

# Teaching of the ambiguity words translation

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## Abstract

*The necessity of people`s communication with different “motherly” informational codes makes new demands for the foreign language training techniques.*

*The aim of the article is to show the variant of solution of one of these problems and the technique of ambiguous words removal in practice. Such techniques are necessary in theory and practice for communicative misunderstanding prevention.*

*The central aim of the foreign language study is language acquisition with such skills as encoding and transcoding of information about conditions and events.*

*The main teacher`s tasks are to teach students to acquire certain knowledge, competences and skills, to teach the process of information creation (discourse) not as in the native language.*

*Students have to master a number of competences and skills:*

- *encoding and transcoding of information in foreign languages;*
- *paraphrase;*
- *using synonyms and antonyms;*
- *to understand and achieve connectedness in perception;*
- *creation separate statements in communicative-meaningful speech limits;*
- *to feel standards and norms of language intuitively;*
- *polysemy and full lexical homonyms differentiation, etc.*

*A number of problems arises how to teach students:*

- *to understand language (it`s meaning and structure);*
- *authentically foreign texts decoding;*
- *to remove mechanical action of interlanguage correspondence finding;*
- *to establish the sufficient equivalence between words and constructions in languages.*

## 1. Introduction

Experience shows that the smallest mistake leads to communicative essential faults. Such faults make difficulties for communication, slow down the process of science globalization, integration into the scientific area and scientific-and-technological advance on a global basis.

The tendency to overcome such differences determines the practical necessity in interlingua translation studies and new methodologies creation of teaching.

Thus this research is determined by the necessity of students teaching to capacities of conversion of the encoded information to the brain condition – Image – and reverse conversion of Images to the encoded information. Thereby necessity of students teaching is to form foreign language discourse.

That`s why the necessity of creation and introduction into the practice such methods of authentical encoding information teaching is obvious. The usage of such methods could give the identical information on “ins and outs”.

## 2. The functional physiology of the brain

Translation demands monosemantic semantization of the *acoustico-graphic code (AGC)* (word).

The easiest case is monosemantic AGCs in both languages. But potentially the majority of AGCs are ambiguous as the result of brain physiology, penetration of one language to other etc.

Some language experts think that ambiguity appears thanks to the limitedness and luck of the human memory span.

Brain theory researchers proved scientifically baselessness of this idea by several reasons:

1) concepts quantity is limitedness (no more than several millions), in 1mm<sup>3</sup> brain area of constant memory can be named more than 1 billion of images, sings, concepts. The size of area of human constant memory is more than 100,000 mm<sup>3</sup>;

2) the brain can enlarge this size according to enlarge of quantity of information [1].

The biophysical researches results show:

- the recognition succession polysemantic signs correlation is more quicker process than recognition correlation succession non-polysemantic signs;
- the first process is taken place in one brain micro zone, the second – in different.

It's "profitable" to make a biochemical new context "decoration" of a concept than to create a new molecular image of this concept with this "decoration" by biochemical process.

## 2. Problems of information formation

The process of information reflection in the human's brain, its perception, revision, storage by man takes on a dimension. Consequently new images and new information could appear in the human's brain after revision of information.

The brain processes information after receiving and admits only the most important information in the mind, dividing it into components and uniting with the similar information in the same time.

Variations of the information forms elements cause to variations from its holding forms into the usage forms in the time of "reconstruction" (re-representation). Very often it happens not in the code equivalences of the first representations.

## 3. Peculiarities of interlingua translations

Translation quality depends on equivalence degree and communicative equivalence of "ins and outs" information.

The most important aim for authentically foreign text transformations and communication is teaching and learning to think, create and use discourse structures as native speakers do (person's language competence).

The process of transformation has stages: complete understanding of the original information, processing of the received information, following translated language encoding without changing of incoming and outgoing information ("ins and outs") for the discourse creation.

As a rule the semantic and functional coincidence of AGC in languages coincides only partially in semantics and functions.

The students' desire to transfer the meaning of isolated words (word-by-word translation) leads to mistakes.

It's complicated situation when the same concept is represented differently – *sufficiency* or *insufficiency* – in different languages.

The facts of *sufficiency* or *insufficiency* are very sensible for translators, always in the focus of attention of theoreticians and practitioners. But it's ignored or not taken into account by teachers and methodologist.

Teaching and learning the simplest and common vocabulary sometimes caused the difficulties. Studying the lexical units such as human's parts of body hasn't cause difficulties. But in practice it isn't true. Let's analyse the translation of Ukrainian AGC "палець" ("finger") into English.

In English you have to specify:

- 1) "*finger*" of *hand* or "*toe*" of *leg*;
- 2) for *hand* you have to specify what "*finger*": "first" (big) finger – *thumb*, but all others – "finger";
- 3) it's "*toe*" for *leg*.

English equivalents for Ukrainian "*ten fingers*" are "*eight fingers and two thumbs*" (for *hands*) and "*ten toes*" (for *legs*).

For Ukrainians it's the fact of *sufficiency*. Why is it necessary to divide "fingers" into *fingers*, *thumbs*, *toes*? For English it's *insufficiency*. Why are *fingers*, *thumbs*, *toes* united in one word "*fingers*"?

## 4. The ambiguity of words influences for the translation

To become proficient in language means to be able to form information (discourse) about mental images in AGC and vice-versa.

Not fixed by the norm meanings are transferred by the person's mind automatically. That's the transference of the semantic scope of a polysemantic word of the native language to its equivalent in the foreign language. It's shown in the following:

- use of the word in the unusual meaning, leave out of account its semantics;
- breaches of the lexical combinative power;
- use of the word by mistakes because of a coincidence of acoustics or/and graphics;
- translations of homonyms;
- loan translation;
- word-by-word translation (especially idioms);
- narrowing or widening of meanings.

The result is partial or total misrepresentations.

## 5. One of the ways of optimal authentic translations

It's necessary to keep all language levels norm: phonetic, orthographic, lexical, syntactical.

Norm is the physiological requirement of human's brain for the correct perception, analysis and keeping of information.

We memorize information but not the words when we read or listen.

The lexical level is exposed for "deformation" more. If the correspondence is established between one of the AGC meaning from one language with one of the AGC meaning other language but the informational content of all other meanings won't correspond in the most cases. In this case we have the problem with complete lexical homonyms and polysemantic words text identification.

The mistake in authentic interlingual translations of polysemantic words doesn't matter much. They correlate partially by the essence of information. But homonyms don't correlate. It's enough to differentiate complete lexical homonyms and polysemantic words.

We've created the *informational correlation criterion of differentiation (ICCD)* for ambiguity elimination based on the presence or lack correlation scope essence (*vector of informational accordance (VIA)*) which is kept in informational array of words for differentiation [2].

## 6. Example of the ICCD using

It's necessary to find elements of *characteristic structure* and according to them to define correlation (*VIA*) information by essence. We've identified such characteristic structure elements, created the algorithm and distinguished main demands for language and *Agreed conditions* which give monosemanticity.

The first operation is creating of the *explanatory formula word's meaning (EFWM)* of AGC for each its variants of the informational array according to the elements of the *characteristic structure*. The structure of the *EFWM's meaning* has to have such look:

the code of actions (AGC – № word): 1. analytical description: 1.1 explanation essence of the phenomenon, 1.2 explanation functional essence of the phenomenon; 2. analytical description of the static of the phenomenon according to: 2.1 elemental composition, 2.2 elements' connection; 2.3 composition of matter, 2.4 form, 2.5 size, 2.6 position in space (the habitat), 2.7 links with elements of the habitat; 3 analytical description of phenomenon or object dynamics: 3.1 movement in the space, 3.2 movement of the elements inside, 3.3 influence of the other phenomenon or object, 3.4 influence on the other phenomenon or object; 4 analytical description of the phenomenon's habitat.

Could be used more formal: 5.1 belonging to the class according to the indications: abstract nouns, verbal noun, etc.; 5.2 AGC's meanings after the 1.1 and 1.2 in the foreign languages; 5.3 other which could come to agreement in future study of ICCD using. 6. The results of differentiation.

The using of ICCD is showed on the example of English ambiguity noun "PEN". We'll limit ourselves and show positions 1.1 and 1.2, 5.2 and 6.

Formulas of AGC "PEN" and the differentiation of ambiguities appeal:

1. analytical description *acoustico-graphic code* – word;

1.1. analytical description (explanation) essence of the phenomenon:

Pen-1 – instrument; Pen-2 – instrument; Pen-3 – instrument; Pen-4 – way of smth; Pen-5 – way of smth; Pen-6 – way of smth; Pen-7 – area for smth.; Pen-8 – area for smth; Pen-9 – area for smth; Pen-10 – area for smth; Pen-11– area for smth; Pen-12 – area for smth; Pen-13 – bird, Pen-14 – area of smth; Pen-15 – area of smth; Pen-16 – area of smth.

**1.2. analytical description (explanation) functional essence of the phenomenon:**

Pen-1 – for writing with ink; Pen-2 – for drawing with ink; Pen-3 – for writing (entering) commands into a computer; Pen-4 – of writing ; Pen-5 – earning income of writing; Pen-6 – the occupation of writing; Pen-7 – farm animals are kept; Pen-8 – enclosed area; Pen-9 – enclosed area where trees have been planted; Pen-10 – enclosed area for warships staying; Pen-11– people convicted in crimes; Pen-12 – constructed to hold back water and raise its level.; Pen-13 – a female swan; Pen-14 – (for plants) a slender rib running through; Pen-15 – high or hilly land; Pen-16 – (for animals (squids) a slender rib running through, tapering cartilaginous internal shell.

**5.2. acoustico-graphic code`s meanings in the foreign languages:**

Pen-1 – ручка; Pen-2 – ручка; Pen-3 – ручка; Pen-4 – літературний стиль; Pen-5 – літературна праця; Pen-6 – літератор, письменник; Pen-7 – приміщення, хлів; Pen-8 – приміщення; площадка; Pen-9 – площадка; Pen-10 – площадка; Pen-11 – приміщення; Pen-12 – споруда; Pen-13 – лебедиця; Pen-14 – прожилок; Pen-15 – узгір'я, пагорб; Pen-16 – прожилок (in Ukrainian).

**Results of differentiation:** Pen 1∩2,3; Pen 2∩1,3; Pen 3∩1,2; Pen 4∩5,6; Pen 5∩4,6; Pen6∩4,5; Pen7∩8,9,10,11,12; Pen8∩7,9,10,11,12; Pen9∩7,8,10,11,12; Pen10∩7,8,9,11,12; Pen11∩7,8,9,10,12; Pen12∩7,8,9,10,11; Pen13∩13; Pen14∩15,16; Pen15∩14,16; Pen16∩14,15.

We can make **conclusion** the AGC „Pen” has 16 meanings, 6 homonymic groups, 4 of these groups have their list of polysemantic words: Pen<sup>1</sup><sub>1</sub>; Pen<sup>1</sup><sub>2</sub>; Pen<sup>1</sup><sub>3</sub>; Pen<sup>2</sup><sub>1</sub>; Pen<sup>2</sup><sub>2</sub>; Pen<sup>2</sup><sub>3</sub>; Pen<sup>3</sup><sub>1</sub>; Pen<sup>3</sup><sub>2</sub>; Pen<sup>3</sup><sub>3</sub>; Pen<sup>3</sup><sub>4</sub>; Pen<sup>3</sup><sub>5</sub>; Pen<sup>3</sup><sub>6</sub>; Pen<sup>4</sup><sub>1</sub>; Pen<sup>5</sup><sub>1</sub>; Pen<sup>5</sup><sub>2</sub>. Here superscript means polysemantic word, subscript means homonym.

## 7. Conclusion

ICCD permits students to master the methodology, skills and abilities to create *EFWM*. It helps to avoid mistakes in ambiguous nouns translation and reach the maximal authenticity, monosemanticity, completeness of using all lexical resources.

Experiment showed that using ICCD doesn't cause difficulties for students and permits to avoid mistakes in the discourse formation by the foreign language and in translations.

## References

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