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TRANSLATION TRANSFORMATIONS IN MULTILINGUAL EDUCATIONAL DISCOURSE
(on the material of German, English, Russian and Ukrainian)

Abstract

The article deals with peculiarities of translation transformations in modern multilingual educational discourse on the material of four languages: German, English, Russian and Ukrainian. Theoretical part of the research deals with definition of such notions as *educational management, educational discourse, translation transformations* and their types. As any other branches of modern human activity, educational management undergoes the process of globalization, which means that it interacts with educational and intellectual elements all around the world. These processes take place in multilingual and multicultural surroundings that in its turn might make it difficult to refer to the meanings of some notions in different languages, and educational terms are not an exception here. That is why it is essential to explore the ways how one and the same linguistic meaning is transferred in different languages and to find out translation techniques that facilitate the perception of educational management terms and notions in multilingual surroundings. For conducting the research, different general scientific (methods of induction and deduction, methods of analysis and synthesis, a comparative method, a descriptive method) and specific (method of the analysis of dictionary definitions, methods of contextual analysis) methods have been used. We come to the conclusion that some types of translation transformations, in particular transcription, transliteration, calquing and explication of meaning are widely used in modern multilingual educational discourse. The choice of a particular translation transformation depends in intralinguistic peculiarities of the analyzed languages, and the major difference in using a translation transformation technique can be explained by the peculiarities of technical translation connected with the synthetic nature of the Slavic languages.

Key words: educational management, educational discourse, translation transformation, source language, target language.

Introduction

Nowadays it is almost impossible to imagine a successful person without a proper level of education. Modern society is sometimes called a "knowledge society", that is "a society nurtured by its diversity and its capacities" [**Error! Reference source not found.**; p. 17] where "knowledge is shared and distributed, and its transmission through learning is essential" [0]. The importance of

education does not need much to be commented on; it goes without saying that education is a kind of an ID card into the boundless world of knowledge and intellectual wealth.

It should be noted that our modern world is literally borderless, which means that intercultural and cross-cultural communication has become a norm rather than an exception here. Moreover, linguistic and cultural diversity and the opportunities to share their elements really broaden a person's outlook and intellect.

However, these possibilities include a number of obligations that a person should meet in order to use them to their fullest. The study of these obligations primarily refers to the sphere of multilingual and multicultural education that is not a topic of a present paper. Nevertheless, the present article has been performed by means of a multilingual approach, in particular to investigating the sphere of educational management.

As any other branches of modern human activity, educational management undergoes the process of globalization, which means that it interacts with educational and intellectual elements all around the world [0]; it also pertains to internationalization, which means that it focuses its attention on the intentional actions of the individual, groups and social institutions as they actively seek to cross national borders in pursuit of educational

and intellectual benefits [0]. These processes take place in multilingual and multicultural surroundings that in its turn might make it difficult to refer to the meanings of some notions in different languages, and educational terms are not an exception here.

That is why it is essential to explore the ways how one and the same linguistic meaning is transferred in different languages and to find out translation techniques that facilitate the perception of educational management terms and notions in multilingual surroundings.

Theory

Quite an impressive number of papers are dedicated to the analysis and description of different peculiarities of *educational management* as a branch of science [0] [0] [0] [0]. In their papers researchers consider educational management from various standpoints, singling out pedagogic, psychological, economic and marketing elements in it.

In theoretical literature *educational management* is traditionally defined as "a process and system of running a higher education institution aimed at providing its competitiveness at the internal and external market of educational services due to the quality of educational process and preparation of specialists, high level of professional knowledge, skills and abilities, fundamental social positioning and high moral character"

[0; p. 65]. It is a communicative process that meets the needs of an individual, organizations and businesses, creates an effective branch of educational services focused on the market and able to solve non-standard situations [0].

Moreover, educational management is an interdisciplinary field of scientific knowledge aimed at exploring the laws, principles, functions and methods of educational processes and systems based on the synthesis of psychological and pedagogical sciences, economics and theory of management [0]. This peculiarity is explained by the fact that pedagogical component is associated with the content and ways of running the educational process, broadcasting and the formation of collective and individual knowledge; whereas financial component is associated with cost-effective, sustainable management of this process, its organization, marketing and positioning at the educational services market [0]

As for the term *educational discourse*, it is traditionally defined as one of the types of institutional discourse, the specificity of which is revealed in the type of *social institution* (a large organization that has a particular kind of social work or purpose) having a special name in the minds of people sharing a common language [**Error! Reference source not found.**; p. 8]. When we analyze educational discourse, we understand any type of

educational institution under the notion social institution.

It is worth mentioning that when analysing institutional discourse we understand the notion "institution" as a culturally-specific, conventional system of different types of activity specified by the social division of labor, and aimed at meeting specific needs of the society. Thus, the core features that institutional discourse possesses are qualified members, localized chronotope, a goal that is conventionally organized within this social institution, fixed values and strategy (a sequence of speech acts in typical situations), a limited range of genres and tightly specified arsenal of precedent phenomena (names, sayings , texts and situations) [0].

Analysis of theoretical literature [0] [0] [0] [0], which is dedicated to the research of educational discourse as one of the types of institutional discourse, allows us to determine it as a sphere of communication associated with a specific sphere of human activity – receiving and transferring scientific knowledge, which is represented by a variety of genres: advertising, leaflets, articles in university magazines and other periodicals, interviews with the university administration, websites, interactive communication with universities via the Internet and so on.

The **aim** of the present paper is to define the types of translation transformations used in

modern educational discourse in four languages (German, English, Russian and Ukrainian).

In order to achieve the aim of the present paper, we need to solve several **objectives:**

- to single out the terms that are connected with the notion *educational management* as a branch of science;

- to trace the meanings of these terms in four languages (German, English, Russian and Ukrainian) and to compare them;

- to find out the translation transformation they are translated by means of from German into English, Russian and Ukrainian;

- to explain the reasons for the choice of the translation transformation in the target languages.

It should be noted that it is essential for our paper to define the sense on the notion *translation transformation.* V. N. Komissarov defines this notion as a kind of transformation that helps to make translation of the units in the source language (SL) into the target language (TL). Translation transformations are performed only with the language units that possess a plane of expression and a plane of content [0; p. 172]. L. S. Barkhudarov, in his turn, points out that *translation transformation* is an interlanguage transformation, sense reexpression or text

paraphrasing aimed at achieving translation equivalent [0; p. 119].

However, the majority of linguists agree with the fact that translation transformations possess quite a conventional nature, because they are not real actions of the translator, but a kind of a "post factum" because the process of translation is unobservable itself [0] [0] [0] [0].

The analysis of linguistic literature has shown that there are plenty of various approaches to the classification of translation transformation. In our research we follow the classification presented by V. N. Komissarov, because we consider it to be the fullest and the most detailed one. The linguist singles out six groups of translation transformations [0]:

- transcription is a way of translating a lexical unit from the source language (SL) into the target language (TL) by expressing its sound form in the TL;

- transliteration is a way of translating a lexical unit from the SL into the TL by expressing its graphic form in the TL;

- calquing is a way of translating a lexical unit from the SL by replacing its components (morphemes or words) with their lexical correspondences in the TL;

- lexical-semantic substitutions: concretization which lies in replacing a word or a word-combination of the SL having a wider meaning with a words or a word-combination in a TL having a

narrower meaning; generalization that is defined as process of replacing a word or a word-combination of the SL having a narrower meaning with a words or a word-combination in a TL having a wider meaning, modulation is a process of replacing a word or a word-combination of the SL with such a unit of the TL whose meaning is logically developed from the SL unit;

- grammatical transformation lies in replacing a grammatical unit of the SL with a unit of the TL that has another grammatical meaning;

- complex lexical-grammatical transformations: antonymic translation is a transformation that presupposes replacement of a positive form in the SL with a negative form in a TL or the other way round; explication (descriptive translation) lies in replacing a lexical unit of the SL with such a word-combination of the TL that gives a fuller explanation of the unit; compensation is a kind of translation transformation presupposing expression of the elements of meaning, which have been lost in the process of translation, with some other means in the TL [0].

Each group is further subdivided into some more groups, and that allows the linguists to describe the process of translation as precise as possible.

Method

In order to achieve the aim of our research, we have used several general scientific methods, such as:

1. methods of induction and deduction, by means of which we analysed the general principles of translation of terms in modern multilingual educational discourse (method of induction) and then came to our own conclusions (method of deduction);

2. methods of analysis and synthesis, which helped us to single out the type of a translation transformation and unite them into a general system;

3. a comparative method that gave us an opportunity to identify similar and distinctive features of the way of translating modern educational management terms in four languages (German, English, Russian and Ukrainian);

4. a descriptive method that has been applied in the process of description of the received results.

Discussion and Results

The present research has been conducted in several stages.

Firstly, we have analysed about twenty textbooks [0] [0] [0] [0] [0] [0] [**Error! Reference source not found.**] [etc.] on educational management in four languages (English, German, Russian and Ukrainian). From this collection of texts representing educational discourse, we have singled out 60 groups of identical terms in four languages (240 terms in total). The dictionary *"Schul- und Bildungsmanagement: 100 Aktuelle Begriffe"* [**Error! Reference source not found.**] served as a basis for our factual material, because, in our opinion, it represents a full collection of educational management terms. Later, the chosen terms have been found in the English, Russian and Ukrainian textbooks on educational management.

Secondly, by means of the analysis of dictionary definitions and contextual analysis we found out the meanings each lexical unit possesses and their peculiarities.

Finally, we have defined the type of translation transformation, and have come to our conclusion.

The analysis of the factual material makes it possible to state that the most widespread transformations in translating educational discourse terminology are *transcription, transliteration* and *calquing*. However, as it has been mentioned above, translation transformations have quite a conventional nature, that is why it is rather difficult to determine the type of transformation in its "pure" form. In some cases we have to deal with a combination of several kinds of translation transformations.

Transcription and transliteration

The analysis of the factual material has shown that transcription and transliteration are the most abundant ways of translation transformations in modern multilingual educational discourse. We have already noted that these are two separate types of translation transformations. However, in our paper we find it possible not to separate them, because the difference between them is not of crucial importance for our research. That is why we analyze them as one group.

As it has been stated earlier, transcription and transliteration are such ways of translating a lexical unit when a translator reconstructs its form by means of the letters of a target language. If we transcribe a word, we reconstruct a sound form of a foreign word; if we transliterate it, we reconstruct its graphic form [0].

It should be noted that the source language (SL) in our research is German, and the target languages (TL) are English (TL1), Russian (TL2) and Ukrainian (TL3). The meaning that a lexical unit of one group possesses is identical in each of the analyzed languages.

The analysis of the factual material allowed us to include 33 groups of terms in four languages (132 terms in total) into *Transcription and Transliteration* group.

Some of them are translated by means of a combination of transcription and transliteration, for example (see Table 1):

	German (SL)	English (TL1)	Russian (TL2)	Ukrainian (TL3)
1	Akkreditierung	accreditation	аккредитация	акредитація
2	Bachelor	Bachelor	бакалавр	бакалавр
3	Benchmarking	benchmarking	бенчмаркинг	бенчмаркінг
4	Coaching	coaching	коучинг	коучінг
5	Implementation	implementation	имплементация	імплементація
6	Internationalisierung	internationalization	интернационализация	інтернаціоналізація
7	Kompetenz	competence	компетенция	компетенція
8	Mobilität	mobility	мобильность	мобільність
9	Mentoring	mentoring	менторинг	менторінг
10	Moderation	moderation	модерация	модерація
11	Modernization	modernization	модернизация	модернізація
12	Zertifikation	certification	сертификация	сертифікація
13	Monitoring	monitoring	мониторинг	моніторинг
14	Supervision	supervision	супервизия	супервізія

Table 1

As we can see from the table the terms have almost identical sound and written forms. The difference lies only in the spelling peculiarities of each of the analyzed languages. In our opinion, such a similarity significantly facilitates the perception of educational management terms by the representatives of different multilingual surroundings. Historically, this similarity may be explained by their roots that come from

Greek and Latin languages. With the course of time, they assimilated acquired a form that was typical of a particular language. We may suppose that this is the form we see nowadays.

However, the analysis of the factual material has shown that sometimes transcription and transliteration are combined with some other types of translation transformations, for example (see Table 2):

	German (SL)	English (TL1)	Russian (TL2)	Ukrainian (TL3)
1	Kerncurriculum	core curriculum	базисный учебный план	базисний навчальний план
2	Netzwerke	network	сеть	сітка
3	Qualitätsmanagement	quality management	менеджмент качества	менеджмент якості
4	Teamentwicklung	team development	развитие школы	розвиток школи

Table 2

The terms presented in Table 2 are of a particular interest, because they combine three or even four types of translation transformations.

In the first line of Table 2 is, for instance, a combination of the three types of translation transformations can be noticed. The word *Curriculum* in German is a clear example of transcription, because it sounds the same as in the TL1, whereas its translation into Russian and Ukrainian is an example of *explication* of the meaning. The word *Kern* is translated into all TLs by means of *calquing*. Thus, in this case translation and transliteration are combined with *explication* (that lies in replacing a lexical unit of the SL with such a word-combination of the TL that gives a fuller explanation of the unit) and *calquing* (a way of translating a lexical unit from the SL by replacing its components (morphemes or words) with their lexical correspondences in the TL).

The same "set" of types of translation transformation can be also observed in line 4 of Table 2. The word *Team* (SL) is expressed in TL1 by means of transcription, whereas in TL2 and TL3 it is expressed with the help of explication. The word *Entwicklung* in this lexical unit is translated by means of calquing into all three TLs.

The combination of the three types of translation transformations can also be seen in line 3. Here the transcription and transliteration *(Management* (SL) → *management* (TL1))* are combined with calquing *(Qualität* (SL) → *quality* (TL1))*. Here we can also observe the change in the

word order that might be explained by interlinguistic differences between the languages of different groups *(quality management* (TL1) → *менеджмент качества* (TL2) → *менеджмент якості* (TL3))*.

In line 2 of Table 2 we can observe combination of transcription and transliteration *(Netzwerke → network)* with calquing *(network → сеть → сітка)*.

Such a combination of translation transformations may be explained by the fact that some components of the term in the SL do not have any associations or analogues in the TLs. That is why it may by quite difficult for a reader to guess the meaning of the term in the TL. Therefore, some other methods of translation transformations are used.

Calquing

The analysis of our factual material has shown that the second group of translation transformations (calquing) is almost as numerous as the first one (transcription and transliteration). We found it possible to include 27 groups of terms in four languages (108 terms in total) in it.

According to V. N. Komissarov, calquing is a way of translating a lexical unit from the SL by replacing its components (morphemes or words) with their lexical correspondences in the TL [0].

We have found out that some terms are translated by means of "pure" calquing in the educational discourse of TLs, for example (see Table 3):

	German (SL)	English (TL1)	Russian (TL2)	Ukrainian (TL3)
1	Bildungsmanagement	educational management	образовательный менеджмент	освітній менеджмент
2	Globale Lernen	global learning	глобальное обучение	глобальна освіта
3	Bildungsstandards	education standards	образовательные стандарты	освітні стандарти
4	Karriereperspektiven	career prospects	карьерные перспективы	кар'єрні перспективи
5	Schlüsselfunktion	key function	ключевая функция	ключова функція
6	Schlüsselkompetenz	key competence	ключевая компетенция	ключова компетенція
7	Sozialkompetenz	social competence	социальная компетенция	соціальна компетенція
8	Schulmanagement	school management	школьный менеджмент	шкільний менеджмент
9	Strategische Planung	strategic planning	стратегическое планирование	стратегічне планування

Table 3

In the process of investigation it has been found out that calquing is often combined with some other translation transformation techniques. Several examples of combination of calquing with translation and transliteration have already been shown on the basis of Table 2.

However, the analysis of the factual material makes it possible to state that calquing may also be combined with some other types of translation transformation techniques like explication of meaning, for instance. Some of them are presented in *Table 4*:

	German (SL)	English (TL1)	Russian (TL2)	Ukrainian (TL3)
1	Creditpoint-System	credit point system	система кредитных часов	система кредитних годин
2	Interdisziplinarität	interdisciplinarity	междисциплинарная связь	міждисциплінарний зв'язок
3	Schulentwicklung	school development	развитие школы	розвиток школи
4	Berufliche Orientierung	career guidance	профессиональная ориентация	професійна орієнтація
5	Wissengesellschaft	knowledge society	общество, основанное на знаниях	суспільство, що базується на знанні

Table 4

Lines 1, 2 and 3 are of particular interest. It is curios that the terms *Creditpoint-System* (SL)*, Interdisziplinarität* (SL) and *Schulentwicklung* (SL) are translated into TL1 by means of calquing, whereas their translation into TL2 and TL3 is performed by means of changing the word order.

This phenomenon can be explained by the peculiarities of technical translation connected with the nature of the Slavic languages: English and German belong to the Germanic group of languages, whereas Russian and Ukrainian belong to the Slavic one.

Lines 4 and 5 show the combination of calquing and explication of meaning. Thus, the term *Wissengesellschaft* (SL) is expressed in TL1 by means of calquing, whereas in TL2 and TL3 it is expressed with the help of explication of meaning that, in our opinion, is also connected with the peculiarities of technical translation.

Conclusion

The results of the research prove that educational management as a science is quite a widespread phenomenon nowadays. That is why the translation of its key terms is of a particular importance in different languages of the world.

We have found out that some types of translation transformations, in particular transcription, transliteration, calquing and explication of meaning are widely used in modern multilingual educational discourse. The choice of a particular translation transformation depends in intralinguistic peculiarities of the analyzed languages, and the major difference in using a translation transformation technique can be explained by the peculiarities of technical translation connected with the synthetic nature of the Slavic languages: English and German are analytical languages and belong to the Germanic group of languages, whereas Russian and Ukrainian are synthetic languages and belong to the Slavic group of languages.

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