

ŠIAULIAI UNIVERSITY
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TRANSLATION OF EDUCATIONAL PROFESSIONAL LANGUAGE
FROM ENGLISH INTO LITHUANIAN

Master thesis

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ŠIAULIŲ UNIVERSITETAS
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EDUKACINĖS PROFESINĖS KALBOS VERTIMAS
IŠ ANGLŲ KALBOS Į LIETUVIŲ KALBĄ

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SUMMARY

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TRANSLATION OF EDUCATIONAL PROFESSIONAL LANGUAGE FROM ENGLISH INTO LITHUANIAN

Nowadays when Lithuania is a member of the European Union the English language penetrates into all spheres of our life and serves as a precondition for the upsurge of translation from/into English and Lithuanian. Translation in the realm of different professional discourses causes a number of problems. The aim of the research is to specify the peculiarities of translating educational discourses from English into Lithuanian. The paper presents a brief theoretical overview on the issues of the translation. It analyses not only the definitions and the main characteristics of the educational discourse but also reveals the particularities of the professionalisms as a linguistic phenomenon. Besides, it presents the selected examples of educational professional language from English educational discourses and their equivalents in the Lithuanian language. The following sources have been used for the empirical investigation: Paul Ramsden (1992). *Learning to Teach in Higher Education.*; Paul Ramsden (2001). *Kaip mokyti aukštojoje mokykloje.*; Terence H. McLaughlin (1995). *Public Values, Private Values and Educational Responsibility.*; Terence H. McLaughlin (1997). *Šiuolaikinė ugdymo filosofija: demokratiškumas, vertybės, įvairovė.*

key words: educational professional language, educational discourse, professionalisms

SANTRAUKA

Ivanna Žmėjauskienė

EDUKACINĖS PROFESINĖS KALBOS VERTIMAS IŠ ANGLŲ KALBOS Į LIETUVIŲ KALBĄ

Lietuvai tapus Europos Sąjungos nare, anglų kalba pradėjo skverbtis į visas mūsų gyvenimo sferas. Dėl šios priežasties padaugėjo ir vertimų iš/į anglų kalbos į lietuvių kalbą. Skirtingų profesinių diskursų vertimas sukelia daugybę problemų. Šio tyrimo tikslas yra apibrėžti edukacinių diskursų vertimo iš anglų kalbos į lietuvių kalbą ypatumus. Apžvelgiama teorinė medžiaga apie vertimą, nagrinėjami edukacinio diskurso apibrėžimai ir ypatybės, parodomi profesionalizmo ypatumai. Darbe pateikiami edukacinės profesinės kalbos pavyzdžiai iš anglų kalbos edukacinių diskursų ir jų lietuviški vertimo ekvivalentai, kurie išrinkti naudojant žemiau išvardintus šaltinius: Paul Ramsden (1992). *Learning to Teach in Higher Education.*; Paul Ramsden (2001). *Kaip mokyti aukštojoje mokykloje.*; Terence H. McLaughlin (1995). *Public Values, Private Values and Educational Responsibility.*; Terence H. McLaughlin (1997). *Šiuolaikinė ugdymo filosofija: demokratiškumas, vertybės, įvairovė.*

raktiniai žodžiai: edukacinė profesinė kalba, edukacinis diskursas, profesionalizmai

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INTRODUCTION

Communication across language boundaries has never been more significant and essential than nowadays when Lithuania is a member of the European Union. The worldwide independence in such areas as the politics, economy, science, culture, education requires a steady exchange of information. This is brought about by communication systems which overwhelm the world and purvey information in spoken or written form. As a matter of fact, the English language began to penetrate into all spheres of our life. It is evident that the above mentioned served as a precondition for the upsurge of translation from/into English and Lithuanian. Translation in the realm of different professional discourses causes a number of problems. The investigation of different professional discourses results in a great number of linguistic reports and articles. The theories of discourse have been widely analyzed by many linguists such as S. Mills (2004), K. Aijmer (2004), B. Johnstone (1998), R.H. Jones and S. Norris (2005), R. Edwards (2004). S. V. Knudsen (2006) gave characterizations of educational discourse. Great theoretical reviews on translation were presented by B. Hatim (2001), R. T. Bell (1991), E. A. Nida (1991; 2003), S. Bassnett (2002), M. Baker (1992), R. Jakobson (1959), J. C. Catford (1965), D. Robenson (2003). The translation problems have been investigated by D. Kenny (1998), J.P. Vinay, and J. Darbelnet (1995), V. Kalėdaitė and V. Asijavičiūtė (2005), M. Anderson (2003). However the peculiarities of translating educational professional language have not been widely investigated. Thus the **novelty** of the work is the analysis of the peculiarities of translation of educational professional language from English into Lithuanian.

The **subject** of the research is the translation of educational professional language from English into Lithuanian in the books by Paul Ramsden (1992). *Learning to Teach in Higher Education*. and Terence H. McLaughlin (1995). *Public Values, Private Values and Educational Responsibility*.

The **aim** of the work is to specify the peculiarities of translating items of educational discourse from English into Lithuanian.

To achieve this aim the following **objectives** have been set:

1. to present a brief theoretical overview on the issues of the translation;
2. to reveal the particularities of the professionalisms as a linguistic phenomenon;
3. to compare and classify the selected examples from English educational discourse and their equivalents in the Lithuanian language;
4. to present the statistical-analytical analysis of the accumulated empirical data.

Research methods and data sources:

The main **methods** of the investigation applied in the work are the following:

1. *descriptive method* helps to present the theoretical overview;
2. *contrastive method* helps to reveal the peculiarities of translating educational items from English to Lithuanian;
3. *statistical method* provides with the opportunities to register specific regularities and varieties in translation of educational professional language from English in to Lithuanian.

English – Lithuanian educational items have been selected and analysed by comparing the data in the following sources:

1. Paul Ramsden (1992). *Learning to Teach in Higher Education*. London and New York;
2. Paul Ramsden (2001). *Kaip mokyti aukštojoje mokykloje*. Vilnius.
3. Terence H. McLaughlin (1995). *Public Values, Private Values and Educational Responsibility*.
4. Terence H. McLaughlin (1997). *Šiuolaikinė ugdymo filosofija: demokratiškumas, vertybės, įvairovė*. Kaunas.

The following dictionaries and online glossaries have been used for date checking and examining:

1. *Oxford Advanced Learner's dictionary* (2005). Oxford University Press.
2. *Longman Dictionary of English Language and Culture* (2005). England. Pearson Education Limited.
3. *Macmillan English Dictionary for Advanced Learners* (2002). Oxford.
4. *ALKON* – kompiuterinis žodynas ALKONAS yra elektroninis Bronislovo Piesarskio „Didžiojo anglų – lietuvių kalbų žodyno versija. „Didysis anglų – lietuvių kalbų žodynas“ (1998);
5. *Enciklopedinis edukologijos žodynas* (2007). Vilnius;
6. *Terminology of Vocational Education and Training* (2005). Kaunas;
7. *Descriptive Bilingual Glossary of Educational Terms* (2006). Kaunas.
8. Terms bank of Lithuanian Republic;
9. Eurovoc – multilingual dictionary of terms of Europe Union (thesaurus);
10. VDIS - terms database of center of translation, documentation and information.

The work consists of three parts:

- Introduction presents the aims, the objectives, the methods and the data sources of the investigation.
- The first part consists of the definition and the main characteristics of the educational discourse and the theoretical overview on the issues of the translation.
- The second part consists of the aspects of translation of educational discourse from English into Lithuanian
- The third part is the empirical research which presents the methodology and the results of the investigation.

1. THEORETICAL FRAMEWORK OF TRANSLATING PROFESSIONAL LANGUAGE

1.1. Traditional Theories of Translation

Throughout the history translations have had a key role in interhuman communication. According to R. T. Bell. (1991) translation is “*the replacement of a representation of a text in one language by a representation of an equivalent text in a second language*”. Various English dictionaries give such definitions of word **translation**:

- “1. the process of changing sth that is written or spoken into another language;
2. a text or work that has been changed from one language into another;
3. the process of changing sth into a different form.” (*Oxford Advanced Learner’s dictionary* (2005: 1632);
- “1. spoken or written words that have been changed into a different language;
2. the activity of changing spoken or written words into a different language” (*Macmillan English Dictionary for Advanced Learners* (2002:1530));
- “the act of translating or something that has been translated, especially from one language to another” *Longman Dictionary of English Language and Culture* (2005:1475).

E. A. Nida (1991) defined translation as an art, a science and a skill. Linguistics is a science but it is also a skill for translators who develop their competence for the purpose to do better job in interlingual communication. Also translation is an art because “*the use of any language can be an important means of esthetic expression*” (ibid., p 92). E. A. Nida (2003) distinguished translation as a form of communication. According to him translation is a communication in such way that the receptor in the target language may be able to respond to the message of the translation in ways substantially similar in those in which receptor of the original message responded to that message. The experience of a person who gives a source message will differ from the experience of a person who received the message. The receptor will not have exactly the same understanding of a message as the sender but they both usually recognize this gap and make adjustment in their grids of understanding so as to make communication more effective. Thus “*translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style*” (ibid., p 12). E. A. Nida (2003) claimed that the understanding of the source text is the most important thing in the process of translating and techniques of translation are always secondary according to importance. He pointed out that the most influential aim of translation is to reproduce the intention of the original text in the translation, rather than reproducing the actual words of the original and the meaning must be given

priority for it is the content of the message which is of prime importance for translating. The meaning of the message and the way the receptor responds to the message are formed by such factors as sociolinguistic, historical and cultural context. Some information in translation is always lost, some added and some skewed. E. A. Nida determined the process of translation and distinguished:

The process of translation

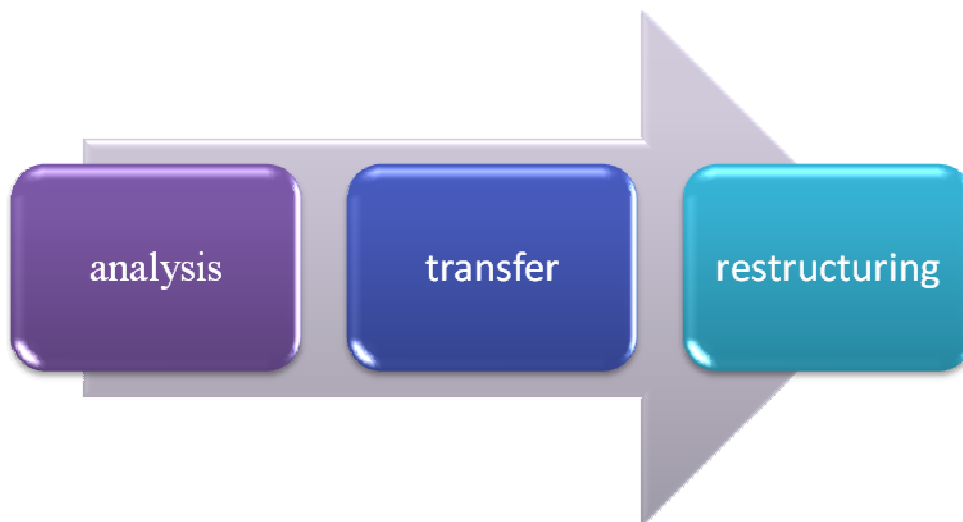


Figure 1. The process of translation according to E. A. Nida

- Analysis (*begins with a set of procedures which are employed in “discovering the kernels underlying the source text and the clearest understanding of the meaning, in preparation for the transfer”* (cited from B. Hatim (2001:22));
- Transfer (*is the stage “in which the analyzed material is transferred in the mind of the translator from language A to language B”* (cited from B. Hatim (2001:23));
- Restructuring (*what is needed is a mechanism by which the input that has accrued so far may be transferred into a “stylistic form appropriate to the receptor language and to the intended receptors.”* (cited from B. Hatim (2001:24)).

According to R. Jakobson theory, “*translation involves two equivalent messages in two different codes*” (1959:233). He said that from a grammatical point of view languages may differ from one another to a greater or lesser degree, but this does not mean that a translation cannot be possible. Distinguished these three kinds of translation, R. Jacobson (1959) pointed out the main problem in all these kinds: while messages may serve as adequate interpretations of code units or

messages, there is ordinarily no full equivalence through translation. He stressed the fact that whenever a linguistic approach is no longer suitable to carry out a translation, the translator can rely on other procedures such as loan-translations, neologisms and the like.

R. Jakobson suggested three kinds of translation:

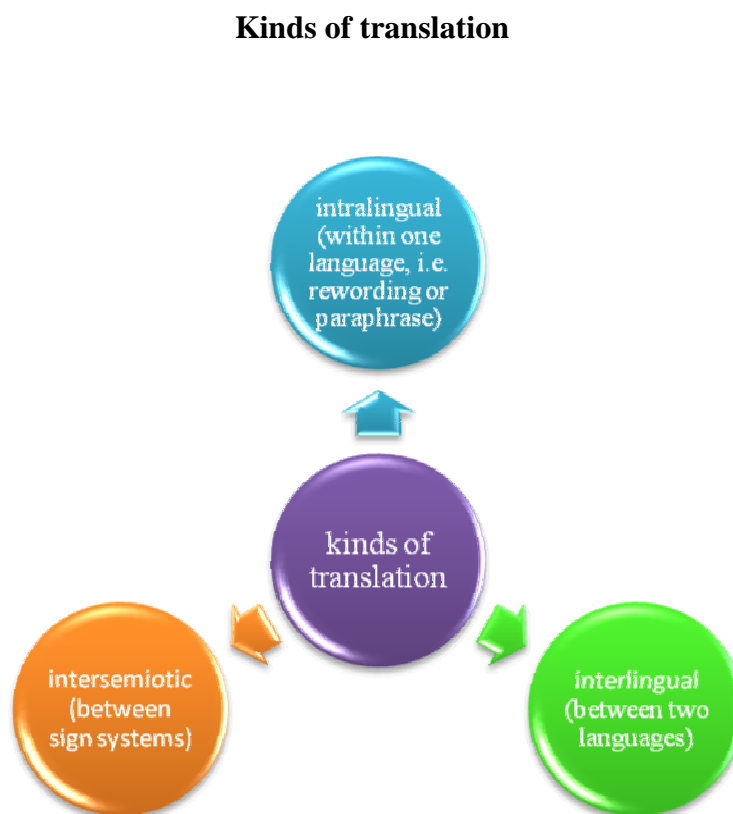


Figure 2. Kinds of translation according to R. Jakobson.

Meanwhile, B. Hatim (2001), contrary to R. Jakobson, defined two kinds of translation according to the theory of relevance:

1. direct translation (translator has to stick to the explicit content of the original);
2. indirect translation (translator is free to elaborate or summarize).

P. Newmark (1988:45-47) referred to the following methods of translations, organized according to whether the emphasis of the translator is on the source language or the target language. Four of the eight methods are source-language oriented, the other four target-language oriented:

1. Source-language oriented methods:

- *Word-for-word translation* (in which the source language word order is preserved and the words translated singly by their most common meanings, out of context);
- *Literal translation* (in which the source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly, out of context);
- *Faithful translation* (it attempts to produce the precise contextual meaning of the original within the constraints of the target language grammatical structures);
- *Semantic translation* (which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the source language text);

2. Target language oriented methods:

- *Adaptation* (which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the source language culture is converted to the target language culture and the text is rewritten);
- *Free translation* (it produces the target language text without the style, form, or content of the original);
- *Idiomatic translation* (it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original);
- *Communicative translation* (it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership).

However translation is a complicated process. In social reality translation is a very widespread form of language use. A hundred years ago, the majority of translated discourses were religious, literary, scientific and philosophical. In the end of previous century translation has become a force and instrument of democracy. The range of translations has increased significantly because many countries became independent and many languages achieve national status within each country. Lithuanian with it joining the European Union experienced that such new and serious challenge brought new opportunities and new tasks offered by the EU membership which are not restricted only to the areas of economy, politics and security but also cover a broad range of ideas in the fields of culture, science and education. Translated discourses nowadays have extended to the whole range of human knowledge, with emphasis on the most important technological innovations, on political and commercial relationships of nations, on creative literature, on sciences and culture. It must be further pointed out that the quantity of translations of different professional discourses also

increased in Lithuanian. Having discussed the traditional theories of translation, it is expedient to analyse the particular professional discourse i.e. educational discourse in the subsequent paragraph.

1.2. The Definition and Main Features of the Educational Discourse

Educational discourse is one of the basic elements of the reproduction of ideologies in contemporary societies. S. Mills (2004) mentioned that the term “discourse” is used in various disciplines: critical theory, sociology, linguistics, philosophy, and social psychology. It is widely used in analyzing literature and non-literary texts and has the widest range of possible significations of any terms in literary and cultural theory. In Latin, the noun “discursus” means bustling about, running off in several directions. Various English dictionaries give such definitions of word **discourse**:

discourse:

- “1. a long and serious treatment or discussion of subject in speech or writing;
2. the use of language in speech and writing in order to produce meaning; language that is studied, usually in order to see how the different parts of a text are connected” (*Oxford Advanced Learner’s dictionary* (2005: 434));
- “1. a serious speech or piece of writing about a particular subject;
2. serious conversation;
3. connected language in speech or writing” (*Longman Dictionary of English Language and Culture* (2005:339));
- “1. a long and serious speech or piece of writing on a particular subject;
1a. serious spoken or written discussion of a particular subject;
2. written or spoken language, especially when it is studied in order to understand how people understand language” (*Macmillan English Dictionary for Advanced Learners* (2002:393)).

These two very conventional meanings are enough to motivate the use of the concept of discourse in this research: discourse as a specific active and material, serious and authoritative way of using language. R. T. Bell. (1991:163) defined discourse as “*a communicative event which draws on the meaning potential of the language (and other systems of communication) to carry communicative value (the illocutionary force) of speech acts through utterances which are linked by means of coherence*”. S. Mills (2004) reminded that discourse is often described by its difference from a series of such terms as text, sentence and ideology- each of these oppositional terms marks out the meaning of discourse. “*Discourse is linguistic communication seen as a transaction between*

speaker and hearer, as an interpersonal activity whose form is determined by its social purpose” (cited from S. Mills (2004:3)). Text is characterized by some linguists as “*linguistic communication (either spoken or written) seen simply as a message coded in its auditory or visual medium*” (ibid., p 4). Some linguists contrasted discourse with ideology: ““*Discourse*” is speech or writing seen from the point of view of the beliefs, values and categories which it embodies; these beliefs etc. constitute a way of looking at the world, an organization or representation of experience – “*ideology*” in the neutral non pejorative sense” (ibid., p 5). R. H. Jones pointed out that the most significant development in modern linguistics is the increased focus on discourse not as a matter of words, sentences or texts, but as a matter of social action. According to B. Johnstone (1998) linguists converged on two related ideas about discourse:

- that the structure of phrases and sentences is shaped in part by how they function in conversations and texts;
- that texts and conversations are shaped, just as sentences are, by repeatable patterns of structure that could be called “grammar” (B. Johnstone 1998 : 114).

B. Johnstone (1998) said that by “discourse”, linguists mean actual instances of talk, writing, or linguistic communication in some other medium. They were interested in the structure and function of pieces of talk or text that are larger than a single sentence, in how the structure of sentences is influenced by, how they function in the linguistic and social contexts in which they are deployed, how language is represented in the mind, how the production and interpretation of discourse can best be modeled, how languages change, how language is acquired. E.A. Nida (1991:29) mentioned that discourse is organized in five basic types:

- Narration (consists in the organization of discourse in terms of a temporal sequence of related events involving a continuity of participants);
- Description (consists of the organization of information, either in terms of space or in terms of categories);
- Argument (consists in a series of statements based upon logical categories such as cause and effect, reason and result, purpose and result, condition and result);
- Dialogue (as a basic ordering of elements in discourse) (consists essentially of a series of mutuality dependent expressions consisting primarily of questions and answers or affirmations and negations);
- Lists.

Most discourses are mixtures of these five basic structures. R.T. Bell (1991:184) noticed the following three discourse parameters:

Parameters of discourse

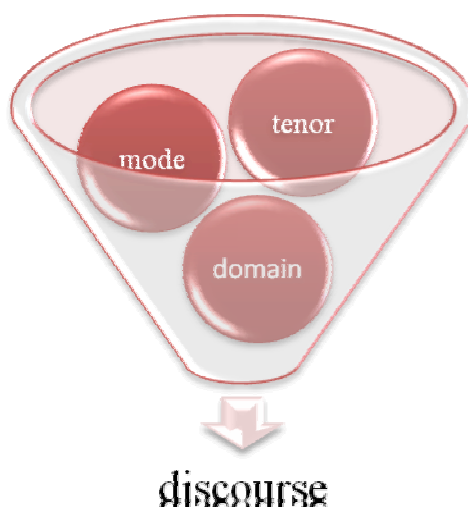


Figure 3. Discourse parameters according to R.T. Bell.

- **tenor** (tenor consists of a number of levels: *formality* (is a measure of the attention the writer gives to the structure of the message), *politeness* (social distance in the addressee relationship between sender and receiver), *impersonality* (is a measure of the extent to which the producer of a text avoids reference to him/herself or to the hearer/reader);
- **mode** (mode of discourse has four scales: *channel limitation*, *spontaneity*, *privateness*) ;
- **domain** (domain is connected with function: *the traditional model of language functions* (cognitive function, evaluative function, affective function) and *Jacobson's six function model* (referential function, emotive function, conative function, phatic function, poetic function, metalinguistic function) .

E.A. Nida (1991:31) distinguished five different levels of discourse language:

- frozen language (phrases which sound official and even important but do not mean much);
- formal language;
- informal language;
- casual language;
- intimate language.

K. Aijmer (2004) stressed that articles, abstracts, lectures involve scientific procedures established by the social activity itself and are maintained by members of the professional community. Discourse models and markers may also change across a particular discipline or genre. Each of

discourse has its own basic concepts, codes, format, style, communicative goal, focus, target audience and educational discourse is one of such discourses.

The definitions of word **educational** are the follow:

educational:

- “connected with education; providing education” (*Oxford Advanced Learner’s dictionary* (2005: 488);
- “1. of or for education;
2. providing education and information” (*Longman Dictionary of English Language and Culture* (2005:439));
- “1. related to education;
2. giving people useful knowledge” (*Macmillan English Dictionary for Advanced Learners* (2002:444)).

According to the given descriptions we can define the characteristics of educational discourse: “*educational discourse is conducted in accordance with codes associated with a certain role of performances – for example those of educational psychologists, sociologists, philosophers and historians; schools, college and university administrators; teachers and headmasters (sic), inspectors, curriculum consultants and others involved in educational activities*” (cited from R. Edwards 2004:29). These codes include a variety of educational items. Educational discourse has a didactic aim. The sender of the message is responsible for educating the receivers and has powerful communicative privileges due to expertise in the subject and to his/her social role, the sender is responsible for topic selection development. S. V. Knudsen (2006:4) suggests some crucial features for educational discourse:

- Intention: goals of learning – instruct, enlighten, communicate;
- Orientated towards contexts: institutional context (school, university), socio-cultural context (e.g. apprenticeship), situated context (classroom, staff room, library, website);
- Adapted discourse: adaptation, selection.

Also S. V. Knudsen (2006:5) gives such characterizations of educational discourse:

- often an asymmetric relation between sender and receiver;
- often using the text types a) instruction, b) argumentation, c) explanation;
- often to be memorized and reproduced;
- learning oriented model-reader;
- serious (no humor, no irony);
- teacher’s discourses;
- student’s discourses;

She emphasizes that educational discourses have different forms of situatedness, different connections to formal and informal learning and different grades of transparency. Such features hinge on the function of the particular educational discourse. E.B. Kliuev (1998:224) distinguished four basic functions of educational discourse:

Functions of educational discourse



Figure 4. Functions of educational discourse according to E.B. Kliuev.

Having discussed the peculiarities of educational discourse, it is advisable to analyse specific translation problems encountered when translating educational professional language from English to Lithuanian in the following paragraph.

2. TRANSLATION OF PROFESSIONAL LANGUAGE FROM ENGLISH INTO LITHUANIAN

2.1. The Characteristics of Professionalisms

As it has been evident from the above-said, educational discourses are deeply embedded in our language cultural consciousness. It is known that human language has several basic functions (F.P.Filin, 1979:385-386):

Basic functions of language



Figure 5. Basic function of language according to F.P.Filin

Professionalisms are generally viewed as a linguistic formation that differentiates or modifies the above cited linguistic functions, most significantly, the communicative one. People of different professions are increasingly turning to their professional language to be sure that they are ready for successful everyday communication. I.R. Galperin (1977:111) pointed out that “*professionalisms, as the term itself signifies, are the words used in a definite trade, profession or calling by people connected by common interests both at work and at home. They commonly designate some working process or implement of labour.*” According to the form professionalisms can be classified into the following three types:

- lexical professionalisms (a new word is being formed);
- lexico – semantic professionalisms (a transfer of the meaning from one profession to the other);

e.g.: ...**rote-learned**...(1a-165p) - ...**”iškali“**... (1b-224p);

e.g.: ...times of **formal schooling**...(1a-41p) - ...**formalaus “kalimo” laikotarpiai**...(1b-63p);

- compound professionalisms (a new word is made by combining two words or by using suffixes).

e.g.:...**”edu-babble”**... (2a-101p) -...**”edutauškalai”**...(2b-115p) (edukaciniai+tauškalai).

Professional words newly name already existing concepts, tools or instruments, and have the typical features of a special code. I.R. Galperin (1977) distinguished technicality as the main property of a professionalism. According to the author professionalisms remain in spread in determinate community, as they are related to a common profession and social interests. The semantic structure of professionalism is often faded by the *“image on which the meaning of the professionalism is based, particularly when the features of the object in question reflect the process of the work, metaphorically or metonymically”* (I.R. Galperin (1977:111)). Professionalisms are often associated with terms. Therefore, in the subsequent part of the work we will compare professionalisms with terms.

2.2. Professionalisms vs. Terms

As has been already mentioned, professionalisms relieve a fast and suitable understanding of information, performing socially useful function in communication. Professionalisms are often correlated with terms. According to I.R. Galperin (1977:111) *“professionalisms are special words in the non-literary layer of the English vocabulary, whereas terms are a specialized group belonging to the layer of words”*. Contrary to professionalisms, the semantic structure of the terms is usually clear. Terms are often easily understood and belong to the neutral level of the vocabulary. The problem of differentiation between professional vocabularies and terminologies remains rather complicated. Some linguists identify those two concepts, the others differentiate them specifying strict criteria to define, whether this or that lexical unit is a term or a professional word (phrase). Linguists from the third group admit the presence of some common features among them. The first point of view is supported by M.M.Šanskij (1972). I.R. Galperin (1977) emphasized that professionalisms, like terms, do not allow any polysemy, they are monosemantic. M.M.Šanskij (1972:124) said that *“professionalisms denote special concepts for tools, processes or products; therefore they are terms too”*. This approach can be understood when one aspect is taken into consideration: the common features for terminology and professional vocabulary are specialized

meanings and specific lexico-semantic systems created on their basis, as well as a limited number of people that use this vocabulary. These two attempts are precisely differentiated by M.D. Stepanova and I.I. Černyšova. They consider that “*the professional vocabulary is bound mainly with archaic lexemes of old craft and special employment, which have arisen during different periods of the late Middle Ages (shipbuilding, mining, hunting, etc.)*” (M.D. Stepanova, Černyšova. 1962: 216). It is considered logical that the development of mechanization of actually all the production processes as well as the introduction of new technologies, reduced the sphere of application of professional sublanguages. However the adherents of this point of view are too categorical in the judgment that professional language differ from terms, and that terminological units are clearer and more precise. Statements about the territorial limitation of professional vocabularies are also insufficiently augmented. The most consistent here is the concept about the nomination of the most ancient special concepts, which belong to the labour and industrial activity, as well as the existence of their connection with corresponding terminologies. Thus, the problem of greater archaism of professional vocabulary loses its relevance. S.D. Šelov (1984) marks that the special vocabulary of labour activity frequently outstrips its specialization and professionalization. In this context, “*terms as the special, thematically limited designations seem to be not newer, but on the contrary, older than professional lexemes*” (Šelov 1984:80). Despite of these mentioned differences, there is a permanent interchange between these two spheres of vocabulary and some professionalisms, like certain terms, become popular and gradually lose their “*professional flavour*” (I.R. Galperin (1977)). It must be added that translation of profession language is a communicative activity attempting to relay, across the socio-cultural and linguistic boundaries of the two languages, another act of communication. Moreover, it postulates that the translator- who stands in the centre of this dynamic process- is a decision maker who has constantly to make decisions in bridging the gap between the two languages. The bigger the gap between the source language and the target language, the more difficult the process of translation of educational discourse will be. The difference between the two languages and the difference in cultures makes the process of translating a real challenge. So, it is expedient to discuss the translation problems of the educational items in the following part of the work.

2.2. The Translation Problems of the Educational Items

As it has been mentioned in the previous paragraphs, translation is the action of interpretation of the meaning of a text and a production of equivalent text that communicates the same message in another language. M. Baker (1992) distinguished three main problems of translation :

- *no lexical correspondence at word level between the source language and target language* (problems: culture-specific concept, the source language concept is not lexicalized in the target language; the source language word is semantically complex; the source and target languages make different distinctions in meaning, the target language lacks a superordinate, the target language lacks a specific term (hyponym), differences in physical or interpersonal perspective, differences in expressive meaning, differences in form, differences in frequency and purpose of using specific forms, the use of loan words in the source text (M. Baker (1992:21-22));
- *no lexical correspondence above word level: collocations, idioms and expressions* (**collocations**: the engrossing effect of source text patterning can lead, misinterpreting the meaning of source language collocation, the tension between accuracy and naturalness, culture-specific collocations, marked collocations in the source text; **idioms and fixed expressions**: recognition, no equivalent in the target language, a similar counterpart in the target language with a different context of use, an idiom used in the source text both in its literal and idiomatic sense at the same time (M. Baker (1992:46-88));
- *textual equivalence: coping with cohesion and coherence* (problems: gender, person, verb tense, restrictions of word order, change of meaning, according to word order, deictics, text type, genre (M. Baker (1992:119-125)).

The crucial translation problems of educational items in the educational discourse are: **equivalence** and **cultural-specific concepts**. Analysing the translation problems of the educational discourse we realized that the problem with the equivalents is the common problem of all Lithuanian social sciences. Firstly, fifty years Lithuanian social sciences were separated from the developing Western sciences, new theories influencing by democratic ideas, conceptions. Concepts were improved and a lot of new terms were created during this period. Secondly, Lithuanian educational system is differ from English educational system that is why it is natural that translating educational discourse from English into Lithuanian it is very difficult to find appropriate equivalent educational items in Lithuanian language. Traditional theories of translation imply series of normative requirments of translation with norms of equivalence considered the most important. Equivalence is

the main concept in the theory of translation. D. Kenny (1998:77) thought that equivalence is a necessary condition for translation studies or a useful category for describing translations. “Proponents of equivalence-based theories of translations usually define equivalence as the relationship between a source text and a target text” (Kenny D. *ibid.*, p 77). M. Baker, R. Jacobson, E. A. Nida, J. P. Vinay and J. Darbelnet are the most innovative scholars in the theory of equivalence. These theories can be divided into three groups:

- theories, who are in favour of a linguistic approach to translation;
- theories, who regard translation equivalence as being essentially a transfer of the message from the source language to the target language;
- theories, which say that equivalence is used “for sake of convenience – because most translators are used to it rather than because it has any theoretical status” (Kenny D. *ibid.*, p 77).

According to J. P. Vinay and J. Darbelnet (1995) translation is a process which repeats the same situation as in the original using completely different wording. They believe that equivalence is the ideal method when the translator has to deal with proverbs, idioms and clichés. They emphasize the role of the translator as the person who decides how to carry out the translation.

R. Jacobson’s (1959) theory is based on his semiotic approach to translation according to which the translator has to recode the source text message first and then a translator has to transmit it into an equivalent message for the target text. According to R. Jacobson (1959) there is no full equivalence between code unit and this means that translation involves two equivalent messages in two different codes.

E. A. Nida (1991) argued that there are two different types of equivalence:

1. *formal equivalence* (focuses attention on the message itself, in both form and content);
 e.g.: ...**methods of teaching**... (1a-20p) - ...**mokymo metodai**... (1b-34p);
 e.g.: ...**quality of learning**...(1a-p19) - ...**mokymosi kokybė**...(1b-34p);
 e.g.: ... **intellectual skills**... (1a-29p) - ... **intelektiniai įgūdžiai**... (1b-45p);
2. *dynamic equivalence* (is based on the principle of equivalent effect).
 e.g.: ...**to survive the process of assessment**...(1a-37p) - ...**pereiti vertinimo procedūras**...(1b-58p).

Formal equivalence consists of a target language item which represents the closest equivalent of a source language. *Dynamic equivalence* is a translation principle according to which a translator seeks to translate the meaning of the original in such a way that the target language wording will make the same impact on the target language audience as the original wording did on the source language audience.

M. Baker (1992) explored the concept of equivalence at different levels, in relation to the translation process, including all different aspects of translation and putting together the linguistic and the communicative approach. She distinguishes:

- *equivalence that can appear at word level above word level* (Translator should pay attention to a number of factors such as number, gender and tense);
- *grammatical equivalence* (Different grammatical structures in the source language and target language may cause remarkable changes in the way the information or message is carried across. These changes may induce the translator either to add or to omit information in the target text. Translator should pay attention to a number, tense and aspects, voice, person and gender.);
- *textual equivalence* (when referring to the equivalence between a source language text and a target language text in terms of information and cohesion);
- *pragmatic equivalence* (when referring to strategies of avoidance during the translation process; the role of the translator is to recreate the author's intention in another culture in such a way that allows the target language reader to understand it clearly).

D. Kenny (1998:77-78) distinguished such types of equivalence:

- *referential/denotative equivalence* (the source language and target language words supposedly referring to the same thing in the world);
- *connotative equivalence* (the source language and target language words make the same or similar associations in the minds of native speakers of the two languages);
- *text-normative equivalence* (the source language and target language words being used in the same or similar contexts in their respective languages);
- *dynamic equivalence* (the source language and target language words having the same effect on their respective readers);
- *formal equivalence* (the source language and target language words having similar orthographic or phonological features);
- *textual equivalence* (similar in source text and target text information flow and in the cohesive roles source text and target text devices play in their respective texts);
- *functional equivalence* (not all the variables in translation are relevant in every situation: translator must decide which considerations should be given priority at any one time).

“Equivalence is crucial to translation because it is the unique intertextual relation that only translations, among all conceivable text types, are expected to show.” (cited from D. Kenny 1998:80).

T. A. Kazakova (2004) claimed that translation activity involves many fields of knowledge such as psychology, informatics, linguistics, logics. Translation of educational discourse spans an unpredictable area of transformations in the probable projection of the source language onto the target language through the perception of the translator. A. Brisset (2003) said that translator collides with the lexical, semantical and lexical-semantical gaps in the foreign language. Such gaps force translator to experience the limits of the native language, of what it cannot say, or of what he/she cannot make it say. Translator becomes a stranger in his own language. The original text leaves the translator at a loss, suspending as it does the usual equivalents and obliging translator to create new ones. Some of these transformations and gaps are not determined by interlinguistic relationship but by cultural preferences. “*Language is meaningless unless it relates to a culture*” (E.A. Nida (2003:423)). Each translation is a dialogue of cultures, a kind of cross-cultural communication that is “*adequate mutual understanding between the two participants of the communicative act belonging to different national cultures*” (E.M.Veretchagin 1990). Each source word is culture crossing which does not exist independently, out of its context in the text, so it turns out impossible to define any purified, abstract linguistic meaning of the word without taking into account extralinguistic realities behind it. It means that words reflect the whole of our reality, the world as it is. V. Kalėdaitė (2005) maintains that cultural-specific items may cause translation problems for a number of reasons. Researches (P. Newmark, E.A. Nida) use different terms (eg.: cultural word, realia) to name such concept as cultural-specific item. P. Newmark pointed out five areas that cultural items may come from:

1. ecology;
2. material culture;
3. social culture;
4. organizations, customs, ideas;
5. gestures and habits (cited from V. Kalėdaitė (2005:31)).

A. Chesterman, M. Baker, P. Newmark and other researchers suggested various translation strategies for cultural-specific items. The choice of a particular strategy depends on a variety of factors (eg. “*importance of cultural items, generic and textual constraints of a text/publication, the purpose of the target language, the intended readership*” V. Kalėdaitė (ibid., p 32)). They recommended such translation strategies for cultural-specific items:

1. **accepted standard (or recognized) translation** (P. Newmark defines this procedure as “*the official generally accepted translation of any institutional term*” (ibid., p 32);
e.g.: ...**common schools**...(2a-20p) - ...**bendrojo lavinimo mokyklos**...(2b-17p);

2. transference and naturalization (According to P. Newmark, transference is a strategy when a source language word is transferred into a target language text in its original form (ibid., p 32).

e.g.: ...**dualities**... (1a-177p) - ...**dualumas**... (1a-237p);

e.g.: ...**controversy**... (2a-30p) - ... **kontroversija**... (2b-28p);

e.g.: ...**educational implications**... (2a-61p) - ...**edukacines implikacijos**... (2b-65p).

Baker proposed to join two specific strategies: using a **loanword** and **explanation** (M. Baker 1992:36):

e.g.: *loanwords + explanations*: ...**comprehensive school**... - ...**komprehsinës** (t.y. bendrojo lavinimo mokyklos, kurios nuo „common school“ skiriasi lavinimo įvairiapusiškumu) **mokyklos**...

P. Newmark distinguished **neutralization** (paraphrasing at the word level) and **paraphrase** (rewording of meaning at a higher linguistic level) as two separate strategies. According to V. Kalėdaitė (2005:32) the decision which strategy to use depends on the degree of local colouring that the translator wishes to bring to translation. Mentioned strategies are used to remove cultural barriers between languages because “*words and combinations of words denoting objects and concepts characteristic of the way of life, the culture, the social and historical development of one nation and alien to another*” (cited from V. Kalėdaitė (2005:31)). Thus, translation is not a transaction between two languages but a complex negotiation between two cultures.

3. EMPIRICAL INVESTIGATION ON PARTICULARITIES OF TRANSLATING EDUCATIONAL PROFESSIONAL LANGUAGE

3.1. Research Setting

The study of professional language of educational discourse has been thought to be a fruitful area of research from the perspective on translation. The subject of the current empirical investigation is the translation of educational professional language from English to Lithuanian. English educational items have been selected from the following sources:

1. Paul Ramsden (1992). *Learning to Teach in Higher Education*. London and New York;
2. Terence H. McLaughlin (1995). *Public Values, Private Values and Educational Responsibility*.

Their equivalents in the Lithuanian language have been selected from the sources mentioned below:

1. Paul Ramsden (2001). *Kaip mokyti aukštojoje mokykloje*. Vilnius. (The book was translated by R. Drazdauskienė.);
2. Terence H. McLaughlin (1997). *Šiuolaikinė ugdymo filosofija: demokratiškumas, vertybės, įvairovė*. Kaunas. (The book was translated by the group of translators: V. Ivanauskaitė, P. Jucevičienė, N. Mačianskienė.).

The following dictionaries and online glossaries have been used for date checking and examining:

1. *Oxford Advanced Learner's dictionary* (2005). Oxford University Press;
2. *Longman Dictionary of English Language and Culture* (2005). England. Pearson Education Limited;
3. *Macmillan English Dictionary for Advanced Learners* (2002). Oxford;
4. *ALKON – kompiuterinis žodynas ALKONAS yra elektroninis Bronislovo Piesarskio „Didžiojo anglų – lietuvių kalbų žodyno versija. „Didysis anglų – lietuvių kalbų žodynas“* (1998);
5. *Descriptive Bilingual Glossary of Educational Terms* (2006). Kaunas;
6. *Enciklopedinis edukologijos žodynas* (2007). Vilnius;
7. *Terminology of Vocational Education and Training* (2005).Kaunas;
8. Terms bank of Lithuanian Republic;
9. Eurovoc – multilingual dictionary of terms of Europe Union (thesaurus);
10. VDIS - terms database of center of translation, documentation and information;

The scope of the research is 307 educational items. 202 educational items have been selected from the book by Paul Ramsden (1992). *Learning to Teach in Higher Education*. 105 educational items

have been selected from the book by Terence H. McLaughlin (1995). *Public Values, Private Values and Educational Responsibility*. However, before presenting the results and analysis of the data, the methodology of the research will be explained.

3.2. The Methodology of the Research

The research on educational professional language consists of five parts. Firstly, in order to analyse the translation of educational professional language, educational items have been selected from the Paul Ramsden's (1992) "*Learning to Teach in Higher Education*" and Terence H. McLaughlin's (1995) "*Public Values, Private Values and Educational Responsibility*" books. Secondly, their Lithuanian equivalents have been chosen as well from Paul Ramsden's (2001) "*Kaip mokyti aukštojoje mokykloje*" and Terence H. McLaughlin's (1997) "*Šiuolaikinė ugdymo filosofija: demokratiškumas, vertybės, įvairovė*" books. Thirdly, after the educational items have been gathered from the sources mentioned above, selected English educational items and their Lithuanian equivalents have been analysed and classified according to their translations. The classification has been suggested by A. Baravykaitė (2005). The author distinguishes the following procedures of translation:

- *amplification* (It includes a descriptive explanation of source language ideas. It also means to use more words in the target language in order to express an idea of a source language word.);
- *paraphrase* (The case when the source language thought is expressed with the help of different kind of lexical units in target language.);
- *retention* (It is the case when all meaningful source language elements are transferred into the target language.);
- *repetition* (The imitation of some particular forms and constructions of the source language.);
- *transcription* (As P. Newmark (1988) puts, it is the process of transferring an source language word to a target language text. It includes transliteration as well.);
- *modulation* (It occurs when the translator reproduces the message of the original text in the target language text in conformity with the current norms of the target language since the source language and the target language may appear dissimilar in terms of perspective (P. Newmark, 1988);

- *reduction* (The translation resulting in concision and in economy of the target language);
- *shortening* (The type of the translation procedure when for various reasons a part of the semantic content of the source language is lost);
- *elimination* (The translation procedure of giving priority to the concision of the text by discarding certain source language elements.)
- *omission* (The translation procedure that omits the part of the semantic content due to the absence of the equivalent in the target language)

The analysis of educational items has also been carried out from a quantitative point of view. The results of quantitative analysis were statistically arranged. The following mathematical formula has been used for the statistics:

$$p = \frac{A}{N} * 100\%.$$

where **100 %** - one hundred per cent;

N – the number which denotes 100 %;

A - the number which percentage must be found;

p – the percentage of number A.

3.3. Study Data

According to the methodology of the research mentioned above, 307 educational items have been found. Selected examples based on the procedures of their translations have been grouped. Quantitative results of the research are presented in Table 1. The full list of educational items can be consulted in Appendix.

Results of the research

Procedures of translation	Amount of educational items	%
<i>amplification</i>	28	9,1%
<i>paraphrase</i>	55	17,9%

<i>retention</i>	191	62,2%
<i>repetition</i>	0	0
<i>transcription</i>	9	2,9%
<i>modulation</i>	8	2,6%
<i>reduction</i>	10	3,4%
<i>shortening</i>	5	1,6%
<i>elimination</i>	0	0
<i>omission</i>	0	0
<i>amplification+</i> <i>transcription</i>	1	0,3%

Table 1. Quantitative results of the research

Table 1 shows that the biggest part of educational items belongs to the *retention*. There have not been found any educational items that belong to such procedures: *repetition*, *elimination*, *omission*. The diagram Figure 6 illustrates the percentage of procedures of the translation of educational items:

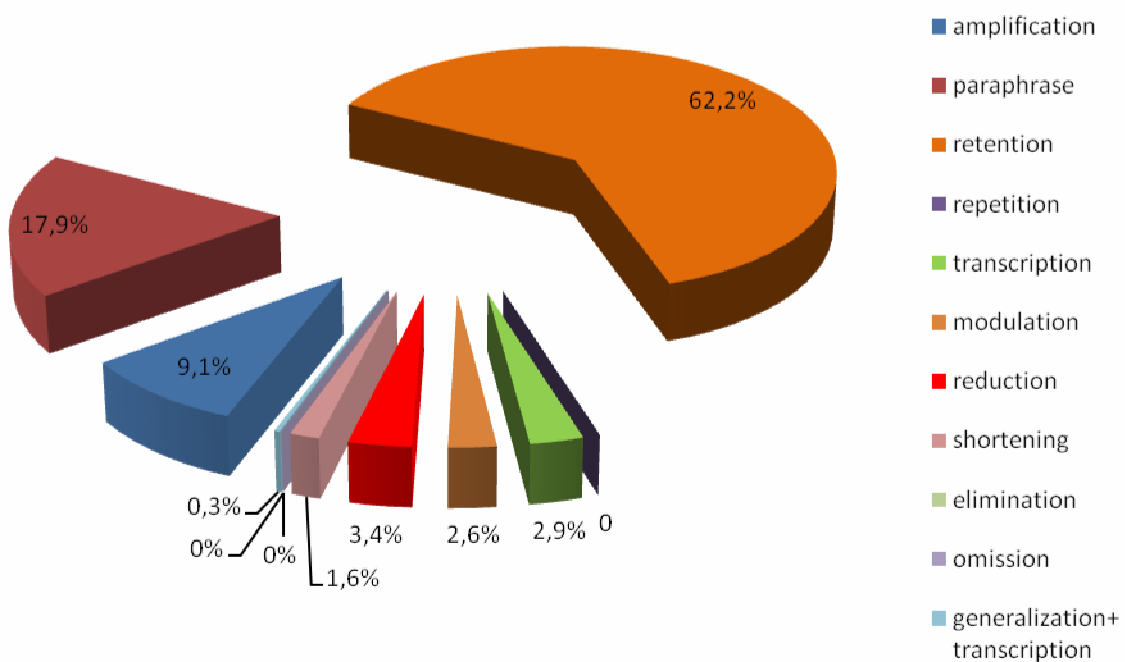


Figure 6. The percentage of procedures of the translation of educational items.

It is clear that there is quite a different distribution of procedures of translation. All the procedures are not equally used. As it is evident from the given statistics, *retention* is the most frequently occurred method of translation. 191 samples that comprised 62,2% of the selected examples are translated using *retention* and 55 samples that comprised 17,9% are translated using *paraphrase*. 28 samples or 9,1 % of the total educational items belong to *amplification*, 9 samples or 2,9 % belong to *transcription*, 10 samples or 3,4 % belong to *reduction* and 5 samples or 1,6 % belong to *shortening*.

3.4. The Results of the Investigation

Educational items are a group of words causing difficulties in the process of translation. Translators face difficulties trying to preserve the meaning of the educational items in the target language. The majority of the selected educational items reoccur in almost every educational discourse; therefore, their translation is very important. The translation of educational items has not been widely investigated. As it has been mentioned in the previous paragraphs, English educational system differs from Lithuanian educational system that is why translation of educational discourse causes a number of problems. While translating educational items, translators encounter new concepts for which they are expected to find equivalents in their own language. They have to find the best equivalents in the target language to reveal the meaning of the educational items. In order the educational discourse to be translated perfectly well, translators are required to have not only the both languages' knowledge but also they should be acquainted with methods and techniques of educational items translation. Therefore, the aim of the work is to specify the peculiarities of translating items of educational discourse from English into Lithuanian. For this purpose, 311 educational items have been selected and classified according to the following procedures of translations: *amplification*, *paraphrase*, *retention*, *repetition*, *transcription*, *modulation*, *reduction*, *shortening*, *elimination*, *omission*, *amplification + transcription*. According to the results, the top three procedures of translation are: retention, paraphrase and amplification. The biggest part of selected examples belongs to **retention**. This procedure contains 191 examples of English educational items and their Lithuanian translations that comprise 62,2%. The results have proved that the majority of English educational items has their Lithuanian equivalents:

e.g.: ...**methods of teaching**... (1a-20p) - ...**mokymo metodai**... (1b-34p);

e.g.: ...**academic expectations**... (1a-96p) - ...**akademinių lūkesčiai**...(1b-134p);

e.g.: ...**theory of teaching**...(1a-107p) - ... **mokymo teorija**...(1b-147p);
 e.g.: ...**academic environment**...(1a-64p) -...**akademinė aplinka**...(1b-92p);
 e.g.: ...**quality of learning**...(1a-p19) - ...**mokymosi kokybė**...(1b-34p);
 e.g.: ...**teaching skills**...(1a-113p) - ...**mokymo įgūdžius**...(1b-155p);
 e.g.: ...**pedagogical changes**...(1a-157p) - ...**pedagoginiai pokyčiai**...(1b-215p);
 e.g.:...**educational experiences**...(1a-66p) - ...**ugdymo patyrimai**...(1b-94p);
 e.g.:...**the educational culture**...(1a-94p) - ...**pedagginė kultūra**...(1b-131p).

The data confirms that English educational items may not always have equivalents in another language. The analysis of the data is that **paraphrase** is quite a frequent procedure of translation of educational items too. Paraphrase makes up 17, 9% (55 items) of the total selected examples. It shows that the same English educational item can be expressed in a great variety of Lithuanian lexemes:

e.g.:...**how to handle large classes**... (1a-p5) - ...**kaip skaityti paskaitas didelėje auditorijoje**... (1b-15p);
 e.g.: ...**in the marketplace**... (2a-1p) - ...**edukacinėje rinkoje**...(2b-175p);
 e.g.: ...**managing academic units and educating lecturers**...(1a-13) - ...**valdydami fakultetus bei katedras, ir keldami dėstytojų kvalifikaciją**... (1b-25p)

Amplification is the third procedure of translation educational items in the top three procedures. The research shows that amplification as the procedure of translation has been used translating 28 examples which make up 9,1% of selected data. As it can be seen from the given examples the number of items which have been translated using amplification method of translation is quite significant:

e.g.: ...**students**... (1a-46p) - ...**universitetų ir aukštųjų politechnikos mokyklų studentai**...(1b-69p);
 e.g.: ...**tutor**... (1b-76p) - ...**seminarų ar konsultacijų vadovas**.... (1b-107p);
 e.g.: ...in terms of **hidden curriculum**...(2a-21p) - ...**paslėpto mokymo turinio ir jo įgyvendinimo programos sąvoka**... (2b-18p)

It must be added that *transcription*, *modulation*, *reduction* and *shortening* are less frequent procedure of translations educational items. Only 9 (2, 9%) items of the total examples translated

using *transcription* as the procedure of translation, 8 (2, 6%) – using *modulation* as a procedure of translation, 10 (3,4%) - using *reduction* and 5 (1,6 %) - using *shortening* have been found.

transcription: e.g.: ...**behavioral objectives**...(1a-125p)- ...**biheviuristinių užduočių**...(1a-170p);
e.g.: ...**indoctrination**...(2a-31p) - ...**indoktrinuojami**...(2b-29p);
e.g.:...**educational implications**...(2a-61p) - ...**edukacines implikacijas**...(2b-65p).
e.g.:...**dualities**...(1a-177p) - ...**dualumas**... (1a-237p).

modulation: e.g.: ...**professional competence**...(1a-146p) - ...**pedagoginę kompetencija**... (1b-196p);
e.g.: ...**interactive lectures**...(1a-173p) - ...**aktyvesnius mokymosi metodus**...(1b-230p);
e.g.: ...**undergraduates**...(1a-86p) - ...**studentus**...(1b-120p).

reduction: e.g.: ...**methods and techniques of lecturing**...(1a-74p) - ...**metodinės rekomendacijos**...(1b-105p);
e.g.: ...**educational experiences**...(1a-p30) - ...**išsilavinimą**...(1b-47p);
e.g.: ...**to the educational environment**...(1a-62p) - ...**į aplinką**...(1b-89p).

However as it evident from the investigation three procedures such as: *repetition*, *elimination*, and *omission* have not been used at all. No educational items have been subsumed to the procedures mentioned above. Moreover, a new procedure of translation educational items have been distinguished: *amplification+ transcription*:

e.g.: ...**comprehensive school**...(2a-116p) - ...**komprehensinės (t.y. bendrojo lavinimo mokyklos, kurios nuo „common school“ skiriasi lavinimo įvairiapusiškumu) mokyklos**... (2b-139p).

As it can be seen from the selected examples there are plenty of items which can be identified as terms. According to N.O. Stefanova (2004) “an educational term is a language sign in special function of information carrier, which denotes the conceptions of education sphere and has the recorded (fixed) definition”. The following dictionaries and online glossaries have been used for date checking and examining:

1. *Descriptive Bilingual Glossary of Educational Terms* (2006). Kaunas;
2. *Enciklopedinis edukologijos žodynas* (2007). Vilnius;

3. *Terminology of Vocational Education and Training* (2005).Kaunas;
4. Terms bank of Lithuanian Republic;
5. Eurovoc – multilingual dictionary of terms of Europe Union (thesaurus);
6. VDIS - terms database of center of translation, documentation and information.

Having analysed the data, 52 examples of Lithuanian equivalents have been qualified as terms.

Educational terms and professionalisms in the context of educational professional items

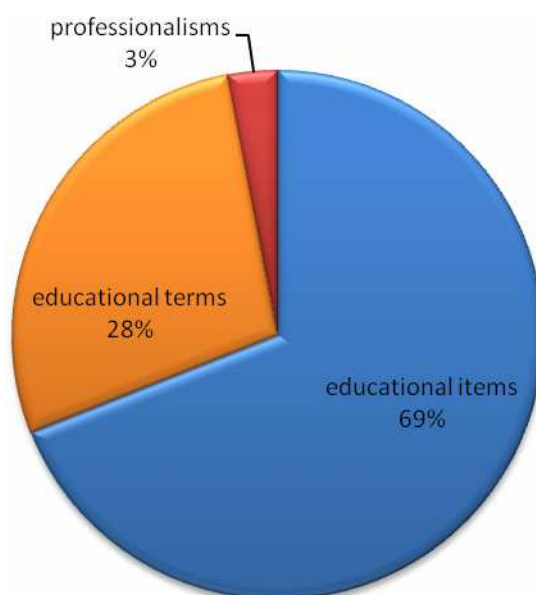


Figure 7. The overall percentage of educational terms and professionalisms in the context of educational professional items

The analysis shows that terms comprise 28% of selected examples of Lithuanian equivalents. The diagram Figure 7 illustrates the overall percentage of educational terms. The majority of selected terms are translated using retention as the basic procedure of translation. In view of language they are international terms. For example, comparing educational terms with computer terms, it can be notice that computer terms are not international in the Lithuanian language (e.g.: desktop – vaizduoklis). If there were Lithuanian equivalents for educational terms (as it is in the computer language) the number of terms translated using retention as the basic procedure of translation would be lower.

Also the research has revealed that professionalisms comprise 3% of selected examples. Professionalisms, as it has been mentioned in the previous paragraphs, are the words used in a particular profession or calling by people connected by common interests. It is assumed that the overall percentage of professionalisms in the investigated sources is in a low occurrence because the books which have been analysed belong to the scientific discourse. It may be presumed that in colloquial speech and in fiction professionalisms will be prevalent.

CONCLUSIONS

Having analyzed English educational items and their Lithuanian equivalents the following conclusions can be drawn:

1. Discourse is a communicative event which carries communicative value of speech acts through utterances which are linked by means of coherence.
2. Each of discourse contains three parameters: tenor, mode and domain.
3. Educational discourse is conducted in accordance with codes associated with a certain role of performances those who involved in educational activities. Educational discourses have different forms of situatedness, different connections to formal and informal learning and different grades of transparency. Such features hinge on the function of the particular educational discourse.
4. Educational discourse has four basic functions: *informative function, emotive function, pragmatic function, phatic function*.
5. Professionalisms are the words used in a definite profession or calling by people connected by common interests both at work and at home. According to the form, professionalisms can be classified into the three types: *lexical professionalisms, lexico-semantic professionalisms, compound professionalisms*.
6. Professionalisms are special words in the non-literary layer of the English vocabulary. Technicality is the main property of a professionalism. The semantic structure of professionalism is often faded by the image on which the meaning of the professionalism is based. Terms are a specialized group belonging to the layer or words of the English vocabulary. Contrary to professionalisms, the semantic structure of the terms is usually clear. Terms are often easily understood and belong to the neutral level of the vocabulary. Professionalisms and terms do not allow any polysemy, they are monosemantic.
7. Translation of educational discourses causes a number of problems. The crucial translation problems of educational items in the educational discourse are: **equivalence** and **cultural-specific concepts**.
8. Translating educational discourse translators use different procedures. The analysis of English educational items and their Lithuanian equivalents have been based on the procedures of translation suggested by A.Baravykaitė (2005). The author distinguishes the following procedures of translation: *amplification, paraphrase, retention, repetition, transcription, modulation, reduction, shortening, elimination, omission*. Also one method *amplification+ transcription* has been discovered, while analysing the data of the research. All procedures have not been equally used. The biggest part of educational items belongs to

the *retention*. There have not been found any educational items that belong to such procedures: *repetition, elimination, omission*.

9. Having analysed the data, 52 (28%) examples of Lithuanian equivalents have been qualified as terms. The majority of selected terms are translated using retention as the basic procedure of translation. In view of language they are international terms. For example, comparing educational terms with computer terms, it can be noticed that computer terms are not international in the Lithuanian language (e.g.: desktop – vaizduoklis). If there were Lithuanian equivalents for educational terms (as it is in the computer language) the number of terms translated using retention as the basic procedure of translation would be lower.
10. The research has revealed that professionalisms comprise 3% of selected examples. It is assumed that the overall percentage of professionalisms in the investigated sources is in a low occurrence because the books which have been analysed belong to the scientific discourse. It may be presumed that in colloquial speech and in fiction professionalisms will be prevalent.

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APPENDIX

English Educational Items and their Lithuanian Translations

- 1a** - Paul Ramsden (1992). *Learning to Teach in Higher Education*. London and New York;
- 1b** - Paul Ramsden (2001). *Kaip mokyti aukštojoje mokykloje*. Vilnius.
- 2a** - Terence H. McLaughlin (1995). *Public Values, Private Values and Educational Responsibility*.
- 2b** - Terence H. McLaughlin (1997). *Šiuolaikinė ugdymo filosofija: demokratiškumas, vertybės, įvairovė*. Kaunas.

ABBREVIATIONS : **EI** – educational item

T - educational term

P - professionalism

AMPLIFICATION

The goals and structure of the course (1a-p5)	<i>Mokomojo kurso</i> tikslai ir struktūra.(1b-p)	EI
... practitioners ... (1a-11)	... <i>kurie moko praktiškai</i> ...(1b-23p)	EI
... graduates ... (1a-20p)	... <i>aukštųjų mokslų absolventai</i> ...(1b-34p)	EI
...to learn throughout a career ... (1a-22p)	...mokyti per visą <i>profesinį gyvenimą</i> ... (1b-37p)	EI
...many students ... (1a-22p)	...daugelis <i>aukštojo mokslo studentų</i> ... (1b-57p)	EI
... students ... (1a-46p)	... <i>universitetų ir aukštųjų politechnikos mokyklų studentai</i> ...(1b-69p)	EI
... student ...(1b-93p)	... <i>aukštosios ir vidurinės mokyklos studentų</i> ...(1b-136p)	EI
... quality ... (1a-37p)	... <i>mokymosi kokybė</i> ...(1b-57p)	EI
... teachers in higher education ... (1a-39p)	... <i>aukštojo mokslo įstaigų dėstytojai</i> ... (1b-59p)	EI
... knowledge base ...(1a-60p)	... <i>mokslinių žinių bazė</i> ...(1b-88p)	EI
...with assessment ... (1b-64p)	...su <i>vertinimo procedūromis</i> ...(1b-92p)	EI

... tutor ... (1b-76p)	... <i>seminarų ar konsultacijų vadovas</i> ... (1b-107p)	EI
... subject ...(1b-86p)	... <i>dėstomajam dalykui</i> ...(1b-120p)	EI
... material ...(1b-86p)	... <i>mokomąją medžiagą</i> ...(1b-120p)	EI
... concepts ...(1b-93p)	... <i>mokymo sąvokų</i> ...(1b-129p)	EI

... schooling ...(2a-19p)	... mokymo veikla ...(2b-15p)	EI
... schooling ...(2a-20p)	... mokymas (mokyklos veiklos aspektu) ... (2b-17p)	T
... judgement ...(2a-19p)	... moralinis sprendimas ...(2b-15p)	EI
... judgement ...(2a-19p)	... moralinio vertinimo ...(2b-15p)	EI
Every statement and action of a teacher, for example, is value-ladenness and so is every omission. (2a-21p)	Sakysim, kiekvienas mokytojo teiginys, kiekvienas pedagoginis jo veiksmas ar susilaikymas nuo veiksmo pagrįsti vertybėmis. (2b-17-18p)	EI
... every aspect of the school ...(2a-21p)	...visi mokyklos veiklos aspektai ... (2b-18p)	EI
...in terms of hidden curriculum ...(2a-21p)	... paslėpto mokymo turinio ir jo įgyvendinimo programos sąvoka ... (2b-18p)	EI
... education ...(2a-23p)	...ugdymo procesas ...(2b-20p)	EI
... educationally appropriate...(2a-23p)	...atitinkanti pedagoginę situaciją ...(2b-20p)	
It cannot be reduced, for example, to a particular timetabled subject in the hands of specialist teachers. (2a-23p)	Jis negali būti susiaurintas iki tam tikros programinės disciplinos, kurią pagal tvarkaraštį dėsto mokytojai specialistai. (2b-21p)	EI
...” common ” schools...(2a-24p)	... paprastosios bendrojo lavinimo mokyklos... (2b-21p)	EI
... educate the whole child ...(2a-35p)	...ugdyti visuminę vaiko asmenybę ... (2b-33p)	EI
... the claim ...(2a-35p)	... edukacinį teiginį ...(2b-33p)	EI

PARAPHRASE

Ways of understanding teaching. (1a-p5)	Įvairios mokymo sampratos(1b-p)	EI
These pressures from an inescapable back ground for any discussion of better university teaching. (1a-p5)	Šie reikalavimai neišvengiamai iškyla visose diskusijose dėl mokymo gerinimo, vykstančiose universitetuose, kolegijose ir politechnikos institutuose. (1b-15p)	EI
As you read this book, you may be wondering how to cope next week with a class that has grown to twice its former size, how you will find the time to acquire the formal training in teaching that your university now expects, or how to convince your head of department that your performance is excellent in your annual performance. (1a-p5)	Gali būti, kad skaitydami šią knygą jūs ir patys svarstote, kaip ateinančią savaitę reiks suvaldyti auditorija , išaugusią daugiau nei dvigubai, ar kaip metinėje ataskaitoje įtikinti katedros vadovą, jog jūsų veikla nusipelno teigiamo įvertinimo. (1b-15p)	EI
... how to handle large classes... (1a-p5)	... kaip skaityti paskaitas didelėje auditorijoje... (1b-15p)	EI
...includes a facility with a subject's techniques... (1a-p6)	...suponuoja gerą techninį dalyko išmanymą... (1b-17p)	EI
...what this means for improving university education... (1a-p7)	...ką reiškia šie sprendimai norint palaikyti aukštojo mokslo lygį... (1b-18p)	EI
... academic staff... (1a-p7)	... dėstytojus... (1b-18p)	T
... teaching staff... (1a-76p)	... dėstytojų... (1b-109p)	T
Professional teachers in higher education... (1a-11)	Profesionaliai dirbantys aukštųjų mokyklų dėstytojais... (1b-23p)	EI
...different ways of experiencing teaching... (1a-12)	... mokymą galima suprasti įvairiai... (1b-24p)	EI
... managing academic units and educating lecturers... (1a-13)	... valdydami fakultetus bei katedras, ir keldami dėstytojų kvalifikaciją... (1b-25p)	EI
... real life teaching... (1a-14)	... realiai mokant... (1b-26p)(tikrovė)	EI
... intellectual competence... (1a-31p)	... intelektinis pajėgumas... (1b-48p)	EI
... the result of the experience... (1a-31p)	... aukštojo išsilavinimo rezultatai... (1b-48p)	EI
... disciplines... (1a-20p)	... mokomieji dalykai... (1b-34p)	T
... professional courses... (1a-36p)	... kitų profesijų studentų mokymasis... (1b-55p)	T
... to survive the process of assessment... (1a-37p)	... pereiti vertinimo procedūras... (1b-58p)	EI
... students obtain quantities of knowledge... (1a-40p)	... studentai įgyja krūva žinių... (1b-60p)	EI
... "learning" in itself... (1a-41p)	... "grynas" mokymasis... (1b-63p)	P

...times of formal schooling ...(1a-41p).	...formalaus “kalimo” laikotarpiai...(1b-63p)	P
... other professional subjects ...(1a-50p)	...kitos profesinės veiklos srityse...(1b-74p)	EI
...writing the essay ...(1a-55p)	...mokslinio darbo rašymas...(1b-80p)	EI
...higher education ...(1a-60p) (aukštasis mokslas)	...aukštojoje mokykloje...(1b-87p)	T
... for the course ...(1a-51p)	...mokymuisi...(1b-75p)	T
... ill-understood information ...(1a-64p)	...padrika informacija...(1b-92p)	EI
... practical report ...(1a-64p)	...praktikos darbų ataskaitos...(1b-92p)	EI
... degree programmes ...(1a-64p)	...kursus...(1b-92p)	T
... university ...(1a-66p)	...aukštojoje mokykloje...(1b-95p)	T
... to pass courses ...(1a-71p)	...kursai yra „užskaitomi“...(1b-102p)	P
... arch-villain in the saga of higher education ...(1a-72p)	...aukštojo mokslo baubu...(1b-103p)	EI
... methods of feedback ...(1a-75p)	...vertinimas...(1b-106p)	T
... they are in higher education now ... (1a-86p)	...jie jau išaugę iš vaikų darželio... (1b-119p)	EI
... universities ...(1a-88p)	... aukštojo mokslo sferos...(1b-123p)	EI
...“ evaluation “ in relation to teaching is about...(1a-99p)	...mokymo “įvertinimas”... (1b-137p)	EI
... instruction of skills ...(1a-108p)	...įgūdžių ugdymas...(1b-148p)	EI
... academic organizational unit ... (1a-114p)	...akademiniis fakultetas...(1b-156p)	EI
... multiple choice tests ...(1a-121p)	...pasirenkamųjų atsakymų testus...(1b-164p) (<i>multiple-choice test testas, kuriame iš kelių pateiktų atsakymų pasirenkamas vienas</i>)	EI
...lists of topics to be”covered” ...(1a-123p)	...“išeitinių“ temų sąrašas...(1b-167p)	EI
...” learned ” topics...(1a-132p)	...”išeitas“ temas...(1b-179p)	EI
... rote-learned ...(1a-165p)	...”išskalti“... (1b-224p)	P
... misunderstandings ...(1a-177p)	...supratimo spragos...(1b-235p) (neteisingai suprasti; nesuprasti)	EI
... misconceptions ...(1a-178p)	... supratimo spragas...(1b-236p) (neteisingas supratimas/manymas; klaidinga pažiūra)	EI
... educational contexts ...(1a-46p).	...pedagoginių situacijų...(1b-63p)	EI

...essence of scholarship... (1a-97p)	...mokslo esmė...(1b-135p)	EI
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...the inescapability of values in education...(2a-20p)	...vertybių ir švietimo neatsiejamumas...(2b-16p)	EI
...value-ladenness of education and schooling...(2a-21p)	...ugdymo ir mokymo veiklos vertybių ryšys...(2b-17p)	EI
...the all members of the pupil body...(2a-21p)	...su visais mokyniais...(2b-18p)	EI
...standards of...judgement...(2a-22p)	...vertinimo standartų...(2b-20p)	EI
...separate schools...(2a-24p)	...specialiosios mokyklos...(2b-22p)	
...a school encourages its pupils...(2a-25p)	...mokykla diegia savo mokiniams...(2b-22p)	EI
...”thin” and “thick” theories of the good...(2a-26p)	...”plonasis” ir “įvairiapusiškasis” gėrio teorijas...(2b-24p)	EI
...”edu-babble”... (2a-43p)	...“edukaciniais tauškalais“ ... (2b-44p)	P
...”edu-babble”... (2a-101p)	...”edutauškalai”... (2b-115p)	P
...in the marketplace... (2a-1p)	...edukacinėje rinkoje...(2b-175p)	EI
...practical teaching...(1a-92p)	...praktikos darbai...(1b-129p)	EI

SHORTENING

As you read this book, you may be wondering how to cope next week with a class that has grown to twice its former size, how you will find the time to acquire the formal training in teaching that your university now expects , or how to convince your head of department that your performance is excellent in your annual performance. (1a-p5)	Gali būti, kad skaitydami šią knygą jūs ir patys svarstote, kaip ateinančią savaitę reiks suvaldyti auditorija, išaugusią daugiau nei dvigubai, ar kaip metinėje ataskaitoje įtikinti katedros vadovą, jog jūsų veikla nusipelno teigiamo įvertinimo. (1b-15p)	-
One way to address these problems would be for me to write and you to read a book about how to handle large classes, how to prepare a teaching portfolio, how to rescue failing students , or how to present evidence in an appraisal interview. (1a-p5)	Yra vienas būdas išspręsti šias problemas: aš galėčiau parašyti, o jūs galėtumėt perskaityti knygą apie tai, kaip skaityti paskaitas didelėje auditorijoje arba kaip pateikti duomenis metinėje ataskaitoje. (1b-15p)	-

...if they think that the force of accountability and quality assurance will inevitably improve the standard of teaching and research...(1a-p5)	...manančios, jog atskaitomybės jėga automatiškai pagerins mokymo ir mokslinės veiklos standartą... (1b-15p)	-
The basic idea of this book is that we can improve our teaching by studying our students' learning – by listening and learning from our students. (1a-p6)	Pagrindinė šios knygos mintis yra tokia: mokymą galime pagerinti atidžiai nagrinėdami studentų mokymą. (1b-16p)	-
They are exemplified through activity in the classroom, the design and implementation of educational programmes, teamwork with colleagues , and even the management of academic departments and universities. (1a-p7)	Jų pavyzdžiai – tai individuali veikla auditorijoje, mokymo programų sudarymas ir taikymas, net katedrų bei institutų valdymas. (1b-17p)	-

RETENTION

A reflective approach to improving teaching (1a-p8)	Reflektyvus požiūris į mokymo tobulinimą. (1b-18p)	EI
...class management strategy... (1a-p16)	...auditorijos valdymo strategija...(1b-29p)	EI
...the right teaching strategy...(1a-p17)	...tinkama mokymo strategija...(1b-30p)	EI
...academic staff...(1a-p17)	...akademinių darbuotojų... (1b-30p)	EI
...subject matter...(1a-p18)	...dalyko turinį... (1b-31p)	EI
...conceptions of teaching... (1a-p19)	...mokymo sampratas... (1b-33p)	EI
...outcomes of ...learning...(1a-p19)	...mokymosi rezultatų...(1b-33p)	T
...quality of learning...(1a-p19)	...mokymosi kokybė...(1b-34p)	EI
...experiences of teaching...(1a-p19)	...mokymo patirtis... (1b-34p)	EI
...methods of teaching... (1a-20p)	...mokymo metodai... (1b-34p)	T
...teaching goals...(1a-22p)	...mokymo tikslai... (1b-37p)	T
...to develop student's intellectual/thinking skills... 1a-22p)	...vystyti studentų intelektualinius/mąstymo įgūdžius...(1b-37p)	EI
...lifelong learning...(1a-22p)	...visą gyvenimą trunkančio mokymo...(1b-37p)	T
...theoretical knowledge base...(1a-22p)	...teorinių žinių bazė...(1b-37p)	EI
...developing...(1a-22p)	...ugdyti...(1b-37p)	EI

...particular knowledge and skills...(1a-26p)	...specifinės žinios ir įgūdžiai...(1b-42p)	EI
...intellectual development...(1a-27p)	...intelektinis vystymas...(1b-43p)	EI
... intellectual skills...(1a-29p)	... intelektiniai įgūdžiai...(1b-45p)	EI
...educational ideas...(1a-27p)	...pedagoginių idėjų...(1b-44p)	EI
...academic interests...(1a-28p)	...akademiniams interesams...(1b-45p)	EI
...a decrease in dogmatism...(1a-28p)	...sumažėjęs dogmatizmas...(1b-45p)	EI
...inappropriate assessment...(1a-29p)	...neadekvatus vertinimas...(1b-46p)	EI
...academic ability...(1a-30p)	...akademinius sugebėjimus...(1b-47p)	EI
...higher education...(1a-30p)	...aukštasis išsilavinimas...(1b-47p)	T
...integration of knowledge...(1a-60p)	...žinių integruotumas...(1b-88p)	EI
...understanding of teaching...(1a-61p)	...mokymo supratimu (as)...(1b-89p)	EI
...the concept of learning...(1a-62p)	...mokymosi kontekstas...(1b-89p)	EI
...inadequate motivation...(1a-30p)	...netinkamos motyvacijos...(1b-48p)	EI
...low level of understanding...(1a-30p)	...žemas supratimo lygis...(1b-48p)	EI
...basic knowledge...(1a-31p)	...pagrindinės žinios...(1b-48p)	EI
...academic discipline...(1a-31p)	...akademines disciplinas...(1b-49p)	EI
...the content of learning...(1a-32p)	...mokymosi turinys...(1b-50p)	T
...learning material...(1a-46p)	...mokymosi medžiaga...(1b-68p)	T
...learning tasks...(1a-46p)	...mokymosi užduotims... (1b-68p)	EI
...school-leaving examinations...(1a-15)	...abitūros egzaminai...(1b-27p)	T
...school-leaving examinations...(1a-57p)	...baigiamųjų egzaminų...(1b-83p)	EI
...a body of knowledge...(1a-29p)	...žinių visuma...(1b-46p)	EI
...in all subject areas...(1a-39p)	...visose mokymosi srityse...(1b-59p)	EI
...experiences of learning and teaching...(1a-40p)	...mokymo ir mokymosi patyrimas...(1b-60p)	EI
...academic tasks...(1a-49p)	...akademines užduotis...(1b-72p)	EI
...professional subjects...(1a-50p)	...profesinių dalykų...(1b-74p)	EI

...theoretical knowledge...(1a-50p)	...teorinėmis žiniomis...(1b-74p)	EI
...a course of study...(1a-51p)	...mokymosi kursą...(1b-75p)	EI
...tutorials...(1a-51p)	...konsultacijas...(1b-75p)	T
...seminars...(1a-51p)	...seminarai...(1b-75p)	T
...measure of learning...(1a-53p)	...mokymosi rodiklius...(1b-76p)	EI
...better grades...(1a-53p)	...aukštesniais įvertinimais...(1b-76p)	EI
...higher-quality outcomes...(1a-53p)	...geresniais kokybiniais rezultatais...(1b-76p)	EI
...poorer outcomes...(1a-53p)	...blogesniais rezultatais...(1b-76p)	EI
...essay ...(1a-50p)	...referatai...(1b-73p)	EI
...better average grades...(1a-57p)	...geresnių įvertinimų vidurkiu...(1b-83p)	EI
...attitudes to study...(1a-57p)	...studijų nuostatos...(1b-83p)	EI
...to fail exams...(1a-58p)	...neišlaiko egzaminų...(1b-84p)	EI
...poor-quality learning...(1a-60p)	...prasto mokymosi...(1b-87p)	EI
...weaker students...(1a-60p)	...„silpniausius studentus”...(1b-87p)	EI
...lecturers...(1a-60p)	...dėstytojai ...(1b-87p)	T
...the type of learning...(1a-60p)	...mokymosi tipą...(1b-87p)	EI
...way of study...(1a-60p)	...studijų būdas...(1b-87p)	EI
...experiences education...(1a-62p)	...patiria aukštąjį mokslą...(1b-89p)	EI
...learners...(1a-62p)	...besimokantieji...(1b-89p)	T
...academic environment...(1a-64p)	...akademine aplinka...(1b-92p)	EI
...educational institutions...(1a-64p)	...švietimo įstaigų...(1b-92p)	T
...intrinsic motivation...(1a-65p)	...vidinė motyvacija...(1b-94p)	T
...educational experiences...(1a-66p)	...ugdymo patyrimai...(1b-94p)	EI
...experiences of learning...(1a-66p)	...mokymosi patyrimais...(1b-94p)	EI
...in secondary school...(1a-66p)	...vidurinėje mokykloje...(1b-95p)	T
...educational system...(1a-67p)	...švietimo sistema...(1b-95p)	T

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