

## ПЕРЕВОД И ОБУЧЕНИЕ ПЕРЕВОДУ

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### IMPROVING TRANSLATABILITY AND READABILITY WITH SYNTACTIC CUES IN SOFTWARE LOCALIZATION

To make translators' jobs easier or to improve the readability of English-language documents there are some guidelines for improving readability at the sentence, clause, and phrase level. Most of them imply general readability principles such as using short sentences, using passive voice only when appropriate, keeping subjects and verbs close together, and avoiding long noun strings and nominalizations. Like the abovementioned types of guidelines, the syntactic cues guidelines focus on individual sentences, clauses, and phrases, as they take both translatability and readability into account.

*Syntactic cues* are elements or aspects of language that help readers correctly analyze sentence structure, identify parts of speech, or both. For example, suffixes, articles, prepositions, auxiliary verbs, and word order enable us to make grammatical sense. Still, the emphasis on conciseness and coherence in technical communication makes many technical writers, translators and editors routinely and deliberately eliminate syntactic cues from their documents. However, syntactic cues often improve readability and translatability in one or more of the following ways:

- they enable readers, translators, and machine-translation systems to analyze sentence structure more quickly and accurately. In this respect, they are particularly beneficial for non-native speakers of English;
- they eliminate ambiguities that might not be noticed by human translators and that can therefore result in mistranslation. Ambiguities also are likely to be mistranslated by machine-translation systems, and they often force human translators to seek clarification or to make educated guesses.

Unlike many implementations of controlled English, the syntactic cues guidelines don't impose any restrictions on vocabulary nor on the range of grammatical constructions that are permitted. When used with discretion, the syntactic cues guidelines don't result in language that sounds unnatural to native speakers of English.

It is easy to see that inserting a syntactic cue can make it easier for all reader, and probably also for many machine-translation (MT) systems, to correctly analyze the structure of some sentences. For example, consider the following sentence:

*1a After a process creates a resource, any process it starts inherits the resource identifiers.*

Human readers, as well as MT systems, are likely to stumble on the main clause because two subjects, *process* and *it*, appear to be followed by two verbs, *starts* and *inherits*. This sequence is an apparent violation of normal word order in English sentences. It is much easier to recognize that the main clause contains an embedded relative clause when we insert the relative pronoun (syntactic cue) *that*:

1b After a process creates a resource, any process **that** it starts inherits the resource identifiers.

When a relative pronoun is the subject of a clause, you can often omit the relative pronoun plus a form of the verb *to be*. For example, in sentence 2b, the relative pronoun *that* and the verb *are* have been omitted. Sentence 2a is more syntactically explicit.

2a Programs **that are** currently running in the system are indicated by icons in the lower part of the screen.

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Non-native speakers who are not fluent in English have particular difficulty when *that + to be* is omitted. The participles that are left behind (such as *running* in the above example) can play so many different grammatical roles that they are inherently confusing to non-native speakers. In fact, participles are so problematic that *present* participles (the *-ing* verb forms) should be replaced by other constructions when possible. *Past* participles, which usually end in *-ed*, cannot be replaced so easily, but often they can be expanded into relative clauses. For example, you could replace sentence 3a with sentence 3b, with no loss of meaning and no change in emphasis.

3a DATAMAX continues **processing** program statements after **repairing** the data set.

3b DATAMAX continues **to process** program statements after **it repairs** the data set.

As sentences 3a and 3b illustrate, the syntactic cues approach is more than just inserting syntactic cues here or there. It often involves replacing an ambiguous or potentially confusing sentence constituent with something that is simpler or more syntactically explicit.

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## АНАЛИЗ ПЕРЕВОДЧЕСКИХ ОШИБОК СТУДЕНТОВ, ИЗУЧАЮЩИХ ИСПАНСКИЙ ЯЗЫК КАК ВТОРОЙ ИНОСТРАННЫЙ

Целью данной статьи является анализ и систематизация наиболее типичных переводческих ошибок студентов старших курсов, обучающихся специальности переводчика, изучающих испанский язык как второй иностранный на базе английского языка, в рамках учебных дисциплин «Практический курс перевода» и «Письменный перевод».

Оценка качества перевода – это один из наиболее дискуссионных и неоднозначных вопросов современного переводоведения. Как правило считается, что хороший качественный перевод характеризуется достаточно полной передачей всех особенностей смысла, структуры и стиля подлинника. При этом переведенный текст должен служить полноценной заменой оригинала, обладать безупречностью языка и стиля, быть понятным читателю.