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**TYPOLOGICAL DIFFERENCES BETWEEN ENGLISH AND CZECH AND THEIR
MANIFESTATIONS ON STUDENTS' TRANSLATIONS**

Bakalářská práce

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Prohlášení

Prohlašuji, že jsem závěrečnou písemnou práci zpracoval(a) samostatně a použil(a) jen uvedených pramenů, literatury a elektronických zdrojů.

V Olomouci 8. 12. 2014

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Podpis

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List of abbreviations

USA – United States of America

SVO – subject- verb-object

Abstract

For my bachelor thesis, I chose the topic called Typological differences between English and Czech. I decided to deal with this topic in order to show in which ways those languages differ from each other and how it is important to know not only the grammatical rules of both English and Czech but also their origin and development. The thesis also focuses on translation, in this case on translations from English to Czech. When I attended the course called "Překlady literárních textů", I realized that students are more and more influenced by English grammar, that could seem easier for them, and do not take much into consideration their mother tongue. Thus, the aim of the thesis is to explain the difficulties that students have to handle when translating and then to find out if they really appear in their works and in what extent.

Introduction

The bachelor thesis deals with the typological differences between English and Czech language and the aim is not only to discuss this issue in theoretical way but also to analyze the difficulties of translation that could follow from those differences. The whole thesis is divided into two parts: the theoretical one and the practical one.

As for the theoretical part, firstly, I tried to outline the basic classification of languages focusing on English and Czech. By that I wanted to demonstrate how they differ from each other on the ground of their origin or typology. In the first chapter of the thesis, I also briefly covered the development of both English and Czech which I found important to mention to have the complete insights into the issue. Secondly, I covered in detail the translations difficulties between English and Czech to show the differences between those languages according to their grammar and its principles. Thirdly, I wanted to discuss the issue of a proper translation and also of some lexical problems that could students have while the process of translating.

The practical part of the thesis is focused on the analysis of students' translations to demonstrate if students pay attention to both grammatical and lexical differences between English and Czech. Two different texts and their translations made by students are analyzed and the results are presented.

1. English against Czech: similarities and differences

The first chapter of this thesis describes main similarities and differences that could be found between English and Czech language.

The first subchapter deals with the basic categorization of Czech and English among the world's languages. Single sections are devoted to different types of classifications of languages and to the differences between them that follow from those divisions. Those categorizations of languages are taken in general and they do not go deeply into a detail. But to mention them is essential for having a complete insight into the issue. However, the aim is to focus mainly on characteristics of two languages that are compared in this thesis: English and Czech.

Other subchapters are devoted to a brief development of those two languages and to a short comparison of those two languages according to their grammatical (both morphological and syntactic) features.

1.1 The classification of languages

There are more than five thousand languages on the world nowadays. To establish the exact number is impossible because of an almost non-existing boundary between the language and its dialects (Vorel, 2003).

Černý (2008) adds that many groups of languages had not been explored enough, especially languages which are not widely spread.

According to Comrie (1981), the common features between two languages could exist because of their genetic relation or because the areal contact between them. However, the other reason for appearance of those similarities could be simply a coincidence.

Vykypěl (2006) argues that there are three possible ways for classifying of languages. It could be from the geographical, genetic (genealogical) or typological point of view.

1.1.1 The geographical (areal) classification of languages

"When languages come into contact they tend to borrow from one another, the most obvious instances of this being borrowed lexical items. English does not have a term for this group of languages, German linguistic use a term Sprachbund (language-union)" (quoted in Comrie, 1981).

Vykypěl (2006) adds that for the geographical classification is this language-union the basic unit. He uses specifically terms like macro-areas or macro-regions. (Czech terms used for this kind of division of languages.) According to him, macro-areas are defined as large, significant areas making a geographical unit. People that are using languages in those areas also create in the same time a cultural community.

All world spoken languages could be divided into nine groups:

1. Europe – Czech, English
2. North and Central Asia
3. Eastern Asia
4. Indonesia and Oceania - English
5. Australia - English
6. India
7. Front Asia and North Africa
8. Other parts of Africa - English (South Africa)
9. America – English

In some cases we can speak about very clear boundaries between those geographical groups of languages, in others, the boundaries are missing completely. To define Czech language from the point of view of geographical categorization is easy – Czech belongs only to the group of European languages. When we speak about English it is more complicated:

"English is spoken as a first language by the majority population in several countries including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean countries" (quoted in Wikipedia, 2014).

Quirk (1985) adds that English is most widely used language and in the same time the world's most important language.

1.1.2 The genetic classification of languages

For defining the languages from the genetic point of view it is necessary to establish a common root. It is an essential step because all languages in each language family developed from a single ancestor. For establishing this common root, linguistics use different features, for example

they compare the sound or meaning of similar elements of different languages. According to genetic classification 4 groups of language families exist. These are European and Asian languages (the best-known Indo-European language family that will be described later), Pacific and African languages, Native North American languages and Native South American languages (Collings, 2000).

As Čechová (2000) remarks both English and Czech belongs to the Indo-European language family. Today there are several groups of **Indo-European languages**. In Europe we could find:

1. **Germanic languages:** divided in two groups - West Germanic (German, Dutch, English and Flemish) and Scandinavian languages (Danish, Swedish, Norwegian, Icelandic)
2. **Romance (Romanic) languages:** Italian, French, Spanish, Portuguese, Romanian
3. **Celtic languages:** Irish, Welsh
4. **Slavic (Slavonic) languages:** West Slavic (Czech, Slovak language, Polish...), East Slavic (Russian language, Ukrainian, Belarusian) and South Slavic languages (Bulgarian, Croatian...)
5. **Baltic languages**
6. **Greek language**
7. **Albanian language**

From this division is clear that both Czech and English have different roots and belongs to different language families.

Speaking of English, Vorel (2003) adds an interesting fact that it has got the weakest Germanic character from all languages belonging to Germanic language family. And it is because of the Romanic influence on the Great Britain in the era of Normans. According to him, English is very similar to the Yiddish language in some of its features.

1.1.3 The typological classification of languages

The typological classification divides languages on the basis of their grammar. It could be taken from two different standpoints – from the theoretical one and from the functional one. From the theoretical point of view it demonstrates the differences between languages, for example in grammatical categories or word-forming. From the practical point of view is the typological classification very helpful with studying foreign languages (Černý, 2008).

According to Comrie (1981) we distinguish two branches of the typology. The first type is the word order typology and the second one is the morphological one. The morphological typology has got a very long history. It was a subject matter for linguists in the 19th and early 20th century. Hrbáček (1997) adds that morphological typology is linguistic discipline which uses a synchronic approach to compare languages. Based on sameness and difference of compared languages it classifies the types of them. The morphological components of language are the most significant for this type of classification. Important is that none of the languages belongs only to a single type. The division is based on predominant features of grammatical construction of the language.

Czech famous linguist, translator and professor Vladimír Skalička (1909-1991) described in his works five types of languages: flectional, introflectional, agglutinativ, isolating and polysynthetic. His theory belongs to the greatest works of the 20th century in spite of many opponents (Popela, 2006).

Linguists all over the world seem to differ from each other in describing the types of languages according to the typology. The scheme introduced in this thesis is based on synthesis of three different works of authors who share a similar perspective of the issue (J. Černý, 2008, Čermák , B. Comrie, 1981).

According to those linguists we could divide languages into three basic groups and three subgroups:

1. **Isolating languages:** in extreme case words are composed of a single morpheme, has got no morphology.

Examples of isolating languages are some West African languages and classic Chinese, Vietnamese.

2. **Fusional (inflectional, flectional) languages:** they use variety of morphemes to denote grammatical, syntactic or semantic change.

A. *Analytic languages*

- Typical is usage of auxiliary verbs (free morphemes) to denote a grammatical category.

- The word order is very important for meaning.

- Examples: English, French

B. *Synthetic languages*

- They are often contrasted with isolating languages.
- Usage of inflection.
- Examples: Spanish, Greek, Latin, German, Czech, and many others

C. *Polysynthetic languages*

- Examples: some Asian, Indian and Caucasian languages

3. **Agglutinative languages:** words are formed by joining affixes which have got their own meaning. The word may consist of more than one morpheme and the boundaries between them are always clear.

Examples of agglutinative languages: Japanese and Korean languages, Turkic and Mongolic languages and many others.

Černý (2008) points out that it is not possible to classify the language as a single type. For example Czech belongs to synthetic type, but it has got also some features from analytic or isolating type.

For this thesis is most important the group of flectional languages because both English and Czech belong into that group. However they are classified as different types. In next two subchapters are those languages introduced closely. Their main features and the way how they developed are described.

1.2 **Developmental differences between English and Czech**

This subchapter outlines the development of both discussed languages, English and Czech. It was already mentioned in previous subchapter that each language belongs to different group of languages according to the genetic classification of languages: English to the Germanic and Czech to the Slavonic ones. When we speak about the typological classification both languages belong to the group of flectional languages but to the different types of them: English is the analytic type of language and Czech is the synthetic one.

1.2.1 **The Development of English language**

According to a historical development of English, the old English looked and sounded completely different from the English that we spoke today and we could say that its development was extremely radical (Vít, 2005).

The first known form of English was called the Old English. It was an inflectional language in which the variety of suffixes and endings could be found. The vocabulary used in those times had predominantly Germanic character, for example "*Weald*" (forest) from the German word "der Wald". Other words of the Old English vocabulary were taken over from Latin, examples: *cup, kitchen, kettle, inch*, etc..., or some examples from the terminology connected with the religion like *pope* or *apostle* (Hladký, 1998).

Vít (2005) agrees that the Old English (the language of Anglo-Saxons) was a synthetic language in its nature but during next centuries it started to change and develop especially under the Norman influence. When Normans brought French to the Britain the languages mixed with each other and the Middle English was formed. The most important thing is that English slowly started to change into the analytic language.

Hladký (1998) adds that in this period of the development, the English syntax changed its form from the complicated to the simple one and the word order started to create its rules- changed into the fixed (SVO – subject – verb – object) form. Another significant fact is that the spelling of English language stabilized and did not react on changes of the word anymore. That is the reason why the written form of words is different from the spoken one.

In the period of the Early Modern English the language came into a contact with many languages which widely affected the form of English at that time. There were languages such as French, Italian, Spanish, Latin or Greek. However, this kind of English was still different from the language that is spoken nowadays (Vít, 2005).

From the 1800 we speak about the Late Modern English that differs from the Early Modern English mainly in the range of vocabulary which is currently much wider (Englishclub, 2014).

The usage of English language in the 20th century could be divided into three circles or areas. First one is so called the "inner circle", it simply include areas where native speakers live, such as the United Kingdom, the USA, Canada, Australia and New Zealand. The second circle consists from countries where inhabitants learn and use English as their second language (as an example could be given the countries which existed under the British rule, such as India or Nigeria). Last circle is called the "expanding" one and there belong all people who learn and use English as a foreign language. To say the exact number of people who use English as a foreign language is impossible. However, the rough estimate of all English speakers (including all three circles) at the beginning of the twenty-first century was a quarter of the world's population (Oxford English Dictionary, 2013).

According to Wikipedia (2014), English of today could be also called the first global language, the dominant language and sometimes even required as an international language of communication, science, business, entertainment and diplomacy. One of the great reasons is that the USA is considered to be a superpower because of its influence on many fields.

The last phenomenon related to English language is its usage on the Internet and in electronic communication (in text messages, on blogs and posting on social networks like Facebook or Twitter). In the area of that so-called Internet slang, the written language loses its usual norms of grammar or orthography, for example the acronym BTW meaning "by the way". It is obvious that English is still developing and growing language (Oxford English Dictionary, 2013).

1.2.2 The Development of Czech language

Proto-Czech is known as a first stage of the Czech language development and it is dated among 10th to 12th century. Unfortunately, there are no written documents from this period. Usage of Latin and Old Slavonic was more common in those times (Wikipedia, 2014).

Hrbáček (1997) presents that from the 12th century survived texts written in Old Slavonic and Latin that contained comments and translations written in Czech. In the next two centuries appear Czech songs, poetry, fables and prayers. Since then, Czech language could be simply divided into two types: the Old Czech and the New Czech. In detail, we distinguish the Old Czech (until 15th century), the Czech of the middle period (16th – 18th century), the New (Modern) Czech (from the time of Czech National Revival) and Contemporary Czech (that is used nowadays).

The 16th and the beginning of the 17th century were characterized by the era of humanism in Czech lands. It could be also called an era of mature literary language and the Bible of Kralice was a significant pattern for Czech language of those days (Wikipedia, 2014).

The 18th century was a very important period because of the Czech National Revival when the Czech language also became a symbol of the Czech nation. While making a huge competition to German language, Czech started to be spoken at universities. In the 1918 the Czechoslovakia was established and Czech became its national language (Hrbáček, 1997).

According to Janovec (2007) the contemporary Czech is influenced by many other languages, especially by English. Anglicisms appear in many layers of the word stock (in the technical sphere, in slang, in common communication of people). Some examples of those words used in Czech are *fast-food*, *image*, *hot-dog* or *last minute*. We can speak about an internationalism of

the Czech language. On the other hand there is also a tendency to make the process of nationalism of the language. For example the usage of Czech terms in the sport terminology like *odbíjená, košíková*.

1.3 Grammatical differences between English and Czech language

The final subchapter deals with the characteristic morphological and syntactic features of both languages: English and Czech. The aim was to find out the main features that both languages have in common and compare their function in the language (if they are similar or different).

1.3.1 Characteristic morphological features of English and Czech language

The first feature similar for both languages could be the basic unit of morphology. It is the same both in English and Czech – the word or the morpheme. However, the main difference in this case could make the stress. In the Czech language the stress is always fixed on the first syllable. On the contrary, in English is the variability of how the word sounds a lot higher (Dušková, 2012).

As Dušková (2012) write, Czech and English language share the same word classes: substantives, adjectives, adverbials, verbs, pronouns, numerals, prepositions, conjunctions and interjections. In English, the word class of the article is added to the system. The distinction of word classes differ on those languages due to their amount of inflection.

Čechová (2000) describes Czech language as a flectional one. That means that the language has got a strong inflection, declension of nouns, conjugation of verbs and intensification of adjectives and adverbs.

Hrbáček (1997) adds that the inflection of Czech language is very complicated, irregular and has got many types. He also mentions other basic morphological features of Czech language, for example extensive case system (seven cases) and special endings for each of them.

In English language it works different: "English has got largely lost its case system, although case distinctions can still be seen with the personal pronouns: forms such as I, he and we are used in the role of subject (I kicked the ball), while forms such as me, him and us are used in the role of object (John kicked me)" (quoted in Wikipedia, 2013).

1.3.2 Characteristic syntactic features of English and Czech language

The subject is the basic feature of syntax where the difference between English and Czech could be found. Dušková (2012) claims that the usage of an expressed subject is necessary for the

English sentence structure. Unlike in Czech, sentences without the subject do not exist in English. On the other hand, Czech language uses an "unexpressed subject" quite often.

Another issue to mention could be the English word order which is unlike the Czech one (free word order) relatively fixed and ruled by the grammatical principle. Many translation difficulties come right from the differences in the word order. Translators often follow the Czech rule (free word order) instead of the English one. Speaking of English, Vít (2013) states that the context and text understanding plays the important role while translating.

Hrbáček (1997) speaks about another syntactic feature of the Czech language – the verb clause. Czech uses a lot of subordinate clauses and unlike English the usage of gerunds and infinitives is not that common.

According to Vít (2005) the Czech language (with other synthetic languages) is very slowly changing into the analytic type but unlike English, Czech is still on the beginning of this process.

2. English – Czech translation difficulties

The second chapter of this thesis deals with the basic grammatical translation's problems which students could have when translating from English to Czech and vice versa. Those problems are theoretically described and explained from different points of view.

The aim of the following practical part is to locate those issues in students' translations, to analyze them and come with the final resolution.

2.1 Differences in word order

"The word order typology is the study of the order of the syntactic constituents of a language and how different languages can employ different orders." (Quoted in Wikipedia, 2014)

Dušková (2012) add that the word order is a polyfunctional feature of the language and it plays different roles in different languages depending on their grammatical structure.

2.1.1 The English word order

As it was already mentioned in the first chapter of the thesis, English is an analytic language in the contrary to the synthetic type where the Czech language belongs. When we speak about English language, the word order is very important because if it is changed, the original meaning of the sentence could be also changed completely.

According to Dušková (2012), the word order in English has got especially the grammatical function. Because of its poor inflection, English is not able to express the meaning of the sentence by morphological forms of the words. When we speak about declarative sentences, the substantive mentioned before the verb is always a subject of the sentence. When we take a look on the examples given below, we could see that it is not possible to change positions of subject and object without changing the whole sentence meaning.

- *The hunter killed the bear. Lovec zabil medvěda.*
- *The bear killed the hunter. Medvěd zabil lovce.*

Speaking of declarative sentences, Vít (2006) mentions the basic rule of the English fixed word order called SVOMPT, meaning: subject, verb, object, manner, place, time. However, many exceptions of this rule could be found. For example, the attention must be paid to the position of adverbs (they could stay at the beginning, in the middle or at the end of the sentence).

Another issue to deal with in English language could be the situation when two objects appear in one sentence. Then we speak about direct and indirect objects and we can choose the order of them.

2.1.2 The Czech word order

Dušková (2012) claims that unlike English, for Czech is the grammatical function of the word order not that important. One of the main features of Czech language is its strong inflection and Czech uses functional sentence perspective to be the main principle of its word order.

Wikipedia (2014) adds that the Czech word order is free and flexible but only to a certain extent. Better terms that could be used to describe it are the words variable or changeable. Czech as a synthetic type of language uses a wide range of word forms to express syntactic relations between them. Czech uses the features of declension and conjugation and especially the declension is what helps to distinguish between subject and object in a sentence. To do that, analytical languages (like English) use the fixed word order.

According to Měchura (2005), both languages prefer to situate the given information (theme or topic) at the beginning of the clause and the new information (rheme or focus) at the end. However, in English it is not always possible because its fixed word order. On the other hand, Czech language has got no problem with this sentence arrangement because its flexibility. Měchura (2005) claims that this is one of the biggest issues translators have to deal with.

2.2 The usage of a passive voice in English and Czech

The passive voice is one of the features of the functional sentence perspective. The main difference from the active voice lies in changing of place between subject and object. For Czech language is the usage of passive voice primarily one of the stylistic options (Dušková, 2012).

According to Měchura (2005), the usage of passive voice is available in both languages but English uses it more common. In the Czech language, the passive is usually used as an expression of high formality. Usually, the better option for a translator is to change the word order and to transform the sentence into active voice that is more used by Czech.

Because its analytical character, English follows completely different grammatical principles than Czech language. In English, it is not possible to recognize what is the subject and object of a sentence from endings of words because unlike Czech, English do not use the features of declension or conjugation. For this, English uses the fixed word order - SVO (Vít, 2006).

As Wikipedia (2014) states, "the usual form of the passive voice in English uses the auxiliary verb be (or get) together with the past participle of the main verb. English also allow a number of passive constructions which are not possible in many of other languages with similar passive formation" (quoted in Wikipedia, 2014).

Vít (2006) demonstrates the main difference in passive among English and Czech on following sentences. In Czech, it is possible to say those two sentences:

- *Shakespeare napsal Hamleta.*
- *Hamleta napsal Shakespeare.*

It is impossible to translate the meaning of the second example word- for- word into English. The English sentence *Hamlet wrote Shakespeare* is wrong and makes no sense. To express the function of the second example it is necessary to use the passive voice. The right translation than is *Hamlet was written by Shakespeare* (Vít, 2006).

As it was already mentioned, English unlike Czech uses the passive voice very often because it is necessary to follow the rule of the fixed order. There are examples of situations in which we use the passive voice in English (Vít, 2006):

The theme of the sentence is different from the agent of action

- *America was discovered by Columbus.*
- *Hamlet was written by Shakespeare.*

The agent of action is unknown or unimportant

- *America was discovered in 1492.*
- *My car was stolen yesterday.*

2.3 The infinitive and non-finite verb forms

Speaking of non-finite verb forms the major difference between English and Czech lies in usage of subordinate clauses. Czech language uses more subordinate clauses unlike English which express the secondary predication by non-finite verb forms. In English we can speak about the strong sentence condensation caused by those verb forms (Dušková, 2012).

2.3.1 The translation of English infinitive into Czech

Wikipedia (2014) classifies the infinitive as "the basic dictionary form of a verb when used non-finitely, with or without the participle *to*. The form without *to* is called the bare infinitive, and the form with *to* is called full infinitive or *to*-infinitive" (quoted in Wikipedia, 2014).

Both bare infinitive and full infinitive are used in English language very often. The main usage of infinitives or infinitive phrases is the complementation of other verbs. But it can also function as a noun phrase or a subject of a clause (Wikipedia, 2014).

When we want to tell in what purpose we are doing something we use also the infinitive. To Czech we translate those infinitive forms mostly as subordinate clauses that start with Czech prepositions *že* or *aby* (Dušková, 2012).

2.3.2 Gerund

Vít (2006) states that gerund is the non-finite verb form which could take place of a noun within the sentence. That is the reason why it could stand instead of subject, object or after the preposition. Important fact is that gerund is still a verb form and not a noun. That means that we do not use an article with gerund.

The English gerund ends with the ending – ING (for example: sitting, going, being, etc...). The same verb form could have other uses – present participle or pure verbal noun thus it is important to distinguish between those (Wikipedia, 2014).

According to Vít (2006), gerund in English could be used in those situations:

1. as a subject of a sentence

Shopping on the Internet is becoming more and more common.

2. as an object of a sentence

You have to give up smoking cigarettes.

3. after the preposition

I'm not interested in skiing.

4. after certain verbs

With some verbs is connected the usage of the infinitive and with others the usage of gerund. Sometimes it is not possible to explain it in logical way and it is necessary for students to learn the verbs by heart.

- Examples of verbs followed by gerund: *avoid, carry on, consider, delay, keep, fancy, etc...*
- Examples of verbs followed by infinitive: *afford, manage, hope, promise, want, etc...*
- Some verbs could be followed both by gerund or infinitive and the meaning remains: *continue, start, love, hate, like, intend, begin, bother*

Dušková (2012) adds that the English gerund is capable of creating secondary predication where the verb features of gerund appear. Those forms of gerund are typical only for English language and a proper Czech equivalent could not be found. Mostly we translate it as a subordinate clause.

For example:

- I talked him into going with us.
- *Přemluvil jsem ho, aby šel s námi.*

Wikipedia (2014) mentions an interesting fact that many languages borrowed those gerunds from English but in many cases they create pseudo-anglicisms, giving the new meaning to the verbs that makes no sense in English.

For example the word parking means in Czech a parking lot. I found this pseudo-anglicism used on the Internet in this context: "Na výjezd z parkingu ven máte patnáct minut od zaplacení."

2.3.3 Participle

Participle is another type of non-finite verb form. According to Dušková (2012), the usage of present participle in English is common both in written and spoken language. As for the Czech language, forms of the participle (in Czech called "přechodníky") appear in texts rarely and the expressions used with participle are considered to be archaic. In Czech language is the participle usually expressed by some kind of subordinate clause.

Vít (2007) adds that unlike in Czech to form the participle in English is simple. We only add the ending –ING to the infinitive of a verb. This ending remains the same for all gender (masculine, feminine and neuter). The form of the participle looks the same as the form of the gerund but there is a significant difference between those two and each of them has got its own function: gerund is a verb form that functions as a noun and the participle functions as a verb.

Vít (2007) points out that English uses the participle to replace subordinate clauses and the result is the condensation of compound sentences and whole texts.

For example, having two actions that happened in the same time, we can use the participle to express any of them:

- Just I sat down, I heard the door bell again.
- Sitting down, I heard the door bell again or I sat down, hearing the door bell again.

The usage of the participle is also possible when the subject of the main clause is the same as the subject of the subordinate one. For example the sentence *When I came home, I turned TV on* could be condensed by using a participle as *Coming home, I turned TV on*.

3. The characteristic of a proper translation

The third chapter of this thesis deals with the basic facts about translation, focused on the translation from English to Czech language and vice versa.

In comparison to Czech grammar, English one could seem to be relatively simple. But when translating, English could turn to be a quite complicated language to translate from. There are many unusual aspects of the language that must be taken into consideration (like the usage of non-finite word forms, the fixed word order and many others). Therefore, English is regarded to be one of the most difficult languages to translate from.

3.1 The aim of a good translation

Paul (2009) argues that to be a good translator means to recreate the piece of work in very sensitive way that is true to the original. He speaks about a translator having a subjective understanding of an original text that is then reflected in his translation. Essential idea is that the translator is in the same time a reader himself. Specifically he is saying that: "Grace, beauty, colour and flavour must be captured and the resulting work must also be capable of being understood by its new audience and make sense on every level." (quoted in Paul, 2006)

Hrdlička (1997) mentions two things that should a good translator deal with. First important thing to keep in mind is an original piece of work that is translated. Secondly, he should be also thinking about the target group of readers who will be interested in the translated piece of work. A good translator should be able to find a balance, an appropriate compromise between those two aspects. In case when the translator focuses himself mainly on the original text the problem with extremely word-to-word translation could appear. On the other hand, when the translator takes into the consideration only the group of readers to which is the work dedicated, it could lead to really free translation whose ideas and content will differ from the original one.

Knittlová (2010) adds that when we speak about a really good translation, the reader should not be able to recognize the issues that the translator had to deal with process of translating. Ideally, the reader should see only the final product and not those struggles behind.

3.2 Text understanding

Knittlová (2000) claims that the whole issue of text understanding means not only to understand the given words but to understand the sense of the whole text that is being translated. Other thing

that is crucial for making a good translation of a text is to find out as much as possible about the cultural background of the work.

Hrdlička (1997) points out the significant role of the text interpretation that is essential for the process of translating. The right interpretation makes an important precondition for the translator's own work. He emphasizes the importance of a socio-cultural point of view that is typical for each period of time, when each era could have a different approach to the translation and could also interpret and understand the original differently.

According to Kufnerová (1994) is the stage of text interpretation the most important one. The capability of the whole text understanding prevents from the misunderstanding the more difficult parts of the text. It is also easier then to find the equivalents for the complicated expressions which are normally hard to translate. She outlines the right or recommended process that should be followed when translating.

The first precondition is that we have the text in a foreign language that we know very well and we are able to understand the text right after the first reading. The number of words and expressions that are unintelligible to us should be very low. Another step is to translate the given text into our mother tongue that we have a great knowledge of, especially in aspects of word connecting or stylistics. And finally, we are looking for the proper equivalents of the words and expressions which left unknown for us.

When translating the technical texts, dedicated especially to the different branches of science and technology, we use already established terms which means that there is almost no place for translator's own interpretation. In this case we could even speak about the equivalency. On the other hand, speaking of the fiction, the translation should be inspiring in the same way as the original is (Knittlová, 2000).

3.3 Types of translation

This subchapter briefly summer summarizes and comments on the basic types of translation that are distinguished.

Knittlová (2000) speaks about 4 basic types of translation:

- **Interlinear type of translation**

This type of translation does not respect the grammatical rules of the target (Czech) language. In the example used above could be see the sentence without usage of the grammatical cases or declension typical for Czech.

For example the sentence *I did not want to hurt you* is translated in the Czech language like *Já nechtěl ublížit tobě*.

Interlinear translation follows the word order of the language used in original text (English) not the word order of the target language (Czech).

- **Word-for-word (literal) type of translation**

The word-for-word type of translation does not take into consideration the importance of the context and the meaning of the original work.

For example the collocation *brush his teeth* would be translated into Czech like *vykartáčoval jeho zuby*.

Hrbáček (1997) adds that literal translation is not much used anymore. For this type of translation he uses the words "*mechanical reproduction*" of the original text and the "*slavish translation*".

This type of translation is particularly inappropriate when translating from the analytic to synthetic language, the translation then is grammatically incorrect and not understandable. Also, the right interpretation of idioms is impossible in this case of translation. (Wikipedia, 2014)

- **Free translation**

The free translation stays in the contrary to the first type of translation mentioned above – the interlinear type of translation. It does not count with necessities that are required to create a proper translation of the original text like the register, style or connotations. (Knittlová, 2000)

Hrdlička (1997) argues that in the case of the free translation, the translator very often only inspires himself by the original and creates the whole new piece of work.

- **Communicative translation**

Knittlová (2000) points out that this type of translation is closely connected with the pragmatics and the context plays a significant role. For example for the Czech expression "*Dobrý den*" it is impossible to find the literal equivalent in English, it could be translated like "*Good morning, Good afternoon*", depending on context.

Hrdička (1997) speaks about the so-called adequate translation. In this case, the translator respects the original piece of work. Besides this fact, he stays objective and uses the socio-cultural viewpoint by translating. The final translation should be understandable and readable in the same time.

3.4 Searching for an equivalent

The most significant issue discussed in all works devoted to the process of translation, is the importance of the equivalency with the original. The main rule of the proper translation is that the translation could be called as an equivalent to the original only when the impression from the translation is the same as it was the impression from the original work.

However, this rule is almost impossible to keep because of the variety of interpretations as from the translator and in the same time from the reader. Every person has also an individual sense of understanding and looks for different meanings in all kinds of art (Kufnerová, 1994).

Knittlová (2000) states that searching for a right equivalent is a very difficult process for the translator. The translator could strike into different situations when searching for the proper one. It is easy for the translator when the proper equivalent already exist.

According to Knittlová (2000) there are three type of equivalency between languages. The absolute equivalent, for example the English word *Tuesday* could be only translated into Czech as *úterý* and there are no other possibilities of translation. Second type is called partly equivalent, for example the English word *rolls* is translated into Czech as *housky*. And the final type is the possibility of more existing equivalents with different meanings, for example the English word *go* could be translated as *jít*, *letět* or *plout*, the translation then depends on given context. Sometimes, translators have to deal with the situation when no proper equivalent exists and he has to replace the whole phrase. For example, in the Czech language we do not have a proper equivalent for the English word *porch* and we translate it as *veranda*.

As Kufnerová (1994) writes, English and Czech also differ from each other on the field of emotionality and vulgarisms. There are many stylistic distinctions that come from cultural traditions and social conventions. Analysis of Czech translations from English found higher occurrence of vulgarisms. The problem is that English uses more neutral expressions which are translated into Czech as more expressive or even vulgar. For example the English neutral words *cry* or *talk* are then translated into Czech like *brečet*, *řvát* or *klábosit*, *klevetit*. In this case

Kufnerová (1994) again emphasises the importance of context and cultural background research while translating from English language.

The theoretical part of this thesis outlined typical features of both languages, English and Czech according to their origin and their grammatical principles. The proper translation and its rules were also discussed.

4. The analysis of students' translations

The practical part of this thesis deals with the analysis of translations made by students of Palacký University, who attended the course called "Překlady literárních textů". The aim of the course was not only to explain basic principles of the translation but it also focused on the issue of translating from English to Czech and vice versa.

For this thesis, two different types of translations (from English into Czech language) that students worked on are used. The theoretical part focused on main differences between English and Czech language and in the same time it outlined the translation struggles that could follow from them. The aim of the practical part is to find and show the main difficulties that students have to deal with when translating from English to Czech. Those difficulties are then described and analyzed on the basis of preceding theoretical part. Both grammatical and lexical issues of translating are being discussed.

Please excuse grammatical mistakes that could appear in some students' translations but to correct them were not a subject of this thesis. Examples of analyzed translations which are introduced in this thesis are original and were not changed. However, students' knowledge of Czech grammar could also point out to their overall knowledge of their mother tongue.

4.1 The analysis of the first text

The first text given to students for the translation was a newspaper article called "Roald Dahl hut campaign launched". Fourteen different translations were available for the analysis. Firstly, the original text in English is presented. The analysis is divided into two parts: first part deals with the grammatical translation issues and the second with lexical ones.

Examples from student's translations are written in italic type and discussed issue is emphasised by underlining.

4.1.1 The original text

Roald Dahl hut campaign launched

Roald Dahl's family has launched a campaign to save the hut in which the late author wrote many of his best-loved stories. The small structure, which was built in the 1950s at the bottom of the Dahl's garden in Buckinghamshire, remains as he left it when he died in 1990. But his family say it is in imminent danger of falling apart due to decay. They hope to raise £500,000 to move it, piece by piece, to the Roald Dahl Museum, where it will be preserved.

Dahl worked alone in the hut, and always wrote on a yellow legal pad using HB pencils. Enduring classics like Charlie and The Chocolate Factory and The Twist were written in the hut, which Dahl described as his "little nest". Since his death it has only been visited by friends, family and visitors to his home.

The writing room contains a wealth of items Dahl loved to have around him while he worked, including a huge ball made from foil sweet wrappers, a favourite wing-backed chair, and lined yellow legal pads shipped from the US. Unusually, it contained no writing desk – the author would balance a writing board on his knees, supported only by a roll of corrugated cardboards, while he scratched out novels in HB pencil. He sat upon an old armchair, previously owned by his mother. It had been adapted to support his back, which was often in pain due to a World War II injury. While writing, he rested his legs on a battered suitcase, covering them with a sleeping bag when they got cold.

Entering the hut is like stepping back in time. It's not been touched since Roald Dahl died in 1990. His cigarette butts lie in an ashtray. Faded photographs, curling at the edges, are pinned to the walls with rusting paper clips. It is dark and dusty.

4.1.2 Grammatical translation problems

- The translation of the passive voice

Example: Roald Dahl hut campaign launched

Kampaň na záchranu chýše Roalda Dahla započata

Začala kampaň ve věci chaty Roalda Dahla

Kampaň na záchranu chatky Roalda Dahla právě odstartovala

Zahájení kampaně na záchranu chatrče Roalda Dahla

Shání se peníze na zachování Dahlova domu

Comment: The first translation of the passive voice that students have to deal with appeared already in the title of the article. The passive voice in Czech language is not used very often because Czech (as the synthetic language) prefers the usage of endings to show the position of subject and object. However, many students used the passive in their Czech translations too, which does not make it a mistake, especially in the case of usage of the passive in newspaper headlines.

In numbers: From the total number of fourteen students, seven students (that means half of them) used the passive voice in their translation too. Other half of students somehow avoided it using the active voice form.

- The translation of the participle

Example: While writing, he rested his legs on a battered suitcase, covering them with a sleeping bag when they got cold.

Nohy míval při psaní položené na otlučeném kufru a když mu byla zima, přehodil přes sebe spací pytel.

Když psal, podložil si nohy otlučeným kufrem, a když bylo zima, přehodil přes ně spací pytel.

Při psaní měl nohy natažené na otlučeném kufru. Když mu bylo zima, měl přes nohy ještě přehozený spacák.

Comment: Czech language uses its own forms of the participle called „přechodníky“. However, those forms are hardly used in today’s Czech language that means that it was not expected from students use those archaic forms in their translations. Most of the students translated expressions with participle as subordinate clauses and they also used a past tense in the second part of the sentence. Almost all of their translations made sense and sounded perfectly natural.

In numbers: None of the students used the archaic form of Czech participle called "přechodník". Most of them (eleven students) preserved the form of compound sentence, three students divided the whole compound into two sentences.

- The translation of infinitive forms

Example: They hope to raise 500 000£ to move it piece by piece...

Rodina doufá, že získá 500 000 liber, aby mohla chýši kousek po kousku přesunout...

...a doufají, že se jim podaří získat 500 000 liber na to, aby budovu kousek po kousku přemístili...

Doufají však, že se jim povede získat 500 000 liber a stavbu po částech přesunout...

Doufají v to, že shromáždí 500 000 liber, díky kterým budou schopni chatu kousek po kousku přesunout...

Comment: When it came to the translation of the infinitive most of the students used intuitive subordinate clauses starting with Czech prepositions "že" and "aby" and have no major problems with the correct translation of this sentence.

In numbers: Eleven students used subordinate clauses starting with prepositions "že" and "aby" to translate the English infinitive. Only three of them used some kind of alternative expression.

- Difficulties with the Czech word order

Example: It's not been touched since Roald Dahl died in 1990.

Nic nebylo změněno od té doby, kdy Roald Dahl zemřel, roku 1990.

Od doby, kdy Roald Dahl zemřel, v roce 1990, zůstalo vše nedotkuto.

Comment: Some of the students got problems with keeping the word order which sounded natural in the Czech language. It could be caused of many different causes. For example many of them, could only work on the translation in a rush and did not read it properly after they were done. That means that the reason could be only their inadequate concentration. The other problem could be that students translated the text sentence after the sentence and did not read the whole article at the fist place. The word order is not that important for the Czech language as it is for English, but it also has its rules.

In numbers: Ten students from the total number of fourteen had no problem with keeping the Czech order and their translations sounded natural.

4.1.3 Lexical translation problems

Firstly, it has to be said that all lexical translation problems mentioned below are connected together. While searching for the right equivalent for some unknown expression, it is important to do a background research. In the time of the Internet, it is nothing easier than to use a Google search for looking up some information and pictures. Especially in this case, students could have found the pictures of the Roald Dahl's hut from outside even from the inside very easily. Afterwards, the translation will be not so difficult for them. Anyway, most of them ignored the importance of the background research and that led to many misunderstanding in the text meaning.

- Finding the right equivalent

First example: Roald Dahl hut campaign launched

Kampaň na záchranu chaty spuštěna

Kampaň s názvem "chýše Roalda Dahla" zahájena

Zahájení na záchranu chatrče Roalda Dahla

Shání se peníze na zachování Dahlova domu

Kampaň za záchranu boudy Roalda Dahla byla spuštěna

Comment: The first problem for students appeared right on the beginning of the translation, in the title. As it was already discussed in the short introduction above, many students used a wrong equivalent for the English expression "hut". The most suitable are in this case Czech words "dům", "domek" or "chata" and "chatka".

In numbers: Only five students were able to find the right equivalent for the expression "hut". Another nine students used expressions that were not suitable for given contexts.

Second example: ...and always wrote on a yellow legal pad using HB pencils.

...a vždy psal do žlutého poznámkového bloku, zásadně pomocí tužek.

...a vždy psal obyčejnou tužkou do klasického notesu.

...vždycky psal na žlutý právníkový blok a používal HB tužky.

...používal tužku tvrdosti HB a nažloutlý skicák.

Comment: Again in this case the only thing that will be enough to do is to use a Google search and find information or pictures of unknown items and expressions. The biggest problem that students had to deal with was to translate the expression HB pencil which means "obyčejná tužka" in Czech. The reason why students translated it in such a wrong way could be the lack of time that they devoted to the translation of the text.

In numbers: Two students of the total number of fourteen translated found a proper Czech equivalent, six of them the unsuitable one. The rest of them completely avoided this expression in their translation.

- Illogicality in the translation

Example: Faded photographs, curling at the edges, are pinned to the walls with rusting paper clips.

Vybledlé fotografie, na okrajích zvlněné, jsou připíchnuty na zdech pomocí zrezivělých sponek.

Vybledlé fotografie, kterým odstávají rožky, jsou přišpendlené na stěnách již rezavějícími svorkami.

Na zdech jsou rezavými špendlíky připevněny zvlněné blednoucí fotografie.

Comment: Last thing that could be mentioned is the situation when the translation sounds not only unnatural but even illogic to the readers. When we translate the expression paper clips as a "sponka" or "sponka", it is impossible than to use the verb "připíchnutý" or "přišpendlený" in this collocation. This word connection makes no sense in the Czech language. The best way how to handle it could be seen on the last example of the Czech translation of this sentence.

In numbers: Eight students used in their work different kinds of illogical word connections. Other six students handled this issue in a proper way.

The final result of the first analysis:

To sum it up, in this text students handled grammatical difficulties quite well and did not have significant problems while translating. The major problem was to understand the whole context, find proper phrases for unknown expressions and avoid the word connections that sound unnatural and illogical in the Czech language. Probably, a poor preparation before translation was the main cause of those translating issues.

4.2 The analysis of the second text

Second text used for the analysis is the students' final work of the course. It is the longest piece of work that was given to students for a translation. It contains five pages of text with both English original and its Czech official translation. Seven parts of the Czech text were left out and the task for students was to translate them in the best way. The condition was not to search for the official translations on the internet.

The text was a part of the book written by Robert Fulghum called "It was on Fire When I Laid Down On it", translated into the Czech language by Jiří Hrubý.

For my analysis, I was given eleven different students' translations. Because of the length of the text, I proceeded analyzing the parts one by one. Just as in the first text analysis, I was looking for the grammatical translation problems and also for the lexical ones.

4.2.1 The first part

Usually a polite, reasonable, intelligent and sane human being. Mother was mentally unhinged by the announcement of her daughter's betrothal. I don't mean she was unhappy, as is often the case. To the contrary. She was overcome with joy.

Grammatical translation problems:

- Translation of the passive voice

Example: Mother was mentally unhinged by the announcement of her daughter's betrothal.

Comment: In the second sentence of this part, students have to deal with the translation of the passive voice. Most of them avoided the usage of the passive in their Czech translations by using a subordinate clause or other alternative features of expressing the active voice form. In this case, the active voice form was used correctly.

Matka byla naprosto nepřičetná, když se dozvěděla o zasnubách své dcery.

Zásnuby její dcery ji však poněkud vykolejily.

...a duševně zdravá matka se ze zprávy o zasnoubení její dcery pomátla.

Lexical translation problems:

- Putting together a high number of information contained in the text

Example: Usually a polite, reasonable, intelligent and sane human being. Mother was mentally unhinged by the announcement of her daughter's betrothal.

Comment: The lexical issue to deal with in the first part of the text a variety of information contained in the first two sentences. Students have to decide if to put all the information together into a compound sentence and translate them more complexly and "in a free way" or if they keep the sentence order given by the English original. The most of students kept the English sentence structure and only modified the whole translation to sound more natural in the Czech language.

Normálně zdvořilá, rozumná a inteligentní lidská bytost. Zasnoubení její dcery ji hodně zaskočilo.

Obvykle zdvořilá, rozumná, inteligentní a přičetná lidská bytost. Matka byla úplně vyšinutá z oznámení, že se její dcera bude vdávat.

Examples of the translations were students decided to connect information together and create a compound sentence.

Tuto zdvořilou, uvážlivou, inteligentní a doposud duševně zdravou lidskou bytost vyvedlo oznámení dceřiných zasnub z míry natolik, až z toho přišla sama o rozum.

Obvykle slušná, rozumná a duševně zdravá matka se ze zprávy o zasnoubení její dcery pomátla.

The official translation of the first part:

Obvykle zdvořilou, racionálně uvažující, inteligentní a rozumnou osobu – matku – oznámení dcery o zasnoubení dokonale vyšinulo. Nemyslím, že byla nešťastná, jak se to často stává. Právě naopak. Úplně se tetelila radostí.

Comment: In my opinion, lot of students showed great translation ability in this part of the text and their translations seemed to me even better than the official Czech translation which sounds quite unnatural to me.

4.2.2 The second part

His prayers were not to be answered. She had seven months to work and no detail was left to chance or human error. Everything that could be engraved was engraved.

Grammatical translation problems:

- The translation of infinitive forms and the passive voice

Example: She had seven months to work and no detail was left to chance or human error.

Nevěstina matka měla na přípravu sedm měsíců a absolutně nic neponechala náhodě ani lidskému faktoru.

Matka měla sedm měsíců na veškeré přípravy. Nic neponechala náhodě a snažila se předejít jakémukoliv lidskému selhání.

Comment: In this part of the text most students avoid the passive by making the expression "mother" or the understood subject she to be a subject of the second sentence too.

Lexical translation problems:

- Context understanding

Example: Everything that could be engraved was engraved.

Comment: The last sentence of the second part of the text was hard to understand for many students and they were not able to translate it properly into Czech. In this case, it was necessary to understand the whole context and to translate the whole sentence by own words as it could be seen in the official Czech translation.

Some students handled it in better way but some of them were far away from the meaning of the original text.

Všechno se udělalo.

Myslelo se úplně na všechno.

Some example of the illogicality in the translation:

Kam to šlo, nechala vyryt vzkaz.

Jméno nevěsty a ženicha bylo vyryto na všem, na čem mohlo být.

The official translation of the second part:

Jeho modlitby neměly být vyslyšeny. Matka na to měla sedm měsíců a žádný detail neměl být ponechán náhodě nebo lidskému omylu. Nezapomnělo se vůbec na nic.

4.2.3 The third part

An eighteen-piece brass and wine ensemble was engaged. (*The church organ would simply not do – too "churchy".*) The bride's desires for home furnishings were registered in stores as far east as New York and as far south as Atlanta. Not only were the bridesmaid's outfits made to order, but the tuxedos for the groom and his men were bought – not rented, mind you. Bought. If all that wasn't enough, the engagement ring was returned to the jeweller for a larger stone, quietly subsidized by the MOTB.

Grammatical translation problems:

- The translation of the passive voice

Example: An eighteen-piece brass and wine ensemble was engaged.

Byla najata osmnáctičlenná kapela.

MN nechala najmout osmnáctičlenný orchestr.

Zamluvila si osmnáctičlenný orchestr.

Example: The bride's desires for home furnishing were registered...

Vybavení domácnosti, které žádala nevěsta, muselo být zmluveno...

Objednávky na vybavení, které si nevěsta vysnila, rozeslali do vzdálených obchodů...

Nevěstiny představy o zařízení domu byly známy....

Example: ...the tuxedos for the groom and his men were brought – not rented...

...ale i obleky ženicha a svědků byly zakoupeny a ne z půjčovny...

...ale i obleky pro ženicha i jeho družbu museli koupit – ne pronajmout...

...ženich a jeho svědkové prostě museli mít koupené obleky...

Example:...the engagement ring was returned to the jeweller...

...snubní prsten se vrátil ke klenotníkovi...

...snubní prsten byl vrácen klenotníkovi...

...MN v tichosti vrátila prsten klenotníkovi...

Comment : This part of the text could have been difficult to translate because of high occurrence of the passive voice in the original text. Some students kept the passive in the Czech translations, others wanted to make it sound more natural so they replaced it with the understood subject (he, she, they...) that is more typical feature of the Czech language.

Lexical translation problems:

- Finding the right equivalent

Example: The church organ would simply not do –to "churchy".

Varhany v kostele by to zřejmě nezvládly – dostatečně monumentální.

Varhany by prostě neprošly, protože jsou moc náboženské.

Ten kostelní by jednoduše nebyl to pravé – příliš církevní.

One student even understand the meaning right in the other way around.

Kostelní varhany prostě nezněly dostatečně "kostelně".

A couple of students had some troubles to find the right equivalent for the English expression "churchy". In this case it was simple and the Czech expression "kostelní" was just enough.

Comment: In my opinion, the third part was not so difficult for students to translate from the point of view of grammar but the main issue was the whole text understanding and the context. Many of students used the expressions that were different in the meaning from the original text.

The official translation of the third part:

Byl najatý osmnáctičlenný orchestr žesťových i dřevěných dechových nástrojů. (Kostelní varhany prostě nestačily – jsou moc “kostelní”.) Přání nevěsty ohledně zařízení domácnosti registrovali v obchodech až v New Yorku na východě a v Atlantě na jihu. Nejenže družičky měly mít šaty na zakázku, ale i smokingy pro ženicha a jeho družinu byly z obchodu – kdepak z půjčovny, co vás napadá. Z obchodu. Jakoby to ještě nestačilo, tak snubní prstýnek byl klenotníkovi vrácen, aby do něj mohl vsadit větší kámen. MN to v tichosti financovala.

4.2.4 The fourth part

Ah, the bride. She had been dressed for hours if not days. No adrenaline was left in her body.

Grammatical translation problems:

- Translation of the past perfect continues in the passive voice

Example: She had been dressed for hours if not days.

Comment: In this short part of the text was the main difficulty to translate properly the form of past perfect continues in the passive voice. In Czech it was important to express that the bride was dressed by some other person not herself, most of the students had no problem with this part.

Muselo trvat hodiny, ne-li dny, než ji oblékli.

Oblékali ji celé hodiny, snad i dny.

Examples of inaccurate translations:

Byla převlečená do šatů celé hodiny, ne-li dny.

Muselo jí trvat hodiny, ne-li dny než ji oblékli.

Lexical translation problems:

- Finding the right equivalent

Example: No adrenaline was left in her body.

Nezbylo jí už ani trochu elánu.

V jejím těle už nezbyla ani kapka adrenalinu.

Nezbyla v ní ani trocha energie.

Trvalo to tak dlouho, že jí přešlo všechno nadšení.

Second problem of the translation appeared to be the word "adrenaline" which is a neologism in the Czech language. Most of students preserved the same expression in their translation and only few of them looked for the Czech equivalents of this word.

The official translation of the fourth part:

Ach ta nevěsta, oblékali ji několik hodin, ne-li dní. V jejím těle nezbylo ani trochu adrenalinu.

4.2.5 The fifth part

Only two people were seen smiling. One was the mother of the groom. And the other was the father of the bride. What did we do? Well, we want back to real life. Guests were invited to adjourn to the reception hall, though they did not eat or drink as much as they might have in different circumstances. The bride was consoled, cleaned up, fitted out with a bridesmaid's dress, and hugged and kissed a lot by the revived groom. (*She will always love him for that. When he said "for better or worse", he meant it.*) The cast was reassembled where we left off, a single flute played a quite air, the words were spoken and the deed was done. Everybody cried, as people are supposed to do at weddings, mostly because the groom held the bride in his arms through the whole ceremony.

Grammatical translation problems:

- Translation of the infinitive form in the passive voice

Example: Guests were invited to adjourn to the reception hall...

Pozvali jsme hosty do vestibulu u recepcce...

Hosti byly vyzváni k občerstvení v přijímací hale...

Hosty jsme požádali, ať si zatím dají svatební pohoštění.

Example: The cast was reassembled where we left off...

Všichni se znovu shromáždili v kostele...

Hosté se znovu shromáždili...

Přítomní se znovu vrátili na svá místa...

That was another part of the text that many students had problems with. Those who kept on the passive voice in the Czech translation sounded unnatural, better choice was to replace the passive with the subject which is not expressed (understood), in this case with the Czech pronoun "my".

- Translation of present perfect continues in the passive voice form

Example: Only to people were seen smiling.

Jen dvě osoby se smály.

Jenom dva lidé měli úsměv na rtech.

Pouze dva lidé se usmívali.

In this case I have to admit that I consider those students translations to be more suitable than the original Czech translation of this sentence: *Byly spatřeny jenom dvě usmívající se osoby.*

Students used only the simple past tense which sounds to me more natural than the passive used by the translator.

Lexical translation problems:

- Finding the right equivalent

Example: Guests were invited to adjourn to the reception hall...

Hosté byli pozváni, aby se vrátili do přijímacího sálu...

Pozvali jsem hosty do vestibulu u recepcce...

Hosté byli pozváni do svatebního sálu s občerstvením...

In this instance it was again important to understand the whole meaning of the paragraph and not only do a word-for-word translation without any further thinking. In this case reception hall really does not mean the Czech expressions "recepce" or "přijímací sál" which many students used in their translations. The best formulations to use in this case are "svatební pohoštění, občerstvení, banket". Interesting is, that the wrong expression "přijímací síň" is even used by the translator of the official Czech translation.

For comparison there is presented the official translation of the fifth part:

Byly spatřeny jenom dvě usmívající se osoby. Ženichova matka a nevěstin otec. A co jsme tedy udělali? No vrátili jsme se do reality. Hosté byli vyzváni, aby se přesunuli do přijímací síně, ale nejedli a nepili tolik, jakoby jedli a pili za jiných okolností. Nevěstu chlácholili, umyli, nastrojili do šatů jedné družičky. Ženich, který už se vzpamatoval, ji líbal a objímal. (Vždycky ho za to bude mít ráda. Když řekl „v dobrém i zlém“, myslel to vážně.) V obřadu jsme pokračovali tam, kde byl přerušen, tichem zněla sólová flétna, zaznělo, co zaznít mělo, a vše se zpečetilo. Všichni

slzeli, jak se to na svatbách sluší a patří – hlavně proto, že ženich nevěstu po celý obřad nevěstu objímal.

4.2.6 The sixth part

On the tenth anniversary of this disastrous affair, a party was held. Three TV sets were mustered, a feast was laid, and best friends invited. (*Remember, there were three video cameras at the scene of the accident, so all three films were shown at once.*)

Grammatical translation problems:

In the English original, the whole part is written in the passive voice so the task for students was to avoid it as much as possible to not sound unnatural.

- Translation of the passive voice

Example: On the tenth anniversary of this disastrous affair, a party was held.

K desátému výročí této otřesné záležitosti se konal večírek.

Na desáté výročí od této katastrofické události uspořádali oslavu.

U příležitosti desátého výročí té tragédie byla uspořádána oslava.

But in the first sentence most of the students kept on the usage of the passive in their translations too. The ones created with the Czech reflexive pronouns "se" are correct but the examples of translations created with the verb "být" did not sound very "Czech".

Example: Three TV sets were mustered, a feast was laid, and best friends invited.

Sehnali tři televize, připravili hostinu a pozvali nejlepší kamarády.

The best way how to translate the passive in this sentence was to change it into the active voice and the usage of the Czech understood subject "oni".

The official translation of the sixth part:

Při desátém výročí této katastrofální události se konal večírek. Dali dohromady tři televizory, oznámili, že pořádají večírek, a sezvali nejlepší přátele. (Vzpomeňte si, že na místě nešťastné události byly tři videokamery, a tak promítli všechny tři filmy najednou.

4.2.7 The seventh part

The part that got cheers and toasts was when camera focused on the grin on the face of the father of the bride as he contemplates his wife as she is being revived.

Grammatical translation problems:

- The translation of the present continues in the passive voice

Example: ...as he contemplates his wife as she is being revived.

Jak uvažuje, jestli se jeho žena konečně vzpamatovala.

...který s ipohlíží jeho ženu, jak ji ostatní přivádí zpátky k vědomí.

...jak s úšklebkem na tváři pozoruje ožívování své ženy.

In the last part it was important to keep the present continues even in the Czech translation to preserve the meaning of the original. From given examples, it could be seen that students had no major problem to translate this part.

Lexical translation problems:

- Text understanding

Example: The part that got cheers and toasts was when camera focused on the grin on the face of the father of the bride as he contemplates his wife as she is being revived.

Kamera se zaměřila na úšklebek otce nevěsty, když se zahleděl na jeho ženu, jakoby ožila, právě když probíhala část s přípitky.

Ta část, kdy bůh provolává slávu a připijí, bylo tehdy, kdy se kamera zaměřila na šklebící se obličej otce nevěsty, jak uvažuje, jestli se jeho žena konečně vzpamatovala.

Největší ohlas, pokřiky a přípitky vyvolal záběr kamery, na kterém má otec nevěsty na tváři široký úsměv když se dívá, jak probírají jeho manželku.

Bigger translation issue appeared to be again the understanding of the whole sentence meaning. And couple of students created completely illogical translations of this part.

The official translation of the seventh part:

Největších ovací se dostalo v okamžiku, kdy se kamera zaměřila na úsměv na tváři otce nevěsty ve chvíli, kdy přihlížel, jak křísí jeho ženu.

The final result of the second text analysis:

In the second text, the major problem to deal with was the great amount of variety passive voice forms. But, most of students translated it intuitively into active voice and thus avoided the unnatural phrases. As the same as in the first part, it could be seen that a bigger issue was the context, whole text understanding, finding a proper equivalent and the background research.

According to results from the practical part of this thesis, it appears that grammatical issues are not that difficult to deal with for students. A greater emphasis should be put on lexical problems. Especially the whole text understanding and the background research are the fields that students should concentrate on.

Conclusion

Main idea of the bachelor thesis was to demonstrate that from differences between English and Czech could arise many difficulties that the translator (in this case student who attended the course devoted to translating) has to deal with. On the grounds of the practical part (the analysis of students' translations) it could be said that the issue was not a grammar but the translating problems appeared mainly in the lexical sphere. In the case of grammar, students seemed to be influenced by English especially in the usage of passive voice forms in Czech and they also tended to create phrases that did not sound natural in the Czech language. Some students had also problems to take into consideration the difference between English fixed and Czech free order. In my opinion, other grammatical issues were handled and translated quite well by students.

It follows that while the process of translating, the bigger attention should be pay on the lexical issues that could appear. I tried to outline the process that could be used by students when translating.

Firstly, it is important to read the text and understand the whole meaning and not start to translate the sentences one after another. Secondly, when we are not sure what some expressions mean, it is important to do some background research. In the time of the Internet, it is nothing easier for students to use the Google search and look for the unknown words. And thirdly, it is better try to translate the whole paragraphs of the text because sometimes it is necessary to express the whole thought differently in Czech and not to follow the English original word-for-word. However, by the process of translating, it is important to preserve the meaning of the original and not to add or leave important information.

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ANNOTATION

Jméno a příjmení:	Anna Velická
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Jana Kořínková, Ph.D
Rok obhajoby:	2015

Název práce:	Typologické rozdíly mezi angličtinou a češtinou a jejich projevy ve studentských překladech
Název v angličtině:	Typological differences between English and Czech and their manifestations on students' translations
Anotace práce:	Cílem bakalářské práce je teoreticky vysvětlit základní rozdíly mezi angličtinou a češtinou na základě jejich rozdílného původu a vývoje. Na základě těchto rozdílů jsou vysvětleny z toho vyplývající potíže, se kterými se studenti mohou při překladu setkat. Část práce je také věnována charakteristice správného překladu. Navazující praktická část má za úkol tyto překladatelské problémy vyhledat a dále analyzovat.
Klíčová slova:	Klasifikace jazyků, vývoj anglického jazyka, vývoj českého jazyka, gramatické rozdíly, slovosled, infinitiv a vazby neurčitých sloves, problémy v překladu, správný překlad, hledání ekvivalentu
Anotace v angličtině:	The aim of the bachelor thesis is to explain the basic differences between English and Czech language according to their different origin and development. On the grounds of those differences are the main difficulties of the translation explained. One part of the thesis is dealing with the characteristic of a proper equivalent. The following practical part is devoted to the analysis of those issues.
Klíčová slova v angličtině:	The classification of languages, Development of English, Development of Czech, Grammatical differences, Word order, Infinitive and non-finite verb forms, Translation difficulties, Proper Translation, Searching for the right equivalent

Přílohy	
Rozsah práce:	37s.
Jazyk práce:	anglický