

COMBINING TRANSLATION THEORY AND INTERCULTURAL COMMUNICATION FOR MUSEUM PODCAST INTERSEMIOTIC TRANSLATION

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Abstract. *This article presents an interdisciplinary pedagogical project that integrates translation theory and intercultural communication through students' creation of intersemiotic translation of English-language museum podcasts. Based on Jakobson's theory of intersemiotic translation and Skopos theory, students independently transcribed audio podcasts, which aimed to popularize cultural heritage of Central Kazakhstan among youth, and translated them into Russian adapted for younger school students. The results of the project demonstrate the effectiveness of an interdisciplinary approach in developing students' translation and intercultural competencies.*

Keywords: *intersemiotic translation, Skopos theory, Jakobson theory, intercultural communication, museum pedagogy, cultural heritage.*

INTRODUCTION.

The aim of this study is to demonstrate the practical implementation of an interdisciplinary approach that combines translation theory (intersemiotic translation according to Jakobson and Skopos theory) with the theory and practice of intercultural communication within the framework of a student project on the transcribing and transmutation of museum podcasts about the cultural heritage of Central Kazakhstan.

The need for this approach arose because modern translation studies have long gone beyond traditional interlingual translation, encompassing broader semiotic transformations, thanks to Roman Jakobson, who, in his classification, identified three types of translation: intralingual, interlingual, and intersemiotic, defining the latter as "the interpretation of verbal signs by means of signs of non-verbal sign systems" [1], which requires not only linguistic competence but also the ability to interpret and transform between different sign systems [2].

Parallel to the development of Jakobson's theory, Skopos theory, developed by Katharina Reiss and Hans Vermeer, proposed viewing translation as a purposeful action where the function of the translated text in the receiving culture becomes the determining factor and where the translator must make strategic decisions based on the intended purpose and target audience [3], which is particularly relevant when adapting translations for specific reader groups such as children and adolescents [4].

In a pedagogical context, the integration of translation theory and intercultural communication opens up new possibilities for developing students' comprehensive competencies [5], while interdisciplinary projects using authentic materials, such as museum podcasts, provide immersion in a real cultural context and develop the ability for cultural mediation [6].

This will discuss one such project, which is based on five English-language museum podcasts, each 5-7 minutes long, created thru a collaboration between faculty, staff, and students of the Faculty of Foreign Languages at the Buketov Karaganda University of Academic Research with the aim of popularizing the archeological and cultural heritage of Central Kazakhstan on the following topics: (1) Karazhartas Pyramid: The Great Steppe History; (2) Petroglyphs of Saryarka: The Mysteries of Bygone Civilizations; (3) Botai Culture of Kazakhstan: Taming Wild Horses; (4) 'Timur's Stone' at Altynshoky: Retracing the Great Warrior's Journey; (5) Central Kazakhstan Folk Arts and Crafts: Bronze Age Ceramics, which were placed on international platforms such as Spotify, Google Podcasts, and others, ensuring their accessibility to a wide audience [7].

The project involved second-year translation students from the Department of Translation Theory and Practice, as part of the integrated study of two disciplines: "Translation Theory" and "Theory and Practice of Intercultural Communication," who were divided into teams, each working with one podcast in three stages: (1) transcription of the audio material; (2) interlingual translation (from English into Russian); (3) adaptation for the target audience (in our case, primary school students).

Student work was evaluated based on the following criteria: (1) accuracy of transcription; (2) adequacy of translation; (3) functional adaptation; and (4) cultural mediation.

In the process of creating the transcripts, students faced the need to make decisions about conveying prosodic elements of speech, such as intonation, pauses, and stress, through written language. The most challenging segments were those with academic terminology and toponyms, such as in the podcast about petroglyphs: "petroglyphs," "rock art," "Neolithic period," as well as Kazakh geographical names pronounced with an English accent.

Adapting translations for younger schoolchildren demonstrated the practical application of Skopos theory by students who employed translation techniques such as (1) descriptive translation ("Eneolithic period" → «древние времена, когда люди только учились обрабатывать металл» or "domestication of horses" → «приручение диких лошадей и обучение их жизни рядом с человеком»); (2) breaking down long sentences into shorter ones that are more suitable for the age-related characteristics of schoolchildren's perception; (3) lexical-semantic substitutions in the form of adding comparisons and analogies to make the material more understandable for children (for example, the dimensions of the Karazhartas pyramid were compared to the height of a multi-story building, and time periods were explained through comparison: «это было так давно, что тогда еще не было ни книг, ни школ»).

The interdisciplinary nature of the project ensured its direct practical application of theoretical knowledge from the "Translation Theory" course, and working with cultural content fostered students' sense of responsibility and desire to complete the task to a high standard as well as the development of research skills, as students consulted additional sources of information about archeological sites, studied scientific publications, and consulted with experts to ensure the quality of their translations [7]. All this aligns with the concept of autonomous learning in translation pedagogy [8-9].

In conclusion, the results of the presented interdisciplinary project confirm the value of an interdisciplinary approach in teaching translation and intercultural communication, and the integration of theoretical courses with practical projects based on authentic materials of cultural significance creates a motivating educational environment and contributes to the comprehensive development of future translators' professional competencies.

p.s. To watch our students' intersemiotic and cultural adaptations, please follow this link: <https://drive.google.com/drive/folders/16vMw9ifhmUCj1xGzeKxaVqAcxosnaB5H?usp=sharing>.

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