TEACHING PRAGMATIC ASPECT OF SCIENTIFIC AND TECHNICAL TRANSLATION TO UKRAINIAN PHILOLOGY STUDENTS

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Summary. The paper is devoted to teaching pragmatic aspect of scientific and technical translation, i.e. the problems of comprehension and analysis of inner senses of the ST and adequate rendering of its content in the TT, acquiring translation techniques and mastering written translation skills, implementation of acquired knowledge into real translation practice.

Keywords: scientific and technical translation, pragmatic aspect, methodology of teaching translation, translation technique, pragmatic adaptation.

Formulation of the problem. According to the Ukrainian national programme of “Education” which has been developed for the 21st century, education in Ukraine is grounded on the following principles: humanitarization, i.e. bringing up culturally aware personality able to acquire maximum amount of background knowledge, eager to study world culture and enlarge his worldview; national orientation, i.e. using Ukrainian as a working language; open-mindedness, i.e. being open to rational application of foreign experience; life-long study, i.e. being able to learn and study during the whole life, as well as multiculturalness and variability [1]. Hence among the tasks put to University philology students who study translation as obligatory discipline in order to obtain additional specialization as “written translator” one can mention “providing cross-language and intercultural interaction and exchange of information in different branches” [2]. In this connection the major requirements to education of such specialists are knowledge of two languages at advanced level (C1, C2), special branch and solid background knowledge, ability to reproduce correctly communicative purpose, content, style and genre of the source text (ST) in the target text (TT). Professional competence of written translators also includes operating translation techniques of cultural adaptation, i.e. the TT should be perceived as the original one by the target reader, providing high quality of translation, i.e. conscious critical analysis, proofreading and editing of the translated text, composing special notes and translator's commentary [3]. All the above mention factors ground the topicality of the paper pertaining the problem of teaching student to detect
communicative purpose and make pragmatic adaptation of the ST to the TT. The purpose of the paper is to teach philology students basic knowledge and develop their professional skills in the domain of pragmatic area of translation of scientific and technical texts. The tasks are to outline pragmatic aspect of translation, teach students basic pragmatic knowledge of pragmatic analysis of the ST, introduce pragmatic adaptation technique, develop student's skills in detecting communicative and pragmatic purposes of the ST, conducting pragmatic analysis, applying pragmatic adaptation technique in translation. Methodology of study provides applying general scientific methods: analysis, comparison, generalization of the results and making logical conclusions as well as special pedagogical methods: presentation and explanation of theoretical material, monitoring classroom activity, checking and correcting student's answers, performing exercises and tasks individually and in small groups, summarizing and evaluating student's input and general results of study.

Overview of recent research and publications. The intensive interest to teaching pragmatic aspect of translation in our country and abroad is mostly stipulated by general anthropocentric orientation to language and linguodidactic studies in present day linguistic research and pedagogical practice. Thus, the recent publications can be easily divided into three directions: theoretical, educational and methodological. In the domain of pragmatic theoretical study of translation the mainstream tasks are considered to be: the problem of equivalence and its typology, translation of lacuna lexis and ethnic realities, types of adaptation in translation [4-7]. Moreover the whole scientific gathering – the 6th Riga Symposium on Pragmatic Aspects of Translation “Translation, Quality, Costs” was dedicated to these problems in 2014 [8]. Teaching pragmatic aspect of translation becomes the focus of attention of many educators and pedagogues who specialize in applied linguistics at secondary and higher school [9-13]. Methodological aspect of teaching translation has been developed by I. Yu. Mezhuyeva et al. in teaching programmes and supporting materials for pedagogues [14]. Nevertheless the concerned problem has been already considered from different points of view, it has not been developed in full and the question is still open for further discussion.

The body. The academic discipline “English-Ukrainian Translation of Scientific and Technical Texts” is taught to students who obtain their Master Degree at the Department of Ukrainian Philology and Applied Linguistics of the Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv. The course comprises 3 ECTS and is designed for 30 academic hours, 60 hours of self-study and 2 hours of the final test. Forms of control include monitoring in-class activity and project work, checking home assignments, assessment of presentations, conducting a module test paper and a final test at the end of the term. It is purposed at facilitating the process of study and training philologists-translators to be able to work with texts of scientific and technical content of LPL 2+ level. The major tasks are to educate the students with theoretical knowledge in translation, consolidate their practical skills (including specific ones to be used in professional environment) and improve their translator's competence. This will enable future translators to perform the intermediate function at multicultural organisations and conduct the process of translation at a sufficient level.
The theme “Pragmatic aspect of translation of scientific and technical texts” is included into the syllabus as the final one of the above mentioned academic discipline. Its task is to teach students to understand motives and intentions of the author correctly and be able to translate lacuna, ethnically and professionally marked lexis by their TL analogues. The theme also provides to outline major pragmatic difficulties of translation, among them: decoding communicative intention of the author, detecting illocutionary aims of direct and indirect speech acts, finding out presuppositions and presumptions in scientific and technical texts; disclosing the notions “pragmatics”, “presupposition”, “presumption”, “macroproposition”, “microproposition” and “deixis”; explaining the theory of speech acts and their classification to the students.

The key notion of the theme is “pragmatics” (from Greek pragmatos – “action”) which was introduced by the American scholar Charles W. Morris under the influence of the philosophy of pragmatism by Charles Pierce and ideas of late Ludwig Wittgenstein. Pragmatics is defined as a branch of semiotics that studies relations between a sign and its user in a communicative situation. In his turn, Charles W. Morris considered semiotics as a branch of linguistics consisting of three components: semantics – the study of relations between signs and objects of the reality, syntactics – the study of relations between signs, and pragmatics – the study of relations between signs and their users [15].

A central part in linguistic pragmatics belongs to the theory of speech acts / speech acts theory (TSA / SAT). The British scholar John L. Austin who worked in classical and analytical philosophy, formal logic and theory of games is considered to be its founder. Starting his studies with performative utterances in 1939 he tried to create a general theory which could have explained the speech mechanism. He declared his ideas in the course of lectures delivered at Harvard University (USA) in 1955 and California University in 1958. The lectures by John L. Austin were published by his students after his death in 1962 under the title How to Do Things with Words and since then his ideas have become extremely popular in Europe [16]. Such notions as “performative utterance”, “performative verb”, “speech act (SA)”, “locutionary”, “illocutionary” and “perlocutionary act”, “communicative intention / illocutionary aim” are attributed to his name.

How did the theory originate? While studying ancient rhetoric J. L. Austin paid attention to the ability of some utterances not to describe actions but to perform them. Here are some examples of them: I announce you husband and wife, I do (at the marriage ceremony), I name this ship Queen Victoria, I announce the meeting open, etc. The second observation was that one and the same sentence could be used to perform different communicative actions depending on a speech situation, e.g.: I’ll tell your parents could be a statement, promise or threat.

Probably, ancient philosophers suggested J. L. Austin the idea about communicative intention of an utterance and hinted at the discrepancy between form and meaning of a sentence. From the point of view of linguistics, sentence is a verbal form of a speech act. The SA is considered to be an intentionally loaded utterance oriented at the hearer and his response. So, the SA is a verbal action. Performance of a verbal action depends on the nature of some verbs (illocutionary verbs) which are used in the Present Simple tense and conjugate with the subject in
the 1st per. sing. or pl., e.g.: I / we announce, I / we declare, I / we guarantee, I / we confirm, I / we insist, I / we object, I / we recommend, etc. According to J. L. Austin, the SA has three aspects: locution (semantic aspect), illocution (illocutionary aim or intention) and perlocution (influence of the utterance and reaction of the addressee) [16].

There is a generally accepted classification of speech acts according to the illocutionary aim or intention developed by John R. Searle. In his turn, intention is a plan, or purpose, realized by a SA. J. R. Searle classified speech acts into five main types [17], V. I. Karaban proposed the sixth type – metacommunicative whose illocutionary aim is to regulate communication [18]. Metacommunicatives can be further subdivided into: topical (those which regulate the subject of conversation), e.g.: Let’s speak about something else, and phatic (those which regulate the communication itself – starting, supporting, interrupting, checking attention or understanding, correcting speech, ending the talk), e.g.: Speak up, Stop talking, Feel free to interrupt me [19]. The systemized data are presented in table 1 below.

### Table 1

| № | Type                          | Characteristics                                      |
|---|-------------------------------|------------------------------------------------------|
| 1 | representative                 | Presents the state of affairs.                       |
| 2 | directive                     | Induces to perform an action.                        |
| 3 | commissive                    | Takes certain obligations on behalf of the speaker.  |
| 4 | expressive                    | Expresses emotions and feelings of the speaker.      |
| 5 | declarative                   | Changes the state of affairs or social situation.    |
|   | metacommunicative             | Regulates communication:                           |
|   |                               | topical - those which regulate the subject of conversation: | |
|   |                               | Let’s speak about...                                |
|   |                               | phatic - those which regulate the communication itself – |
|   |                               | starting, supporting, interrupting, checking understanding, |
|   |                               | correcting the speech, ending the talk: Speak up, Stop talking. |

Taken from [19].

According to correlation between the syntactic form of a sentence and the type of a SA they are subdivided into direct and indirect. In direct SA’s the syntactic form corresponds to the communicative aim of an utterance: declarative sentence ↔ representative; imperative sentence ↔ directive; interrogative sentence ↔ quesitive (subtype of directives). In indirect SA’s the communicative type of a sentence aquires illocutionary force of the other type. In such cases illocutionary aim should be elicited from a speech situation. Some indirect speech acts became conventional in the process of usage, for example, questions with modals could / would / will usually express a request, e.g.: Could you send us some samples of your products? Such indirect speech acts are also called pragmatic idioms.

The other pragmatic components of the source text (ST) are presupposition, presumption, macroproposition, microproposition and deixis. Presupposition refers to the information that can be deduced from the context of a sentence or a whole text. For example, if somebody speaks about the qualities of an object, it is...
presupposed that he knows at least about existence of the object itself, e.g.: The students’ term papers should be disposed on the University site. From this sentence one can deduce at least three presuppositions: students, University, site. Presumption refers to the information which the addressee is supposed to possess, e.g.: Can you help me with the computer? When applying for the help the speaker presumes that the hearer is proficient in this field. Under macroproposition Teun van Dijk understands the main thought / idea / concept embodied in the text. It is usually expressed by the key sentence or is presented in the title. Micropropositions are represented by the sentences that explain, describe, complete, develop, add information to the key thought and thus promote it via the text [20].

Another important notion of pragmatics is the category of deixis (from Greek deixis – “to point at”, “to show”). Deixis refers to words or phrases that cannot be understood without additional contextual information. In semiotics deictic words belong to the class of signs-indices. In English deixis is expressed by personal, possessive and demonstrative pronouns, some nouns like today, tomorrow, yesterday, adjectives front, back, adverbs now, then, here, there, referential tense forms and non-finite verbs in the form of Participle I, Participle II or Perfect Participle (rendering simultaneous, prior or following actions); it is also revealed in sequence of tenses. In discourse deixis is represented by deictic markers, i.e. words indicating participants, space and time in communication. Modern scholars identify three types of deixis: personal deixis, spacial / proximity deixis, temporal deixis [21] (see fig. 1).

![Fig 1. Three types of deixis](image)

Personal deixis is represented by personal (I / me, we / us, you, he / him, she / her, it, they / them) and possessive (my, our, your, his, her, its, their) pronouns.

Spacial / proximity deixis is represented by demonstrative pronouns (this / these, that / those), adverbs denoting place (here, there, anywhere, over there, right here, right there), adjectives with relative semantics (far, far away, next, opposite, front, back).
Temporal deixis is represented by adverbs and nouns denoting time (now, just now, today, tonight, this time, this day, then, yesterday, last time, the day before yesterday, tomorrow, the day after tomorrow, next time, the next day but one, soon).

Yurii S. Stepanov proposes to recognize three ‘deictic axes’ in the act of communication or in the text by which information is transmitted from the speaker to the hearer [22]. They are:

1. ‘I – here – now’
2. ‘you – around you – now’
3. ‘s/he, they – there – then’.

The next step in mastering the theme is to make pragmatic text analysis according to the following procedure:

1. to find out the main illocutionary verb;
2. to formulate the macroproposition;
3. to define the illocutionary intention: to inform, to explain, to argue, to recommend, to convince, to persuade;
4. to deduce presuppositions from the context;
5. to make presumptions;
6. to trace deictic markers of participants, space and time;
7. to build deictic axes of the writer, reader or the 3rd person involved.
8. to state the types of speech acts used by the writer: representative, directive, commissive, expressive, declarative or metacommunicative [13].

The pragmatic text analysis is usually conducted on the basis of a definite ST (See Task 1).

Task 1. Read the job advertisement, (1) make its pragmatic analysis according to the proposed procedure, (2) translate it into Ukrainian by applying different translation techniques.

Making Products Available to Customers Worldwide

The Amazon Translation Team achieves the impossible by making millions of products available to customers all around the globe.

Our core mission is to help customers to make a purchasing decision by offering them all relevant information about a product in their preferred language and by ensuring that human and machine-generated translation meets the right level of quality.

We are currently based in Luxemburg, Singapore and Costa Rica, and continue to grow rapidly. Our multicultural team is made up of highly skilled language professionals, among them translators, proofreaders and outsourcing specialists, who contribute to the expansion of the product selection on our international platforms. Whether your background is in translation, modern languages, communication or any other related field, we offer diverse job profiles that allow you to translate, post-edit, work on quality assessment and collaborate with machine learning teams, as well as acquire program management skills. Join us and make an impact on our customers all around the globe with every word you edit. Check out our open positions below.

MEET AMAZONIANS WORKING IN TRANSLATION TEAM.

From: https://www.amazon.jobs
According to Task 1(1) students perform pragmatic text analysis by supplying the missed information on the lines and in the box. To facilitate the process they are permitted to exchange information, consult each other, work alone or in small groups.

**Pragmatic Text Analysis**

1. Main illocutionary verb - __________
2. Macroproposition: __________________________
3. Illocutionary aim: __________________________
4. Presuppositions: __________________________________________________
5. Presumptions: ______________________________________________________

| Personal deictic markers | Spacial deictic markers | Temporal deictic markers |
|--------------------------|-------------------------|--------------------------|
| Writer:                  |                         |                          |

7. The writer's deictic axis: _____________. ___ (the _____ writer ___________), space localization (_____________________), time is _____ (expressed by _______________).
8. Types of speech acts: _________________________.

It would be better if in-classroom activity is supported by the Power Point, then each correct answer can be shown on the screen, and all blanks will be filled step-by-step after students' answers.

**‘Making Products Available to Customers Worldwide’: Pragmatic Analysis**

1. The main illocutionary verb: offer;
2. Macro-proposition: **We (Amazon Translation Team) hereby offer you (any addressee) diverse job profiles to translate, post-edit, etc.**
3. Illocutionary intention: to persuade the potential employee to apply for a job;
4. Presupposition: *The Amazon is international, multicultural, fast growing, high professional company.*
5. Presumption: *The Amazon company badly needs new employees and presumably will pay them good salaries.*
6. Person deictic markers: **Writer: The Amazon Translation Team (we), our core mission, we, our multicultural team, us, our open positions.**
   Space deictic markers: *Luxemburg, Singapore, Costa Rica.*
   Time deictic markers: *achieves, is, are currently based, is made, continue, offer (present).*
7. The writer's deictic axis: **we – there – now**.
   *We (the collective writer The Amazon Translation company), space localization (Luxemburg, Singapore, Costa Rica which are in the different parts of the world), time is present (expressed by Present Simple tense form of predicates).*
8. Types of speech acts are mostly representatives, with three directives used at the end: *Come join us and make an impact on our customers all around the globe with every word you edit; Check out our open positions below; Meet Amazonians working in translation team.*
Before performing Task 1(2) students are usually explained the pragmatic adaptation technique which helps them to substitute lacuna, culturally or professionally specific words by their near-equivalents or analogues in the TT and supply original lacuna notions with corresponding conventional nominations, e.g.:

- higher school, Am. – старші класи середньої школи, укр.;
- higher school certificate, Am. – атестат зрілості, укр.

In the analysed text only one lexeme outsourcing can be considered as culturally specific, and the lexeme background can be treated as professionally marked. Thus, it is relevantly to attract students’ attention to them, consider their meanings in the source culture and propose to find out appropriate lexical means to render them in the TL.

Conclusions and perspectives. Teaching the theme “Pragmatic aspect of translation of scientific and technical texts” stimulates interest and involvement of students to pragmatic aspect of translation, develops their critical thinking by means of analysis of probable meanings of lacuna, ethnically and professionally marked words, choosing one which is the most trustworthy or finding out corresponding analogues from the TL resources. Mastering the theme also helps to deepen understanding of source and target culture and language, motivates students to creative search in the domain of translation. The perspectives of the research are to design a series of tasks, exercises and projects for teaching pragmatic aspect of translation which can help to prepare students-philologists for their professional activity in scientific and technical institutions, translation agencies and business structures of different profiles.

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