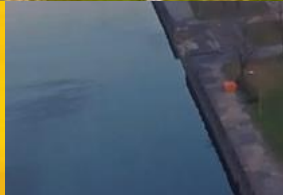




LATVIJAS
UNIVERSITATE
ANNO 1919



Translation in ESP

should it be banned, neglected

OR

promoted

Umberto Eco: "The language of Europe is translation."

Constructivism & critical thinking vs mechanical memorising

- Constructivism: learning is constructing knowledge on personal experiences and environment hypothesis



- Critical thinking – content inseparable from thinking that generates, organizes, synthesizes, analyzes and evaluates, and transforms the content pervasively – it is never completed

5 purposes for translation in EFL classes (Weller, 1994, Kautz 2000):

- Solving semantic problems
- Efficient means for controlling study performance
- Learning lexical and grammar structures
- Comparing languages and developing the knowledge of a metalanguage
- Developing limited translation skills

Advantages I

- Communicative use of the FL in translating from their native language facilitates the development of the foreign language competences
- Expertise for assessing translation products
- Attaining the invisible part of cross-cultural iceberg
- Research skills development
- Natural need

Latvian Public TV series on founding a business «Bistro Frics»



Assignment steps

- Study the terminology unit
- Listen to the TV series
- Prepare notes on each step
- Check comments on the success of each step, make notes
- Participate in the seminar when the steps are listed and discussed
- Follow your colleagues' interpretations and get involved with yours
- Listen to the teacher's feedback

Challenges and support

- Institutional names – websites EN
- Bureaucratic procedures – English versions of laws and European documents
- Google Translate vs researching the meaning and finding translations by using and developing research skills



LU Bioloģijas fakultātē sācies Baltijas–Vācijas augstskolu biroja projekts „Bioloģiskā daudzveidība Latvijas lauku ainavā”

Bioloģijas fakultāte
02.03.2016

Šis projekts notiek sadarbībā ar Georga Augusta Gētingenes universitāti (Georg-August-Universität Göttingen), Agroekoloģijas un Biodaudzveidības institūtu Manheimā (Institut für Agrarökologie und Biodiversität ifab) un Latvijas Lauksaimniecības universitātes Veterinārmedicīnas fakultāti, kā arī Latvijas Universitātes Bioloģijas institūtu.

Projekta mērķis ir noskaidrot, pateicoties ES Kopējai Lauksaimniecības politikai ieviesto, Ekoloģiskā fokusa platību ietekmi uz putnu un zirnekļu daudzveidību Latvijas lauku ainavā, veicot zinātnisku pētījumu. Pētījumā tiks noskaidrota “zaļināšanas” (“greening”) ietekme uz bioloģisko daudzveidību, salīdzinot labības laukus, kuros ir ekoloģiskā fokusa platības (papuves), ar tauriņziežu sējumiem un kontroles laukiem (bez viena vai otra). Bioloģisko daudzveidības indikatori būs putni, kurus uzskaitīs ar punktu uzskaites metodi un zirnekļi, kurus ķers ar Bārbera lomatām. Pētījums notiks 160 punktos (80 punktu Jelgavas apkārtnē ar intensīvu lauksaimniecību un 80 Skultes apkārtnē pie Limbažiem ar vidēji intensīvu un neintensīvu lauksaimniecību).

Pirms lauka datu ievākšanas 2016. gada 12. aprīlī pl.:14:30 Dabaszinātņu centrā Torņakalnā, Rīgā notiks plašākai publikai veltīts seminārs par bioloģiskās daudzveidības lomu agroainavās un tās saglabāšanas nepieciešamību. Laipni lūdzam!

Baltijas-Vācijas Augstskolu biroja projektu finansiāli atbalsta Vācijas Akadēmiskās apmaiņas dienests (DAAD) no Vācijas Ārlietu ministrijas piešķirtajiem līdzekļiem.

Projekta vadītājs: Dr. biol. Ainārs Auniņš, LU BF

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Tipiska Latvijas lauku putnu suga –
Lukstu čakstīte (*Saxicola rubetra*)

Translation task (LV-EN)

- **The project of the Baltic-German University Liaison Office “Biodiversity in Latvian Agricultural landscapes” has started at the Faculty of Biology, University of Latvia.**
- The project aims to find out the impact of the Ecological Focus Areas, introduced thanks to the EU Common Agricultural Policy, on the diversity of birds and spiders in the rural landscape of Latvia by carrying out a scientific study. During the research the impact of greening on biodiversity will be found out by comparing the cereal fields with the ecological focus areas (fallows) with legume fields and reference fields. The field research will take place in 180 survey points (80 points in the surroundings of Jelgava and 80 in Skulte).
- The project of the Baltic-German University Liaison Office is financially supported by the German Academic Exchange Service (DAAD) from the funds allocated by the Foreign Ministry of Germany.
- www.lu.lv/bf/zinas/t/38910

Advantages II

- Encouraging deeper understanding of content
- Drawing attention to forms of science communication (here – press release)
- Professional applicability
- Accuracy of the translated message

Key mistakes

- Problems with the agent in the Passive to Active Voice
- Word order transferred directly from Latvian (no decoding)
- Avoidance of “Of phrases”
- Leaving blank spaces instead of attempting to translate terms descriptively

Umberto Eco

- Today, in the era of Globalization, it is obvious that translating does not mean saying the same thing, but saying almost the same thing. We are often seriously uncertain of what saying means

Umberto Eco

Conclusions

- Constructivism and critical thinking approaches are relevant in translation as a process – translation in teaching ESP expands students' mental outlook and challenges them
- Teachers of translation have to find their own paths in teaching translation. Academics do not have to be professional translators to teach translation as the fifth communication skill

Conclusions

- An intellectually challenging translation practice could provide students with a clue for attaining the invisible part of the cross-cultural iceberg thus facilitating communication internationally and also within the same nation
- Translation tasks allow for integrating local content in ESP classes thus letting the students translate the world they know best in a foreign language – the function they will have to deal with professionally and therefore bears direct applicability required from higher education these days

Conclusions

- Students must be encouraged to follow public and institutional media where there is a lot of valuable contents. For translation purposes, the English versions of Latvian websites, translations of laws and specific glossaries can be used
- If students are aware of the differences in L1 and L2 the language interference(transfer)and intervention from their own language are likely to be reduced and they will be able to assess products of translation in this respect
- There are limitations to the use of translation technique in ESP which have to be complemented by other tools, methods and materials

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Please e-mail for a full list of references .

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Thank you for your attention!

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