METHODS OF TEACHING PRE-TRANSLATION READING

METODE DE PREDARE A LECTURII DE PRETRADUCERE

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Rezumat

Lectura pentru traducere a fost puțin explorată în procesul de traducere. Articolul analizează diferite tipuri de lectură relevante pentru traducătorii de texte diferite pentru a oferi o tranziție flexibilă de la un tip de lectură la altul. Traducătorii folosesc în munca lor diferite tipuri de lectură, cum ar fi: sondaj, studiu și citirea căutării, skimming, lectură analitică, sintetică și filologică și editare. Utilizarea anumitor tipuri de citire este condiționată de sarcini în diferite etape ale activității lor.

Cuvinte-cheie: lectura intensivă, lectura extensivă, SQ3R, pași de citire pentru traducere.

Absract

Reading for translation has been little explored in the translation process. The article analyzes various types of reading relevant to translators of different texts to provide a flexible transition from one type of reading to another. The translators use in their work different types of reading such as: survey, study and search reading, skimming, analytical, synthetic and philological reading, and editing. The use of certain types of reading is conditioned by the tasks at various stages of their work.

Key-words: intensive reading, extensive reading, SQ3R reading, reading steps for translation

In their works translators use different types of reading, as reading is one of the main components in translation process. This type of reading is called translational one. It is based on such components as perception, understanding and interpretation of the content and language form of foreign-language texts. Every reading phase is based on the stage of translation. Translational reading is professionally oriented, and translators also use different types of reading in their work, depending on the tasks facing them.In fact thre are more than 30 types of reading in general. The types of reading depend on the communicative tasks being solved, served as the basis for differentiating professionally oriented types of reading. They are defined analytical and synthetic reading, survey, study, skim, and search reading.

If you want to translate a text you need to read this text intensively and more efficiently in order to comprehend deeply the information involved in the text. Therefore, it is extremely important for a translator and students of translation to prepare their mind so that they are as receptive as possible to the information of that text. For this purpose we should know how to read and reading strategies that may be used to enable translators to comprehend the text they are translating and help them to easily conduct the macro and micro analysis of the text and produce a good target text (TT) translation [4, p.25].

Reading is one of the important skills that teacher and translator trainees will need in their future profession. If they become translators, they will have to comprehend the source-language texts well enough to be able to translate them using the most appropriate target-language equivalents. If they become teachers, reading skills and awareness of reading strategies are equally essential because they will guide the translators in developing these skills and strategies.

As the translator reads a text mainly for translation therefore, he/she needs to select the right type of reading that serves their purpose and helps them to accomplish the translation task.

Types of reading

1. Intensive reading

The reading material for this type of reading is usually of a higher level it includes unfamiliar vocabulary and unfamiliar linguistic patterns. In many cases it requires reading the text thoroughly to understand the content of the text sufficiently well. Since this type of reading may contain new concepts or long and complex sentences, so it may possibly create some challenges for both the translators [5, p.47].

2. Extensive reading

The main aim of this kind of reading is for enjoyment. It is sometimes used as supplementary for the intensive reading. The reading material may take the form of short stories or novels. Because reading for pleasure through reading enjoyable books is the target of extensive reading.

3. SQ3R reading

Textbooks are the usual material in which SQ3R is used. It consists of five steps:

(a) Surveying (S). The student begins surveying the book he/she intends to read.

(b) Questioning (Q). After surveying, the student sets some questions to guide him/her during the reading process

(c) Reading (R). After setting the main questions, the student reads the text.

(d) Reciting (R). The student in this phase can recall what he/she has read earlier.

(e) Reviewing (R). This process will be as a guide to the student and helps him/her to concentrate upon any weakness in recalling the information he/she already read in a text [6, p.53].

Reading skills

In reading a text, students need to able to do various things. They should be able to scan, skim or read a text for more detailed comprehension. A mixture of reading material and activities should be offered to students to be able to practice their reading skills which are as follow:

Scanning

Scanning is used when the reader of a certain text needs to find specific piece of information quickly. When we scan we quickly run over the surface of a text looking for some key words relating to the information we are looking for. If the reader for instance, is looking for a certain date or address all he needs to do is to efficiently look and decide which part of the text is most likely to contain the information he is looking for [4, p.15].

Skimming

Skimming helps to handle a large amount of information involved in the reading process. Skimming is used with the term survey. Unlike scanning, skimming is used when the reader of

a certain text wants to get an over view of the content of that text. Skimming allows readers to identify whether a text is relevant or which parts of a text are the most relevant, gain an over view of the writer's argument, and prepare themselves to intensive reading. Skimming can be done in many ways, depending on the type and length of a text.

Reading for detailed comprehension

This reading skill should entail looking for detailed information.

Reading steps for translation are as follows:

Step 1: Students need to be encouraged with what they are reading.

Students in this case should try to have as much pleasure as possible. While inside their class room or during the lessons, they should be fully engaged with the topic or the text they are reading as well as the activities they are asked to do while dealing with that text materials.

Step 2: Encourage students to respond to the content of a text and concentrate on its constructions.

Each text has a message to deliver. Therefore, students reading a certain text for translation should be given the chance to study the things related to language use, such as grammar, vocabulary or punctuation marks.

Step 3: Prediction is a major factor in reading.

Prediction and expectations are very important in reading. Book covers, photographs, headlines etc. are good clues when reading. They hint at what the text is about. Once we get such clues our brain stats to predicting what are we going to read.

Step 4: Match the task to the topic when using intensive reading texts.

Step 5: Good translators exploit reading texts to the full.

As any reading, a text is usually full of new vocabulary (words), sentences, phrase, expressions, ideas descriptions etc, good reading comprehension translators need to integrate all these elements in a interesting sequences by using different reading skills [5, p.101]

Reading strategies:

According to Williams reading strategies are "plans that we carry out to achieve certain reading goals." Regardless of the reading strategy people read texts in order to understand their content. Moreover, some of us use reading strategies without even the realization of using this or that strategy [6, p.15].

1. Strategy of dealing with unfamiliar vocabulary:

Vocabulary is one of reading comprehension problems; the knowledge of adequate words helps translators grasp the meaning of lexical items in a text. The appearance of many unfamiliar words in a certain text makes it difficult and may be impossible to comprehend. It is often better for translators to guess the meaning of unfamiliar vocabulary from the context before checking the meaning of the new word in the dictionary.

2. Strategy of dealing with unfamiliar concepts:

Unfamiliar concepts and unfamiliar vocabulary are often interrelated. Dealing with unfamiliar vocabulary clarifies unfamiliar concepts in the text. However, sometimes understanding words meaning in certain text doesn't help in the understanding of the key ideas in the passage. We may not sufficiently understand some terms simply because they don't make sense in the text. To explore the meaning of any difficult concepts of any text, Williams suggests doing some more reading through using accessible reliable sources of information [6, p.102].

3. Strategy of dealing with long and complex sentences

Long and complex sentencing (a complex sentence contains one subordinate clauses as well as a main clause) can be a challenge that makes students lost in a text. To make the sense of any long or complex sentence and get the main clause (the group of words that contains at least a subject and a verb, and can stand alone as a complete sentence), students need to break the sentence down parts and highlight the main subject, verb, and object, then read the text in full focusing on how the highlighted points are modified or connected.

It is truth universally aknowledged that every text is supposed to have a meaning derived from the text which should be uncovered by the translator.

Reading can be used for different purposes and therefore into different schemata. Different readers may understand a text differently. This means that those readers have different meanings of the same text and some of them may even go far from the real meaning of a text, especially when reading controversial texts. Therefore, the real issue concerned with meaning (the real meaning) of a text.

Nuttall claims, that, to understand a text as fully as possible and be able to get the message of a text, we would need to understand every sentence included in the text, but what meaning that should be understood [6, p.76].

Ghazala defines meaning of a text as "a complicated network of language components which are Grammar, Vocabulary, Style and Phonology." [2, p.8]. According to him, meaning is the product of all these language elements, taken together in a certain type of text and context. Gaber on the other hand, indicates that the meaning of a text is "What we understand from a text when we read it". It includes its *subject* (the idea or ideas the text talks about), *function* (the writer's intention), *tone* (the writer's attitude towards the subject), *format* (the form in which the writer's intention was presented), *style* (the way the writer puts the words and phrases together to make a text) [2, p.17].

The translator needs to be aware of all these things suggested by scholars above because the knowledge of these points will enable them to be able to re-produce them in the target language text (TLT).

Reading comprehension and the translation process

Reading and translation are interrelated to one another. Although students of translation need to be able to scan or skim a certain text. They also need to read for more detailed comprehension as they initially using reading for the sake of translation and not for any other reading purposes. In the light of all what we have discussed earlier, it is obvious that students of translation as well as trainee translators, do not only need to look for bits of information in a text or just cast their eyes over its surface, but they also need to understand the text in order to produce satisfactory translation. As language is the process of meaning construction, the translation process on the other hand, is the art of rendering the meaning of a text from one language into another, no doubt that the comprehension of any text requires a proper reading of this text, the incorrect reading of this text will definitely lead to misunderstanding of the text and the production of imperfect or weak translation. Therefore, reading comprehension is an essential and important part in the framework of translation methodology. Newmark states, "Any good translator should have reading comprehension ability in a foreign language."[4, p.81] He states that "A translator cannot translate a text without understanding the meaning(s) of that text). In order to fully comprehend source texts and produce a satisfactory version in the

target language text (TLT), translators need to read SL text carefully (at least twice) to produce a perfect satisfactory version in the TLT [4, p.105]. The first reading is a general reading. It is known by translators as general analysis. In the general reading, the translator needs to know the format or the form in which the writer presented the ideas of the text, subject or the idea or ideas the text talks about, function or the writer's intention, and the tone of the text to the writer's attitude towards the subject of the text. The second is a close reading known among translators as a linguistic analysis. In the close reading, translators need to be aware of the style or the writer's choice of words, sentences as well as the punctuation marks used in the SL text. Therefore, through the analysis of the (SLT) reading comprehension becomes a vital step during the translation process. Being aware of both general and linguistic analysis, the translator doesn't only understand SLT completely, but also has the ability to produce good and accepted translations by the target language reader TLR [1, p.183].

All of the aforesaid allows us to assume that, when translating scientific and technical texts, translators will use various types of reading. Depending on the nature of professional activity, professionally oriented reading acquires new specific features.

Conclusion:

The aim of this paper was to investigate the process in teaching reading for translation.

To achieve this goal, it is necessary to know different types of reading, reading skills, and reading techniques used before starting the translation process of any text. An analysis of professionally oriented types of reading has shown that specialists use different types of reading, smoothly passing from one type to another, within the framework of their professional reading.

A mastery of translation reading, which, depending on the stage of translation, has various shades, is the key to a professional translator's success.

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