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ENGLISH PHILOLOGY

**TRANSLATION PARTICULARITIES OF  
EDUCATIONAL TERMS**  
FINAL THESIS

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## INTRODUCTION

The inseparable part of any language is its terminology. Terms constitute a great part of linguistic dictionaries, glossaries, specialized vocabularies, databases, etc. New terms are constantly emerging from the media, modern technologies, slang and dialects. The necessity to entitle the new object or process that has recently appeared is another source of terms. Terminology is strongly connected with specificity, i.e. terms are used in different spheres and special fields. Every national terminology has its own distinctions and at the same time similarities with terminology of other countries. In spite of the fact that terms are constantly emerging and forming a great part of any nation's linguistic flow, they still remain one of the biggest problems for non-literary and professional translators. Thus, the proper analysis of specific terminological fields is necessary. This determined the relevance and novelty of Final research. The comparative and descriptive investigations of educational terms in Lithuanian and English legal acts may reveal the translation particularities of both languages. The **object** of the Final study is confined to educational terms in both Lithuanian and English legal acts.

The **aim** of the research is to conduct comparative and descriptive analysis of the translation of educational terms in Lithuanian and English legal acts.

In order to achieve the aim, the following **objectives** have been set:

1. To present and analyze theoretical material concerning the characteristics of terms and their translation;
2. To collect and classify the most relevant and interesting terms from Lithuanian legal acts;
3. To conduct the analysis of the collected material.
4. To determine translation particularities of educational terms and present the statistical data.

In accordance with the objectives, the following **methods** have been applied in the research:

1. Theoretical method has been used to investigate the theoretical review on the characteristics of terms and common issues of their translation;
2. Comparative method has been applied in order to indicate the translation particularities of educational terms found in Lithuanian and English legal acts;
3. Descriptive method has been used to analyze the most relevant and interesting cases of educational terms;
4. Statistical method has been applied to show the lexical composition of educational terms.

The **scope** of the collected examples is 100 educational terms. However, only 30 the most interesting educational terms will be analyzed. All educational terms will be provided in the section of appendix.

The structure of the Final thesis includes introduction, the main part, consisting of theoretical review, methodological considerations of the Final thesis, practical part, conclusions, list of references, sources and appendix.

The introduction presents the importance and relevance of descriptive and comparative studies of translation particularities indicated in educational terms from Lithuanian and English legal acts. The object, aim, objectives, methods and scope are also introduced in it. The main body of the Final research consists of two parts, i.e. theoretical review and practical study. Theoretical review presents the relevant scientific material, reveals most explicit definitions, classifications, basic aspects and disputable points of the studied issue. Methodological part of the research investigates the process of educational term analysis. Practical part introduces the analysis of the collected examples with application of the above-mentioned methods. The results of the conducted research are generalized in the section of conclusions. References and sources present the material that has been used during this research. The section of appendix contains all the examples of educational terms.

## **1. THEORETICAL REVIEW ON THE CHARACTERISTICS OF TERMS**

### **1.1 THE CONCEPT OF TERMS**

Term is a unique phenomenon which is used in different spheres of everyday life. Nowadays people do not even understand that they are using terms in their speech or other activities. However, it should be kept in mind that language is constantly changing and terms are acquiring new meanings, or fading away. In general, it is obvious that the concept of term has obtained a permanent status in modern linguistics.

The realization of the word “term“ and its concept varies from scientist to scientist. Specialists from diverse scientific spheres, for example, logics, philosophy, sociology, linguistics, etc., have their own understanding and approach to this subject. This theoretical review is interested not only in term conceptions, but also in terminologists’ attitude towards this scientific sphere as a whole.

Before defining a term, it is important to determine its most essential characteristic features. Gaivenis (2002, p. 13) distinguishes the following characteristics: 1) nature of the concept; 2) clearly defined meaning; 3) concept specificity; 4) unambiguousness; 5) absence of synonyms. However, Gaivenis (2002, p. 13) claims that if taken individually, none of these features does not express contemporary conception of a term. From this statement it is

ostensible that the exclusion of any of these characteristics destroys the whole structure of the term concept as these features are linked with one another. For instance, there is no doubt that it is possible to use and talk about the terminology of sport or cookery, regardless that the majority of concepts taken from these fields are not scientific. Concept specificity is the feature of its narrow professional usage. Nevertheless, it does not determine word's belonging to terminology, because professional language includes not only terms, but also professionalisms, jargonisms and other words. Speaking about unambiguousness, it is common to terms, as well as to many other words of standard language and its dialects. Therefore, the above-mentioned features of terms are interrelated, i.e., terms are distinguished from simple words only by several features as a whole. A term cannot exist just with one of these features, it should include several of them (Gaivenis, *ibid*).

Modern linguistics presents a great variety of term definitions. Different scholars have their own standpoints concerning the conception of term. For instance, Gaivenis (2002, p.13) asserts that a term has both narrow and wide senses. Referring to this, he goes on and proposes the following definition of a term: "Term is not a special word or fixed expression of words, but a linguistic unit which names and reveals its contents by the definition of terminological meaning." (Gaivenis, *ibid*; translation mine). From this definition it is clear that a term is not constricted to permanence and specificity. Its essence is to name some kind of concept, object or process and to convey the contents with the help of terminological meaning.

Going back to narrow and wide senses of the term conception, it is worth to emphasize that in Lithuania, the narrow sense is much older and widespread. It has come from pre-war period and later, during post-war years, it was consolidated in some linguistic textbooks of high schools. Šalkauskis (1991, p. 15) is the supporter of this narrow sense and provides such a definition of term: "Term is a word, naming a concept which has specific meaning in some kind of scientific area." (Translation mine). Obviously, Šalkauskis (*ibid*) employs the conception of narrow sense in his definition, stating that specificity is the basic feature of a term, since it names a certain concept and helps to convey its significance to science. Thus, one can notice that the viewpoints expressed by Gaivenis and Šalkauskis are quite contrasting. Gaivenis emphasizes that term should not be a special word, whereas Šalkauskis highlights that a term should convey specific meaning.

The definition of Jakaitienė (1980, p. 70) also confirms the notion of term's narrow sense. Her definition has both similarities and distinctions if comparing with the above-mentioned definitions: "Terms are words, which name clearly fixed scientific concept and are used in scientific language and dictionaries." (Translation mine). This definition is similar to the previous one proposed by Gaivenis (2002, p. 14) as in both of them a term has a function

to name some kind of a concept. If comparing with the conception presented by Šalkauskis (1991, p. 15), it is also related to certain scientific subject, similarly like in Jakaitienė's description.

Discussing the wide sense of term conception, it is essential to understand that linguistic concept of a term is usually linked with systemacy. This characteristic is mostly preferred by the wide sense users. Quite an explicit definition is proposed by LTE (Lietuviškoji tarybinė enciklopedija, 1983, p. 273) and this definition supports the feature of systematic as well: "Term is a word or fixed attributive expression of words which has a clearly defined meaning in a certain linguistic sphere of human activities. Its essence is to present the concepts of any sphere as members of a certain system." (LTE, *ibid*; translation mine). Ostensibly, in this definition systematic has been included. From this brief observation it is clear that the wide sense of the term conception incorporates more characteristic features than the narrow sense. Wide sense involves not only specificity, but also clearly defined meaning and systematic.

To conclude, the comprehension of terms hinges on the characteristics they display. It is not necessary that terms represent all the features. However, they should include several of them, because otherwise one could not distinguish between terms and simple words. Referring to these requirements, in modern linguistics there was a great variety of definitions presented by different scientists. The diversity of term conceptions has shown that a term has two senses, i.e. narrow and wide. During this analysis, it became clear that both approaches have their advantages.

## **1.2 CLASSIFICATION OF TERMS**

Nowadays new terms are constantly evolving into our language. Different spheres are filled with new concepts and this quick emergence of terms encourages the diversity of classifications. Different scholars have their own approaches towards the division of terms. According to Gaivenis (2002, p. 14), from perspective of gender and type, the concepts of word and term are not interrelated, because terms cannot be confined to a certain type of words. It follows that the concept of a term is not constricted to a word framework, since a term can consist of a single word or it can represent a fixed expression of words. Gaivenis (*ibid*) distinguishes one-word, two-word and multi-word terms. He goes further, stating that two-word or multi-word terms may represent distinct grammatical relations. For instance, it could be combining, controlling or connecting expression of words.

Terms can be grouped according to various criteria, including contents, form, functions, etc. Considering of their form, terms are usually divided into single (one-word) and complex (multi-word) terms. Single terms are not only primary (simple) words, but also different

derivatives or compound words. Complex terms often name typological concepts, for instance, *long vowels*. In standards and dictionaries of terms, the longest complex terms consist even of seven words. In scientific texts terms are much longer and in such a way terms become descriptive ones (Gaivenis, 2002, p. 14).

Referring to their contents or functions, one can distinguish typological and generic terms. The concept of gender cannot exist separately from typological concept and typological concept cannot exist without gender concept. Thus, it means that typological and generic concepts are interrelated (Gaivenis, 2002, p. 14). Further considering the relationship between type and gender of terms, they are also distributed into:

- 1) Hypernyms, i.e. gender names in accordance with typological names. For instance, the word *conifer* is the hypernym of the word *pine*, or *animal* is the hypernym of a *dog*;
- 2) Hyponyms, i.e. typological names in accordance with generic names. For example, the word *pine* is the hyponym of the word *conifer*, or the word *dog* is the hyponym of an *animal*.
- 3) Equanymy, i.e. terms representing equal levels. For example the words *cat* and *dog* are equal in the class of *animals*.

Some scientists prescribe terms to one or another field according to the concepts they name and express. Thus, terms can be classified differently referring to a certain criteria. The Russian terminologist Golovin (1981, p. 8-9) claims that it is possible to divide terms into collective and individual, according to sociological approach. However, such a division is not very good because individual terms can be also entitled as occasional but the latter ones are not real terms. On the other hand, when a term becomes an equal member of a language and spreads in its usage, it cannot be neither individual, nor collective term. The reason is that certain neologisms which entered the language are so widely used that they have already become the property of a language (Gaivenis: 2002, p.15). Another Russian terminologist Leichik (1998, p. 68) prescribes terms to a certain groups according to the concept they express. He distinguishes the following types of terms: categorical, general scientific, inter-scientific and specific (Leichik, *ibid*).

Another linguist Candelaki (1977, p. 9-10) divides terms referring to their named concept's nature or category. He distinguishes the following classes of terms:

- 1) Object names, for instance different utensils or equipment.
- 2) Process (action and proceeding) names, for instance, multiplication, fermentation, etc.
- 3) Property names, for example, conductivity, softness, etc.
- 4) Names of size and measurement units, for example, ampere, centimetre, etc.

Some of the above-mentioned groups, for instance, object and process names, are really abundant and developed, whereas others, such as names of size and measurement units, are small and common only to the terminology of certain fields (Candelaki, *ibid*).

Gaivenis (2002, p. 15) presents another distinction of terms. He claims that it is possible to divide terms according to some scientific branches. For example, from linguistic perspective, we can distinguish regular and irregular, motivated and unmotivated, accurate and inaccurate, simple and complex terms. Furthermore, according to Gaivenis (*ibid*), terms can be prescribed to the class of parts of speech, i.e., terms can be classified according to the class they represent. For instance, noun, adjective, verb terms. However, this type of distribution is not preferred by Gaivenis, because it is not very useful.

To sum up, there are lots of classifications, since the concept of terms is very complicated. They are classified with the help of different criteria, i.e. form, function, contents, concept, etc. The best classifications are those of gender, form and type relationship, as they represent the most clear-cut subdivision of terms. Every term has its type, form, or gender, that is why it is easier to prescribe it to one or another field.

## **2. PROBLEMS CONCERNING TRANSLATION OF TERMS**

### **2.1 SYNONYMY OF TERMS**

Though in a previous section Gaivenis (2002, p. 13) claimed that the absence of synonyms is one of term criteria, the reality shows that everything hinges on the case. Not all criteria comply with the particular cases of terms. The term is a phenomenon which is really synonymous. Thus, this chapter seeks to analyze synonymy more thoroughly, and provide more knowledge on this sense relation as understood by different semanticists.

With the help of synonymy, semantic relationship is described. Cruse (2000, p. 148) supports this statement and asserts that synonymy is a type of paradigmatic relations, i.e. relations that reveal the semantic variations accessible at a concrete structure point in a sentence. The most general definition of synonymy could be sameness or identity of meaning. However, scientific literature and linguistics emphasize that synonymy is not such a general and clear concept as this definition implies.

Bolinger (1968, p. 233) links synonymy with the semantic field by which he indicates the field of possible connotations that a term may include. He points out that synonyms are words whose meanings overlap so enormously as to become nearly equivalent. However, it is very elaborate to comprehend the essence of synonyms. Therefore, Bolinger (*ibid*) suggests that synonyms should correspond to the criterion of substitutability. Synonyms have to be replaceable for one another, and this requirement can be implemented only by two sets of

conditions: the first is related to accuracy, implying exactly what one intends to express; the second is connected with opposition, implying something that is completely different. Bolinger (1968, p. 234) concludes his research and asserts that there are no two terms having exactly identical field of meanings, and therefore, there is no such a thing as an ideal synonym.

Cruse (2000, p. 156) accepts Bolinger's standpoint and maintains that synonymic terms are words whose semantic similarities are more salient than their differences. In other words, it means that synonymic terms are those lexical items whose senses are identical in respect of central or major semantic features, but may vary in respect of minor or peripheral features (Cruse: 1985, p. 267). Having observed the investigations made by different semanticists, it is evident that synonymy is concerned with sameness, identity and similarity. Therefore, the case of equivalence of term translation may evolve.

Frawley (1992, p. 28) returns to the substitutability of synonymic terms and adds another criterion of truth conditions. According to him, synonyms are words that can be replaced for each other in an expression or in a sentence without destroying the truth value. Lyons (1968, p. 446) distinguishes between the stricter and looser senses of synonymy. Referring to the stricter sense, two lexical items are considered synonymous if they have the same meaning. The looser interpretation of synonymy, which is also recognized by Palmer, is the kind of synonymy that is used by dictionary-maker (Palmer: 1986, p. 91).

The scale of synonymy ranges from semanticist to semanticist. Thus, distinctive types of synonymy can be proposed. The following types of synonymy can be distinguished: absolute synonymy, complete synonymy, cognitive synonymy and near-synonymy.

Absolute synonymy refers to the complete identity of meaning (Cruse: 2000, p. 157). According to Lyons (1995, p. 50), if lexical items are to be entitled absolute synonyms, they must satisfy the following three conditions:

- 1) All their meanings are identical;
- 2) They are synonymous in all contexts, i.e. they must have the same collocational fields;
- 3) They are semantically equivalent on all dimensions of meaning, descriptive and non-descriptive.

Since there is no clear necessity for the appearance of absolute synonyms in a language, very few lexical items, if any, correspond to all the three conditions (Cruse: 1985, p. 270). Ullmann (1967, p. 142) agrees that only few words are replaceable in any context without the slightest transformation in objective meaning, feeling-tone or evocative value. However, he also claims that it is occasionally possible to encounter such words. As an example, he mentions the adverbs *almost* and *nearly* which seem to satisfy the elaborate conditions of

complete synonymy. It should be considered that unlike other scholars on semantics, Lyons (1981, p. 148) draws a distinction between absolute and complete synonymy. He states that while complete synonymy is context-restricted, and connotes lexical items which have the same descriptive, expressive and social meaning, the concept of absolute synonymy refers only to those lexemes which have the same distribution and are completely synonymous in all their meanings and in all their contexts of occurrence.

Cognitive (descriptive, propositional) synonymy could be defined as the identity of cognitive meaning. Lyons (1977, p. 242) asserts that descriptive synonyms are words whose basic meaning remains the same after the elimination of expressive and social meanings. Collinson (in Ullmann: 1967, p. 142-143) considers the notion represented by Lyons that cognitive synonyms are words which do not vary in respect of their basic meaning, and lists nine common distinctions between them:

- 1) One term is more general than another, e.g. *refuse/reject*.
- 2) One term is more intense than another, e.g. *repudiate/refuse*.
- 3) One term is more emotive than another, e.g. *reject/decline*.
- 4) One term may imply more approbation or censure where another is neutral, e.g. *thrifty/economical*.
- 5) One term is more Professional than another, e.g. *decease/death*.
- 6) One term is more literary than another, e.g. *passing/death*.
- 7) One term is more colloquial than another, e.g. *turn down/refuse*.
- 8) One term is more locally dialectal than another, e.g. *Scots flesher/butcher*.
- 9) One of the synonyms belongs to child-talk, e.g. *daddy/father*.

Near-synonymy (plesionymy) is distinguished from cognitive synonymy by the fact that it yields sentences with different truth conditions (Cruse: 1985, p. 285). It must always be possible to assert one member of a plesionymous pair without paradox while simultaneously denying the other one. Cruse (ibid) illustrates this point by the sentences: *it was not foggy last Friday, just misty; he is by no means fearless, but he is extremely brave; she is not pretty, but in her way she is quite handsome*. Lyons (1995, p. 60) defines near-synonyms as expressions that are more or less similar, but not identical in meaning such as *stream* and *brook*. He further insists that near-synonyms should not be confused with partial synonyms. According to him, partial synonyms are those lexical items which meet the criterion of identity of meaning but which fail to satisfy the conditions of absolute synonymy. Hence, it means that a term of partial synonymy proposed by Lyons corresponds to cognitive synonymy.

The difference or sameness of meaning between lexical items is investigated by various methods. Ullmann (1967, p. 143-144) lists three ways of testing synonymy. The first is the substitution test which reveals to what extent the particular lexical items overlap in meaning.

Two lexemes may have many characteristics in common; however, they are not called synonyms unless one can replace the other. Palmer (1986, p. 91) agrees with this point of view, and adds that as total synonymy is rare and hardly any words qualify as absolute synonyms, this test of substitution should be applied to those lexemes which are interchangeable in some contexts only, for instance, the noun *sense* may be modified by both *broad* and *wide* but accent solely by *broad*. The second method consists of the investigation of the opposites, i.e. antonyms, of the synonymous lexemes. This test shows that words which may be interchanged in a certain context have the same antonym in precisely that context; on the other hand, in context in which they cannot be used interchangeably, their antonyms differ. For example, the verb *decline* is more or less synonymous with *reject* when it means the opposite of *accept*, but not when it is opposed to *rise* (Ullmann: 1967, p. 144). The third way of differentiating between synonymous lexemes is to arrange them into a series where their distinctive meanings and overtones will stand out by contrast (Ullmann: 1967, p. 143-144), such as the adjectives denoting swiftness: *quick*, *swift*, *fast*, *nimble*, *fleet*, *rapid* and *speedy*.

To conclude, this chapter introduced the case of synonymy. Ostensibly, synonymy is an elaborate field of semantics as well as linguistics. To solve the problems related to synonymy it is important to comprehend its meaning and main characteristics. Also, it is essential to distinguish between its types. In this section the best ways of checking whether a term is a synonym were presented.

## 2.2 POLYSEMY OF TERMS

Another very frequent relation of terms is polysemy. Terms can have not only their substitutions for one another, but also one word may acquire two or more diverse meanings. Such a relationship of words is called polysemy. This chapter attempts to clear out the sense of polysemy and its basic sources. Though polysemy is frequently met and encountered, one sometimes does not perceive it in everyday language. The possibility to use the same word with distinctive meanings in various contexts is surprising. However, it is crucial to find out where does polysemy arise from.

Polysemy could be defined as “The phenomenon where a single linguistic unit exhibits multiple distinct yet related meanings“ (Evans and Green: 2006, p. 36). For example, *the lamp is over the table* and *she has a strange power over me*. In this sample the word *over* has two totally different meanings. Nevertheless, for native speakers it will not make any difficulties to understand and distinguish between these meanings intuitively. It is easy to define them since these meanings are connected with each other (Hamann: 2011, p. 1).

Evans and Green (2006, p. 36) oppose polysemy with another sense relation, i.e. homonymy. According to them, homonymy is based on the cases where two words are pronounced (*soul and sole*) and/or spelt the same way (*bank of a river and bank a financial institution*) but have distinct meanings. In the case of homonymy the different senses are synchronically as well as historically unconnected with one another. It means that they have no relation in present-day usage. Therefore, they cannot be treated polysemous (Evans and Green: 2006, p. 329). Taylor (2002, p. 98) recognizes that polysemy is a ubiquitous facet in semantics, particularly for the most frequent lexical units, which reflect a variety of distinctive senses that can be considered as having a certain relation with each other, e.g. the preposition *over* in the above-mentioned sentences. Therefore, the assumption could be made that polysemy is quite often met in linguistics and literature. It is also an essential characteristics of everyday language, which determines the usage and frequency of such basic and common lexemes as prepositions (Hamann: 2011, p. 1).

Taylor (2002, p. 471) argues that polysemy is not only frequently met and encountered, but also conceptually useful for a developing semiotic system that may include the ever-changing facets of conceptual structure. Evans and Green (2006, p. 332-333) support Taylor's observation, claiming that it comes from chaining, i.e. the process of deriving new meanings from already existing ones, and results in sense chains, some of the senses being more prototypical (central), others less prototypical (peripheral). Therefore, as the universe is constantly changing and developing at the same time, one can utilize the already existing resources of phonological units, to define new phenomenon of polysemy (Hamann: 2001, p. 1).

The main and most productive sources of polysemy are bleaching, metaphor and metonymy. Aitchison and Lewis (2003, p. 263) argue that bleaching (fading of meaning) is the source for the evolvement of polysemy. They give an example that words which describe *catastrophic accidents* like *disaster* are subject to bleaching, and subsequently, the evolvement of polysemy. According to them, a wide usage of lexical unit is a necessary condition for the evolvement of polysemy (ibid, p. 261). Thus, common usage has a greater impact on an overlapping of the (still existing) authentic concept by more or less connected senses.

Another sources of polysemous meaning expansion are metaphors and metonymies. For example, according to Blank (2003, p. 268), "Metaphoric polysemy is based on more or less salient similarity between two concepts that belong to different or even distant conceptual domains". As an example he mentions *mouse* (*small rodent, computer devize*). He further provides a definition of metonymic polysemy: "Metonymic polysemy is based on conceptual contiguity, i.e. the typical and salient co-occurrence or succession of elements in frames or

scenarios or of these frames themselves“ (ibid, p. 269). For instance, *lingua* (*tongue, language*). Metaphors and metonymies, i.e. sources for the evolvement of polysemy, might in turn exhibit frequency effects: when a new metaphor is generated, only lexical units being well-entrenched in the lexicon of the respective linguistic society, or being acquainted within this society, can be involved in this metaphor. The necessary condition for greater acquaintance is a rather high token frequency of these words. With the metaphorical/metonymical usage of unknown lexemes one would be in danger of the metaphor/metonymy not being perceived or being misinterpreted, or that its processing and understanding would at least demand too much time. Therefore, the upsurging frequency of the usage of a certain metaphor/metonymy refers to a conventionalization of this metaphor with two possible results:

- 1) The metaphorical character of the metaphor bleaches, and it may turn into a frozen or dead metaphor.
- 2) The particular term may acquire a new meaning which means that the respective lexical unit has become polysemous.

To sum up, polysemy is one of the sources from which terms gain new meanings. However, this factor makes the matter of term translation more complicated. To ease the problem, it is vital to understand the essence of polysemy which is to assign new meanings to the already existing lexical units. The basic sources of polysemy being bleaching, metaphors and metonymies. All of them contribute to the evolvement of polysemous terms.

### **2.3 THE EMERGENCE OF NEOLOGISMS**

Another source which supplements the inventory of terms is neologisms. However, neologisms are perhaps the biggest issue of the non-literary and the professional translator. Modern items and procedures are constantly generated in technology. New ideas and diversity on emotions originate from the media. Terms from the social sciences, slang, dialect are incorporated into the body of language, transferred lexemes constitute the rest. It has been estimated that every year each language gains 3000 new words, but basically, neologisms cannot be exactly calculated, because so many hover between recognition and oblivion and many are short-lived, individual creations. In other words, neologisms are new words, word-combinations or fixed phrases that emerge in the language due to the evolvement of social life, culture, science, and engineering. New senses of existing words are also recognized as neologisms. Translators encounter the issue of neologisms since such lexical units are not easily discovered in traditional glossaries and even in the most contemporary specialized vocabularies (Sayadi: 2011, p. 1).

In 1975 the French lexicographer and terminologist Alain Ray created a theoretical model, suggesting that: “The neologism will be perceived as belonging to the language in general or only to one of its special usages; or as belonging to a subject-specific usage which may be specialized or general“ (Ray: 1975, cited in yiokari, 2005, p. 3).

Currently, there appears to be an agreement neologism is a lexical unit that describes a new concept either through coining a new vocabulary item or through adding a new sense to an already existing one (Bolinger and Sear, 1981; Collins cobuild English dictionary 1995; Newmark, 1995).

It is important to find out how are new lexical units generated and how can constricted vocabulary be extended and to cope with possibly boundless universe. The first way is when new lexemes are added, and the sense of already existing lexical units can be altered. Second way is when new lexemes are incorporated into linguistic flow through the usage of word formation rules. The part of linguistic analysis which is related to word formation rules is also entitled derivational morphology (Sayadi: 2011, p. 2).

Parianou and Kelandrias (2002, p. 756) claim that neologisms pass through three stages: creation, trial and establishment. First, the unstable neologism is still new, being proposed or being only by a restricted audience. Subsequently, it is layered, but it is not extensively recognized. Ultimately, it is stabilized and identifiable, having acquired prevailing agreement; such stability is shown by its occurrence in glossaries, dictionaries, vocabularies and large corpora. However, even the last stage may not be the last one (Sayadi: 2011, p. 2). Baker (1983, p. 63) distinguishes two criteria of newly coined words, i.e. creativity and productivity. These both criteria increase the number of neologisms. However, Baker appreciates productivity since creativity has the unstable nature which may not result in worth-while generalizations. In other words, the creation of newly coined word is a time-consuming and rule-restricted procedure.

In conclusion, neologisms can be described as newly coined lexical units or existing lexical units that obtain a new meaning. Nowadays, neologisms form a major part of terminology. Its emergence and quick expansion make a great challenge for non-literary and professional translators.

### **3. METHODOLOGICAL CONSIDERATIONS OF THE FINAL THESIS**

This Final thesis deals with the translation particularities of educational terms. Thus, in the practical part the examples of educational terms will be analyzed. 100 educational terms have been selected and taken from Parliament of the Republic of Lithuania Resolution on Provisions of the National Education Strategy 2003-2012 (lit. Lietuvos Respublikos Seimo

nutarimo dėl valstybinės švietimo strategijos 2003-2012 metų nuostatų). Original terms have been taken from the Lithuanian source text and their translations have been selected from the English target text. The examples have been chosen according to the field they belong to, i.e. education. Basically, all the terms presented in this resolution are related to educational sphere. However, only 30 of the most interesting and relevant examples have been chosen for this research.

All the selected educational terms will be classified according to the classification which has been mentioned in the theoretical part of this Final thesis. The classification which will be presented in this Final paper was proposed by Gaivenis (2002, p. 17). The essence of this classification is that the subdivision of terms is based on the number of words which constitute a term. In this research, first the terms will be divided into single (one-word) and complex (two-word) terms. Second, the educational terms will be investigated in respect of their form and they will be distinguished from one another according to the number of constituents. Finally, the terms will be explored using the descriptive method, i.e. a certain term will be provided and then its translation particularities will be discussed.

#### **4. THE TRANSLATION OF EDUCATIONAL TERMS**

In the practical part of this Final paper, the field of educational terms will be investigated. 100 examples have been collected from the Lithuanian and English legal acts. However, 30 the most relevant and interesting educational terms will be analyzed. Each term will be introduced in a sentence from which it has been taken. The most implicit and ambiguous terms will be defined in order to reveal the slightest differences of both Lithuanian and English languages. The definitions have been taken from the dictionaries which are indicated in the list of sources.

Having in mind that this present research deals with the translation particularities of educational terms, it is important to determine the most frequent translation cases of educational terms. These include: the differentiation of the Lithuanian educational lexemes in comparison with the English words; the synonymy of terms, or two possible English translations for the same Lithuanian lexical unit; the case of transliteration when the word in one language is almost identical in its spelling to the word of another language.

All collected educational terms have been classified into two groups: single (one-word) and complex (two-word) terms. The obtained results and statistical data are indicated below.

Table 1. Statistical characteristics of educational terms reflecting lexical composition

No.	Groups of terms	Number of terms	Percentage (%)
1.	All collected terms	100	100%
	a) Single (one-word) terms	17	17%
	b) Complex (two-word) terms	83	83%
2.	Analyzed terms	30	30%
	a) Single (one-word) terms	14	14%
	b) Complex (two-word) terms	16	16%

Though the scope of the research is limited, the statistical data has been calculated from the whole amount of collected terms. Table 1. above shows that complex (two-word) terms have constituted the biggest part of the collected examples.

#### 4.1 SINGLE (ONE-WORD) TERMS

The first sub-section of the practical part represents single (one-word) terms. These terms consist of one word in their original Lithuanian source text. However, some terms include more words in their translation. The first group of terms used in the provisions of the National Education Strategy is related particularly to the term education. In Lithuanian, such terms as *išsilavinimas*, *švietimas*, *ugdymas* and *mokymas* are different single (one-word) terms. In English, all these terms are translated as education. Hence, in English, the term education represents a great variety of distinct Lithuanian terms. To make the observation more accurate, both Lithuanian and English definitions will be given for the same term. However, it should be reminded that the original term stands for the Lithuanian lexeme and its translation for the English equivalent. Here are the following terms:

1) *Sudaromos galimybės mokytis ir įgyti išsilavinimą migruojančių šeimų vaikams. Opportunities to learn and acquire education shall be created for children of migrating families.*

This single lexical item *išsilavinimas* is translated as *education*. Terminynas.lt defines the word *išsilavinimas* as “A certain level of individual’s maturity, competence and qualification that are acknowledged and determined by the order of the legal acts“ (translation mine). The English dictionary Oxford.com gives the following definition for the

same word išsilavinimas which is translated as education “A body of knowledge acquired while being educated“.

2) *Švietimas turi padėti stiprinti visuomenės kūrybines galias. **Education** should contribute to the strengthening of creative powers of society.*

Švietimas is defined as “The activity and system of education institutions, which provide people (mostly children, youth) the right to education“ (translation mine). The English word *education*, which has the same meaning, describes “An enlightening experience“.

3) *Efektyvinant **ugdymą**, mokymą ir studijas, keliami dėstytojų ir mokytojų atlyginimai*  
*In the process of increasing efficiency of **education**, training and studies, salaries for teachers shall be raised.*

In Lithuanian, the lexical unit *ugdymas* is “The most general pedagogical category, which includes upbringing, education, training, teaching, forming“ (translation mine). In English, the same term, which is translated as *education*, means: “The process of receiving systematic instructions, especially at school or university“.

4) *Įteisinamos mokesčių lengvatos, kad būtų skatinama investuoti į **mokymą**. For the purpose of encouraging investments into **education**, certain tax privileges shall be introduced.*

The last term of this group is *mokymas*. Terminynas.lt defines it as “The scientific branch; the scientific field; teaching subject“ (translation mine). The Oxford dictionary gives the following definition for *education*: “The theory and practice of teaching“.

As it can be seen, original Lithuanian terms as well as their definitions are quite distinctive if comparing with the English equivalents. All these Lithuanian lexemes are translated using the same word, i.e. education. Considering the above-mentioned Lithuanian terms, one can speak about the synonymy of terms. Nevertheless, they cannot be treated absolute synonyms because they cannot replace one another in different contexts. For instance, it is not possible to change the word *švietimas* into *ugdymas* when it is used in such a phrase as *švietimo ir mokslo ministerija*. Therefore, these terms could only be ascribed to near-synonyms which should not be identical in all meanings and contexts.

The following Lithuanian terms (5) and (6) define people who are teaching others in a certain institution, school or university. As in the previous cases, in English they are translated with a same word. Here are the examples:

5) *Pasiekama, kad žemiausias **dėstytojų** ir mokytojų atlyginimas viršytų vidutinį dirbančiųjų valstybės sektoriuje atlyginimą. The lowest **teacher** salary should exceed the average salary of the employees in the state sector.*

The term *dėstytojas* represents “A teacher of vocational education institutions, higher education schools and universities“ (translation mine). *Dėstytojas* in English is translated as *teacher* which is defined as “A person who teaches and gives lectures, especially as an occupation at a university or college of higher education“.

6) ***Mokytoją*** – žinių turėtoją ir perteikėją keičia *mokytojas* – *mokymosi organizatorius*. A ***teacher***: *the holder of knowledge will be replaced by the organiser of the learning process*.

In Lithuanian, the word *mokytojas* describes “A person who teaches students according to formal or informal education programmes“ (translation mine). The same English equivalent, *teacher*, which stands for *mokytojas* has such a definition “A person who teaches, especially in a school“.

The previous examples of educational terms also comply with the rule that for the Lithuanian lexeme the English translation submits the same equivalent. Discussing the scale of synonymy, these above-mentioned terms also cannot be replaceable, since one term describes a person working in a higher education institution and another denotes a person working with the school-age children.

The next original term *mokinys* has two possible translations in English:

7) a) *Padidinamas mokinių mobilumas renkantis įvairių mokyklų tipus ir programas*. *The choice between different types of schools and programmes shall increase mobility of students*.

b) *Jis nuolat derinamas su švietimui keliamais tikslais ir uždaviniais, atsižvelgiama į mokinių ir švietimo socialinių partnerių interesus*. *It shall be continuously updated in line with the goals and objectives of education, by taking into account the interests of learners and social partners*.

*Mokinys* is “A person who seeks knowledge and skills in a formal general education, vocational training institution or company“ (translation mine). In English, the word *mokinys* has two translation variants: *student* and *learner*. Here are the definitions of both, student and learner, respectively: a) “A school pupil denoting someone who is studying in order to enter a particular profession“, b) “A person who is learning a subject or skill“.

From the examples above, it can be noticed that in English the word *mokinys* is translated using two different words. Thus, these words could be considered synonymous. They represent cognitive synonymy when words are interchangeable in certain contexts and do not differ in respect of their central meaning. Student and learner can replace one another yet with slight distinctions as student is more general and professional than learner.

The next term *absolventas* has been translated as student. Thus, this English word has another meaning. This lexical item could be considered polysemous when a single linguistic

unit provides multiple distinctive yet related meanings. Absolventas and mokinys have a relation with each other since both define members of an academic environment. Here are the definitions of both:

8) *Pasiekama, kad didžiąją dalį baigiamųjų kvalifikacinių egzaminų profesinių ir aukštųjų mokyklų **absolventai** laikytų dalyvaujant darbdavių ir kitų socialinių partnerių atstovams. Vocational and higher education school **students** shall take most of the final qualification examinations in the presence of the representatives of employers and other social partners.*

*Absolventas* means “A person who graduates from higher education school or university and receives a respective graduating certificate or diploma“ (translation mine). Another meaning of the term *student* is “A person who is graduating from a university or other place of higher education“.

If comparing (7) and (8) cases, the English word student, which in Lithuanian means mokinys and absolventas, represents polysemy, multiple different but at the same time related meanings. The (9) example presents the Lithuanian term studijos which has been translated as studies. Since both the original term and its translation are cognate words, it is obvious that translation is correct. (9) example can be represented as follows:

9) *Efektyvinant ugdymą, mokymą ir **studijas**, keliami dėstytojų ir mokytojų atlyginimai. In the process of increasing efficiency of education, training and **studies**, salaries for teachers shall be raised.*

The word *studijos* in Lithuania has the meaning of “The studies of former pupils from secondary schools in higher education schools, non-university institutions, that have a right to teach according to higher study programmes“ (terminynas.lt; translation mine). In English, the word *studies* is defined as “The time devoted by a particular person to gaining knowledge of an academic subject, typically at school, college, or university“.

Looking at both Lithuanian and English definitions, it is clear that they are a bit different. The Lithuanian definition emphasizes the fact that people who finished secondary schools can study in higher education institutions that teach using higher education programmes. Contrary to this, English definition focuses on the amount of time devoted by a particular person to gain knowledge. Here a concrete person is not defined and it is not clear whether he should finish secondary school before entering a university or another higher school or not. The both words *studijos* and *studies* present the case of transliteration when letters and words of one language are adapted to the alphabetic and spelling rules of another language. Here the Lithuanian and English words are very similar in their spelling that is why the translation peculiarity of transliteration can be found. The (10) term is a compound one. It is the Lithuanian lexeme *savišvieta* which is translated as self-education. The Lithuanian

lexeme *savišvieta* is made mixing two words, namely, *savęs* and *švietimas*. The English word self-education also falls into the category of compound words. The prevailing tendency in English spelling rules is that such compound words are separated with a hyphen the same as self-education. (10) example can be represented respectively:

10) *Jungiami formalus, neformalus švietimas ir savišvieta. Formal, informal education and self-education shall be joined.*

Terminynas.lt defines the term *savišvieta* as “An independent education which is based on an individual’s knowledge and practical experience gained from various resources“ (translation mine). The Oxford dictionary describes *self-education* as “The education largely through one’s own efforts, rather than by formal institution“.

The next term deals with a member of academic staff. It is Lithuanian word *ugdytojas* which is translated as educator. It is interesting, but by this English lexeme, i.e. educator another two-word term *švietimo profesionalas* is meant. This two-word lexeme will be investigated in a further 4.2 section of two-word terms. Have a look at the definitions and consider the example:

11) *Kartu mokytojas dabarties visuomenėje turi išlikti ir ugdytojas. At the same time a teacher in the present day society should remain an educator.* In Lithuanian, the word *ugdytojas* denotes “A person who carries out educational tasks“ (translation mine). In English, this lexical item *educator* connotes “A person who provides instruction or education; a teacher“.

From the above-mentioned descriptions, one can notice that in English, the word educator can be used in a synonymic way using the term teacher. Thus, the lexeme educator is synonymous and can be used in various contexts with the identical meaning of a teacher. The following term *gimnazija* translated as gymnasium, describes a certain education institution:

12) *Kai kurios vidurinės mokyklos gali laipsniškai peraugti į gimnazijas. Some secondary schools may gradually grow to become gymnasiums.*

*Gimnazija* marks “In some countries, it stands for the title of general education secondary schools“ (terminynas.lt; translation mine). In English, the word *gymnasium* deals with “A school that prepares pupils for university entrance“.

The above-mentioned Lithuanian and English terms *gimnazija* and *gymnasium* are very similar in their spelling and lexical composition. Thus, they can be regarded as cognate lexical items which include such spelling characteristics as transliteration. The following example is the Lithuanian term *modulis* which corresponds to the English translation module. These both English and Lithuanian lexical items also fall into the group of transliteration cases. Consider the example below:

13) *Mokyklose įgyvendinamos įvairios bendrojo ugdymo ir profesinio mokymo programos bei jų **moduliai**. The schools shall implement different general education and VET (vocational education and training) programmes and **modules** thereof.*

In both English and Lithuanian *modulis* (or *module*) is defined as “Each of a set of independent units of study or training that can be combined in a number of ways to form a course at a college or university“.

As it can be seen from the example above, the words *modulis* and *module* are cognate lexemes with different inflections. They could be easily transferred from one language to another by the means of transliteration and the application of certain inflection rules common to the English or Lithuanian language. The last term from this group is *paskola* rendered as *loan for studies*. Here English lexical unit is more concrete and accurate. Though a certain addition has been made, it could be justified since it makes the term more explicit. Look at the example:

14) *Visiems studentams tampa prieinamos **paskolos**. **Loans for studies** shall be accessible to all students.*

The Lithuanian word *paskola* (having in mind study loan) is defined as “A type of study loan supported by the state, which is given to pay the study price at a higher school“ (translation mine). The English term *loan for studies* is defined more in general here „A thing that is borrowed, especially a sum of money that is expected to be paid back with interest“.

As it can be noticed, English definition is more general, used to describe a loan itself. Thus, the definition is not very concrete, whereas the translation is more accurate if comparing to the original term. As it has been stated, in this case the addition made in the English translation can be reasonably justified, because due to this addition, the term has become more understandable. Without this extra implication it would not be clear whether the term *loan* is related to the sphere of education and studies.

To conclude, all terms from this section consist of a single word. Each lexeme has been translated correctly. However, certain translation particularities, like addition, two possible options for the same term, polysemous meanings of a term, the cases of transliteration, as well as compound and cognate terms, etc. have been recognized. While observing the translation particularities of one-word terms, it has been found that certain Lithuanian lexemes such as *išsilavinimas*, *švietimas*, *ugdymas* and *mokymas* are more differentiated from the same English terms. To entitle all these Lithuanian lexical units, English language uses only one term, i.e. *education*.

## 4.2 COMPLEX (TWO-WORD) TERMS

In this section, two-word terms will be analyzed. The essence of such a structure is that all terms consist of two lexemes. This chapter attempts to find out and investigate the translation particularities of educational terms.

In the previous 4.1 section, it has been indicated that in the Lithuanian language such terms as išsilavinimas, švietimas, mokymas and ugdymas are more differentiated if comparing with the English translations. It means that in Lithuanian there are more different words related to the sphere of education than in English. In this chapter of two-word terms, the first group of lexemes are also connected with different Lithuanian words indicating education. However, their translations still include the same term, i.e. education. The only exception is that next to the above-mentioned lexical units such as švietimas, išsilavinimas, mokymas and ugdymas, there are two more, namely, lavinimas and mokslas. Thus, the following group of two-word lexemes can be represented as follows:

15) *Švietimo ir mokslo ministerija valstybės lygiu nustato svarbiausius **bendrojo lavinimo**, profesinio mokymo ir studijų reikalavimus. Ministry of Education and Science shall establish the key requirements for **general education**, vocational education and training.*

The lexical unit *bendrasis lavinimas* stands for “The education according to the primary, basic, secondary and the respective special education programmes” (translation mine). In English, the term *general education* describes “Basic coursework programme for past-secondary school, i.e. university, college”.

16) *Lietuvos **aukštasis mokslas** įjungiamas į bendrą Europos aukštojo mokslo erdvę. The Lithuanian **higher education** shall join the single European area of higher education.*

In Lithuanian, the word *aukštasis mokslas* means “Studies in the higher education school, which help to acquire higher education and the respective qualification” (translation mine). In English *higher education* is defined as “Education beyond high school, specifically that provided by colleges and graduate schools, and professional schools”.

As it can be noticed from the examples above, the word education is repeated several times in both sentences and definitions. Thus, such a permanent repetition and limited variety in the term usage could cause confusion when analyzing and applying the educational terms in English. Contrary to this, the Lithuanian language has a wider range of terms which can be used in similar educational contexts. Then one can come to the following conclusion that Lithuania has a greater number of differentiated terms and its language is richer comparing

with the English vocabulary. The (16) and (17) cases confirm this exceptional rule. The examples below, define the Lithuanian lexeme *ugdymas* and its basic types:

17) *Siekama, kad ikimokyklinį, priešmokyklinį ir pradinį ugdymą teikiančios mokyklos būtų kuo arčiau vaiko namų. The ambition is to bring pre-school, preparatory and primary education schools closer to children.*

In Lithuanian, the term *ikimokyklinis ugdymas* is “The education of children from 3-6 years old in the nurseries“ (translation mine). In English, *pre-school* education stands for “An educational establishment offering early childhood education to children between the ages of three and five, prior to the commencement of compulsory education at primary school“.

18) *Savivaldybėms ir apskritims perduodama didelė dalis atsakomybės ne tik už bendrąjį lavinimą, bet ir už profesinį mokymą, specialųjį ugdymą, tęstinį suaugusiųjų mokymąsi. Municipalities and counties shall be vested with a big share of responsibility not only for general education, but also for vocational education and training, for special education, continuing adult education.*

In general, the lexical item *specialusis ugdymas* (or *special education*) is defined as “Special education that is modified or particularized for those with singular needs, as disabled or maladjusted people, slow learners, or gifted children“.

The above-mentioned lexical items such as *ikimokyklinis ugdymas* (translated as pre-school education) and *specialusis ugdymas* (translated as special education) indicate certain lexical peculiarities. The former one, i.e. *ikimokyklinis ugdymas*, or pre-school education, is a compound word in both English and Lithuanian languages. The first part of both terms is made by the means of mixing two words. The Lithuanian word *ikimokyklinis* can be separated into such lexemes as *iki* and *mokyklinis*. Similarly, the English lexical unit *pre-school* is separated with a hyphen. Speaking about the first component of the latter one, i.e. *specialusis ugdymas*, or special education, is almost identical in its spelling in both languages. Therefore, while analyzing these terms, the particularity of transliteration can be implied. The lexeme *specialus* is almost the same as *special*, the only exception is that the Lithuanian word has an inflection (-us). The next group of lexical units denoting different types of education includes such terms as *privalomas mokymasis*, *pagrindinis*, *vidurinis* and *aukštasis išsilavinimas*. Like in the previous cases, the dominating lexeme in all their translations is education:

19) *Įtvirtinama ir nuosekliai įgyvendinama asmeninė tėvų atsakomybė už privalomą vaikų mokymąsi. The personal responsibility of parents for compulsory education of their children shall be enforced and gradually implemented. The term privalomas mokymasis (or compulsory education) refers to “A period of education that is required of persons, imposed by law“.*

20) *Plėtojant Lietuvos švietimą, iki 2012 metų pasiekama, kad: ne mažiau kaip 95 procentai vaikų įgytų pagrindinį išsilavinimą. Education in Lithuania shall be developed so as to achieve the following objectives by the year 2012: at least 95% of children complete basic education programme.*

In Lithuanian *pagrindinis išsilavinimas* is “Education which is acquired after finishing the basic education programme“ (translation mine). In English, the lexeme *basic education* stands for “Education in which all teaching is correlated with the learning of a craft“.

21) *Plėtojant Lietuvos švietimą, iki 2012 metų pasiekama, kad: ne mažiau kaip 95 procentai vaikų mokytųsi toliau ir įgytų vidurinį išsilavinimą. Education in Lithuania shall be developed so as to achieve the following objectives by the year 2012: at least 95% of children acquire secondary education.*

In English and Lithuania, the term *vidurinis išsilavinimas* (or *secondary education*) means “Secondary education beyond the elementary grades; provided by high school or college preparatory school“.

22) *Visose švietimo pakopose sudaromos palankios mokymosi ir studijų sąlygos visiems aukštojo išsilavinimo siekiantiems suaugusiems Lietuvos žmonėms. Favourable learning and study conditions shall be offered to all Lithuanian adult residents seeking higher education.*

In Lithuania *aukštasis išsilavinimas* refers to “Education, which is acquired after finishing the basic or integrated studies in a higher school“ (translation mine). In English, *higher education* is defined as “Education beyond the secondary level, especially education at the college or university level“.

From the examples above, it is clear that in English, the word education refers to several Lithuanian equivalent lexemes. It means that the English term education can be used in multiple contexts. However, such a wide range of contexts in which the term education can be applied, is quite misleading and confusing, whereas in Lithuania there are more terms to describe differentiated types of education. The next two cases (23) and (24) describe two synonymic Lithuanian terms, namely, *švietimo raida* and *švietimo plėtotė*. Though in English, both are translated using the same lexical unit, i.e. development of education:

23) *Strategijos nuostatos papildo valstybės ilgalaikės raidos strategiją ir nusako Lietuvos švietimo plėtotės tikslus bei priemones jiems įgyvendinti. The Strategic Provisions supplement the long-term development strategy of the State and define the goals for development of education, the means for achieving these goals.*

24) *Strategijos nuostatos apibrėžia pagrindinius kiekybinius ir kokybinius siekinius, kuriais bus grindžiama ir į kuriuos atsižvelgiant bus vertinama Lietuvos švietimo raida 2003-2012 metais. The Strategic Provisions establishes the key quantitative and qualitative*

outcomes to be used as the basis for **development of the Lithuanian education and evaluation thereof in 2003-2012.**

As it can be noticed from the examples above, both terms švietimo plėtotė and švietimo raida are translated into English in the same way. In both languages, these two-word terms could be treated synonymous. Defining the degree of synonymy both lexical units are complete synonyms, i.e. their meanings are equivalent in various multiple contexts. Thus, both terms may be used interchangeably. The next group of cases define lexical items, in which the word profesinis is used. In these examples below, the Lithuanian word profesinis is translated differently. In English, this word has two options such as vocational and professional. However, the choice of the word in English translations hinges on the context in which the term is used. Consider the examples:

25) *Padėti asmeniui įgyti **profesinę kvalifikaciją.** To help an individual acquire a **vocational qualification.***

26) *Švietimo ir mokslo ministerija valstybės lygiu nustato svarbiausius **profesinio mokymo reikalavimus.** On the national level, the Ministry of Education and Science shall establish the key requirements for **vocational education.***

27) *Siekti naujų kompetencijų ir kvalifikacijų, reikalingų jo **profesinei karjerai ir gyvenimo įprasminimui.** Seeking to acquire new competences and qualifications that are necessary for the **professional career and meaningful life.***

The (25), (26) and (27) cases above show that the Lithuanian word *profesinis* may have two possible translations such as *vocational* and *professional*. The assumption follows that the choice and usage of the translated English term depend on the context in which a particular term is employed. From these three analyzed examples it turns out that the word *vocational* is more common when speaking about a certain qualification or type of education, whereas *professional* is more ubiquitous in the general contexts when speaking about career. Thus, in the process of translation, the choice of the lexeme with the same meaning, strongly depends on the context in which the term will be used.

The next term that will be discussed here is *švietimo profesionalas* and its translation into English is *educator*. In a previous section 4.1, the same English lexical item has been used to describe a person who provides instructions or education. In the previous (11) example, the English word *educator* has been considered to be a synonym of a teacher. In this section, the example below shows that there can be another meaning of the word *educator*. This word defines not only a teacher, but also a professional in education. Look at the example:

28) *Strategijos nuostatomis, kaip parlamentinių partijų ir visuomenės susitarimo dokumentu, bus remiamasi telkiant suinteresuotų visuomenės grupių, valstybės institucijų ir*

*nevyriausybių organizacijų, mokinių, jų tėvų, švietimo profesionalų, darbdavių ir politikų pastangas siekiant įgyvendinti ilgalaikius švietimo modernizavimo siekius. As a document of consensus reached between the parliamentary parties and the society at large, the Strategy Provisions shall be used as a tool to mobilise the efforts of different stakeholders, state institutions and non-governmental organizations, students and their parents, **educators**, employers and politicians which are targeted at implementation of the long-term goals in the area of updating the system of education.*

From the sentences above, one can notice that the term švietimo profesionalas is translated using just one word instead of two, i.e. educator. Thus, it can be stated that an omission of a word professional has been made. The following term, namely, socialinis pedagogas (translation social teacher) is also very similar to the previously discussed examples. In both English and Lithuanian, socialinis pedagogas or social teacher could be regarded as a synonym of such terms as dėstytojas (teacher), mokytojas (teacher), ugdytojas (educator) and švietimo profesionalas (educator). All these terms include the case of synonymy. Here is the example of socialinis pedagogas (social teacher):

29) *Sukonkretinamas **socialinių pedagogų** bei švietimo įstaigose dirbančių psichologų vaidmuo, tiksliau apibrėžiamos jų funkcijos. The role of **social teachers** and in-house psychologists of education institutions shall be made more specific, and their functions shall be defined more precisely.*

From the (29) example it is obvious that the English word which has been selected for the translation is a teacher, though another possible choice could be the word pedagogue. Then this word would represent the translation peculiarity which is called transliteration when letters or words in one language are almost identical to the characters or lexemes of another language. However, in the (29) example, the case of transliteration can still be noticed. The first component of the two-word term, i.e. socialinis (social) complies with the rule of transliteration. The Lithuanian word socialinis is almost identical if comparing with the English word social. The only distinction is that Lithuanian word has a suffix and an inflection. The last example of two-word class could be ascribed to the case of translation particularity when two translation variants for the same term are given. The lexical unit švietimo poreikiai has been translated differently: in one sentence the term education needs has been used, whereas in another, the term educational needs has been found. Here are the sentences confirming this observation:

30) a) *Laikomasi nuostatos šalies mastu **švietimo reikmėms** kasmet skirti lėšų tiek, kad jos sudarytų ne mažiau kaip 6 procentus bendrojo šalies produkto. Determination to allocate at least 6% of GDP annually for **education needs** on the national level shall be observed.*

b) *Papildomas dėmesys skiriamas negausių tautinių bendrijų švietimo reikmėms.*

*Additional attention shall be given to the **educational needs** of small ethnic communities.*

Though in the above-mentioned sentences two translation options are provided, the difference between them is very small. Both term translations, i.e. education needs and educational needs, mean the same, only the latter one is a derivative and has the ending (-al). Still, both translation options are equal in their importance. When translating the term švietimo poreikiai, both variants are equally justified and preferred.

To sum up, after the investigation of two-word terms, it is evident that in legal acts and documents all terms are translated correctly, following the rules of translation as well as distinctive features of both original and target languages. Despite the fact that all terms have been translated correctly, certain translation peculiarities can still be indicated. In 4.2 section such particularity has been noticed: differentiation of Lithuanian terms. Distinct Lithuanian lexical units have been translated into English using the same word. In the analyzed examples of this Final thesis the same term which has been repeated several times is education. Another characteristic feature of educational term translation is when two possible options for one term have been proposed. In spite of the fact that both possible options are quite similar, they are still considered as different lexical items. Another distinction which arises from the comparison of both original and translated sentences is that there are certain cases of transliteration when the Lithuanian lexeme is very similar in its spelling to the English word. The only difference is that the Lithuanian language has certain inflections added to one or another lexical unit.

Since in this legal document the other multi-word terms involve the same translation particularities, which have been discussed in 4.1 and 4.2, the further analysis will not be continued. It is reasonably justified by the fact that the other terms indicate the same translation peculiarities, mentioned in the previous sections of the practical part. The terms that will not be investigated are provided in the section of appendix.

## CONCLUSIONS

Having analyzed the translation particularities of educational terms, the following conclusions can be drawn:

1. Terminology makes up a great part of any language. However, the emergence of new concepts, objects and processes, increases the number of terms at large. For this reason the professional and non-literary translators encounter the issue of terminology translation. The scientific literature generalizes the problems of term emergence and presents a great variety of term definitions. A very common feature of terminology is that it shows a strong connection with such semantic relations as synonymy, polysemy and the newly coined terms. The scale of synonymy is not only common to simple words, but also to specialized lexemes. The distribution of different but at the same time related meanings to one or another lexical unit is another source of new terms.

2. Since the concept of terms is an elaborate linguistic and semantic phenomenon, it is necessary to classify terms according to the certain criteria. Scientific literature provides a big number of different classifications. Terms are subdivided into one or another category in accordance with various criteria such as concept, type, gender, form, etc. In this Final study, specific educational terms have been classified according to their form into the following groups: single (one-word) terms and complex (two-word) terms.

3. For this Final research, specific educational terms taken from the Lithuanian and English legal acts have been investigated. During the comparative and descriptive analysis, certain translation particularities have been found. One characteristics common to the whole Lithuanian legal act is that it has been translated correctly. However, slight translation and linguistic differences of both English and Lithuanian languages have been indicated in the practical research.

4. The translation particularities of educational terms, which have been indicated in the research, show that the Lithuanian legal act uses more differentiated terms than the English translation. The English translation usually confines itself to the same educational term, which in Lithuania is used in more varried contexts. If considering the similarities of both languages, they introduce the cases of synonymic terms as well as the terms with polysemous meanings. The statistical characteristics of educational terms has shown that according to their form and lexical composition, the complex (two-word) terms have constituted the greater amount of the collected examples.

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## APPENDIX

### Single (one-word) terms

1. Išsilavinimas – Education.
2. Švietimas – Education.
3. Mokinys – student.
4. Paskolos – loans for studies.
5. Mokinys – learner.
6. Ugdytojas – educator.
7. Ugdymas – education.
8. Mokymas – training.
9. Studijos – studies.
10. Dėstytojas – teacher.
11. Mokytojas – teacher.
12. Savišvieta – self-education.
13. Modulis – module.
14. Gimnazija – gymnasium.
15. Absolventas – student.
16. Paskolos – loans for studies.
17. Mokinys – student.

### Complex (two-word) terms

18. Švietimo raida – Development of Education.
19. Švietimo plėtotė – Development of Education.
20. Švietimo įstatymas – Law on Education.
21. Žinių visuomenė – knowledge society.
22. Informacijos gausa – the vast amounts of information.
23. Švietimo prieinamumas – accessibility to education.
24. Švietimo kokybė – quality of education.
25. Profesinė kvalifikacija – vocational qualification.
26. Pažinimo poreikiai – cognitive needs.
27. Švietimo profesionalai – educators.
28. Švietimo sistema – education system.
29. Bendrasis lavinimas – general education.

30. Specialusis ugdymas – special education.
31. Mokinių srautai – flow of pupils.
32. Mokymosi bendruomenės – learning communities.
33. Ugdymo kokybė – quality of education.
34. Aukštosios mokyklos – higher education schools.
35. Studijų kokybė – quality of studies.
36. Švietimo lygiai – levels of education.
37. Švietimo finansavimas – education funding.
38. Švietimo naujovės – novelties in education.
39. Švietimo lėšos – funds for education.
40. Švietimo programos – educational programmes.
41. Švietimo reikmės – education needs.
42. Švietimo grandys – chains of education.
43. Švietimo struktūra – structure of education.
44. Bendrasis ugdymas – general education.
45. Formalus ugdymas – formal education.
46. Neformalus ugdymas – informal education.
47. Pradinė mokykla – primary school.
48. Pagrindinė mokykla – basic school.
49. Vidurinė mokykla – secondary school.
50. Aukštasis mokslas – higher education.
51. Mokyklų tinklas – school network.
52. Švietimo tinklai – education networks.
53. Ikimokyklinis ugdymas – pre-school education.
54. Profesinė mokykla – vocational school.
55. Dienos centrai – day centres
56. Nevyriausybinės organizacijos – non-governmental organizations.
57. Privalomas mokymasis – compulsory education.
58. Studijų kreditavimas – study credits.
59. Mokymosi aplinka – learning environment.
60. Pagrindinis išsilavinimas – basic education.
61. Vidurinis išsilavinimas – secondary education.
62. Aukštasis išsilavinimas – higher education.
63. Mokymosi kliūtys – learning barriers.
64. Išsilavinimo reikalavimai – education requirements.
65. Kreditinis mokymasis – credit learning.

66. Modulinis mokymasis – modular learning.
67. Kaupiamasis mokymasis – accrual learning.
68. Švietimo turinys – education contents.
69. Išsilavinimo standartai – education attainment standards.
70. Mokymosi krūvis – learning load.
71. Raštingumo gebėjimai – literacy skills.
72. Gebėjimas mokytis – ability to learn.
73. Studijų programa – study programme.
74. Mokymosi metodai – learning methods.
75. Studijų planai – study plans.
76. Švietimo reforma – education reform.
77. Socialinis pedagogas – social teacher.
78. Švietimo įstaiga – education institution.
79. Švietimo tyrimai – education research.
80. Profesinė karjera – professional career.
81. Mokymosi laikas – learning time.
82. Mokymosi sparta – learning speed.
83. Neformalus susivienijimai – informal unions.
84. Formalus švietimas – formal education.
85. Neformalus švietimas – informal education.
86. Švietimo vaidmuo – the role of education.
87. Švietimo vizija – vision of education.
88. Kiekybiniai siekiniai – quantitative outcomes.
89. Kokybiniai siekiniai – qualitative outcomes.
90. Kultūrinė kompetencija – cultural competence.
91. Socialinė kompetencija – social competence.
92. Profesinis mokymas – vocational education.
93. Profesinės studijos – vocational training.
94. Suaugusiųjų mokymasis – adult education.
95. Švietimo partneriai – partners of education.
96. Technologinės gimnazijos – technological gymnasiums.
97. Mišrios gimnazijos – mixed gymnasiums.
98. Pedagoginė programa – pedagogical programme.
99. Socialinė programa – social programme.
100. Baigiamieji egzaminai – final examinations.