Cross-cultural communicative model of written mediation as the basis for training future translators

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Abstract. The urgency of the research is stipulated by the controversial ideas of the process of written translation. The analysis of theoretical approaches to the process of written translation has been conducted. The cross-cultural communicative model of written mediation has been developed. The projected model is intended for the researchers investigating and elaborating the ways to improve the quality of teaching written translation to university students. The model may be the basis for the development of the systems of exercises for teaching written translation of different types of texts.

Keywords: communicative equivalence, communicative intentions, communicative model, cross-cultural communication, models of translation, teaching written mediation, written translation.

1. INTRODUCTION. In the modern world of intensive growth of cross-cultural communication the importance of translators/mediators is unquestionable. This leads to the necessity of profound researches in the sphere of translation and the methodology of teaching this kind of activity in order to train professional mediators. The Ukrainian system of higher education is on the way of progressive and innovative changes, which particularly concern training of translators and interpreters on the basis of communicative and integral approaches. The essence of the process of translation is not enough studied. Partly it has been investigated by Komissarov V., Latishev L., Zimniaya I., Krasnikh V., Nord C. and some other scholars. The problem of the structure of the process of translation and its importance for elaborating methods of teaching written and oral mediation to university students has not been developed yet. Therefore the objective of the article is to elaborate the cross-cultural model of written mediation as the basis for training future translators. To achieve this goal the following tasks have been set: 1) to study and analyse the existing models of translation; 2) to define the advantages and shortcomings of the models of translation; 3) to analyse the communicative approach to translation; 4) to suggest the cross-cultural model of written translation; 5) to describe the constituents of the cross-cultural model of written translation; 6) to substantiate the further application of the cross-cultural model of written translation.

2. LITERATURE REVIEW. 2.1. Analysis of the transformational and semantic translation model. The supporters of transformational and semantic model consider written translation as a series of transformations. A translator uses them to turn from the language units of an original text to the language units of a target text. He establishes the equivalent relations between these units. The followers of this model accept the idea that during the process of written translation the transforming of meanings of language units takes place. Thus according to this model there is direct relation between grammar and lexical units of contact languages. But this model does not deal with the cases when there are no transformation relations between grammar structures and lexical units of contact languages, and the equivalence of two texts is based only on a common situation. Such cases are taken into consideration by the situational model of the process of translation.

2.2. Analysis of the situational translation model. According to the situational model lexical units reflect real objects, phenomena and relations, called referents [1]. Messages that are created through language, contain information about any situation, i.e. about a set of referents. This model considers translation as a process of description by means of a target language the same situation as described in an original text [2]. The use of the situational model is appropriate in the following cases: 1) while translating words with no direct equivalents in other languages, i.e. culture-specific vocabulary; 2) when the situation described in an original text definitely determines the choice of translation options; 3) when translating and understanding of an original text is impossible without clarifying the situation [3].

A common shortcoming of the situational and the transformational semantic models is that they are limited to a description of only one side of the communication, namely the transmission of information about the surrounding world. These models do not cover the cases when the translation process requires the replacement of the situation in order to convey the communicative intent of a communication. They do not take into account social and cultural differences of communicants and texts as units of cross-cultural communication. One of the drawbacks of both models is the fact that they do not fully reflect the activity of a translator because they do not describe the mental processes that provide such activity. The psycholinguistic model considers these processes.

2.3. Analysis of the psycholinguistic translation model. The psycholinguistic model of written translation uses the theory of speech about the mechanism of generation of statements, about the structure of a speech act, about the need to take into account its objectives, about the active nature of the process of speech perception, about the heuristic principle of generation of statements [4, c. 263-265]. O. Leontiev developed and advanced the concept of the mechanism of generating speech utterances, which consists of 1) the internal programming stage (shaping the content of the message) and 2) the stage of grammatical and semantic implementation of internal programs. I. Zimniaya identified three levels of message generation: 1) motivationally incentive, 2) forming (formation and formulation of thoughts), 3) implementation [5]. These stages (levels) of the process of message generating became the basis for the development of psycholinguistic concepts of the translation process. In psycho-
linguistics still there is no single understanding of the phases of written translation. C. Nord identifies the following phases: 1) analysis of an original text (defining of text characteristics, purposes and style); 2) preparation (analysis of the semantics of a text, selection of translation methods); 3) implementation (search for equivalents, etc.); 4) evaluation (assessment of content and form) [6]. We believe that it is logical to combine the phase of preparation with the phase of analysis. A. Shiriaev stresses that the translation process consists of a phase of orientation in the problem and choosing of the action plan, the implementation phase and the phase of comparison of the result of a translation with its purpose [7]. German scientist H. Krihins offered his own model of written translation that includes three phases: pre-translation analysis of an original text, translation and post-translation text processing, which includes proofreading and editing [6]. Written translation reveals creativity of a translator, which lies in selecting of different strategies, in establishing of communicative equivalence of original and target texts, based on the functional, structural and content assimilation of these texts [8]. The result of the written translation is a verbal or non-verbal reaction of communicants [9].

2.4. Analysis of the communicative approach to translation. The supporters of this branch state that translation is a means of communication [10]. Translation is included in the communicative process as an intermediate link between speech acts of individuals belonging to different cultural and linguistic communities. Therefore, in multilingual communication translation plays a mediating role. The activity of a translator is called language mediation, and communication with his help - mediated communication [11]. It follows that a written translation is a written mediated cross-language communication. Translation is distinguished from other types of linguistic mediation, which include rendering, summarization and others. The criterion for distinguishing is the communicative text value, i.e. its ability to cause a communicative effect (to transfer communicative intentions of a sender to a recipient). However, some researchers consider rendering a kind of translation, calling it a brief translation [12]. Nowadays the indisputable fact is that during translation not only two languages correlate but also two cultures. It follows that a written translation can be considered as a mediated written cross-cultural communication. Many researchers determine cross-cultural communication as a direct and indirect (mediated) communication of partners belonging to different cultures, during which different values, visions of language universals, norms, ways of behaviour, etc. are compared. As a result there is or there is no mutual understanding [13, 14]. N. Borisko distinguishes linguistic, cultural and social aspects of a cross-cultural communication [15]. Written translation takes place in a cross-cultural communication, so it is a cross-cultural written mediation.

3. RESULTS. The Cross-cultural communicative model of written mediation. The above analysed approaches and provision allow us to project the cross-cultural communicative model of written mediation. Let us consider this model in details. The communicant C1 plans an original text TO1 according to his communicative intentions I1. These intentions may include his wish to contact the sender, to ask the recipient to provide certain information, to inform him of any facts, to express claims, to encourage the recipient to perform certain actions and more. As a result, C1 generates TO1 designed for the communicant C2, having formulated it according to his level of cross-cultural competence in his native language. The translator T receives TO1, analyzes it and decodes it according to his level of cross-cultural competence. As a result, there is a translator’s reaction RT to TO1, stemming from an understanding of communicative intentions of a sender. After analyzing the original text he translates TO1, taking into consideration I1, a communicative situation and the level of cross-cultural competence of C2. T uses methods and techniques needed to create a communicative equivalent TT1 for C2. The translator’s aim is to achieve a communicative effect according to the communicative intent of C1. So, TT1 must be communicative equivalent to TO1 on content, language, stylistic and extra linguistic levels. After reading the target text C2 has a reaction R2 to it. C2, with his own certain communicative intentions I2, composes TO2 that gets it back to the translator, then C1 receives TT2. Thus, the cross-cultural communication through a translator, who does written two-way translation, takes place. The task of a translator is to fulfill written translation, oriented to maintain communication between the parties belonging to different cultural and linguistic communities. The effectiveness of this communication depends on how the translator managed to convey I1 using the language means of the original language. During such communication the translator takes an intermediate (indirect) position between C1 and C2, as he is the first recipient of this communication act. Translator solves a difficult task to paraphrase closely related elements of TO1 that define the content of the original information, namely denotative, connotative and pragmatic meaning [16].

Link C2 → R2 represents exactly the extent to which the translator managed to convey communicative intentions of the sender to the recipient. This part reflects the communicative effect of communication. The level of communicative effect depends on the effectiveness of language means that are selected by C1 and professional qualities of a translator. The translator acts in the mediated communication in a dual role – a recipient and a sender. Link T → RT denotes a translator’s reactions, who acts as a receiver, to TO1, which influences his next steps connected with its translation. The essence of link T → TT1 is that the communicative intentions of the sender C1 make that the basis on which the comparison of contacting languages takes place. In the original language the objectives of communication are expressed by linguistic means inherent only to this language. One of the translator’s tasks is to search for language equivalents that are lexical and grammatical units used in the target language to express the same intent of communication. The target text can be considered communicatively equivalent if it reflects the communicative intent of the sender. This reaction of the recipient must meet the communicative intentions of the sender. It is shown on the diagram with the signs of equivalence (≡). So, the basis for comparison of two languages in the process of written translation is the elements of the communication process: the communicative intention and communicative effect. The search for equivalents is accompanied by various lexical and gram-
The translator’s task is not only a search for language equivalents, but also pragmatic adaptation of a target text, i.e. providing the recipient with necessary explanations, when the cross-cultural differences are an obstacle to a correct understanding of the purposes of communication.

The suggested model is considered to be the most acceptable for developing methods of teaching translation due to the following factors: 1) all advantages and shortcoming of the preceding models have been considered; 2) it is based on the communicative approach to the process of translation; 3) the role of a translator/mediator is clearly demonstrated; 4) both external and internal translation activities are considered and shown; 5) the model serves the basis for the classification of the professional skills of a translator.

CONCLUSION. On the basis of the studying and analysis of the existing approaches to the process of translation, with the accent on the communicative approach, the cross-cultural communicative model of written mediation has been developed. The proposed model may serve the theoretical basis for the development of the pedagogical methods and techniques of teaching written bilateral translation to university students, future mediators of cross-cultural communication. The model may be the basis for the development of the systems of exercises for teaching written translation of different types of texts to university students. The projected model may be applicable to the development of methodological techniques of teaching oral translation of different types of texts as well. The suggested cross-cultural communicative model of written mediation may serve the basis for the elaborating of the communicative model of oral translation. Considering the results of the current investigation our further research is aimed at developing the methods of teaching written translation of commercial letters to university students.

**LITERATURE**

15. Бориско Н. Ф. Теоретические основы создания учебно-методических комплексов для языковой межкультурной
Межкультурная коммуникативная модель письменного перевода как основа для обучения будущих переводчиков

Т. Д. Пасечник

Аннотация. Необходимость исследования обусловлена противоречивыми взглядами на процесс перевода. Проведен анализ теоретических подходов к процессу письменного перевода. Разработана межкультурная коммуникативная модель письменного перевода. Модель предназначена для исследователей, разрабатывающих пути улучшения качества преподавания письменного перевода в высших учебных заведениях. Модель может служить основой для системы упражнений по обучению письменного перевода текстов разных функциональных стилей.

Ключевые слова: коммуникативная модель, коммуникативная эквивалентность, коммуникативные намерения, межкультурная коммуникация, модели перевода, обучение письменного перевода, письменный перевод.