

Ongoing Course of Interactive Reading Between Simplified Translation and Comprehension in Scientific Texts: A Discourse Analysis prospect

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Abstract:

At one time, there was revolve around the sentence solely without context. Though, drifts in translation, discourse analysis and pragmatics fetched an appeal into context. On this basis and this footing, the aim of translation has rehabilitated from training students on the grammatical features of a given isolated sentence to empowering students to interconnect effectually; henceforward the translational aspect of language has turned out to be imperative with an eye to construe, comprehend and translate a peculiar text. Consequently, the extant paper challenges to advance beginners' translational competence through the course of reading skills over-furnishing with some pedagogical instructions that possibly will assist instructors in the classroom. The translational system is, therefore, amalgamated into the foreign language classroom through the process of reading skills in contemplation of interactive communication. In an initial descriptive methodology through which an easy ongoing reading can serve to detect linguistic simplification and scientific texts comprehension. Based on the translator's schematic knowledge we may conclude that translators should boost learners to read scientific sentences and texts with comprehension that would be first to assist them enhance their general English proficiency, which embraces vocabulary and syntax. The second phase would be to thrust them become aware and manipulators of good reading strategies such as paraphrasing and accessing prior knowledge.

Keywords: Context; Grammatical features; Reading skill; Translation; Translational competence.

Introduction

Beginners in second and foreign language milieus face a considerable dearth of the right set of circumstances to be involved in day-to-day life situations of interaction and communication with native translators who have bona fide use of language hauled out from translational nature and identity. Furthermore, some of the ostensible ideologies of second or foreign language contexts that avert translational culture are outsized classes of a big number of students, circumscribed incessant contact hours and diminutive opportunities for inter-translational communicative and interactive facets with native translators who epitomize the unfeigned use of the linguistic system.

The discourse analysis approach possibly will help a whole heap in the incorporation of the inter-translational culture inside a classroom fell back on the use of reading skill that is premeditated under the umbrella of discourse analysis.

1. Discourse Analysis Scope

Functioning discourse analysis implies investigating how language functions and how meaning is shaped in diverse social contexts. It can be implemented to any occurrence of written or oral system, in addition to non-verbal characteristics of communication like tone and signs. In place of concentrating on smaller components of language, such as sounds, words or phrases, discourse analysis is familiar with studying larger chunks of language, such as complete conversations, texts, or collections of texts. The selected sources can be analyzed on multiple levels (Gee, 1999).

The subject matter of discourse analysis is a discourse itself; a written manuscript, a speech act or any sort of communicative act can be multifariously well-defined in respect of coherent sequences of miscellaneous language use such as sentence, proposition, speech etc. At odds with traditional approaches of linguistic studies, discourse analysis consents not only to undertake language use beyond the sentence frontier but allows to peruse naturally occurring language use, rather than created and hence artificial and machine-made examples. Text linguistics

meticulously pertains to a discourse arena, but even so, an indispensable difference between discourse analysis and text linguistics is that discourse analysis hunts for divulging socio-psychological traits of a discourse producer, rather than filtered text structure. Accordingly, much attention has revolved around text pragmatic functions when contending with discourse analysis (Malyuga, 2020).

The discourse analysis approach begins with prominent psychological, political, sociocultural, pragmatic, and other strands that set up extralinguistic background knowledge of discourse into contention and compositional text arrangement.

The aforementioned descriptions might give insights that the approach revolves around the inter-translational characteristics of language which needs translation constructively and productively either in the classroom or outside it. This is sensible because sometimes we become aware that tutees engage linguistic forms that do not emblemize native structures and possibly will, therefore, create turmoils and disintegrations in communication or socially incongruous articulations in translation (Baker, et al, 2001). Consequently, we need to concentrate on facets of a language by which the interlanguage constituents, which are pinioned there, might take the chief role of operative translation with other students of cultural diversity in proportion to contextual knowledge (Murcia and Olshtain, 2000; Taylor, 2013).

It should be worth noting that the dominant intention of this paper is not to trigger off a fashionable and trendsetting approach to handing over translational culture in a second or foreign language classroom, but rather to confer instructional purposes where the milieu of investigation, that is discourse analysis, may function for pedagogical recommendations. Put simply, the topmost goal is to render students with translational worldviews and experiences that would forge them ahead to be acquainted with undertaking the translational contexts of English native speakers and writers. It is also vital to crack down on the inter-translational aspects of language that possibly will contribute a broad range of implications,

stopping at the facet of reading skill that would adjust the translational competence of students (Crowell, 1994; Darder, 2015). The existing inquiry is conducted within the framework of discourse analysis whereby the notions of cohesion, coherence, context, lexical density, situation, discourse types, information structure, given and new information, theme and rheme, background knowledge for propositional and functional level, processing discourse types, negotiating meaning, intercultural communication, and other outstanding facets of language use stemmed from cultural identities for the intention of improving students' capabilities to use and interpret the linguistic system with learners of different cultures (Nunan, 1993). The above definite area of interest could be obtained from the recommended arena, through the process of reading, in cultivating learners' cultural awareness to apprehend and construct socially, culturally, and contextually appropriate English utterances, formations, and stretches where the current field gives much more emphasis on the use of eclectic processing such as bottom-up, top-down, and interactive approaches for the process of simplified translation.

Discourse analysis is a research technique for examining written or spoken system with reference to its social contexts. It intends for understanding how language is operated in real-life circumstances.

When users of language do discourse analysis, they might concentrate on:

- The drives and impacts of different types of language.
- Cultural norms and conventions in communication types.
- How standards, beliefs and traditions are interconnected.
- How language use is connected with its social, political and historical backgrounds.

Discourse analysis is a familiar research method in several humanities and social science fields, entailing linguistics, translation, sociology, anthropology, psychology and cultural studies. It is also termed critical discourse analysis (Gee, 1999).

2. Review of the Literature

Studies itemized in discourse analysis such as Brown & Yule (1983), Nunan (1993), Salkie (1995), Celce-Murcia & Olshtain (2000), Taylor (2003), Bell (2010), scroll on, et al. (2012), Malyuga (2019), demonstrate the situation that teachers and learners are mentally able to increase their translational competence inside second or foreign language situations through functioning, interpreting and translating interlaced subjects that entail miscellaneous linguistic functions, schemata, implicatures, speech events and acts, context, lexical density, cohesion and coherence, information structure, negotiating to mean, intercultural issues and other characteristics that tumble beneath the purview of discourse analysis, most of which are applied with the permission of pertinent language use by which students may effectually and suitably translate and comprehend in academically and non-academically translating situations of miscellaneous social backgrounds and experiences.

The course of reading is also an important skill that is handled by discourse analysis that brings students to achieve the best results in attaining translational competence the more they read about other cultures, events and experiences the more get knowledgeable about different social or cultural standpoints, norms, mores, strong attitudes, patterns, and long chunks that possibly will play a paramount role in producing and constructing socially or communally appropriate stretched utterances for successful comprehension (Trumbull, 2005). Consequently, students from culturally and linguistically miscellaneous backgrounds regularly experience a disparity between outside and inside classrooms' expectations (Gay, 2010). Such translational gaps are often the occasion of a misapprehension between tutors and tutees in the classroom. Therefore, to guarantee identical educational chances for all learners, the foreign language classroom is compelled to comprise social or cultural identities and reading tasks in academic contexts of use so as for learners to turn out to be able to translate and create or construct accurate as well as suitable utterances that may assist them to comprehend and communicate interactively in different contexts (Kastberg, 2007).

Also, translation, as a process, is a mental activity wherein an interpretation of a given language-producing discourse is extracted from one language to another. It is the operation of transporting the linguistic units from one language to their counterparts in another language. The translation is a procedure whereby the linguistic content of a text is transmitted from the source language into the target language (Foster, 1958). The system to be translated or interpreted is called the source language (SL), while the system to be translated or interpreted into or has managed to is called the target language (TL). The translator is in want of having good knowledge and experience of both the source and the target language, along with a high skilled linguistic responsivity as s/he had better transfer the author's intention, original opinions and sentiments in the rendered genre as accurately and authentically as possible.

Attributable to its eminence, translation has been observed inversely. On the word of Ghazala (1995), "translation is commonly used to denote all the processes and methods used to transmit the meaning of the source language into the target language" (p. 1). Ghazala's description revolves around the view of meaning as an indispensable component in translation. That is to say, when translating a given text, comprehending the interpretation of a source discourse is vigorous to have the suitable equivalent in the target discourse, therefore, it is the meaning that is rendered about grammar, style and sounds (Ghazala, 1995).

The translation is well-thought-out as a process and a product. Consistent with Catford (1995), translation is the process or action of replacing a textual item in one language (SL) with a corresponding textual item in another language (TL) ", (p 20). This explanation demonstrates that translation is a course in the spirit that is a task achieved by individuals over some time, once utterances are translated into straightforward ones in the same code (Rewriting and rephrasing). It can be operated also from one system to another different system. Then again, translation is a linguistic product because it delivers us with other miscellaneous cultures of antique civilizations, norms, mores, and ideologies when the rendered written discourse gets to us (Yowell and Mutfah, 1999).

3. Discourse Analysis Approach and Translation Process

Conversing about translation as a process about the discourse analysis approach maintains an extremely deep convention both in the field of translation academic works in general and translator or interpreter training in specific. The translation is not expected to occur on the microstructure of the expression (bottom-up process), yet on the macro level of the linguistic discourse to the micro item of the expression (top-down process). Interests towards the meaning of the target discourse overcome instructions touching on the target discourse by linking it to the source discourse, and interpretations are written off as a solid piece of research working for particular meanings. Translation quality assessment is a comprehensive and up-to-date treatment of translation evaluation that is no further constructed solely on the standard of correspondence or sameness. Henceforth, the salient aspect of equivalence might not be conceivable on account of moving apart from the linguistic codes in the source and target text. Accordingly, the equivalence criterion might not even be a required norm.

The downsides of a bottom-up method, when it arrives at the translating task, are several: Learners can be enticed as meticulously as conceivable to source discourse units, that are on the verge of resulting in language-producing interferences and miscomprehensions even in the case of translating toward the native text. Learners as well may fail to keep the full visual perception of the discourse altogether, at the same time as discrepancies in cultural bias can be conveniently ignored (Trosborg, 2000, p. 215).

Newmark (1982, p. 8) attests to the fact that translation is "a craft appertaining to an endeavour to swap a written meaning and/or statement in one system by the equivalent meaning and/or statement in another system". Newmark and PACTE (2000, p.100) elaborate on seven core competencies that a good translator should have. Becoming proficient at these competencies assists a translator to do the product of translation as accurate as anticipated. These competencies are semantic competence,

communicative competence, extra-linguistic competence, instrumental-professional competence, psycho-physiological competence, transfer competence, and strategic competence, all of which fall within the notion of translation competence.

In the following lines, we will exchange views about some of the categories of translation competence that we detect within translation academic works, and try to pay more attention to both semantic competence and communicative competence.

4. Translation Competence

It should be worth noting that those negotiations of translation competence in translation reviews that exert much effort towards the Chomskyan perception are susceptible to comprise features of, or be allied with, the Social Competence resources. By way of illustration, PACTE (2000, 100) vouch that the concept of translation competence has borrowed “from the notion of linguistic competence”, yet they describe translation competence as involving a whole range of experiences, knowledge, skills and abilities that fluctuate among people and that would by no means determine their way toward the perception of linguistic competence.

In the word of Newmark and PACTE, there are seven competencies of translation competence, which we elaborate on concisely here using stating a slight superficial knowledge of or a smattering of what PACTE (2000, pp. 100-102) and Newmark (1982, p. 11) encompass below respectively:

- 1.** Semantic competence/translation sets one’s sights on transferring the semantic and syntactic units of the source linguistic discourse. Otherwise stated, it cracks down on the content of the meaning in place of the effect of the meaning.

In semantic competence, the translator within the act of translation is extremely faithful toward the writer of the genuine discourse above everything else. Therefore, semantic processing translation has the appearance of being more intricate, more concerted and in conjunction

with more details. Besides, semantic competence as a product can lead to mislaying the message and can sometimes result in bad and out-of-sorts translated printed discourses.

2. Conversely, communicative competence/translation sets one's sights on constructing the equivalent result and effect on the target text reader like the one in the genuine source discourse on the source text reader. It accentuates the effect of the meaning of discourse instead of its determined content. In communicative processing translation, the translator stretches him/herself the entitlement to wipe out all ambiguities, abolish recurrence and increase firm lexical units in his/her version to conduct reflections and cultural identities expressions of the genuine discourse easily comprehensible to students as readers. Anyway, communicative competence entails in general two different systems, that involve linguistic, discourse and sociolinguistic competence.

3. Extra-Linguistic Competence crafted from universal real-world knowledge and expert or professional knowledge.

4. Instrumental-Professional Competence assembled from determined knowledge and skills appertained to the instruments of business and profession.

5. Psycho-Physiological Competence, "delineated as the aptitude to manipulate all sorts of psychomotor resources, cognitive components and attitudinal content" containing "psychomotor skills for reading and writing; cognitive abilities (e.g., memory, attention span/concentration, creativity and logical inference); psychological mindsets and behaviours (e.g., intellectual inquisitiveness, perseverance, rigour, a critical attitude, and self-confidence)".

6. Transfer Competence, that is "the aptitude to fully perform the transfer process from the source discourse to the target linguistic discourse, i.e., to comprehend the source text and rewrite it in the target text considering the translation's connotations, constructions, and the peculiarities and qualities of the receptor".

7. Strategic Competence embraces “all the individual series of steps, conscious and unconscious, verbal and non-verbal, inured to decipher the hitches occurred during the translation process”.

The above list advances thinkers to be responsible for different and many within the confines of translation competence, therefore, many researchers of translation competence advocate translators to persevere in this style, about Shreve’s expression (2002, p. 154) the notion of “translation competence” “became due to epitomise a motley range of theoretical considerations linking to what a person has to know, learn, and be imparted to turn out to be a good translator”. Pym (2004, available in a web version) delivers a pleasurable interpretation of this notion.

Bell labels translator competence notion as a comprehensive summation that is a process of adding patterns together, yet it resembles target language knowledge, source language knowledge, discourse type knowledge, thematic area/ ‘real world’ knowledge, contrastive knowledge, then decoding and encoding skills outlined as ‘communicative competence’ handling grammar, sociolinguistics and discourse (1991).

It should be worth noting that the translation competence notion calls for an intertranslational component that would be triggered by the course of reading. Therefore, we are obliged to contend with this component that facilitates the process of translation, and academic understanding, and be able to re-express the target discourse within the boundaries of social backgrounds and contextual standards (Bassnett, 2002). In the word of Shepherd, the intertranslational boundary object method hunts for clearing up the appearance of collaboration across groups in the absence of undistinguishable interpretations ‘consensuses (2013). Cooperation arises as soon as the miscellaneous parties can coordinate and manage their activities effectually despite their discrepancies and inconsistencies in standpoints, interpretations, and translations. Therefore, the ‘interpretive flexibility of the boundary object processing is critical to this cooperation; such flexibility can solely emerge for the reason that boundary matters are weakly and inadequately structured in common use i.e., between social worlds, but

strongly and adequately structured in individual use namely within a given social world (Gumperz & Hymes, 1972). As we perceive in this unit, the process of intertranslational matters would be prompted magnificently cracking down on the dexterity of reading as a course to delve deeper in contemplating not only the ‘out-translations’ that make the local translators part of a wide-ranging network but also the ‘in-translations’ and ‘cross-translations’ i.e., between local and village participants that allow the translation and its contingent network to become a part of village life interpretation and be enrolled into the local life world interpretations (Pym, 1992).

In proportion to fluent readers the course of reading moves on, for the most part, automatically and effortlessly to help translators decipher the units of a given determined context, therefore, the postulation that a given typical learner or reader who has carefully chosen for participation in a translation training program will help learners to be smooth readers, thus the enclosure of a visual-word-recognition constituent in such program course possibly will not be a waste of time and effort (Shepherd, 2013).

One of the understandings that investigators can be inspired by in this situation is the answer to the question: why are some learners in a given context more likely to want to translate than others? This question arises a significant matter namely, reading.

As a challenge to answer the above question, the study sets forth that reading is an imperative issue that upsurges learners’ willingness to translate and can shape up the desire that empowers them to indulge in a productive translation. Thus, what is reading? And how does it interfere with the translation process?

5. Interactive Reading as an Ongoing Course for Simplified Translation

The most familiar way of functioning translation with the ongoing course of reading is in interactive mode where a translator opens the new sentences or passage to be translated within the ongoing course of reading environment and proceeds to translate in a linear style i.e., sentence by

sentence. The translator may check the reading database or associated term base, accept or refuse anticipated matches and view the results of each segment to be translated.

In interactive strategy, when a translator deals with the new source text, the ongoing reading course system first assists the translator to divide this text into segments then into words. The ongoing reading course will boost users of language to have a store of information that thrusts them to take the first segment of this new passage and compares it against all the segments stored in the database of the ongoing course of reading that they went through. This comparison is done firmly on the basis of character-string similarity, meaning that the spelling, punctuation, and all other parts and features of the segments are taken into account when trying to find matches dealing with the ongoing reading course system in a reciprocal way. Reading is a complex cognitive course of constructing the meaning of written symbols to shape or reach a determined interpretation. Nunan observed reading skill as “a process of decoding written symbols, working from smaller units (separate letters) to larger ones (words, clauses, and sentences)” (1989, p. 33). In other words, readers operate diverse policies to understand written forms to arrive at a firm connotation. Consequently, consistent with some intellectuals, reading is “an interactive procedure” (Carrell, Devine & Eskey, 1988, p. 56). It is a byzantine interaction between the discourse and the reader that is shaped by the reader’s prior experiences, events, attitudes, knowledge, and linguistic community mores that is culturally and socially triggered. Reading is a many-sided method involving term identification, comprehension, fluency, and motivation. Readers are gratified to master specific abilities and techniques which permit them to integrate these sides for deciphering meanings from different printed reproductions. Such course is the comprehensive procedure of transmuting printed signs into precise meanings and owing to its intricacy, it entails principles outspreading from visual reflection and the control of eye movements to verdicts concerning relevance, implication, and sense that contain long-lasting retention and relating up-to-date knowledge with accessible intellectual representations. The progression is rather a dialogue

between the reader and the text. It is measured as an interconnected style in which top-down and bottom-up methods have harmonizing meanings. However, as Bielby has contended, the bottom-up process of word identification has precedence regarding further processes. What is sustained by Bielby (1999) goes in proportion to the following supposition “That we as readers need to comprehend meanings to recognize words, and that commonly we need to recognize words to recognize letters” (Nunan, 1989, p. 33).

At large, the ultimate goal in such a course is mastering to recognize words in a specific written work and becoming skilled at associating chunks of a language-producing discourse with identified words. So, “reading is an interactive and cooperative process wherein the reader spreads over a variety of policies and problem-solving techniques to make meaning of discourses.” (Orlando, 2010, p. 156).

Operative readers should bring a common-sense connection between the system of the discourse and the mental perception of the writer. Thus, the language of text would fit the level and perception of the reader, and “should permit a learner to go in the inner worlds which turn out to be real to the perceiver.” (Rolaff, 1973). Such “inner worlds” of the reader and the discourse and their structure perform a crucial effect in understanding the printed paper. learners must help themselves to enter the world of the text so that they possibly will be more vigorously engaged in negotiation for potential translations. Therefore, reading is regarded as a ‘two-fold process.’

Dechant (1982, p.288) stretches an unadorned interpretation of the process:

First, it requires word identification visual discrimination of the word, and recoding or ability to pronounce the word, which is generally affected by configuration cues, phonic cues, morphemic analysis cues, and sometimes by picture and context cues. Second, reading requires comprehension decoding or associating meaning with the symbols that comprise the words.

It should be firmed that words, phrases, and even sentences would

provide a variety of particular meanings in original contexts of use (Gee & Handford, 2013). To suitably attain these opinions both translators and students should handle the approach of discourse analysis in which they may be able to translate and comprehend different genres. Nunan declares that effective reading, so, entails beginners performing word attack skills such as identifying sound and symbol equivalences. Good readers employ reliable procedures for several purposes, such as skimming and scanning to categorise crucial expressions and information. The purpose of readers is to interpret and construct the content of the text to his or their schematic knowledge, so that, various denotations of the same passage would be extracted from readers (1989).

Students read a hodgepodge of different discourses that provide a massive amount of information and experiences that would enable them to comprehend and translate certain texts. On the condition that readers read, they might be able to interpret the world differently. Thus, they stay updated with the contemporary events of the world that may help them to re-express the source text (Widdowson, 1978, in Celce-Murcia and Olshtain, 2000).

The reading process is a device that empowers readers of a second or foreign language to govern and depict the target language properly. Since translators cannot have any direct access to the target resources they hope to explore, reading is a gift that brings direct contact to such target materials. If readers stay reading for several years, they would disclose a world of literature that is full of norms, values, experiences and cultural mores (Nuttal, 2008).

All the aforementioned features might function in the foreign language classroom in consort with reading skills, in which a translator may figure out extract cultural standards, identifications of new cultures and the talent to achieve and act fittingly in contexts of other cultures that may boost translators to construct productive translation (Lottgen, 1997).

6. Context in the Reading Skill and Translation Process

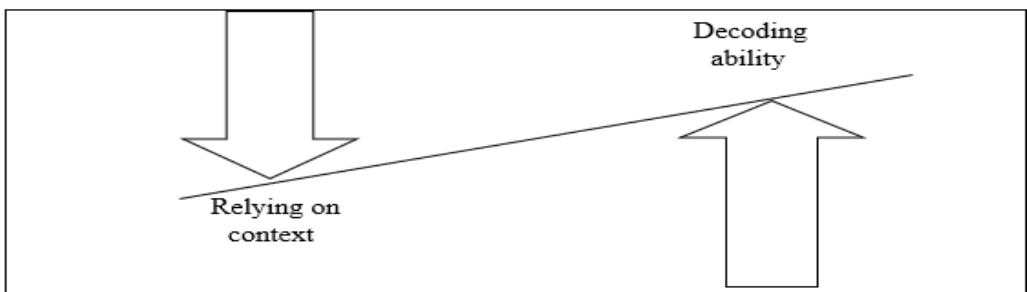
Readers/ translators may use another main constituent that can assist them to translate successfully and to detect the right interpretation of a

written work. Nunan (2015) and Celce-Murcia and Olshtain (2000) dealt with the concept of ‘context’ that boosts users of language to comprehend and interpret appropriately large chunks in a given scientific text. Consistent with Trendak (2014) contextual information may play a vigorous role in readers’ comprehension and construction.

McKenna and Stahl (2015, p.11) submit that “good readers do use context in two pivotal ways. First, they use context to monitor their reading.” They demonstrated so over a particular example, affirming that a beginner (reader) who may produce wagging instead of a wagon in the target discourse may spot that the word has zero sense in the given text, therefore, s/he goes back to the previous term and makes self-correction. Consequently, good readers can employ the context as a characteristic to make their wrong hints while translating have firm interpretations. Secondly, “Good readers also use context to quickly pick the proposed meaning of multiple-meaning words.” They set forth the succeeding sentence as a sample for further elucidation: ‘The farmer hired a new hand.’ As stated by them, the term hand can provide different meanings, yet trained translators do not have any sort of hitches diagnosing the true one. Succinctly, proficient translators operate contexts to monitor the aptly designated connotations when the term has been cited.

Translators resort to context to thrust themselves to detect strange words. This association between context use and word recognition would be demonstrated in the following figure: As decoding improves, reliance on context intensifies.

FIGURE: The construction between context and word interpretation



Relying on context to improve the ability to render (McKenna and Stahl, 2015, p.12).

Translators should translate symbols of written discourse that are connected to produce words, sentences, and then precise passages once reading silently where they hear sounds of words inside their heads or once they read out loud. Hence, constructing meanings of a specific written discourse entails trainees to become gifted at word detection without too much struggle. Recognized terminology requires to be comprehended **unconsciously**, however peculiar jargon requires to be comprehended operating a hodge-podge of policies one of such is guessing or inferring. Translators would do so over the potential of **the** context where they infer, guess, or select the preferred meaning of the passage, in agreement with the allegation of Booth and Swartz (2004, p.17) “Most of the words we learn to recognize almost subconsciously are learned as we read, where the context drives the reader toward making sense of the words if she or he is involved in authentic reading and construction activities.”

Stanovich (1980, p. 50) lays forward that “Good readers are more reliant on context for fluency and poor readers more reliant on context for accuracy” (in Carrell, Devine & Eskey, p. 95). However, achieving both properly is better for assisting readers to become good translators.

According to Urquhart and Weir (1998, p.18) reading is a cognitive task, and being so, it principally occurs in **the** mind; the other physical appearances such as eye movement, sub-vocalizations etc. are, to them, “rationally superficial”. Reading is not just an activity of experiencing a text. It encompasses particular attitudes and reactions to the text a reader is reading.

The course of reading comprises knowledge of **the** language, the processing of messages the text transports, guessing power of the reader to a specific range, discernment, psychomotor activities and emotional retorts. In one of the best-known documents about reading, Goodman (1967) contends that syntactic, semantic and pragmatic knowledge **is** produced in the reading process. Urquhart and Weir (1998, p. 18) maintain that reading is a language

task, and it requires, sometimes, “inferencing, retention, linking discourse to background knowledge, besides decoding, and apparent language facets as syntax and lexical knowledge items.” Along with Shaw (1959. p. xi), reading contains re-creating the thought and experience of the author, forming images produced by the printed letters, and increasing vocabulary. It involves shaping and recalling notions and impressions gained from the published text. Reading also comprises linguistic analysis of the text as cued speculations (Eskey, 1988).

Translators would assist apprentices **by** teaching them the words in definite contexts. Teaching vocabularies in contexts would support them to shape solid connotations between vocabulary selections, contexts, and co-texts **to identify** specific meanings of lexical items. **In** the word of McCarthy “Most are already in agreement that vocabulary should, wherever possible, be taught in context, but context is a rather catch-all term and what we need to do at this point is to look at some of the specific relationships between vocabulary choice, context (in the sense of the situation in which the discourse is produced) and co-text (the actual text surrounding any given lexical item)” (1991, p. 64).

7. Incorporating Translation and Reading Systems in a Foreign Language Classroom

The current section handles the interaction between grammar units and contexts in the comprehension of scientific and technical texts, therefore, it is significant to comprehend how a given linguistic system, as a whole, links to the process of translation and training to translate scientific and technical English texts. One of the top depictions of the levels of language to reading and, accordingly, comprehend, that we have discovered is offered by Nunan: Letter-Sound Correspondences, Syllables, Morphemes, Words, Sentences, Linguistic Context and Pragmatic Context. Such depiction demonstrates the importance of different levels of a system when starting to read and to be a fluent reader. We permanently conceive that reading is a process that is equivalent to understanding, consequently, smooth readers count on sophisticated hints including the linguistic and pragmatic context

of high-level cues. Preferably, a reader who realizes a discourse uses all the language levels so as to structure the meaning of the given discourse. Detaching or decontextualizing expressions from their genuine and suitable cultural use would thrust to a misinterpretation in a certain communicative context (Widdowson, 1978). Trainers and trainees should reject the outset of old-style foreign language classes where the prominence is set too noticeably on grammatical structures, units, functions, notions, and storehouse of knowledge instead of commonplace functions of the linguistic system in different contexts and on usage (formal accuracy) rather than the aspect of use (the ability to successfully communicate in the language) (Widdowson, 1978, p. 19).

Designed for learners who are struggling to read and translate English texts, the subordinate structural characteristics of the discourse, undoubtedly dwell in their minds and concentrations as they strive with the linguistic system, consequently, blocking them from retrieving stocks of information drawing on the extra meaning-driven access to reading.

It should be long-established that many apprentices are operative readers in their native linguistic system, yet observation and experience elaborate that the easy transfer of competencies from native language to target language infrequently takes place. All beginners are too commonly to read in a second/ foreign language discourse with a meticulous commitment to decrypting every single term in a linear model, which repeatedly will thrust them to spend more time scanning the dictionary for every isolated word rather than reading the whole discourse for overall interpretation. The outcome is at the best a tremendously imperfect and deficient translation, at the worst a highly obstruction and incomprehension.

A familiar impediment about translating in scientific and technical English texts shows that even though volumes, items, reports, books and literature at large, are typically sentence-oriented, where they generally demonstrate frequent imperative associations to formal correctness which is usage and content. It is factual that the aspect of sentenced-oriented structure delivers adequate descriptions of structural selections in respect of

syntax and semantics, but through grammatical options, we denote a verdict to re-express a meaning in one linguistic configuration rather than in another, grounded on the outcome that one linguistic structure of a given utterance is more satisfactory and accessible than the other.

Given selections for translating printed information sited at the heart of syntax or/ and semantics would be crafted solely in the context of an unattached sentence. On the contrary, selections fashioned by rhetorical and stylistic contemplations should allude to basics beyond the confines of an unattached sentence. In scientific English texts, we as readers and translators comprehend rhetorical and stylistic considerations; these basics regarding the sequence of the demonstration of information, within the passage and within the whole section of which the passage is a part, in addition, these basics **are** constructed on simplicity, accuracy, and intelligibility of the rendering.

8. Simplified Translation Example for Comprehending Scientific Terms

Simplified translation is a significant driving force of contemporary society. It simplifies the flow of thoughts, expertise, principles and other information between diverse cultures. It is also crucial for scientific and technological progression. In today's information epoch, the role of scientific and technical translation is more imperative than ever. It has simplified some of the most important scientific and technological developments of current years. Such developments have transmuted our daily lives to the extent that the world around us is practically distorted from fifty, or even twenty, years ago. Practically every characteristic of our lives from education and work to entertainment, shopping and travel has been brushed ahead by an ostensibly unstoppable movement of new developments and technological advancements. What many individuals do not comprehend is that these progressions and discoveries are virtually going together with every phase of the way by translation in its capacity as a vehicle for distributing scientific and technical knowledge. Although in respect of translation reviews, scientific and technical translation is just one of

numerous captivating fields of study, it is, however, a field of translation which has had a thoughtful influence on society. Furthermore, as an area of simplified translation activity, it is one that may have most influence on the large majority of translation learners, as it is that several translators determine a considerable capacity of their income (Byrne, 2014).

The objective of this article is to introduce the essential aspects of scientific and technical simplified translation and the skills required to participate in such type of transformation. It is significant to identify, though, that the notions scientific and technical are not indistinguishable and that the terms scientific and technical are not a tautological source to the identical type of translation. It should be worth noting that the lines divorcing scientific and technical passages or sentences are becoming progressively blurred and ill-defined. Although the two terms are detached in many, the ways in that they seem in the actual world mean that they require to be examined together. So, while a technical passage is intended to transport information as plainly and efficiently as possible, a scientific unit will discuss, analyze and synthesize information with an opinion to clarifying thoughts, suggesting new theories or evaluating methods. Attributable to these divergent purposes, the system applied in each sort of text, and subsequently the policies required to translate them, can fluctuate significantly (Byrne, 2014).

The succeeding three-sentence example demonstrates how rhetorical or stylistic considerations on exposition simplicity can influence grammatical options:

1. The horizontal top surface of the burner releases an unvarying flux of fuel gas at pace Y.

In a given passage, sentence 1 would be accompanied by either sentence 2 or sentence 3.

2. Its temperature is sustained close to ambient...
3. The temperature of this surface is sustained close ambient...

The term “temperature” in sentence two would resemble the terms of surface or gas, consequently, once trying to translate, we realize that the pronoun “its” is vague, while sentence three is not vague, as it stipulates the aspect, of which temperature is being sustained. A high-quality translation of sentence two and sentence three is not centred on syntactic and semantic patterns because neither sentence two nor sentence three are peculiar neither unattached nor in the context of sentence one.

Notwithstanding, rhetorical or stylistic reflections of clarity and authenticity lead to selecting sentence three to sentence two since sentence two is unclear and sentence three is not. In this context, rhetorical considerations go further than the clear-cut grammar and precise syntax and simplify a more scrupulous and smooth translation. In the circumstances of scientific English texts, clarity and precision turn out to be a necessity since they may touch the entire outcome or product of humble information, experiment, or research.

The inspiration of rhetorical contemplations regarding the process of translations could not continuously be as straight as in the aforementioned illustration. Yet stylistic considerations are frequently shaping the semantic construction of a given utterance, and the required semantic units will either identify the grammatical structures giving rise to a high-quality translation.

It should be perceived that a sentence-oriented scheme to grammar structures designates grammatical and structural selections merely in syntactic and semantic standings, without contextual orientations which will lead to a crucial goof since it thrusts the learners to function with detached utterances divorced from context and, quite frequently, from content also. Nevertheless, whatever the reason, the critical functions of thematic issues and rhetoric items in the grammatical construction of sentences would never be overlooked, particularly in scientific and technical contexts (Byrne, 2014).

During translation, applicants transport unavoidably the knowledge stocks of the world to the written work for constructing an expressive depiction of it. A foremost aspect once translating, that has been

authenticated in the latest years, is the contextual information or schematic knowledge of the reader, being decisive in the precise situation of scientific and technical text clarification. Prior schemata would impact an interpretation of a scientific text by delivering an inclusive context for the information being encrypted, grasped, retrieved and rendered. Schematic knowledge comprises numerous mechanisms incorporating conceptual and context-orientated knowledge, social knowledge, and multicultural knowledge. The less acquainted translators with the perceptions of the content of a given discourse, the more they strive to forge a determined connotation. Therefore, definite content area-based backgrounds would be problematic to be translated for those who are nonexperts if they confront, first, a kind of struggle with the content area-based and, second, with the linguistic system itself. The more world information and familiarity readers foster, the better access they will master over the information of the discourse, for the comprehensibility level of discourse that is exhilarated from the constant tie between the prior knowledge the writer has ventured to the reader and that has accurately acquired by the reader (Scollon, et al., 2012, p. 88).

In a nutshell, the academic context made up of teachers and students from dissimilar religious, social, ethnic, and instructive environments will entail a wide range of translation processes where tribulations will naturally emerge within the scaffold of translation, in which scrupulous matters, for instance, cognitive schemata, world knowledge, metacommunication, interactive intelligence, and intercourse communication provide a wide-ranging framework for the enquiry of efficient translation and comprehension between teachers and learners of diverse groups or linguistic systems (McCormack & Pasquarelli, 2009). Consequently, tutors and translators should provide productive instructions for pedagogically translational purposes.

9. Pedagogical Instructions for the Incorporation of Reading and Translation Tasks

The more translators read about the target source the more they obtain philosophies to progress a cognitive or a mental image of the target text through transporting with them some signs, reproductions, depictions, illustrations, and other representations into the academic setting (Byram, 1997). Additionally, trainers may also inquire about guest trainers and students of miscellaneous translational luggage, who will keep on about their translation experiences.

One more sensitive task is to detach the classroom into circles and get them to read about daily events of life, including the ideologies and attitudes of the target discourse, in a way that encourages students as much as possible to encounter a new translational load of knowledge as an alternative aspect to meaningfully translate different texts in varied contexts of language use. Such tactics will assist to nurture learners' metacognitive self-possession (Lottgen, 1997).

To be operative and to support novices attain translation competence, reliable teaching materials must be there in the classroom such as textbooks, academic magazines and journals, and cultural volumes, where the reading and translating of English texts take place as an interactive dialogue between the source and the target text. The process can guide, both tutors and students, in generating and shaping better translating materials and methods for comprehending a given scientific discourse (Hinkel, 1999).

To become an imaginative person in the translation technical styles, learners should use their prior knowledge to better interpret and respond to the written ensuing utterances for comprehending and reproducing appropriate scientific texts, coaches would also recommend models for classroom activities constructed on the conception of interaction between applicants. Hinkel (1999) proposed two correlated tasks: (1) the systematic study of second language interactive practices, and (2) guided by learners themselves for optimizing pragmatic and cultural competence, principally, interactional and translation competence (p.151).

More to the point, translation as an act must be read and taught in parallel with learners' principles. Teachers should monitor their learners when reading about different real-life like circumstances, to broaden a translation load of knowledge about a second or foreign language's scientific discourses, putting into consideration that such an approachable component of translation competence is insufficient.

Teachers must as well cultivate learners to have mastery over some aptitudes in socially pertinent transportations, communications and behaviors in favor of the target scientific texts, where some sorts of translation awareness could be fostered within learners such as translation traditions and conventions that boost them to appreciate the differences concerning the way translating the target scientific texts. Subsequently, teaching a translation process requires educators to obtain a systematic technique which would give students chances to evaluate and estimate this process, which is carefully planned as a mandatory feature for comprehending and translating a given scientific text (Byram, 1989; Lottgen, 1997).

Educators must manipulate the knowledge of the scientific text the learners have, **to demonstrate, illustrate and clarify** the new knowledge that they can transmit by ways of operating the linguistic constructions where the new information is displayed. Therefore, emphasizing these precise grammatical structures will help to comprehend, construct and translate the meaning in a given scientific text. Here, we will elaborate on definite syntactical patterns as follows:

1. Teachers should direct the attention of learners to employ the passive voice for the elucidation of experimentations, outcomes, etc.
2. Teachers should direct the attention of learners to employ the conditional form for hypothesizing.
3. Teachers should direct the attention of learners to employ the past tense to maintain no generalization for the evidence provided in favour of a fundamental thought.

4. Teachers should direct the attention of learners to employ the present tense form when the writer wants to transport to the reader the idea that the information provided in favour of the fundamental thought is an appropriate generalization concerning ancient events that s/he does not need to devote him/herself regarding future events.
5. Teachers should direct the attention of learners to employ the simple present form when the writer wants to make an event more general, maintaining that the information s/he is given as a form of supporting facts.

In common with the language, general scientific knowledge of layperson's technology, e.g., the functioning of a car, the use of electricity and water in the home, domestic utilization, etc. and a college-level knowledge of general science is required to be able to comprehend some rudimentary scientific and technical courses.

Conclusion

Having a translational load of knowledge qualifies both teachers and learners to evocatively, properly, and effectually interconnect within the target academic contexts, however, attaining so can be through the course of eclectic reading that makes the inequalities amongst the source and target translational perceptions and standards of values ostensible. Consequently, to generate a better teaching/ learning atmosphere teachers and learners should be inspired by the determined area of interest which is the discourse analysis approach.

We do not say, at this juncture, the field is the faultless and picture-perfect method that all the tribulations and problems of language use, translation integration, and other issues can be solved, other than will yield to practical tips and approachable instructions that can be put close to each other in the service of appropriate translation.

Learners may challenge some written discourses that are rough to be comprehended since encompassing difficult words, students will devote too much time striving to comprehend a single text due to the intricacy of these texts. They will move back each time for **every** single word and struggle to

recognize **it**, but doing so may trigger on them a state of being bored. Therefore, undergraduates need to acquire a potential constituent that would give a hand for students to be fluent and accurate at diagnosing meanings as easily as possible for correct translation. Context is a good factor that supports beginners to infer the appropriate meaning of the lexical item, acclaiming that most readers should be able to guess its meaning from context. Novices have to make use of the hints that are there in the written discourse for making suitable deductions of the lexis presented in a given scientific passage. The clues would be after or before the lexical item that needs to be recognized. Relying on cues that are put in a specific context would boost learners to be good translators, students should be fortified to detect the clues that help them translate the needed passage from the context so that they become efficient translators whenever sufficient clues are available.

In a nutshell, we may mention that translating scientific and technical English texts is a multileveled, interactive and hypothesis-generating course in which readers structure a meaningful depiction of the text by using their knowledge of the world and language. Translating comprises the use of several levels of language to deliver access to the meaningful procedure.

Learners and scientists or specialists in particular fields of science would like to translate scientific and technical English texts accurately into their language. This is a skill which entails a sophisticated knowledge of the native language as well as the English language. Translation for scientific and industrial determinations involves a more than artificial acquaintanceship with many fields and much experience with the numerous dictionaries obtainable for the specialized vocabularies of physics, engineering, chemistry, electronics, business, and so forth. The use of good lexicons should comfort the task of technicians, scientists or translators since they must embrace the up-to-date terms resulting from the most significant advances in the field of science and technology. They also may provide straight, accurate and systematic explanations of the problems

associated with bilingual technology. Similarly, it decreases the necessity to denote other sources for accomplishing the precise information.

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