T-explicitation has developed in the wake of the more general paradigm shift from source-text orientation to target-text orientation. Looking at the issue from the conceptual side, several arguments for a profound conceptual difference between S-explicitation and T-explicitation are then laid out. The terminological implications of subsuming the two concepts under a common designation are discussed and it is argued that, after all, T-explicitation is not a form of explicitation proper but rather a form of comparative explicitness, since it lacks the necessary criterion of translational intertextuality and thus falls outside the cognitive reality and the translational action of the translator.

Although both S- and T-explicitation and S- and T-implication have co-occurred in corpus-based translation studies and given rise to interesting and insightful research, Krüger P. convincingly argued that T-explicitation and T-implication are problematic for two reasons. First, studies comparing a target text with both its source text and a comparable non-translated text can generate contradicting results: if the target text is more implicit than its source text, one can claim that there is implication, whereas if that same target text is more explicit than the chosen comparable non-translated text, because, maybe by chance, the comparable text is less explicit, one can claim that there is explicitation. Secondly, T-explicitation and T-implication can never be captured by translation process research, as there is no translation process between the target text and the comparable non-translated text. Thus, assuming the existence of T-explicitation and T-implication carries the risk of retrospectively attribut[ing] explicitation [and implication] decisions to the translator which he or she never made in the first place, since one of the comparison standards (the original target-language texts) falls completely outside the translator’s cognitive reality and translational action.

3. Distinction between explicitation and adjacent concept. As a process **explicitation** is «a translation technique», while as a product, it refers to «a text feature» in the target text. However even if we resolute the issue of S explicitation vs T explicitation in favour of the former concept and therefore focus on explicitation in its original form the problem

of definitional vagueness persists. This is mainly due to the fact that explicitation is situated between the two adjacent concepts of expansion and addition which exhibit some similarities but still have to be different from it. Research in the tradition of S explicitation has not always drawn distinction between explicitation and these concepts probably because the boundary between the concepts is not a clear but rather a fuzzy one.

4. Explicitation vs.expansion. The non-distinction between explicitation and expansion arguable the less controversial of the two adjacent concepts is particularly evident in the Hungarian tradition of explicitation research established by Klaudy S. In their typology, they speak of explicitation when the meaning of SL until is disturbed over several units in the SL the standard transfer operation in this case being lexical division. How this notion of explicitation would be applied in practice becomes clear from the following quote:

If we would consider the structural differences between the two languages involved, translation would be expected to result in implication.

Although the focus is on implication in this quote, the example can easily be turned around to show the view on explicitation in the research tradition.

If we follow the board majority of definitions of explicitation in the field that require some kind of information to be verbalized in the target text that is missing in the source text, we are unlikely to find any in the examples discussed.

The term expansion was introduced by Wojak N. and is defined by Delisle R. as an increase in the amount of the text that is used in the target language to express the same semantic content as compared to the parallel segment in the source text. Whether or not expansion is to be expected in the translations between a given language combinations is fairly easy to predict in case at the structure level it is a function of the position of source and target language in a morphological language typology. Based on this typology, analytic languages will tend to distribute the same amount of information over more words than synthetic languages, which is turn to exhibit a higher number of morphemes per word.

5. Explicitation vs.addition. Despite prolific coverage in the literature, with many papers summarising the history of the concept and its definitions, there seems to be a lack of recognition of the fact that the interpretation of the term itself varies from one researcher to another. Explicitation is spoken about as if reference were being made to the same set of phenomena while the opposite is true. The following paragraphs will attempt to clarify some of the – often reiterated – misunderstandings regarding the delimitation of explicitation and show that explicitation, as well as its counterpart, implicitation, should be recognized as prototypical categories with a core and a periphery. Our main concern will be with the explicitation hypothesis itself and the relation between explicitation, implicitation, specification/generalization and addition/omission. While defining explicitation can be bypassed by comparable corpora studies focusing on certain selected types of explicitation, despite prolific coverage in the literature, with many papers summarising the history of the concept and its definitions, there seems to be a lack of recognition of the fact that the interpretation of the term itself varies from one researcher to another. Explicitation is spoken about as if reference were being made to the same set of phenomena while the opposite is true. The following paragraphs will attempt to clarify some of the – often reiterated – misunderstandings regarding the delimitation of explicitation and show that explicitation, as well as its counterpart, implicitation, should be recognized as prototypical categories with a core and a periphery. Our main concern will be with the explicitation hypothesis itself and the relation between explicitation, implicitation, specification/generalization and addition/omission.

6. The expansion-explicitation-addition continuum. Since its first references in the translation research paradigm in the work by Vinay and Darbelnet published in 1958, explicitation has undoubtedly become one of the most frequently explored phenomena occupying in the process of translation.

The fact that it has been put forward as one of translation universals is also telling as to

its significance in the translatorial enterprise.

By way of introduction, it is well worth elaborating on the differing conceptualizations of the notion as well as on the common ground in its perception by different scholars. Accordingly, one is rather safe to say that explication is commonly conceived as an increase in the explicitness of a target text in comparison to its source version. In other words, explication is commonly agreed to refer to «a shift in translation from what is implicit in the source text to what is explicit in the target text.»

In the original formulation by Vinay and Darbelnet, it was conceptualized as a «a procedure that consists in introducing in the target language details that remain implicit in the source language, but become clear through the relevant context or situation.» There also seems to be widespread agreement that the process of explication results in increasing the degree of informativity and specificity of a target text.

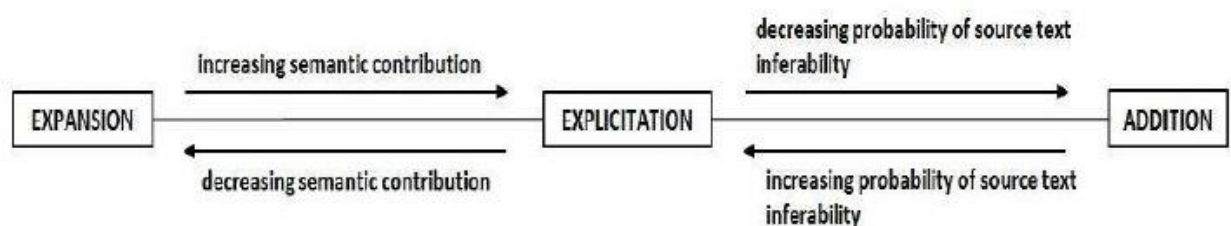
The explication hypothesis is another area requiring at least a bit more elaborate consideration. Being introduced and described by Blum-Kulka, it has started to be perceived as a universal outcome of the translation process.

One needs to discern that the explication hypothesis as well as its presumed status as a translational universal are issues raising considerable controversy and doubts on a number of counts. Most importantly, an argument is advanced that the term universal itself as applied to the translatorial enterprise cannot be understood the way it is in other areas of linguistic research (for instance, grammar or phonology) since the process of translation is a far more volatile phenomenon dependent on a number of contextual factors.

Arguments against explication as a translation universal also seem to be put forward by Dimitrova's works. The former admits that explication is commonplace but points out that it is just a strategy, one of many, which is not translation-inherent but rather translator-dependent. Before launching research on explication, it is also highly recommendable to juxtapose the concept with other similar translation processes. This can help considerably to avoid confusion and allows for a more precise conceptualization lending itself to a better operationalization. The first pair to be discussed is explication vs. expansion. Explication should be treated as a situation in which there is some additional semantic content in the TT (target text) whereas expansion is just an increase in the number of words (without introducing new information) which, in fact, may be attributable to the differences in the formal characteristics between languages, especially synthetic vs. analytic ones. It is further suggested that the distinction may not always be so clear-cut and that the processes should be regarded as being on a continuum. Another important pair of concepts to be discussed is the one of explication and addition.

It is suggested that explication should concern only those cases in which the information can be inferred based on the text alone rather than through the reference to some other inputs. In addition, a point is made that explication and addition do not stand in a binary opposition (just as explication and expansion) and that they should be «viewed as two end-points of a continuum, with clear-cut cases situation on each side and a fuzzy «transition zone» in the middle» (see Figure 1).

Figure 1. The expansion-explicitation-addition continuum.



Importantly, it is vital to clarify the distinction between explication and explicitness. The former refers simply to the phenomenon occurring in the process of translation in which

the target text formulations as chosen by the translator prove to be more explicit than those in the source text do where information is implicit and inferable from the context. Explicitness, in turn, refers to «general features of language and discourse that can be present to different degrees».

Тема 8. Examining the implicitation concept.

Plan

1. Distinction between implicitation and adjacent concepts.
2. Implicitation vs. reduction.
3. Implicitation vs. omission.
4. The reduction-implicitation-omission continuum.

Key words: implicitation and adjacent concepts, implicitation vs. reduction, implicitation vs. omission, the reduction-implicitation-omission continuum.

Завдання та питання для самоконтроля:

1. Give the dictionary meanings of the key words: implicitation and adjacent concepts, implicitation vs. reduction, implicitation vs. omission, the reduction-implicitation-omission continuum.
2. Explain the distinction between implicitation and reduction.
3. Explain the distinction between implicitation and omission.
3. Using Figure 1 – speak about the reduction-implicitation-omission continuum.

Завдання для СРС: Усна доповідь «Examining the implicitation concept»

Література: НБ: 6, 8, 9, 10, 18, 19, 25, 26, 27. Б: 33, 34, 35, 36, 37. Д: 39, 40, 41, 44.

1. Distinction between implicitation and adjacent concepts. The survey of implicitation will be much shorter than that of explicitation since, as mentioned previously, most of the theoretical effort to date has gone into the concept of explicitation. Explicitation involves a «zero information» in the source text that has to be contextually inferred in order to be verbalized in the target text. Implicitation seems to be a rather uneventful process in comparison since it only involves the omission of information in the target text, apparently without entailing much cognitive effort. There may be some truth to the hypothesis that, from the point of view of the translator, explicitation is cognitively more demanding than implicitation. However, as Schreiber P. rightly argues, implicitation also involves a considerable degree of complexity since the translator, anticipating the context of reception (again, by virtue of his/her theory of mind), must evaluate whether the implicated information is required and/or inferable by the target audience. So with implicitation, then, the translational inference process involved in explicitation is shifted from the translator to the target audience. This means that, downstream from the translation process (i.e. during the reception of the target text), the implicitations performed by the translator will (probably) again trigger (mental) explicitation processes that show the same potential complexity as those performed by the translator. From this point of view, it seems that implicitation deserves the same attention as its counterpart explicitation. Given the close theoretical connection between explicitation and implicitation, it is to be expected that implicitation is also situated between two adjacent concepts. Again, we should not expect a clear distinction at each side but rather the same fuzzy boundaries we found with the explicitation concept. Since the basic ideas underlying the adjacent concepts and the continua were already elaborated within the context of explicitation, the following discussion with regard to implicitation will be more concise.

2. Implicitation vs. reduction. The distinction between implicitation and *reduction* mirrors the distinction between explicitation and expansion. The relevant question in this case would be whether a certain translation operation entails a substantive semantic loss in the target text

(implication, provided the relevant semantic content is inferable based on the target text) or whether this operation has a predominantly formal character without a significant semantic loss in the target text (reduction). Some scientists define reduction as a «decrease in the number of words in translation». A probably more adequate definition that also captures the semantic dimension of this translation technique is given by Delisle A., who define the concept as:

[a] decrease in the amount of text used in the target language to express the same semantic content as compared to the parallel segment in the source text. In this case, Delisle A. does not speak of *reduction* but of *contraction* but the difference is purely designational in nature. However, as with the distinction between explicitation and expansion, we should expect various borderline cases that cannot be assigned to one of the two categories in a straightforward way. Going back to the optional complementizer *that*, it could be argued that leaving out the equivalent of this complementizer in the target language indeed omits information from the target text but that the semantic loss involved is so low that it can hardly be claimed to be a central case of implication. So again, it seems necessary to conceptualize implication and reduction as endpoints of a continuum. In this case, the less semantically relevant the loss introduced by a certain shift is, the more we move to the reduction point of the continuum and vice versa. The omission of the equivalent of the complementizer *that* in the target text would thus be located towards the reduction endpoint of the continuum.

3. Implication vs. omission

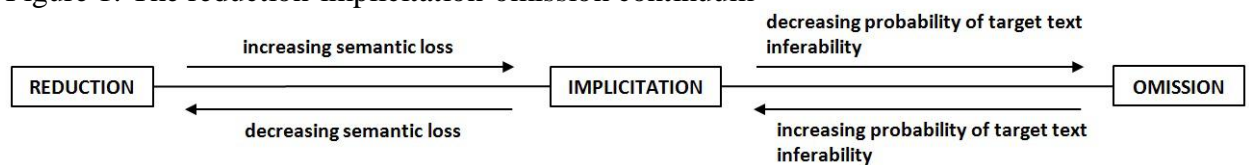
The distinction between implication and *omission* is comparable to that between explicitation and addition. It is concerned with the question of whether the information left out in the target text can be reasonably said to be inferable based on this text (implication) or not (omission). Schreiber G. comments on the distinction between implication and omission as follows:

Implication means that the information «left out» of the TL text must be inferable from the TL text or must be regarded as common knowledge of the TL text recipients; otherwise this is referred to as an *omission*.

Here, the question is whether the information left out in the target text can be reasonably said to be inferable from the target text or not. If we reach the conclusion that it is indeed inferable, we would classify it as an instance of implication, otherwise as omission. Again, it should be obvious that a binary opposition of implication and omission seems impracticable. Therefore, it also seems necessary to position them as the two endpoints of a continuum. The higher the probability, then, that the relevant information is inferable from the target text, the further we move to the implication point of the continuum and vice versa.

4. The reduction-implication-omission continuum. Implication, like explicitation, is thus positioned between two adjacent concepts, in this case between reduction and omission. Again, the distinction between implication and the other two concepts may not be a clear-cut but rather a gradual one. The resulting reduction-implication-omission continuum can be graphically presented as follows:

Figure 1: The reduction-implication-omission continuum



Again, this continuum should capture the intuitive relation and distinction between the different concepts quite adequately but the process of positioning empirically established phenomena on the continuum will need to be modelled in sounder theoretical terms.

Перелік питань, що виносяться на поточний та підсумковий контроль

1. Nature of the styles in English language.
2. Classification of functional styles.
3. Nature of scientific and technical style.
4. General features of scientific and technical style.
5. Scientific and technical terminology.
6. Nature of the language of official documents.
7. Style of official documents and its features.
8. Legal terminology.
9. Translating scientific and technical texts.
10. Contemporary translation theories.
11. Basic principles of translating.
12. Types of translation.
13. Equivalence in translation and its typologies.
14. How to translate scientific and technical texts.
15. Aspects of scientific and technical translation.
16. Machine translation of scientific and technical texts.
17. Explication and implication as areas of inquiry of translation studies.
18. Theoretical and empirical imbalance between explication and implication.
19. Explication and translational universality.
20. Major strands in research on explication.
21. Examining the explication concept.
22. Conceptual issues.
23. S-explication vs. T-explication.
24. Distinction between explication and adjacent concept.
25. Explication vs. expansion.
26. Explication vs. addition.
27. The expansion-explication-addition continuum.
28. Examining the implication concept.
29. Distinction between implication and adjacent concepts.
30. Implication vs. reduction.
31. Implication vs. omission.
32. The reduction-implication-omission continuum.

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Навчально-методичне видання
Теорія і практика перекладу англійської наукової літератури
Опорний конспект лекцій

Укладач В. І. Гарапко

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Державного реєстру видавців, виготовлювачів і розповсюджувачів видавничої продукції
ДК № 4916 від 16.06.2015 р.

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