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Севастопольский национальный технический
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СБОРНИК ТЕКСТОВ

к практическим занятиям
по дисциплине «Письменный перевод»
для студентов 4,5 курсов специальности «Перевод»
дневной формы обучения

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SEEING WHAT WE LOOK AT

A.N. Eken

*We knowers are unknown to
ourselves, and for a good
reason: how can we ever hope
to find what we have never
looked for.* (Nietzsche 1956, 149).

I am not the type of person who likes to sleep in. I don't find it difficult to wake up early. But I do like to let my clock radio wake me up. As soon as I'm awake, my mind starts reacting to what I hear from the radio: music, commercials or the news. Whatever it is, it is my first contact with the media every morning. At the breakfast table, I read the daily papers. There are times when I continue to read the newspaper on the bus and times when I forget to take it with me and wind up glancing at the paper of the commuter next to me. Sometimes I choose not to read anything; I just look out the window till I arrive at work. Billboards or bumper stickers on the cars are there to keep me busy. The contact I have with the media is an all-day affair. Since I enjoy watching TV, the contact continues into the evenings. Sometimes I say to myself: "This must be what experts call a 'heavy bombardment of media messages'." But I am usually confident that I am in control of those messages.

However, I can't help thinking about other people: Do they question the nature of their contact with the media? Are they able to use the media effectively? Are they active or passive readers? Do they know how to decode the messages within media texts? Do they know that all media are constructed to create certain effects? Do they unknowingly let the media shape their opinions? In other words, do they "accept the surface intentions of the message designers" without question or do they accept the media's perspective only as "the result of a reasoned, conscious process in which they realize the media interpretation is the best among all available alternatives"? (Potter 1998, 7).

These are all questions I initially asked myself to establish a healthy relationship with the media. Seeking clear answers, I reviewed the studies on media and media literacy, which helped me gain an essential awareness that literacy is not limited to the printed page. Students, in their daily lives, encounter a variety of audio and visual texts (Lankshear, Gee, Knobel, &

Searle, 1997) where different versions of reality are constructed for their consumption (Downes & Miller, 1998). The fact that the media constantly provide these texts for consumption makes constant criticism and a continual awareness of other people's motives more essential than it has ever been (Rusmone in Downes & Miller 1998). Therefore, McBrien (1999), Branston & Stafford (1996), Lusted (1991) and many others believe that students need to acquire media literacy. McBrien writes that helping students become media literate means providing them with "tools to make responsible choices about what they see and hear" (*ibid.*, 1999, 76). These tools will help students "raise the right questions about what they are watching, reading or listening to" (Thoman 1999, 50). The critical importance of the ability to read media texts is also apparent in Potter's explanation: "Media literacy is a perspective from which we expose ourselves to the media and interpret the meanings of the messages we encounter. We build this perspective from knowledge structures. To build our knowledge structures, we need tools and raw material. The tools are our skills; the raw material is information from the media and from the real world" (Potter, 1998, 5).

Drawing upon the literature and my own experience in teaching, I designed an introductory elective media literacy course for the third year undergraduate students at the School of Applied Languages at Bilkent University in Turkey. The 42-hour course lasted 14 weeks and 26 students took the course. The students' proficiency level in English was advanced and the lessons were conducted in English. The course aimed to provide students with tools to help them understand

- what *text* means in media studies,
- how and for what purposes media texts are constructed,
- how these texts represent people and events,
- to what extent they represent reality,
- how the target audience influences the production of such texts,
- how the language in each form of media differs,
- what ideology informs a given media text,
- to what extent the media can influence people, and
- how people can control the influence of media.
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In short, the course aimed to help students gain critical autonomy in their interpretation of the media.

To create media awareness in students and improve their literacy in the interpretation of the media, I used different texts, including music videos



(e.g. *You Get What You Give* by New Radicals, 1998); advertisements (e.g. shampoo and jeans ads); newspapers (e.g. headlines, articles, photographs); magazines (e.g. women's magazines, sports magazines); and film excerpts (e.g. *Up Close and Personal*, Avnet, 1996; *You've Got Mail*, Ephron, 1998; *Notting Hill*, Michell, 1999; *Psycho*, Hitchcock, 1960).

The classroom environment was designed to encourage students to express their opinions freely and react to one another's opinions. I employed both small group and class discussions. I asked students to examine different media texts—commercials, newspapers, magazines, music videos—in groups and then share their comments with the rest of the class. Students also completed weekly assignments and a term project on an issue such as how women are depicted in Turkish soap operas, how producers make reality shows attractive for the audiences, to what extent American sitcoms affect Turkish sitcoms, how news reporting for public broadcasting differs from the reporting for commercial TV stations. This work aimed to provide students with tools leading to autonomy in their interpretation of media texts.

A framework for analyzing media texts used in the course

After reviewing works by Downes & Miller (1998); O'Sullivan, Dutton & Royner (1998); Potter (1998); Price (1997); Branston & Stafford (1996); Hart (1991); Lusted (1991); Burton (1990); Alvarado, Gutch & Wollen (1987); and Masterman (1985), I developed a framework students could use in analyzing media texts, separately considering six parameters:

Media institutions and technologies: who produces media texts and what kinds of technologies are available; how these technologies are used, in TV, radio, cinema industry, press, alternatives, independents, etc.

Media categories: advertisements, TV news, songs, pop music videos, films, radio shows, etc.

Media languages: how the media produce meanings: signs, symbols, images, narrative structures, characters, etc.

Ideologies: set of ideas, a world view, dominant ideas in the media texts

Media representations and reality: the relation between media texts and actual people, places, events, ideas, genders, stereotypes, races, appearances

Audiences: readers, listeners, watchers: How do the media reach them and address them; and how audiences choose, consume and respond to texts, etc.

Sample media texts and classroom activities used in the course

Throughout the course I used various media texts for classroom activities, including pop music videos, films and film excerpts, TV news, and advertisements.

a. Pop music videos:

Students especially enjoyed working on pop music videos. One of the videos I used was by the New Radicals: *You Get What You Give* (1998). To familiarize students with different aspects of media literacy such as narrative, media language, ideology, representation and reality and audience, I provided them with a worksheet that would encourage them to think about those aspects of the media. The students watched the video, took notes and discussed their notes in small groups, e.g. how the target audience might influence the product; in what way(s) the language of music videos was different from other forms of language; what societal values were prevalent in the story and how they were criticized; what different groups of people were represented and how they were represented, and to what extent these representations reflected reality. The discussion among groups then developed into a lively class discussion on the mainstream media, mainstream consciousness in society and the media, and the alternatives to mainstream media and ideas.

b. Film excerpts:

Another type of media text I used in the course was films. For one of the tasks, students watched two excerpts from *Notting Hill* (1999) directed by Roger Michell. The aim of the task was to show students how the media represented people, in this case a film star, and to what extent media representations reflected reality. The first excerpt from *Notting Hill* (*ibid.*) was the opening scene in which the audience is introduced to Anna Scott (Julia Roberts). The second excerpt was the scene in which William Thacker (Hugh Grant) introduces Anna to his family at his sister's birthday party, where everybody talks about their fears, anxieties and problems at the



dinner table. Students took notes on the worksheet about how Anna was depicted in each excerpt.

After taking notes on the two excerpts, students discussed their observations in pairs and then there was a class discussion on the similarities and differences between the two depictions of Anna Scott. This specific discussion led to further discussion on how film stars are usually represented in the media. As a follow-up activity, I provided students with magazines; asked them to go through the magazines to see how movie stars were depicted in them, and to make a comparison between the film and the magazines. In class we discussed and compared the techniques employed to present the stars: close-ups, big photos, glamorous settings, beautiful clothes, sensational headlines, bright lights, background music, etc.

c. Television News

In order to familiarize the students with media ownership and how it can affect the media texts, I used two versions of a television news story about soccer hooligans. The first clip was from the Turkish national public broadcasting network and the other from a Turkish commercial channel. I provided students with a worksheet to organize their thoughts.

After watching the clips and taking notes, students discussed the similarities and differences between the treatments of the story. The discussion helped them to gain an awareness of how media ownership can affect the production of media texts. As a follow-up activity, students analyzed the treatment of the same news story in tabloids and in quality newspapers.

d. Advertisements

Advertisements or TV commercials can be used effectively in media literacy programs because they are brief but very rich in content and effect. To create an awareness of how media texts vary according to their target audiences, I divided the class into two groups and had them look at magazine advertisements. The first group found various advertisements in which the male body was used and the second group found advertisements in which the female body was used. The groups prepared posters using the ads they found, noting the source in which each ad was printed. Then they displayed the posters on opposite walls of the classroom and invited each other to look closely at the advertisements they had collected. They discussed how the male and female bodies were presented in these ads, and

whether the presentations differed according to the particular magazines in which the ads appeared.

HOW STUDENTS BENEFITED FROM THE COURSE

In order to find out the effects of integrating media studies into curriculum, at the end of the course I divided the class into five groups and conducted group interviews where I asked my students to reflect upon the whole process. I interviewed 25 students out of 26 (one student was absent when I conducted the interviews). Each interview lasted 20-30 minutes and focused on students' answers to the following two questions. :

1. Have you found the course useful? Why or Why not?
2. To what extent has the course helped you understand media messages?

When I analyzed my notes from the interviews six categories seemed to emerge from the data. The points below indicate common responses offered by students in the group interviews, which helped me to better understand students' reactions to the course and to plan future lessons.

a) Integrating media literacy into the curriculum helped students gain critical awareness of the media.

The first category of responses that emerged from the data indicated that through media literacy, students gained critical awareness of the media and this awareness taught them to be "wide awake" and alert when they received a media message. Students frequently pointed out that the course had made them willing to question and criticize texts actively rather than accept things as presented by the media. One student said: "When I watch commercials now, I can apply different approaches to them. For example, in the past I used to watch without questioning, but now I pay attention to how the product is being promoted, how the audiences are persuaded to buy the product". Another student agreed: "Thinking critically and analyzing has become a habit for me. I can't help thinking about the significance of colors, setting, music..." The other student added: "Things may not be the same as they look. I think there are hidden messages beyond what is seen." One student compared a media literate person to a wine expert: "A wine expert can distinguish high-quality wine from bad-quality wine. In the same way,



having the knowledge of how the media work, I can distinguish between the messages I've received from the media. I can control them."

Student responses also indicated that gaining critical awareness of the media had increased their self-confidence. Twenty-three students out of 26 emphasized that they felt privileged after taking the course because they learned to 'read' films, TV news, commercials; not only 'watch' them. Two of these students stated that the course had definitely increased their self-confidence in intellectual discussions. One of them elaborated on this point: "In discussions on media, I feel that I have a lot to say, confidently, because I know that I can justify what I say" and another student agreed: "When I discuss media with my friends outside class, I feel that they listen to me carefully. This makes me happy and more self-confident."

b) The media literacy course made students selective.

Nineteen students out of 26 noted that the course had helped them to be selective when faced with many different alternatives. For example, one student said: "I like going to the cinema. I used to go to all kinds of films. After this course, I have become more selective. I think I know what I like. The cast, the director, genres etc. are very important for me." Another student expressed a similar view: "I know what I am looking for; therefore, I am more selective when I buy a newspaper or decide on which TV program to watch." Four other students expressed a similar view stating that they used to watch whatever program they found on TV but after taking the course they tended to eliminate the ones that were not objective or that attempted to impose ideas on them.

c) The critical autonomy that students gained through media literacy in class helped them outside class as well.

The responses I received in the group interviews suggested that the critical autonomy students gained in class helped them outside class as well. One of the students explained: "Now when I watch a film at the theater, I can't help thinking about the person sitting next to me: 'Does s/he see what I can see? Is s/he as privileged as I am?'" The same feeling was experienced by 15 other students who highlighted their belief that having learned to analyze, think critically and interpret, they wouldn't forget these skills, and they would make use of them skills in their daily lives, too. One of these students said: "I look at life from a new point of view now. I don't think I will ever

forget what I have gained through media literacy." Seven students said that their knowledge of how a media text is constructed and awareness of how the media could depict people as either angels or monsters caused them to reconsider the nature of their relationship with the media and take greater control over the media in their lives.

d) The media literacy course created a context in which students could freely engage in discussion.

Eighteen out of 25 students interviewed agreed that the course gave them a sense of freedom because they had the opportunity to express their views and participate in discussions. One of these students stated: "Discussion hours were very useful because we freely expressed our opinions and listened to each other. Therefore, discussions opened new doors to knowledge." Another student added: "I have gained new points of view by taking part in discussions freely." Another student said: "Through discussions I have realized how important it is to base my arguments on solid facts or examples if I want to sound convincing."

e) The media literacy course improved students' language skills.

The group interviews also showed that analyzing media texts helped students to learn new media- and literacy-related terminology and to practice their English through listening, taking notes, discussions and assignments. Seventeen students indicated that they learned a lot of media- and literacy-related vocabulary in English. One of these students said: "I have learned a lot of terminology related to media studies and this makes me feel competent and confident while analyzing media texts and taking part in related discussions." Another student agreed: "Discussion hours were really useful because I believe that I have gained confidence in speaking English." Sixteen students pointed out that the course had improved their listening skills because they had watched a lot of films, commercials and listened to many radio shows in English. One of these students said: "I think I can understand people speaking American English better than those speaking British English." Twelve students said that the assignments they prepared improved their writing skills, too. Five of these students involved in a group project said: "The group project we prepared on how women are depicted in recent Turkish soap operas helped us a lot in writing. We watched many soap operas, took notes, brainstormed, used our notes to write the first draft of our essay and then finalized our essay. Writing a well-developed and



convincing discursive essay meant hard work and patience. We had to find very good examples from the soap operas to support our views.”

Students' suggestions for future courses

Another benefit of the group interviews was students' suggestions for future courses. Almost all the students I interviewed agreed that they appreciated the course, and therefore asked me whether they could take another course in media literacy the following semester. Six students suggested producing their own media texts, e.g. radio programs, commercials. Four students said it would be a good idea to incorporate more information on Internet-literacy into the course, since they believed that they would be using the Internet more often in the future.

DISCUSSION

This study originated in my inner dialogues, which developed into an introductory course in media literacy. Although it is based on a small-scale classroom research project in Turkey, I believe the results can help set the stage for media literacy programs in schools in other countries, because various studies in different contexts show similarities with the case study I conducted. For example, Daniels (1998) points out in his report on his study in a K-12 Christian school in the suburbs of Sydney that through media studies students learn to “consider what doesn't get shown as well as what does to determine the truth of a reported piece and they develop the skills to discern truth from falsehood in what is presented to them in the media” (79). Another similar result can be found in McBrien's study (1999) in which he states that using media examples in print and on video and the Web helps students “recognize stereotypes, biases, multiple viewpoints, advertising devices, camera techniques, and photographic manipulations, all of which contribute to the overall effect to move, entertain, persuade, or manipulate a consumer” (78). The main difference of my study lies in the fact that it was carried out in a context of foreign language learning, where students improved their knowledge of media-literacy-related vocabulary, their language skills (through listening, writing, reading and speaking) and their critical thinking skills.

This case study indicates that being media literate helps students make healthy choices about the media. When they become aware of how media are constructed, they can analyze, question, view media texts critically, and

spot journalistic bias and intentional editorial omissions. The study also suggests that the positive effects of the critical autonomy the students gain through media analysis are not limited to the school environment; students believe that critical autonomy will help them outside school as well.

CONCLUSION

What educators and school administrators all over the world should recognize—especially in countries like Turkey, where media forms are on the rise but media literacy is not yet a major subject in the school curriculum—is that literacy is not limited to the printed word. It is much more comprehensive than it used to be, due to the emergence of new forms of media and new contexts of education. The demands of the future—the increasing importance of visual communication and information, the penetration of media into our central democratic processes, the management and manufacture of information by the media, the high rate of media consumption and media saturation, and various ideological influences—make media literacy an essential dimension in education that we cannot and should not ignore (Masterman 1985). It should be kept in mind that the students who are least vulnerable to harmful media messages are the ones who can read these messages analytically and critically, because they have the necessary skills to assess and evaluate the messages for themselves instead of accepting them without question. Therefore, integrating the study of media literacy into the curriculum, at all levels of education, will help equip students with the necessary skills to cope with media messages on their own.

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Задания к тексту

1. Прочитайте текст, дайте его краткую стилистическую характеристику. В чем, на Ваш взгляд, будут заключаться трудности перевода этого текста?
2. Какие лексические единицы в современном русском языке могут соответствовать английским единицам "media", "media text", "media literacy"? Как они употребляются, какое получают грамматическое оформление? Обсудите эти вопросы на занятии, выберите приемлемые, с точки зрения стиля настоящей статьи, варианты перевода.
3. Прочитайте первый абзац текста и его перевод, выполненный работавшим над статьей переводчиком:

Я жаворонок по природе. Готов хоть каждое утро просыпаться чуть свет – и лучше всего под звуки радиоприемника. Как только срабатывает таймер и приемник включается, в мое сознание врывается поток из новостей, музыки, рекламы – так с утра пораньше я вступаю в контакт с масс-медиа. Потом просматриваю прессу: начинаю за завтраком, продолжаю в автобусе, по дороге на работу. Иногда, если забываю взять свою газету, приходится заглядывать в соседскую. Не хочется читать – смотрю в окно, изучаю рекламные щиты и наклейки на задних стеклах машин. Поток информации не иссякает ни днем, ни вечером – ведь, приходя домой, я автоматически включаю телевизор. Наверное, мелькает у меня иногда, это и называется «массированная атака СМИ». Правда, за себя я обычно спокоен: мне эта атака ничем не грозит.

- Сравните тексты подлинника и перевода. Найдите в тексте перевода лексические трансформации, случаи опущения, добавления, полной перестройки предложения. Постарайтесь объяснить, чем руководствовался переводчик, принимая такие переводческие решения.



- Представьте себе, что это был Ваш перевод, однако редактору показалось, что он нуждается в доработке, т.к. иногда Вы «слишком отрываетесь от текста». Отредактируйте перевод абзаца с учетом замечания редактора.
- Сравните два варианта перевода. Какой Вам кажется более удачным? Почему?

4. Проанализируйте и оцените перевод следующего предложения из второго абзаца:

In other words, do they “accept the surface intentions of the message designers” without question or do they accept the media’s perspective only as “the result of a reasoned, conscious process in which they realize the media interpretation is the best among all available alternatives”?

Иными словами, “принимают ли они «на веру» все подряд – или же верят только тогда, когда, взвесив все «за» и «против», убеждаются, что данная интерпретация наилучшая из всех возможных”?

Как видите, в приведенном переводе не отражены некоторые смысловые единицы исходного текста, в частности:

- the surface intentions of the message designers
- media’s perspective
- a reasoned, conscious process.

Отредактируйте предложение (или дайте собственный вариант перевода), восстановив смысловые пробелы.

5. Найдите фрагменты английского текста, соответствующие следующим фрагментам перевода:

- делать сознательный выбор;
- научить студентов самостоятельной критической интерпретации;
- общепризнанные ценности;
- господствующие идеи в обществе и в СМИ;

- выигрышный фон;
- музыкальное сопровождение;
- как одни и те же новости подаются в так называемых "бульварных" и "серьезных" газетах;
- видеть, где авторы проявляют явную предвзятость, а где важная информация намеренно опускается.

Дайте собственные варианты перевода для этих фрагментов.

6. Какие приемы использованы в переводе следующих предложений?

(1) Seeking clear answers, I reviewed the studies on media and media literacy, which helped me gain an essential awareness that literacy is not limited to the printed page.	(1) В поиске ответов я обратился к исследованиям по медиа-грамотности. И вот первое, в чем я убедился: понятие грамотности отнюдь не ограничивается рамками печатного текста.
(2) The classroom environment was designed to encourage students to express their opinions freely and react to one another’s opinions.	(2) Занятия строились таким образом, чтобы студенты могли свободно высказывать свое мнение и слушать друг друга.
(3) In order to familiarize the students with media ownership and how it can affect the media texts, I used two versions of a television news story about soccer hooligans.	(3) От того, кому принадлежат средства массовой информации, нередко зависит характер самой информации – чтобы продемонстрировать это положение на практике, я предложил студентам просмотреть две версии теленовостей, рассказывающих об одном и том же инциденте на футбольном стадионе.
(4) The responses I received in the group interviews suggested that the critical autonomy students gained in class helped them outside class as well.	(4) Эта мысль повторялась во многих ответах.



(5) Through discussions I have realized how important it is to base my arguments on solid facts or examples if I want to sound convincing.	(5) Благодаря нашим занятиям я понял, что голословные заявления мало что дают: чтобы кого-то в чем-то убедить, нужны факты и примеры.
(6) Almost all the students I interviewed agreed that they appreciated the course, and therefore asked me whether they could take another course in media literacy the following semester.	(6) Почти все мои собеседники высоко оценили нашу совместную работу и выразили намерение записаться на курс медиаграмотности в следующем семестре.

Оцените целесообразность использования данных приемов (учитывайте не только особенности самих предложений, но и характер окружающего контекста). Дайте собственный вариант перевода для каждого из предложений.

7. Это задание выполняется *после перевода текста*.

Просмотрите собственный перевод и ответьте на вопрос: использовали ли Вы переводческие приемы, представленные в задании 6?

Какие приемы встречаются в Вашем переводе чаще всего?

8. Сравните следующие английские предложения и различные варианты их перевода:

(1) The fact that the media constantly provide these texts for consumption makes constant criticism and a continual awareness of other people's motives more essential than it has ever been.

— Тот факт, что СМИ всегда обеспечивают тексты для потребления, является причиной для постоянной критики, а также для понимания мотивации других людей в большей степени, чем когда бы то ни было.

— Обилие «ширпотреба», которым переполнены сегодня все средства массовой информации, вызывает справедливую критику, однако те же «ширпотребовские» тексты, как ничто другое, помогают нам разобраться в том, чего хотят их авторы.

— С одной стороны, этот непрекращающийся поток текстового ширпотреба является для нас источником постоянного раздражения, с другой – он как ничто другое помогает понять скрытую подоплеку человеческих устремлений.

(2) Students frequently pointed out that the course had made them willing to question and criticize texts actively rather than accept things as presented by the media.

— Многие отмечали, что если раньше они готовы были все принимать на веру, то теперь стали больше критиковать и сомневаться.

— Студенты часто указывали на то, что курс научил их задавать вопросы и активно критиковать тексты, а не принимать все таким, каким оно представлено в СМИ.

— По словам многих студентов, благодаря нашему курсу они отучились слепо верить всему, что написано, зато научились сомневаться и активно критиковать.

(3) The group project we prepared on how women are depicted in recent Turkish soap operas helped us a lot in writing.

— Подготовленный нами групповой проект о том, какими изображены женщины в современных турецких «мыльных операх», очень помог нам в письме.

— Работая над групповым проектом, посвященном женщинам в современном турецком телесериале, мы стали гораздо лучше писать.

— Наш совместный проект – "Образ женщины в современном турецком телесериале" – очень много нам дал, особенно в плане развития письменной речи.

(4) Writing a well-developed and convincing discursive essay meant hard work and patience.

— Надо было как следует постараться, чтобы вышло что-то логичное и убедительное.

— Чтобы написать развернутое, убедительное и логичное эссе, понадобилось немало терпения и настойчивости.

— Написание развернутого, убедительного и логичного эссе потребовало от нас немало труда и терпения.

(5) This study originated in my inner dialogues, which developed into an introductory course in media literacy.



- Исследование родилось из моих внутренних диалогов, которые переросли во вводный курс медиаграмотности.
- Итак, вопросы, которые я задавал самому себе, переросли в исследование, исследование помогло составить практический курс медиаграмотности.
- Сначала я обсуждал эти вопросы сам с собой, затем разработал курс медиаграмотности для студентов.

Проанализируйте и оцените приведенные варианты. Какие из них кажутся Вам наиболее удачными? Есть ли смысловые (стилистические) ошибки?

Предложите собственные переводческие решения, при этом не забывайте учитывать окружающий контекст.

Примечание: Не рассчитывайте на то, что один из вариантов непременно окажется «правильным», а остальные «неправильными». Возможно, что во всех трех вариантах найдутся свои изъязы и достоинства. Если какие-то элементы Вам очень понравились, можете включить их в собственный перевод — в данном случае это не будет рассматриваться как плагиат.

9. Выполните письменный перевод текста или его части (по заданию преподавателя).

EVALUATING WEB SOURCES FOR RESEARCH

Jill L. Hutchison

With computers in classrooms, libraries, and kids' bedrooms, students are relying more and more on the Internet and the World Wide Web for research projects. The Web has great potential as a powerful research and communication tool, bringing billions of pages of information from millions of sources around the world in reach of anyone with a computer and a modem. But how do your students use the Web for research? Do they log on, type "butterflies" in a search engine, click on some links, and seize upon the first web page they find with enough butterfly facts to fill a report? Is their only criteria "does it say what I need it to say?" and "is it easy to find?" Is the extent of their citations, "I found some information about butterflies on the Internet"? Do you worry that your students are swallowing bogus information, or that Internet research is too easy? That it's not *real* research?

What about you? Do you use websites as teaching tools, or as sources for lesson plans and supplemental information? How do you find the good sites among the garbage? How do you know you're using accurate information, when anyone who can type can publish anything they like online?

Teachers and students alike can raise the level of their Internet research by learning to carefully evaluate web sources. Take some time to ask critical questions about a web page you've found- Is it authoritative, objective, accurate, reasonable, and built on solid sources? From the website evaluation checklist below, select and adapt the questions that are appropriate for your purpose and your students' level. Even very young students can learn to ask many of these questions in simple terms, and sharpen their comprehension and critical thinking in the process.

- Whose website is this?
 - Can you identify the author? Can you identify the organization sponsoring the web site? If the author and/or sponsor are not clearly marked with a name and/or logo, is there a way to find out this information?
 - Is there any information about the author? The sponsoring organization? Look for biographical information, credentials, or an "about us" page.
 - Is the author or organization an *authoritative source* on the topic of the website? Do they know what they are talking about? The Chesapeake Bay Foundation's website is probably more authoritative than a "Bubba's Bay Facts" page assembled by some guy in a web-design class.

If you can't determine who wrote or sponsored a web site, or whether they are qualified to write on the topic, then it is probably unwise to trust or use the information it contains.

- Is this website an objective source, or is it biased?
 - What is the purpose of this site? Was it written to inform, to sell a product or service, to persuade the reader, to change or form an attitude, for entertainment, or for some combination of purposes? Is it a joke, satire, or hoax?
 - Is there evidence of bias? Does the author or sponsor have a conflict of interest? If the author or sponsor seems to focus on or strongly favor one side or aspect of the topic,



issue, or story, and leave out or downplay other perspectives; makes fun of, attacks, or exaggerates opposing points of view; uses strong persuading language; is trying to sell a product or service; or will otherwise benefit if you believe, follow, or act on what the website says- these are clues to beware of bias and look for additional sources.

- How accurate is this website?
 - How old is the information on this website, and how important is its age? Old sources, or undated sources, may be outdated even if they were carefully written and accurate when new. Try to check older sources against newer information. Timeliness is much more important for certain topics and types of information than for others; an essay about the seasons of the year from 1973 is probably still perfectly good, while a rating of the best new home computers written in 1999 is almost useless.
 - Are there mistakes in the information, data, or analysis included in the website? Does part of it conflict with what you already know? Do the numbers add up?
 - Is the website consistent? Does it say one thing in one place, and contradict itself in another?
 - Does this information match up with other sources?
 - Are there sloppy mistakes in spelling and grammar, missing sections and pictures, broken links, or other signs of carelessness? How confident are you that this website's author was careful, responsible, and knowledgeable?
- Is the information on this website reasonable?
 - Does it include overclaims, exaggerations, and sensational statements? ("Millions of American children are kidnapped every day!")
 - Does it make sweeping claims? ("This idea will revolutionize the widget industry!")
 - Does the author use strongly emotional language or images?
 - Does the website make generalizations? Watch for statements with words like "never," "always," "everyone,"

"everyone who cares about __," "the entire Republican Party," etc.

- Does the author use vague terms like "thousands and thousands" instead of specific details?
 - Does it make sense? Sometimes the truth is surprising, but claims and information that seem outrageous or even "just not quite right" need to be verified carefully.
 - Are the arguments and conclusions logical?
- Does the website give evidence for claims and arguments? Are the sources of information identified?
 - Ask, "Who says so?" Where did the author get the information?
 - Is there a bibliography, endnotes, or in-line citations? Are the citations complete, or is important information about the sources missing? Statistics and factual data especially need cited sources.
 - Can you find and check the sources? Are the sources authoritative, objective, accurate, and reasonable? Did the author represent them accurately?
 - Are the sources balanced and diverse? If all of the information on a website comes from members of the same or related organizations, the information may be biased or incomplete.

Learning to evaluate web sites and choose sources thoughtfully will elevate the level of student research projects, but also encourage close and careful reading, strengthen critical thinking, and reinforce other reading and writing concepts like persuasion and argument, the use of evidence, references and citation, and reading and writing for a purpose. If your students use the web for research, take the time to model and teach this important skill.

There are many, many resources available online about evaluating web sources. A few especially valuable sites include:

Eleanor DeWolfe Ludcke Library at Lesley University's "Evaluating Web Sites" page:

http://www.lesley.edu/library/guides/research/evaluating_web.html



A “Web Criteria Unit” by Karen Carpenter, of the UMBC English Department:
http://www.research.umbc.edu/~carpente/web_criteria_unit/web_criteria_unit_2.htm

“Evaluating Information Found on the Internet,” from the Sheridan Libraries of the Johns Hopkins University:
<http://www.library.jhu.edu/elp/useit/evaluate/#top>

Задания к тексту

1. Прочитайте текст, дайте его краткую стилистическую характеристику. В чем, на Ваш взгляд, будут заключаться трудности перевода этого текста?
2. Какие единицы в современном русском языке соответствуют английским единицам Internet, Web (World Wide Web), Web sources, Web resources, online, log on, link и т.п. (все они встречаются в тексте)? Обсудите на занятии особенности их употребления и грамматического оформления. При необходимости можно прибегать к помощи словарей, любых печатных и электронных источников.
3. Прочитайте первый абзац текста и его перевод, выполненный работавшим над статьей переводчиком:

Сегодня, когда компьютер можно увидеть не только в библиотеке или аудитории, но и в детской, ученики при написании творческих или исследовательских работ все чаще и чаще полагаются на Интернет-ресурсы. WWW – «всемирная паутина» – мощный исследовательский инструмент, обладающий огромным потенциалом: миллиарды страниц информации, поступающие из миллионов источников, теперь доступны любому, у кого есть компьютер и модем. Естественно, что и Ваши ученики, получив творческое задание, обращаются к интернетовским источникам, – но как они это делают? Загружаются, устанавливают соединение, впечатывают в окошко нужное слово, например, «бабочки» – а потом скачивают первую попавшуюся страницу, на которой сведений о бабочках, как им

кажется, хватит на доклад или реферат? В таком случае единственным критерием оказывается «там как раз про то, что мне надо» или «не нужно долго рыться», а по поводу источника информации исследователь может сказать только одно: «нашел в Интернете». Вас не беспокоит, что ваши ученики поглощают массу бесполезной и неверной информации? Что компьютерное «исследование» дается им слишком легко? И что это, собственно говоря, никакое не исследование?

- Сравните тексты подлинника и перевода. В каких местах переводчик особенно заметно отступал от английского текста, вводя опущения, добавления, другие переводческие трансформации? Постарайтесь объяснить решения переводчика.
- Попробуйте отредактировать имеющийся перевод таким образом, чтобы русский текст остался грамотным, точным по смыслу и при этом содержал меньше отступлений от подлинника.
- Сравните два варианта перевода. Какой Вам кажется более удачным? Почему?

4. Одно из предложений третьего абзаца переведено так:

Выберите из приведенного ниже списка нужные Вам вопросы, скорректируйте их в соответствии с Вашими целями и уровнем знаний учеников.

Для чего, как Вам кажется, переводчику понадобилось менять грамматическую структуру предложения в переводе?

5. Найдите фрагменты английского текста, соответствующие следующим фрагментам перевода:
 - смогут узнать из Интернета гораздо больше;
 - нельзя вычислить ни автора, ни спонсора;
 - вряд ли стоит полагаться;
 - отдает предпочтение одному аспекту темы или вопроса и при этом совершенно игнорирует или умаляет значение остальных;
 - чтобы вы поверили ему и действовали в соответствии с его рекомендациями;
 - даже если на момент написания они были вполне достоверными;



- автор пользуется чересчур эмоциональным или образным языком;
- обращайтесь внимание на высказывания.

Дайте собственные варианты перевода для этих фрагментов.

6. Какие приемы использованы в переводе следующих предложений?

(1.) How do you find the good sites among the garbage?	(1.) Умее ли Вы отыскать нужный Вам сайт среди множества никому не нужных?
(2.) Is this website an objective source, or is it biased?	(2.) Можно ли считать данный вебсайт объективным и непредвзятым источником?
(3.) Timeliness is much more important for certain topics and types of information than for others...	(3.) Фактор новизны имеет неодинаковое значение в разных областях...
(4.) Is the website consistent?	(4.) Не противоречат ли данные сайта другим источникам?

Оцените целесообразность использования данных приемов (учитывайте не только особенности самих предложений, но и характер окружающего контекста). Дайте собственный вариант перевода для каждого из предложений.

7. Это задание выполняется *после перевода текста*.
Просмотрите собственный перевод и ответьте на вопрос: использовали ли Вы переводческие приемы, представленные в задании 6?
К каким приемам Вы прибегали в переводе чаще всего?
8. Сравните следующие английские предложения и различные варианты их перевода:

- (1.) *How do you know you're using accurate information, when anyone who can type can publish anything they like online?*

– Откуда Вам знать, точные ли это данные, если любой, кто умеет печатать, может опубликовать все, что ему нравится, в сети?

– Как Вы узнаете, что это надежная информация, когда всякий, кто умеет стучать по клавишам, волен опубликовать в сети все, что душе угодно?

– Где гарантия, что Вы пользуетесь доброкачественной информацией – если всякий, кому не лень, волен "запустить" на сайт все, что ему заблагорассудится?

- (2.) *Does it say one thing in one place, and contradict itself in another?*

– Не сказано ли на сайте в одном месте одно, а в другом другое?

– Не замечаете ли Вы, что сведения, опубликованные в разных местах одного и того же сайта, расходятся между собой?

– Не встречаются ли в разных местах сайта противоречащие друг другу сведения?

- (3.) *Are there sloppy mistakes in spelling and grammar?..*

– Не много ли в тексте ошибок и опечаток?..

– Есть ли орфографические ошибки, допущенные по небрежности, и ошибки в построении предложения?..

– Не пестрит ли текст орфографическими и грамматическими ошибками?..

- (4.) *Does it make sense?*



– Есть ли в этом понимание?

– Не чушь ли все это?

– Нет ли у Вас подозрения, что Вам навязывают бессмыслицу?

(5.) *Does the website give evidence for claims and arguments?*

– Предоставляет ли вебсайт достаточно оснований для своих притязаний и аргументов?

– Подтверждаются ли представленные на сайте рассуждения и заявления конкретной информацией?

– Достаточно ли доказательны рассуждения и выводы авторов сайта?

(6.) *Are the sources balanced and diverse?*

– Не слишком ли одноплановы цитируемые источники?

– Можно ли назвать эти источники сбалансированными и разнообразными?

– Предлагают ли цитируемые источники достаточно полное и разностороннее освещение проблемы?

(7.) *If your students use the web for research, take the time to model and teach these this important skill.*

– Если Ваши студенты используют «всемирную паутину» для исследования, уделите время тому, чтобы на собственном примере обучить их этому важному навыку.

– Итак, если Ваши ученики пользуются при написании творческих работ электронными источниками, отведите часть учебного времени на освоение навыка работы в Интернете.

– Если Ваши ученики пользуются Интернетом в ходе исследования, не пожалейте урочного времени и покажите им, как это делается.

Проанализируйте приведенные варианты. Какие из них кажутся Вам наиболее удачными? Видите ли Вы смысловые или стилистические ошибки? Предложите собственные переводческие решения.

Примечание: Пожалуйста, не обводите кружочком «правильный» вариант и вообще не ориентируйтесь на то, что один из вариантов должен непременно быть «правильным», а остальные «неправильными». Возможно, среди приведенных переводов не окажется ни одного «идеального» и ни одного абсолютно неверного. Принимая окончательное решение на перевод, учитывайте окружающий контекст.

9. Выполните письменный перевод текста.

Заказ № _____ от « ____ » _____ 200 ____ . Тираж _____ экз.
Изд-во СевНТУ

