Summing up the considered material, the conclusions to be drawn are following: semantic assimilation in the early loan groups in AE (Indian, German, and French) is caused by metonymy, while in the later loan groups (Spanish, Italian, Hebrew and Yiddish) is triggered by metaphor. Grammar and phonological changes depend on proximity of language-source and language-recipient and diachrony of borrowing.

The prospects of further research lie in the study of language contacts on comparative material to single out complex characteristics of borrowed rules, valid as some linguistic universals.

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AN OVERVIEW OF TRANSLATION EVALUATION ISSUES

У статті розглядаються питання функцій перекладу у сучасному світі, увага акцентується на головних аспектах навчання перекладу та формах контролю.

Translation, being a craft on the one hand, requires training, i.e. practice under supervision, and being a science on the other hand, has to be based on language theories. Therefore, any sound approach to translation teaching has to draw on proper training methodologies. Training focuses on the improvement of the knowledge, skills and abilities of the individual, and it is functional and relevant only when it is evaluated

Having navigated translation sites and perusing latest publications on the issue of translation evaluation I can come to the conclusion that it is rather problematic and intangible. It is often difficult to differentiate between, e.g., "translation evaluation", "translation criticism", "translation assessment', and "translation quality assessment". I fully understand that I undertake just an overview in this direction.

Notably, a great deal of attention has been given to the issue of how a translation course participant should be evaluated and how the quality of a translation can be rated whereas the evaluation of the course itself has hardly received any attention despite its importance. Training evaluation is defined as the systematic collection of descriptive and judgement information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities. Descriptive information on the one hand provides an idea about what is happening or has happened, while judgement information reflects some opinion or belief about what has happened. For instance, a student may comment that "the instructor encouraged questions". This comment contains descriptive information; it simply states a fact. The student's other comment "the instructor did not answer the questions adequately" provides judgement information – the student's opinion based on the fact. Both descriptive and judgement information are required for effective evaluation of the translation course.

One of the most challenging terms for professional educators is "test". Even seasoned instructors may not always feel at ease with putting a grade or a mark on a student's final paper. If an entire class does well, the instructor feels proud that work has been accomplished; however, if a large number of students do not perform well, instructors are disappointed and sometimes need to reevaluate the objectives of the entire course. Certainly, students show signs of stress and anxiety before exam periods. Most of us may recall the

hollow feeling in our own stomachs the minute just before a test was distributed as well as the silence in the classroom when instructors handed back the corrected papers.

Instructors and curriculum designers today seem to be convinced that a more learner-centered, creative and flexible teaching system motivates students. They also see the necessity to adapt testing methods to the revised curricula and methodologies. Peer correction, self- and portfolio evaluation are becoming common in even the most traditional university settings. Instructors who emphasize a communicative type of testing may promote a more efficient learning environment (Groff-Kfouri, 2004). They certainly contribute to making tests less traumatic. Nevertheless, it seems that the instructor's testing methods do have a lasting effect on the learning experience, the students' attitude as well as the teacher's enthusiasm. Traditional testing is still a critical aspect of education; research in North America has shown that students who take frequent instructor-developed assessments scored higher on national tests. This kind of feedback can be obtained at the conclusion of the training sessions. Evaluating the course at its end examines the students' reaction to the training. In evaluating the course at this level, the focus is on the students' perception about the course and its effectiveness. This information is important for the continuity of the course. Nevertheless, this information cannot indicate whether the course has met its objectives beyond ensuring student satisfaction.

Evaluating the course at this point is best achieved through completing a questionnaire. The questionnaire method is the most popular instrument for post-course evaluation because it has many advantages. It is the best tool to be used for large numbers of respondents; it provides quantitative data for analysis; it gathers in-depth information on the training students need; it can be completed and analyzed quickly; it is relatively inexpensive; it is more accurate if anonymous and is convenient, because the respondent sets the pace; it also provides a variety of response options and thus is easier to answer. For evaluating a translation course, the questionnaire can address such issues as:

1. Timeliness of the course. Length of the course
2. The appropriateness of the course objectives to the actual needs of students.
3. The appropriateness of the methods and styles of training delivery used – which ones were effective in imparting information to the students and which ones were not (for example lecturing, discussion, audio-visual aids, etc.).
4. The appropriateness of the learning environment.
5. The appropriateness of student evaluation tools and policy.
6. The efficiency of the roles played by the instructor.
7. The overall performance of the instructor.
8. Achievement of the course objectives.
9. Relevance of the course to market needs.
10. Suggestions/comments about course content.
11. Quality of the material
12. Suggestions/comments about the instructor's style.
13. The relevance of material presented and any areas that the students think need more attention.
14. Other suggestions/comments the students may have

Testing methods affect more than the simple student-instructor relationship in a translation classroom. The instructor's choice of testing strategies first of all sends a message to the individual student regarding competence in a particular skill or knowledge base. The individual student can then compare his or her result with those of the rest of the class. The department of translation will evaluate the level of the tests given in each of the courses and will likely make recommendations concerning the students' performance, the instructors' efficiency and the need to alter the syllabus. The employers, or clients that hire the graduates will make a favorable or unfavorable judgment of the graduate translator when they compare the quality of the translation to their expectations. If the quality is high, the translation program can take some of the credit; if the quality is low, the education of the student will be questioned. In the end, instructors who prepare quality tests and demand the highest quality from the students will raise the standards of the profession in general (Groff-Kfouri, 2004), see: Table 1.

Table 1

Various Effects of an Instructor's Testing Choices

Ministry Of Education/University Syllabus	Employer Instructor	Students (individuals and class)
	Standards of the Translation Profession	

It is expected that translation courses be carefully evaluated on a regular basis. Though translation course evaluation is not done more frequently for several reasons. Those involved in translation course design and implementation may tend to be afraid of criticism or even of the assumption that they could be replaced in case it is established that the course is not effective. They may also assume that they fulfill their evaluation responsibility in their pre-course phase. Their reasoning is that they would not prepare a course that they did not think was going to work, hence if they have made prudent decisions on the course content and delivery beforehand, then it is not necessary to conduct course evaluation. They tend to forget that many courses were designed under the assumption that they were almost perfect, and after application they proved to be a failure. Another reason is that the evaluation process itself is complex and requires time, effort, and expertise. These resources may not be available or those involved in course design and implementation may not be willing to take the trouble to expend them.

When we evaluate a training course, we actually evaluate its effectiveness, i.e. we measure the achievement of its objectives. A training course can be effective in meeting some objectives and be ineffective in meeting others. For example, a translation course may accomplish its objective of improving the students' text analysis skills and fail in promoting their cross-cultural awareness. Training processes, being a collective effort aiming at improving the individual performance of the student to qualify him/her to join the profession, should be viewed as a collective undertaking that requires close cooperation, coordination and meticulous evaluation by all parties involved in the training. In order for a training course to bear fruit, it has to be monitored, i.e. subjected to evaluation. The evaluation process may be conducted, as previously mentioned, either at intervals or at the end of the course. To achieve the goals of evaluation, it is recommended that the evaluation process be conducted at the pre-course phase, at each step in the training cycle and at the end of the course. Thus, constructive feedback can be obtained and utilized in a timely manner.

How do we know when a translation is good? This simple question lies at the heart of all concerns with translation criticism. But not only that, in trying to assess the quality of a translation one also addresses the heart of any theory of translation, i.e., the crucial question of the nature of translation or, more specifically, the nature of the relationship between a source text and its translation text. Given that translation is essentially an operation in which the meaning of linguistic units is to be kept equivalent across languages, one can distinguish at least three different views of meaning, each of which leads to different conceptions of translation evaluation. In a mentalist view of meaning as a concept residing in language users' heads, translation is likely to be intuitive and interpretative. If meaning is seen as developing in, and resulting from, an externally observable reaction, translation evaluation is likely to involve response-based methods. And if meaning is seen as emerging from larger textual stretches of language in use, involving both context and (situational and cultural) context surrounding individual linguistic units, a discourse approach is likely to be used in evaluating a translation.

1. Subjective and intuitive evaluations of a translation have been undertaken since time immemorial by writers, philosophers, and many others, consisting more often than not of global judgements such as "the translation does justice to the original" or "the tone of the original is lost in the translation" and so forth.

2. As opposed to subjective-intuitive approaches to translation evaluation, the behaviorist view aims at a more "scientific" way of evaluating translations dismissing the translator's mental actions as belonging to some in principle unknowable "black box." This tradition, influenced by American structuralism and behaviorism, is most famously associated with Nida's (1964) pioneering work. Nida took readers' reactions to a translation as the main yardstick for assessing a translation's quality, positing global behavioral criteria, such as e.g. intelligibility and informativeness and stating that a "good" translation is one leading to "equivalence of response" – a concept clearly linked to his principle of "dynamic equivalence of translation," i.e., that the manner in which receptors of a translation respond to the translation should be "equivalent" to the manner in which the source text's receptors respond to the original.

3. Adherents of the functionalistic approach (cf. Reiss and Vermeer 19884) claim that it is the purpose of a translation that is of overriding importance in judging translation's quality. The way target culture norms are heeded or flouted by a translation is the crucial yardstick in evaluating a translation. It is the translator or more frequently the translation brief he is given by the person(s) commissioning the translation that decides on the function the translation is to fulfill in its new environment.

4. The literature-oriented approach (in descriptive translation studies)is oriented squarely towards the translation text: A translation is evaluated predominantly in terms of its forms and functions inside the system of the receiving culture and literature (cf. Toury 1995). The original is of subordinate importance, the main focus – retrospective from translation to original – being "actual translations", and the textual phenomena that have come to be known in the target culture as translations.

5. Scholars belonging to the post-modernist and deconstructionist thinking approach (cf. e.g. Venuti 1995) try to critically examine translation practices from a psycho-philosophical and socio-political stance in an attempt to unmask unequal power relations, which may appear as a certain skewing in the translation.

6. Linguistically-oriented approaches: pioneering linguistic work in translation evaluation includes the programmatic suggestions by Catford (1965), the early Reiss (1971), Wilss (1974), Koller (1979) and the translation scholars of the Leipzig school. In this early work, however, no specific procedures for assessing the quality of a translation were offered. In more recent times, several linguistically oriented works on translation such as e.g. by Baker (1992), Doherty (1993), Hatim and Mason (1997), Hickey (1998), Gerzymisch-Arbogast and Mudersbach (1998) and Steiner (1998) have made valuable contributions to evaluating a translation by the very fact that all these authors – although not directly concerned with translation quality assessment – widened the scope of translation studies to include concerns with linguistics, pragmatics, sociolinguistics, stylistics and discourse analysis. Linguistic approaches take the relationship between source and translation text seriously, but they differ in their capacity to provide detailed procedures for analysis and evaluation. Most promising are approaches which explicitly take account of the interconnectedness of context and text because the inextricable link between language and the real world is both definitive in meaning making and in translation.

7. A Functional-Pragmatic Model of Translation Evaluation (An analytic framework for analysing and comparing original and translation texts). The assessment model [15, p. 345–361] is based on Hallidayan systemic-functional theory, but also draws eclectically on Prague school ideas, speech act theory, pragmatics, discourse analysis and corpus-based distinctions between spoken and written language. It provides for the analysis and comparison of an original and its translation on three different levels: the levels of Language/Text, Register (Field, Mode and Tenor) and Genre. One of the basic concepts underpinning the model is "translation equivalence" – a concept clearly reflected in conventional everyday understanding of translation, i.e., the average "normal," i.e., non-professionally trained person thinks of translation as a text that is some sort of "representation" or "reproduction" of another text originally produced in another language, with the "reproduction" being of comparable value, i.e., equivalent. "Equivalence is…relative and not absolute, …it emerges from the context of situation as defined by the interplay of (many different factors) and has no existence outside that context, and in particular it is not stipulated in advance by an algorithm for the conversion of linguistic units of L1 into linguistic units of L2" [20, p. 155].

It is obvious that equivalence cannot be linked to formal, syntactic and lexical similarities alone because any two linguistic items in two different languages are multiply ambiguous, and because languages cut up reality in different ways. In general terms, evaluation provides a guide for future improvements. More importantly, if it is instituted as an integral and continuing part of the training processes, it can provide an early warning of deficiencies and the chance for many on-the-spot improvements.
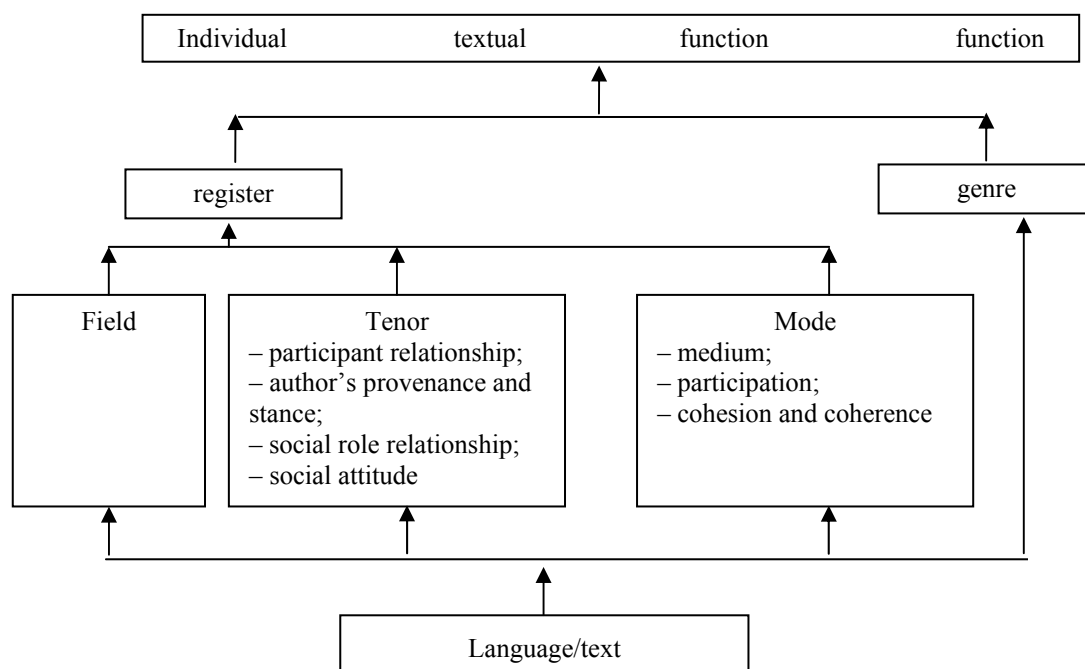

Fig. 1. Analysing and Comparing Original and Translation Texts

There are four main inter-related functions of translation course evaluation:

1. Determining whether the processes of learning and transfer of knowledge have been successful, i.e. whether the course is accomplishing its objectives;

2. Determining whether the objectives, course content and delivery are appropriate to the process of learning and skills transfer needs;

3. Identifying the strengths to be maintained and the weaknesses that need to be addressed, thus helping to improve the quality of current and future courses.

4. Determining whether the course should be continued, revised or even discontinued.

In brief, it can be concluded that evaluation helps to determine whether or not objectives are being (or have been) met, and permits problem areas that require development to be identified. Evaluation studies show that feedback on the effectiveness of training programs does improve program content and instructor performance (Fig. 1).

There are several methods for course evaluation. The most effective and commonly used are the following three tools: Being the actual receivers of training, the students should be involved in evaluating the course so that the appropriateness of the training styles and methods, on the one hand, and meeting course objectives, on the other, can be determined. This involves both evaluation at the student reaction level and evaluation at the student learning level as explained below.

This kind of feedback can be obtained at the conclusion of the training sessions. Evaluating the course at its end examines the students' reaction to the training. In evaluating the course at this level, the focus is on the students' perception about the course and its effectiveness. This information is important for the continuity of the course. Nevertheless, this information cannot indicate whether the course has met its objectives beyond ensuring student satisfaction. Evaluating the course at this point is best achieved through completing a questionnaire. The questionnaire method is the most popular instrument for post-course evaluation because it has many advantages. It is the best tool to be used for large numbers of respondents; it provides quantitative data for analysis; it gathers in-depth information on the training students need; it can be completed and analyzed quickly; it is relatively inexpensive; it is more accurate if anonymous and is convenient, because the respondent sets the pace; it also provides a variety of response options and thus is easier to answer. For evaluating a translation course, the questionnaire can address such issues as:

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6. The efficiency of the roles played by the instructor.

7. The overall performance of the instructor.

8. Achievement of the course objectives.

9. Relevance of the course to market needs.

10. Suggestions/comments about course content.

11. Quality of the material

12. Suggestions/comments about the instructor's style.

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Evaluating natural language processing applications' output is important both for users and developers. Tasks such as sentential parsing, morphological analysis and named entity recognition are easy to evaluate automatically because the "right answer" can be defined deterministically under a specific grammar or assumed criterion. The evaluation of machine translation is not so straightforward since there are infinite ways to output similar meanings and one can not enumerate the right answers exhaustively. In spite of that, automatic translation evaluation is practically important because the evaluation is laborious work for humans and evaluation by humans tends to be arbitrary. Automatic evaluation is more reliable than human evaluation because of its consistency for the same translations. Linguistic processing, in contrast, is a completely different case, because every linguistic theory can even prove that the linguistic performance creates infinitely many surface structures from the limited structural material. We believe this is a very insightful remark. A hand-crafted linguistics-based system will be able to generalize over input given in the training process. For example, if a verb occurs in the infinitive in the training corpus, the developer will immediately add the other forms of that verb to the lexicon of the system. Generally, a word used in one meaning in the training corpus may inspire

the developers to add similar words and their arguments and syntax into the system. Statistically trained systems are blind to these kinds of generalizations. Therefore, to test the generality of a linguistics-based, hand-crafted system, it is important to use a new text, written by other authors than those of the training material.

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CONTEMPORARY INTERPRETATIONS OF GOTHIC LITERARY TRADITION

У статті розглядаються традиційні та новітні підходи до інтерпретації готичної літературної традиції, визначається вплив готичного роману на розвиток сучасної літератури.

Many linguists (*Edith Birkhead, Michael Sadlier, Montague Summers, Maggie Kilgore, Joseph Andriano, Frederick S. Frank, Robert Spector, Ellen Moers and others)* devoted their scientific works to the problem of interpretation of the Gothic novel which dominated English literature from its conception in 1764 with the publication of *The Castle of Ortanto* by Horace Walpole. It has been continually criticized by numerous critics for its sensationalism, melodramatic qualities, and its play on the supernatural. *The aim of our investigation* is to