

## **Listening techniques in translation**

The present paper focuses on the use of listening techniques in translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose is to teach a language.

**Keywords:** translation, language teaching, translation techniques, learning tool, language skills

В статье основное внимание уделяется использованию техник аудирования при переводе, чтобы помочь учащимся приобрести знания, а также развить и закрепить компетенции во владении английским языком. Перевод, интегрированный в практику изучения языка, является эффективным педагогическим инструментом в лингвообразовании.

**Ключевые слова:** перевод, обучение языку, методы перевода, средства обучения, языковые навыки

Translation has always been the core of the controversies on whether it can be a valid and effective tool in foreign language learning. Until recently, translation was out of favour with the language teaching community. Translation as a language learning activity was considered as being unsuitable within the context of foreign language learning.

According to Duff, translation happens everywhere and all the time. The students translate in class for other students, interpret signs and notices in the environment, and translate instructions, letters for friends and relatives. Moreover, they mentally translate ideas from their mother tongue into English [1].

Translation plays a very important role in an increasingly globalised world and in increasingly multilingual Europe where it is used on daily basis [4]. Translation in foreign language classes is in the process of becoming a form of “pedagogical translation”, which is no longer viewed as an ineffective tool in language learning and is evaluated as a way to enrich learners’ competences. Students taught by using pedagogical translation are encouraged to practice reading, writing, vocabulary, grammar and speaking.

Speaking skills go well beyond the ability to make people understand what you’re trying to convey. The abilities to read, write, and comprehend another language are essential skills for any good translator to have, but one of the most important skills is to be a good listener.

While you are listening to another person speaking a foreign language (English in this case), the temptation is to immediately translate into your native language. This temptation becomes much stronger when you hear a word you don't understand. This is only natural as we want to understand everything that is said. However, when you translate into your native language, you are taking the *focus* of your attention away from the speaker and concentrating on the translation process taking place in your brain. This would be fine if you could put the speaker on hold. In real life, however, the person continues talking while you translate. This situation obviously leads to less – not more – understanding. Translation leads to a mental block in your brain, which sometimes doesn't allow you to understand anything at all.

The following three techniques used in the training of translators and seem especially suitable for advanced language study:

1. **Conceptualization.** One of the basic premises for successful translation and interpretation is recognition of the principle that the working unit is not a word or word group but the concept, the idea. In contrast to shorthand, which aims at a verbatim reproduction of a text, the various note-taking systems used for consecutive interpretation provide, as it were, “basic training” in conceptualization. They are compression systems, used to record only the essential concepts of a speech and its organizational or linkage pattern. As these concepts are orally translated into the other language, they are again expanded into complete sentences and given the appropriate stylistic and verbal framework. By requiring that the student write down not complete sentences or word groups, but only minimal significant concepts and linkages – and there is no time to do more – such note-taking encourages the conceptualization without which effective consecutive interpretation cannot occur.

There is, of course, no need for every language student to learn interpretative note-taking, though it is considered an extremely beneficial skill. It improves essay planning and writing skills, leads to better note-taking at lectures, increases awareness of parallel or divergent ways of expressing ideas in two languages and thus develops sensitivity toward style, and, most important, it encourages analytical and systematic thinking.

Once the principle of conceptualization is understood, there are many ways to employ and practice it: précis-writing; oral and written text summaries; oral enumerations of the salient points of a speech, an essay or a discussion; the selection of appropriate titles and headings for articles and news items; and brief or extensive recapitulation in the same language or another of speeches, lectures, articles, or stories read or heard. Much of the work should be done orally, to increase the student's listening comprehension while at the same time providing an incentive for a critical reception of the presented text. In addition, teachers trained in the use of an interpretative note-taking system may find it rewarding to introduce such a course in their schools for the benefit of students and colleagues.

2. Stylistic transposition. Stylistic transposition is usually practiced in preparation for written translation of stylistically sensitive texts. In an oral adaptation, it is also used to prepare students for simultaneous interpretation and it can be also provide a valuable technique for advanced language training.

There are many ways to practice stylistic transposition, and we will look through only a few. Students can write “eyewitness accounts” of an event as seen by a child, an uneducated person, a newspaper reporter, a politician, a poet, a philosopher. They can rewrite a stylistically sophisticated essay in simplified form, or a realistic account poetically. They can be asked to single out and analyze those components of an essay that are responsible for its stylistic coloring. They can study, evaluate, and imitate styles of different writers, or compare different approaches applied to one theme or subject. Finally, they can translate stylistically significant texts and compare their translations with those of their classmates or with published translations.

3. Sight translation. Sight translation is frequently considered an unpardonable sin, an unmentionable outrage against the canons of psychologically sound language teaching methodology. If practiced without supervision, sight translation usually results in clumsy, literal translation with atrocious syntax and abominable style, full of gaps and approximations. If undertaken with the teacher's assistance, it tends to become a tedious, time-consuming process, a laborious and frustrating search for the right word or word order, in the course of which all one's carefully hidden linguistic sins – long forgotten grammatical and syntactical rules or never properly understood words – come to the fore. Despite these handicaps, which are real enough, most of us have found sight translation into a foreign language to be the most effective vocabulary builder, and sight translation into English the best possible speedy review of grammatical principles and problems. Moreover, if undertaken systematically, sight translation gradually produces a fluency and sophistication of expression in the foreign as well as the native language that is often superior to that of the average resident of a foreign country, or even a native speaker in his own country [2].

The reasons for this are simple. If a language is used primarily for self-expression, a very limited vocabulary, if handled skillfully, may be adequate and thus remain constant. Sight translation, on the other hand, forces the student to work with someone else's vocabulary and terminology, while mustering all of his linguistic and intellectual resources in order to find suitable or possible equivalents. As a result, terms encountered in one language, and improvised in the other only yesterday, may crop up in the second language today and be recognized and assimilated into active vocabulary. Observation and memory improve as the student struggles to convey special expressions in the other language, and he is forced to appreciate their uniqueness and felicity. Finally, if texts on different topics provide the “raw material” for sight translation, vocabulary begins to extend beyond the terminology of the individ-

ual's own specialization or interests and brings him closer to a total mastery of the language.

The following method of practicing sight translation most effective, if used in a combination of self-study and supervised performance:

- Sight translate aloud for about twenty minutes a day, preferably seven days a week. The time should be subdivided into ten-minute practice sessions to and from the target language.

- Use any current newspapers or magazines, preferably different materials each day or week. At first, sight translate only one or two paragraphs of various articles, making sure that they range over a considerable spectrum of topics: politics, economics, brief news items, society gossip, sports, theater or film, book reviews.

- Sight translate as evenly as possible, to create the illusion of a read text. Skip, improvise, or simplify as needed, but try to convey the message accurately and in complete sentences.

- Do not pause to look up words or phrases, but underline special troublemakers or unknown terms (while guessing at them) in order to check them out and learn them later.

- Sit down and learn such terms once you have collected twenty or thirty, and review them on days when there are no new lists to memorize.

- Listen to your oral presentation while sight translating, and force yourself to use the foreign language as correctly and as literately as you can, and your native language as elegantly and appropriately as possible.

- Avoid, if at all possible, terms or constructions in the foreign language that an educated native speaker would not be likely to use. (You can try such terms in your written translations or compositions where they can be corrected or discussed, and where they can contribute to the development of a style of your own. Here your aim is meaningful and correct communication presented smoothly and clearly.)

- Do not be discouraged if you get hopelessly stuck and have to summarize a paragraph in a short, simplistic, and vague sentence, or not at all. Summarize as best as you can, then skip to another article or essay [3].

Most of the students gained the English language knowledge, developed skills in speaking, listening, reading, vocabulary, grammar and writing, Moreover, different tasks taught the learners to work in groups and contributed to their preparation for the language competence examination. The main problem is that we cannot listen effectively. The problem caused as a result of it is that we are not able to transmit the received information to the other speakers. As a result, the students of foreign languages possess a bad capacity to retell the textual information without mistakes or more or less adequately. That is why so important for the teachers of foreign languages to know the appropriate methodic strategies of listening. To demonstrate different and good listening strategies, teachers should preselect short audio articles or

lecture excerpts that are normally used in their classes and describe for students what kind of thinking they can do before, during and after listening.

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### **Обращение как компонент английского речевого этикета**

В статье рассматривается речевой этикет как система норм речевого поведения, комплекс правил, согласно которым языковые средства употребляются в различных ситуациях общения. Автор приходит к выводу о необходимости соблюдения речевого этикета для успешной коммуникации.

**Ключевые слова:** речь, коммуникация, этикет, вежливость

Владение речевым этикетом традиционно является показателем воспитанности человека и условием успешного общения между людьми.

Особое значение придается этикету, в том числе речевому, в английской культуре. Считается, что англоязычные страны не претерпели серьезных исторических катастроф, поэтому традиции английского речевого этикета передавались последовательно от поколения к поколению на протяжении многих веков и имеют очень давнюю историю – в английском обществе всякое отклонение от речевого этикета воспринимается как проявление невоспитанности или как преднамеренная грубость. Так, например, если молодой англичанин, стремящийся заручиться поддержкой авторитетного человека, в общении с ним отступит от норм речевого этикета или нарушит их, то маловероятно, что он получит желанное покровительство. Этот промах самым серьезным образом отразится на дальнейшей карьере молодого человека, которая может и вовсе не состояться из-за нежелания влиятельного лица иметь дело с невоспитанным человеком, в котором нельзя быть уверенным.