Effectiveness of Case-Study Technology in the Translator's Reading Skills Formation

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Abstract

The paper considers case-studies for the purposes of teaching translator's reading. An analysis revealed six case study work stages, each of which implied solving various problems faced by the translators of scientific and technical texts. As a result, a technique for teaching translator's reading was proposed which includes four training cycles containing different numbers of cases depending on the tasks to be solved under each cycle. An experiment was carried out in order to verify the effectiveness of the proposed teaching technique. Final assessments were made at the end of each cycle to estimate the formedness of translator's reading skills. In addition, a survey of students was conducted to highlight the advantages and disadvantages of this format. The results of these studies led to the conclusion that the proposed model is effective and can be useful for teaching translator's reading. These findings can be used not only for supplementary translators' training programs but also for developing similar materials applied to other languages, in qualification upgrading courses for translation trainers, or special translation training programs at linguistic universities and faculties.

Keywords: case-study technology; case-study elements; general skills; particular skills; effectiveness

1. Introduction

The modern paradigm of education implies the extensive use of interactive learning technologies in the educational process: business games, problem situations, training, etc. Among them, electronic and distance learning technologies using the Internet are on the front burner. These technologies, as noted by a number of modern researchers, initiate the activity of students, intensify their cooperation in team efforts, promote individual choices, motivate independent creative activities aimed at acquiring knowledge and develop critical thinking and exchange of value judgments (Driscoll 2002; Harper, Chen and Yen 2014; Moore, Dickson-Deane and Galyen 2011; Nunnan 1996).

An important task for a teacher is to choose a learning technology which will make it possible to organize the educational process based on the relevant objectives and achieve optimum results taking into account the personal qualities and individual peculiarities of each student.

This is particularly topical for teaching translator's reading to students enrolled in the additional course "Professional translation for expert communities" who have to deal with large amounts of specialized texts, read and understand the content, make different decisions on which means to use to adequately express the author's intentions, search for reference information in various sources, proofread created texts in the target language as well as communicate with colleagues and customers. It is necessary to take into account the complexity of this professional activity and select the appropriate form to organize the educational process according to the modern professional education requirements.

It seems that case-studies used for teaching different subjects including foreign languages in high schools meet these challenges in the best way.

2. Literature review

2.1 Case study elements in teaching foreign languages

This technology is based on learning through reflecting, analyzing and solving specific problems (cases) which, as a rule, do not have a single-valued solution. Case-studies present real problem situations which may be faced by future specialists studying a foreign language as the language of their future profession (Almagro Esteban and Pérez Cañado, 2004; Barnes, Christensen, and Hansen,1994; George, Bennett, 2005).

In teaching both a foreign language and consecutive interpretation, problem situations in a case technology allow students of the same group to learn to analyze and think logically, participate in discussions, evaluate alternative proposals, make decisions and defend their viewpoints in a well-argued manner, develop auto-evaluation skills and use them for self-correction, interact in a team and

thus solve the problem involving the acquired knowledge.

In teaching translator's reading, these activities seem to be professionally important. Creating a problem situation will allow the intended translators to feel like professionals, gain experience in dealing with specific tasks and develop skills in various types of reading required for translating scientific and technical texts.

The task of the teacher who applies the case technology is to select materials containing specific information for the case, arrange the course of lessons, involve the students in a discussion, help them in reasoning and decision-making without gaining the upper hand, and estimate each student's contribution to an analysis of the case. The teacher can remind some theoretical issues or propose relevant sources. At this, B. Mascull, the author of the Teacher's Book to the Market Leader Course in which the case technology is implemented, recommends not to correct language errors that a student can make in the learning process but record and analyze them at the end of classes (Mascull,2005).

Researchers distinguish different stages of case work used in teaching foreign languages. Thus, M. Kuimova finds the case-study as a good option for teaching foreign languages at the technical university and defines three stages of the case method: intensive individual preparation by the students at home that includes determination of the facts of the case, definition of the presented problems, generation of the possible course of action and proposition of possible solutions; small group discussion and large group or class discussion where the students participate in the discussion and present their views (Kuimova 2010).

A. Starja highlights the impact of drama in our students' learning process based on the case-study to develop skills and competences in the English language. To achieve the results, she presents 4 case-study stages: (1) introduction where the students are introduced into the situation and divided into groups; (2) discussion of the subject by the students; (3) group presentation; and (4) students' evaluation to express their attitudes concerning the advantages and disadvantages of this format and some future recommendations (Starja, 2015).

D. Tulepbergenova, in turn, proposes to use the case-study method for teaching foreign languages and also identifies four stages within the case work. However, they are slightly different from the steps proposed by the previous author. They include: (1) case construction which includes selection and arrangement of the case content; (2) students' involvement into analyzing the case which implies definition of tasks; (3) each student's individual extracurricular work on analyzing the case which involves formulating oral unrehearsed statements (reports) in a foreign language, (4) carrying out the case tasks, doing in-class team/group work in order to show the results of the out-of-class work (Tulepbergenova 2013).

Some researchers distinguish more stages. In teaching a foreign language to students J. Fischer, E.Casey, A.M. Abrantes, M. Lešnik propose 12 stages (1) presenting the case to the learners; (2) dividing the learners into small groups; (3) discussing the issue with the learners (4) research; (5) evaluating the findings; (6) preparing to present the solutions; (7) group presentation: working from notes; (8) group presentation: using visual aids; (9) plenary: groups search for a solution to the case; (10) giving and receiving feedback; (11) self and peer assessment: watching the recordings; 12. reflections on case work (Fischer, Casey, Abrantes and Lešnik 2008).

2.2 Case-study elements in teaching translator's reading

In teaching translator's reading, taking into account the above-mentioned analyzed authentic educational-methodical complexes for teaching English and conducting research works, it seems reasonable to distinguish the following case stages to be used for defining the students' and teacher's activities at each stage:

1. The preparatory stage at which the teacher defines the goals and objectives of the case, selects the content of teaching materials based on professional tasks, works out the course of lessons and the system for evaluating the formedness of translator's reading skills.

2. The organizational stage at which the teacher familiarize the students with the situation and gives its brief description so that they could form a holistic impression of the problem, explains the purpose and the challenges facing them, discusses organizational issues and the time allotted for the execution of the case. The students can ask questions to better understand the case and the problem to solve.

3. The case execution when the students thoroughly familiarize themselves with the case materials: they read the proposed texts, perform the tasks aimed at training in different task-specific types of reading, participate in discussions, express

their viewpoints, develop joint solutions to the problem, and search for additional information if necessary. The teacher controls the correctness of the fulfilled exercises and leads a discussion of the case.

4. The results suggest the teacher's summarizing the preliminary results of the students' teamwork on the case and revealing the extent of their understanding of the texts in written form in any of the proposed genres: press releases, letters, reports, summaries, translations, presentations, tests, etc.

5. Evaluation of the students' works is carried out by the teacher according to the following criteria:

− quality of students' written works (frequency of errors, consistency of narration, completed tasks finalized in electronic form, etc.);

− each student's activity in solving the problem situation;

− rate of finding a solution to the problem situation;

− students' communication ethics in each group.

The maximum number of scores is 100. For each criterion, a maximum of 25 scores can be awarded.

6. Self-evaluation is performed by the students who should be able to objectively evaluate both their own works and the works done by the other participants. To make the self-evaluation, the students can be offered a list of criteria in the form of affirmative sentences to be agreed or disagreed to, for example:

− I was actively involved in solving the problem situation;

− the problematic situation was relevant for translators of scientific and technical texts;

− I quickly figured out how to solve the problem situation proposed by the teacher;

− the texts proposed for reading were easy;

− I felt comfortable working in a group with my group-mates.

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3. Description of methods for teaching translator's reading

The methods for teaching translator's reading will include **four training cycles** consisting of different numbers of cases depending on the tasks to be solved in training as part of each cycle. The distribution of the translator's reading skills to be formed will depend on the particular problem facing the students.

The first cycle of the proposed teaching methods is preparatory during which the intended translators are prepared for translator's reading as such and for a subsequent translation. At this stage, it is proposed to form the general skills of translator's reading:

Table 1. Preparatory cycle: General skills.

to pick out key information while reading a foreign special discourse in order to completely transfer it to the translated text	to predict, when reading, the further content of the special discourse based on the subject matter and professional knowledge, experience and context
to take into account and retrieve subject matter, social and cultural knowledge stored in the translator's memory and compare it to the situation where the translated text will be used	to use different types of reading depending on the task facing the translator of scientific and technical texts

Researchers note that the skills in receptive activities should be formed in a successive rather than integrated manner. The complex formation of skills occurs in the act of speech when the students are totally focusing on the perceived text which eliminates the conscious formation of individual skills, complicates their consolidation and may result in unformed skills. Because of this, the successive formation of translator's reading skills by showing a corresponding speech act is considered to be practicable. In an integrated manner, it is possible to improve the formed skills at the later stages of teaching translational reading.

Within this cycle, it is proposed to study three cases which will contribute to the formation of the above-mentioned skills. In each case, different skills will be successively formed.

The first case, "Selecting key information", is designed to form the general skills in selecting key information for the subsequent translation, using extensive reading involving information technologies (text editors, network information technologies, electronic dictionaries, encyclopedias, etc.).

The second case, "Extracting knowledge from the translator's memory", is focused on developing general skills to take into account and extract, while reading a special discourse, subject matter, social and cultural knowledge stored in the translator's memory and compare it to the situation where the translated text will be used; to use skimming involving information technologies (text editors, network information technologies, electronic dictionaries, encyclopedias, etc.).

The third case, "Predicting", is designed to form general skills to predict, while reading, the further content of a special discourse based on the subject, professional knowledge, experience and context; to use scanning involving information technologies (text editors, network information technologies, electronic dictionaries, encyclopedias, etc.).

As an example, let us consider the "Predicting" case.

According to the developed technology, this case includes five stages.

At the preparatory stage, the teacher performs out-of-class work to prepare the case, including: setting the goals and objectives; defining the course of lessons; preparing the texts and the system of evaluation and auto-evaluation.

In a specific situation, the goal of this case will be to master the skimming skills required for selecting specific information to be used for the subsequent translation. The tasks will include as follows:

Students who have begun the "Professional translation for expert communities" course are expected to have B1 Level of English Proficiency according to the Common European Framework of Reference for Languages (CEFRL) and be able to use skimming, scanning, and extensive reading but not at a professional level. In this context, when training the students in scanning at the organizational stage of the case, the teacher will probably have to pay special attention to reading as part of the translator's professional activity, i.e., to explain to the students that scanning, as well as skimming and extensive reading, are necessary for them at this stage to select information to be used in the subsequent translation. To this end, real-world problem situations can be introduced which translators may encounter in their professional activity (the example of the problematic situation see in Appendix A).

Also, at this stage some organizational issues are discussed, e.g., the time allotted for the execution of the case. The students recognize the goals and objectives of the case, estimate the approximate amount of work, and plan their work based on the proposed conditions.

The work with the case in a group begins with the individual reading of parts of the text, its analysis in order to determine the students' awareness of the issues of the proposed texts, select appropriate informational resources and make assumptions on the order of the parts of the text using their cognitive baggage. The teacher should make sure that the students are searching not for an answer to the question raised before them but for auxiliary sources that can be used for the subsequent translation. Then, the students begin the discussion giving reasons for the selected order of the parts and putting forward their joint assumptions. In the process of reading, the teacher also controls this type of speech activity, leads the discussion and asks inducing questions.

Each of the translator's reading skills should be formed based on various problem situations up to the moment when the students are able to correctly and unmistakably solve them which will indicate that the skill has been formed.

A formed translator's reading skill may become a basis for the formation of another, unfamiliar to the students, skill until all the general translator's reading skills are formed which should function as a whole. For example, within the

"Predicting" case, it is possible to practice the skills developed in the previous cases.

Texts for reading to be used for developing these general skills, according to various researchers, should be small in volume or, perhaps, presented as fragments of larger texts, not difficult in respect of general scientific language material (Gavrilenko, 2010).

In terms of the methods for teaching translator's reading, the use of semantic fragments rather than complete texts is justified as it seems reasonable to select semantic abstracts which allow students to develop the required skills. For example, to develop the general skill in predicting the further content of the special discourse based on subject matter professional knowledge, experience, and context, the students involve available subject matter linguistic knowledge and awareness of the communicative situation. Therefore, the texts should probably contain some factual information supposedly known to the students. Further on, it is possible to complicate problem situations in the case involving more sophisticated linguistic material, actual information unfamiliar to the students or reducing the time allotted for solving a problem situation.

Finally, when all the reading skills under this cycle are formed, a review case may be held in order to check the skills on a basis of complete texts.

At the "Working results" stage, the students make a written translation in a text editor and send it by e-mail to the teacher for review.

At this, the students' work on the case is over. It will be continued at the next lesson when the teacher will summarize the work on the case after checking the written translation and evaluating each student's work according to the established criteria. The work will be performed at the "Work evaluation" stage.

At the "Auto-evaluation" stage, the students evaluate their own work and that of their colleagues, agreeing or disagreeing with the statements proposed to them for consideration.

The second cycle of the developed technique corresponds to the analytical step in the activities of intended translators. Within this cycle, the students learn to conduct an information-reference search, translational analysis of a foreign-language text from the discourse perspective, comprehend and interpret it, and develop a strategy for the subsequent translation. When conducting an information-reference search, it seems reasonable to train students in scanning and skimming while for solving such a task as translation analysis in teaching translator's reading, the intended translators are trained in critical and philological reading. When developing a translation strategy, students should be trained in skimming. Accordingly, these accentuated tasks formed the basis of the "Information-reference", "Translation analysis" and "Translation strategy" cases. Within the framework of this cycle, it is proposed to develop the following general and particular skills:

Table 2. Analytical step: General and Particular skills.

General skills	Particular skills
• to read a text with the aim of deep, accurate and complete understanding and interpretation; • to take into account, when reading, social and psychological characteristics of the author and the recipient of the text for the purpose of the text interpretation; • to perceive, when reading, both the semantic content and its linguistic expression; • to use scanning and skimming to fill the lack of translation experience and knowledge in conducting an information-reference search; • to use critical and philological reading for an understanding of the meaning and linguistic expression of the source text.	• to read and understand genres containing new terms; • to read and understand polyfunctional special discourse genres in the field of information technology; • to read and understand genres containing non-verbal information: tables, schemes, graphs; • to read and understand highly informative special discourse genres which do not have any additional information.

As an example, let us consider the **"Information-reference"** case. This case will combine elements of the "web-quest" method which in our case is represented as a problem situation to be solved by the Internet resources.

At the Preparatory stage, the teacher defines the goals and objectives of the case, works out the course of the lesson, formulates the problem situation, prepares the texts and develops the system for evaluating particular translator's reading abilities and a number of reading types.

Within this cycle, the students may begin to familiarize themselves with IT special discourse genres ranging from easy to difficult ones. Ranging from genres in order of complexity can be presented as follows: press releases, instructions, corporate websites and user guides. The accentuated skills in each genre are developed in reading. The formation of general skills in several genres should begin within the genre that contains the fewest difficulties. Upon presentation of the more complex genres in subsequent work, these skills are improved.

The goal of this case will be to form the translator's skill in finding the missing information required for an understanding of a text in various reference sources. The objectives of the case are as follows:

The teacher can begin the organizational stage of the case with the following question: "What should a translator do if in the text to be translated there is information unfamiliar to him (or her)?" The students express their viewpoints. Then, the teacher summarizes the different viewpoints with a special focus on the importance of an information-reference search in the translator's professional activities. The teacher also says that translators dealing with texts in the field of information technologies very often encounter different special discourse genres. One of the most popular of these genres is a press release because it may cause difficulties in understanding specific terms. Texts of press releases are filled with emotionally colored means which should be taken into account to the same degree as the information presented in them.

Then, the intended translators of scientific and technical texts are faced with a problem situation most clearly illustrating the need for an information-reference search (the example of the problematic situation see in Appendix B).

At this stage, the students may ask questions before starting to read the texts. The teacher responds to the students' questions, specifies the time allotted for solving the problem situation and organizes the subsequent work.

Then, the work on the case begins. The students read the text fragments looking for the terms, precision words and realise specified in the problem situation. In this case, scanning and skimming skills are developed when students find and scan the required information; after that, reading is over.

Also, using scanning and skimming, the students browse the information resources proposed by the teacher and decide on which of them to choose for searching and how they should carry out this search.

The teacher can remind the intended translators that, if they are searching for a term or precision word, they should use electronic dictionaries, encyclopedias, and translation memory programs. In the absence of information in the above-mentioned sources, the students refer to network information technologies. By means of skimming, the students select the required information in the sources and redact the unnecessary one.

Having decided on how to translate the terms, precision words and factual information in press releases, the students are supposed to take a check-up test with the selection of the correct answer from the three proposed.

Students then create a presentation and send it to the teacher by e-mail.

The submitted materials are checked at the "Work evaluation" stage.

The students can deliver their presentations at the next lesson after the teacher evaluates both the presentations and each student's work in whole based on the previously established criteria at the "Work evaluation" stage. After the teacher's comments and evaluation of the students' work, the intended translators carry out an auto-evaluation of their work on the case on the proposed issues.

The third cycle of the methods for teaching translator's reading is realized through the students' synthesizing activity. At this stage, students learn to create text in the target language, carry out terminological searches as well as enter new renderings of separate text fragments and new terms into translation memory programs and termbases, respectively. When creating a text in the target language, the intended translators should be trained in skimming as well as intensive and synthetic reading. In carrying out terminological searches and

entering new information into termbases and translation memory programs, it seems advisable to train the students in scanning. Thus, this cycle will be presented by the following cases: "Terminological search: searching for terms", "Terminological search: working with termbases", "Terminological search: working with translation memory software", "Creating texts in the target language". Training within this cycle is aimed at developing the general and particular translator's reading skills.

Table 3. Synthetic stage: general and particular skills.

General skills	Particular skills
• to read a foreign-language discourse on the monitor screen using appropriate information technologies (translation memory programs, termbases, etc.) • to use scanning in searching for terms in order to set up a correspondence between the source and target languages; • to use skimming, intensive (in some instances) and synthetic reading in order to create an adequate text in the target language;	to read and understand special discourse genres containing precision words; to read and understand special discourse genres having a complex composition; to read and understand highly informative special discourse genres which do not provide any additional information. to read and understand special discourse genres within a hypertext; to understand genres created according the laws of written of the written language and containinng extended sentences

Let us consider the case **"Terminological search: working with termbases".** This case involves training the students in working with termbases.

The preparatory stage includes setting the goals and objectives, defining the course of lessons and problem situations, preparing texts for reading and the system of evaluation. The texts for reading within this cycle are presented by highly specialized special discourse genres in the field of information technologies, namely the "corporate website" and "user guide".

The aim of this cycle is to teach the students to use termbases, enter into them new terms obtained from the information-reference search, translational analysis and terminological search with the indication of additional information about the term.

At the beginning of the organizational stage, the teacher explains to the students that, when dealing with special discourse texts in the field of information technologies, a translator may encounter a number of unknown terms. In such cases, it is necessary to carry out an information-reference search and terminological analysis and decide on how to translate a certain term. So as not to search again for a previously translated term, it should be entered and fixed into the translator's termbase. The teacher also explains what information should be entered into the termbase and gives examples.

It should be noted that, at this stage, it is necessary to explain to the students some peculiarities of special discourse genres (e.g., a user guide) which affect the translation.

This information has a significant volume so its explanation can be done in the form of a lecture which can be continued at the next lesson as part of a training session.

To practice filling the terminological cards for a termbase, the students can be introduced into a problem situation.

The students may also ask questions to the teacher if they do not understand how to fill the fields with missing information or have questions related to the understanding of a certain text genre. The teacher discusses questions raised by the students and specifies the time allotted for solving the problem situation the example of the problematic situation see in Appendix C).

The work on the case begins with reading fragments of a user guide and viewing the context of terms, information about which is not available in the cards. Then a search of the missing information is carried out in the sources proposed by the teacher. In this case, the scanning skills are developed. The search can be stopped if the necessary information is found. The teacher closely controls the work of the students asking leading questions if difficulties arise.

The students decide on what information should be entered into the card fields. The result of their work is a screenshot of the cards which should be e-mailed to the teacher.

The evaluation of work is made by the teacher after checking the fulfilled tasks according to the previously established criteria. Then, the students make an auto-evaluation of their own work on the proposed issues.

The fourth cycle of the methods for teaching translator's reading corresponds to the correcting stage at which the translator uses editorial and analytical reading which have their own specifics to be studied by the intended translators. Within this cycle, the following abilities are formed: to edit, objectively analyze and evaluate the texts using editorial and analytical reading. To develop these abilities, the students can be introduced into the "**Text editing**" case.

It is expected that, after completing all the cases included in the methods for teaching translator's reading, the general and particular translator's reading skills will be formed.

3. Methods of case-study technology

Some researchers note that the case technology is based on various methods contributing to its enrichment, enhancement, and potential (Erskine, Leenders, and Mauffette-Leenders, 2001; Cain, Fischerand Casey, 2004)

An analysis of modern teaching methods suggests that for teaching translator's reading it is possible to integrate into the case technology such methods as simulation, problem method, system analysis, discussion, brainstorming, web quest, gaming with each playing its own role.

The simulation method in case technologies allows the case creators to construct a model of the situation to be studied by the students and, depending on the task, propose a solution to it.

The problem method creates a problem approach to the case technology within the task studied by the students allowing them to identify the problem.

While searching for solutions, the students can use the system analysis and discussion as basic methods, i.e., after reading the texts, the students analyze the situation, convincingly proving and justifying their viewpoints during the discussion.

If there appear difficulties in solving the problem of the case, it is possible to generate ideas for solving problems using the brainstorming technique.

If the students do not have any information required for solving the problem, the teacher can organize their search activity as a kind of entertainment using the WebQuest method implying the presence of a problematic issue to be solved by the students while reading URLs with the required information to provide targeted information retrieval (Dodge 1995–1997).

The gaming techniques used for teaching translator's reading allow the students to become familiar with professional activities by solving simulated problems and taking on the role of a translator of scientific and technical texts according to the precise game rules.

5. Experiment

The purpose of the study was to prove the effectiveness of the case-study in teaching translator's reading.

5.1. Participants

2 groups (experimental and control) of third-course students of Peoples' Friendship University of Russia took part in the study: The experimental methods for teaching translator's reading are based on case technologies. The control methods use standard classical approaches. The invariable conditions of the experiment were: the duration of training, the number of academic hours (8 hours per week), the number of students in the groups, the teacher, and the training content.

Before the experiment, both the experimental and control groups had approximately the same level of foreign language proficiency (B1). The students in both groups had no translator's reading skills. Further, the students continued their training in translator's reading by different techniques.

5.2. Data sources and methods for data collection

To check the efficiency of using case technologies for teaching translator's reading, at the end of each cycle, final assessments were carried out. These assessments made it possible to estimate the formedness of translator's reading abilities at each stage. In addition, a survey of the students was conducted in order to define the advantages and disadvantages of this format.

As can be seen in Figure 1, Group 1 showed higher results in each cycle whereas Group 2 (trained using classical methods) showed lower results:

Fig. 1 Results of final assessments
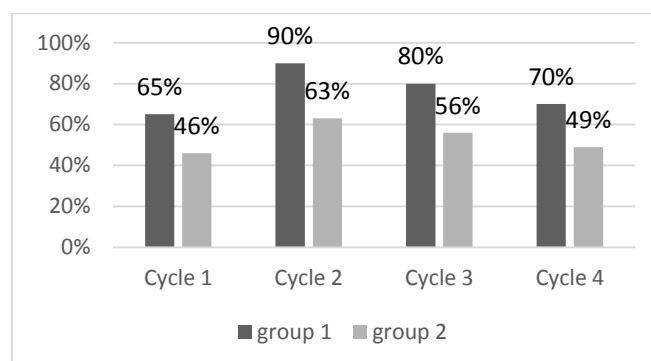
To analyze the extent to which this case study has beneficial results, a survey was carried out with the students trained in the group where this technique was introduced. They were asked to fill in a questionnaire expressing their attitudes concerning the advantages and disadvantages of this format and some future recommendations. According to the students asked, the case study in teaching translator's reading proved a successful initiative. The following results were obtained.

98% of students took an active part in solving the problem situation suggested by the teacher.

93 % of them appreciated the fact that they felt free to organize, manage and take responsibility for the whole process.

92 % of students quickly figured out how to solve the problem situation proposed by the teacher.

100% of them felt comfortable working with their group-mates.

However, some students highlighted some problems they faced.

10 % of students found the offered tasks were difficult. There was not enough time for solving the problem. They would like to study some more time at home.

6. Results and discussion

The scores of both groups are shown in Fig. 1. The results obtained from the students' survey led to the conclusion that in the course of teaching translator's reading based on case studies the students' scores in each cycle were by 25–30% higher than those of the students trained by the standard methods. Note should also be made of not only quantitative but also qualitative changes in the speech of the students in the experimental group: the students began to feel more comfortable when solving subsequent problem situations and communicating with their colleagues. In parallel, the intended translators of scientific and technical texts began to solve subsequent problem situations faster. However, this did not affect the higher scores obtained as a result of the fulfilled tasks.

7. Conclusions

1. The developed technology of teaching translator's reading includes 11 cases. Each case includes the following stages: preparation, organization, work on the case, working results, work evaluation and students' auto-evaluation.

2. The performed experiment showed the efficiency of using case technologies for teaching translator's reading.

3. The proposed case technology applied to teaching translator's reading makes it possible:

– to develop general and specific translator's reading skills;

– to illustrate a real situation how to work with the IT special discourse genres used by translators in their professional activities;

– to illustrate a real situation how to use informational resources for translator's reading;

– to bring the students' learning activities closer to professional activities in order to understand the value system and mentality of the professional group of translators of scientific and technical texts;

– to develop students' cognitive and analytical faculties;

– to mobilize the memory resources of the intended translators;

– to learn to analyze non-standard professional situations and make decisions;

– to organize students' in-class individual work.

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Appendix

A.

A few general scientific texts were sent to a translation agency. Due to the editor's negligence, several paragraphs turned out to be misplaced. You are supposed to read these texts, determine your awareness on the problems stated in them and choose appropriate dictionaries, reference books and terminology databases. Next, determine how many texts have been offered to you and rearrange the sequence of paragraphs in each and entitle them. Discuss in your group possible solutions to this problem, give reasons for your viewpoint and react adequately to the different options proposed by your fellow translators.

Finally, you will have to perform a translation of the texts taking into account the order of their parts.

B.

You are a beginner translator. While reading press releases, you came across some unknown terms, precision words and realities. Find them in the text, conduct an information-reference search using information technologies. Discuss in your how and where you will conduct your search. Give reasons for your viewpoint and react adequately to the different options proposed by your fellow translators. Then, you will have to make a presentation containing the following information:

- which words you were searching for
- how you were conducting the search
- where you were searching (give a brief description of the resource)
- what results the search led to.

To solve this problem you will be provided with a list of resources that you can use to search.

C.

At a translation agency, there was a man who specialized in translating user guides. He entered terms which were unknown to him into the cards of his terminology database. However, some information entered into these cards was lost. Now, he is no more an employee of this agency. Therefore, it is you who are assigned to fill in the missing information. Read the source text and the translated fragments of the guide. The required terms are underlined in the text. Discuss in your group how you will search for the required information and fill in the field of the terminology cards. React adequately to the different options proposed by your fellow translators. If you have difficulties when doing this task, address your teacher for help. To fill in the terminology cards, use the resources suggested by your teacher. Finally, make screenshots of the filled cards and send them to your teacher by e-mail.