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## THE CHALLENGE OF TEACHING FUTURE INTERPRETERS ONLINE

*The article concerns the analysis of the professional translators' training that is becoming increasingly important in today's multicultural world. It has been highlighted that the content of teaching translation is one of the controversial issues in the methodology of teaching this activity. The aim of the article is to analyse the most effective ways of teaching future interpreters under the distance online mode taking into consideration the experience of the higher school in Ukraine. The authors claim that the translator must have broad knowledge and outlook, but the acquisition of ad hoc knowledge is extremely important. It also has been stated that the content of translation training should be aimed at developing translation skills and abilities, mastering translation methods and strategies, and gaining experience in translating various texts. It is noted that it is necessary to translate not the words, but the meaning, and for this it is necessary to abstract from the form of the source and monitor the transparency of the translation. It is emphasized that the translation should remain as close as possible in terms of content to the original, without violating the norms of the translated language. The higher the quality of the translation, the less it resembles a translation. When working with two languages, it is difficult to formulate an idea in the translation language, which leads to interference. The translator must completely abstract from the original language and focus on the translator. Consequently, it has been claimed that it is necessary to teach students to read and analyze the original text very carefully, pay attention not to individual words, but to the context. It is important to teach students the correct method of working with dictionaries, to explain that the dictionary does not "translate" and does not always provide ready-made translations. It is also necessary to teach students to read attentively and understand, work with context, acquire the necessary thematic knowledge.*

**Key words:** *teaching online, future interpreters, ad hoc knowledge, original content, translation, interpretation.*

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## ПОДОЛАННЯ ВИКЛИКІВ НАВЧАННЯ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ ОНЛАЙН

*Стаття присвячена аналізу професійної підготовки перекладачів в умовах сучасного мультикультурного світу. Автори наголошують, що зміст навчання перекладу є одним із дискусійних питань у методиці викладання на філологічних спеціальностях. Метою статті є аналіз найбільш ефективних шляхів навчання майбутніх усних перекладачів у дистанційному онлайн-режимі з урахуванням досвіду вищої школи України. Автори стверджують, що перекладач повинен мати широкі знання та кругозір, однак надзвичайно вагомим напрямком розвитку є набуття спеціальних знань. Також зазначено, що зміст перекладацької підготовки має бути спрямований на розвиток перекладацьких умінь і навичок, опанування методів і стратегій перекладу, набуття досвіду перекладу різноманітних текстів. Зазначається, що перекладати потрібно не слова, а зміст, а для цього необхідно абстрагуватися від форми джерела та стежити за прозорістю перекладу. Наголошується, що переклад має залишатися максимально наближеним за змістом до оригіналу, не порушуючи норм мови перекладу, водночас чим вище якість перекладу, тим менше він схожий на переклад. Автори зауважують, що при роботі з двома мовами важко сформулювати думку мовою перекладу, а це призводить до інтерференції. Авторами стверджується, що необхідно навчити майбутніх перекладачів уважно читати й аналізувати оригінальний текст, звертати увагу не на окремі слова, а на контекст. У роботі доведена доцільність навчання перекладачів правильному прийому роботи зі словниками, адже словник не «перекладає» і не завжди дає готові переклади. Як наслідок, важливою є необхідність навчання студентів роботі з контекстом та володіння необхідними тематичними знаннями.*

**Ключові слова:** навчання онлайн, майбутні перекладачі, спеціальні знання, оригінальний контент, переклад, інтерпретування тексту.

**Introduction.** The training of professional translators is becoming increasingly important in today's multicultural world. Meanwhile the content of teaching translation is one of the controversial issues in the methodology of teaching this activity. As many researchers note (S. Baldo, J. Delisle, M. Cormier), the aim of the translation course is not to provide students with certain knowledge, but to form highly qualified specialists, so the task of teaching translation is to develop their translation skills and skills, mastering the methods and strategies of translation, gaining experience in translating various texts (Cormier, 1991: 84).

**Methodology and Literature Review.** The content of translation training includes the communication of knowledge, as well as the formation of translation skills and abilities. Skills and abilities are the ultimate goal of the translation process, as contribute to the professional activity of the translator. Some scientists list the knowledge that a translator must acquire during training (Tsaryk, Rybina, 2021). According to them, it turns out that the translator should get an idea only about the linguistic foundations of translation, which, in our opinion, is not enough due to the many studies on the communicative nature of translation. The idea of a communicative orientation of professional translation (Gile, 2009: 101) is extremely important for determining the content of training. We have already considered the problems of professional and educational translation and noted that the experience of

educational translation is harmful for future professional translators, because forms a misconception about the nature of the translation process.

As D. Gile and B. Kremer note, entering the translation department, most students are only familiar with the linguistic aspects of translation, and this knowledge is limited by the school approach, which was taught for the purpose of teaching a foreign language. The study of languages based on lexical correspondences leaves a deep imprint in the minds of students, which should not be underestimated. They perceive translation as a lexical-semantic exercise, which consists in replacing the language units of the original with translation units. When translating, they use the learned "interlingual" equivalents, supplement them with lexical "equivalents" that they find in dictionaries, and look for similar syntactic structures. In other words, they have no idea what professional translation is. Their ideas about the quality of translation are associated with the understanding of the language, the correct grammar and interlingual correspondences that they learned earlier (Gile, 2009: 526; 786). In addition, according to M. Lederer, beginners are always amazed by the unusual forms of a foreign language.

They do not understand that the meaning of these forms is not necessarily the same in different languages, that these forms will be modified during use by context and situation. Students do not see that

the correspondences are approximate and should not be automatically used as equivalents of text segments (Lederer, 2015: 110). Consequently, as most scientists believe (S. Baldo, M. Lederer, D. Gile, J. Delisle, Pergnier), at the first stage it is important to familiarize students with the techniques of professional translation. As it was claimed by S. Baldo and D. Gile, perspective interpreters-beginners tend to translate word for word, keeping the structure very close to the original. When they begin to engage in professional translation, they hardly get used to the idea that changing the construction, “adding” or “removing” words in the process of translation does not mean violating the meaning or not accurately translating. Students are usually very conservative in making decisions and hardly use their analytical and creative potential to optimize their translation (Baldo, 2002: 7; Gile, 2009: 53, 60). J. Delisle is also sure that teaching to translate is teaching student interpreters to read original texts through the eyes of professionals: at the initial stage, it is necessary to find difficulties, then identify them, and, finally, solve them, specifying, if possible, the translation solution used. The first two stages pass before the translation process (Delisle, 1998: 202).

**The aim of the article** is to analyse the most effective ways of teaching future interpreters under the distance online mode taking into consideration the experience of the higher school in Ukraine.

**Discussion and Results.** As D. Gile emphasizes, professional translation exists only as a service for people who need it for certain purposes. To serve these people by fulfilling their purpose, and not to serve the text or the language, is the primary role of the interpreter, although, of course, sometimes the translation of the text is needed on its own. According to D. Gile, the teaching of translation must necessarily include examples that explain this thesis (Gile, 2009: 31, 46). One way to do this is to analyze with the students the authentic communication situations used in the translation exercises before doing them during the first months of the training systematically. D. Kiraly believes that teaching translation should be based on practice, i.e. on what professional translators do in real life. But how can educators make sure that what they are doing is practical? (Kiraly, 1995: 334). It should also be noted that the teaching of translation is not the transfer of ready-made recipes. The teaching of translation is based on analysis, because the practice of translation involves constant choices: choosing the right meaning, the right word, the right syntactic structure, the style of the language, and so on (Delisle, 1998). It must be taken great care to ensure that students do not get the

impression of the mechanical nature of translation, as if it is enough to apply certain algorithms, and as if all translation problems can be easily solved. It is necessary to give controversial, complex, dual elements that seem insoluble. It is necessary to offer a system and orderly translation strategies so that students have a holistic picture, and they must also be made to think about what is needed in higher education (Wecksteen, 2009: 75).

To eradicate students' perceptions of translation as transcoding, M. Lederer proposes the following work option. Students need to be taught the basic principles of translation before they start teaching translation directly. Translation at the initial stage is given in very small portions; most of the lesson is aimed at creating the foundation on which the translation methodology will subsequently be built, namely the ability to analyze and synthesize, the acquisition of special knowledge for each translated text. Thus, novice translators attend an “active reading” course in their native language. The goal of the first lesson (active reading) is to teach how to work with text (before translation) in such a way as it will be necessary to work with texts for translation. This familiarization includes two successive and complementary stages, which correspond to the two preparatory stages of work on the translation. Translators gradually get used to mastering the text before translating it, identifying its main ideas and their relationship, i.e. general structure. It is necessary that they take into account such factors as the author, reader, macro context, purpose of the text. Then, after highlighting the structure, they must conduct a detailed analysis of each aspect, and then summarize the whole. It should be noted that all this is a preparation for the actual translation. At this stage, paraphrasing of ideas begins, allowing you to check the understanding of the microtext and its connection with the context as a whole. Then comes the stage of translation itself: after the student's proposal and general discussion, a certain passage is translated. This translation should not be a work with words, but a work on the coherence and general meaning of the source (Lederer, 2015).

One of the main problems in teaching interpreters is the active use of crumbles and literal translation techniques by students. Translation implies a deeper understanding of the source text, i.e. understanding at a higher level than the simple recognition of words and linguistic structures. Since the languages are not isomorphic, there are no verbatim correspondences between all the words, phrases, and structures of the two languages. It is logical that transcoding (“automatic” literal translation), even if it is linguistically possible, can lead to erroneous, awkward or meaningless

translation. According to D. Gile, when the difference between the original and the translation is great, it is obvious even to the layman, but there are also more subtle, subtle differences (Gile, 2009: 7980). According to many researchers (Gile, Déjean Le Féal, Lederer, Seleskovitch), the teacher's efforts should be focused on combating tracing paper and literalism.

According to S. Baldo, the first thing students should be taught is that it is not the words that need to be translated, but the meaning. In order for the student to realize that meanings need to be translated, it is first necessary to explain all the ways of literal and equivalent translation. S. Baldo suggests explaining the main translation methods, giving them a simple definition and giving at least one example illustrating each method. This will help students gradually abstract from the form of the source and monitor the transparency of the translation. The better the translation, the less it feels like a translation. Subsequently, when students translate, they will have to explain what kind of translation they chose, literal or equivalent, what strategy, and justify their choice (Baldo, 2002: 7). According to K. Déjean Le Féal, who works in line with the interpretive theory of translation, a translator is distinguished from a simple reader by complete deverbalization (an intermediate stage between the phase of understanding and the phase of reexpression). The main goal of training is the acquisition of this deverbalization by students. The fight against interference is also extremely important. When working with two languages, it is difficult to formulate an idea in the target language, which leads to interference. The risk of interference also exists in the stage of re-expression, when the translator must completely abstract from the source language and concentrate on the translating one. This complete separation from the original language is necessary because the use of adequate wording in the target language, i.e. its active use is more influenced by the source language than passive use of the language (listening, reading). Therefore, the outgoing language should not participate in the process of reformulation, otherwise one interference causes another. If the verb of the phrase was "borrowed", then, most likely, the rest of the sentence will be as well. The result is not a translation, but a tracing paper (Déjean, 1995: 15). E. Lavault offers the following exercise in preparation for interpreting. During the deverbalization exercise, the student who once heard the text must first state its general meaning in his native language. This generalization of meaning is very far from the wording of the original text. This is a very useful exercise that allows students to extract the key ideas of the text and focus on the main points, on the

logic of speech. Then, after listening to the text for the second time and relying on a short translation record, he should reconstruct the speech in more detail. This exercise can also be useful in written translation. After one silent reading, you can ask to retell the main ideas and ask questions to get idiomatic answers not tracing wording of the original. If the paragraph seems particularly difficult, the teacher may ask students to forget the words before their eyes and simply tell the idea of the paragraph, the logical reasoning of the author as simply as possible. This global approach is very effective in teaching students to distance themselves from the wording of the source text. It allows for spontaneous expression in one's native language and facilitates reformulation of content. Another technique is visualization. Sometimes the translator is faced with a situation that puts him in a stupor, either in understanding the text, or at the moment of reformulation. In this case, the teacher helps to make the situation more clear, for example, by illustrating with an example. In the same way, if the exact word does not come to mind, "swirling in the language", a visual representation of the situation with this concept allows you to find the desired form (compose a semantic field with this word). Analogies and associations are also ubiquitous in translation (Lavault, 1998). M. Cormier and F. Vreck also raise the issue of transcoding and literalism in the translations of novice translators. M. Cormier notes that students clearly see the difference between the two extremes - literal translation and free translation. Between these extremes, they can hardly understand the degree of freedom that they have. Although experienced translators usually easily and quickly assess their degree of freedom in translation. It turns out that this evaluation and application of freedom in translation can be acquired. It is possible to provide certain stages, strategies, so that this acquisition goes faster and easier. M. Cormier believes that this is possible. From the foregoing, we can conclude that there is no absolute freedom, and in translation too. The freedom a translator has varies depending on the texts and passages he is translating. The problem is how to assess the degree of this freedom. If an experienced translator does this instinctively, then the student translator must learn this. The teacher must give him instructions, strategies, i.e. learn to appreciate this freedom. The student must understand the degree of mobility of the translated passage and context (Cormier, 1991: 91).

The main difficulty that students face in the first lesson is what D. Seleskovitch and M. Lederer call "untimely transcoding" (Seleskovitch, 2012: 145). There are many reasons for this rapid transition to

transcoding. There is the phenomenon of interference, misunderstanding of a passage of the original text, poor wording in the translation text, and also the fact that the mental costs of avoiding transcoding are too high. One of the main tasks of the teacher is to block the desire of students to immediately and thoughtlessly attack the source text and consistently replace the words of the source with the words of the translation. Without realizing the peculiarities of the functioning of languages and the fact that each of them divides the extralinguistic reality in different ways, the student is content with this exchange at the word level. This preliminary work is carried out in class. According to M. Cormier, after distributing the text for translation, the following tasks should be given: 1. careful reading of the original text; 2. identification of passages that cause misunderstanding, and then discussion; 3. identification of passages that require significant reformulation in the target language; 4. identification of passages that give wide scope for reformulation in the target language. These are the main steps before moving on to translating the text. When this method is mastered, students will be able to do it on their own (Cormie, 1991: 91; Vreck, 1998: 48). After the translation, a complex stage of verification follows, consisting in the verification of originals and translations, numerous proofreading. Missed interferences and tracing papers appear if the translation is read aloud to a person who does not know the original. In a translation class, comparing different options allows you to evaluate the logic, elegance of wording and nuances of the text. During this team work, it will become obvious that in most cases there is not one good translation, but many (Lavault, 1998: 71). We believe that very little attention is paid to the methodology of working with dictionaries in the literature on teaching translation. And this is a very important stage for students to understand the essence of translation and the communicative nature of translation. T. Lenzen rightly notes that among students (and many non-professionals) there is an extremely common stereotype that the dictionary "translates". And referring to a dictionary means "to find a translation." This idea is wrong as the dictionary does not provide a ready-made translation, but only information in a comparative aspect. Sometimes a dictionary variant can serve as a suitable translation, which leads to confusion, but the dictionary is not intended to give ready-made translations. In addition, the translator works at the text level, i.e. at the speech level, while the dictionary works at the language level, i.e. isolated lexemes. Therefore, specialized dictionaries and encyclopedias are necessary, because they neither show terms and concepts in context, nor

illustrate their use in the text, i.e. at the language level (Lenzen, 2002: 168). F. Vreck notes that, despite all efforts to get students to first understand the global meaning of the text, we have to admit that many students continue to engage in linear word transfer, not being interested in the context and the connection of the text with extralinguistic reality. The way they use dictionaries is very revealing in this regard. Even a slight linguistic difficulty causes the student to refer to the dictionary rather than explore the context. Even more: using a dictionary is not a strategy, and is often ineffective due to poor reading of the text. It is necessary that students understand that a rare word has a single meaning with strict boundaries. And the more frequent the word, the more likely it is to have multiple meanings. Then, it is extremely important to show the role of the environment of the word in understanding the meaning, the nuances of the meaning, to convince the novice translator that the word cannot be perceived and analyzed in isolation. For this purpose, monolingual dictionaries can be used (Vreck, 1998). According to D. Kiraly, professional translators use bilingual dictionaries more often than students. The main difference lies in the strategies used. Professionals process the source text more carefully, read more carefully, try to work with the macro context, offer many more translation options before finding the optimal one (Kiraly, 1995:48). In A. Künzli's study, professional translators turn to encyclopedias, parallel texts, reference books much more than students. Students do not refer to parallel texts at all (Künzli, 2001: 513). It is necessary to explain to students that when handling a dictionary, it is necessary to observe the measure and caution. Monolingual dictionaries always provide many explanations and encyclopedic knowledge. Bilingual dictionaries do not contain them at all. T. Lenzen offer the following method of work. Instead of allowing students to look up the "translation" in a bilingual dictionary, they should begin their search by more detailed examination of the problematic source passage.

Another important point in learning is the acquisition of ad hoc knowledge. Of course, the translator must have broad knowledge and outlook, but the acquisition of ad hoc knowledge is extremely important and, as D. Gile and K. Déjean Le Féal note, often takes up most of the time spent on translation. In fact, even in familiar fields, professionals have difficulty understanding and/or reformulating. The acquisition of ad hoc knowledge is a common and important part of translation work (Gile, 2009: 124,129; Déjean, 1995:20). M. Lederer also notes the importance of acquiring knowledge. In

addition to the aforementioned “active reading” course, she suggests giving students another course “the method of acquiring thematic knowledge”. This course teaches students of translation how to learn to understand first texts of a general subject, then technical ones. The principle of the course is based on the idea that you cannot translate a text whose meaning is not clear. Students learn to search for information on a given topic. The purpose of the search is to find information that makes it possible to understand the topic under study, to find the terminology and phraseology characteristic of the topic under study (Lederer, 2015: 120).

In general, the interpretative theory of translation, created by M. Lederer and D. Seleskovitch, is based on the principle “to translate is to understand yourself in order to make others understand”, so the search for information becomes a key element of the translation process (Durieux, 2010: 3). E. Lavault notes that any document for translation fits into a certain context, which the translator must know well. The customer of the translation is usually not the author. The purposes for which he orders the translation, as well as the audience for which it is intended, are the determining factors for the translator. The translation of a document most often requires the search for information, both thematic, encyclopedic and terminological, which are necessary for understanding and correct translation. Novice translators should learn how to quickly find the documents and terminology they need. They learn to search for information and collect terminology with the help of glossaries, which should be quite complete in a certain microsphere. The creation of such original glossaries requires the collection of texts on the topic in two languages in order to establish a system of equivalents for a certain area. The search for texts on the same topic, compiled in the native, translating language, is a great help to the translator (Lavault, 1998).

C. Durieux highlights the problem of information retrieval in the context of technical translation, but it seems to us that it is relevant for any kind of translation. The author suggests the following work methodology: if the topic being studied requires the search for information, the teacher should: prepare the text by dividing it into topics that can be studied in detail; encourage students to search for information by asking them to make short presentations on these topics. As for searching for terms in specialized areas, C. Durieux believes that in such a situation the teacher become a walking encyclopedia, and explain what to do to solve the problem with terms, while a specific task is just an example of applying the necessary strategy. Wherein:

If the student has learned the equivalent of the term, which happens in most situations, it is better than nothing, but the teacher has provided information that can be found in the dictionary. If the student has learned that in this context a given word has a given meaning and a given equivalent, then this is the beginning of a terminological file; this is more useful, but still remains within the framework of the facts: the teacher conveyed useful knowledge, but it is just knowledge.

If a student has mastered the mechanism of information retrieval and can apply it to work with any terms in a variety of circumstances, since it is a principle learned regardless of the specific situation, then this is a big step towards mastering the strategies necessary for the implementation of the translation profession. The teacher was able to transfer skills, and this is the main goal. Teaching translation, as mentioned earlier, does not consist in providing ready-made recipes. The point is to teach students to think independently and logically and find solutions to the problems they face. Nevertheless, it is worth giving some useful tips in order to avoid wasting time and energy (Durieux, 2010).

**Conclusion.** To conclude it should be noted that at the initial stage, it is extremely important to familiarize students with the techniques of professional translation. Students entering the translation department are accustomed to academic translation, which involves a simple replacement of words in two languages, so they tend to translate word for word, keeping the structure very close to the original. In addition, they are very conservative in making decisions and make little use of their analytical and creative potential. The content of translation training should be aimed at developing translation skills and abilities, mastering translation methods and strategies, and gaining experience in translating various texts. It is critically important from the very beginning of training to give students necessary directions until they thoughtlessly translated. It is necessary to explain to students that it is not the words that need to be translated, but the meaning, and for this it is necessary to abstract from the form of the source and monitor the transparency of the translation. It is necessary to explain to them that the translation should remain as close as possible in meaning to the original, without violating the norms of the target language. The higher the quality of the translation, the less it feels like a translation. The fight against interference and tracing is also extremely important. When working with two languages, it is difficult to formulate an idea in the target language, which leads to interference. The translator must completely abstract from the source language and concentrate on the interpreter. To do this,

it is necessary to teach students to read and analyze the original text very carefully, pay attention not to individual words, but to the context. It is important to teach students the correct method of working with dictionaries, to explain that the dictionary does not “translate” and does not always provide ready-made translations. It is also necessary to teach students to read attentively and understand, work with context, acquire the necessary thematic knowledge (ad hoc knowledge).

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