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# **PROCEEDINGS**

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### Translating suffixal English aviation terms in classroom

*The paper is devoted to the problems students face during translations of suffixal aviation terms in class. The most common difficulties that an instructor pays attention to include lack of linguistic and professional skills among others.*

Terms in aviation sphere, just as in other areas, are formed according to general English and Ukrainian word-building patterns. Instead of creating new terms, secondary nomination becomes a major means of enriching terminology. Coining new words is obviously connected with the primary meaning of those words which become aviation terms, such as *feather* – > *to feather* – *feathering*. Just as with any other field of knowledge, aviation nomination system consists of virtually all parts of speech, which are formed according to the common language word-forming rules. In general, English aviation terminology makes use of productive suffixes that form nominal, adjectival and verbal forms, or differentiate abstract and concrete meaning. For example, suffixes – *ty*, – *ness*, – *ancy* are used to make abstract terms from adjectives: *redundancy*, *airworthiness*, *visibility*, etc.

The patterns of coining terms vary, e.g.:

N + er / or: *thruster*, *alternator*;

V + ion / ation / ment / ure / age / ance / ing: *ablation*, *refueling*, *compression*, *reinforcement*, *departure*, *blockage*, etc.;

A + (i)ty / ness / e(a)ncy: *abnormality*, *thickness*, *redundancy*.

For translation of the aviation term, as a rule, the translator is recommended to analyze the context in which the term is used and to pay attention to the original meaning of the root morpheme which was used to coin the term [2, p. 36]. Yet, when students were asked to translate a text containing a number of words not found in the aviation dictionary, they failed to perform such analysis. The most common strategy was to use a form that sounded “better” without any linguistic analysis. For instance, the term from a Wikipedia article *Helmet Mounted Sighting System* is a complex one, in which the suffixal part *sighting* presented the major difficulty, as students had to choose between two Ukrainian forms *прицільний* and *прицільовальний*. The former one is easily found in the dictionary and has the meaning of “designed to aim at the object” [3], but what about the latter one? It appears when googled: *прицільовальний* comes in such combinations as *прицільовальний пристрій*, *прицільовальна планка*, *прицільовальний пристрій* and others. Looking into the meaning of the suffix – у(ю)валь-, we see that it refers to the capacity or aim for performing some action [1, p. 130]. As is the case with participles, the reference to action is strong in *прицільовальний*, while the attributive characteristic is more prominent in *прицільний*; therefore, it is offered in the dictionary as a part of complex terms, such as: *прицільна рамка*, *прицільний видошукач* [3]. We believe, it would be more correct to say

*прицілювальний жест*, but *прицільна система* or *система прицілу*, which students fail to notice.

In fact, the most common problems that students encounter during translation of suffixal terms include:

- lack of knowledge of the aviation field and its terminology;
- poor knowledge of the principles of nominations in both languages;
- lack of skill in choosing between the meanings of polysemantic words;
- insufficient understanding of how to perform structural analysis of complex

terms;

- lack of attention to semantic changes that suffixes lead to;
- inability to establish semantic connections between the words of a word-group, among others.

Among other difficulties that students face during translation is that they tend to fail to notice that English suffixal terms are not necessarily translated as Ukrainian suffixal ones, for example: *wingless* can be translated as word-combination *без крила* or *безкрилий* as in *wingless design* and *wingless aircraft*. It is important to tell the students that the functions of the terms, and thus the selection of translation techniques, are dependent on the requirements of the aviation discourse, or an environment in which this term exists.

At times students also forget that a terminological word-combination may not necessarily preserve the meaning of its separate components. The meaning of complex terms often has semantic independence, as *air traffic clearance* or *mixing arm*. This concerns those terms which have all its components belonging to the aviation sphere and the ones in which one or more of the elements belong to the common sphere of use. In the first case, students have to choose between interdisciplinary homonyms offered by the dictionaries to be able to translate a complex term, and in the second one, to decide whether the primary meaning of the word was preserved or a new meaning was ascribed to common lexis.

When students have to translate orally and they do not have time to analyze the terms, they often stumble on internationalisms and false translator's friends, such as *actual altitude*, *aviation graphic solutions*, etc.

In class students should be reminded of the translational methods that may come handy during the process, such as transcoding (*reflector* – *рефлектор*), descriptive translation (*localizer* – *курсний посадковий радіомаяк*), calquing (*transmitter* – *передавач*) and others. It was noted that students seem to be afraid of transformations during translation and are often too careful about using additions, omissions and part of speech changes, as in *altitude conversion table* – *таблиця перерахунку висоту*.

One more problem that the instructor faces in the class, connected not only with the suffixal terms, is the unwillingness of the students to use dictionaries and reference materials for checking their ideas and translational decisions. This is also true about malapropisms, or commonly confused words, such as *principal* and *principle*, *continual* and *continuous*, as in *continual airworthiness* and *continuous maintenance*, which often leads of clumsy translations.

The students should also be made aware of careful attitude to coining new terms, if the text requires it. Two aspects that are to be remembered in this respect are formal-semantic and semasiological ones. The first one guarantees closeness of

meanings of the components of the term and their formal characteristics, the second one allows to deal with the plurality of meanings.

One of the major requirements to the translation of terms in general is achievement of adequacy and equivalence. To reach both with regard to suffixal terms, the students are offered to follow the following steps:

- to recognize the suffixal term and analyze its word-building pattern and semantic structure;
- if the word is a part of a complex term, it is important to find the main word in the group and analyze the relation of the suffixal one to it;
- translate the main word first, and then the depending ones, preserving syntactical relations and semantic features in the word-group.

This means that a student translates a complex suffixal word-group applying necessary semantic and grammatical transformations in line with the rules of the Ukrainian language, for example: *effective acceptance bandwidth* – *ширина смуги ефективного прийому радіосигналів*.

And finally, students should be reminded to take into account not only the context in which the term appears, but also possible changes in the meanings of the terms with times, standards in corporate translation or clients' preferences, style of the text (using of professional jargon or parlance), etc.

### **Conclusion**

All in all, during the translation of suffixal aviation terms students encounter different problems which are mainly connected with polysemantic nature of their components. Lack of skills and knowledge often lead to faulty translations. Not only should a student be acquainted with the general principles and terms of the aviation field, but know how to analyze the terms and terminological units from the perspective of their morphological, syntactical and semantic structures. Even though a student must know specialist terminology and ways of translation, he or she should also be flexible in using a variety of translation techniques, understanding semantic and syntactic connections between the elements of complex terms, realizing the meaning of the morphemes that constitute a term and understanding the requirements to translation in general.

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