

Competencia socio cultural y el servicio de traducción en un Centro de Información Científico Técnico

The socio-cultural competence and the translation service in a Technical Scientific Information Center

Arlenis Herrera-Soyet; Yamilé Nápoles-Osoria; Katerine Vidal-Rodríguez;

ICT Universidad de Guantánamo, Cuba

Correo(s) electrónico(s)

arlenis@cug.co.cu

yamileno@cug.co.cu

katerine.vidal@dict.uh.cu

Recibido: 22 de octubre de 2018

Aceptado: 26 de noviembre de 2019

Resumen

En este trabajo se presenta un perfil de competencias del profesor universitario de idioma inglés para desarrollar funciones de traductor atendiendo a la comunicación socio cultural. Los servicios de traducción determinan las posibilidades de acceso de los usuarios a la información en idioma inglés y constituyen un elemento de vital importancia para el acceso al conocimiento. Con la utilización de los métodos analíticos- sintéticos, inductivos - deductivos, el enfoque sistémico y el estudio documental se pudo elaborar y poner en práctica la propuesta

Palabras clave: Comunicación socio cultural; Código lingüístico; Comunicación extralingüística
Competencias profesionales.

Abstract

This paper presents a competence profile of the English university professor to develop translator functions attending to socio-cultural communication. Translation services determine the possibilities for users to access information in English and constitute an element of vital importance to acquire knowledge. With the use of the analytical-synthetic, inductive-deductive methods, the systemic approach and the documentary study, the proposal could be elaborated and can be put it into practice.

Keywords: Socio cultural communication; Translation; Linguistic code; Professional competences

Introducción

"Being a translator means exercising the noble profession of communicating with each other men separated by linguistic barriers, totally or partially impassable for them." Valentín García Yebra

The University of Guantanamo has a Technical Scientific Information Center, where a team of English language teachers develops their work as translators; the need for a team of translators has been caused directly by the social changes that are happening in the network of networks: Internet, others by the convergence towards a model of university library of these times (CRAI).

The English language teacher must face, towards his profession, new demands and an increase in both social and institutional demands. In this way the teaching profession is mutating and increasing its complexity (use of new tools aimed at the acquisition of skills, incorporation of new technologies as a cross-cutting element in the multivariety of methodological strategies that are requested to use, and therefore the requirements these professionals are older considering the mastery of linguistic, technological and cultural skills (knowledge of the language and cultural meanings of its use).

The English language is predominant on the Internet, where almost all of the technical terms used (80%) are used in this language, which does not speak 75% of the world population, so it is advisable to stimulate English translation services technical and the use of technological tools for these purposes.

The profound changes and internationalization that the university is experiencing, entail alterations in the functions, roles and tasks assigned to the English language teacher, requiring him to develop new skills to adequately develop his professional translator functions in a Scientific Information Center Technique.

All this has generated new training needs, provoking the development of specific pedagogical training plans for the translation service; It is essential to define the new competence profile that the English language university professor must treasure to properly develop his new translator functions, in the different professional performance scenarios as a Technical Scientific Information Center.

Development

The translator is a communication specialist, whose work depends on a message issued in a language code different from that of the recipient being fully understood. His job as a communicator is to ensure that his translation is natural and makes sense, is expressed in an

understandable language for which you receive the information, and that ensures the re-expression of the meaning intended by the author, without adding or omitting anything.

In this way, the golden rule of every good translation is fulfilled: translate ideas and not words and, above all things, be faithful to the original. Jakobson (1959) states that:

Every act of translation is an act of extralinguistic or intersemiotic communication in which two linguistic communities are contacted that are unable to communicate based on the conditions in which the original text is issued and how the author of that text presents it , impossibility to be remedied by the intermediation of the translator.

Although in each translation there is something of the translator, some of his style, some of his culture, some of his personality, the translator must be guided and directed by the author, since it was he who created the message.

The translator only recreates it and makes it understandable to other people with different languages than the author.

When the translator faces the translation of a text in one of the so-called Romance languages (such as French) to another such as Spanish, that transposition is minimal since the structure of phrases in Latin languages are very similar.

However, without going to Semitic or Eastern languages, in the case of English, many of the phrases to be translated need grammatical transposition because many of the phrases in English have a different structure to languages such as Spanish. It occurs when questions are asked:

Will it be a hot summer? / ¿Será un verano caluroso?

In Spanish, the grammar of an interrogative phrase does not change in most cases of affirmative grammar. In the new professional performance scenarios where the English language teacher develops his activity as a translator, the changes occur continuously and, specifically, in the university institution they have been propitiated, among other reasons by the publication of bilingual journals:

- a change in the document-centered services paradigm (going from focusing attention on the English summary of the articles published in digital journals to now focusing on their international visibility and user culture.)
- structural changes (new information services for document translation, research projects and design of a professional technical English training course,

- and some substantive changes (related to the previous two, such as review of the English language teacher's preparation in terms of translation skills, review of technical-professional documents in this language, change of conception from communicative English to technical English - professional and use of translation tools, etc).

What, then, is the translator's job as a communicator?

First, as Martí said, Ensure that your translation is natural, that it makes sense and conveys the meaning, that you possess the ability to interpret and understand the spirit and form of the language spoken, develop the language writing ability to that you will translate and that you have familiarity with the subject to be translated.

For this, it must serve and fulfill the author's purposes, because although the recipients will have the result of the translator's work, what they will really be interested in is the ideas and the way in which the issuing subject of the Message conceived it.

"The translation must be natural so that it seems as if the book had been written in the language to which it is translated, that good translations are known therein" (Martí., 1895).

And add:

"Translating is not (...) showing itself at the expense of the author, but putting the whole author in word of the native language, without seeing in a single moment the own person."

García Márquez also agrees with Martí when expressing

"The work must pass to the other language as it is, with its virtues and also with its defects. It is a duty of loyalty with the reader in the other language." (García. 1990).

The English teacher working in an information unit of a university has not been trained to act as a translator, since he has entered the institution after long training in the contents of his area with a more or less brilliant file which does not guarantee any teaching or research competence for the translation service.

The translation of documents in the academic field is a very interesting and certainly little studied issue. Translators often face this type of commission counting, for this, with very few tools.

Studies of Translation and Interpretation Degree (previously undergraduate) do not usually give this issue the attention it deserves and scarce articles or academic papers in this regard. However, when you start working as a translator, you realize that these types of translations are very frequent and demanded - especially the translation of academic records and university degrees - due to the need to standardize titles to be recognized in a country other than the one where they have been issued.

When we start any translation, we must analyze the text we are going to translate and identify what

type of text it is and the possible problems that may arise at the time of translating it.

Once we have analyzed it and before starting to translate it, we must document ourselves to answer all our questions about the translation of said text, and thus be able to obtain as a result of our work, a quality translation.

There are hundreds of thousands of opportunities to use translation tools in your daily life such as:

Google Translate; Dictionaries of controlled vocabulary; Bab.la.com; Digital dictionaries, among others, make it possible for this work in a Scientific-Technical Information Center to come out with the quality desired by both the translator and the client requesting the service.

One of the problems posed by translation is created when translating proper names. Often, translators doubt whether to leave their proper name in the original language or look for an equivalent, with the fear that that equivalent may lead to error.

One of the most difficult parts for the translator is to find acronyms and acronyms in the academic document. These appear above all due to the lack of space in the forms of the files and sometimes lead to creations of abbreviations with a single appearance, so that many times the translator is forced to ask his client or colleagues in the profession. The translation process consists of understanding and understanding the meaning of a text written in a language of origin and transferring it to a target language while retaining the same meaning.

Before carrying out this translation process correctly, it is convenient to know the different translation techniques available. Depending on the type chosen, the translator must adjust to different parameters to correctly transfer the author's original message without ever losing its meaning in the original language.

Among the most relevant techniques used for translation are:

- Literary translation.
- The semantic loan.
- The tracing
- .- The transposition.
- Modulation.
- The equivalence.
- The adaptation.
- Lexical synonymy.

- The restructuring.

There are different types of information sources according to the data we are looking for, such as:

- Terminology data banks.
- Parallel Corpus.
- Monolingual, bilingual, acronym and acronym dictionaries.
- Institutional sources.
- Glossaries.
- Manuals.
- Thesauri, among others. In any process of innovation, change or reform, teachers are one of the nuclear elements to consider, not being able to develop a conception of translation focused on the achievement of linguistic skills, but on cultural skills in learning the language of potential users, in innovation as a means to achieve quality and excellence; without clearly influencing the training of English language teachers and their translation skills.

Therefore these competences must be addressed to:

- Self diagnose training needs to improve their skills.
- Use ICT for the combination of translation work.
- Manage the resources and infrastructure provided by the institution.
- Create a favorable climate to maintain positive communication and interaction with users.
- Maintain relationships with the socio-professional environment in a systemic and periodic manner for updating and improving teachers.
- Prepare reports and technical documents in English to document investigations.
- Generate scientific production of English-language documents for publication.

Among those that the same geographic or social dialect there are other linguistic varieties that depend on specific situations.

In this new approach in which the university professor of the English language is considered as a mediator between the information in this language, the user and the knowledge, a communicative facilitator of the information, it will not be enough to possess the specific communicative,

pedagogical and curricular skills that the current English language teachers treasure, the training should be influenced and adapted so that this group acquires more extensive professional skills for the translation service.

The English language teacher has a double profile (triple if we consider the management of scientific and technical information in this language) where the training can and should collaborate to:

- Increase the corresponding knowledge in different areas, and in the same way, improve their cultural skills.
- Increase innovative and investigative competences, especially in the pedagogical and scientific-technical aspects, on the scientific-informative activity, an aspect that is associated with the need for a conscious prior pedagogical training.

Culture is a system of beliefs, ideas, customs, ways of acting, local parties, cooking and costume style. At a deeper level we can consider culture as something that organizes all these elements. Culture refers to values and conventions shared by a group of people who act as guidelines to guide the thoughts and behaviors of people who are related to the life of each society, therefore, when someone moves into a new environment. with completely or partially different levels of culture, its cultural context resists changes. In this case, translation as an agent of intercultural communication should reduce misunderstandings.

Language is immersed in culture: it expresses and determines cultural reality, and the meaning of some linguistic elements can only be understood if one takes into account the cultural context in which these elements are used. When transmitting a text from one culture to another, translators must pay attention to differences in type and degree of conventionality of cultures of origin and destination.

A communicative text will carry its cultural characteristics when transmitted from one language to another. The translator should know the cultures of other peoples and the end of the communication so that their translation is effective. We must bear in mind that, due to the differences, there is no exact translation between two languages. What we can try is to look for an approximation; The more similar the systems and cultures of the two languages are, the more effective translation and intercultural communication will be.

In order to efficiently perform the translator function, it is necessary to know the knowledge required by the service (technical component) and, in turn, an efficient performance of these

(methodological components), being increasingly essential and important in this context of professional performance in constant evolution (identity component).

In English there may be variants of use between British and American English, or between both and Australian.

The translator must try to capture the voice that speaks to him from the text, to transmit the rhythm, the modulations, the cadence of the style, the tone. There is much behind words, such as irony, sadness, a host of reverberations and subtleties. The translator must also transmit the silences, the spaces between the words. Everything has semantic value.

Language has a physical, sensual, and mental component, or ideal. Try to keep both. It is important to be as literal as possible. We know that total literalness is a dream; It is said that it does not exist, but in practice it gives good results as a guiding principle. It does not matter that you have to depart at every step. We know that every word has disjunctive: each word chosen represents a decision making. But I insist on the literalness. If the original uses a cliché, the translator must search for a cliché in their language. The same goes for metaphors, similes, rhetorical figures.

The purpose of any translation is to overcome the linguistic and cultural barriers arising from the differences between languages in order to make the defense of ideas, communications possible.

Translation is considered skill, textual operation, subject activity, profession in itself, art, science. That is to say, it is not only to transfer the meaning of the message from one language to another, but also to convey the meaning intended by the author, culture, feelings and historical reality.

The translator's job, therefore, is to ensure that communication is established between the one who transmits a message and the one who receives it, for which he must develop his translation competence on the basis of skills thus developing logical thinking, knowledge and skills.

Therefore, that translation competence must be composed of:

- Linguistic knowledge, reading ability in the source language and writing ability in the target language.
- Knowledge of the extralinguistic elements of the language from which it is translated.
- Reading competence, that is, comprehension and production of texts.
- Disposition and preparation before the linguistic change.

Conclusions

There is no doubt that the translator is a communication worker, his work serves that purpose, the final destination of his work is to transmit information and communicate ideas.

There is no greater satisfaction than knowing that a scientific problem has been solved, a new technique is applied, a human life has been saved, a child has been able to read a storybook, The culture of humanity has been enriched with a new literary work.

In a world where there is such a diversity of languages, where so many millions of human beings live, where there is a need for exchange and relations between countries, all human beings have the possibility to communicate with each other, to a large extent, thanks to the work of the translators. They have allowed the great works of universal culture, the latest scientific advances, to reach us. Up to us have come the postulates of great philosophers, the works of universal literature, the discoveries of the great men of science who lived many years ago or who live in this hectic and globalized world today.

It is indisputable that translating is an art within communication.

Bibliographic references

Antich de León, R. y Villar Bergnes, C. *English Composition*, p (135). Ed. De Libros para la Educación. La Habana, Cuba.

García Márquez, Gabriel (1982), "Los pobres traductores buenos", en El País, 21 de julio, p.9.

García-Yebra, Valentín (1981), "Polisemia, ambigüedad y traducción", Madrid: Ed. Gredos, pp.37.

Jakobson, R. (2013). *Sobre los aspectos lingüísticos de la traducción*. www.linkedin.com

Martí, José, *Obras Completas*, Editorial Nacional de Cuba, La Habana 1963.

Martí: Aproximaciones lingüísticas (I) El Habanero Digital <http://www.elhabanero.cubaweb.cu/>

Pérez Nápoles, E. (2008). *Libro de consultas para narradores orales*, p (13-14). Ed. Adagio. La Habana, Cuba. <http://www.ubiquis.es>