

Filozofická fakulta Univerzity Palackého
Katedra anglistiky a amerikanistiky

Translation into L2: A Case Study

Bakalářská práce



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**Problematika překladu do nemateřského jazyka: případová
studie**

Bakalářská práce

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Prohlašuji, že jsem tuto bakalářskou práci vypracovala samostatně a uvedla jsem úplný seznam citované a použité literatury.

V Olomouci dne 14.12.2020

Kateřina Častulíková

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ABSTRACT

This thesis deals with inverse translation performed by students of English for Translation and Community Interpreting study programme of Palacký University.

In the theoretical part, this thesis deals with the practice of inverse translation in history and nowadays, translator's competence and the role of a native speaker. With respect to the practical part of this thesis, recent research into inverse translation and translation quality assessment are later introduced.

In the practical part, analysis and evaluation of questionnaires and translations from the case study is performed. The main aim of this thesis is to classify the most frequent mistakes the participants made. Furthermore, the translation quality assessment and questionnaire findings were compared in order to find out what factors might affect translation quality of student translations.

KEYWORDS

translation, translating, directionality, direct translation, inverse translation, non-mother tongue, mother tongue, second language, translation research, translation competence, translation assessment

ANOTACE

Tato bakalářská práce se zabývá překladem do nemateřského jazyka provedeného studenty oboru Angličtina se zaměřením na komunitní tlumočení a překlad na Univerzitě Palackého.

V teoretické části se práce věnuje historii a současnosti překladu do nemateřského jazyka, kompetencím překladatele a roli rodilého mluvčího. S ohledem na zaměření praktické části práce jsou dále představeny nedávné výzkumy zabývající se frekvencí překladu do nemateřského jazyka a jeho hodnocením.

V praktické části je provedena analýza a vyhodnocení dotazníků a překladů z případové studie. Hlavním cílem práce je klasifikovat nejčastější chyby, které studenti při překladu do anglického jazyka udělali. Aby mohlo být zjištěno, jaké faktory ovlivňují kvalitu studentských překladů, bylo dále porovnáno hodnocení kvality překladu a výsledky dotazníkového šetření.

KLÍČOVÁ SLOVA

překlad, překládání, direkcionalita, překlad do mateřského jazyka, překlad do nemateřského jazyka, nemateřský jazyk, mateřský jazyk, druhý jazyk, překladatelský výzkum, překladatelská kompetence, hodnocení překladu

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List of Abbreviations

| | |
|----|---------------------|
| TT | Target text |
| ST | Source text |
| DT | Direct translation |
| IT | Inverse translation |

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Introduction

This bachelor's thesis deals with inverse translation. The translation into a non-mother tongue can also be referred to in many terms, however, the most frequently used are L2 translation or inverse translation. For the purpose of this thesis a case study was conducted. The case study was conducted in order to explore the area of translation research into inverse translation and therefore does not present relevant data that could be applied to a certain group of translators.

Even though there are many different opinions and attitudes towards the practice of inverse translation, the reality that inverse translation is a common practice for many translators around the world has been proved by several translation surveys. However, many translation theorists support the general belief that to make a quality translation one should translate only into his/her mother tongue.

This thesis deals with translation into English performed by student translators that was included as a part of a case study.

In the theoretical part, the first aim of this thesis is to introduce the theoretical background of directionality in translation and to provide a brief historical overview of this translation direction. Since many translation theorists still assume that inverse translation is the more challenging translation direction, the thesis further continues by presenting selected views on this practice that should explain their opinions. The following chapter presents an overview of recent inverse translation surveys.

In the practical part, the thesis deals with translation into English performed by students of 3rd year English for Translation and Community Interpreting study programme of Palacký University. The case study was conducted at the Faculty of Arts of Palacký University on 4th April 2019. Altogether nine student translators participated in this study. The participants translated two non-literary texts into English and filled in two questionnaires. The translation quality was assessed by a native speaker of English.

This case study specifically aims at revealing and classifying the most frequent mistakes the participating students made in the two translation tasks in comparison with the data acquired from the questionnaires. The second aim of the case study is to reveal opinions or experience among student translators on inverse translation

and to present the data acquired through two questionnaires and two non-literary translations during the translation survey.

1 Directionality in Translation

Even though inverse translation has been proved to be a common practice in most of the world, according to Mraček (2018, 202) it still remains relatively uncharted territory. Ferreira (2017, 90) believes that the integration of people in the world has not only increased the need for translation from Language A to Language B, but also in the other direction. In translation studies, the term “directionality” refers to whether the translation or interpreting is done into the translator’s first language (L1) or second language (L2).

Duběda, Mraček and Obdržálková (2018, 16) claim that the main terminology issue lies in the naming of the L2 translation process itself. In English there are several terms for L2 translation. Aline Ferreira uses the terms *inverse translation* (IT) “(i.e., translation from a first language (L1) to a non-native language)” and *direct translation* (DT) “(i.e., translation from a non-native language to an L1)” (2017, 90). In French, for example, there is the older term “theme”, in Spanish “traducción inversa” and in Portuguese “tradução inversa”. Stuart Campbell uses the term *translation into the second language* (1998), and Nike Pokorn uses the term *translation into a non-mother tongue* (2005). In the last few years, the term *L2 translation*, used for example by Pavlović (2007), seems to have prevailed. For the purpose of this thesis, I decided to use Ferreira’ terms *inverse translation* and *direct translation*.

1.1 Directionality in Translation History

Duběda, Mraček and Obdržálková (2018, 18) suggest that inverse translation history is as old as translation itself. The practice of translating into a non-mother tongue goes back to the ancient times to the dawn of the Roman Empire. At that time, mainly literary translations were made. However, Ličko (2014, 15) points out that less is known about the translator’s role during Caesar Augustus’ reign (23 September 63 BC – 19 August AD 14). There the translations were made mainly by slaves whose mother tongue was Greek. They translated mostly business and administrative texts. These translated documents helped to control the vast Roman Empire. The Romans colonised large parts of Europe, Africa, and the Middle East and because of that, Latin became *lingua franca* there. Even long centuries after the Roman Empire fell, Latin kept its status as the *lingua franca*. Mainly philosophical and religious texts were translated into Latin at that time.

In the Late Middle Ages, the texts translated into Latin were not only business or administrative, but also from the areas of architecture, medicine, or trade. Duběda, Mraček and Obdržálková (2018, 18) say that inverse translation into Latin was also practiced in the following centuries since it was a way of mediating literary works of great value to the broader public.

Nike Pokorn (2005, 26) refers to the fact that the German reformer Martin Luther stood up for his statement that a translator is only capable of translating into his/her mother tongue, therefore he/she should not practice inverse translation. The enormous industrial development during the late 19th century in Germany would hardly be possible without the translators who practiced inverse translation. Thanks to their work, Germany became one of the main European economic leaders.

During the 19th century Latin lost its status as the main communicative language of scholars. The view on inverse translation had changed, because many independent countries, together with their evolving national languages, emerged.

The beginning of the 20th century marked the arrival of English as the main international language of trade, science, technology and media.

1.2 Directionality in Translation Nowadays

Inverse translation is still a very common practice in the 21st century. According to Beeby (2009, 86) many different factors such as globalization or migration have contributed to the spread of inverse translation in the past few years.

Several recent surveys mapping the translation markets primarily in countries of languages with limited diffusion suggest that inverse translation is quite frequent. Nevertheless Duběda, Mraček and Obdržálková (2018, 199) claim that inverse translation appears to be in equally high demand even in countries where major languages such as English are spoken. However, the frequency and amount of non-native translation seems to depend on the structure of the domestic translation market, the availability of target-language native speakers, and several geographical, political, and social factors.

As suggested above, the most significant language that has played an important role in the evolution of inverse translation is English, for it has served as the main international communication and administrative language in many multilingual countries, and as the main language of communication in the areas of education and business.

2 Practicing Inverse Translation

Inverse Translation (IT) has been practised around the world especially in countries whose primary language is a minor world language, or a language of limited diffusion (e. g., Czech, Polish, Hungarian, etc.). This phenomenon has been proven by many recent translation market surveys. These surveys suggest that the importance for translating into the L2 many times receives no attention in countries whose L1 is widely spoken around the world (e. g., English, French, Spanish, etc.). Ferreira also mentions that “in multilingual contexts it is common to translate from and into languages other than an L1 and a second language (L2)” (2017, 90). Furthermore, it might be possible that a translator is working in and out of a third or even fourth language.

However, as Pavlović (2007, 81) points out that even nowadays if a translator is working into his/her second language it is still regarded as inferior.

Mraček says that the clients generally wrongly think that there is no difference in difficulty between DT and IT (2018, 202). On the other hand, Mraček claims that translation scholars know the challenges of inverse translation (p. 202). The same suggestion comes from Beeby (1998, 63) who claims that “the general public makes no distinction between translating from a foreign language into the mother tongue and vice versa and assumes that a translator will have no difficulty translating in both directions.”

Kiraly (2000) states that the difference between practicing direct or inverse translation lies mainly in the translator’s “confidence and communicative competence”. “One of the two languages involved in the translation process will always be a non-native one, except for the very rare case when the translator is bilingual” (Kiraly 2000, 117).

The preference for translation direction was researched in a study led by Whyatt and Kościuczuk (2013). They found out that the preference for a certain translation direction is affected by many factors, such as translator’s training, his/her work domain, or experience.

Kelly suggests that even though practicing IT probably is not the preferred option for some translators, many of them simply must accept translation jobs into their second language(s) because there might not have enough job opportunities (Kelly 2005, in Ferreira 2017, 95).

To this statement Mraček adds that inverse translation is a reality for many translators because they are “simply forced to accept inverse translation assignments due to a marked absence of native speakers of the target language, most frequently English” (Mraček 2018, 203).

When it comes to the relationship between direct and inverse translation, Mraček (2018, 202) argues that the “Newmark’s often-quoted adage is a true epitome of the disrespect towards inverse translation”. Newmark says that the translator should translate only into his/her language of habitual use, because only in this case he/she is able to produce a natural, accurate and quality translation with maximum effectiveness (1988, 3).

Mraček (2018, 204) also summarizes Newmark’s (1988) statements that the main obstacle on the inverse translator’s path to success is the fact that even after years of living in a foreign country the translator’s insufficient feel for the target language might be still apparent. The “insufficient feel” for the target language is the most visible in collocations. Therefore, there is no escape for the non-native translator who is likely to keep making collocational mistakes without even realizing it (p. 204).

It is quite interesting, though, that the criticism of translations made into the translator’s first language is still much less documented (Whyatt 2018, 91). Whyatt adds one obvious reason for this disproportion, which is the fact that “translations into English as the translator’s second language can be assessed by the global English language readership while translations into the Translator’s first language can be assessed only by a much lower number of its native speakers” (2018, 91).

Ferreira (2017, 91) concludes that nowadays with the much more globalized world in which the English language undoubtedly dominates it is wrong to deny the importance of IT. Ferreira (2017, 91) also suggests that instead of denying the important role of IT on the translation market, the translation scholars should cooperate with scholars from cognitive studies and analyze the process of IT, which would undoubtedly help to improve the teaching methods for IT.

2.1 Translator's Characteristics and Competence

Ferreira (2017, 91) suggests that before contrasting or comparing direct and inverse translation it is necessary to judge all individual characteristics of each translator. She also adds that sadly there has been almost no attention paid to the translator's opinion of IT practice and demand" (Ferreira 2014, 93).

Sakellariou (2011) repeats what is already generally known and that is that an essential aspect of a translator's knowledge is the knowledge of at least two languages and cultures.

Cay Dollerup, a Danish translator and scholar, suggests that translators practicing IT should not believe they master the English language as much as the native speakers do. Dollerup believes it is because "their command of English will never be the same" (2000, 63).

Roger T. Bell (1991, 39-41) comes with a basic proposal of the three main translator's competences: 1) mastering the language, 2) the broadest knowledge base possible, and 3) extraordinary communicative competence.

Christiane Nord came up with a different catalogue of competence a translator should have. These include not only the main prerequisites of the translation activity such as linguistic and cultural competence of the ST and TT language, but also competence of text reception and analysis, research competence, transfer competence, competence of translation quality assessment and competence of text production (1992, 47).

Even though authors like Campbell (1998) or Schmitt (1998) hope that a capable translator can approximate native speaker level (Campbell 1998, 54), my personal view is rather pessimistic. Living in a foreign country undoubtedly improves translator's L2 competence but, on the other hand, the lack of contact with a translator's mother tongue might result in lower proficiency that can complicate text perception and understanding.

When a translator is translating into his/her mother tongue, he/she has to "use non-native comprehension competence to interpret the foreign language text for re-expression using native speaker production competence" (Kiraly 2000, 117).

The general suggestion for the practice of IT mentioned for example by Kiraly is that if a translator is practicing DT it is generally expected that the translated text will be of an acceptable translation quality. However, in the case of IT it is assumed that the production of the TT will cause the translator more difficulties., therefore it may result in using less idiomatic, grammatically accurate or stylistically appropriate language (p. 117).

2.2 The Role of a Native Speaker

Pokorn (2005, 6-8) provides many definitions of the term *native speaker*. The first definition defines the term “native speaker” as “someone who has native-like intuitions by virtue of nativity” (p. 6). This definition implies that “the status of L1 native speaker is given to those who were born in a family where L1 is spoken” (Pokorn 2005, 6).

The second definition by Bussmann (1996, 320) says that “a native speaker is someone who acquired L1 during childhood in an L1-speaking family or environment”. However, this definition is further complicated by the fact that in this case the speaker is allowed to have more than just one mother tongue (Pokorn 2005, 7).

The third definition “a native speaker is someone who uses the language creatively” by Pokorn supports the idea that creativity is undoubtedly one of the signs of the proficient use of language (2005, 7).

Since “the number of English native speakers who learn a minor language and become highly proficient in that language is very low and unlikely to grow” (Whyatt 2018, 90), many translators usually translate into their second language. However, Duběda, Mraček and Obdržálková (2018, 164) say that this does not mean they do not cooperate with other translators or with native speakers to compensate for their insufficient language competence. The cooperation with a native speaker can be immensely helpful when translating into the translator’s second language. And not only then. A native speaker can cooperate with the translator in various phases of the translation process. A native speaker can proofread the final version of a translation or can be helpful with providing advice during the translation process itself. Nevertheless, a translator should never automatically accept a solution suggested by a native speaker.

2.3 Translation Quality Assessment

To answer the question “What is a good translation?” we must evaluate the following question: For whom? Nida and Taber (1974, 1) claim that the correctness of a translation is determined by the fact that whether the intended readers understand it or not.

Another approach of the translation quality assessment was suggested by Christina Schäffner (1998). Schäffner says that while assessing the quality of a translation, the ST and TT are compared. After that it can be seen whether the translation is “accurate, faithful and true reproduction of the ST” (1998, 1).

However, Hatim states that the view of the “good” or “bad” translation tends to change very quickly since the norms and conventions for translation quality assessment are still evolving (Hatim 2013, 71).

Duběda, Mraček, Obdržálková (2018, 229-230) conducted a research with professional and student translators. Since Duběda, Mraček and Obdržálková also worked with a group of student translators I decided to adapt their local mistake classification. They classified mistakes into six categories. The mistake classification is introduced in Table 1.

| Mistake code | Category | Definition |
|--------------|----------------------|---|
| 1 | Severe meaning shift | Omission of the main meaning, transferring the opposite meaning, severe meaning shifts, incoherence in larger parts of the text |
| 2 | Slight meaning shift | Meaning shift of slight impact on the understanding of the text, word omission that causes minor meaning shift |
| 3 | Terminology | Inappropriately chosen term/word/equivalent |
| 4 | Stylistic mistake | Un-natural phrases and collocations, inappropriate word repetition, unidiomatic use of language, inappropriateness of the segment |
| 5 | Grammatical mistake | All grammatical mistakes including word order etc., wrong punctuation marks, spelling mistakes |
| 6 | Formal mistake | Typing mistakes, missing/extra spaces, document formatting |

Table 1 Mistakes classification system

For the purpose of the translation quality assessment, I adapted the global or in other words holistic approach used by Martínez Mateo (2014). During the assessment, the reviewer was therefore supposed to evaluate the TTs on a two-grade scale:

P – acceptable translation

F – unacceptable translation

The concerned global evaluation scale is introduced in Table 2.

| Overall mark | Acceptability | Evaluation |
|---------------------|--------------------------|--|
| P | Acceptable translation | Fully or partially meets the requirements of a quality translation. However, it is necessary to have the text proofread and correct some segments of the text. |
| F | Unacceptable translation | To meet the requirements of a quality translation it is necessary to do an overall revision or completely rewrite the whole translation. |

Table 2 Global evaluation

3 Recent Research into Inverse Translation

Duběda, Mraček and Obdržálková (2018, 200) mentioned that over the course of the last twenty years, translation research into inverse translation has intensified. This intensification was undoubtedly motivated by the need to challenge some deep-rooted assumptions about inverse translation. It cannot be argued that it has immensely contributed to explaining the specific nature and demands of inverse translation.

The frequency of inverse translation practiced by translators has been suggested by many recent surveys conducted mostly in countries with languages of limited diffusion. These include surveys from Slovenia (Hirci, 2005), Poland (Pietrzak 2013; Whyatt and Kościuczuk 2013), Croatia (Pavlović, 2007), Czech Republic (Svoboda, 2011 and 2016; Duběda, Mraček and Obdržálková 2018), and Slovakia (Ličko, 2014).

The translation research conducted by Tomáš Duběda, David Mraček and Vanda Obdržálková between the years 2016-2017 was the most relevant source for this thesis because it researched Czech-English language combination not only in professional translators but also in translation students. Duběda, Mraček and Obdržálková (2018, 47– 53) worked with a research group consisting of 40 translators. From this group, half were professional translators, and the other half were translation students. The participants translated advertising and legal texts into Czech and then into English. The participants also filled in pre-experimental and post-experimental questionnaires.

Duběda, Mraček and Obdržálková (2018) concluded that the participants practice inverse translation quite often, however they consider inverse translation more difficult than direct translation. They also found out that inverse translation is not automatically considered as the less favoured. In their research it was proven that translation quality depends on the text type of the ST.

The situation at the translation market in Slovakia was mapped by Roman Ličko (2014). He aimed at opinions of Slovak translators on inverse translation. There were 111 translators participating in his translation survey through an online questionnaire. Ličko found out that inverse translation is very commonly practiced also in Slovakia. From the total number of 111 Slovak translators 73.4% practice

inverse translation. 41.1% practice inverse translation even though it is challenging for them, but they quite enjoy it. 21.1% practice inverse translation because they have no objections to it, and it is a source of income for them. 10.8% practice inverse translation even though it might be unprofessional, but they need the income.

Worth mentioning is also the research carried out by Nataša Pavlović in 2005 in Croatia. In her research, Pavlović worked with 193 participants who answered an online questionnaire. She found out that for 73% of the participants, more than 50% of their translations are carried out into their non-native language. Pavlović aimed at finding out whether the translators cooperate with a native speaker when they practice IT. She discovered that 70% of the participants have their translations proofread by a native speaker “sometimes” or “always”. However, 23% of the participants “never” have their translations proofread. Another aim was to find out the preferred direction of translating. IT translation is preferred by 34% of the participants, 33% of the participants prefer DT and 33% stated they have no preference.

Inverse translation has been researched in some more widely spoken languages as well.

The practice of inverse translation has been proved very common in Spain. Roiss (2001) conducted a research there in which 84.4 % of the 100 participating professional translators responded that they translate into their foreign language regularly (Roiss 2001 in Ferreira 2017, 94). Two years later at the same translation market, Kelly et al. (2003) discovered that in 2000, almost 35% of the translations made in Spain were into English. Another study also conducted by Kelly in 2005 pointed out that the main difficulty for translators practicing IT lies in the fact that in Spain it is difficult to find “updated and reliable data on directionality in translation” (Kelly 2005 in Ferreira 2017, 94).

As Duběda, Mraček and Obdržálková (2018, 20) suggest, the situation appears to be remarkably similar also in Japan or China where increasing globalization also brings increasingly high demand for inverse translation.

As was mentioned above, research into directionality in translation has been conducted in many different ways and in many different countries. However, despite the vast amount of answered questions in these translation surveys, there are still many questions related to directionality in translation that still must be answered. However, the most serious and still unanswered question was mentioned by Duběda, Mraček and Obdržálková (2018, 193): Under what circumstances should IT be practiced?

4 Text Typology

One of the most widely known and used text typologies in Translation Studies is that by Katharina Reiß (2000, 10). Reiß divides texts into separate categories according to their function, focus and language dimension. The function of a text can be informative, expressive, or operative. According to Reiß there are three main text types:

- Informative
- Operative
- Expressive

Furthermore, Reiß also implies that the method which should be used to translate the source text is further determined by the text type.

As far as the informative and operative text types are dealt with in the practical part of the thesis, these two text types are characterized in the following sub-chapters. The characteristics of the third text type are irrelevant for the purpose of this thesis.

4.1 Informative Text type

Katharina Reiß defines informative text type as a “text that has been composed with the intention of passing on news, knowledge, views, etc.” (2014, 182). A text can be regarded as informative if it “has been composed with the intention of passing on news, knowledge, views, etc.” (Reiß 2014, 182). What is typical for the informative texts is the presence of specialized information about concrete topics, issues, subject matters, objects, destinations, etc. (Valdeón 2009, 77).

The information contained in these types of texts “is specialized in that it refers to specific topics and requires a limited use of specific lexis” (Valdeón 2009, 77). Valdeón further adds that another important feature of informative texts is their “temporary validity”, since the information these texts provide to the reader “tend to be very changeable”. The informative texts also “attempt to influence the audience” which means interaction with the readers, listeners or viewers. Another important feature characterizing informative texts, is the fact that most translations are produced in the very same country where they were initiated (p. 77-79).

While translating a text of the informative type it is of the translator's uttermost importance to transfer the information given in the text from the SL to the TL without any change or shift in meaning. In Reiß's (2014, 142) words the "referential content elements will receive the highest priority from among all the equivalence criteria; other equivalence requirements (e.g. connotative, associative or aesthetic values) will then take their place at lower levels".

4.2 Operative Text Type

The texts of the operative type are defined as texts whose function is "the inducing of behavioural responses". These texts "can be conceived as stimuli to action or reaction on the part of the reader" (Reiß 1977/1989, 105).

Reiß says that: "if an author wants the information offered to convey persuasively organized content in order to encourage the recipient to act in accordance with the intentions of the text sender, which can be assigned to the appellative function of language, we speak of an operative text type." (2014, 182)

Dicerto came with a similar definition: the texts of the operative type "aim to generate a response from the readership and determine a change in their behaviour" (2018, 138).

Reiß (2014) also points out that evaluative words or phrases, frequently occurring rhetorical devices are the most frequent signs of an operative text (p. 185).

When translating an operative text, the translator must preserve the persuasive manner of the text. The linguistic form of the information given in these texts has secondary position (Reiß 2000, 38). While translating a text of the operative type it is of translator's uttermost importance to preserve its operative function, which means to create the same effect the ST had on the ST readers. In this case a translator can concentrate more at the form of the ST than at its content.

5 Case Study

The case study was conducted at the Faculty of Arts of Palacký University. Only students of English for Translation and Community Interpreting study programme participated in this study. The findings of this study might be affected by the number of participants. Altogether nine students took part in this study.

The participants translated two texts into English and filled in two questionnaires. The translation quality was assessed by a native speaker of English. The results of translation quality assessment and questionnaire findings were compared in order to find out what factors might affect translation quality. Furthermore, evaluation of the most frequent mistakes in translations is carried out.

5.1 Methodology

5.1.1 Participants

This translation research was conducted among 9 students of the English for Translation and Community Interpreting study programme of Palacký University in Olomouc. The research was conducted on 4th April 2019. There were five male and four female students participating in the research. All students were in their 3rd year of BA studies.

From the professional point of view of who they represent, they can be regarded as highly qualified amateur translators (Duběda, Mraček and Obdržálková 2018, 47). During their studies, all participating students had to attend fourteen compulsory translation subjects, from which only one was dealing with inverse translation.

5.1.2 Participation

I approached a group of students from the Translation seminar 6 in which they were dealing with translation into their non-mother tongue. The research was conducted one week after, after their seminar class. Eventually, I gained relevant data from all nine students approached at the seminar.

5.1.3 Case Study Structure

Since this translation research consists of two questionnaires and two translation tasks, it was divided into four parts:

1. Answering the Pre-Experimental Questionnaire,
2. ST 1 translation
3. ST 2 translation
4. Answering the Post-Experimental Questionnaire.

At first, the participating students were introduced to the design of the research. Then, all participants were assured that their translations, filled-in questionnaires, and personal data will only be used anonymously and only for the purpose of this thesis. The research was conducted in one sitting. The nine participants worked in one classroom. When the participants were provided with a translation brief and clear instructions on how to successfully complete the translation tasks and how to answer the two questionnaires, they first proceeded with filling in the Pre-Experimental Questionnaire. This questionnaire contained four open questions and 26 closed questions.

After finishing the questionnaire, the participants proceeded to the second part of the research which was translating the informative text. In the translation brief, the website where the source text was published was given. Therefore, the participants were able to read the full text. The participants were assigned to translate the first 285 words of the text.

When the participants finished translating the informative text they proceeded to the translation of the operative text. The participants had no more than 90 minutes to finish each translation.

The final task for the participants was to answer the Post-Experimental Questionnaire. This questionnaire was divided into two parts. The first part dealt with the translation of the informative text, and the second part dealt with the translation of the operative text. Both parts had four open questions and six closed questions. In the post-experimental questionnaire, the participants commented on the difficulties they had while translating. The time spent answering the questionnaires was not included in the 180-minute limit during which the participants were supposed to translate the two texts.

While translating, the participants were free to use the internet, online dictionaries, or corpora. The only restriction was that they had to work separately.

Both questionnaires, the source and target texts with side notes made by the reviewer are available in the appendix section of this thesis.

5.1.4 Data Collection

The research data was collected on the same day of the session, on 4th April 2019 via Moodle. The collected Word documents were anonymized by the supervisor of this thesis and then sent to the researcher for further analysis and evaluation.

5.1.5 Questionnaire Survey

Each participant filled in two questionnaires. The pre-experimental questionnaire was given to the participants of the study approximately 20 minutes before the translation task. After they translated both texts, all participants filled in the post-experimental questionnaires. Both the TTs and the pre and post-experimental questionnaires were then uploaded by all participants via Moodle. The Pre-Experimental Questionnaire contained 25 closed-ended and five open-ended questions. The Post-Experimental Questionnaire had eight closed-ended questions and twelve open-ended questions.

5.1.6 Selection of the Source Texts

The key material for the case study were the translations of two non-literary texts, the first one was informative text and the other one was operative text.

The source texts were chosen in order to identify potential translation difficulties arising from the nature of the texts. Altogether two source texts of the same difficulty and of the same length were selected. Both texts were available on the internet.

The source text 1 (ST 1) is of the informative text type. It was downloaded from the website www.muchropyne.cz. It is a brief summary of the general history of the town Chropyně.

The source text 2 (ST 2) is of the operative text type. It was downloaded from the website www.bezobalu.org. This text covers some basic information about Zero Waste and Zero Waste shops.

ST 1 and ST 2 can be found in Appendix 3 and Appendix 4 respectively.

5.2 Source Texts Analysis

The aim of the source text analysis is to prepare for the translation task itself and to discover possible difficulties a translator might deal with during translation. After a careful source text analysis, the translator may proceed to the translation and since he/she has done source text analysis it probably might be easier for him/her to come up with adequate translation solutions (Williams 2002, 6).

For the purpose of the analysis of the source texts from the translation research task I decided to use Christiane Nord's (1991, 41-139) model. Her text analysis focuses on both the intratextual and extratextual factors of the text.

Table 3 Source texts analysis

| ST analysis according to Nord | ST 1 - Obecná historie města | ST 2 - O Bezobalu |
|--------------------------------------|--|--|
| Extratextual factors | | |
| Sender | The sender of this text is the website muchropyne.cz . The authors of this text are Helena Sadyková and Květoslav Machalík. | The sender of this text is the website bezobalu.org . The author of this text is unknown. |
| Sender's intention | Informing readers about selected historical events of the town Chropyně. | Informing readers about the concept of Zero Waste and to appeal at them with a possible change of lifestyle. |
| Audience | Readers: Czech speaking people Age: 20+ Sex: both The readers do not need any special education or knowledge. | Readers: Czech speaking people Age: 20-40 years The readers do not need any special education or knowledge in ecology. |
| Medium/channel | A written text to be published online. | A written text to be published online. |

| ST analysis according to Nord | ST 1 - Obecná historie města | ST 2 - O Bezobalu |
|--------------------------------------|---|--|
| Place of communication | The text was written in the Czech Republic. | The text was written in the Czech Republic. |
| Time of communication | The text was written in 2008. Later it was published online. | It is not known when the text was written or even published. |
| Motive for communication | The text was written for a special occasion of the 745-years anniversary since the first written mention about the town Chropyně. | The text was written to introduce the concept of Zero Waste, and the main arguments why this lifestyle is worth leading. |
| Text function | The text function is purely informative. | The main function is persuasive. |
| Intratextual factors | | |
| Subject matter | Selected historical events from the history of the town Chropyně. | The text is dealing with the concept of Zero Waste and its advantages. |
| Content | Factual information of past events. | Presentation of the ideas of Zero Waste. |
| Presuppositions | It is presupposed that the readers have only basic knowledge of the town's history. | The readers of this text do not need any specific knowledge in ecology or Zero Waste. |

| ST analysis according to Nord | ST 1 - Obecná historie města | ST 2 - O Bezobalu |
|--------------------------------------|--|---|
| Text composition | The text contains one main headline and is divided into three paragraphs. | The text contains one main headline and two sub-headlines and is divided into three paragraphs. |
| Non-verbal elements | There are no visual elements accompanying this text. | There are no visual elements accompanying this text. |
| Lexis | Formal lexis is used. The author does not address the audience. | Formal lexis is used. The author addresses the audience only once. |
| Sentence structure | The sentences in the text are complete. There is only one incomplete sentence in the headline. There are simple, compound and complex sentences. | The sentences used in the text are complete. The only incomplete sentence is in the main headline. The most common are compound sentences. There are only seven simple sentences. |
| Suprasegmental features | Bold main headline. | Bold headline and sub-headlines. |

5.3 Translation Quality Assessment

The quality of the translations was assessed by a native speaker of British English. The reviewer is a 22-year-old woman for who does not usually do proofreading. All translated texts with suggested corrections are enclosed in Appendix 9 and Appendix 10. The translation quality assessment was conducted in accordance with the following evaluation instructions:

- Find and classify mistakes into six categories according to Table 1.
- Mark each translation on the two-grade scale with Pass or Fail as mentioned in Table 2.

The cooperation with the reviewer was conducted via e-mail. The reviewer received 18 translations in total. All translations were delivered to the reviewer in a separate editable Word file.

In accordance with the evaluation instructions, the reviewer detected and classified mistakes according to Table 1.

In the end, the reviewer marked all translations as acceptable or unacceptable for publishing with the marks Pass or Fail. The marks Pass or Fail were assigned in accordance with the criteria mentioned in Table 2.

5.4 Findings

This section presents the findings gained from the pre-experimental and post-experimental questionnaires as well as from the two translation tasks.

5.4.1 Pre-Experimental Questionnaire Findings

In this sub-chapter I present the data collected from the pre-experimental questionnaire. The pre-experimental questionnaire is divided into four parts:

1. Translator
2. Translation experience
3. Translating into Czech
4. Translating into English

The filled-in pre-experimental questionnaires are enclosed in Appendix 7. Graphic representation of the collected data is presented in Appendix 5.

5.4.1.1 Translator

Q1 and Q2: Participation in the Study Agreements

All participants agreed to the findings of this research to be published anonymously.

Q3: Sex

From the total number of nine participants, five were male and four were female students.

Q4 and Q5: Field of study and Year of Study

All nine students who participated in this study were in the third year of their BA of English for Translating and Community Interpreting.

Q6: Age

The participating participants were of various age, from 21 to 27 years old. Three participants were 21 years old, four were 22 years old and one was 27 years old.

Q6, Q8 and Q9: Mother tongue and first foreign language

All participants were born in the Czech Republic and their mother tongue was Czech. All of them also stated that English is their first foreign language. The participants also stated for how long they have been studying English. Their answers were various. Two answered they had been studying English for 10-12 years, one answered 12-14 years, five answered 14-16 years and the last one answered more than 16 years.

Q10: Certificates

Only three participants stated they have a CAE Certificate in English Language. Another one stated he/she has completed a State Exam in English language. From the remaining five translators who do not have any certificate in English, one stated that he/she “does not need any certificate”.

Q11: Staying abroad

The aim of this question was to find out if living abroad helped them in improving their English language skills. Unfortunately, none of the participating translators has ever stayed abroad for a longer period of time than one month.

Q12: Studying other languages

Except for one participant, all stated that they have been studying/studied another foreign language. (In this case it is possible that this one participant simply forgot to answer this question.)

Q13: Attended courses

During their BA translation and interpreting study programme the participants had to attend twelve compulsory translation subjects.

5.4.1.2 Translation Experience

Q14: Translators' outside class activities

The participants answered the question: *What kind of outside class activities have you done in order to improve your translation skills?* variously:

T1: *“creating subtitles”*

T2: *“using vocabulary applications, voluntary translating for an NGO”*

T3: *“none”*

T4: *“consuming media in English, daily contact with native speakers”*

T5: *“translating poetry, short stories or lyrics, read translations”*

T6: *“watching films with subtitles, writing to an English friend”*

T7: *“reading English books, translating for fun”*

T8: *“translating”*

T9: *“reading English books”*

Only one participant stated he/she is not improving his/her translation skills in any way.

Q15: Attended workshops/courses on translation outside university

None of the participants stated that he/she had ever attended any workshop or course on translation outside of university.

Q16: Experience in translating into other foreign languages

From the total number of nine, seven participants stated they have no experience in translating into other foreign languages and one stated he/she only has experience in translating into English. Only one participant stated he/she has some experience in translating into foreign languages. He/she further stated he/she does “voluntary translating for an NGO (articles, annual report, ...)”.

5.4.1.3 Translating into Czech

Q17: Professional experience in translating into Czech

Apart from one participant, all stated they have professional experience in translating into Czech. This one participant stated he/she has not translated into Czech professionally yet.

Q18: The texts translated into Czech

The most frequently answered field was “Advertising” with six mentions. Then there was “Automobile industry”, “Art”, “History” and “Movies (subtitles)” with five mentions. The fields of “Economy and Management”, “Education”, “Business”, “Law” and “Ecology” were each mentioned four times. Three times were mentioned the fields of “Literature”, “Religion”, “Healthcare” and “Theatre”. Last but not least there were two mentions in the fields of “TV and Radio”, “Sport”, “Agriculture”, “Photography”, “Tourism” and “Animals”. The field of “Cooking” received only one mention.

Q19: The approximate number of standardized pages translated into Czech at school

None of the participants answered he/she has translated less than 20 standardized pages into Czech at school. In fact, two participants answered they have translated approximately 20-30 standardized pages, one answered 30-40 standardized pages, four answered 40-50 standardized pages and two answered 50-60 standardized pages. None of them answered that he/she has translated more than 60 standardized pages into Czech at school.

Q20: The approximate number of standardized pages translated into Czech professionally

Only one participant stated he/she has professionally translated less than 10 standardized pages into Czech. Another two stated they have translated 10-20 standardized pages and 30-40 standardized pages, respectively. Two participants stated they have translated 40-50 standardized pages, another two stated 50-60 standardized pages. Two participants stated they have translated more than 100 standardized pages into Czech professionally.

Q21: Translation jobs into Czech

The portion which the translation jobs into Czech represent in the case of each participant were: “10-20%” for one participant, “50-60%” for two participants, “60-70%” for two participants, “70-80%” for one participant, “80-90%” for one participant and “90-100%” for two participants.

5.4.1.4 Translating into English

Q22: Professional experience in translating into English

Seven participants answered they have professional experience in translating into English. The other two answered they have translated texts into English at seminars only.

Q23: The texts translated into English

The texts the participants have translated into English were mostly from the field of “Art” with the total number of five mentions. The field of “Advertising” was mentioned four times. The “Economy and Management” field was mentioned by three participants. The fields “Religion”, “Business”, “Theatre” and “Movie (subtitles)” were each mentioned by two participants. The fields of “Literature”, “Ecology”, “Automobile industry”, “Education”, “Healthcare”, “Tourism”, “TV and Radio”, “Animals”, “Law” and “Administrative texts” were each mentioned only once.

Q24: The approximate number of standardized pages translated into English at school

During their studies the participating students attended only one seminar that was dealing with translation into English. Therefore the answers to this question are: 0-10 standardized pages for four students and 10-20 standardized pages for the remaining five students.

Q25: The approximate number of standardized pages translated into English professionally:

Four participants stated they have translated only up to ten standardized pages into English professionally. One participant stated he/she has translated 10-20 standardized pages, two stated 20-30 standardized pages, another one 30-40 and the last one 40-50.

Q26: The portion of translation jobs into English

This question was aimed at finding out what portion the participants’ translations into English represent. The portion that the translation jobs into English represent for each participant were in three cases 0-10 %, in two cases it was 10-20 % and 20-30 %, respectively. In another two participants it was 30-40 %. In the last two participants it was 50-60 % and 70-80 %, respectively.

Q27: Translating into English vs translating into Czech

From the total number of nine participants only one stated that translation into Czech is more demanding for him/her. The majority of six participants stated that translation into English is more demanding for them. The two remaining participants stated that both directions of translating are equally demanding for them.

Q28: Preferred direction of translating

The participants were asked which translation direction they prefer. It was quite surprising to come across the distribution of their preferences. The preferred direction of translating into English was answered by only one translator. As many as five translators said they prefer translating into their mother tongue. The remaining three participants reported that they have no preference on the translation direction.

Q29: Translations Proofreading

Having their translations proofread should be a necessity for all translators so that they can produce quality translations. Nevertheless, it is not always possible speaking in terms of deadline or lack of proofreaders. Sadly, only three participants have their translations proofread always/usually, four participants said they sometimes have their translations proofread and the remaining two never have their translations proofread.

Q30: Collaboration with a Native Speaker

Only one participant stated that he/she has his/her translations checked by a native speaker always or usually. Three participants stated they occasionally have their translations checked by a native speaker and five participants said they have never had their translations checked by a native speaker.

5.4.2 Post-Experimental Questionnaire Findings

In this sub-chapter I present the data collected from the post-experimental questionnaires. The aim of the post-experimental questionnaire was to discover translation difficulties the participants encountered during the translation task.

The filled-in post-experimental questionnaires are enclosed in Appendix 8. Graphic representation of the collected data is presented in Appendix 6.

Q1: Time spent translating

During this research experiment, the participants had no more than 90 minutes to translate each source text.

None of the participants needed more than 70 minutes to translate the informative text. The average time each participant spent translating the informative text was 55.5 minutes.

None of the participants needed more than 70 minutes to finish translating the operative text. The average time the translators spent translating the operative text was 44.4 minutes.

Q2: Understanding the source text

Only one participant answered in the questionnaire that he/she did not fully understand the informative text. He/she further commented that, he/she did not fully understand the text because of “some terminology related to history”.

In the case of the operative text, none of the participants had any problems with understanding the source text.

Q3: The source text

For the informative text, all participants stated they are familiar with the text type. However, four of them have never translated a familiar text like this one and the remaining five have translated similar texts just a few times.

For the operative text, seven participants stated they have translated similar texts a few times, one participant often translates these types of texts and the last one stated he/she has never translated a text like this one.

Q4: Translation difficulty

The participants were supposed to express on a scale of 1 to 10, how difficult each source text was for them to translate. The answers were various. For the informative text, the average mark was 6.1 and for the operative 3.4.

Q5: Target audience

The participants' opinions on the target audience were remarkably similar. For the informative text eight participants thought this text would be targeted at both male and female readers. One participant presumably forgot to answer this question.

For the operative text on the other hand, six participants thought that this text would be targeted at both male and female readers and the other two were of the opinion that this text would be read by female readers.

Q6: Interest in history and ecology

The participants expressed their interest in history and ecology on a scale of 1 to 10. The average mark of interest in history was 6.1. The average mark of interest in ecology was 6.5.

Q7: Satisfaction with the translation

On the scale of 1 to 10, five participants marked their satisfaction with the translation of the informative text with number 7. The average mark for this text was 6.4.

Six participants marked their satisfaction with the translation of the operative text with number 8. The remaining three participants marked their satisfaction with the numbers 9, 7 and 6, respectively. The average mark for this text was 7.7.

Q8: Consulted sources and webpages

In this question, the participants were asked to list which online sources they used when translating. The consulted sources and webpages for the translation of ST 1 were:

- Wikipedia
- Google
- www.muchropyne.cz
- Google Translate
- Newspapers
- Corpus
- www.slovník-synonym.cz
- www.slovník.cz
- Glosbe
- Seznam Dictionary

The consulted sources and webpages during the translation of ST 2 were:

- Wikipedia
- www.bezobalu.org
- www.cosemistalo.cz
- Seznam Dictionary
- Zero Waste webpages
- Google
- Glosbe
- Corpus
- Dictionary
- Google translate

Some of the above-mentioned online source were mentioned more than once. For example, the most frequently consulted webpage was Wikipedia with seven mentions for the informative text and with three mentions in the case of the operative text.

Q9: Three most problematic parts of the translated texts

The participants frequently described various problems they were solving during both translation tasks.

The most frequently mentioned problematic parts of ST 1 and ST 2 are shown in Table 4 and Table 5 respectively.

| Mentions | Original | Suggested Translation | Rich point |
|----------|---|--|-----------------------|
| 4 | V 15. století páni z Ludanic učinili z Chropyně střed nevelkého panství, zbudovali soustavu rybníků a rozvinutím rybníkářství velmi významně posílili hospodářství svého panství. | In the 15 th century, the Lords of Ludanice made Chropyně the centre of their rather small manor, built a pond system and significantly strengthened the economy of their manor by the development of fish farming. | rybníkářství |
| 2 | Chropyně je stará osada, její původ klade pověst o Ječmínkovi do dob předhistorických | Chropyně is an old settlement whose origin was established by the Legend of King Ječmínek into pre-historical times. | pověst o Ječmínkovi |
| 2 | Krystalizačním jádrem osady byla Chropova tvrz | The core of the settlement formed around the Chrop's fortress. | krystalizačním jádrem |

Table 4 The most problematic parts of ST 1

RP 1 – “rybníkářství” – lexical problem

There were two different solutions for this translation problem, however only one was considered as appropriate. Two participants chose the strategy of omission to solve this translation problem.

RP 2 – “pověst o Ječmínkovi” – extralinguistic issue

There were seven different solutions for this translation problem. One participant chose to completely omit this mention about the folk tale.

RP 3 – “krystalizačním jádrem” – lexical issue

There were eight different solutions for this translation problem.

| Mentions | Original | Translation | Rich point |
|----------|--|--|---|
| 5 | <u>Lidé obaloví</u> přišli, aby nám připomněli, že produkce komunálního odpadu stále roste a že každý Čech ho v průměru vytvoří tolik, že ho za tři dny obalí až po hlavu. | Waste people are here to remind us that the production of communal waste is still increasing and that every Czech produces so much waste that it would cover him from head to toe within three days. | lidé obaloví |
| 2 | Pořádáme vlastní <u>osvětové akce</u> , workshopy a konference. | We spread awareness through our own educational events, workshops, and conferences. | osvětové akce |
| 2 | Navazujeme spolupráci se zahraničními Zero Waste obchody, <u>komunikujeme s českými dozorčími orgány</u> a vyvíjíme metody pro lokální trh. | We cooperate with foreign Zero Waste stores, communicate with Czech supervisory bodies and develop methodology for local markets. | komunikujeme s českými dozorčími orgány |

Table 5 The most problematic parts of ST 2

RP 1 – “lidé obaloví” – lexical and pragmatic issue

There were eight different solutions for this translation problem. Only one solution was considered rather inappropriate.

RP 2 – “osvětové akce” – lexical issue

There were five different solutions for this translation problem. One participant used reformulation.

RP 3 - “komunikujme s českými dozorčími orgány” – extralinguistic issue

There were five different solutions for this translation problem. One participant did not translate this sentence at all.

Q10: Problematic levels of language

According to the participants the most problematic levels of language were the lexical and syntactic levels. In the case of ST 1 translation task the lexical level was mentioned five times and the syntactic level three times. In the case of ST 2 translation task the lexical level was mentioned four times and the syntactic level twice.

5.4.3 Translation Task Findings

The aim of the translation task was to find out whether translation students are able to make an acceptable English translation. With the findings of the pre-experimental and post-experimental questionnaires and the findings of the translation task it is now possible to answer these questions:

- Are the translations made by student translators acceptable?
- Does the inverse translation quality depend on the text type?
- Does the inverse translation quality depend on the participant's experience with inverse translation?
- Does the inverse translation quality depend on the participant's self-evaluation?

5.4.3.1 Acceptability

In order to evaluate overall acceptability of the participants' translations in this chapter, the assessments of both text types were analysed together.

The overall quality of the translated texts was assessed by the reviewer according to the criteria stated in Table 2. According to the evaluation criteria, the translated texts were marked as acceptable (Pass) or unacceptable (Fail). Based on the assessment, a success rate was calculated for each student translator. An overview of the resulting success rates is shown in Figure 1.

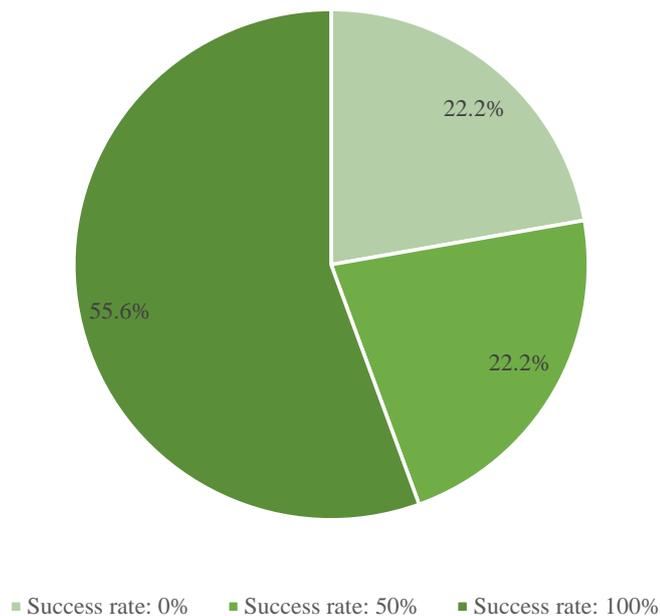


Figure 1 Success rate overview

As can be seen, translations of ST 1 and ST 2 were evaluated as acceptable (Pass) in the case of 55.6% of the participants. 80% of these participants stated in Q2 of the post-experimental questionnaire that they have fully understood both ST 1 and ST 2.

In the case of 22.2% of the participants, translations of ST 1 and ST 2 were evaluated as unacceptable (Fail), although 100% of these student translators stated in Q2 of the post-experimental questionnaire that they have fully understood both the ST 1 and ST 2.

5.4.3.2 Translation Quality with Respect to the Text Type

To evaluate the effect of the text type on translation quality, the individual source texts were analysed separately.

The overall quality of the translated texts was assessed by the reviewer according to the criteria stated in Table 2. According to the evaluation criteria, the translated texts were marked as acceptable (Pass) or unacceptable (Fail). Based on the assessment, a success rate was calculated for each source text. The overview of the success rate with respect to ST 1 and ST 2 is shown in Figure 2.

Apart from the global evaluation of the translations, the reviewer was asked to detect mistakes which are specified in Table 1. The overview of an average number of mistakes in ST 1 and ST 2 is shown in Figure 3. Mistake distribution in translations of ST 1 and ST 2 are shown in Figure 4 and Figure 5 respectively.

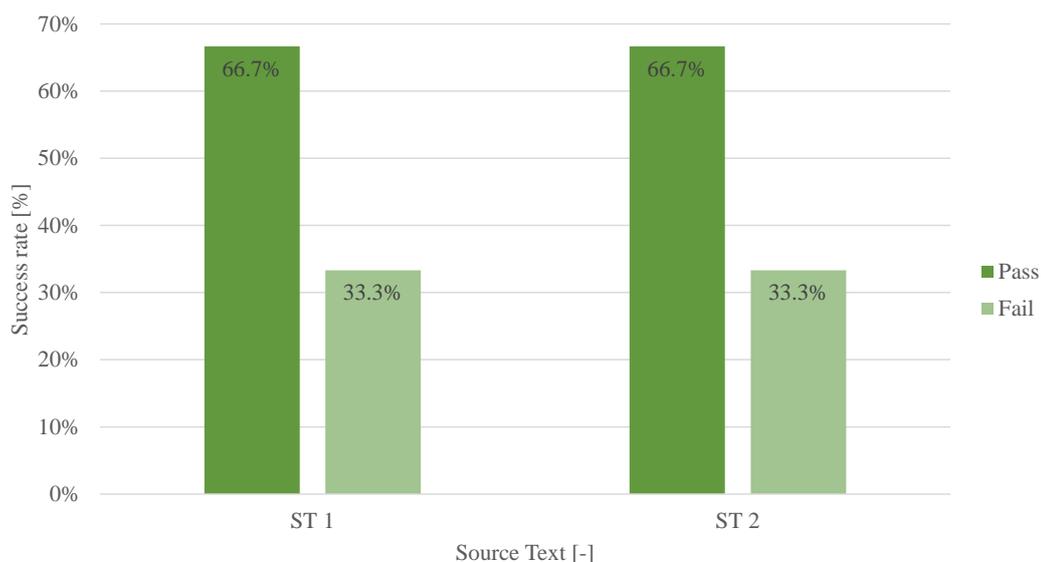


Figure 2 Success rate with respect to the text type

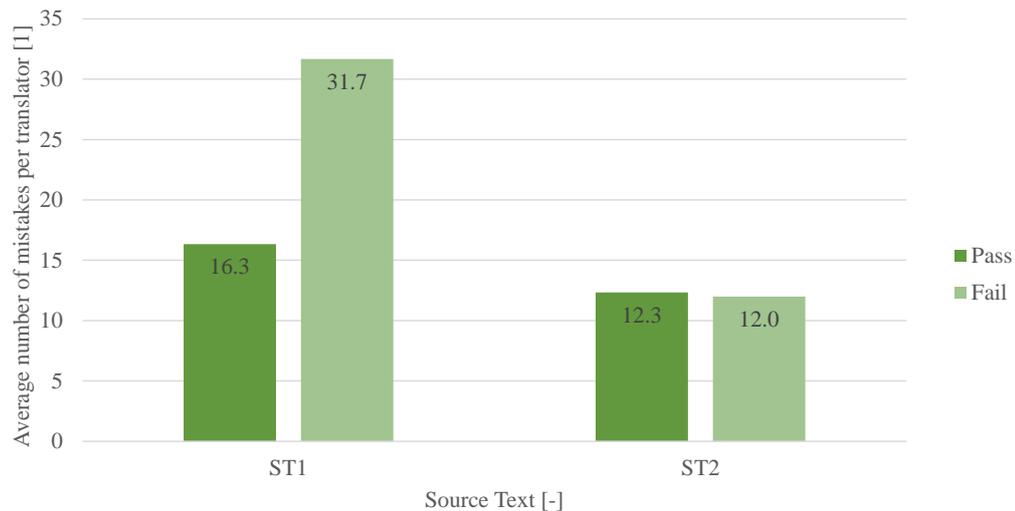


Figure 3 Average number of mistakes with respect to the text type

As shown in Figure 2, success rates of both translations of ST 1 and ST 2 are identical. According to Figure 3, the reviewer detected more mistakes in translations of ST 1. The number of mistakes in ST 2 was considerably lower.

As it was already described in Chapter 0, the reviewer classified detected mistakes according to Table 1. Mistake distribution in ST 1 and ST 2 is shown in Figure 4 and Figure 5 respectively. By the comparison of the mistake distribution in ST 1 and ST 2, the following conclusions were made:

- The reviewer was not bilingual. Therefore, mistakes M1 and M2 were not recorded.
- Mistake M5 is dominant in both ST 1 and ST 2.
- Approximately the same number of mistakes M4 and M6 occur in both ST 1 and ST 2.
- Compared to ST 2, considerably lower number of mistakes M3 and M5 was detected in ST 1.

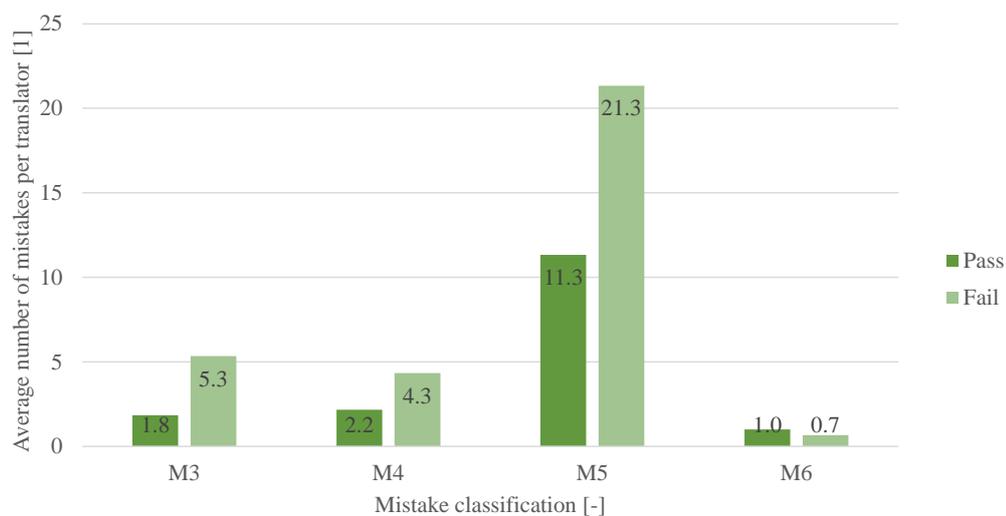


Figure 4 Average number of mistakes in translation of ST 1

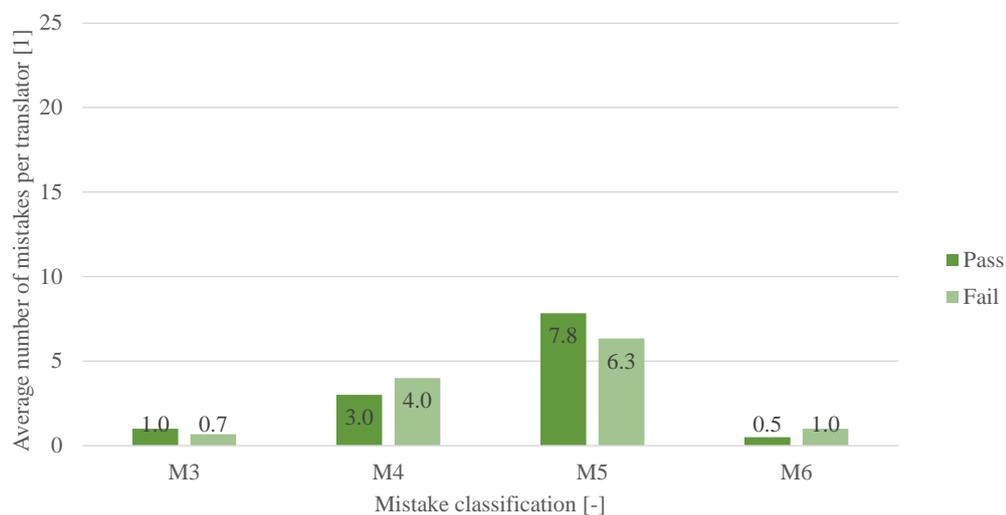


Figure 5 Average number of mistakes in translation of ST 2

As was mentioned above, the most frequent mistakes in both ST 1 and ST 2 were M5 mistakes (grammar mistakes) with the total count of 132 mistakes in ST 1 translations and 66 mistakes in ST 2 translations.

Mistakes were detected in the following areas:

- **Punctuation**
- **Definiteness**
- **Capitalization**
- **Prepositions**

The individual areas are dealt with in the following paragraphs.

Punctuation

Altogether there were 30 missing commas in ST 1 and 21 missing commas in ST 2 translations.

Definiteness

Missing definite/indefinite articles were the second most common mistakes in all translations with the total number of 12 mistakes.

T1 ST 1: “*The title comes from the common name Chrop with Old Bohemian female suffix; ynja or ynje, which means god or goddess.*”

T6 ST 1: “*In 1949, the sugar refinery was converted to a Technoplast factory, which is the biggest factory in the town, and it has influenced the life in the town in various directions.*”

T7 ST 1: “*A Housing estate with apartment houses and sport area was built nearby the original core of the town.*”

T1 ST 2: “*We are a nonprofit organization.*”

T2 ST 2: “*You can find more information on both Non-package and the Package People on this website.*”

Capitalization

Mistakes in noun capitalization were the third most common mistakes found in the participant’s translation with the total count of 11 mistakes. The reviewer detected capitalization mistakes only in ST 1 translations.

These were the only capitalization mistakes:

T9, T8, T7, T4, T3, T2, T1: “*the lord of Ludanice*”, instead of the **L**ords of Ludanice

T8, T7, T6, T5: “*cardinal Franz von Dietrichstein*”, instead of **C**ardinal Franz von Dietrichstein

Prepositions

Wrong prepositions were found in both ST 1 and ST 2 translations. Here are some examples:

T2 ST 1: “It has influenced the life ~~in~~ (**of**) the town in various ways and it continues to do so to this day.”

T3 ST 1: “~~In~~ (**From**) 1615 onward, Cardinal František Ditrichštejn became the owner of the dominion.”

T9 ST 1: “It is then obvious that the origins of the town go back far ~~in~~ (**into**) the past.”

T6 ST 2: “We spread the concept of Zero Waste and speak to the public in media, ~~in~~ (**in**) workshops, ~~in~~ (**in**) social events, and even at schools.”

To sum up, the abovementioned mistakes should ideally not occur even in students' translations. The students in their 3rd year of translation and interpreting BA studies have already passed exams in all subjects where they covered these grammatical issues.

If a student is not certain in any of this, he/she should further discuss literature concerning these types of problems (for example Dušková's *Mluvnice současné angličtiny na pozadí češtiny*, 2012).

5.4.3.3 Translation Quality with Respect to the Experience with Inverse Translation

To evaluate the effect of the participants' experience with inverse translation on translation quality, the individual text types were analysed separately.

The evaluation is based on the overall quality assessment, detected number of mistakes and answers on Q22 of the pre-experimental questionnaire.

The overall quality of the translated texts was assessed by the reviewer according to the criteria stated in Table 2. According to the evaluation criteria, the translated texts were marked as acceptable (Pass) or unacceptable (Fail). Based on the assessment, a success rate was calculated for the following groups of students:

- Students who gained experience in translating into English professionally
- Students who gained experience in translating into English at seminars only

The overview of the success rates for ST 1 and ST 2 with respect to the experience in translating into English is shown in Figure 6 and Figure 8.

Apart from the global evaluation of the translations, the reviewer was asked to detect mistakes which are specified in Table 1. Based on the detected mistakes, average number of mistakes is calculated for the following groups of students:

- Students who gained experience in translating into English professionally
- Students who gained experience in translating into English at seminars only

The overview of an average number of mistakes in ST 1 and ST 2 with respect to the experience in translating into English is shown in Figure 7 and Figure 9.

ST 1

In Figure 6 and in Figure 7 it can be seen that in the case of ST 1 the participants with professional experience in translating into English achieved a success rate of 85.7%. At the same time, the participants who achieved a Pass in ST 1 translation made on average less than 16 mistakes.

The participants who gained their experience with inverse translation only at seminars achieved a success rate of 0% in case of ST 1. These participants made on average more than 31 mistakes in ST 1 translation.

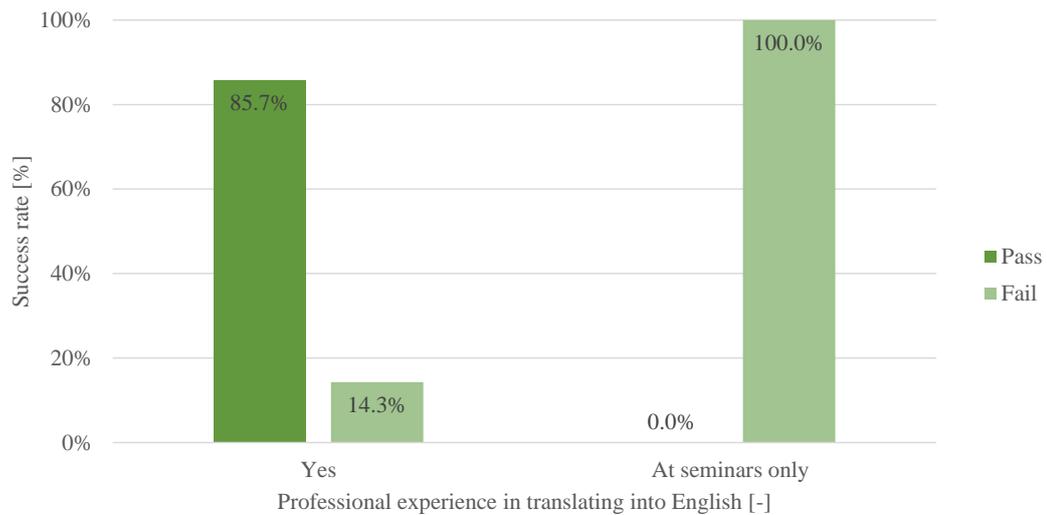


Figure 6 Success rate with respect to the experience in translating into English – ST 1

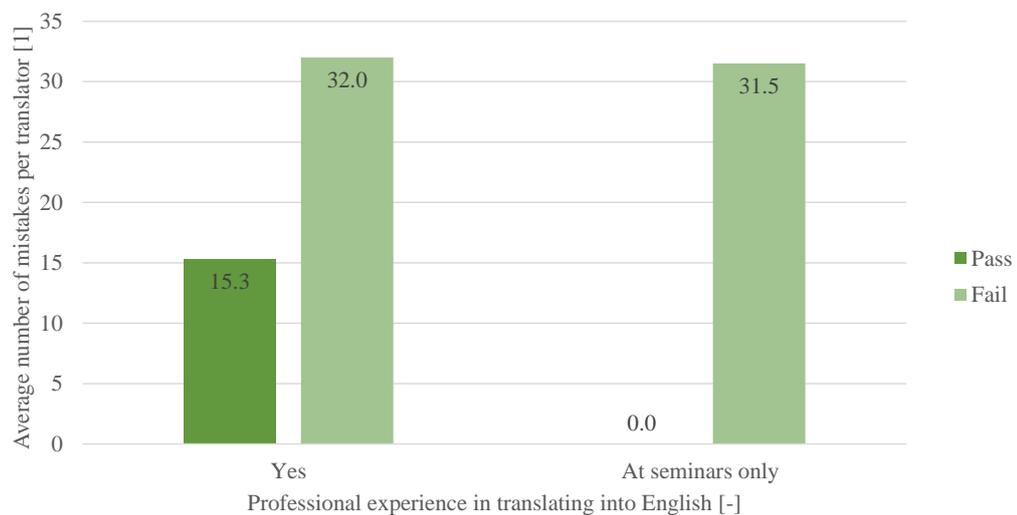


Figure 7 Average number of mistakes with respect to the experience in translating into English – ST 1

ST 2

As shown in Figure 8 and Figure 9, the participants with professional experience in translating into English achieved a success rate of 71.4% in case of ST 2. At the same time, the participants who achieved a Pass in ST 1 translation made on average less than 10 mistakes.

In the case of ST 2 translation, the participants who gained their experience with inverse translation only at seminars achieved a success rate of 50%. The participants who achieved a Pass in ST 2 translation made on average 17 mistakes.

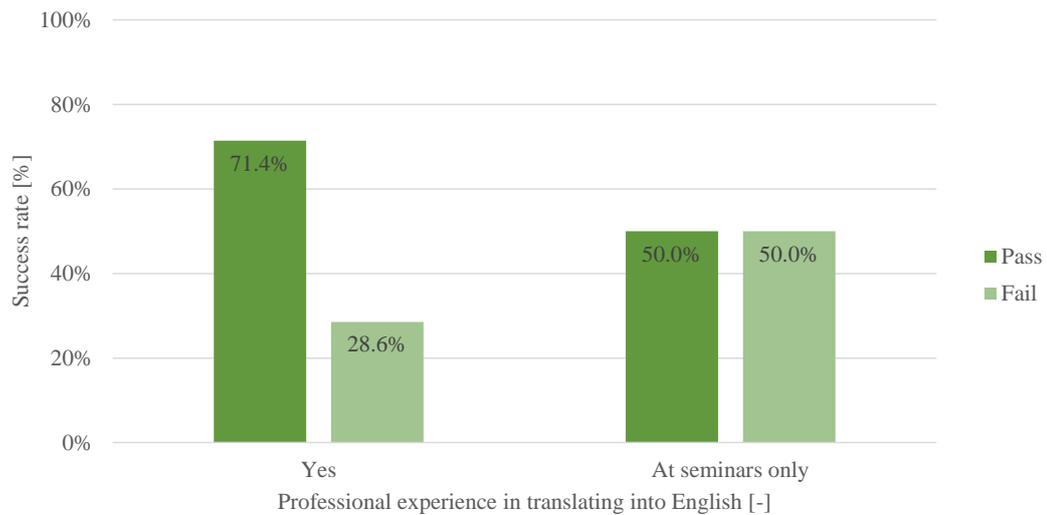


Figure 8 Success rate with respect to the experience in translating into English – ST 2

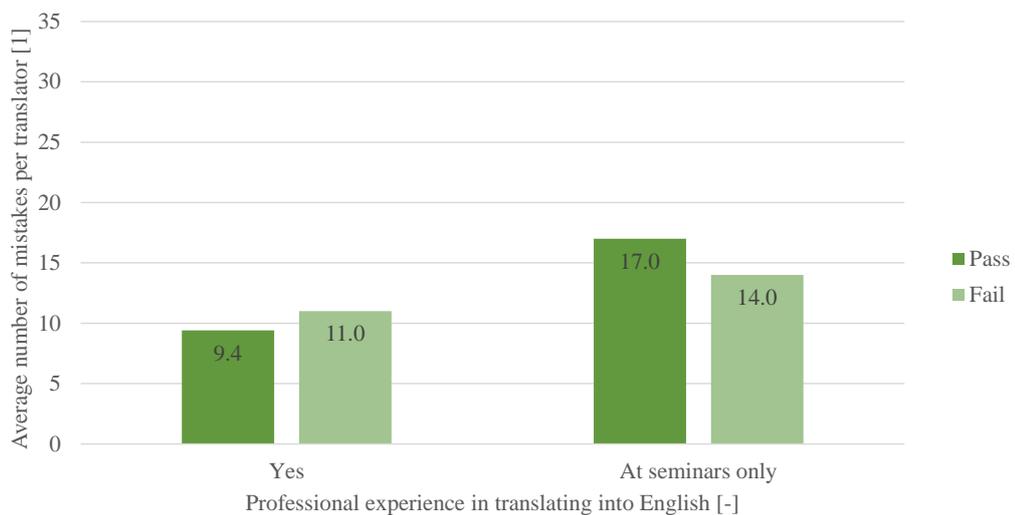


Figure 9 Average number of mistakes with respect to the experience in translating into English – ST 2

5.4.3.4 Translation Quality with Respect to the Translators' Self-evaluation

The effect of the translators' self-evaluation on the translation quality is evaluated for each source text separately. The evaluation is based on the overall quality assessment and answers on Q7 of the post-experimental questionnaires.

The overall quality of the translated texts was assessed by the reviewer according to the criteria stated in Table 2. According to the evaluation criteria, the translated texts were marked as acceptable (Pass) or unacceptable (Fail).

Based on the answers on Q7 of the post-experimental questionnaires, an average self-evaluation mark was calculated for acceptable and unacceptable translations.

An average self-evaluation mark for the acceptable and unacceptable translations of ST 1 and ST 2 is shown in Figure 10.

ST 1

The participants who achieved Pass or Fail for their ST 1 translations were rather satisfied with their translations.

ST 2

The participants who achieved Fail for their ST 2 translations were more satisfied with their translations than participants who achieved Pass.

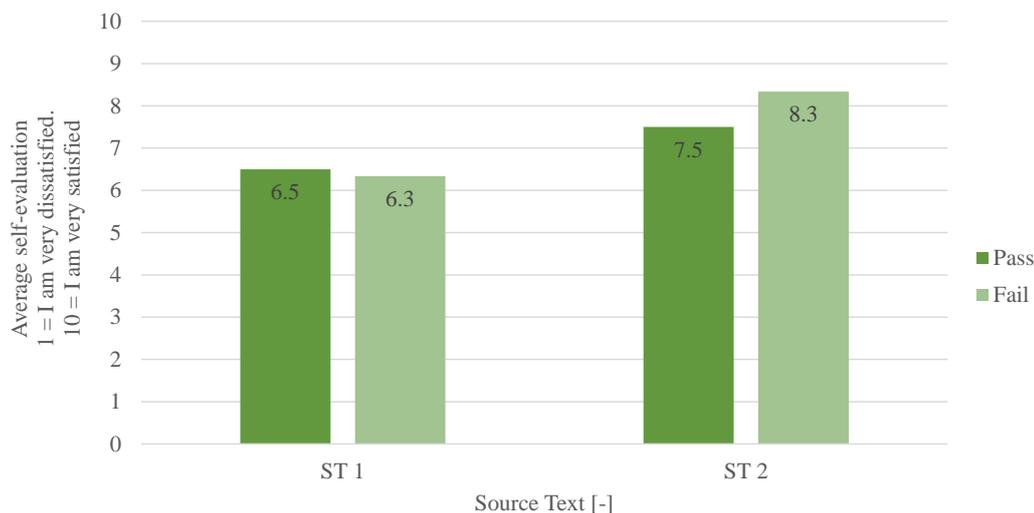


Figure 10 Self-evaluation with respect to the source text

It was concluded that the participants' self-evaluation does not reflect the reviewer's global evaluation of the translations.

Conclusion

The aim of the presented thesis was to report on the experience with inverse translation in 3rd year BA students of Translation and Interpreting study programme of the Palacký University. The second aim of this thesis was to analyse and classify the most frequent mistakes a native speaker of English found in the student translations. The data were obtained through two separate questionnaires and two translations of non-literary texts.

From the historical point of view, the practice of inverse translation has always been neglected or even rejected. Even nowadays many translation theorists still suggest that translations should be preferably done into the translator's mother tongue. Nevertheless, the reality is different. Recent surveys on inverse translation show that inverse translation is a common practice for many translators whose mother tongue is a language of limited diffusion. The main reason for this is that there are not enough translators who study minor languages.

The findings of the pre-experimental questionnaires show that most participating students have already practiced inverse translation, even though they have not finished university yet. The general presupposition that inverse translation is perceived by translators as the more challenging of the two translation directions has been supported by the answers of 66.7% of participants. These participants would still prefer direct translation.

As stated in the post-experimental questionnaires, the most problematic language levels were the lexical and syntactic levels, however the majority of participants stated they understood both source texts.

Evaluation of the mistakes found in the translations was affected by the fact that there was only one reviewer. This reviewer could not compare the source and the target texts, since she does not speak Czech at all and has no experience in proofreading translations. Therefore, as can be seen in the translation task findings, the mistakes she found were mainly grammar mistakes.

The aim of the translation task was to find out whether student translators can produce acceptable English translations. 55.6% of the participants produced two acceptable translations. 22.2% of the participants produced only one acceptable translation and the remaining 22.2% of the participants did not produce any acceptable translation.

This study also came to the same finding as Duběda, Mraček and Obdržálková (2018) which is that the translation quality depends on the text type of the ST. The most frequently occurring mistakes in both source texts were grammar mistakes. If we compare ST 1 and ST 2 translations, a considerably lower overall number of mistakes was detected in ST 2 which was of the operative text type. The success rate in ST 1 and ST 2 translations was the same – 66.7% of the participants produced acceptable ST 1 and ST 2 translations and 33.3% of the participants produced unacceptable translations.

When considering the participants' experience with inverse translation, the participants with professional experience in English achieved a success rate of 85.7% for ST 1 and 71.4% for ST 2. The participants who gained their experience with inverse translation only at seminars achieved a success rate of 0% in case of ST 1 and 50% in case of ST 2 translations.

From my point of view, it would be interesting if there would be more IT surveys conducted with translation students. The surveys could concentrate on translation students only and expand on the findings of Roman Ličko (2014, 58) who found out that the university graduates mostly think that they have not been sufficiently prepared for translating in this direction. The findings of this suggested study could then be used for improving the quality of translation study programmes.

Resumé

Tato bakalářská práce se zabývá analýzou a hodnocením dotazníků a překladů, které byly vyhotoveny studenty třetího ročníku bakalářského studia oboru Angličtina se zaměřením na komunitní tlumočení a překlad na Univerzitě Palackého v Olomouci. Cílem této práce je prezentovat informace zjištěné z dotazníků, ve kterých studenti uváděli své zkušenosti a postoje, které zaujímají k překladu do nemateřského jazyka. Dále se tato práce zaměřuje na analýzu studentských překladů do jejich nemateřského jazyka – angličtiny. Analýza a hodnocení překladů proběhly na základě spolupráce s rodilým mluvčím anglického jazyka. Díky této analýze byly objeveny nejčastější chyby studentů v tomto směru překladu.

Tato bakalářská práce je členěna na dvě části – teoretickou a praktickou.

V úvodu teoretické části tato práce prezentuje teoretické pozadí direkcionality v překladu a dále práce pokračuje nastíněním historického pozadí překladu do nemateřského jazyka. Zde práce uvádí, že počátek překladu do nemateřského jazyka je datován již od dob předhistorických. Překlad do nemateřského jazyka byl vždy obecně považován za podřadný, přesto je ale praktikován překladateli po celém světě. V teoretické části jsou také uvedeny nedávné výzkumy překladu do nemateřského jazyka. Tyto výzkumy naznačují, že překlad do nemateřského jazyka opravdu je běžnou praxí nespočtu překladatelů. Jelikož v případové studii byly překládány dva texty, jeden informativní a druhý apelativní, v další části teoretické části je uvedena textová typologie podle Reissové a specifika, která překlady těchto dvou druhů textů přináší.

V úvodu praktické části je shrnuta metodologie případové studie. Samotná případová studie byla rozdělena na čtyři části. Skládala se ze dvou dotazníků a překladů dvou neliterárních textů. Otázky uvedené v dotaznících byly formulovány takovým způsobem, aby přinesené odpovědi byly relevantní k zaměření případové studie.

Cílem úvodního dotazníku bylo zjistit co nejvíce informací o zkušenostech účastníků s překladem do nemateřského ale i mateřského jazyka. Dále se zde zjišťovaly například informace ohledně praxe s překládáním, spolupráce s rodilým mluvčím nebo korektorem.

Texty překládané v případové studii byly vybrány tak, aby byly co možná nejvíce shodné jak do počtu slov ale i co do náročnosti.

Překlady studentů obsahovaly nejvíce chyb v interpunkci a gramatice. Rodilý mluvčí odhalil chybějící určité i neurčité členy. Účastníci dále chybovali nejvíce v interpunkci, předložkách a v psaní velkých písmen.

Případová studie byla ukončena následným dotazníkem, ve kterém studenti uváděli, jaké aspekty textu způsobovaly účastníkům největší problémy a jak účastníci hodnotí náročnost textu a spokojenost se svými překlady.

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