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Use of Translation Strategies at the Initial Stage of Formation of Simultaneous Interpreting Skill

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Annotation: This article discusses the characteristics of translation strategies that are used by students in teaching simultaneous translation. Educational simultaneous translations are of interest for analysis, since they make it possible to trace the formation of translation strategies at different stages of learning.

Keywords: translation strategies, interpreting, sign translation, student translation, compression.

Simultaneous interpreting is a type of oral interpreting, which differs in that the speech in the target language is generated simultaneously (or almost simultaneously) with the perception of speech in the source language, which leads to a shortage of time. In other words, “synchronous is a combination of listening, instant comprehension of the text and clearly articulated translation” [1, p. 20]. The choice of a simultaneous interpretation strategy is mainly focused on the planning, goals and actions of the interpreter. According to one of the definitions, a strategy in simultaneous translation is “a method of performing a translation task, which consists in adequately transferring the communicative intention of the sender from the source language to the target language, taking into account the cultural and personal characteristics of the speaker, the basic level, the language supercategory and subcategory” [2, c. 14].

The strategy is determined by both linguistic and non-linguistic factors, in addition, with simultaneous interpreting, it is possible to combine strategies to achieve the optimal result. According to another definition, translation strategies are the abilities (skills) of a simultaneous interpreter (in addition to language proficiency, the ability to speak and listen at the same time, as well as general knowledge), which require special training from him [3, p. 50].

Some translators prefer to talk about "techniques" of simultaneous translation [4, p. 72] or consider the “skills” of the simultaneous interpreter and the “techniques” used by him [5, p. 37]. However, "a set of means and techniques to achieve the intended goal" is nothing more than tactics - an integral part of the strategy. This is what makes it possible to consider various studies on the theory and practice of simultaneous translation in the prism of translation strategies. In this work, we will rely on the classification of strategies proposed by V.M. Ilyukhin, since the description provided by him is quite complete and covers various aspects of how a simultaneous interpreter plans and carries out his activities.

In total, V. M. Ilyukhin identifies 8 strategies: the strategy of trial and error, waiting, stalling, linearity, probabilistic forecasting (linguistic and extralinguistic), the strategy of sign translation, compression and decompression.

In simultaneous translation conditions, since it takes too much time to find the equivalent Decompression is the opposite of compression and can take the form of clarification, compensation, descriptive translation. It can be used for the grammatical correctness of the text (with differences in the system of languages), to reveal the semantics of words, to clarify and clarify cultural and other realities. Decompression is possible at a relatively slow pace of the speaker's speech, when the interpreter has the opportunity to facilitate the perception of the message. At the same time, the

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addition of explanatory information compensates for the lack of knowledge among the recipients of the transfer.

Nor does the translator risk falling behind the speaker [6, p. 70]. The probabilistic forecasting strategy is based on one of the most important mechanisms of simultaneous translation and consists in forecasting, building hypotheses about what the speaker will say, and this forecasting occurs at different levels and is divided into two types: linguistic (syntactic) and extralinguistic. The first type is based on predicting the source of the continuation of the discourse, that is, on the fact that the translator knows set expressions, phrases and focuses on other linguistic aspects of the statement, such as conjunctions, particles, etc. The second type of probabilistic forecasting is based on extralinguistic data that a simultaneous interpreter has, or on separate cognitive components. Thus, the translator makes predictions based on his own knowledge of the subject and situation, following the logic of the speaker. Probabilistic forecasting is possible largely due to the redundancy of languages that is, due to the interconnectedness, interdependence, repetition of elements of the statement [7, p. 58-60].

Compression is carried out to compress the original message, to regulate the delay in simultaneous translation, and also for the sake of conciseness of the utterance. It is due to the factors and characteristics of the speaker's speech and is often used when the rate of speech is high. The simultaneous interpreter must carry out his figurative editorial work in order for the translation to be concise and in order not to miss and translate the key thoughts of the speaker. For example, a translator can omit adverbs and adjectives while retaining nouns and verbs, omit qualifiers, conjunctions, and interjections.

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Decompression is possible at a relatively slow pace of the speaker's speech, when the interpreter has the opportunity to facilitate the perception of the message. At the same time, the addition of explanatory information compensates for the lack of knowledge among the recipients of the transfer [8, p. 156]. The probabilistic forecasting strategy is based on one of the most important mechanisms of simultaneous translation and consists in forecasting, building hypotheses about what the speaker will say, and this forecasting occurs at different levels and is divided into two types: linguistic (syntactic) and extralinguistic. The first type is based on predicting the source of the continuation of the discourse, that is, on the fact that the translator knows set expressions, phrases and focuses on other linguistic aspects of the statement, such as conjunctions, particles, etc. The second type of probabilistic forecasting is based on extralinguistic data that a simultaneous interpreter has, or on separate cognitive components. Thus, the translator makes predictions based on his own knowledge of the subject and situation, following the logic of the speaker. Probabilistic forecasting is possible largely due to the redundancy of languages that is, due to the interconnectedness, interdependence, repetition of elements of the statement [9, p. 58-60]. One of the characteristic shortcomings of simultaneous translation is pauses in speech. According to scientists, pauses in the speech of an interpreter can be divided into two groups: syntactic (pauses that are made when enumerating, when moving to a new subordinate clause, and so on) and hesitation pauses (pauses that are associated with fluctuations in the process of speech production). Sometimes hesitation pauses can be “filled” with various sounds (“mm”, “uh”), but even if they are “clean”, the listener of the translation can clearly distinguish between a pause of at least 0.5 to 1 second.

Example (1): ***This drives up bills*** *that someone has to pay, and as the bills grow, the cost shifts to employers, who shift them to patients, and in the end it seems everyone focuses more on the cost of medicines, not the value.*

This strategy is associated with syntactic transformations, in particular, such a technique as “open sentence construction” should be indicated, when the translator is not sure about the further content of the original and seeks to make sentences in the target language as “open” as possible so that they make sense regardless of the development of thought speaker. The strategy of sign translation consists in the

translation of words or phrases at the formal sign level. This strategy helps the translator to retrieve from memory the equivalents of words and expressions used by the speaker, or to translate unknown words at the character level (tracing, phoneme translation). The translator looks for correspondences at the level of signs, without moving to the level of meaning. However, if the translator does not know the equivalent, the strategy of sign translation can help the translator avoid a hopeless situation. Experienced translators strive to correlate their translation with the translation situation; they take into account that in addition to the lexical level (the level of signs) there is a pragmatic component and the context of the message. This often distinguishes them from students. Students of simultaneous translation often select lexical options that do not fit the context, focus on the formal-sign level, and do not track the connections in the discourse. The material of the study was audio recordings of translations of speeches by public figures made by translators, students of the specialized translation master's program "Innovative Translation Technologies: English", which is carried out at the Faculty of Philology of St. Petersburg State University. The presentation of the material occurs by reading the text by the speaker. At the same time, the translators had no idea about the subject matter of the text, since explanations provided in advance could significantly affect the results.

Translation: *This leads to higher bills that someone has to pay, and as medical bills go up, the costs are passed on to employers who in turn pass them on to patients and ultimately seem to that everyone is concerned about the cost of medical care, not about the health of patients.* Translation student: (Pause) ***Laws*** *that someone has to pay. Costs are rising which call for* ***patience*** *and in the end it seems like everyone is focusing more on the cost of drugs rather than the quality of care.*

Compression, as you can see from the example, often leads to inconsistencies in translation, which students cannot always track. In addition, the underdevelopment of the skill of simultaneous listening and speaking leads to an inability to continuously perceive the material, which is fraught with failures in the strategy of sign translation. In Example 1, ***bills*** is translated as ***laws*** while the speaker is talking about ***bills, patients*** is translated as ***patience,*** although the speaker is referring to ***patients.*** At the initial stage, translators are not yet sufficiently oriented in the source material, up to the complete disregard of the context: from the phrase ***bills that someone has to pay,*** the simultaneous interpreter could confidently conclude that the lexeme ***bills*** means ***bills,*** not ***laws.*** Often the translator, using the strategies of expectation and compression, is unable to give.

The translator translated only after listening to the end of the sentence, omitting the adverb ***naturally,*** using the Student translation: *They say that the whole business model for* ***market-based medicine*** *is a case of oil and water* ***that just shouldn't mix*** *- corrupt health care in general and the pharmaceutical industry specifically.*

Example (2): *They say the whole business model for market-based healthcare is a case of oil and water that just don't mix –* ***that the profit motive*** *corrupts healthcare in general and the pharmaceutical industry in particular.* Translation: *It is said that health care and the market are like oil and water, incompatible things. The pursuit of profit has a negative impact on the health care system in general and the pharmaceutical industry in particular.* Student translation: *I've just been told about the possibilities that they… have… got.* In this case, simple sentences are omitted, as well as parts of sentences (subject and partial predicate) and the last sentence. The translation sounds like a complex sentence of a fuzzy structure. No distortion was noted, but the losses led to inaccuracies. The compression strategy is the most frequent at the initial stage of the development of the simultaneous translation skill, however, due to the fact that students do not hear the whole speech, they allow distortions. In addition, at the first stage, simultaneous interpreters do not strive for speech economy, even when this is necessary for adequate translation.

Translation: *I have just been told about the possibilities, benefits that they have received.*

Due to the complexity of the psychophysiological tasks facing students at the initial stage of mastering the skill of simultaneous translation, the requirements for the quality of translation fade into the background; translations are evaluated less critically than at later stages. At the first stage, it is difficult for students to maintain an optimal gap from the speaker and choose orientation units based on the

characteristics of the text and relying on their own working memory. Most often, regardless of temporal factors, such as the pace of the speaker's speech and pauses in the speaker's speech, simultaneous interpreters at the initial stage maintain a rather long pause, not daring to enter or not understanding when to start translating and how to divide the information coming to them. In case of uncertainty, the waiting strategy is often used. Beginning interpreters are given recommendations to complete the translation into complete sentences that do not contradict the meaning of the original sentence. To achieve this goal, students are often forced to use a waiting strategy, choosing for a long time the possible ending of a particular sentence.

Translation: *This leads to higher bills that someone has to pay, and as medical bills go up, the costs are passed on to employers who in turn pass them on to patients and ultimately seem to that everyone is concerned about the cost of medical care, not about the health of patients.*

Thus, the first stage of the development of the simultaneous translation skill lays the foundation necessary for subsequent stages, and already at the initial stage, the use of all eight strategies is observed. The mechanism of simultaneous listening and speaking is still underdeveloped, as a result of which students often use waiting and compression strategies, moving to the level of consecutive translation. The waiting strategy is often a necessary measure in case of inability to distinguish units of orientation in the text and complete sentences. Undeveloped listening skills, as well as insufficient self-control during simultaneous translation, lead to violations of the compression strategy, sign translation, trial and error. In addition, the sign translation strategy shows the students' insufficient ability to rely on working memory and switch the language code. Lack of confidence is often reflected in decompression and stalling strategies, which are nonetheless the most successful strategies in the first phase. Strategies for probabilistic forecasting and linearity are almost never encountered and are often characterized by failures.

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