

Developing Information Mining Competence in Legal Translation Training



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The structure of the report

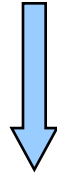
- 1. The background (theory and practice).**
- 2. The outline of experimental teaching.**
- 3. Conclusion.**

1.1.The list of EMT competences

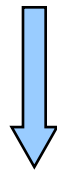
- translation service provision competence,
- language competence,
- intercultural competences,
- thematic competence,
- technological competence,
- Information mining competence.

1.2. The importance of the information mining competence

- **it is often shadowed in the background**
- **though it is information mining competence**



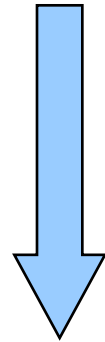
- **that contributes to adequate translation of legal texts & specialized legal concepts in concrete legal settings**



- **that contributes to identifying and reflecting peculiarities of legal culture in the legal discourse context.**

1.3. Currently in course books of translation

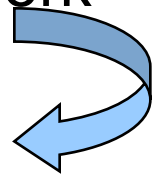
- One can hardly find a block of tasks that are aimed at training information mining competence



- Both students and their teachers often do not focus on the respective skills

1.4. Translators'-to-be lack the relevant skills (employers' opinions)

- to identify key conceptual information aspects,
- to develop strategies for documents processing,
- to extract and process relevant information,
- to identify the needs for terminological or phraseological search and analysis,
- to interpret specialized concepts within a framework of another legal culture.



Everything mentioned above leads to potential gaps or even misinterpreting of information in the TL text

1.5.Hypothesis about training information processing skills

- **A set of information processing tasks should be included in a course for translators-to-be**
- **These tasks can be based on the IT principles of structuring information**
- **These tasks do not imply direct and obligatory computer programming of concept information processing for further translation**

2. The experiment to train information mining skills

2.1. The outline of the experiment

2.2. Skills in the focus

2.3. Types of tasks

2.4. Results

2.1. The outline of the experiment

- The experimental training of Russian lawyers-to-be lasted for a year.
- The course combined classroom and self study activities.
- The teaching process involved two groups.
- There were 15 students in each group with the same gender distribution.
- The same teacher taught both groups.
- The first group did the legal translation course with no special focus on information processing skills.
- The second group used materials that included information processing tasks in each unit.
- The materials were designed by a group of teachers.

2.2. What skills are in the focus?

- **to organize information in a proper way to visualise contents of legal documents and legal document collections;**
- **to create legal documents profiles , i.e. to display the information aspects (key words, names, dates, summary, etc).;**
- **to search, collect and structure legal information for its further visualisation (geographical references made in texts can be visualised with maps, personality, organisation, case, crime information can be visualised with relevant photos, etc.);**
- **to identify quotations by and about people and use the extracted data to produce quotation networks;**
- **to identify and extract information about events in regard to a concrete legal field/ branch/project/case, etc.;**
- **to extract terminology with a special focus on stylistic devices, phraseological peculiarities with the aim of their further detailed interpretation by means of another language.**

2.3. Types of Tasks

Stage 1:

Comparing the ways of presenting information in the ST and TT

- What information might the TT audience lack?
- What sources are to be used to provide for this information?
- How should this information be organised (footnotes, graphics, maps, video/audio files)?

2.3. Types of Tasks

Stage 2: Reading the ST for further translation

- *Underline all the units in the text that might require additional factual information.*
- *Check the efficiency and reliability of the sources.*
- *Underline the terminology units that have no direct equivalent in the TL.*
- *What dictionaries and encyclopedias can be used*
- *What kind of graphics can be used?*
- *What aspects of the ST structure are critical for the adequate information rendering?*
- *What features of the ST genre are critical for the adequate information rendering?*

2.4. Comparing results

Pretest

Assessment criteria	Group 1	Group 2
● language level	64	63
● intercultural peculiarities	63	65
● thematic aspects	65	65
● technological aspects	70	69
● information mining skills	66	67

Final test

Assessment criteria	Group 1	Group 2
● language level	72	84
● intercultural peculiarities	75	82
● thematic aspects	71	79
● technological aspects	72	78
● information mining skills	78	81

3. Conclusion

- Information mining competence deserves a special attention.
- Information mining skills training contributes to a better level of language knowledge.
- Information mining skills training provides for a deeper familiarity with specific matters.
- Information mining skills training leads to improving overall translation quality.

Thanks for your attention!

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