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Bridging languages in agriculture and forestry translation studies academic courses

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Abstract

The growing demand for professional translation in translators' training in universities requires a safe teaching model needed for a development of a successful professional translation course. Therefore educational institutions must accommodate a number of changes that would enable building student- and teacher-friendly learning environment crucial for an advanced translation academic course. The present paper discusses three domains where these changes are of critical importance: lexicon, thesaurus and pragmatics. The units of verbal level are separate words. For example: *balance, birchbark, log.* Ideas, concepts and notions are units of the thesaurus level. For example, the term cross-cutting is associated with a number of other notions as *felling, assortment, sawcut* etc. Pragmatic level requires a wide knowledge of the national and cultural peculiarities of communication. Methodological base of the research is language personality theory, as well as personal teaching and learning experience in translation study of texts in Agriculture and Forestry. The authors examine each of these domains and offer a range of recommendations for institutions developing a model of building professional competence in a foreign language, English in particular. Differences in learners' languages and home cultures are taken into account and ways to respond to them in terms of teaching techniques are produced.

Keywords: lexicon; thesaurus and pragmatics; a teaching and learning model; translation study

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1. Introduction

The paper presents the results of the collaborative research into Agriculture and Forestry translation studies academic courses, in the project *Bridging languages in Agriculture and Forestry translation studies academic courses*. The growing demand for professional translation requires a safe teaching model needed for a development of a successful professional translation course. Therefore educational institutions must accommodate a number of changes that would enable building student- and teacher-friendly learning environment crucial for an advanced translation academic course. Realizing the impossibility to cover all the points of such a complicated issue of the academic course of the theory of translation today we would like to draw the attention of the conference to the basic concepts of it. This will include the model of language personality, the bicultural personality concept and the way they are tackled in modern linguistics researches and could be applied into academic practice.

1.1. The aim of the study

The aim of the study is to determine how the English and Russian languages should be correlated in Agriculture and Forestry translation studies. The aim is realized through the following goals: to specify the model of language personality; to point out the main features of the bicultural personality concept; to give recommendations on how these issues could be applied in Agriculture and Forestry translation studies academic course.

2. Literature review

The research is based on the analysis and observations of the works by Vinogradov (1980), Li and Xia (2010), Erton (2010), Shakhovsky (2010), Clark and Schroth (2010), Wiersema (2004), Arutjnova (1996), Kubrjakova (1994), Cook (1993), Karasik (1992), Pochepzov (1990), Karaulov (1989), Goldberg (1981), and many others. First of all, in this research the authors paid attention to the student's personality. According to Cook (1993) "*there are three reasons for being interested in personality. They are; first, to gain scientific understanding, second, to access people and next, to change people*". Lately in Russian linguistics based on the research works of academician Vinogradov there has been a considerable demand for language personality theory study. The language personality theory is presently reviewed in linguodidactics, linguoculturology, cognitive linguistics, lexicography, stylistics and other intra- and extralinguistic disciplines. The complex analysis makes it possible to identify verbal-semantic, thesaurus and pragmatic levels. The language personality in Russian linguistics is defined like "the total combination of abilities and characteristics of person, which determine making and perception of verbal product (text)" (Karaulov, 1989). The process of developing and establishing a language personality appears to be an essential component of the objective and subjective transformation of the information society. In Russian language it can be only one word while in English there are two words or even more. For Russians "*les*" means *wood, forest, timber*. There is no difference in the word, but in the meaning, we can understand the real meaning only from the context.

For example, the word "les" (*wood/forest/timber*) can make problems in translation for the students: *[virubat les] - to cut over; [gustoi les] - thick forest; [devstvennii les] - virgin forest; [krepegnii les] - pit wood, timber; [lipovii les] - basswood; [listvenni les] - greenwood; [peretstoini les] - overripe wood; [podchichat les] - to prune the old wood away; [sagat les] - to wood.* It is a matter of fact that the language system reflects and collects within itself the total history of people's experience in the process of their social activity. "*The process of translating involves two different languages which are the carriers of their respective cultures; therefore it is not only a process of transference between languages but also a communication between diverse cultures*" (Li & Xia, 2010).

Let's pay our attention to the word "*Bread/ Khleb*". As we see it consists of 1 word in both languages, it's a noun in both languages. But the difference lies in the perception of the meaning. For Russians in almost every legend or fairy-tale the most important hero is Bread. It's masculine, characterized by power, symbolizes abundance and wealth. In American English, the words "*bread*" and "*dough*" are slang for money. A "*bread winner*" is a person who earns money to keep their family going and a "bread basket" often refers to a geographical region that has a principle grain supply.