

Lecture 6 TRANSLATION AS A COMMUNICATION PROCESS

The translator, as we have been saying, is by definition a communicator who is involved in written communication. We might, therefore, begin by providing a rough, general model of the process of written communication before moving on to the special and particularly problematic process in which translators are involved.

The model of communication process may contain 9 steps which take us from encoding the message through its transmission and reception to the decoding of the message by the receiver. It provides us with a starting point for the examination of the process of communication, always limited to the monolingual and, by implicating, to dyadic interaction; one sender and one receiver:

CODE

SENDER channel SIGNAL/MESSAGE/ channel RECEIVER

CONTENT

Monolingual communication. Even with these limitations, however, it contains within it the elements and process which need to be explained and raises a large number of questions which require an answer. If we are to succeed at all in our attempt to make sense of the phenomenon of translation. We could describe this process in terms of 9 steps:

1. the sender selects message and code
2. encodes message
3. selects channel
4. transmits signal containing message
5. receiver receives signal containing message
6. recognizes code
7. decodes signal
8. retrieves message
9. comprehends message.

We ought not, however, to assume that this is a simple, unidirectional and linear process nor that each step must be completed before the next can be started.

Processing is by its very nature both cycling / the sender/ sends more message at the receiver takes over the sender's role/ and cooperative/ the sender may well begin again at step 1 while the receiver is no further advanced than step 5 or 6.

The model of translating process is as follows:

1. Translator receives signal I containing message
2. Recognizes
3. Decodes signal I
4. Retrieves message
5. Comprehends message

6. Translator selects code II
7. Encodes message by means of code II
8. Selects channel
9. Transmits signal II containing message.

We might commit here. There are several crucial points of difference between the monolingual communication and bilingual communication involving translation/we are sticking to written communication in both cases/: there are two codes, two signals/ or utterances or texts/ and given what we have been saying about the impossibility of 100 % equivalence, the sets or content/ i.e more than one message/.

It follows, then that in our modeling of translating, we shall need two kinds of explanation:

1. Psycholinguistic explanation which focuses mainly on steps 7 – decoding and encoding – and,
2. A more text – linguistic or sociolinguistic explanation which successes more on the participants, on the nature of the message and on the ways on which the resources of the code are drawn upon by uses to create – carrying signals and the fact socio-cultural approach is required to set the process in context.

QUESTIONS FOR SELF-CONTROL:

1. What are general principles which are relevant to all translation? Name them.

What are the reasons for using translation in the classroom?

2. Speak about the levels of equivalence.
3. What is semantic equivalence?
4. What is stylistic equivalence?
5. What is formal equivalence?
6. What is situational equivalence?
7. What is a communication process?

INDEPENDENT WORK:

1. Different levels of equivalence in source language and target language
2. The role of translation into communication process

OBLIGATORY LITERATURE:

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5. Levitskaya T.R, Fiterman A.M. The problems of translation on the material of the contemporary English language. M.192010
6. Language Transfer Cross – Linguistic influence in language learning. Cambridge University Press. 1992003

ADDITIONAL

LITERATURE:

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5. Salomov G. Tarjima nazariyasiga kirish. T. 2019
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