

## Summaries in English

**Erzsébet FELEKNÉ-CSIZMAZIA**

### **The Realm between Interpreting and Translation: Sight Translation**

**Abstract:** Sight translation – that is, the oral translation of a written source-language text into the target language – is an activity performed by language mediators. While scientific research has been done in the field of translation and interpretation for decades now, sight translation was neglected for long: international specialised literature started to deal with sight translation relatively late. The first works to give a theoretical and practical insight into the topic were published in the second half of the 1980s. These include comprehensive systematising works and accounts of empirical research. The most frequently used Hungarian term is “blattolás”. International specialised literature, however, employs variegated terms; sometimes even the same author uses different terms. The categorisation of sight reading – just like its terminology – is highly variegated. Most probably, the reason for this is that sight translation shares certain characteristics with interpretation and others with translation. However, the majority of its characteristic features are related to the former rather than the latter. The present study makes an attempt – after giving a summary of definitions and variegated terms – to shed light on the nature of sight translation and its relation to translation and interpretation, and, finally, describes those situations of linguistic mediation where sight translation is required.

**Keywords:** simultaneous interpretation, consecutive interpretation, translation, terminology, effort

**Márta FISCHER**

### **A Theoretical and Methodological Aid to Teaching Terminology II.**

#### **General Methods and Ideas**

**Abstract:** The present paper aims to provide methods and ideas that may facilitate the teaching of terminology and the integration of it into other subjects in translator training. Firstly, I will present methods that may be used to discuss fundamental questions of terminology, such as the notion of ‘term’, the use of synonyms and the difficulties arising from differences between conceptual systems, as analysed in the first part of the article series. Here, I will review methods that make reading and presenting literature an exciting exercise, and show ways of how to use the variety of term definitions, along with term collection and proofreading tasks to bring theoretical questions closer to students. Secondly, I will focus on working with texts while teaching terminology. Examples will be given on how to enhance motivation (using trick questions and guessing games), and to use parallel texts (original text

and translation) for teaching purposes. Finally, I will discuss methods that may develop self- and peer evaluation skills. It will be argued that a ‘change of perspective’ is needed: methods that make students prepare, question and evaluate, making them, as a result, more involved and responsible in the learning process. The ideas and methods presented in this paper may be applied and adapted in any language or subject field. They do not require more preparation for class while

**Keywords:** teaching terminology, teaching methods, motivation, self- and peer evaluation, proofreading

## Pál HELTAI

### Psycholinguistic and Neurolinguistic Procedures in Translation Studies

**Abstract:** Cognitively oriented process research in Translation Studies relies heavily on experimental procedures imported from psycholinguistics, neurolinguistics and other sciences, supplying quantifiable, objective data and thereby underpinning the claim of Translation Studies to scientific status. However, psycholinguistic and neurolinguistic methods have their limitations: the process of translation, is related to a large number of variables that are difficult to control at the same time. Investigating isolated elements of the process (“translating” words, for example) cannot provide explanation of the process as a whole. The experiments supply indirect evidence, and the conclusions are often speculative. Explanatory power must come from a good theoretical model. Not all the factors playing a role in translation can be investigated using experimental technology: automatic processes remain inaccessible to measurement. Process-oriented research are not, at least at the present time, concerned with the receptive end of the process, the processing of translated texts. There is a risk that psycholinguistic and neurolinguistic methods may narrow down the scope of research to observable and measurable behaviour. Use of multiple methodologies (triangulation) is advocated by many researchers.

**Keywords:** process-oriented research, psycholinguistic and neurolinguistic procedures, automatic processes, processing aspects of translation, multiple methodologies

## Nóra NAGY

### Explicitation in the two Hungarian Translations of *The Great Gatsby*

**Abstract:** The paper presents an explicitation based comparative analysis of the two Hungarian translations (one by Elek Máthé in 1968, the other by István Bart in 2011) of F. Scott Fitzgerald’s novel, *The Great Gatsby*. The selected examples are grouped into the existing categories of explicitation and examined regarding their local and global effects on the reader. A separate

chapter deals with the linguistic attributes of the characters, those of the female protagonist's voice and of the culture-specific elements. To justify the existence of the 'translation specific explicitation', still challenged in translation studies, a limited number of examples from the French translation of the novel are cited beside the Hungarian ones. New subcategories are set up aiming for a more precise classification of the examples on display. Finally two examples are mentioned to illustrate the lack of explicitation and its impact on the reader.

**Keywords:** facultative, pragmatic, translation specific explicitation, quantitative, image forming explicitation, cohesion building concretization.

## **Dénes NEUMAYER**

### **Cultural Differences in the Structure of Reserach Articles**

**Abstract:** The format and style of research articles (RA) is strictly defined by the media publishing them, while their contents are assessed through peer review. This process seemingly leaves little space for cultural or individual variation. However, researchers have long been successfully observing the cultural traits of RAs (Károly 2007: 158). Results point out that using Swales's move-step model, the research of macrostructure is capable of unearthing numerous different cultural traits (Swales 1981, 1990, 2004). In our study we are reviewing research projects that used this model in order to discover the rhetorical patterns of RAs in different languages. Our aim is to foster the comparability of results beyond the customary English-x pairing by summarising the available data for different languages. The results clearly show that researchers coming from different cultural backgrounds have disparate ideas about how to structure their article's contents and while certain features are compulsory in some cultures, they might be unacceptable in others.

**Keywords:** research article, rhetorical structure, macrostructure, cultural differences, CARS model, move-step model