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**Translation of a Business Article into English
Performed by Czech Student Translators: Issues and
Challenges**

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ABSTRACT

This thesis deals with translation into English performed by Czech student translators and the issues and challenges which are connected with this translation direction.

The theoretical part of the thesis introduces translation theorists and their developing opinions on directionality; recent research into L2 translation; today's situation of the translation market; role of the native speaker; traps of the translation practice and translation practice of the newspaper style.

The practical part of this thesis reports on the experience and opinions of the research participants regarding L2 translation that were obtained through a questionnaire survey. Secondly, the aim is to analyze and report on L2 translations completed by these participants with the help of a native speaker. Based on the analysis, the most frequent errors that appeared in the translations are grouped and named.

KEY WORDS: translation, translating, translation direction, directionality, L1 translation, first language, L2 translation, second language, inverse translation, translation competence, non-native language, translation market, translation research, Czech-English translation, Czech and English language system comparison, L2 translation evaluation

ANOTACE

Tato diplomová práce se zabývá překlady do angličtiny vyhotovenými českými studenty překladatelství, nástrahami a výzvami spojenými s tímto překladatelským směrem.

Teoretická část práce představuje translatology a jejich vyvíjejícími se názory na direkcionalitu překladu. Dále představuje nedávné výzkumy týkající se překladu do druhého jazyka, momentální situaci na překladatelském trhu, úlohu rodilého mluvčího, nástrahy překladatelské práce a zásady překladu žurnalistického stylu.

Praktická část práce se zaměřuje na vyhodnocení dotazníkového šetření, kde účastníci uvádí své zkušenosti a názory týkající se překladu do druhého jazyka. Dále v této části práce dochází k analýze a vyhodnocení překladů do druhého jazyka, které pomohl vyhodnotit rodilý mluvčí angličtiny. Na základě této analýzy jsou pojmenovány a seskupeny nejčastější chyby, které se v překladech objevily.

KLÍČOVÁ SLOVA: překlad, překládání, směr překladu, direkcionalita, překlad do mateřského jazyka, mateřský jazyk, překlad do druhého jazyka, druhý jazyk, překladatelská kompetence, nemateřský jazyk, překladatelský trh, překladatelský výzkum, překlad z češtiny do angličtiny, srovnání jazykových systémů češtiny a angličtiny, hodnocení překladů do nemateřského jazyka

List of Tables

Table 1: British versus American English Spelling of Suffixes	32
Table 2: British versus American English Spelling of Nouns and Verb.....	32
Table 3: “Jak se nedostat do slevové spirály” Text Analysis Based on Nord’s Model	39
Table 4: Proportion of L2 translations	53
Table 5: Translation Preferences.....	54
Table 6: Unacceptable translation solutions for selected rich points.....	66

Table of Contents

1	Introduction	1
2	Defining Directionality and L2 Translation	4
2.1	Historical Overview	4
2.2	Translation Theorists and Their Opinions on Directionality.....	6
2.3	Recent Research into L2 Translation	11
2.4	Translation Problems Identified in the Recent L2 Translation Research....	16
2.5	Today's Situation on the Translation Market.....	18
2.6	The Role of a Native Speaker.....	22
3	Traps of the Translation Practice	25
3.1	Translation Practice of the Newspaper Style	26
3.1.1	Lexical Units	27
3.1.2	Syntactic Structures.....	28
3.1.3	Headlines.....	30
3.1.4	Typographic Differences.....	30
4	L2 Translation Research	36
4.1	Research Methodology	36
4.2	Source Text Analysis.....	39
4.3	Challenging Aspects of the Source Text and Selected Rich Points	49
5	L2 Translation Research Findings	52
5.1	Pre-translation Questionnaire	52
5.2	L2 Translation Task Analysis.....	58
5.3	Post-translation Questionnaire	66
6	Conclusion	69
	Resumé	72
	Bibliography	76
	Appendices	79

1 Introduction

This thesis deals with translation into English performed by Czech student translators and the issues and challenges which are connected with this translation direction. Translation into a non-native language can be also referred to as L2 translation. Translation directionality has always been a source of debates and controversies among translation theorists. Both translation theorists and translators themselves have various opinions and attitudes towards this translation direction. Generally, it is believed that translation into one's first language is the only translation direction which brings high-quality translations. Based on the findings of several previous studies, majority of translators also prefer to translate into their mother tongue because they do not feel confident enough to translate into their second language. However, translation market requires L2 translations mainly in countries with languages of limited diffusion because there are not enough L1 translators. As a result, translators translate in both translation directions on a common basis.

This thesis focuses specifically on MA students of translation and interpreting study program of Palacký University in Olomouc, abbreviated as ATPN. L2 translation research was conducted among these student translators in November 2019. Firstly, the aim of this thesis is to provide theoretical background on the topic of translation directionality, introduce recent L2 translation studies and contemporary position of L2 translations on the translation market. Furthermore, a summary of analyzed translation problems connected to translation into English as a non-native language is provided as well. Secondly, the aim of this thesis is to report on the experience and opinions of the research participants regarding L2 translation that were obtained through a questionnaire survey. Moreover, the goal is to analyze and report on L2 translation tasks completed by these participants with the help of a native English proofreader. Based on the analysis, the most frequent errors that appear in the translations are grouped and named. Problems analyzed in the translations are expected to correspond to the Czech-English language differences and typical translation problems mentioned in the theoretical part of the thesis.

Theoretical part of the thesis firstly defines translation directionality and provides a historical overview concerning L2 translation. It continues with the introduction of

several translation theorists and their developing opinions on directionality. The following section provides an overview of recent studies on L2 translation. Subsequently, translation problems that were identified in these particular L2 translation studies are summarized. The thesis continues with a description of today's situation on the translation market. Furthermore, the role of native speakers is introduced as an integral part of a translation process. This thesis continues with a summary of traps of the translation practice provided by several theorists. Since the source text of the translation research is a business article, the theoretical part of the thesis is finished summarizing conventions of the newspaper style.

Practical part of the thesis focuses on the L2 translation research. This research consists of two questionnaires and one translation task. Questions in the two questionnaires were designed to be relevant to the topic of L2 translation and to examine opinions and experience of Czech MA student translators. The first questionnaire is supposed to be completed before working on the translation task. In the translation task, participants are asked to translate a business article into British English. The second questionnaire follows the assigned translation task. In total, 10 student translators took part in this L2 translation research. All the data was distributed and collected with the help of Facebook and e-mail.

A native speaker of English was approached to help with the evaluation of the translations to reach reliable conclusions. This proofreader has been working in a language and translation agency for approximately 10 years and his daily job is to proofread English translations and to give English language lessons. This proofreader was asked to point out unacceptable or ambiguous translation solutions. He named these problems and sometimes he also suggested correct translation solutions. Findings of the L2 translation analysis were grouped into five categories. These categories are: source text meaning, target text style and cohesion, situational appropriateness, grammar and mechanics, translation skill.

This thesis therefore maps the controversial topic of L2 translation among Czech student translators. Despite its limited extent, it is believed that it may bring some contribution. This thesis provides insight into the experience and attitudes of student translators towards L2 translation and it analyzes and reports on their L2 translation skills as well. This feedback provided by student translators may serve as a source of

inspiration for an adjustment of L2 translation seminars so that student translators feel more prepared and confident about L2 translations once they complete these seminars.

2 Defining Directionality and L2 Translation

To open up the topic of this thesis, I would like to define key concepts which I subsequently refer to. First of all, I would like to define *translation*. Although there are different approaches to translation and there are also various views on defining translation, One Hour Translation (2009) defines translation as “reproducing the message of the source language text into a target language document by coming up with the closest natural interpretation possible, first in terms of context and then in terms of style”. Furthermore, I would like to define *directionality*. “‘Directionality’ refers to whether translation or interpreting is done into or out of one’s first language (L1). In traditional, prescriptive approaches, work into one’s second language (L2) is regarded as inferior to work into L1, as evidenced by terms such as ‘inverse’ or ‘reverse’ translation” (Pavlović 2007, 79). In addition to these terms, L2 translation is also labeled as “le thème” or “service translation” as Pavlović (2007, 81) adds. Similarly, many authors have different opinions on the issue of bilingualism, mother tongue and foreign languages. For the purpose of this thesis, I provide a general definition by Cambridge dictionary (2020) which suggests that *second language* is “a language that a person can speak that is not the first language they learned naturally as a child”.

Translation directionality is viewed as an issue which causes difficulties for translators and translator training. Kiraly (2000, 117) asks some basic questions concerning translation directionality. “Where do the problems lie? In what ways is translation into a non-mother tongue different from translation into one’s mother tongue? Are translators usually less competent when working into a non-native language?” Kiraly (2000, 117) suggests that when translating into a mother tongue it is expected that the product will be more idiomatic, more grammatically and stylistically appropriate. On the other hand, he expects the opposite results when translating into a non-native language.

2.1 Historical Overview

Duběda, Mraček and Obdržálková (2018, 18–20) describe the L2 translation history and they claim that this particular translation practice is as old as translation itself. There is an evidence of translation activity documented in ancient Rome and the

languages that were used at that time were Greek and Latin. Translations were mainly provided by slaves whose native language was Greek. On the other hand, Latin was becoming a Lingua Franca of that time and there is no doubt that there were many translators who were translating into Latin as their second language. Translation into Latin as L2 translation was practiced in the following centuries as well. It was a method how to share valuable literary works with a wide range of readers.

In the course of the 16th century, attitude towards the L2 translation activity changed. It was a result of the emergence of independent national states and the development of national languages. Martin Luther was advocating a view that translators can fully master only their native language and therefore they should not translate into the opposite direction. Romanticists perceived translation activity as a way of enhancing the meaning and communication skills of the national language. In the 20th century, English became an international language of the business field, science and technology which demanded an increased need for translators. However, there were not enough native speakers of English with translation skills. Non-native speakers had to and still have to do the translations up to the present day. The extent of L2 translations is conditioned by the factors that arise from the market structure, including language combinations, availability of translators working with a particular language combination, text genres or deadlines. There is an interesting fact to mention, because in the Czech Republic, sworn translators and interpreters are obliged to translate in both directions. This means that they work both into their native and non-native language as Duběda, Mraček and Obdržálková (2018, 18–20) conclude.

There is a very famous quotation by Peter Newmark (1988), a significant scholar specializing in translation studies. “I shall assume that you, the reader, are learning to translate into your language of habitual use, since that is the only way you can translate naturally, accurately and with maximum effectiveness” Newmark (1988, 3). This quotation sums up the traditional view that was held on the topic of L2 translation in the past and that still continues to be controversial up to the present.

2.2 Translation Theorists and Their Opinions on Directionality

The following section provides an overview of common views and opinions on L2 translation that were provided by selected translation theorists. Attitudes towards L2 translation evolve over time and this overview helps to understand why the L2 translation is such a controversial topic and a source of many debates. Opponents of L2 translation reveal why they see this translation direction as inadequate. At the same time, supporters of L2 translation suggest why the L2 translation is an integral part of today's translation market and why the L2 translation pedagogy is important. Furthermore, it is suggested how the situation on the translation market may differ in various countries according to the native language.

Zahedi (2013, 44) argues that L2 translation stands at the periphery while the L1 translation is the central translation direction. He states that both translation scholars and translation market see the L1 translation as the correct direction bringing natural translations. Zahedi (2013, 48) also suggests reasons why L1 translation is the preferred direction of translation. It is believed that L2 translation is not natural and not fluent due to translator's lack of language comprehension and production skill.

On the contrary, Campbell (1998, 28) states that translation theories and translation models usually ignore second language translation. His opinion is that attention should be paid to translation competence which does not cover only the native language translation. Not providing such translation model denies the fact that translation into a second language is a common practice. On the other hand, providing such model would raise a question if the L2 translation is a norm.

Campbell (1998, 57) states his opinion on the two translation directions. "Two activities are in a way mirror images. In translating from a second language, the main difficulty is in comprehending the source text; it is presumably much easier to marshal one's first language resources to come up with a natural looking target text. In translation into a second language, comprehension of the source text is the easier aspect; the real difficulty is in producing a target text in a language in which composition does not come naturally." Campbell's (1998, 27) opinion is that speakers of English as their second language have control over the morpho-syntax of English. On the other hand, they lack control over written genres (e.g. newspaper

style). It is important that translation pedagogy includes training of textual skills and teaches students to create these texts in the second language.

Campbell (1998, 57) therefore summarizes that when translating into a first language, attention should be paid to comprehension skills. On the other hand, when translating into a second language, attention should be paid to learning production skills. When using the native language, writers can use all the resources available to produce a natural looking text. Compared to non-native speakers, it is less probable that the native speakers will make grammatical errors or use unsuitable vocabulary. Grammatical task for the non-native translators is to ensure correct target language grammar for a particular text type.

Pokorn (2005, 120) argues that generally accepted assumptions stating that direct translation is superior to L2 translation should not be valid based on his translation study. It is natural that native speakers of the target language have limited knowledge of the source text and translators working from their mother tongue produce a text which is linguistically limited. However, this claim cannot be applied to all translation tasks and all translators. Pokorn's study proves that translators working out of their mother tongue can produce natural and fluent target texts. Similarly, translators working from a language of limited diffusion show appropriate knowledge of the source culture and language to produce a high-quality target text.

Also, this study was accompanied by a questionnaire for native speakers. As Pokorn (2005, 121–122) states, this questionnaire challenged the claim that native speakers can always recognize if a text was translated by a non-native speaker because it carries certain foreign features. However, findings of this questionnaire survey showed that native speakers were not able to identify foreign features in those target texts which were translated by a pair of translators (one native and one non-native speaker). It was therefore concluded that L2 translation does not display common foreign features which means that it is not true to claim that they always sound foreign to native speakers. It may or may not be true that the native language of the translator influences the target text. At the same time, it may or may not be true that a native speaker of the target language creates a fluent target text.

Pokorn (2005, 123) concludes that “acceptability, accuracy and fluency of expression in the target language, knowledge of the source culture and language, and

understanding of the source text are primarily dependent on the individual abilities of the translator or pair of translators, on their translation competence and strategy, on their knowledge of the source and the target cultures and languages, and not on their mother tongue or the direction in which they are translating”.

Still, it is generally believed that translations completed by non-native speakers have to be read, corrected and approved by native speakers as Grosman (2000, 23) explains. At the same time, many non-native speakers do not feel comfortable to translate into their non-native language and not to have the native speaker’s support. On the other hand, when a native speaker of the target language completes a translation task, there is no native speaker of the source language approving his/her comprehension of the source text. This is a common attitude towards L2 translation even though many translation problems arise from the limited comprehension of the source text and limited knowledge of the source culture by the target language translators.

Grosman (2000, 23) argues that comprehension skills are commonly trained by trainee translators but this skill is commonly taken for granted when it comes to the target language speakers. In the case of languages of limited diffusion, it is true that non-native speakers of these languages have only a limited knowledge of both the language and culture. Pokorn (2000, 74) introduces the situation of Slovene language. Slovene language and literature belong to minor European culture, similarly as Czech language and culture. As a result, there are not many speakers of major languages like English to study closely Slovene language and culture and be prepared to translate Slovene source texts.

As suggested above, attitudes towards translation directionality may therefore differ in countries with major languages (English) and countries with languages of limited diffusion (e.g. Czech language). This is an important fact to mention because it means that not all societies are multilingual and there are not enough L1 translators. In English-speaking countries, there are L1 translators present who translate from English. As Ferreira (2017, 99–100) believes, L2 translation is carried out in many countries because there are not sufficient professionals whose L1 is the target language. Translators therefore face both L1 translation and L2 translation on a common basis. It is also interesting to mention that many times, clients believe that

translators work in both directions with no quality or effort difference. At the same time, new translation programs occur and offer L2 translation training. Colina and Angelelli (2015, 114) share their opinion on this topic by saying that traditional concepts regarding the L2 translation should be reevaluated because opinions such as “translation and interpreting courses should not be taken if the student is not fully bilingual,” or “training should only be done into the L1” are no longer adequate.

ICD translation (2018), a translation agency summarizes common trends related to the topic of L2 translation. Generally, the rule is that translators work into their native language. However, it is also important to realize the difference between the two main language services, translation and interpreting. This rule applies to translation services. For interpreting, it is common that interpreters work into both directions during their interpreting task. When it comes to translation practice in the USA or UK, translators are trained to translate into their native language. In other countries with languages of limited diffusion, translation into a non-native language is quite a common practice. There are both supporters and opponents of L2 translation. However, as long as translators feel comfortable with L2 translation and produce high-quality final product, this translation direction is seen as acceptable. It is also possible that some translators working in both directions are called “true bilinguals”. This means that both of their languages are seen as their mother tongues. Other translators may obtain training and certification for translation of both directions and they can actually become experts in their field.

Pokorn (2005, 27) summarizes that some translation theoreticians accept “ideal native speaker as an arbiter and model of grammaticality, who masters his/her mother tongue completely and in all its details, who has access to all the hidden channels of unutterable associative connectedness between words and concepts, and can therefore also create linguistically and culturally impeccable translations”. Another group of theoreticians believe that translators should be perfect bilingual speakers of both the source and target language. By the end of 20th century, it is highlighted that translation is also a cross-cultural mediation.

Angelone, Ehrensberger-Dow and Massey (2019, 68-70) introduce the concepts of translation competence as “knowledge and skills translators need to have in order to function in a professional manner. It has often been described as complex and

consisting of sub-competences.” There are many translation competence models provided by various translation theorists. They differ in number and names of individual sub-competences. The aim of these models is to reflect on the roles and responsibilities of translators. It is widely agreed that translator training programs should follow these translation competence models.

When Campbell talks about translation into the second language he defines the term “textual competence”. Campbell (1998, 56) states that one of the aspects of translation competence is “competence in the target language, and specifically at the level of text or discourse; that is, part of learning to translate into a second language is learning to write in a stylistically authentic way.” According to Campbell (1998, 58), translation competence in the second language is related to the second language proficiency. Translators work within their second language knowledge limitations and their knowledge is reflected in their translations. On the other hand, it is also important to mention that translators are limited by the source text when creating their translations. Campbell (1998, 73) argues that “translators demonstrate textual competence when their target texts have the structural features of formal, written English; they fail to demonstrate textual competence when their output resembles informal spoken English.”

Campbell (1998, 176) concludes his publication on the topic of translation into the second language with the following statement. “I look forward to a situation where the phenomenon of translation into the second language is acknowledged not as a problem, but as a normal human activity supported by the assistance and insights that can be gained from the methodical application of linguistic theory.”

To sum up the general rules and opinions when it comes to directionality, it is believed that translations should be done preferably into translator’s native language. This belief mainly applies to English speaking countries. On the other hand, translators of less disseminated languages translate into their non-native language on a common basis. It is because not many speakers of major languages study closely languages of limited diffusion. There are both supporters and opponents when it comes to the topic of translation into a non-native language. Translation direction therefore represents an issue which brings struggles to both translators and

translation training. From the historical point of view, L2 translation has always been placed at the periphery of the translation studies.

As already mentioned several times, L2 translation is a common practice for majority of translators nowadays, even though there is still a prejudice about the L2 translation product. Many translation theorists believe that it is an unnatural translation direction and therefore its product cannot be grammatically accurate. On the other hand, some research findings show that this claim cannot be applied to all translators and translation tasks because translation work depends on individual abilities and degree of translation competence of each translator. Moreover, there are new teaching programs created and dedicated to L2 translation direction and many translation theorists suggest that the traditional view on L2 translation should be reevaluated.

2.3 Recent Research into L2 Translation

In the practical part of this thesis, L2 translation research is conducted. That is why a summary of some other selected L2 translation studies is presented below. These studies demonstrate which other aspects of L2 translation can be researched. Especially, I consider L2 translation research conducted by David Mraček to be the most relevant for this thesis because it covers Czech-English language combination. Furthermore, it also reports on the opinions of other Czech student and professional translators.

According to Ferreira (2017, 90), less attention is paid to L2 translation research especially in countries of major languages. As already mentioned earlier in this thesis, L2 translation is a common practice primarily performed in countries with languages of limited diffusion. It is therefore necessary to accept the importance of L2 translation because analyzing its process could be helpful for L2 translation training. L2 translation researchers focus both on the translation process and product. Their results bring information regarding advantages and disadvantages of L2 translation and L1 translation.

For example, Dominic Stewart (2011, 10) conducted a research to find out if translation into English as a foreign language is adequately covered by translation textbooks. Based on his investigation, he summarizes that the training of translation

into a foreign language is present mainly in Europe, in language faculties and translation faculties as well. L1 and L2 translations overlap, however they are still different language activities. Based on the research findings, both scenarios are present. Translation textbooks either are or are not part of the translation studies in classrooms or self study of trainee translators. However, they are seen as a contribution to the translation training.

Hurtado Albir (2017, 3–8) introduces PACTE group research (Process in the Acquisition of Translation Competence and Evaluation). This research focuses on the study of translation competence. Participants involved were professional translators and foreign language teachers with no experience in translation. This research collected and analyzed knowledge and behavior of these participants. It is believed that translators require specific translation competence to successfully complete any translation task. Translation problems appear both on micro structure and macro structure of the text. Until 1980s, attention was mainly focused on linguistic translation problems. Later, textual, pragmatic and cultural problems were also identified.

PACTE group identified five categories of typical translation problems. These problems include linguistic problems, textual problems, extralinguistic problems, problems related to intentionality and problems deriving from the translation brief and/or the characteristics of the translation target reader. Furthermore, so called *rich points* were identified. Hurtado Albir (2017, 11) defines rich points as “specific source text segments which contain prototypical translation problems”. According to the hypothesis, the degree of translation competence influences both the translation process and product. Also, the aim of this research was to find out if translators and foreign language teachers have the same kind of declarative knowledge about translation as Hurtado Albir explains (2017, 83–87).

Based on the findings of the research, Hurtado Albir (2017, 129) concluded that the group of translators provided the most acceptable translations (in both direct and L2 translations). Especially, direct translations of the group of translators were significantly better than those of the group of teachers. On the other hand, L2 translations of the group of translators obtained significantly worse results. These

findings therefore suggest that translation competence functions differently for direct and L2 translation.

Moreover, Hurtado Albir (2017, 172) reports that this research also aimed at finding whether translators and language teachers identify the same translation problems. Furthermore, the aim was to see how they characterize these problems, if they solve these problems in the same way and finally, how the provided solutions were evaluated. As Hurtado Albir (2017, 179–180) concludes, in the case of direct translation direction, the group of translators identifies 46.30% of rich points. To compare, language teachers identified 55.02% of rich points as translation problems. For the L2 translation, linguistic problem of reformulation was identified by 70.8% of language teachers and 57.1% of translators. The remaining rich points were highlighted by similar number of participants from both groups. To conclude, higher percentage of rich points was identified in L2 translation compared to direct translation. At the same time, all five selected rich points caused translation problems to the participants.

Now, I would like to introduce the situation in the Czech Republic. According to Mraček (2018, 202), L2 translation still remains to be an area of study which is not sufficiently examined. Mraček conducted a research focusing on the difficulties involved in L2 translation as he sees this translation direction as the more challenging one. On the contrary, general public and clients may not realize the difference of difficulty between direct and L2 translation direction. Summary of this translation research is especially relevant to the topic of this thesis because it maps and analyzes L2 translations of the Czech-English language combination. Mraček (2018, 203) also mentions recent translation market studies. These studies suggest that L2 translation direction is associated with languages of limited diffusion due to the lack of native speakers of the target language. This leads to the fact that translators have to accept translations into their non-native language. Mraček conducted his research in Prague between 2016 and 2018 to explore what makes this translation direction different in terms of difficulty and he also wants to find out if L2 translation is unsuitable for all text types.

Mraček (2018, 206) clarifies that there were translation market studies conducted in 1990s, but it was in 2000s when the researchers became interested in translation

directionality. Results of these studies challenged the traditional views on L2 translation of the past decades as previously expressed, for example, by Newmark's (1988) quotation. L2 translation seems to be a common practice in the Czech translation market and therefore the Institute of Translation Studies of the Charles University in Prague conducted a research to try to understand the diversity of aspects associated with L2 translation. Mraček's research investigated L2 translation, including textual and social aspects between Czech, English and French. It is because English and French are the two major languages dominating the Czech translation market. This research analyses the quality of translations which were completed under controlled conditions and additional data were obtained through several questionnaires. There were 20 students of MA translation program and 20 translation professionals taking part in this research. Participants were allowed to work from any location, using any tool except for other human help. This research aimed at finding which translation direction seems to be the more challenging one and to learn more about the L2 translation process by analyzing and discussing some of the most frequent L2 translation problems.

Before the actual translation task the participants were asked to state which translation direction they consider to be more difficult. Mraček (2018, 210) sums up that majority of respondents considered L2 translation to be the more difficult translation direction. Both students and professionals stated that L2 translation is the more difficult translation direction. It is an interesting fact to mention because many professionals taking part in this research regularly translate into L2. These participants explained that they see the L2 translation direction as the more difficult one because of inadequate foreign language competence, lack of feel for authentic style, confidence of the native speaker and the linguistic agility. Respondents suggested that it takes time to adopt these skills. On the other hand, only a few respondents mentioned grammar.

Mraček (2018, 211) explains that when translators work from Czech into English, they can consult many online resources, such as parallel texts or terminological databases. These Czech-English online resources are much more frequent compared to other language pairs that can be formed with Czech language. English is used for communication between native and non-native speakers. Due to this fact, many users of English, including native speakers, become more tolerant when assessing

translations. Mraček (2018, 211) therefore suggests that translators do not have to aim to produce perfect English but they should focus on creating a correct language that enables the message transfer. Translation difficulties are also connected to text genres. It is because literary texts and essays contain metaphors and wordplay and these figures of speech are more difficult to translate into one's non-native language. The same applies to persuasive texts which require a translator of good writing skills and feel for the target language to produce the same effect on the target reader. On the other hand, operative and technical texts seem to be easier to translate into the non-native language as the language of these texts is very direct and straight to the point.

I would like to briefly sum up another research conducted in Croatian environment by Nataša Pavlović in 2005. I would like to compare the results of this research and opinions of its participants with the results obtained by Mraček and his research in the Czech environment. Pavlović (2007, 84–88) prepared an online questionnaire and 193 respondents took part in answering it. As many as 73% of respondents stated that more than 50% of their translations are done into their non-native language. Pavlović wanted to find out whether the participants' L2 translations are revised by a native speaker. Majority, 70% of the participants answered "sometimes" or "always". On the other hand, 23% of the respondents reported that they "never" have their translations revised by a native speaker. In this translation research, 44% of the respondents stated that L2 translation is more difficult than L1 translation, which obtained 33%. The remaining 23% of participants see no difference in difficulty. It was also interesting to find out that L2 translation is preferred by 34% of participants. On the other hand, 33% of participants prefer direct translation and 33% of participants have no preference on translation direction. These results may reflect the fact that their translation work is distributed between L2 translation and direct translation, similarly as in the Czech Republic.

To sum up the studies of the L2 translation direction, it is true that there is less attention paid to L2 translation research in countries of major languages. On the other hand, in countries with languages of limited diffusion, L2 translation is a common practice and its analysis can be very helpful when focusing both on translation process and translation results. Stewart (2011) investigates translation textbooks to see whether they cover the topic of L2 translation. He finds out that L2

translation training is practiced mainly in Europe. PACTE group conducted a translation competence research in 2017. For the purpose of this research, translation problems and rich points were identified in the source text. Based on the findings, it was concluded that translation competence influences the translation product and it also works differently for direct and L2 translation.

I primarily focused on the research conducted by the Czech translation theorist David Mraček (2018). Based on the research findings, Mraček concluded that L2 translation is seen as the more challenging translation direction because of the inadequate language competence of the second language. To compare, another L2 translation research conducted by Pavlović (2007) in Croatia was also summarized. Participants of this research, Croatian translators, frequently translate into the L2, similarly as in the Czech Republic.

2.4 Translation Problems Identified in the Recent L2 Translation Research

Since the practical part of this thesis analyzes the most frequent problems and challenges that the student translators face when it comes to L2 translation practice, the following section summarizes translation problems that were identified in the L2 translation research conducted by David Mraček. It is likely that similar conclusions will be reached in the L2 translation research of this thesis.

Mraček (2018, 212–217) analyzes few challenging segments from the translation research and tries to explain the source of difficulty and possible translation strategies. First problematic segment of the source text in this research contained the use of figurative language. This caused comprehension problems to the translators and at the same time they also complained that this segment was difficult to reformulate. Students tended to take more literal approach which often resulted in stylistically inadequate translation. On the other hand, professional translators showed less literal approach. The second source of difficulty was a culture-specific segment. Some of the participants indicated that this segment needed more strategic approach because the source text culture element might not be appropriate for the target text. Terminology was also characterized as challenging and translators used mainly online resources of authentic materials to deal with this problem. The last

challenge to be mentioned was a defective punctuation in the source text, which is a problem that translators encounter quite frequently in many kinds of texts.

Mraček (2017, 120–125) also focused on the error rates at the level of grammar and stylistics and he also presented examples of individual errors which he accompanied with a commentary. Native speaker proofreaders found much more stylistic deficiencies than grammatical mistakes. Still, Mraček grouped the most frequent grammatical errors. On the morphological level, category of determination was the most problematic. For example, in the translated texts, there were some redundant articles, missing articles or definite and indefinite article confusion. Furthermore, preposition errors and modal verb errors appeared. There were not many syntactic errors. However, word order problems appeared occasionally. Translators used very few non-finite verb forms that would be suitable for the given advertising text material. Above all, those who decided for a transgressive form did not use it quite right. The last problematic area to be mentioned includes punctuation.

The other major error group addressed stylistic errors. For example, problematic segment appeared due to stylistically poor Czech sentence which caused translation problems resulting in unnatural English passage. While translating legal texts, some translators had a tendency to use inappropriate condensation. The last problematic area includes inadequate phrases or expressions for the target language. Some of the expressions chosen by the participants were not consistent with the target text style. Mraček (2017, 126) confirmed that the views stated by many other authors are true as it is much more demanding for a translator to provide a stylistically adequate translation than to provide correct grammar. Authentic texts created by native speakers can be very helpful during the process of acquiring stylistic skills of L2.

Duběda, Mraček and Obdržálková (2018, 90–91) also focus on the overall evaluation of the translation quality. For the purpose of the analysis, they took into account the translation direction, foreign language, text type and translator's experience. Subsequently, they summarize findings of the analysis. It is generally shown that direct translation into the translator's native language obtains higher quality ratings compared to L2 translations. Both translation directions differ in the total number of errors, specifically grammatical errors. Quality of L2 translation is perceptibly influenced by the text genre. It was proved that translation of factual texts is easier

for non-native speakers compared to translation of texts containing some expressive element. Researchers observed performance-related difference between students and professional translators when translating into Czech. On the other hand, there is no such visible difference when they translate into a non-native language. In the case of professional translators, it is the higher frequency of L2 translations which leads to a higher quality of the target texts. On the other hand, previous experience with a particular text genre does not lead to a better quality.

To conclude, problems generally arise when the source text contains figurative language, culture-specific element, specialized terminology or a defective segment. Mraček groups the identified errors into grammatical and stylistic errors. Compared to stylistic errors, grammatical errors are not that frequent. Grammatical errors frequently include incorrect determination, incorrect punctuation or incorrect use of verb forms (e.g. non-finite or transgressive). Stylistic errors may be a result of a defective source text segment or inadequate expressions that were used in the target text. Duběda, Mraček and Obrdžálková also provide an overall evaluation of translations based on their translation direction. It was found that L2 translation quality is influenced by the text genre and that higher frequency of L2 translation leads to a better quality products.

2.5 Today's Situation on the Translation Market

This following section tries to clarify the current situation on the translation market globally but also in the Czech Republic. Specifically, it summarizes the proportion of L2 translations compared to direct translations that translators commonly face. Furthermore, the research findings also present common L2 translation rates and sources or tools which can help translators with L2 translations.

Duběda, Mraček and Obrdžálková (2018, 20–21) consider the L2 translation to be a widespread phenomenon and they mention a number of different studies that have been conducted in countries with languages of limited diffusion. There was a study conducted in Slovenia by Hirci in 2005, in Croatia by Pavlović in 2007, in the Czech Republic by Svoboda in 2011 and later again in 2016, in Poland by Pietrzak in 2013 or in Slovakia by Ličko in 2014. Duběda, Mraček and Obrdžálková also mention that there might be a reason why translations are assigned to non-native translators. These

reasons may include the lower price which is paid to non-native translators compared to native speakers. On the other hand, there are also cases when L2 translation is common in countries with major languages. These countries are for example Germany, Spain, Japan or China, where there is a lack of native-speaking translators of the languages needed and that is why the L2 translation prevails. In contrast to this situation, several immigration waves in the United Kingdom have provided enough translators, who are native speakers of languages which are demanded on the British translation market. That is why only 16% of the United Kingdom translators are willing to translate into a non-native language.

I would like to briefly report on the Central European Translation Market Survey (CETMS) which was summarized by Svoboda (2014, 4–9). This international translation market poll focused on translators and translation market situation in the Visegrad 4 countries. These countries include Czech Republic, Hungary, Poland and Slovakia. This survey was coordinated from the Czech Republic (Charles University in Prague and Palacký University in Olomouc). The aim was to find out if there is a specific V4 market. In the end, relevant data was collected from 729 participants. In all 4 countries, the highest percentage of respondents reported that they acquired MA level of translation education. The second most frequent answer in the Czech Republic was MA level of linguistic education. Majority of respondents reported to be self-employed in all countries and most of the Czech translators work for direct clients. Respondents also reported that majority of their translation work is for national clients. When working for foreign clients, respondents reported that these are outside the V4. In all 4 countries, respondents stated that the most frequent sector that they work for is “general”, followed by legal and notarial sector and marketing sector as the third most frequent.

According to the findings of this survey, Svoboda (2014, 10) reports that the most frequent source language in the Czech Republic is Czech (38.09%). This means that 38.09% of the texts assigned for translation are in the native language, Czech. The remaining 61.91% of the texts assigned for translation are written in other languages (English (36.12%), followed by German (17.06%). At the same time, the most frequent target language in the Czech Republic is also Czech (52.16%). This means that a bigger half of translation tasks are translated into a native language. The

remaining 47.84% of texts are translated into another language (English 34.52%, German 18.10%).

To compare, Svoboda (2014, 14–17) states that the most frequent source language in Slovakia is Slovak (31.33%). At the same time, the most frequent target language is also Slovak (44.93%). It follows that in Slovakia L2 translation prevails as 55.07% of the assigned texts are translated into a foreign language (English 56.58%, German 11.84%). In Poland, the most frequent target language is Polish (51.11%) and in Hungary, the most frequent target language is Hungarian (50.70%). In the Czech Republic, the perceived demand for Czech fell by 15%. On the other hand, demand for English rose by 7%. Again, to compare with Slovakia, the demand had no influence on Slovak as the native language. On the other hand, the perceived demand for English increased by 5%. To conclude, according to the respondents, L2 translation increases in demand.

When it comes to translation rates, Svoboda (2014, 17–18) summarizes that the best average rate per standard page (SP) is paid to translators from the Czech Republic (EUR 16.31/SP). The second best rate is paid to translators from Slovakia (EUR 14.72/SP), then Hungary (EUR 13.96/SP) and Poland (EUR 11.64 SP) has the worst rate. When it comes to technology, 63.28% respondents reported that they do not work with computer-assisted translation tools (CAT). On the average, 53.73% participants among the V4 countries do not use CAT tools. However, those participants who use CAT tools, use TRADOS the most frequently. Interestingly, 71.4% of the Czech respondents indicated that machine translation is associated with low quality. On the other hand, respondents of the other countries believe that machine translation can be of the same quality as human translation.

In the Czech Republic, Michal Herman (2019, 67–69) conducted a questionnaire-based research focusing on graduates of translation and interpreting studies and their evaluation of university curricula and opportunities on the labor market. With his research he reached graduates from Masaryk University, Palacký University and University of Ostrava. These three study programs focus on English–Czech translation and interpreting studies. The above mentioned translation and interpreting graduates completed their studies between 2010–2019. The first research question focused on the most frequent source language of translation tasks of these

participants. Czech and English languages were reported by 47.8% of respondents. As many as 94.2% respondents translate from English. At the same time, 71% of these respondents translate from Czech. Similarly, the most frequent target language combination is Czech and English, which was reported by 33.9% of respondents. Therefore, 94.2% of respondents translate into Czech and 72.5% of respondents translate into English. Participants translate into other languages only marginally because of their specialization in Czech-English language combination.

In the following question of his research, Herman (2019, 70–74) asked the participants to state the most frequent sector of translation which they engage in. Marketing and advertising sector was stated by majority of respondents, which is 55.1%. Apart from this sector, respondents also mentioned audiovisual translation (34.8%), cultural texts (33.3%) or legal texts (30.4%). Another research question focused on the minimum price that the respondents charge per standard page. It was found out that respondents charge minimally CZK 150–300.

Duběda, Mraček and Obdržálková (2018, 68–69) also discuss translation rates. L2 translation is less popular compared to direct translation among translators. It is more demanding and it may expose the translator to risk. For these reasons it is recommended that translators charge higher rates for L2 translations as they explain. This principle is also followed by the biggest Czech organization, The Union of Interpreters and Translators. Duběda, Mraček and Obdržálková asked a group of professional translators if they charge higher rates for L2 translations. Out of 20, 18 translators answered that they charge higher rates for L2 translation tasks. Most of the respondents also reported that their L2 translation rates are 20% higher than those for direct translation tasks.

Zahedi (2013, 52–53) also describes processes that facilitate L2 translation as it is oftentimes a necessary and common practice in both the technical and literary fields. He mentions new teaching methodologies which include IT strategies. Quality of translation is increased with the help of dictionaries, computer-aided translation or corpora. Nowadays, it is also possible to use banks of comparable texts which can help to improve the naturalness of the texts. As Zahedi (2013, 54) concludes, skepticism towards the L2 translation practice still exists. This translation direction is viewed as unnatural, while the L1 translation direction is seen as central and normal.

L2 translation is therefore placed at the periphery and its unnaturalness is connected to the translator's poor language production skills when it comes to idioms, collocations or fixed expressions. On the other hand, translations are often corrected by proofreaders and above mentioned technological tools help to increase the quality of translations as well.

To sum up today's situation of the translation market, it has to be taken into account that the translation market has an ever-changing nature and translators do not have other possibility but to accept its demands. Nowadays, it is often required that translators work into their non-native language. Based on the previously mentioned surveys, it is a common practice to translate into a non-native language and L2 translations even increase in demand. Besides the translation direction, there are different requirements for translators as well. These include management of computer assisted tools, management of several subject areas, online researches and cooperation with colleague translators or subject field specialists. There are also programs which help to facilitate L2 translation and these for example include banks of comparable texts which help to increase the quality of the final product.

On the other hand, L2 translation is viewed as unnatural by some theoreticians because of poorer L2 production skills compared to production skills of translator's native language. Nevertheless, L2 translation is a widespread phenomenon and there have been many studies conducted on this topic so far. Interestingly, L2 translation is common in countries like China or Japan as well due to insufficient number of native speakers of other languages. The opposite situation is true for England, where mostly direct translation is practiced. L2 translation is generally less popular translation direction, more difficult translation direction and therefore it is advised that the translators charge higher rates for L2 translations and so they do in most of the cases.

2.6 The Role of a Native Speaker

The following section focuses on the role of native speakers in the translation process. Native speakers can be especially helpful when translating into the non-native language and that is why a native speaker of English was also approached for the purpose of the L2 translation research presented in the practical part of this thesis.

Duběda, Mraček and Obdržálková (2018, 164–166) explain that many times, it is not only the translator in the translation process. Translators can cooperate with native speakers to compensate for their insufficient language competence. So called “team translation” has been documented in history. Such a team consists of a native speaker of the source language and a native speaker of a target language who is responsible for the text stylization. Native speakers can provide final proofreading but they can be helpful as consultants during the translation process itself as well. However, translator should not automatically accept all the changes proposed by the native speaker. Accepting a solution that sounds more natural in the target language might deviate from the meaning of the original text. All the native speakers have their own preferences, for example terms or phrases, that are acceptable but they may not be a better solution than the solutions chosen by the non-native speaker. It is also possible that native speakers living in a foreign country for some time may experience negative changes in the language competence of their native language.

Duběda, Mraček and Obdržálková (2018, 169–172) examined the opinions and experiences of Czech professional translators regarding the participation of native speakers in the translation process. As the respondents reported, consultations with native speakers are not very frequent. Out of 40 respondents, 21 respondents answered that they consult translation problems with native speaker “sometimes”, 11 of them answered “never” and only 8 participants answered “always or mostly”. Another question aimed to find out whether translators consult their assigned translation jobs with native speakers. 13 respondents out of 24 stated “sometimes”, 7 stated “never” and 4 stated “always or mostly”. The most frequently mentioned reasons for a consultation involved verification of terminology, phrases or idioms, technical vocabulary or target culture facts. Some translators mentioned that they also make use of the consultations to understand the source text when translating into their native language. It is the increasing availability of online English language materials which makes the native English speakers to be less desired as consultants and their role can only focus on verifying the text clarity or fluency of the text and its vocabulary.

When it comes to revisions of L2 translations, it was almost one half of the 18 respondents that answered that their translation revision is “always” performed by a native speaker. The rest of the respondents answered that the translation revisions are

performed by a native speaker “sometimes” or “mostly”. In most of the cases, if the translation assignment is mediated by a translation agency, there is also a native speaker provided who performs the translation revision. On the other hand, if the translator works directly for a client, the final translation remains usually unchecked. The purpose of the translation product also plays an important factor. As some of the respondents believe, there is no necessary revision of documents for internal needs. At the same time, clients decide themselves whether they request translation revision or not. Each client has a certain budget for the translation and it is not possible to have each translation read by a native speaker. The respondents were also asked to comment on the scope of the translation revisions. Most of the 11 respondents reported that the whole text is revised. The rest of the respondents reported that they only let the native speaker to revise the problematic parts of the text.

To sum up, the role of a native speaker in today’s translation process cannot be ignored. Native speakers provide revisions and they can provide consultations during the translation process itself. It is important for the translator to keep in mind that it is not obligatory to accept all suggestions made by the native speaker. There might be cases that the language competence of the native speaker gets negatively affected due to a long stay in a foreign country. Based on the research, it was found that translators do not use help of the native speakers very frequently. When translators ask for help, they usually consult terminology, idioms or phrases. In the case of direct translation, native speakers help them with the comprehension of the source text (non-native). It is due to the availability of many online materials of English texts, that native speaker consultants are not as popular anymore. As it was also found in the research, translations that are assigned by an agency are usually corrected by a native speaker. When a translator works directly for the client, there are usually no further corrections done to the text.

3 Traps of the Translation Practice

Hurtado Albir (2017, 9) defines translation problems as “difficulties (linguistic, extralinguistic, etc.) of an objective nature which the translator can encounter when carrying out a translation task.” Hurtado Albir (2017, 10) further explains that translation problems can appear anytime during the translation process. Solving a translation problem includes permanent decision-making operations by the translator. It is believed that the ability to solve translation problem is a sub-competence which is a part of translation competence. Hurtado Albir (2017, 11) summarizes five categories of typical translation problems that were identified by PACTE group:

1. *Linguistic problems* – linguistic problems appear at the lexical and morphosyntactic level. These translation problems appear due to differences between languages which can lead to comprehension or reformulation problems.
2. *Textual problems* – textual problems arise from different text mechanisms between languages which include coherence, cohesion, text genres and style.
3. *Extralinguistic problems* – extralinguistic problems arise from cultural differences. Specifically, encyclopaedic, cultural and specialized concepts can cause translation problems.
4. *Problems related to intentionality* – these problems arise from incorrect comprehension of the source text information. Difficulties can be caused by intertextuality, speech acts, presuppositions or implicatures.
5. *Problems deriving from the translation brief and/or the characteristics of the translation target reader* – these problems can result in unsuitable target text reformulation.

To compare, translation and interpreting agency Cultures Connection (2015) also summarizes the six most frequent translation problems which are present during any translation process. According to their experience, translators usually deal with six different problematic areas regardless the text type. Cultures Connection (2015) specifically names the following problems: lexical-semantic problems, grammar problems, syntax problems, rhetorical problems, pragmatic problems and cultural problems. Above these linguistic problems there are other problems that the

translators have to deal with. These include administrative duties, computer-related difficulties or stress as already mentioned earlier in the thesis.

When lexico-semantic problems appear, there are dictionaries, glossaries or terminology banks available to help. “These problems include terminology alternatives, neologisms, semantic gaps, contextual synonyms and antonyms (these affect polysemic units: synonyms and antonyms are only aimed at an acceptance which depends on the context to determine which meaning is correct), semantic contiguity (a consistency procedure which works by identifying semantic features common to two or more terms) and lexical networks,” as Cultures Connection (2015) sums it up. Grammatical problems include temporality, aspectuality or pronouns. Syntactical problems include passive voice, point of view of the story or anaphora. Rhetorical problems include figures of speech, for example: comparison, metaphor, metonymy, synecdoche or oxymoron. Pragmatic problems include formal and informal uses of “you”. Translators have to decide which “you” is appropriate for given situation. Furthermore, idioms, sayings, irony or humor can be problematic as well. Cultural problems arise from cultural differences between the source and target language. For example, these differences include names of food, legal systems, religion or greetings. Usually, the correct way to get closer to a target culture is to undergo language localization.

Ted Translator Community (2020) also shares a list of English translations traps. This list suggests language areas that a translator should pay higher attention to when translating into English: figures of speech or clichés, false friends, phrasal verbs, different rules for punctuation, comparison of adjectives and adverbs, reflexive pronouns, negation, articles and infinitives versus subordinate clauses.

3.1 Translation Practice of the Newspaper Style

Since the source text of the L2 translation research presented in the practical part of this thesis is a business article, this section focuses on summarizing conventions of the newspaper style. Specifically, this section introduces characteristics and differences between Czech and English newspaper style and it also provides several examples from the selected source text.

General function of the newspaper style is to inform people and provide information while avoiding subjective commentaries. Emotional connotations are not present in the newspaper style. On the other hand, it provides information on recent events to thoughtful public. Many times, journalistic articles have limited space to provide new information. It is therefore necessary to write in a clear and unambiguous way. Newspaper style English is characterized by Knittlová (2010, 169) as very specific and information dense. At the same time, it is necessary that the readers can understand all the words and sentences. Headline is usually the most information dense part of the text. Lexical units are chosen based on the topic and the target audience.

3.1.1 Lexical Units

Knittlová (2010, 170) characterizes vocabulary of the newspaper style as standard and stylistically neutral. It is not common to use literary expressions in English articles. Apart from the above mentioned group of vocabulary, it is also common to use political or economical terms, jargon or slang (source text examples: *zisk; prodej; procentní body*). These are usually found in headlines or direct speech. Moreover, each language has a number of journalistic clichés which are typically used (source text examples: *to vše vyplývá; hodně prostoru věnovali*). These clichés do not necessarily correspond to journalistic clichés of some other language. Often times, literal translation of clichés is impossible and they have to be paraphrased. Both denotative and connotative meanings have to be considered. The aim is to achieve the same effect on the target audience. Even though journalists are advised to omit these clichés, it is true that they facilitate journalists' work and they also prevent misunderstandings.

Similarly, journalists are advised to avoid verbosity and redundancy (source text examples: *černá limonáda; točená Kofola*) but to use specific words as Knittlová emphasizes (2010, 171). On the other hand, it is typical for British journalists to avoid the common verb *say* and replace it with synonymous verbs like *express, indicate, state* and *explain* (source text examples: *říká; vypráví; upozorňuje; přirovnává*). Acronyms and abbreviations of various organizations, companies but also significant and well known people commonly appear in journalistic articles (source text examples: *HDP, FMCG*). Furthermore, neologisms and semantic

condensation also become relatively frequent in the newspaper style. Often times, these lexical units cannot be translated literally but they have to be paraphrased. Also, English equivalents of frequent lexical units of Czech do not have to be used as frequently in English. It is therefore necessary to study well-established collocations of the target language (source text examples: *tuzemský výrobce*; *půllitr točené Kofoly*). Typically, English texts express special meanings by common words. This means that English texts use less terms which results in familiar character of the text.

3.1.2 Syntactic Structures

Knittlová (2010, 174) explains that it is typical for short articles to have more complex syntactic structures. Nevertheless, sentences of the newspaper style are supposed to be relatively short. Complex sentences can cause misunderstandings. On the other hand, it is easier to read and understand short sentences. Opening paragraphs usually do not consist of complicated sentences. Non-finite dependent clauses and parenthesis are preferred in English articles. Cohesion of the text is very important. Cohesive text is achieved with the help of conjunctions, definite articles, demonstrative and personal pronouns. Also, repetition and reference create cohesive ties. Authors presuppose knowledge of wide context.

As it was indicated before, newspaper style is characterized as brief, terse and dense. In English, this is achieved with the help of non-finite dependent clauses, premodification and postmodification as Knittlová (2010, 174–175) explains. This way, information can be expressed in more economical way in English. On the other hand, it is not very natural to use condensed sentence structures in Czech. When translating from Czech into English, it is advised to compress the source text with the help of non-finite dependent clauses and it is also acceptable to omit some information which can be derived from the context.

When it comes to premodification and postmodification, not many nouns can stand alone. They are usually modified by adjectives. Even though the newspaper style guides urge to avoid redundancy, adjectives are frequently used to add details to the text. Unusual and attractive adjectives are commonly present in articles (source text examples: *nejpalčivější problém*; *dvoulitrová lahev*; *hořký úsměv*).

The sentence mood is typically indicative with unmarked word order. Occasionally, interrogative or imperative mood can be found too. Introductory paragraph typically summarizes the most important or the most interesting information of the text. Details are usually provided after the introductory paragraph. Information order usually follows the rule who-what-why-how-where-when. However, there is a new phenomenon in English when adverbials can appear at the beginning of a sentence and become marked. Nevertheless, this initial position is still much more common for adverbials in Czech as Knittová (2010, 176) concludes (source text example: *Na začátku v létě roku 2016 byla běžná cena dvoulitrové limonády většinou 29,90 koruny, akční se pohybovala mezi 17 a 20 korunami.*)

Michal Měchura (2004, 1–3) analyzes Czech-English translation difficulties which arise from differences in word order. Known information tends to be presented at the beginning of a sentence and new information tends to be presented at the end. This applies for both Czech and English. However, this theme-rheme sequence is more frequently observed in Czech because of the flexibility of its word order. On the other hand, there are cases when both languages prefer to place the new information at the beginning. In Czech, this movement is allowed thanks to unrestricted word order resulting in different types of emphasis. Also, Czech is a highly inflected language and these changes do not result in a change of meaning. On the contrary, changing the word order in English results in a change of meaning.

Nevertheless, both languages make use of various information structure patterns to emphasize a particular element of a sentence as Měchura (2004, 4-6) explains. For example, passive structure is used in both English and Czech. However, it is more common and natural in English. It is because passive structures sound very formal in Czech and active constructions are therefore preferred. Additionally, both languages can use cleft structures. Nevertheless, these structures result in high markedness and they are not used very frequently. Thirdly, long structures do not have to be placed at the end of a sentence in Czech. Whereas in English long information has to be placed at the end of a sentence following the end-weight principle. To conclude, translators working from Czech into English may struggle while indicating which information is old and which is new in the English target text. Translators might use cleft structures, articles or italics to emphasize new information. However, this solution may result in

undesired high markedness. Different word order rules may therefore result in difficulties for translators who might not be aware of these syntactical differences.

Journalistic articles are usually written in past tense. Nevertheless, present tense can be also used as Knittlová (2010, 178–179) clarifies (source text example: *Promoční akce snižují zisky výrobcům.*) Occasional violation of sequence of tenses is acceptable in newspaper style. Backshifting is not used when it is clear from the context when the event took place. When it comes to punctuation, commas are sometimes omitted. Comma can be substituted by semicolon or hyphen which makes the text less formal. Quotation marks are frequently used to introduce quotations as mentioned above. Articles are divided into many paragraphs. These paragraphs are short to facilitate reading. Also, various types and sizes of the font are used within one text for the same reasons.

3.1.3 Headlines

Headlines provide brief information about the whole text. Knittlová (179–182) explains that English headlines tend to be dense, rich in content and attractive. Headlines are usually composed of a few words only. They are usually composed of short words, abbreviations, nominal constructions, numbers, hyphens and colons. On the contrary, headlines omit articles and auxiliary verbs. Wordplay and alliteration is frequently used in headlines. To compare with Czech, English headline usually contains more information than a Czech headline which tends to be more general. Headlines are supposed to tell a story. Following this principle, English headlines have to be often adjusted when the original Czech headline does not contain enough information. Also, transposition can be used when translating headlines into English.

3.1.4 Typographic Differences

Translators usually focus on content rather than form while writing. Nevertheless, the form is as equally important as the content. Rules have to be followed to avoid misunderstanding. However, typographic errors are frequently found in translated texts. There is a group of formal aspects which can be problematic. It is important to focus on typographic differences which appear between Czech and English. Furthermore, it is important to differentiate between British and American form of English. Translation task assigned in the translation research of this thesis requires

British form of English. Now, I would like to present some typographic rules which are relevant to the translation task and its source text. When the target text requires British form of English, it is recommended to study University of Oxford Style Guide (2016) or English Style Guide (2020) provided by European Commission.

Acronyms are words which are formed from initial letters of the phrase they stand for. According to the Oxford Style Guide (2016, 2), the correct way to write down acronyms is to use upper-case letters. Also, it is suggested that when the acronym is unknown to the reader, it might be helpful to spell out the whole phrase which the acronym stands for and then provide the acronym itself in brackets. Further in the text, the acronym can be used alone. The source text of the translation research contains 2 acronyms. Their translation is suggested below:

- Source text: *HDP*; correct English translation: *GDP*
- Source text: *FMCG*; suggested English translation: *Fast Moving Consumer Goods (FMCG)* OR only *FMCG*

When it comes to quotation marks, English Style Guide (2020, 14–15) suggests using curly quotation marks which are set up (‘...’) rather than straight ('...'). British form of English requires single quotation marks to indicate direct speech and verbatim quotes. Double quotation marks are used to signal quotations within these original quotations. Also, when the quotation contains a punctuation mark, it will be placed within the quotation marks. If the quotation does not contain any punctuation mark itself and it is placed at the end of the sentence, an appropriate punctuation mark will follow the quotation mark. The phrase “so-called” is ambiguous in English and it carries negative connotations. It is therefore recommended to use “so-called” only if the intended meaning is negative. Moreover, the phrase qualified by “so-called” should not be placed in quotation marks.

- Source text: „*Lidl nám mávl křídly a celý svět se změnil*,“ vypráví poeticky.; correct English form of quotation marks: *‘Lidl flapped its wings and the whole world changed,’* he says poetically.

The English Style Guide (2020, 17–18) emphasizes to use suffixes **-ise/-yse/-isation** for British English. On the other hand, suffixes **-ize/-yze/-ization** are used in American English form. When in doubt, it is always recommended to check the

Oxford's English dictionary on Lexico for the correct spelling rules. American English spelling can appear in a British text only if an American speaker is being quoted. To give examples of words that are spelled differently in British and American English, two tables are provided below. Both tables containing example words are taken from the Oxford Style Guide (2016, 25).

Table 1: British versus American English Spelling of Suffixes

British	American	Examples
-our	-or	colour/color
-ise	-ize	organise/organize
-yse	-yze	analyse/analyze
-re	-er	centre/center
-lling	-ling	travelling/traveling
-lled	-led	travelled/traveled
-ller	-ler	traveller/traveler

Table 2: British versus American English Spelling of Nouns and Verb

UK noun	UK verb	US noun	US verb
defence	defend	defense	defend
licence	license	license	license
offence	offend	offense	offend
practice	practise	practice	practice
pretence	pretend	pretense	pretend

When foreign names or phrases appear in English texts, it is required that these phrases keep their original accent.

- Source text: *Ondřej Žák*; suggested English version: the accent should be maintained in the target text: *Ondřej Žák*

Oxford Style Guide (2016, 14) also clarifies when to use a hyphen. Firstly, hyphens (-) are used (1) in adjectival phrases which precede nouns. On the other hand, hyphen is not used for adjectival phrases which do not precede a noun. Also, hyphens appear (2) in adjectival phrases which include a verb. Also, hyphen is used (3) when there is a number spelled out in a phrase. It is necessary to use hyphen (4) when the phrase is used attributively.

- (1) Source text: *Jízda na horské dráze; černá limonáda*; suggested English translation: *roller-coaster ride; dark-coloured drink*

(2) Source text: *trvale akční cena*; suggested English translation: *long-lasting special offer*

(3) Source text: *dvoulitrové lahve*; čtyřkilometrová kolona; suggested English translation: *two-litre bottles, four-kilometre long tailback*

Concerning capitalization, general rule provided by English Style Guide (2020, 23–26) is that proper nouns have their initial letter capitalized unlike common nouns. Books/films/songs/games capitalize the first word of the title and also all the other words within except for articles, prepositions and conjunctions. On the other hand, (1) in headings and subheadings only the first word and any other proper noun and adjectives formed from proper nouns take a capital letter. Also, (2) geographical names take initial capital letters.

(1) Source text headline: *Prodeje Kofoly na horské dráze*; suggested English translation: *Roller-coaster sales of Kofola*

(2) Source text: *v Čechách a na Slovensku*, suggested English translation: *in the Czech Republic and Slovakia*

Moving to numbers, Oxford Style Guide (2016, 7) advises to spell out numbers one to and including nine. Numbers above ten should be expressed by figures. It is possible to use only figures when there are both figures below and above ten within one text. Also, with hundreds and thousands, it is acceptable to use either figures or words. Figures should be used for percentages, measurements and currency.

- Source text: *před deseti lety*; suggested English translation: *ten years ago* or *10 years ago*
- Source text: *dvacet let*; suggested English translation: *20 years*
- Source text: *odpovídá třem stům kamionům*; suggested English translation: *300 lorries/ three hundred lorries*
- Source text: *55 procent*; suggested English translation: *55%*

In British English, *per cent* is written as two words. Per cent can be used when the number is also spelled out. On the other hand, when a per cent sign is used, the number should be expressed by figure too. Also, there is a difference between per cent and *percentage points*, which is an arithmetic difference between two percentages as it is concluded in the English Style Guide (2020, 38).

- Source text: *třicet procent*; suggested English translation: *thirty per cent* OR *30%*
- Source text: *o 25 procentních bodů více*, suggested English translation: *increase of 25 percentage points*

According to English Style Guide (2020, 39), dates in a text should have a full form (e.g. 23 July 2016). Therefore, dates should always be put before month. Official journals can take short form (e.g. 23.7.2016). The “th” suffix should not be used with dates. International dating system (British English) uses the following from: 2016-07-23. To compare, American dating system follows this pattern: 7/23/2016.

- Source text: *18.06.2018*; suggested English translation: *18 June 2018* OR *18.6.2018*

Names of measurement units are always lowercased as the English Style Guide (2020, 46) explains. Symbols for measurement units are used without points, they do not take plural numbers and they are separated from the preceding figure by a space. Measurements units derived from common nouns are lowercased, e.g. *g (gram)*, *kg (kilogram)*. Also, there are some units of measurement, which do not belong to the *International System of Units*. For the UK and Ireland, these are: *pint*, *miles* and *yards*. For specific case of weights and measures it is advised to see the UK Metric Association’s *Measurement units style guide*.

- Source text: *půllitr*; suggested English translation: *half-litre*
- Source text: *dvoulitrová lahev*; suggested English translation: *2 l, two-litre*
- Source text: *čtyřkilometrová kolona*; suggested English translation: *4 km, four-kilometre long*

English Style Guide (2020, 47–48) explains that when it comes to currency abbreviations and symbols, the amount of money should be accompanied either by ISO code or currency symbol. ISO codes are obligatory in legal texts, other texts use currency symbols. Moreover, ISO codes precede the numeral and they are separated by a space. On the other hand, the currency symbols also precede the numeral but they are not separated by a space. Units and subunits are separated by a point. When the currency name is spelled out, it is lowercased.

- Source text: *30 korun*; suggested English translation: *30 Czech crowns/korunas*
- Source text: *12,90 Kč*; suggested English translation: *CZK 12.90*

To highlight and emphasize some crucial information within a text, *bold* can be used. Bold is used for particular emphasis in speech, someone's name or a deadline date. *Italics* are also used to highlight part of a text which stands out. Titles of books or journals should be put in italics if they are a published work. Also, italics are used for foreign words. Underlining the text for emphasis is not recommended as the Oxford Style Guide concludes (2016, 21).

- Source text: **Ondřej Žák**; suggested English translation: **Ondřej Žák**; it is suggested to keep the name in bold in the target English text
- Source text headline: **Jak se nedostat do slevové spirály**; suggested English translation: **How to avoid a discount trap**; it is suggested to keep the headline in bold
- Source text: *„Nejde jen o nízoučkovou cenu, ale úplně se nám rozsypano portfolio,“* upozorňuje Žák.; suggested English translation: *'It is not only about the low price but our portfolio ended up getting shattered,'* says Žák.; it is suggested to keep the direct speech in italics

4 L2 Translation Research

4.1 Research Methodology

Participants

I conducted this L2 translation research among MA students of translation and interpreting study program of Palacký University in Olomouc, abbreviated as ATPN. This research was conducted in November 2019. In total, 10 ATPN students took part in this research. Interestingly, there is only 1 man participant and the remaining 9 participants are women.

Structure of the Research

I divided this translation research into three parts. This research consists of two questionnaires and one translation task. Participants were provided with a translation brief to obtain clear instructions to successfully complete the translation task and the questionnaires as well. Questions in the two questionnaires were designed to be relevant to the topic of L2 translation and to examine opinions and experience of ATPN students. The first task for the participants was a “pre-translation” questionnaire. This questionnaire has nothing to do with the translation task itself yet. It contains 13 open questions, 12 questions are obligatory and the last one is a complementary question.

The second part of the translation research is the L2 translation task itself. In the translation brief, I specified the website where the source text was published so that the participants can see the full version of the article. For the purpose of this translation task, the first 500 words, which is approximately one half of the article, were assigned. I have introduced the basic idea of the text which informs about a marketing issue that affects local manufacturers and distributors. The participants were requested to translate the Czech source text into British English and the delivery deadline was in one week time from the assignment date. The participants were asked to provide their translations in an editable Word file format. I urged all the participants not to use machine translation while completing their translation. The selected source text for the translation research was taken from an online source. This text is not linguistically manipulated in any way. The language of the text is therefore Czech and the participants are supposed to translate it into English.

As the final task for the participants, a “post-translation” questionnaire was prepared. This questionnaire contains two obligatory open questions and it allows the participants to comment on the translation task which they have completed. Both questionnaires, translation brief, source text and all the translated texts with side notes provided by the English native speaker proofreader are available in the appendix section of this thesis.

Collecting the Data

The research data was collected in November 2019. Facebook and e-mail communication was used to distribute the research materials. As soon as the research materials were obtained, they were anonymized for further discussion and evaluation.

Participation

The initial e-mail was sent to colleague ATPN students only. Therefore, it was aimed at particular group of participants. Approximately 20 ATPN student colleagues were approached. Eventually, relevant data were obtained from 10 students only. That means that only 50% of students were willing to take part in this translation research focused on L2 translation.

Data Evaluation

I received both questionnaires in editable Word file format and both of them contained open questions. Due to the fact that there were only 10 participants taking part in the research, it was possible to pay attention to all the answers of the participants. I analyzed each research question separately. Naturally, each participant provided either more or less information for each question depending on their opinion or experience. I analyzed all the answers for each question. Firstly, I interpreted those opinions or experience that was shared by majority of the participants. However, I also interpreted all the other relevant answers. When analyzing the “post-translation” questionnaire, I mainly focused on the segments and aspects of the text that the participants reported as challenging. I wanted to find out if these problematic segments highlighted by the participants themselves match with the errors that the native English proofreader identified in their translations and if these answers and errors also correspond to the prototypical translation problems mentioned in the theoretical part of this thesis.

This L2 translation research combines qualitative and quantitative strategies to analyze the errors identified in the translations provided by student translators from Czech into English. First, I approached a native speaker of English to proofread the students' translations to reach reliable conclusions. This proofreader is a co-owner of a language and translation agency in Olomouc and his daily job for the last 10 years is to proofread English translations and to give English language lessons. Based on his proofreading experience, problems that he comes across the most frequently in English translations are so called "blind translations". This is when words are converted to English vocabulary with no attention to context. Moreover, he also highlights spelling errors and grammar structure errors which include word order problems and impact on definiteness.

The proofreader was provided with anonymous translations in editable Word file formats and he was asked to point out unacceptable translation solutions and frequent errors made by the student translators. He was not asked to rewrite the texts and provide acceptable translation solutions as if the texts were supposed to be published afterwards. The proofreader only focused on highlighting unacceptable translation solutions, he named these errors and sometimes he also suggested a correct translation solution. This proofreader was very helpful as he pointed out the most serious problems and named them with the help of side notes in Word document.

I took part in the evaluation process as well. After receiving the proofreader's analysis of the translations, I carried out a second round of evaluation. When analyzing the translations, I did not focus only on the translation solutions provided to the selected rich points. I also focused on the identification of other errors that appeared in the translated texts. As a non-native English speaker, I focused on those language aspects which can be verified in dictionaries or other language guides. Specifically, I focused on the correct use of British English vocabulary and typographic rules. Based on this qualitative analysis, the most frequent errors identified in the translations were grouped into five categories that Angelelli (2009) suggests for the purpose of translation assessment:

1. Source text meaning
2. Target text style and cohesion
3. Situational appropriateness

4. Grammar and mechanics
5. Translation skill

Furthermore, I provided examples of unacceptable translation solutions and examples of acceptable solutions as well. I especially highlighted those incorrect translation solutions that corresponded to the selected rich points. Furthermore, I provided a table (Table 6.) that presents a quantitative evaluation of the unacceptable solutions that student translators proposed as their translation solutions for the selected rich points.

4.2 Source Text Analysis

I decided to use Christiane Nord's (1991, 41–139) model to analyze the source text of the L2 translation research. This analysis concentrates on both the extratextual and intratextual factors of the text. With the help of this analysis, I would like to introduce the source text in more details. I would like to highlight some challenging language areas and specific rich points of the text which I find challenging to translate and which require translator's attention. I would like to see if these challenging segments of the source text are also uncovered by the participants.

Table 3: "Jak se nedostat do slevové spirály" Text Analysis Based on Nord's Model

SOURCE TEXT: "Jak se nedostat do slevové spirály"	
EXTRATEXTUAL FACTORS	
SENDER	The sender of this text is the information portal Edizone.cz. The author of this text is unknown. This text was first published on idnes.cz. It is not available there anymore.
SENDER'S INTENTION	Informs recipient about recent situation on the business market. Written, published online. Text type conventions are followed. Past tense is used to inform about events which have taken place. Attractive headlines. Semi-formal register. Catchy words and phrases. Short paragraphs. References to what people said.
AUDIENCE	Age: 20+ Sex: both Education: common knowledge, business field knowledge

	<p>Geographic origin: Czech speaking people Social status: general but thoughtful audience, businessmen No direct interactions with the audience.</p>
MEDIUM/CHANNEL	<p>This text is a written work. It was published in an electronic medium. Public communication. Journalistic article.</p>
PLACE OF COMMUNICATION	<p>The text was written in the Czech Republic. It is bound to Czech context. It is written with standard neutral Czech.</p>
TIME OF COMMUNICATION	<p>No shared time but it is expected that this text will be read on the same day or shortly after it has been produced. This text reports on recent events. It was written and published in 2018.</p>
MOTIVE FOR COMMUNICATION	<p>Informs about the situation on the Czech economic and business market.</p>
TEXT FUNCTION	<p>Informative (non-literary) function.</p>
INTRATEXTUAL FACTORS	
SUBJECT MATTER	<p>Kofola brand and its unstable prices on the market. Subject matter dominates the whole text. The text is coherent and cohesive. Embedded in a cultural context. Headline suggests the topic of the article. Sub-headlines summarize the following information. No need to possess specialized knowledge. However, it is necessary to conduct a research.</p>
CONTENT	<p>Information in this text is factual. Lexical units match with semi-formal register. Cohesive devices – anaphora, conjunctions. Recurrence of terms. Indicative mood of verbs. The most common verb forms are third person singular and plural. Mostly active voice of verbs. The author does not address the audience. Both present and past tense. Mostly past tense.</p>
PRESUPPOSITIONS	<p>Reports news from business field. References to source text culture. Culture specific aspects of the ST – Kofola drink, Czech currency. It is presupposed that the audience has some general knowledge of marketing, business and some knowledge of the source text culture.</p>
TEXT COMPOSITION	<p>Written work. Published on electronic medium. Follows conventions of newspaper style. Contains a headline, date and 2 sub-headlines. Divided into paragraphs. Introductory paragraph summarizes the story. Main body expands on the information.</p>

	Information is given in a clear way. No embedded references to other texts.
NON-VERBAL ELEMENTS	There is one illustration of Kofola drink taken from a supermarket flyer. This visual is positioned below the headline.
LEXIS	Semi-formal lexis. Figurative speech – metaphors, wordplay. Certain degree of originality. Unknown author. No addressing to the audience. Objective writing, no subjective opinion. No references to other texts. Contains dates/direct speech/prices/percentages. Not limited space – few abbreviations. Temporal references. Marketing/business terminology.
SENTENCE STRUCTURE	Complete and correct sentences. Giving information in a clear way. Each sentence contains some idea. Short sentences and paragraphs. Both simple sentences and compound sentences. Basic subject verb object structure. Mainly active voice is used. Direct speech. Not many commas are used.
SUPRASEGMENTAL FEATURES	Bold headline. Bold sub-headlines. Publication date. Introductory paragraph in bold. Quotations in italics. Use of scare quotes. Use of emphatic words.

Extratextual Factors

Intention

The intention of this journalistic article is to inform businessmen and thoughtful public about the current situation on the Czech business market. Text type conventions are followed in the text. The text is written and it is found on an online news platform. The text has attractive and catchy headline. Also, other phrases and words are catchy and memorable to the reader. Register of the text is semi-formal and well comprehensible. Relatively simple vocabulary and short sentences are used. The article is divided into short paragraphs which expand on the information provided. The introductory paragraph briefly summarizes the story. The text also includes direct speech from people involved in this event. As the text reports some past or recent events, there is mainly past tense used and verbs have the form of third person singular and plural.

Audience

This article aims at businessmen and other thoughtful audience which includes both men and women. This journalistic article presupposes at least basic knowledge of the business field and common knowledge of the world. This article approaches Czech speaking people who are interested in the business situation in their country. The author does not address the audience.

Intratextual Factors

Content

The content of this article can be summarized as the story of Kofola and its unstable prices on the market. Information contained in the text is factual, it is based on reality. The text is written in newspaper style with semi-formal register. Lexical and grammatical means that were used in the text match the semi-formal register. This text avoids slang and it contains complete and correct sentences. Words used in the text are mostly common words and also some colloquial vocabulary (idioms) is present. Concerning cohesion, this text contains several examples of anaphoric reference:

- *Kofola má za sebou perný rok a půl. Zisky a prodeje **její** dvoulitrové lahve připomínaly jízdu na horské dráze.*
- *Ilustroval tím, jak vypadá **slevová past**. Do **té** spadli i jiní.*
- *Dříve **akční cenu** 19,90 koruny totiž vzali za standardní ostatní obchodníci a použili **ji** jako východisko pro další slevy.*
- *Propad v prodeji, který nás potkal, odpovídá **třem stům kamionům plným Kofoly**. A **ty** když se postaví za sebe, je z toho čtyřkilometrová kolona.*

Now, I move to the grammatical cohesion and the category of tense. Consistent use of identical tense helps to create strong cohesive text. There is mainly past tense used in this text. However, we can find also present and future tenses:

- Past tense: ***Řekli jsme**, proč ne, ale možná jsme to maličko **podcenili**.; **Došlo** totiž na takzvaný efekt motýlích křídel.; Dříve akční cenu 19,90 koruny totiž **vzali** za standardní ostatní obchodníci a **použili** ji jako východisko pro další slevy.; Dvoulitrovka **stála** náhle v akci 12,90 Kč.*

- Present tense: *Promoční akce **snižují** zisky výrobcům.; Slevy v rámci promočních akcí **jsou** mezi výrobci a obchodníky velké téma.; Zatímco zákazník **má** téměř jistotu, že v prodejně najde pokaždé ve slevě nějaké pivo, rum, jogurt či kávu, pro výrobce i obchody to **znamená** ztrátu části zisku.*
- Future Tense: *Pak ale přišel obchodní řetězec Lidl s tím, že přestane černou limonádu promovat a běžná cena **se bude** rovnat akční ceně, v případě Kofoly 19,90 koruny.; To znamená, že nižší **bude** už základní cena, ale žádné slevy z ní.*

Combination of active and passive voice of verbs is typical for newspaper style. However, active voice is more suitable:

- Active voice: *Promoční akce **snižují** zisky výrobcům.; **Podíl promoci na obratu v tuzemském FMCG v roce 2017 opět vzrostl a to již na 55 %;** Tuzemský výrobce limonád **prošel** všemi možnými negativními důsledky, které mohou z přílišných slev vzniknout.; Lidl a další řetězce podobně **postupují** i v Německu.; Lidl nám **mávl** křídly a celý svět se změnil.*
- Passive voice: *Nejde jen o nízoučkou cenu, ale úplně **se nám rozsypalo** portfolio.; Co **se dělo** dál, už pro Kofolu poetické nebylo ani trochu.; Půllitr točené Kofoly **vyšel** třeba na 30 korun a zákazníci byli zmateni.; Mělo **se to vyplatit** jak výrobcí, tak zákazníkovi.*

All the verbs are in indicative mood. The most common verb form is third person singular and plural:

- *Hodně prostoru **věnovali** odborníci na konferenci Retail in Detail jednomu z nejpálčivějších problémů, které v Čechách a na Slovensku **trápí** výrobce a distributory. Podíl promoci na obratu v tuzemském FMCG v roce 2017 opět **vzrostl** a to již na 55 %, což **je** o 25 procentních bodů více, než před deseti lety. Přestože tedy HDP i ochota spotřebitelů utrácet za dražší zboží **roste**, **roste** i poměr zboží prodaného "v akci".*

Now I focus on syntax and recurrence of a sentence pattern. There is only one example of recurrence of a sentence pattern found in the text:

- ***Zatímco** zákazník má téměř jistotu, že v prodejně najde pokaždé ve slevě nějaké pivo, rum, jogurt či kávu, pro výrobce i obchody to znamená ztrátu části zisku. **Zatímco** před deseti lety se zboží prodané se slevou podílelo na celkových tržbách ze třiceti procent, loni už to bylo 55 procent.*

Junctions create cohesive ties and they also establish relations within the text. There are many conjunctions used in the source text. Several examples are given below:

a) Coordinating conjunctions

- *Lidl **a** další řetězce podobně postupují **i** v Německu.*
- *Do té spadli **i** jiní, **ale** jen málokdo má odvahu se tím „pochlubit“ veřejně.*
- *Došlo **totiž** na takzvaný efekt motýlich křídel.*

b) Subordinating conjunctions

- *Už dvacet let, **jak** s hořkým úsměvem říkají.*
- *To vše vyplývá z grafu, **který** tento týden ukázal na konferenci Retail in Detail šéf promoční strategie v Kofole Ondřej Žák.*
- *To znamená, **že** nižší bude už základní cena, **ale** žádné slevy z ní.*
- *Rozsypáním portfolia myslí to, že dvoulitrovka stála v akci méně **než** všechna ostatní balení, někdy **i** dost výrazně.*

Now, I would like to mention lexical cohesion as it represents majority of cohesive ties. I would like to give some examples of lexical repetition, lexical replacement and synonyms:

a) Repetition

- *Ukazuje příběh **Kofoly**; prodeje **Kofoly**; strategie v **Kofole**; v případě **Kofoly**; půllitr točené **Kofoly**; co mohli v **Kofole** dělat*
- *trápí **výrobce**; snižují zisky **výrobcům**; mezi **výrobci**; pro **výrobce**; tuzemský **výrobce**; mělo se to vyplatit jak **výrobci***
- ***zákazník** má téměř jistotu; vyplatit jak výrobci, tak **zákazníkovi**; **zákazníci** byli zmatení*
- *prodeje Kofoly na **horské dráze**; připomínaly jízdu na **horské dráze***
- *prodeje její **dvoulitrové** lahve; cena **dvoulitrové** limonády; **dvoulitrovka** stála náhle; **dvoulitrovka** stála v akci*

- *snižují zisky výrobcům; zisky a prodeje; ztráta části zisku*
- *obchodní řetězec Lidl; Lidl a další řetězce; Lidl mávl křídly*
- *dražší zboží; poměr zboží; zboží prodané se slevou;*
- *slevy v rámci promočních akcí; pokaždé ve slevě; přílišných slev; žádné slevy; další slevy*
- *prodeje Kofoly; zisky a prodeje; propad v prodejších*
- *výrobce limonád; cena dvoulitrové limonády; přestane černou limonádu promovat*

b) Lexical replacement: one lexical item is called by several names

- *Kofola as a company: Kofola má za sebou perný rok a půl; Tuzemský výrobce limonád prošel všemi možnými negativními důsledky, které mohou z přílišných slev vzniknout.*
- *Kofola as a drink: Půllitr točené Kofoly; přestane černou limonádu promovat; Dvoulitrovka stála náhle v akci 12,90 Kč.*

c) Synonyms

- *promoční akce snižují zisky výrobcům; to znamená ztrátu části zisku*
- *stále znova vyjednávat, vysvětlovat a snažit se ceny vrátit zpět*

Presupposition

This journalistic article aims at general but contemplative audience. This text is based on reality and it contains some references to source culture. These culture specific notions include Kofola drink or Czech currency, which were not provided with further explanation. The author therefore presupposes that the audience has some general background knowledge of marketing and business and more importantly, some knowledge of the country and current events is expected.

Lexis

As it was said before, this text follows conventions of the newspaper style and semi-formal register. The text structure is also typical for journalistic article. The author of the text is unknown and there the readers are not addressed. Verbs appear in third person singular or plural. At the beginning, the author provides an insight into the topic of this article. Also, the author is not limited in space and there are only two abbreviations used (HDP, FMCG). This article typically contains attractive headline

and several sub-headlines. The task of these headlines is to catch the reader's attention but also to introduce the information that will be further provided:

- *Jak se nedostat do slevové spirály*
- *Prodeje Kofoly na horské dráze*
- *Volný pád způsobila trvale akční cena*

As the headlines suggest, this text contains rich figurative speech and it also shows some degree of originality. Below I present some examples of metaphors or wordplay which require deeper analysis and creativity to be successfully translated.

- *vymanit se ze stahující smyčky*
- *nejprve sešup, pak několik zákrut a v posledních šesti měsících cesta vzhůru*
- *mít odvahu „pochlubit se“*
- *slevová past*
- *efekt motýlích křídel*
- *rozsypat portfolio*

This text contains relatively a lot of marketing and business terminology. This terminology is not very specialized but it is definitely necessary to conduct a research, find corresponding term equivalents and to use them consistently to create comprehensible text without ambiguities. Several examples are listed below:

- *konference Retail in Detail*
- *podíl promoci na obratu*
- *procentní body*
- *v akci; promoční akce*
- *zisk; ztráta zisku*
- *prodej; propad v prodeji*
- *ve slevě; zboží prodané se slevou*
- *limonáda*
- *běžná cena; akční cena; základní cena*

Apart from terminology, there are many other examples of collocations that also require more attention to be able to provide adequate and well-established collocation in the target languages. Below I present some examples:

- *nejpalčivější problém; perný rok a půl; dvoulitrová lahev; jízda na horské dráze; šéf promoční strategie; velké téma; hořký úsměv; tuzemský výrobce; obchodní řetězec; nizoučká cena; půllitr točené kofoly*

As it can be observed from the above mentioned collocations, there are many adjectives used throughout the whole text. These adjectives make the news article interesting, shocking and memorable:

- *slevová spirála; **nejpalčivější** problém; **perný** rok; **dvoulitrová** lahev; **horská** dráha; **velké** téma; **celý** svět; **tuzemský** výrobce; **negativní** důsledky; **přílišné** slevy; **obchodní** řetězec; **černá** limonáda; **poetické**; **standardní** cena; **nizoučká** cena; **točená** kofola; **zmatení** zákazníci; **celý** rok, **čtyřkilometrová** kolona*

This text does not contain any subjective opinions of the author. It only reports objective facts. The author makes this text more reliable with references of what people said on this topic and by stating percentages and specific prices:

- **18. 06. 2018**
- *Podíl promocií na obratu v tuzemském FMCG v roce **2017** opět vzrostl a to již na **55 %**, což je o **25 procentních bodů** více, než **před deseti lety**.*
- *Dvoulitrovka stála náhle v akci **12,90 Kč**.*
- *„Lidl nám mávl křídly a celý svět se změnil,“ vypráví poeticky.*

Also, there are many temporal reference found in the text. These should not be changed when translating. It is because the temporal references refer to real events that happened at some fixed moment. It is also believed that this text will be read very shortly after it has been produced:

- *To vše vyplývá z grafu, který **tento týden** ukázal na konferenci Retail in Detail šéf promoční strategie v Kofole Ondřej Žák.*
- *Na začátku v létě roku **2016** byla běžná cena dvoulitrové limonády většinou 29,90 koruny.*
- *Zatímco **před deseti lety** se zboží prodané se slevou podílelo na celkových tržbách ze třiceti procent, **loni** už to bylo 55 procent.*

Sentence structure

This text contains syntactic structures which are typical for newspaper style. Sentences used in this text are complete, correct and majority of them consists of 10-20 words. The longest sentence consists of 30 words. Therefore, the sentences are relatively short and they are combined into short paragraphs. Also, each sentence presents at least one new concept or information. The most common types of sentences are simple and compound sentences. Headlines and sub-headlines represent incomplete sentences. Active voice is used in majority of sentences. Therefore, the basic subject-verb-object sequence is used.

a) Simple sentences

- *Promoční akce snižují zisky výrobcům.*
- *Kofola má za sebou perný rok a půl.*
- *Dvoulitrovka stála náhle v akci 12,90 Kč.*
- *Trvalo to skoro celý rok.*

b) Compound sentences

- *Půllitr točené Kofoly vyšel třeba na 30 korun a zákazníci byli zmatení.*
- *Do té spadli i jiní, ale jen málokdo má odvahu se tím „pochlubit“ veřejně.*
- *Na začátku v létě roku 2016 byla běžná cena dvoulitrové limonády většinou 29,90 koruny, akční se pohybovala mezi 17 a 20 korunami.*

c) Complex sentences

- *Pak ale přišel obchodní řetězec Lidl s tím, že přestane černou limonádu promovat a běžná cena se bude rovnat akční ceně, v případě Kofoly 19,90 koruny.*
- *Jediné, co mohli v Kofole dělat, bylo chodit stále znova vyjednávat, vysvětlovat a snažit se ceny vrátit zpět.*
- *Podíl promocií na obratu v tuzemském FMCG v roce 2017 opět vzrostl a to již na 55 %, což je o 25 procentních bodů více, než před deseti lety.*

d) Incomplete sentences

- *Prodeje Kofoly na horské dráze (headline)*

- *Nejprve sešup, pak několik zákrut a v posledních měsících cesta vzhůru.*
- *Už dvacet let, jak s hořkým úsměvem říkají.*

Suprasegmental elements

This text contains relatively a lot of suprasegmental elements. In writing, these elements are represented by bold headlines, bold sub-headlines or bold introductory paragraph. There is a publishing date presented. In the text, there are quotation marks and italics used for direct speech. Also, there are so called scare quotes used twice (“v akci”; “pochlubit se”). This text also contains some emphatic words (nejpalčivější problém; perný rok; hořký úsměv).

4.3 Challenging Aspects of the Source Text and Selected Rich Points

As a result of the source text analysis, it can be concluded that translation problems that may arise from extratextual factors are relatively limited. Majority of the factors, for example intention, medium, motive and text function will be identical in the target text. However, it is important to realize that this text is culturally bound. Specifically, it is bound to Czech culture and Czech business market. This means that the target reader will differ from the source text reader. The group of the target text readers will be more limited. This text is culturally bound and it is believed that readers interested in reading the target text are either individuals interested in international business situation or foreigners that are connected to the Czech business market.

To conclude the analysis of intratextual factors of the source text, this analysis is extremely important to deliver a successful translation result. Compared to extratextual factors, there are more translation problems that may arise from intratextual factors. The source text is a journalistic business article which reports on the business situation for businessmen or other thoughtful audience. This fact suggests that the content of the text is not specialized and the translator does not need to possess expert knowledge to be able to translate the text. However, it is definitely necessary to conduct a research on some terminology and journalistic articles to learn about the conventions of the newspaper style. It might be also very helpful to study some parallel or topic-related texts.

Based on the detailed source text analysis, I would like to list eight aspects of this particular source text that might be challenging or problematic to the translator. These aspects of the source text require more attention from the translator and it will be more time-consuming to deliver successful translation:

1. *Catchy headlines*: Article headlines have a crucial role. They tend to be attractive to catch attention of the reader. Oftentimes, they are not complete sentences or they lack a verb. At the same time, headlines summarize either the whole content of the article or its parts. They may cause both comprehension and reformulation problems.
2. *Culture specific elements*: As it was said before, this text is culturally bound. It is believed that the target text will be read by English-speaking individuals who have some general knowledge of both the business situation and Czech culture. Still, student translators should consider adding some further explanations to the culturally bound aspects of the text, i.e. Kofola.
3. *Marketing and business terminology*: Terminology of this text is connected to marketing and business field. This terminology is oftentimes known to the translators in their native language and they do not need to possess expert knowledge of the field. Nevertheless, it is necessary to conduct a terminology research and to consistently use the English equivalents to avoid ambiguity.
4. *Collocations and adjectives*: Apart from the business terminology, there are many other non-specialized words in the source text including adjectives and collocations. Translators have to provide well-established target text collocations which also have to follow the register of the source text.
5. *Metaphors and wordplay*: This text has a rich figurative speech. There are several metaphors and wordplay present throughout the text. These figures of speech are supposed to be catchy and memorable. Translation of metaphors requires previous translation experience, deeper analysis and creativity to provide an adequate solution for the target text.
6. *Typography*: The source text contains a lot of typographic features. Translators have to deal with direct speech (quotation marks), dates, percentages, prices, currencies, decimal numbers and capitalization. These typographic features have to be replaced with corresponding English typography.

7. *British English*: It was requested in the translation brief to translate the source text into British English. Translators therefore need to pay attention to the lexical choices they make but they also need to realize the different typographic rules between British and American English.
8. *Sentence structure*: Translation of sentences is always challenging because it is necessary to reconstruct the original sentence structure and replace it with sentence patterns typical for English. Translators have to keep in mind different rules for word order in English. Also, they have to follow the conventions of the newspaper style. This writing style requires relatively short sentences which are correct, complete and they carry clear information while avoiding ambiguity.

Namely, I would like to highlight ten specific segments from the source text, also called rich points. Each challenging segment contains at least one prototypical translation problem. The following rich points (RP) were selected:

RP1. Title: *Jak se nedostat do slevové spirály* (CZ). Textual problem.

RP2. Business term: *Promoční akce* (CZ). Linguistic problem.

RP3. Business term: *V akci/ve slevě* (CZ). Linguistic problem.

RP4. Element causing problems in comprehension: *Procentní body* (CZ). Extralinguistic problem.

RP5. Incomplete sentence: *Už dvacet let, jak s hořkým úsměvem říkají* (CZ). Textual problem.

RP6. Element causing problems in comprehension and reformulation: *Nejprve sešup, pak několik zákrut a v posledních šesti měsících cesta vzhůru* (CZ). Problem of intentionality and linguistic problem of reformulation.

RP7. Non-specialized term: *Limonáda* (CZ). Linguistic and extralinguistic problem.

RP8. Culture specific element: *Kofola* (CZ). Extralinguistic problem.

RP9. Currency: *12,90 Kč* (CZ). Extralinguistic problems.

RP10. Percent: *55 procent/55 %* (CZ). Extralinguistic problem.

5 L2 Translation Research Findings

5.1 Pre-translation Questionnaire

English-speaking country experience

In the opening question, I ask my participants if they ever lived in an English-speaking country at least for a few months. The aim was to find out if their stay helped them improve their English language skills. If so, I wanted to know in which language area they improved. More than half of the respondents, six of ten answered that they never lived or studied in an English-speaking country for such a significant period of time. Nevertheless, three participants reported that they lived in England or in the United States for a few months. Out of these three participants, two participants said that their stay did not help to improve their English language skills as they were speaking minimally in English and they were mainly listening. This was also because they shared their accommodation with Czech roommates. The third student that stated that he/she lived in an English-speaking country is sure that this stay helped him/her to improve the English language skill. Particularly, he/she feels more comfortable about comprehension skills, pronunciation and vocabulary including idiomatic language. There is also one participant who stated that even though he/she did not stay in an English-speaking country, he/she spent a significant time in a foreign country at an international campus. According to this respondent, this stay led to the improvement of English pronunciation thanks to a frequent contact with native speakers. On the other hand, he/she complained that his/her grammar worsened due to a contact with many non-native speakers of English.

Proportion of L2 translations

The aim of the following question was to find out what is the proportion of the participants' translations into English compared to the total amount of translations they are engaged in. Interestingly, two respondents stated that they have very little or no experience with L2 translation and they also try to avoid it. That is why they stated that 100% of their translation work is done into their mother. Other two participants stated that about 10% of their translation tasks are L2 translations. As many as four participants agreed that 20% of their translations are L2 translations and one participant believes that it is about 30%. There was also one participant who

reported that he/she has an equal amount of direct and indirect translation tasks, which accounts for 50%.

Table 4: Proportion of L2 translations

Proportion of L2 translations	No. of respondents
• 0%	2 (20%)
• 10-20%	6 (60%)
• 30-50%	2 (20%)

Reasons to refuse L2 translation

The questionnaire also asked the participants whether they ever refuse to translate into English as their second language and what are the possible reasons to do so. As many as eight participants revealed that they have already refused such a translation job or they would do so for the following reasons that were almost the same for all the respondents. These reasons include unknown/difficult topic or content of the translation task, technical vocabulary, idiomatic language and a requirement to have a native-speaking proofreader that is not always provided. To compare, the remaining two respondents stated the opposite, that they would not refuse L2 translation task. There is also one respondent who believes that his/her L2 translations are of a better quality compared to the L1 translations.

Feedback from a native speaker

In an ideal scenario, translators should receive a feedback on the translation task they have completed. Unfortunately, many times this is impossible financially, in terms of time or because of the shortage of proofreaders. However, I still believe that translation feedback is very helpful for the translator, client and their mutual cooperation. Because of that I wanted to find out whether the participants receive any kind of feedback from an agency or a client when translating into English. I would like to learn about the nature of the feedback and whether the feedback is provided by a native speaker. Sadly, four respondents stated that they never receive any feedback on their translation tasks. There was one respondent who stated that he/she has not enough L2 translation experience and therefore cannot give any relevant answer to this question. The remaining five respondents reported that they receive some kind of a feedback but it differs greatly depending on the client and the

translation task. Two respondents mentioned that when creating subtitles for movies, they receive feedback in order to improve their translations or the feedback contained clarification of wrongly understood segments. Other two respondents specified that they receive feedback mainly from translation agencies. Of these two, one respondent shares an experience when he/she only received a final version of his/her translation, which was not helpful for him/her as it was not giving any commentary neither on the good nor the bad translation solutions. The last respondent shares his/her experience with receiving a feedback which did not comment on the translation quality but the translator's attitude towards the translation task.

Preference on translation direction

The respondents were asked which translation direction they prefer. It may be either translation into Czech, translation into English or they may have no preference on translation direction. It was quite surprising to come across relatively equal distribution of preferences. As many as four respondents prefer to translate into Czech language, their mother tongue. These respondents specify that they feel more comfortable when working into their native language because they still do not have enough experience with L2 translations. At the same time, L1 translation may still be quite challenging when encountering the source text in English. To compare, three respondents prefer to translate into English, their non-native language. These respondents say that they like the nominal nature of English language and that they feel their writing skills are better in English. The remaining three respondents reported that they have no specific preference on translation direction. According to their opinion, both translation directions have both the advantages and disadvantages and the topic and the nature of the source text also plays a big role.

Table 5: Translation Preferences

Translation preferences	No. of respondents
• L1 translation preference	4 (40%)
• L2 translation preference	3 (30%)
• No preference	3 (30%)

Personal opinion on the difficulty of translation directions

I asked the participants which translation direction they personally consider to be more difficult or challenging. Moreover, I wanted to find out what are the most frequent difficulties that they encounter. Majority of the respondents have the same opinion on this matter of question. Out of ten, eight respondents answered that they personally consider translation into English as their non-native language to be more challenging translation direction. As I have reported, majority of the respondents believe that they do not have sufficient experience with translation into English as their second language and they are aware of the fact that they make both grammatical and stylistic errors. The respondents stated that the most challenging aspect of L2 translation is to create naturally looking English text. Moreover, when it comes to stylistics, most of the respondents do not feel confident when searching for the correct vocabulary, collocations and idiomatic language in general. Still, there are two respondents that do not agree with the majority and their personal opinion is that translation into Czech as their native language is more difficult. They mention that Czech language has much more difficult and complicated grammar and grammatical rules compared to English.

General opinion on the difficulty of translation directions

In the following question, I asked the participants why they believe that the translation into a second language is generally considered to be more difficult. Majority of the respondents agree that the translation competence for the second language is naturally lower and therefore L2 translation is seen as more challenging. Respondents agree that translators might feel an insufficient knowledge of many aspects of the second language on the grammatical level or the level of stylistics. All the respondents basically agree that it is always harder to express oneself in a non-native language. Moreover, it is more difficult to sound idiomatic in the non-native language as it is natural for the translators to have limited knowledge of the non-native language vocabulary. This makes the L2 translation more time-consuming because translators feel the need to verify many linguistic aspects of their translations.

Difficulty of literary and technical texts

All the participants in this research are MA students of translation and interpreting program and they all have both theoretical knowledge and practical experience with translations. All ten participants agreed that they find literary texts to be more difficult to translate compared to technical texts. Based on the observations and experience, all the respondents claim that literary or persuasive texts are more challenging as the translators have to focus mainly on the function of the text. All the participants agree that when translating these texts, it is beneficial to have some previous experience and artistic skills because this type of translation requires more creativity compared to the level of creativity required by technical texts. On the other hand, one respondent argues that translation of literary texts offers more freedom as translators focus on the transfer of meaning but not words. Unlike literary texts, translators of technical texts have to focus on its content and they have to be really precise when transferring terminology. At the same time, technical texts tend to be of a repetitive nature and therefore translators can find a huge corpus of parallel texts to help them with their translation task.

Online sources

In the following question, I asked the participants which online sources help them the most when translating into a second language and whether they have access to any special database. It is obvious that all respondents have a different working method, which means that each of them has different experience with various online sources. However, many online sources overlap as they are mentioned by the respondents. Clearly, many respondents use Google search as the primary step when they search for related websites and parallel texts. Also, respondents oftentimes use different monolingual/bilingual dictionaries or different corpora. As an example I can highlight Linguee, Lingea, Glosbe or COCA corpora. Some participants also reveal that they use help of various online translation groups when they are in doubt about some phrase or terminology. YouTube can be also very helpful for translators as they can broaden their knowledge on some issue/product. No participant reported to have access to any special database.

L2 translation rates

Moving to another question, I wanted to find out whether the respondents charge more money for translations into English. If they do charge more I asked them to express the difference in percentage. I only received 9 relevant answers to this question. Interestingly, of nine respondents, one stated that he/she would not charge more for L2 translations. On the other hand, five other participants have a clear opinion on L2 translations and they report that they charge minimally 20% to 30% more. There was one participant who stated that he/she would charge up to 50% more. The remaining three respondents believe that L2 translations should be paid more as it is a rather time-consuming task. They either believe their employer to set a fair rate on L2 translation tasks or they state that they would look up the recommended rates when needed.

ATPN L2 translation seminars

As a matter of interest, I asked the participants to evaluate and summarize ATPN L2 translation seminars which they attended as part of their study program. I wanted to know whether they find these seminars helpful and whether they were satisfied with the extent of the seminars. I also asked the participants if they feel prepared for L2 translations. Eight respondents believe that ATPN seminars focused on L2 translations were definitely helpful. On the other hand, the remaining two respondents think that these seminars were not helpful. They mention that they did not receive enough feedback on the translations done in class and that there were no helpful online sources introduced to the students. There was one respondent who believes that L2 translation seminars should be led by native speakers only. Still, majority of the respondents was satisfied with the content of these L2 seminars. Participants particularly liked the variety of texts that were covered, group debates on the possible translation solutions with other classmates and feedback from the teacher. These respondents also suggested that they would welcome their assignments to be shorter texts and to receive more detailed feedback on their translations. Since the respondents are aware of the limited time available in the seminars, four of them even suggested that more seminars with the focus on the L2 translation should be provided. I only received four answers to the question whether respondents feel prepared for L2 translation after attending these seminars. As many

as three respondents reported that they do not feel prepared sufficiently for L2 translation tasks.

Machine translation

In the last question, I asked the respondents whether they usually use machine translation (MT) when translating into a second language. If they do use machine translation, I would like to know to what extent they follow the suggestions of machine translation and to what extent they think this is helpful. Majority of the respondents, seven in total answered that they use machine translation when translating into L2. Many respondents are aware of the advantages that machine translation offers. Of course, machine translation oftentimes suggests many incorrect solutions. On the other hand, it functions as a good stepping stone. MT works as a good start as it offers the initial idea for the following translation steps. It may suggest helpful terminology but it also largely depends on the text type. However, the respondents are aware of the disadvantages and imperfections of the MT and therefore they agree that translator cannot rely on the MT to a large extent. MT can be especially helpful for repetitive texts when it is paired with a translation memory. To compare, three respondents said that they do not use machine translation because they do not see it as helpful and they also do not have a translation memory created. As for the bonus question, I asked the research participants to feel free to give any extra information on the topic of L2 translation. Three participants shared a little more on this topic. One participant believes that it is easier to translate into English from Slavic language. The other two participants only emphasize their feeling that L2 translation should only be done exceptionally and preferably by people who have appropriate linguistic and cultural education.

5.2 L2 Translation Task Analysis

This section presents findings based on the analysis of the translated texts. Firstly, the aim of the analysis was to focus on the selected rich points of the source text and to see how many student translators provided unacceptable translation solutions to these particular segments of the text. This section also provides a table which summarizes how many student translators provided unacceptable translation solutions to the selected rich points. Secondly, the aim of the analysis was to highlight and summarize other unacceptable translation solutions as well. There are

altogether five categories which are evaluated. Angelelli (2009, 38-43) suggests the following categories when assessing translation competence: source text meaning, target text style and cohesion, situational appropriateness, grammar and mechanics, translation skill.

Source text meaning

First category of the analysis focuses on the evaluation of the source text meaning. Specifically, this category reflects participants' comprehension of the source text. Generally, it can be concluded that all the students' translations reflect an overall understanding of the source text meaning. This means that students generally comprehend both the major and minor ideas of the source text and they also appropriately translate these ideas into the target language in majority of cases. On the other hand, there are also examples of several segments where the meaning of the target text does not fully correspond to the meaning of the source text. These errors may result either from the incorrect interpretation of the source text meaning or they may result from inappropriate translation solution. Several examples are listed below:

- Source text (RP1): *Jak se nedostat do slevové spirály.* Translated as: *How not to get drawn in a **whirlpool of sales**.* Example of an acceptable solution: *How to avoid a **discount trap**.*
- Source text (RP2): *Promoční akce snižují zisky výrobcům.* Translated as: ***Promotional sales** lower producers' profit OR **promotion** decreases profit to manufacturers.* Several translations of this source text segment were ambiguous and confusing because of incorrect choice of target language vocabulary. The proofreader suggests: ***promotional discounts** reduce profit.*
- Source text (RP3): *zboží prodané „v akci“;* translated as: *Goods sold “**on sale**”;* incorrect translation solution which does not correspond to the source text meaning, adequate solution by another participant: *goods sold **at discounted price** OR goods sold **on special offer***
- Source text (RP4): *Podíl promocií na obrátu v tuzemském FMCG v roce 2017 opět vzrostl a to již na 55 %, což je o 25 procentních bodů více, než před deseti lety.* Translated as: *In 2017, the share of goods sold in promotion on the Czech FMCG increased to 55% **that is 25% more** than 10 years ago. OR*

*In 2017, a promotion interest of domestic sales in FMCG has risen to 55%, **which has risen by 25% from 10 years ago.** The proofreader argues that there is a difference in meaning between *per cent* and *percentage points*, which is an arithmetic difference between two percentages and it has to be used in this context. There is an example of an acceptable solution by another participant: *The proportion of sales promotions within their local FMCG turnover has risen, again, now by 55 %, i.e. **by more than 25 percentage points** compared to ten years ago.**

Target text style and cohesion

Second category focuses on the evaluation of the target text style and cohesion. This category analyzes the participants' knowledge of the target language genres and its organization. Furthermore, the ability to create cohesive and coherent text is evaluated. Based on the analysis, it can be concluded that all the student translators produced translations that are well organized into headlines, sub-headlines and paragraphs which reflect the source text organization. On the other hand, some translations were not consistent with the bold segments of the source text. Overall, translations reflect a coherent whole where the ideas and sentences are related. When it comes to stylistics, some inconsistent style patterns were found. Several examples of stylistically inadequate translation solutions are listed below:

- Source text (RP5): *Už dvacet let, jak s hořkým úsměvem říkají.* Translated as: *For 20 year, as they say with dry laugh OR for the last 20 years, as they say with a bitter smile on their face.* The proofreader argues that these translation solutions are incomplete sentences and they cannot stand on their own. This sentence can either be attached to the previous sentence or it has to be reformulated. There is an example of an acceptable solution by another participant: *Promotional discounts have been a huge topic among manufacturers and traders for the last 20 years, as they say with a bitter smile.*
- Source text (RP6): *Nejprve sešup, pak několik zákrut a v posledních šesti měsících cesta vzhůru.* Translated as: *Primary falls are followed by a number of twists and in the last 6 months, it is going up.* Adequate solution by another

participant: *Firstly the sales and profits experienced a fall, followed by several turns and, in the last six months, a rise.*

- *The only thing that the company could do was **go negotiating** – The proofreader suggests: **go on negotiating/continue negotiating***
- *This solution **supposed to be beneficial** – The proofreader suggests: *This solution **was supposed to be beneficial****
- *As **much** can be observed from a chart – The proofreader suggests: **This can be observed***
- *It does not only **concern** the low price – adequate solution by another participant: *It is not just about the low price**
- *It should have **been worth to** consumer and the producer – adequate solution by another participant: *It was supposed to **be beneficial** for both customers and producers.**
- *Which **made customers confused** – The proofreader suggests: **which confused** the customers*
- *What happened next, **wasn't** that much poetic for Kofola – it is not recommended to use contracted forms; adequate solution by another participants: *What happened next **was not** poetic for Kofola at all.**

Situational appropriateness

This category measures situational appropriateness of the target text. Specifically, it focuses on the intended target language use and appropriate register. Generally, student translators showed an ability to address the intended target language audience and achieve the purpose of the target language text. Based on the analysis, it was concluded that cultural references, discourse and register are generally appropriate for the target text purposes. However, there are some word choices that are not appropriate for the target language situation. Several examples are listed below:

- Source text (RP7): *limonáda*; translated as: *soda* or *lemonade*; British English term is *pop/soft drink/fizzy drink*
- Source text (RP8): *Kofola* – it is suggested to introduce Kofola; *Czech soft drink company Kofola*
- Source text: *málokdo má odvahu se tím **pochlubit** veřejně*; translated as: *only a few of them had the courage to **brag about it/boast about it***; it was

suggested by the proofreader to use *admit*, because the verb *boast* is used for public highlighting of one's accomplishments, not mistakes

- Source text: *úplně se nám rozsypano portfolio*; translated as: *completely spilled portfolio*; the proofreader suggests to use *shattered* because otherwise this metaphor does not make sense
- Source text: *všetchna ostatní balení*; translated as: *other packaging/other package*; the proofreader suggests *versions* or *packs*
- Source text: *takzvaný efekt motýlích křídel*; translated as: *so called butterfly effect*; the proofreader suggests to avoid the phrase *so called* because it is not necessary and it may also be interpreted negatively
- Source text: *podíl promoci na obratu*; translated as: *the share of graduations in turnover*; this solution is a blind translation and the proofreader suggests *promotions*
- Source text: *černá limonáda*; translated as: *black soda*; the proofreader suggests dark-coloured drink/soft drink
- Source text: *jak ukazuje příběh Kofoly*; translated as: *as a tale of Kofola shows*; the proofreader suggests **story** of Kofola
- Source text: *velké téma*; translated as: *promotions are a popular topic*; the proofreader suggests **big/huge**
- Source text: *kamión*; translated as: *truck*; British English term is *lorry*

Grammar and mechanics

Category of grammar and mechanics focuses on writing and grammatical conventions of the target language. Generally, student translations show frequent minor errors when it comes to grammar, spelling punctuation and diacritical marks. The most frequent grammatical errors on the morphological level were connected to the category of determination. There is no such word category in Czech language and it is therefore natural that this difference between Czech and English causes problems to many non-native speakers. As it was observed in the translations, even translation and interpreting students have problems while using English articles. In the translations, there were found cases of missing articles, redundant articles and cases of article confusion as well. Some examples are listed below:

(a) Missing article:

- *In Czech and Slovak Republic* (correct version: *in **the** Czech and Slovak Republic*)
- *Retail chain Lidl* (correct version: ***the** retail chain Lidl*)

(b) Redundant article:

- *The customer is almost sure that he can find ~~a~~ beer, ~~a~~ rum, ~~a~~ yoghurt or ~~a~~ coffee* (correct version: *beer, rum, yoghurt or coffee*)
- *Paid a lot of attention to ~~the~~ one of the most acute problems* (correct version: *to one of the most acute problems*)

(c) Article confusion

- *A supermarket chain Lidl* (correct version: ***the** supermarket chain Lidl*)
- *The customer will find a discounted beer, rum, yogurt or coffee in **the** shop* (correct version: *in **a** shop*)

There were also many preposition errors found the translations. For example, **on** this graph (**in** is correct); **in** a special offer (**on** is correct); **on** the Kofola case (**in** is correct); default price CZK 19.90 (default price **of** CZK 19.90 is correct); head of promotion strategy **in** Kofola (**of** is correct); **on** the conference (**at** is correct); as seen **on** the example (**in** is correct); **in** a flap of a wing (**with** is correct); a lot of time has been dedicated a topic (dedicated **to** a topic is correct). Moving to modal verbs, there was only one sentence where it was repeatedly suggested by the native speaker to use **can/could**: *the local manufacturer of soda went through all the possible negative consequences which **can may** arise due to excessive discounts.*

There were not many syntactic errors found in the text. However, one problematic word order sentence can be mentioned. Source text: *Nejde jen o nizoučkou cenu*. It was translated as: *not only the price was ridiculous*. The proofreader suggests the following word order: *not only was the price ridiculous*. Moreover, I would like to mention some examples of punctuation and spelling errors. Punctuation did not prove to be very problematic to the participants. There were observed a few examples of a missing comma in a sentence. For example: *Giving a bitter smile they add it has been so for the past twenty years*. Correct version of this sentence is: *Giving a bitter smile, they add it has been so for the past twenty years*.

There were also some spelling mistakes found in translated texts. I believe that these errors appeared only because translators missed them during the final reading of their translations. For example, there were many problems with the word “roller coaster” that was used several times in the text. Many translators used this word with incorrect spelling. First, it is necessary to differentiate between *roller coaster* which is the spelling for noun and *roller-coaster* is the spelling for adjective. Some translators wrongly spelled *roller coaster* as one word: “rollercoaster” and in one example it was “rollercaster”. Also, there were more phrases that required hyphen but it was omitted in the translations. All the following phrases were incorrectly spelled without a hyphen: *four-kilometres long*; *in-depth*; *long-lasting*. Another spelling mistake appeared in the word *manufacturers*, which was wrongly spelled as “manufactures”. To give one last example, verb in a phrase *looks like* was wrongly spelled as “lookes”.

A different kind of spelling mistake appeared due to the requirement to translate the source text into British English. Many translators were combining spelling rules of both British and American English. These differences were mainly visible when it comes to measurement units. For example, some translators used the US spelling *liter*, while the UK spelling *litre* should have been used. Or, some translators used both spelling variations within one text. The same applied to *kilometre*, there was a case when a translator used the US spelling *kilometer*. Also, as many as four participants out of ten used American English spelling for the word *yogurt* instead of the required British spelling *yoghurt*.

There were quite frequent typographic errors found in the translations. When it comes to capitalization of headings and subheadings, nine translators correctly used capital letters only for the first word of the heading and the following subheadings (e.g. *How to avoid a discount spiral*). In another case, *the Czech Republic* was spelled with small letter in *republic* and in few other translations the collocation *Czech crown* was spelled without capitalization: *czech*. Many translators were also struggling with currency formats (RP9). In six cases it was observed that translators wrongly place the currency abbreviation after the number (e.g. 29.90 CZK). Nevertheless, currency symbol or abbreviation should be placed before the number (CZK 29.90). At the same time, it is also possible to spell out the currency name.

There were 6 participants that correctly spelled out the currency as Czech crowns. However, it is also correct to say *Czech koruna*.

Also, there is no fixed rule on how to use the *per cent* sign in English (RP10). It can either follow a number directly or it is placed after a hard space. Both of these options were used by our translators. However, there were two cases when the translators were inconsistent and used both formats within one text: 30% and 30 %. Also, other two participants who decided to spell out *per cent*, spelled it incorrectly as one word “percent”: 55 percent. At the same time, per cent can be used when the number is also spelled out. On the other hand, when a per cent sign is used, the number should be expressed by figure too. The two above mentioned translations violated this rule as well.

It was interesting to observe that many translators had problems to write down the correct date format. There were only two translators who used the correct format: 18 June 2018. However, the following format is also acceptable: 18.6.2018. As many as six translators did not use the correct date format and two translators even omitted it in their translations. Moreover, an absolute majority of participants, nine, did not realize the typographic difference between British and American quotation marks. There was only one participant who correctly used the single and curly quotation marks to write down direct speech: ‘*Lidl flapped its wings and the whole world changed,*’ says Žák poetically.

Translation skill

The last category focuses on the resource materials used by translators and strategies which they applied to translation problems. Successful translation process is based on identification of translation problems and their appropriate solution. Based on the analysis of the translated texts, it can be concluded that student translators show general ability to identify and solve translation problems. Some participants demonstrated creative target language solutions to translation problems which also indicated detailed and thorough study of resource materials. To compare, other participants demonstrated inadequate study of resource materials and the target text requirements because of several translation errors analyzed in their translations.

It can be concluded that the selection of all ten rich points was appropriate because all these rich points caused translation problems to the student translators. The following table summarizes how many participants had problems with each rich point (RP1-RP10).

Table 6: Unacceptable translation solutions for selected rich points

L2 translation	RP1	RP2	RP3	RP4	RP5	RP6	RP7	RP8	RP9	RP10
No. of errors	2	7	6	4	4	2	4	8	6	3

RP1: Textual problem; RP2: Linguistic problem; RP3: Linguistic problem; RP4: Extralinguistic problem; RP5: Textual problem; RP6: Problem of intentionality and linguistic problem of reformulation; RP7: Linguistic and extralinguistic problem; RP8: Extralinguistic problem; RP9: Extralinguistic problem; RP10: Extralinguistic problem.

5.3 Post-translation Questionnaire

The last requirement for the participants was to fill in the “post-translation” questionnaire. I prepared this questionnaire with two open questions which are to be answered after the participants complete the translation task. In this questionnaire, I asked the participants to highlight three specific segments or at least three challenging aspects of the source text that they found problematic while translating. At the same time, I asked them why they find these aspects of the text challenging and to comment on the solutions that they came up with. In the second and the final question, I asked the participants to comment on the overall translation process of this translation task and to provide a list of online sources they used for this particular text. My intention was to find out whether the errors analyzed in the translated texts match with the problematic segments pointed out by the participants. It is natural that each translator has a different translation experience and everyone feels confident about different requirements that the translation task demands. That means that the participants pointed out some aspects of the source text that they personally considered to be the most challenging. I can conclude that many opinions on the problematic segments of the source text overlapped.

As it was anticipated, idiomatic expressions, wordplay and metaphors present in the source text were considered to be the most challenging aspect of this translation task by absolute majority of the participants. As many as eight participants mentioned that

they were struggling while looking up correct collocations and metaphors on the internet. There were two participants who were specific about the metaphor they felt insecure about. Both of them agreed that it was the following sentence: *Vymanit se ze stahující smyčky ale není snadné*. Other two participants pointed out the collocation *hořký úsměv* and reported that they used corpora to find appropriate translation. To give one last example, one participant also highlighted the phrase *pochlubit se veřejně* which turned out to be a problem for more people when analyzing the translations. To conclude, participants stated that they tried to avoid literal translation of these idiomatic expressions and mostly tried to rephrase them, so that they would be read as it was intended in the original text.

Again, majority of the participants agreed that it was challenging to find correct terminology. Even though the participants stated that they are familiar with the terminology in their mother tongue and the terms are not difficult in the sense, it was not an easy task to find the English equivalents and to maintain appropriate vocabulary throughout the whole text. There were more translation possibilities for some of the terms and the translators had to decide (e.g. manufacturer or producer?). In some cases, the decision was influenced by the fact that the translation required British English and the translator had no other option but to adhere to the British spelling rules (e.g. UK litre versus US liter). Moreover, some participants specifically reported that they struggled with synonyms like *základní cena*, *standardní cena*, *ve slevě*, *zlevněné* and *akční cena*. As it was just indicated, the requirement for the British English variety was specified in the translation brief. Some participants paid more attention to this requirement than others. Those who were realizing the difference between British and American English forms tried to find suitable expressions for British English when dealing with terminology. For example the term *on sale* is typical for American English while *special offer* is typical for British English. In one case, the translator provided the price information both in Czech crowns and English pounds. As for another two cases, the translators converted *half a litre* into *a pint*.

Some participants found the sentence structures of the source text problematic as well. There was one participant who stated that he/she struggled while translating some of the sentences because of possible ambiguous interpretation. Because of that, it was important to focus more on these sentences to get as close to the intended

meaning as possible. Another participant reported that the opening paragraph of the article was the most challenging segment to overcome. A few participants also mentioned typographic aspects that had to be adapted for English. These participants felt a constant need to verify rules for punctuation, capitalization but also articles, prepositions and other language aspects that are much more natural when translating into one's mother tongue. Besides, two participants also stressed the cultural environment references that we find in the source text. Possibly, there might appear a problem with *Kofola*, a typical Czech beverage product. That is why several participants considered describing Kofola in more details. In several translations we found these solutions: *Czecho-Slovak soft drink Kofola*, *Czech soft-drink company Kofola* or *Kofola beverage*.

Now, I move to the second question of the “post-translation” questionnaire where the participants provided more insight into their translation process and they revealed which online sources they used for this particular translation task. Participants have already listed a number of online sources which they usually use when translating into a second language in the “pre-translation” questionnaire. Mostly, they reported that there was nothing special about this translation process compared to other translation tasks that they work on. Most of the participants stated that the first step of their translation process is a thorough reading of the source text. After doing so, they search for parallel texts and look up for appropriate terminology. Usually, they create a rough translation version which is then revised to catch all the remaining errors. There was one participant who mentioned looking for information directly at the website of Kofola company. The online sources used for this translation task correspond to the online sources that the participants listed in the “pre-translation” questionnaire. Mostly, the participants reported that they used Linguee, Glosbe, ČNK and other corpora to look at parallel texts to decide on terminology. Other participants also used online dictionary of idioms and different results which the Google search suggested. One participant specified that it was very useful to go through the web page of the newspaper The Guardian to check on numerals or dates to ensure the correct typography of the target text.

6 Conclusion

The aim of this thesis was to report on the experience and opinions of the student translators regarding L2 translation that were obtained through a questionnaire survey. Secondly, the aim was to analyze and report on L2 translations completed by these participants with the help of a native English proofreader. For the purpose of this thesis, two questionnaires and one translation task were assigned.

From the sources presented in the theoretical part of this thesis, it follows that translations should be done preferably into translator's native language. In reality, this belief mainly applies to English-speaking countries. On the other hand, translators of less disseminated languages translate into their non-native language on a common basis. It is because not many speakers of major languages study closely minor languages. From the historical point of view, L2 translation has always been placed at the periphery of the translation studies because of a prejudice about the L2 translation product. However, some survey results show that this claim cannot be applied to all translators and translation tasks because translation work depends on individual abilities and degree of translation competence of each translator.

Many translation theorists suggest to reevaluate the traditional concepts about L2 translation. For example, PACTE group conducted a translation competence research in 2017. Based on the findings, it was concluded that translation competence influences the translation product and it also works differently for direct and L2 translation. Mraček conducted L2 translation research in the Czech Republic and he concluded that L2 translation is seen as the more challenging translation direction. Mraček grouped the identified errors into grammatical and stylistic errors. Compared to stylistic errors, grammatical errors were not that frequent. Duběda, Mraček and Obrdžálová also found that L2 translation quality is influenced by the text genre and that higher frequency of L2 translation leads to a better quality products.

According to the findings of the "pre-translation" questionnaire assigned in the theoretical part of this thesis, an absolute majority of student translators encounter L2 translations on a common basis. Although they consider L2 translation to be the more challenging translation direction, they also report almost an equal distribution of preferences on the two translation directions.

To conclude the L2 translation task findings, I would like to emphasize that there was not presented a complete list of errors found in the translations. Based on the source text analysis, eight challenging source text aspects and ten specific rich points were suggested. All the selected rich points proved to be problematic because in many cases, student translators provided unacceptable translation solutions to these specific source text segments. Specifically, these rich points caused linguistic problems, extralinguistic problems, textual problems and intentionality problems. All the errors identified in the translations were grouped into five categories: source text meaning, target text style and cohesion, situational appropriateness, grammar and mechanics, translation skill.

All the students' translations reflect an overall understanding of the source text meaning and they appropriately translated the ideas into the target language in majority of cases. There were a few source text sentences that caused reformulation difficulties to some translators. Some of these translation solutions also resulted in a shift of meaning. Moreover, all the student translators produced translations that are well organized into headlines, sub-headlines and paragraphs. When it comes to stylistics, some inconsistent style patterns were found. Furthermore, it was concluded that cultural references, discourse and register identified in the translations were generally appropriate for the target text purposes. Still, there were some cases of stylistically inadequate vocabulary which did not match the target text context, style or the British English nature of the text.

Student translations showed frequent minor errors when it comes to grammar, spelling punctuation and diacritical marks. The analysis identifies missing articles, redundant articles and cases of article confusion as well. Secondly, preposition errors were also analyzed quite frequently. Syntactic structures and punctuation did not prove to be very difficult for the translators. Some of the spelling errors arose from the insufficient knowledge of when to use a hyphen and differences between British and American spelling conventions.

Typographic errors were quite frequently found. First of all, there were not many capitalization errors. On the other hand, many translators did not correctly use the currency abbreviations in their translations and the currency symbol was incorrectly placed after the number. Also, in several cases, translators were inconsistent while

using a per cent sign. Nevertheless, the most severe typographic errors appeared in connection to quotation marks. An absolute majority of translators followed the conventions of American English and used double instead of single quotation marks. Last but not least, student translators showed an overall ability to identify and solve translation problems.

According to the findings of the “post-translation” questionnaire, majority of the challenging and problematic aspects of the source text identified by the participants correspond to the challenging segments of the source text and the selected rich points that were presented based on the source text analysis. Namely, participants stated the following aspects of the source text as challenging to translate: metaphors and wordplay, collocations, terminology, British English, sentence structures, typography and cultural elements.

I believe that the main limits of this thesis lie in the constrained number of the research participants. Participation in this translation research was voluntary and many participants lacked appropriate motivation. It can be assumed that because of these reasons participants did not give their usual translation performance and they also did not share many ideas in the questionnaires. Further limits lie in the fact that only one native English proofreader helped with the error identification. This cooperation was also voluntary. Evaluation of the translations is therefore subjective and it does not identify all the errors that appear in the translations. However, I am convinced that research into English as a non-native language is very important because of the increasing demand for the L2 translations. Furthermore, it provides an overview of the most frequent challenges that Czech translators face and the feedback provided by student translators may serve as a source of inspiration for an adjustment of L2 translation seminars.

Resumé

Tato diplomová práce se zabývá překlady do angličtiny vyhotovenými českými studenty překladatelství, nástrahami a výzvami spojenými s tímto překladatelským směrem. Tato práce se zaměřuje na magisterské studenty překladatelsko-tlumočnického studijního oboru na univerzitě Palackého, zkráceně ATPN. Cílem této práce je informovat o zkušenostech a názorech těchto studentů týkajících se překladu do nemateřského jazyka. Dále se tato práce zaměřuje na analýzu překladů do angličtiny jakožto nemateřského jazyka. Tato analýza probíhá za pomoci rodilého mluvčího angličtiny. Na základě této analýzy se rozdělí a pojmenují nejčastější chyby identifikované ve výše zmíněných překladech.

Tato diplomová práce se skládá ze dvou částí. Jedná se o teoretickou a praktickou část práce. Teoretická část začíná kapitolou číslo dva. V úvodu tato kapitola definuje direkcionalitu překladu a překlad do nemateřského jazyka. Následně tato kapitola představuje historický kontext, který naznačuje, že překlad do nemateřského jazyka je praktikován od počátků překladatelské činnosti jako takové. Dále jsou představeni někteří významní translatologové a jejich vyvíjející se názory na direkcionalitu překladu. Obecně je překlad do nemateřského jazyka považován za okrajový směr překladu. Přesto jej však překladatelé běžně praktikují. Dále tato kapitola pokračuje přehledem nedávných studií překladu do nemateřského jazyka. Tyto studie naznačují, že překladatelská kompetence ovlivňuje překladatelský produkt a proto je překlad do nemateřského jazyka považován za náročnější směr překladu. Na základě těchto studií bylo usouzeno, že se překladatelé při překladu z češtiny do angličtiny dopouští stylistických chyb častěji, než gramatických chyb. Také bylo zjištěno, že je na překladatelském trhu běžnou praxí překládat do cizího jazyka a dokonce se zvyšuje poptávka po překladech do nemateřského jazyka. Závěr této kapitoly se zaměřuje na popis role rodilého mluvčího, který může poskytovat užitečné konzultace během překladatelského procesu.

Kapitola číslo tři se věnuje nástrahám překladatelské praxe a poukazuje na typické překladatelské problémy, které se objevují během jakéhokoli překladatelského procesu a které často zmiňují i samotní translatologové a překladatelé. Mezi typické překladatelské problémy patří zejména lingvistické problémy, textové problémy, extralingvistické problémy, problémy související se záměrem výchozího textu, problémy vycházející z překladatelského zadání nebo

problémy spojené s charakteristikou cílového čtenáře. Tato kapitola dále představuje specifické rysy žurnalistického stylu, jelikož text určený k překladu v rámci překladatelského výzkumu je obchodní článek. Konkrétně jsou představena pravidla pro psaní lexikálních jednotek, syntaktických struktur, nadpisů a typografie.

Kapitola číslo čtyři je úvodní kapitolou praktické části této práce. Tato kapitola shrnuje metodologii překladatelského výzkumu. Samotný překladatelský výzkum je rozdělen do tří částí. Skládá se ze dvou dotazníků a jednoho obchodního článku určeného k překladu do angličtiny. Účastníci výzkumu byli osloveni prostřednictvím Facebooku a emailu. Žádost o účast tohoto překladatelského výzkumu byla rozeslána pouze studentům ATPN. Relevantní data se podařilo získat od deseti studentů překladatelství. Veškeré vyhodnocování těchto dat probíhalo anonymně. Pro účely překladatelského výzkumu bylo účastníkům poskytnuto překladatelské zadání s jasnými pokyny pro překlad a také dva dotazníky. Otázky v dotaznících byly formulovány tak, aby byly relevantní k tématu překlad do nemateřského jazyka. První dotazník obsahuje 12 otázek a jednu bonusovou otázku. Cílem tohoto dotazníku bylo získat informace k následujícím oblastem: zkušenosti získané v anglicky mluvící zemi, podíl překladů do nemateřského jazyka, důvody k odmítnutí překladu do nemateřského jazyka, zpětná vazba od rodilého mluvčího, preference na směr překladu, osobní názor na obtížnost směrů překladu, obecný názor na obtížnost směrů překladu, překladatelská obtížnost literárních a odborných textů, online zdroje, sazby za překlady do nemateřského jazyka, ATPN překladatelské semináře a strojový překlad. Pro účely překladatelského výzkumu byl zadán obchodní článek o délce 500 slov. Studenti překladu byli požádáni přeložit český výchozí text do britské angličtiny bez pomoci strojového překladu. Hlavním cílem druhého dotazníku bylo zmapovat náročné aspekty výchozího textu, které zdůraznili sami účastníci výzkumu.

Všechna data byla shromážděna ve Word souborech. Vzhledem k omezenému rozsahu tohoto překladatelského výzkumu, kdy se zúčastnilo pouze deset studentů překladatelství, bylo možné věnovat pozornost všem názorům a zkušenostem uvedených v dotaznících. Pro spolehlivé vyhodnocení překladů byl také osloven rodilý mluvčí anglického jazyka. Tento rodilý mluvčí se zaměřil na identifikaci nepřijatelných nebo nejednoznačných překladatelských řešení. Dále tyto problémy pojmenoval a někdy také navrhl správné překladatelské řešení.

Tato kapitola dále představuje analýzu výchozího textu na základě modelu Christiane Nordové. Tato analýza se zaměřuje na extratextové i intratextové aspekty výchozího textu. Na základě této analýzy bylo identifikováno osm náročných aspektů výchozího textu pro překlad. Očekávalo se, že překladatelům budou způsobovat potíže: kulturně specifické prvky, novinové titulky, metafory a slovní hříčky, terminologie z oblasti marketingu a obchodu, kolokace a adjektiva, typografie, britská angličtina a struktura vět. Dále bylo vybráno i deset konkrétních míst, takzvaných *rich pointů*. U překladu těchto *rich pointů* se předpokládalo, že překladatelům budou konkrétně působit lingvistické problémy, extralingvistické problémy, textové problémy a problémy spojené se záměrem cílového textu.

Pátá kapitola představuje výsledky překladatelského výzkumu. Výsledky prvního dotazníku ukázaly, že absolutní většina účastníků se běžně setkává s překlady do nemateřského jazyka. Studenti překladu zároveň považují překlad do nemateřského jazyka za náročnější směr překladu kvůli nižší překladatelské kompetenci spojené s nemateřským jazykem. Přesto pouze polovina studentů překladu preferuje překlad do mateřského jazyka. Druhá polovina se překladům do nemateřského jazyka nevyhýbá. Účastníci výzkumu také uvedli, že za překlady do nemateřského jazyka si účtují vyšší sazby. Dále uvedli, že často nedostávají žádnou zpětnou vazbu k vyhotoveným překladům. Většina respondentů také používá strojový překlad, ale nespolehá na něj. Zároveň většina překladatelů považuje překladatelské semináře ATPN za užitečné a uvítali by jich více.

Samotná analýza překladů se nezaměřovala pouze na překladatelskou správnost nebo nesprávnost vybraných *rich pointů*. Zaměřila se i na identifikaci ostatních chyb, které se v textu objevily. Následně byly veškeré identifikované chyby rozděleny do pěti kategorií: význam výchozího textu; styl a koheze; situační adekvátnost; gramatika, pravopis a adekvátnost a překladatelské schopnosti. Obzvláště byla označena ta chybná překladatelská řešení, která odpovídala předem vybraným *rich pointům*.

Všechny studentské překlady do angličtiny odrážejí celkové porozumění významu zdrojového textu a ve většině případů byly hlavní myšlenky vhodně přeloženy do cílového jazyka. Několik vět zdrojového textu však způsobovalo překladatelům potíže s formulací. Některá tato překladatelská řešení také vedla k významovému posunu. Všichni překladatelé také dodrželi správné členění textu

pro daný typ textu. Konkrétně se jednalo o nadpis, podnadpisy a odstavce. Pokud jde o stylistiku, v několika případech se vyskytly nepřirozené formulace. Kulturní odkazy a rejstřík identifikované v překladech byly ve většině případů vhodné pro účely cílového textu. Stále se však našly případy stylisticky neadekvátní slovní zásoby, které neodpovídaly cílovému kontextu, stylu ani britské angličtině.

Překlady studentů vykazovaly časté chyby na úrovni gramatiky, pravopisu a interpunkce. Analýza identifikovala chybějící členy, nadbytečné členy nebo záměnu členů. Dále překladatelé často chybovali v předložkách. Syntaktické struktury a interpunkce se pro překladatele neukázaly jako velmi obtížné. Některé pravopisné chyby byly zapříčiněné tím, že nebyl správně použit spojovník nebo proto, že si překladatelé nebyli vědomi rozdílů mezi britskými a americkými pravopisnými pravidly.

Typografické chyby se také objevovaly poměrně často. Mnoho překladatelů ve svých překladech správně nepoužilo měnové zkratky a symbol měny umisťovali chybně až za číslo. Dále měli překladatelé problémy s vyjadřováním procent. Největší typografické chyby se však objevily v souvislosti s uvozovkami. Naprostá většina překladatelů se řídila konvencemi americké angličtiny a místo jednoduchých uvozovek používala dvojité.

Překladatelský výzkum uzavírá analýza druhého dotazníku, kde se ukázalo, že většina náročných a problematických aspektů výchozího textu, na které poukázali účastníci, odpovídá oblastem, které byly identifikovány na základě analýzy výchozího textu. Účastníci výzkumu se také shodli na tom, že zahajují překladatelský proces s důkladným čtením výchozího textu a poté se přesouvají k paralelním textům a vyhledávání termínů. Někteří účastníci uvedli, že si pro tento konkrétní překladatelský úkol speciálně prostudovali oficiální web Kofoly a také britské vydání The Guardian.

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Appendices

Appendix I: Translation brief

The source text was published on a Czech informative portal [edizone.cz](http://www.edizone.cz). See the full version of the article here: <http://www.edizone.cz/zajimave-clanky/jak-se-nedostat-do-slevove-spiraly/>). This text informs about a business issue that affects local manufacturers and distributors. It is required to translate this text from Czech into British English. The total word count is 503. The delivery deadline is in one week time. The source text will be provided in an editable Word file format. This text will be later published in an online edition of The Guardian and it will reach both native English speakers and international readers. It is required that this translation is done without the help of machine translation. There are also two questionnaires accompanying this translation project. One of them should be completed before initiating the translation process and the second one is designed to be completed after finishing the translation process.

Translation into English as a Second Language

Pre-translation Questionnaire

For ATPN students

(FEEL FREE TO ADD EXTRA COMMENTS)

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*
2. *What is the proportion of your translations into English? Please express in percentage.*
3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*
4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*
5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*
6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*
7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*
10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

Jak se dostat do slevové spirály



18. 06. 2018

Hodně prostoru věnovali odborníci na konferenci Retail in Detail jednomu z nejpalčivějších problémů, které v Čechách a na Slovensku trápí výrobce a distributory. Podíl promocií na obratu v tuzemském FMCG v roce 2017 opět vzrostl a to již na 55 %, což je o 25 procentních bodů více, než před deseti lety. Přestože tedy HDP i ochota spotřebitelů utrácet za dražší zboží roste, roste i poměr zboží prodaného "v akci".

Promoční akce snižují zisky výrobcům. Vymanit se ze stahující se smyčky ale není snadné, jak ukazuje příběh Kofoly.

Prodeje Kofoly na horské dráze

Kofola má za sebou perný rok a půl. Zisky a prodeje její dvoulitrové lahve připomínaly jízdu na horské dráze. Nejprve sešup, pak několik zákrut a v posledních šesti měsících cesta vzhůru.

To vše vyplývá z grafu, který tento týden ukázal na konferenci Retail in Detail šéf promoční strategie v Kofole **Ondřej Žák**. Ilustroval tím, jak vypadá slevová past. Do té spadli i jiní, ale jen málokdo má odvalu se tím „pochlubit“ veřejně.

Slevy v rámci promočních akcí jsou mezi výrobci a obchodníky velké téma. Už dvacet let, jak s hořkým úsměvem říkají. Zatímco zákazník má téměř jistotu, že v prodejně najde pokaždé ve slevě nějaké pivo, rum, jogurt či kávu, pro výrobce

i obchody to znamená ztrátu části zisku. Zatímco před deseti lety se zboží prodané se slevou podílelo na celkových tržbách ze třiceti procent, loni už to bylo 55 procent.

Volný pád způsobila trvale akční cena

Tuzemský výrobce limonád prošel všemi možnými negativními důsledky, které mohou z přílišných slev vzniknout. Na začátku v létě roku 2016 byla běžná cena dvoulitrové limonády většinou 29,90 koruny, akční se pohybovala mezi 17 a 20 korunami. Pak ale přišel obchodní řetězec Lidl s tím, že přestane černou limonádu promovat a běžná cena se bude rovnat akční ceně, v případě Kofoly 19,90 koruny. To znamená, že nižší bude už základní cena, ale žádné slevy z ní.

Mělo se to vyplatit jak výrobcí, tak zákazníkovi. Lidl a další řetězce podobně postupují i v Německu. „*Řekli jsme, proč ne, ale možná jsme to maličko podcenili,*“ říká dnes Ondřej Žák. Došlo totiž na takzvaný efekt motýlích křídel. „*Lidl nám mávl křídly a celý svět se změnil,*“ vypráví poeticky.

Co se dělo dál, už pro Kofolu poetické nebylo ani trochu. Dříve akční cenu 19,90 koruny totiž vzali za standardní ostatní obchodníci a použili ji jako východisko pro další slevy. Dvoulitrovka stála náhle v akci 12,90 Kč.

„*Nejde jen o nizoučkovou cenu, ale úplně se nám rozsypalo portfolio,*“ upozorňuje Žák. „Rozsypáním portfolia“ myslí to, že dvoulitrovka stála v akci méně než všechna ostatní balení, někdy i dost výrazně. Půllitr točené Kofoly vyšel třeba na 30 korun a zákazníci byli zmatení.

Jediné, co mohli v Kofole dělat, bylo chodit stále znova vyjednávat, vysvětlovat a snažit se ceny vrátit zpět. Trvalo to skoro celý rok. „*Propad v prodejích, který nás potkal, odpovídá třem stům kamionům plným Kofoly. A ty když se postaví za sebe, je z toho čtyřkilometrová kolona,*“ přirovnává Ondřej Žák.

Translation into English as a Second Language

Post-translation Questionnaire

For ATPN students

(FEEL FREE TO ADD EXTRA COMMENTS)

- 1. Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*
- 2. Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

14. Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.

No. But I have lived in a foreign country at an international campus. My pronunciation has improved there due to frequent contact with native English speakers. My grammar on the other hand has worsened because of all the conversations with people who spoke English as their second language and some of them were not particularly good at it.

15. What is the proportion of your translations into English? Please express in percentage.

I try to avoid it at all cost. Perhaps 0.01%

16. Do you ever refuse to translate into English? What are your reasons? Please comment.

Yes. If I feel competent to do it, I will step up to the task only if the client has a proofreader who is a native speaker of English. Often they do not have such person and if I recommend someone I know, they complain that it is too expensive.

17. When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?

I usually do not translate into English. But when I translate into Czech, I rarely receive any feedback on the quality of translation. The only feedback I sometimes I receive is of a different nature (I was helpful/I communicated well with the client/I was ahead of the time schedule/I am reliable etc.)

18. Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.

I prefer to translate into Czech because I am much more confident in my writing skills this way.

19. Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you

see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.

Translating into English is more difficult for me because there is just too many things I am not positive about.

20. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

Because I am always suspicious I am getting things wrong. I use the comma/article/semicolon in the wrong position etc. Am I using the right preposition? When translating into Czech I consult the dictionary occasionally. When translating into English I consult it all the time.

21. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

Yes, literary and persuasive texts are more difficult for sure because it requires greater mastery of the art of language.

22. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

Corpora, Linguee, Google.

23. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

I rarely do it. But if I did I would because it takes me significantly more time.

24. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

Personally, I did not find them very helpful. Mainly because of the lack of feedback and the fact they were not led by a native speaker. Also I do not remember the instructor introducing any useful online sources to help us when translation to L2.

25. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

No, it is not very helpful when it comes to CZE-EN combination I believe.

26. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

It should be done sparingly. If there is a Czech person who is enthusiastic and confident about translating into English as their L2, I am always suspicious.

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

No.

2. *What is the proportion of your translations into English? Please express in percentage.*

About 10%.

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

Unfamiliarity with the topic in relation to its difficulty, technicality.

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

Too little professionally translated material into English to be given relevant feedback.

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

I have no preference, depends on the topic to be translated.

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

Translations into English might prove more tricky in achieving the natural flow of vocabulary, phrases, grammar, information, etc. Yet, in Czech one might not find oneself being well-read in a certain genre resulting in unnaturalness of language all the same.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

Might be unfamiliarity with given genres stemming from not having read and studied enough materials of the language in depth.

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts*

(containing terminology)? Which seems to be more difficult for you when translating into English?

Literary texts are demanding in having its function or its form transferred primarily, while technical ones focus on the content to be understood correctly with proper terminology. My preferences lie with the latter.

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

Corpora, mostly Czech sources (kontext.korpus.cz); parallel documents of the same genre.

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

I trust the employer to have a fair rate, as translations into English should inevitably be paid more. I haven't had an opportunity to charge a rate myself.

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

Every translation seminar was helpful; the more translations the more experience. Be it at the university seminars or already in the professional sphere.

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

Not primarily; helpful for terminology, sentences still have to be reconstructed.

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

It is my view only people with relevant education and erudition in the language should be able to produce those, preferably with close ties with the other culture(s). Very few are thus eligible, though.

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

I have been to Durham for Erasmus program for 6 months. It did not really improve my English, as I did not speak much of English at school (I mostly listened) and in the house I was living in were two Czech friends.

2. *What is the proportion of your translations into English? Please express in percentage.*

Out of all translations I did, maybe 30% were into English.

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

No, my translations into English are better than into other languages.

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

Yes, working at AFO I received feedback to improve my translations. It was mostly on translations into Czech, as I am not native Czech I made grammatical and syntactic mistakes. I did not receive feedback from native speaker.

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

I prefer translations into English as I do not have to think about differences in languages such as Slovak and Czech. (I am native Slovak, yet Czech impedes even my mother tongue).

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

I think translation into Czech is more difficult, I have to consider much more. The most frequent difficulty is Czech grammar and intelapping of Slovak and Czech.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

I do not consider it more difficult. But maybe because it is not a mother tongue, it is harder to find the right words to express the same or similar meaning.

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

There is definitely a difference. One has to consider the cultural background which makes the translation quite hard if one does not have a knowledge of such things. I believe literary texts are more difficult, but I believe they have more freedom in translation, as we should translate meaning not words, which should be polar to technical texts where right terminology is in need.

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

I use the sources I find, of course, I use different types of dictionaries, then parallel texts to help me with choosing the right terminology, if I cannot find some, I use translating groups to help with some terminology. I do not share the text, I only search for word. I do not use any special database. Though I use dictionary acquired during studies.

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

I would not charge more into English. (I do not currently do translating)

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

I am sorry, but I do not consider my time attending this school as helping me improve my translation into English. I would much prefer the feedback for each student which was not provided as there were many students in the classroom. And I would take more practice-oriented seminars.

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

No, I rarely use machine translation, as I do not have much of Memories prepared for that.

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

It is easier to translate into English from Slavic languages, because it feels much easier.

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

I lived in England (London) for 5 months. However, I was mostly surrounded by Czech-speaking people, so my English did not improve notably (I used English only in shops, underground etc.)

2. *What is the proportion of your translations into English? Please express in percentage.*

0 % (I have only translated into English once (Charita ČR) and at the moment I do not translate into English)

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

I have only translated into English once (Charita ČR) and at the moment I do not translate into English. But I would probably accept such commission if the text would not be too difficult.

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

I have only translated into English once (Charita ČR) and I have not received any feedback.

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

I prefer translation into Czech as I feel more confident translating into my mother tongue. I also have very little experience translating into English.

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

Personally, I find translation into English more challenging. While translating into English I often struggle with the stylistics and textual factors and also finding the correct collocations.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

I think it is more difficult because the translator has to be more conscious of his/her linguistic choices and the translator's competence in L2 may be lower than in his/her mother tongue (especially in the area of stylistics).

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

I do think there is a difference in difficulty between those types of texts. For me the literary/persuasive texts are more difficult to translate into English (usually due to the stylistics of the texts).

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

I use online dictionaries (Google, Glosbe), thesaurus (Thesaurus.com) and corpora (BNC/COCA, ČNK). I do not have access to any databases.

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

I do not translate into English at the moment (but if I did, I would charge more, probably 25-50 % more depending also on the text type).

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

I appreciated these opportunities to translate into English and receive some feedback, so in this way these seminars were helpful. However, I do believe there could be more of them (I remember only 2 translation seminars into English). I do not feel prepared for L2 translations.

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

I do use machine translation sometimes, but I try not to rely on it. It is quite helpful while translating technical/non-literary texts as it sometimes can offer correct terminology, but I do not stick to the MT if it is not the most optimal translation. The extent to which I stick to it depends on the text type (more in technical/non-literary texts).

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

No.

2. *What is the proportion of your translations into English? Please express in percentage.*

20%.

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

YES, if the topic is way too complicated.

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

No, I do not.

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

Into English because of better writing skills.

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

Into Czech because of more complicated grammar and grammar rules.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

Worse grammar and vocabulary knowledge as opposed to translation to first L.

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

Translating literary texts or persuasive texts is more demanding, especially on creativity.

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

Mainly bilingual or monolingual dictionaries.

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

YES, 25 % more.

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

YES, YES and YES.

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

Yes. Depends on the type of text.

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

I have lived in the United States for two months. I definitely improved my comprehension skills, pronunciation and vocabulary (idiomatic language use).

2. *What is the proportion of your translations into English? Please express in percentage.*

20%.

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

I had never refused any translation into English.

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

I have never received any kind of feedback.

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

I prefer translation into English mainly because of the characteristics of the language - its nominal nature.

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

I consider translation into English more challenging when it comes to using idiomatic expressions and the right vocabulary.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

Because it is way more difficult to sound idiomatic in a language which is not your mother tongue.

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts*

(containing terminology)? Which seems to be more difficult for you when translating into English?

I find literary and persuasive texts more challenging to translate not only because of their potential puns and wordplays but also because of the “artistic skills” that the translator need to possess.

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

Monolingual dictionaries with example sentences, bilingual dictionaries, corpora, related websites.

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

N/A

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

There was only one seminar dedicated exclusively to translation into English. I liked the variety and the length of the texts and I think it would be nice to have at least two seminars like that because it could lead not only to improvement in translation but in English in general.

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

I do not use machine translation when translating into English.

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

No.

2. *What is the proportion of your translations into English? Please express in percentage.*

20%.

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

Yes, because I do not feel prepared for translation into the non-native language. I mainly refuse texts that are too technical and I am not familiar with its topic.

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

I do not receive any feedback.

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

I prefer to translate into my mother tongue. However, I think it is challenging to translate into the non-native language as well. It depends on the nature of the text.

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

My opinion is that translation into L2 is more difficult. It is more difficult to create a fluent and natural text in a non-native language.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

I think it is considered to be more difficult because it is natural that the language competence is lower when it comes to non-native language.

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

Yes I think that translating literary texts is much more challenging because the translator needs to have some previous experience with translation of these texts or must have read these types of texts to be able to create naturally sounding texts and each of these texts are original pieces. On the other hand, technical texts and its vocabulary can be looked up.

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

Google translate, Linguee, Lingea dictionary, Google search for parallel texts and for verification, Oxford dictionary.

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

Yes, probably 20-30%.

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

I think that the translation seminars were helpful because they paid attention to different text types and we always obtained some feedback. However, many times we did not receive direct feedback to our own translations but only an advice what a translation solution may look like. I do not feel prepared for L2 translation and I think there could be more seminars focused on L2 translation.

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

I use the machine translation depending on the source text. I think it is helpful to some extent as it suggests some translation solutions. However, I do not rely on it. Unfortunately, I do not have any translation memories to help me with my translations.

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

No.

2. *What is the proportion of your translations into English? Please express in percentage.*

20%.

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

Yes, it was mainly due to a very specific content source text. The subject field that I do not have a sufficient knowledge of and I could come up with some misunderstandings in the target text.

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

Recently I received a feedback for a translation into English but it was no discussion or pointing out my mistakes. It was a corrected version of my translation which they sent me what the final version, which is to be published, looks like.

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

I prefer translating into my mother tongue. I feel much more confident when producing a text in my mother tongue. At the same time it may be challenging to comprehend the English source text.

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

Personally I consider L2 translation as the more challenging direction as I do not have sufficient experience with L2 translation.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

I think that translation into a non-mother tongue is generally considered to be more challenging. It is because of insufficient knowledge of all the aspects of the second language.

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

Yes I think that translating literary texts is much more demanding than technical texts. Translating wordplay and metaphors requires much more knowledge and experience so that it sounds natural in the target text.

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

Google translate, Linguee, Lingea dictionary, google search, Glosbe. I do not have access to any special database.

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

YES, 20%.

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

I find the translation seminars helpful because of the variety of texts covered and the feedback and group debates we had about problematic points in the texts. I feel prepared for L2 translations of a more general content, not too specific and technical.

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

Personally I use machine translation for both translation directions. For me it is a good start as it gives me the initial idea on the translation. On the other hand, I do not rely on the machine translation as it suggests many incorrect solutions as well.

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

No, I did not.

2. *What is the proportion of your translations into English? Please express in percentage.*

Currently I do not have any translation seminars and I do not translate very often (in the sense of working for a client). However, I encountered both, I would say almost equally.

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

I would not accept translations into English that would require too idiomatic language and would be for the purposes of publishing (as a non-native speaker, the quality may be insufficient for the purpose of the translation no matter the quality of the translation itself), or of very specialized texts where I lack the knowledge of the subject (quantum physics).

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

That very much depends on the client or the agency. I have received some feedback, usually more detailed from the agencies. From those clients who had means to arrange for the revision by the native speaker (in case of translations into English), I received some feedback, but it was more concerned with grammatical mistakes (rather than stylistic problems).

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

I like both directions, both have advantages and disadvantages. As a native Czech speaker, I do not have to think excessively about grammatical aspects and there are many possibilities of expressing something in a native language, however, it may be difficult to achieve the correct style. As regards the translation into English, the texts I would be willing to translate would be more “matter of fact”, mostly for informative purposes, which suits

me more, however, the problem is that there is a need for constant checking of grammatical aspects, not only style or terminology.

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

As I indicated in the previous question, I believe there are different problems arising in each of the types of translation. Please see the responses above and below.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

The non-native speakers, even those highly proficient, do not have the same command of the language, which makes the translation difficult in the sense of having to keep verifying grammatical aspects (word order, use of tenses, collocations, etc.), which is quite time consuming.

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

Yes, I believe that translating technical texts may be easier to translate (not easy, easier in the sense that creativity is not the goal of the translation, so that it is possible even for a non-native translator to achieve a very good result).

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

I use COCA corpus, Linguee, various dictionaries online (e.g. Glosbe), sometimes Google translate (to see if it offers a useful grammatical structure), and then some specialized sites – depending on the subject of translation (e. g. terminological database of the national library).

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

As I mentioned, currently I am not working as a translator, however, I would charge more for translations into English. I would probably look at the recommended rates.

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

The seminars were definitely helpful, however, I would include much more practical seminars than we actually had. Further, possibly having shorter texts with more detailed feedback may be more useful than too long texts with too general feedback. I would also include bigger portion of translation into L2 since I do not feel very prepared for translations into L2.

12. Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?

Only after I translate the sentence myself, not to be too swayed by the suggestions of the machine translation. I believe it has its advantages such as offering a structure I as a non-native speaker would not think of.

13. BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?

Translation into English as a Second Language

Pre-translation Questionnaire for ATPN Students

1. *Have you ever lived or studied in an English-speaking country (at least for a few months)? If yes, did you improve your English? Which language areas? Please comment.*

No.

2. *What is the proportion of your translations into English? Please express in percentage.*

10-20%.

3. *Do you ever refuse to translate into English? What are your reasons? Please comment.*

So far, I only translated into English within an area I do understand and I never refused such a job. Therefore, the reason to refuse the job would be too technical terminology, area I do not understand etc.

4. *When translating into English, do you receive any feedback from a translation agency or a client? Can you comment on the nature of the feedback? Do you receive feedback from a native speaker?*

I create subtitles to English directly for the filmmaker, and as there is no script, I receive feedback regarding segments I understood wrongly. I do not receive feedback from a native speaker (reviewer), and as English is in this case used as a *lingua franca*, compliance with native speaker norms is not of utmost importance.

5. *Which translation direction do you prefer? Is it translation into Czech or translation into English? Or do you have no preference? Why? Please comment.*

I do not have direction preference, although translating into Czech is smoother.

6. *Which translation direction do you personally consider to be more difficult / challenging? Is it translation into Czech, translation into English or do you see both translation directions as equally difficult? What are the most frequent difficulties that you encounter? Please comment.*

I consider translation into English more challenging as I have to check against the corpora whether a certain phrase/term is acceptable in a certain context. On the contrary, translation into Czech is demanding with regard to culture-specific expressions/terms in English.

7. *Why do you think translation into a second language is generally considered to be more difficult? Please comment.*

I think it is the lack of a native speaker's "sensitivity" to appropriateness of an expression.

8. *Do you think there is a difference in difficulty when translating literary texts or persuasive texts (containing metaphors, wordplay) versus technical texts (containing terminology)? Which seems to be more difficult for you when translating into English?*

There is definitely a difference in translating literary/persuasive texts vs. technical texts – in translating the former, you have to be creative, in the latter you have to be precise. However, when translating into L2, technical texts are easier to translate as the terminology is often decided beforehand. Moreover, if it is a highly repetitive text type (birth certificate, patient information form, user guide etc.), one can find a huge corpus to check against when in doubt.

9. *Which online sources do help you when translating into a second language? Do you have access to any special database? Please comment.*

YouTube (product videos), Glosbe.

10. *Do you charge more for translations into English? Please comment. (If yes, express in percentage.)*

About 20% more for translation into English

11. *How would you summarize ATPN translation seminars focused on translation into English? Did you find these seminars helpful? Were you satisfied with the extent of the seminars? Do you feel prepared for L2 translations?*

I especially liked the TR09 course (WS 2018/2019, various teachers) where we discussed different types of texts (technical, law, promotional, academic) and could see different problems in each type. As there is a limited time in the seminars, one could hardly feel fully prepared for L2 translations, yet I found them helpful anyway though they were more of a "tasting".

12. *Do you usually use machine translation when translating into a second language? To what extent do you think it is helpful? To what extent do you stick to the machine translation?*

I do not usually use machine translation for translating into L2. For highly repetitive texts, it could prove useful when paired with translation memory of similar texts. When I use MT, it always depends on the text type to what extent I stick to the MT.

13. *BONUS QUESTION: Is there anything else that comes to your mind about the topic „translation into English as a second language“?*

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

3. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

What I find most frustrating is the constant need to check, double-check, verify and confirm things that come natural to me in Czech, by those I mean: a) punctuation, especially the position of commas; b) capitalization (which letter should be capitalized?) c) articles (is it the correct article?) d) prepositions (is this the correct preposition? Is the phrase correct using this or that preposition?) e) Is this an idiomatic phrase at all? Is this how they say that?

4. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

There was nothing extraordinary about this particular translation process. I read the whole text, I looked up some of the vocabulary I do not know. I dealt with most of the problems (articles, punctuation, prepositions) on the go. I worked with WordFast. I went through the final version couple of times hoping to catch all the remaining typos and mistakes.

Offline dictionary by Lingea, Google, Wiki, BYU corpus, COCA corpus, Linguee.com, Dictionary of idioms online

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

In descending order: finding the correct terminology, idiomatic expressions, using vocabulary level high enough for the genre.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

Not an easy translation due to the topic and terminology one is not familiar with, no certainty of sounding natural enough after finishing. Not done in one go; breaks to ponder over and look for better wordings.

Thought Linguee to be of better help than it actually was, replacing it with googling of all sorts primarily, consulting language forums, then dictionaries, and marginally used the Czech kontext.korpus.cz.

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

Language of the source text – it was less formal than I expected, I used shortenings to express that, though I am not sure it made the same impression.

Terminology – there was terminology I am familiar with in my mother tongue, but I did not know the equivalent in English and finding them was not that easy even though the words were not difficult in the sense. The below mentioned source for parallel texts helped me.

Structure of the sentences – in few cases when I translated the text, the translation was confusing and could be expressed in more ways than it should, I had to rephrase them so they would be read as intended in original.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

I did not use any special sources. I mostly worked with dictionaries and parallel texts to help me decide on the terminology. I mostly used the bit I learned at school. The text was not that much harder than some of the texts at school. The most particular source I used would be Linguee where I searched for parallel texts.

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

British English – It was difficult to find the suitable expression in British English. I was not sure whether my translation was in American English or British and I had to check many expressions (e.g. the spelling of *litre*, conversion into pounds)

Terminology – The source text contained some terminology, which I had to look up on the internet because I was not familiar with it. However, there were more possible solutions from which I had to choose. Sometimes my decision was connected with the fact that the text was to be written in British English (e.g. *on sale* x *special offer*). (e.g. the distinction between *manufacturer* and *producer* was problematic, based on the definitions I decided to use *producer* in most cases)

Stylistics – There were some idioms in the ST which I tried to translate into English. I looked the idioms up on the internet. I also had problem with finding correct collocations (e.g. *bittersweet smile*) and I used corpora to find the solutions.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

First step was thorough reading of the ST. Then I created first, rough, translation version which was then revised. In this first version I focused on terminology and content of the ST and annotated the problematic areas. After creating the first version I read parallel texts both in English and in Czech. Then, I created second, revised version. I tried to revise the translation stylistically and also adjusted some terminological issues and grammatical features (e.g. numerals). After some time (one day), I revised the translation one last time, corrected some mistakes and format and created the final version.

While creating the first version, I used mainly online dictionaries (Glosbe, Thesaurus.com) and also a corpus (ČNK). During the revisions I also worked with online dictionaries, corpora (ČNK and BNC). For terminology I also looked at various internet websites dealing with the topic. Very useful was also the web page of the newspaper The Guardian (numerals, dates).

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

I found the metaphors and collocations (e.g. nejpalčivější problém, “pochlubit” veřejně) as quite problematic. Also, the text is translated into a different cultural environment. The Kofola beverage may not be known to the target reader.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

Mostly I searched on Google for parallel texts and I also focused on terminology.

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

For me, the idiomatic expressions of this text were very challenging to translate and I had to look up majority of the terms because I did not feel confident about it. I was also a bit confused about the American versus British English.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

I used bilingual dictionaries, corpora and I searched for websites with related topic.

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

I found the phrases “ve slevě” and “zlevněné” as the most problematic. The introduction paragraph was the most difficult to translate in comparison with the rest of the text.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

I used online dictionaries like Lingea, Linguee and Oxford online dictionary.

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

Metaphors – the source text contains a lot of metaphors and wordplay and this aspect I consider to be the most challenging in this text.

Typography – it is important to realize that the typography also has to be adapted to English rules and there is a lot to pay attention to.

Marketing Terminology – apart from the metaphors, there is a characteristic terminology for the marketing subject field. It is important to be consistent on the terminology.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

I was working the way I am used to. For the unusual collocations I used Google search and Glosbe with parallel texts. I am also using Lingea Czech-English dictionary very frequently.

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

I believe that one of the problems were some of the the metaphors in the text, roller coaster metaphor, free fall, etc., in particular ‘Nejprve sešup, pak několik zákrut a v posledních šesti měsících cesta vzhůru.’, which I preserved with slight changes.

Another problematic place was ‘Do té spadli i jiní, ale jen málokdo má odvahu se tím „pochlubit“ veřejně.’ – Although others have fallen into the trap as well, only a few have the courage to own up to it publicly. – “bragging” would not in my opinion sound idiomatic.

‘Vymanit se ze stahující se smyčky ale není snadné, jak ukazuje příběh Kofoly.’ – As the case of Czecho-Slovak soft drink Kofola illustrates, escaping the vicious cycle is rather difficult. – Generally, I preserved the metaphors since I believe they are functional in the target text as well but in this particular case I decided to use a standard idiomatic expression so that the target text would not be confusing. Another problem I faced was a question whether to describe Kofola (as a drink) in more detail to the reader. I felt I should introduce the beverage at least a bit by adding an explanatory description ‘Czecho-Slovak soft drink’ before the name itself.

It was also necessary to make clear what ‘základní, standardní and akční cena’ means.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

Firstly, I read the text as such, I tried to look up some terms which I did not know, and I read about the Kofola company at their website. I used Linguee, Glosbe.

Translation into English as a Second Language

Post-translation Questionnaire for ATPN Students

1. *Please highlight 3 problematic points in the source text. Why did you find them problematic? Please comment on your solution.*

“Vymanit se ze stahující se smyčky ale není snadné” – metaphor; I used metaphor as well though not an idiomatic one.

“Už dvacet let, jak s hořkým úsměvem říkají” – metaphor; I translated it more literally.

“Lidl a další řetězce podobně postupují i v Německu” – I usually try to avoid literal translation so I most often change the word order, but here I translated it more or less literally.

2. *Can you briefly comment on your translation process in general? Which sources did you use for this particular translation?*

I was translating without the help of CAT, or TM, and I was using mainly Glosbe corpus to check about the English translation or to look for an expression.

The Downward Spiral of Discount Prices

June 18, 2018

Czech and Slovak manufacturers and distributors devoted much time to this hotly debated issue at the Retail in Detail convention. The share of promotions in turnover in the domestic FMCG increased again to 55% in 2017, that is 25 percentage points more than ten years ago. Although both GDP and consumer willingness to spend on more expensive goods are increasing the proportion of goods sold "on sale" is increasing as well.

Promotional offers lead to less profit for manufacturers. And as the story of Kofola proves, it is not easy to break out of this vicious circle.

Kofola's Roller Coaster Sales

It has been tough eighteen months for Kofola. Sales and revenues of its two-litre bottle product resembled a roller coaster ride. First, it went downhill, then it made a few turns and finally it has been growing steadily for the past six months.

All of this information was disclosed by the head of Kofola's promotional strategy Ondřej Žák at the Retail in Detail convention. He used it as an illustration of the discount trap. A trap that ensnared many, but only a few have the courage to "boast" about it publicly.

Discounts as a part of promotional offers are a huge issue among the retailers and manufacturers. Giving a bitter smile they add it has been so for the past twenty years. While the customers will most certainly find beer, rum, yogurt or coffee on sale whenever they go shopping, the loss of profit for the stores and manufacturers is almost equally certain.

Whereas ten years ago the percentage of product sold at discount was 30 % last year it was 55 % of all revenues.

Free Fall Caused by Permanent Discount

Komentář [D1]: Incorrect capitalization of headlines

Komentář [D2]: Incorrect form

Komentář [D3]: Missing comma

Komentář [D4]: Vocabulary: discounted price

Komentář [D5]: No introduction for Kofola

Komentář [D6]: Grammar: roller-coaster (compound used as an adjective)

Komentář [D7]: Incorrect capitalization

Komentář [D8]: Missing article

Komentář [D9]: Grammar: Roller-coaster (compound used as an adjective)

Komentář [D10]: Vocabulary: boast or admit?

Komentář [D11]: Missing comma

Komentář [D12]: UK spelling: yoghurt

Komentář [D13]: Vocabulary: discounted price

Komentář [D14]: Vocabulary: discount price

Komentář [D15]: Stay consistent, either use or do not use hard space

Komentář [D16]: Missing comma

Komentář [D17]: No hard space

Komentář [D18]: Incorrect capitalization

Kofola, popular Czech soft drink manufacturer, experienced a whole range of negative side effects caused by excessive discounts. In the beginning of the summer of 2016 the usual price of two-litre bottle of lemonade was 29.90 CZK. On sale it went as low as 17 or 20 CZK. Then came along the LIDL supermarket saying they will not promote Kofola anymore. Instead they intend to sell it at a lower default price 19.90 CZK. The default price will be lower but there will not be any more discounts.

This was supposed to profit both the manufacturer and the customer. This is a strategy that LIDL and other supermarkets follow in Germany. “We thought: ‘Why not?’ But perhaps we underestimated the move a little bit,” says Ondřej Žák today. It caused so called “butterfly effect.” As Žák adds poetically: “LIDL spread its wings and the whole world has change.”

What followed was not poetical for Kofola at all. What used to be a discount price 19.90 CZK suddenly became the standard price for other retailers. And they pushed the discounts even lower. All of the sudden two-litter bottle appeared on sale for 12.90 CZK.

As Žák points out: “Not only the price was ridiculous, but it has shaken the whole portfolio.” By “shaken portfolio” he means that two-litre bottle of their drink was suddenly (and at times significantly) cheaper than some of their smaller products. Half of a litre of Kofola on tap cost about 30 CZK and thus the customers were confused.

The only thing Kofola could do now was to keep negotiating, explaining and keep trying to bring the price back. It took almost a whole year. „The drop in sales we have encountered equals to three hundred trucks full of Kofola. If you line them all up, it would be a four kilometres long convoy,” closes Ondřej Žák with a comparison.

- Komentář [D19]:** Vocabulary: soft drink, fizzy drink
- Komentář [D20]:** Incorrect currency format
- Komentář [D21]:** Vocabulary: discounted price
- Komentář [D22]:** Incorrect currency format
- Komentář [D23]:** No capitalization needed
- Komentář [D24]:** Preposition: of
- Komentář [D25]:** Incorrect currency format
- Komentář [D26]:** No capitalization needed
- Komentář [D27]:** US quotation marks
- Komentář [D28]:** Not necessary, possible negative connotations
- Komentář [D29]:** Missing article
- Komentář [D30]:** US quotation marks
- Komentář [D31]:** Grammar: past tense
- Komentář [D32]:** Currency format: CZK 19.90
- Komentář [D33]:** Indefinite article
- Komentář [D34]:** Grammar structure: Not only was the price ridiculous...
- Komentář [D35]:** Missing definite article
- Komentář [D36]:** A half-litre
- Komentář [D37]:** Unnecessary
- Komentář [D38]:** Czech quotation marks
- Komentář [D39]:** US vocabulary
- Komentář [D40]:** Four-kilometre

How not to fall into sale spiral

18.06.2018

Specialists at Retail in Detail conference paid a lot of attention to the one of the most acute problems which troubles producers and distributors in Czech and Slovak republic. In 2017, a promotion interest of domestic sales in FMCG has risen to 55%, which has risen by 25% from 10 years ago. Even though the GDP and willingness of consumers to spend money on more expensive goods rise, the ratio sold “in sale” also rises.

Promotional sales lower producers’ profit. As a tale of Kofola shows, it is not easy to escape the tightening noose.

Rollercaster sales of Kofola

Kofola had a rough year and half. Profits and sales of 2-litre bottle looked like ride on a rollercoaster. At first, steep fall, then few curves and in the last 6 months it went up.

All of this can be seen in the graph, which was presented at this week’s the Retail in Detail conference by the chief of promotional strategies in Kofola, Ondřej Žák. He showed how the sale trap looks like. Many fell into this trap, but not many have the courage to “boast” about it in public.

Sales in promotional events are big topic among producers and merchants. For 20 years, as they say with dry laugh. Meantime, the consumer is almost sure that he can find a beer, a rum, a yogurt or a coffee on a sale in a store. For producers and merchants, it means losing part of the profit. While 10 years ago, products on sale participated on total profit in 30%, last year it was 55%.

Free fall was made by permanent special price

Domestic producer of sodas went through all of possible negative consequences, which can arise from too many sales. At the beginning of summer 2016, average price for 2-litre soda was mostly 29.90 CZK, special price was moving between 17 to 20 CZK. But then, the marketing chain Lidl came with the idea that they will stop promoting the black soda and the

Komentář [D41]: Missing indefinite article**Komentář [D42]:** Incorrect form**Komentář [D43]:** Without THE**Komentář [D44]:** Missing THE**Komentář [D45]:** Format: Republic**Komentář [D46]:** Structure: ???**Komentář [D47]:** 25 percentage points**Komentář [D48]:** Confusing structure**Komentář [D49]:** Grammar: present simple means it is a repeating action?**Komentář [D50]:** Vocabulary: discounted price**Komentář [D51]:** Vocabulary: sales does not mean discounts**Komentář [D52]:** Vocabulary: story NOT tale**Komentář [D53]:** No introduction for Kofola**Komentář [D54]:** Spelling mistake: roller-coaster**Komentář [D55]:** Plural number**Komentář [D56]:** Missing indefinite article**Komentář [D57]:** Two words**Komentář [D58]:** Vocabulary: boast or admit?**Komentář [D59]:** Vocabulary: discounts**Komentář [D60]:** Bad sentence structure. Does not work on its own**Komentář [D61]:** Incorrect use of indefinite article**Komentář [D62]:** UK spelling: yoghurt**Komentář [D63]:** Vocabulary: discounted price**Komentář [D64]:** Grammar: incorrect prepositions**Komentář [D65]:** Wrong sentence structure, inadequate vocabulary**Komentář [D66]:** US vocabulary**Komentář [D67]:** Missing THE**Komentář [D68]:** Vocabulary: By using SALES instead of DISCOUNTS, the writer is creating huge confusion.**Komentář [D69]:** Vocabulary: soft drink/ fizzy drink**Komentář [D70]:** Incorrect currency format**Komentář [D71]:** Incorrect vocabulary

regular price will be the same as the special price, in a case of Kofola 19.90 CZK. This means that the regular price will be lower, but there will be no special price.

Komentář [D72]: Article THE

It should have been worth to consumer and the producer. In Germany, Lidl and other marketing chains act in the same way. “We told ourselves, why not, but we may have underestimated it a bit,” said Ondřej Žák today. It created so called butterfly effect. “Lidl flapped its wings and the whole world changed,” he said poetically.

Komentář [D73]: Nonsense use of WORTH

Komentář [D74]: US quotation marks

Komentář [D75]: Not necessary. It can carry negative connotations

Komentář [D76]: Article A

What happened next, wasn't that much poetic for Kofola. Formerly special price 19.90 CZK was taken by other merchants for a regular price and used this opportunity for other sales. 2-litre was now 12.90 CZK on sale.

Komentář [D77]: Inappropriate use of contracted form

Komentář [D78]: Sentence: bad structure, almost nonsense

Komentář [D79]: Sentence: bad structure

“It doesn't concern only the low price, but our portfolio fell apart,” said Žák. By falling apart, he means that 2-litre on sale cost less than any other packets, sometimes with large gap. 0,5 l of draft Kofola cost for example 30 CZK and customers were confused.

Komentář [D80]: Inappropriate use of contracted form

Komentář [D81]: Bad grammatical structure

Komentář [D82]: Inadequate vocabulary

Komentář [D83]: Format: 0.5 l

The only thing they could make in Kofola was to attend the negotiations again and again and explain and try to get the price back. It took almost a year. “The slump in selling, which happened to us equals three hundred trucks full of Kofola. If they join a line, it makes 4 km long train of vehicles,” compares Ondřej Žák.

Komentář [D84]: Currency format

Komentář [D85]: Sentence: incorrect use of the verb MAKE

Komentář [D86]: nonsense

Komentář [D87]: US vocabulary

Komentář [D88]: Ambiguous, which line?

How to avoid a discount spiral

June 18th, 2018

Much of the space at the Retail in Detail conference was devoted to one of the most pressing issues affecting manufacturers and distributors in the Czech Republic and Slovakia. The share of graduations in turnover in the domestic FMCG increased again in 2017 to 55%, which amounts to 25 percentage points more than a decade ago. Although GDP and consumers' willingness to spend on more expensive goods are increasing, so does the proportion of goods "on special offer".

Promotion decreases profit to manufacturers. But getting out of the tightening loop is not easy, as the story of Kofola shows.

Kofola sales on a roller coaster

The Kofola manufacturer has experienced a hard year and a half. The profits and sales of its two-liter bottle resemble a roller coaster ride. First down, then a few turns and finally up in the last six months.

All this can be deduced from the chart, which was shown at the conference Retail in Detail by the head of promotion strategy in Kofola, Ondřej Žák. He illustrated what a discount trap looks like. Others have fallen into it, but only few have the courage to "boast about it" publicly.

Promotional discounts have been a huge topic among manufacturers and traders for the last 20 years, as they say with a bitter smile. Since customers will almost certainly stumble upon some beer, rum, yoghurt or coffee at a discount every time, this means losing part of the profits for manufacturers and stores. While ten years ago, goods sold at a discount accounted for thirty percent of total revenue, it was 55 percent last year.

The free fall was caused by a permanently discounted price

The domestic lemonade manufacturer has gone through all the possible negative consequences that may arise from excessive discounting. At the beginning of the summer of 2016, the usual price of 2-liter lemonade was mostly 29.90 Czech crowns, while the discounted price ranged from 17 to 20 crowns. However, Lidl came up saying that it would

Komentář [D89]: Incorrect form

Komentář [D90]: Incorrect vocabulary

Komentář [D91]: Grammar: is increasing

Komentář [D92]: Promotional discounts

Komentář [D93]: No introduction for Kofola

Komentář [D94]: Incorrect US spelling

Komentář [D95]: Roller-coaster ride

Komentář [D96]: Preposition: of

Komentář [D97]: "Boasting" is used only for public highlighting of one's accomplishments, not mistakes. It is better to use "admit".

Komentář [D98]: Thirty per cent

Komentář [D99]: 55%

Komentář [D100]: Vocabulary: soft drink/fizzy drink

Komentář [D101]: Can/could

Komentář [D102]: Vocabulary: soft drink/fizzy drink

Komentář [D103]: Currency form: Czech crowns/korunas

Komentář [D104]: Currency form: 17 to 20 Czech crowns

stop promoting the black lemonade and the current price would be equal to the discounted price, i.e. 19.90 crowns in the case of Kofola. This means that the base price will be lower without any discounts.

Komentář [D105]: Incorrect choice of vocabulary

Komentář [D106]: Currency format: Czech crowns/korunas

It should have paid off to both the manufacturer and the customer. Lidl and other chains in Germany approach the matter in a similar way. "We said why not, but we may have underestimated it a little," says Ondřej Žák today. There was a so-called butterfly effect. "Lidl waved its wings and the whole world was changed," he says poetically.

Komentář [D107]: US English quotation marks

Komentář [D108]: Not necessary to use. It can be interpreted negatively.

Komentář [D109]: US English quotation marks

What happened next was not poetic for Kofola at all. Previously, the discounted price of 19.90 crowns was taken for standard by the other traders and used as a basis for further discounts. The two-liter bottle suddenly cost 12.90 CZK.

Komentář [D110]: Currency format: Czech crowns/korunas

Komentář [D111]: Currency format: CZK 12.90

"It is not just the low price, but a completely spilled portfolio," points Žák out. By "spilling out the portfolio" he means that the two-liter bottle was cheaper than any other similar beverage, sometimes quite significantly. A pint of draft Kofola cost 30 crowns and customers were confused.

Komentář [D112]: Not a good metaphor. It does not work here.

Komentář [D113]: US spelling

All they could do in Kofola was to negotiate again, explain, and try to get the prices back. It took them almost a year. "The drop in sales that occurred amounts to three hundred trucks full of Kofola." If they stood behind each other, they would have created a four-kilometer long column," Ondřej Žák claims.

Komentář [D114]: US vocabulary

Komentář [D115]: US spelling

Sales promotions as a vicious circle

18th June 2018

During the conference, Retail in Detail, experts spent a significant amount of time addressing one of the most pressing issues that bothers Czech and Slovak distributors and manufacturers. In 2017, the percentage of sale promotions in the turnover of local FMCG increased yet again and reached 55 % thus making it 25% growth compared to 10 years before. Even though the GDP and the willingness of consumers to buy more expensive goods have increased, the ratio of goods sold “on sale” has increased as well.

Due to sales promotions, manufacturers make less profit and escaping these practices is not easy, which is something that Kofola brand found out.

Kofola rollercoaster sales

The last year and a half has been a rough time for Kofola. The profit and sales of its 2l soda has had many twists and turns: first an abrupt fall, several turns and then a sharp rise over the past six months.

All of this can be seen on a graph which was presented this week at a conference Retail in Detail by Ondrej Zak, Kofola’s head of promotional strategies. He explained what a discount trap looks like. Kofola has not been the first company to fall into such a trap but has been one of the few to admit doing so.

Manufactures and businessmen are not happy to admit that price discounts have been a huge debate for more than 20 years. While the customer may be almost sure to find something on sale at the store, be it some beer, rum, yoghurt or coffee, for the manufactures and the stores it results in having less profit. Ten years ago 30 % of all sales was achieved by goods sold on sale. Last year, however, it was already 55 %.

Permanent discounts caused a free fall

The local manufacturer of lemonades went through all the possible negative consequences which may arise due to excessive discounts. In the early summer of 2016 the regular price for the 2l soda was around 29.99 CZK, the sale price balanced between 17 and 20 CZK. But then, the chain store Lidl decided not to promote the dark lemonade anymore and set the regular

Komentář [D116]: Promotional discounts**Komentář [D117]:** Underlining is not recommended**Komentář [D118]:** Incorrect form**Komentář [D119]:** Content: 25 percentage points**Komentář [D120]:** Vocabulary: discounted price**Komentář [D121]:** Terminology: confusing**Komentář [D122]:** No introduction for Kofola**Komentář [D123]:** Roller-coaster**Komentář [D124]:** Bold type should be used for headlines**Komentář [D125]:** 2 l or two-litre**Komentář [D126]:** US terminology**Komentář [D127]:** Missing accent**Komentář [D128]:** Spelling mistake**Komentář [D129]:** Spelling mistake: manufactures**Komentář [D130]:** At a discounted price/on a special offer**Komentář [D131]:** Grammar: were**Komentář [D132]:** On a special offer**Komentář [D133]:** Bold type should be used**Komentář [D134]:** Vocabulary: soft drink/fizzy drink**Komentář [D135]:** Grammar: can/could**Komentář [D136]:** Form: 2 l or two-litre**Komentář [D137]:** Currency form: CZK 29,90**Komentář [D138]:** Incorrect currency form**Komentář [D139]:** Vocabulary: soft drink/fizzy drink

price close to the sale price, which for Kofola would mean 19.90 CZK. This resulted in having a low regular price with no more discounts.

Komentář [D140]: Discounted price

Komentář [D141]: Currency format: CZK 19.90

Such approach was supposed to be favourable for the manufacturer as well as for the customer. Lidl and other chain stores hold similar practices also in Germany. “We were thinking, well why not, but we may have underestimated it,” says now Ondrej Zak. What happened then was the so called butterfly effect. “Lidl flapped its wings and the whole world changed,” he says poetically.

Komentář [D142]: US quotation marks

Komentář [D143]: Missing accent

Komentář [D144]: Not necessary. It can carry negative connotations

Komentář [D145]: US quotation marks

What followed, though, was not poetic for Kofola at all. The previous sale price 19.90 CZK was now considered by other traders as the regular price and it was used as a starting point for further discounts. Suddenly, the 2l bottle was on sale for 12.90 CZK.

Komentář [D146]: Currency format: CZK 19.90

Komentář [D147]: 2 l OR two-litre

Komentář [D148]: Currency format: CZK 12.90

Komentář [D149]: Missing accent

Komentář [D150]: 2 l or two-litre

“It is not just about the low price, our whole portfolio got shattered,” says Zak. By the “shattered portfolio” he means that the 2l bottle on sale cost less than other packs, sometimes the difference was paramount. Half a litre of draught Kofola could cost around 30 CZK which made customers confused.

Komentář [D151]: Discounted price

Komentář [D152]: 0.5 l or half-litre

Komentář [D153]: CZK 30

The only thing that the company could do was go negotiating, explaining and trying to set the prices right. It took them almost the whole year. “The slump in sales, which we faced, amounts to 300 trucks loaded with Kofola bottles. And these, when put one after another, make a four-kilometre long tailback,” says Ondrej Zak.

Komentář [D154]: Sentence structure: “which confused the customers”

Komentář [D155]: Vocabulary: go on OR continue negotiating

Komentář [D156]: US vocabulary

Komentář [D157]: Missing accent

How to avoid a discount spiral

18th June 2018

Komentář [D158]: Incorrect form

Specialists at the Retail in Detail conference dedicated a lot of attention to a pressing problem that affects manufacturers and distributors in the Czech Republic and Slovakia. Share of promotions in turnover at the domestic FMCG increased in 2017 to 55%, which is 25% more than a decade ago. Although GDP and willingness of the customers to spend more money on expensive products rises, so does the proportion of products that are sold in special offer.

Komentář [D159]: 25 percentage points

Komentář [D160]: Grammar inappropriate tense for this context

Komentář [D161]: Preposition: on

Promotions reduce profits of manufacturers. It is not as easy to break out of an imaginary constricting loop as the story tells about the Kofola beverage.

Komentář [D162]: Promotional discounts

Komentář [D163]: Structure: too wordy, IMAGINARY is wrong in this context

Roller coaster sales of Kofola

Komentář [D164]: Spelling: Roller-coaster

It has been a tough year and a half for Kofola. The profits and sales of the two-liter bottle resembled a roller coaster ride. At first going down, then some curves and going up in the last six months.

Komentář [D165]: US spelling

Komentář [D166]: Spelling: roller-coaster

All of this is seen on the graph, which has been presented this week at the Retail in Detail conference by Ondřej Žák, the head of Kofola's promotion strategy. This is how he illustrated what the discount trap looks like. There are also others who fell into this trap, however they lack the courage to "brag about it" in public.

Komentář [D167]: Preposition: in

Komentář [D168]: Vocabulary: admit

Special offers are a big issue among manufacturers and businessmen. For the last twenty years, as they say with a bitter smile on their face. While the customer can be almost sure, that every time he or she will find some beer, rum, yoghurt or coffee in a special offer, for manufacturers and shops this means losing part of their profit. Ten years ago, products in special offers accounted for 30% of total turnovers. Last year this number increased to 55%.

Komentář [D169]: Sentence structure: incomplete sentence

Komentář [D170]: Preposition: on

Komentář [D171]: Preposition: on

Permanent special offers caused the free fall

The domestic manufacturer of this soft drink has experienced all the negative consequences that may arise from excessive number of special offers. At the beginning of the summer 2016, the standard price of two-litre Kofola drink was 29.90 Czech crowns, while the special price was ranging from 17 to 19 crowns. After that, it was the Lidl retail chain that decided not to

Komentář [D172]: Can/could

Komentář [D173]: Czech crowns

promote this soft drink anymore and to equalise the current price with the special price to 19.90 crowns. This means that the base price was lowered, but there will be no further special offers.

Komentář [D174]: Inappropriate choice of vocabulary

Komentář [D175]: Vocabulary: discounted price

Komentář [D176]: Currency format: 19.90 Czech crowns

This should pay off to both the manufacturer and the customer. Lidl and other retail chains take similar steps in Germany too. “We said why not, but maybe we underestimated this situation a little bit,” Ondřej Žák says today. Butterfly effect appeared. “Lidl beats its wings and the whole world changes,” he adds poetically.

Komentář [D177]: US quotation marks

Komentář [D178]: Bad sentence structure

What happened next was no longer poetic for Kofola. Other businessmen also adopted the newly set price 19.90 crowns but they used it for further discounts. Suddenly, the special price of Kofola was 12.90 CZK.

Komentář [D179]: Currency format: 19.90 Czech crowns

Komentář [D180]: Vocabulary: discounted price

“It is not only about the extremely low price but also our portfolio suffers,” Žák points out.

Komentář [D181]: Currency format: CZK 12.90

By saying that the “portfolio suffers”, he means that special offer of the two-liter was cheaper than all the other packagings, sometimes very significantly. Half-litre of draught Kolofa cost about 30 crowns and that makes the customers confused.

Komentář [D182]: US quotation marks

Komentář [D183]: US spelling

Komentář [D184]: Vocabulary: version

Komentář [D185]: 30 Czech crowns

The only thing that they could do in Kofola, was to go back to negotiating, explaining and trying to get the prices back. It took almost a year. “The drop in sales that we encountered is equal to three hundred lorries full of Kofola. When these lorries queue up, they form a 4km long convoy,” Ondřej Žák explains.

Komentář [D186]: US quotation marks

Komentář [D187]: Hard space

How not to get drawn in a whirlpool of sales

18/06/18

At the Retail in Detail conference a lot of time has been dedicated a topic that represents the most pressing issue for manufacturers and distributors in Czech Republic and Slovakia. In 2017, the share of goods sold in promotion on the Czech FMCG increased to 55%, that is 25% more than 10 years ago. The share of goods sold in promotion rises despite the growing GDP and consumer spending.

Promotional campaigns reduce the manufacturers' profits, and once a brand gets pulled in in these wild waters, it is not easy to get out of it, as we can see on the Kofola case.

Roller coaster sales

It has been a tough year and a half for the Kofola brand. The profits and sales of their iconic 2-litre bottle resembled a ride on a roller coaster: a downswing, several meanders and an upward path in the last six months.

This was shown in a graph that the head of promotions in Kofola Ondřej Žák introduced at the Retail in Detail conference this week. His aim was to exemplify how a "sales trap" looks like. Although Kofola is not the only company that had fallen into it, there are not many of those who are eager to "show it off" in the public.

Promotions are a popular topic among manufacturers and retailers and they have been, to their unfortune, for already 20 years. While a customer will almost always find at least one type of beer, rum, yoghurt or coffee in a promotion, this situation results in a loss of profits for both the manufacturer and the retailer. The share of goods sold in promotion on the total sales was 55% last year in comparison to 30% 10 years ago.

Free fall due to permanent promotions

The Czech soft drink maker experienced all the negative consequences of excessive discounts. At the beginning in 2016, the prevailing price for a 2litre Kofola drink was CZK 29.90 (GBP 1) and the discounted price ranged between CZK 17 and 20 (GBP 0.6-0.7). However, the supermarket chain Lidl decided to remove Kofola from promotions and permanently sell it for

Komentář [D188]: Ambiguous translation

Komentář [D189]: Incorrect form

Komentář [D190]: Preposition: to a topic

Komentář [D191]: Article THE

Komentář [D192]: Vocabulary: incorrect vocabulary choice

Komentář [D193]: 25 percentage points

Komentář [D194]: Vocabulary: incorrect vocabulary choice

Komentář [D195]: Promotional discounts

Komentář [D196]: Grammar: pulled into

Komentář [D197]: Preposition: in

Komentář [D198]: No introduction for Kofola

Komentář [D199]: Spelling: roller-coaster

Komentář [D200]: Vocabulary: promotional discounts

Komentář [D201]: Vocabulary: inadequate for negative meaning

Komentář [D202]: Vocabulary: misfortune

Komentář [D203]: Vocabulary: on a special offer

Komentář [D204]: Vocabulary: on a special offer

Komentář [D205]: Preposition: in

Komentář [D206]: Promotional discounts

Komentář [D207]: 2 l OR two-litre

CZK 19.90; therefore, the Lidl price will be lower than the prevailing price, but there will be no other promotions.

Komentář [D208]: Grammar: inappropriate tense

Komentář [D209]: Vocabulary: discounts

This solution supposed to be beneficial for both the manufacturer and the customer. Lidl and other supermarkets do something similar in Germany, too. “We thought ‘why not’, but we probably underestimated the situation a bit,” said Ondřej Žák. It resulted in the so-called butterfly effect. “Lidl ‘flapped its wings’ and the whole world changed,” said Žák poetically.

Komentář [D210]: Grammar: WAS supposed to be

Komentář [D211]: US quotation marks

Komentář [D212]: Not necessary to use. Possible negative connotations.

Komentář [D213]: US quotation marks

But what happened next was far from poetic, at least for Kofola. The promotional price suddenly became the prevailing price and a point of departure for other retailers. In promotions, the price for the 2litre Kofola dropped to CZK 12.9 (GBP 0.45).

Komentář [D214]: Format: two-litre

“It’s not just about the low price. Our product portfolio fell apart completely,” said Žák. By “falling apart” he means that the 2litre Kofola was cheaper than any other of their products, and sometimes dramatically. A pint of a draft Kofola in a pub cost CZK 30, and, consequently, the customers were confused.

Komentář [D215]: US quotation marks

Komentář [D216]: Format: two-litre

The only thing Kofola could do was to bargain, explain and try to restore the prices to the normal level. This took almost a whole year. “The decrease in sales we encountered equals 300 trucks full of Kofola. And if you put these trucks in a line, you’ll get a 2.5mile-long tailback,” said Ondřej Žák.

Komentář [D217]: US quotation marks

Komentář [D218]: US vocabulary

Komentář [D219]: 2.5-mile long

Czech businesses struggling with discounting spiral

18 June 2018

The latest conference Retail in Detail addressed **in depth** one of the most pressing problems faced by Czech and Slovak manufacturers and distributors. In 2017, the proportion of the turnover of the Czech FMCG accounted by promotions showed an increase to 55% – an increase by 25 percentage points compared to ten years ago. Although GDP and willingness of customers to purchase more expensive goods is rising, at the same time, the proportion of the goods sold at discount prices is growing as well.

Komentář [D220]: Spelling: in-depth

Promotional discount results in lower profits for the manufacturers. As the case of Czechoslovak soft drink Kofola illustrates, escaping the vicious cycle is rather difficult.

Kofola's roller coaster sales

Komentář [D221]: Spelling: roller-coaster

Kofola experienced a difficult past year and a half. Sales and profits of the **2 litre** Kofola bottle resembled a **roller coaster ride**. Firstly the sales and profits experienced a fall, followed by several turns and, in the last six months, a rise.

Komentář [D222]: 2 l

Komentář [D223]: Roller-coaster ride

The trend is reflected in a graph that was introduced this week at the conference Retail in Detail by the promotional strategy leader at the Kofola manufacturing company, Ondřej Žák. Using the graph, he illustrated the discounting trap. Although others have fallen into the trap as well, only a few have the courage to own up to it publicly.

The issue of promotional discounts is a big topic among the manufacturers and distributors. And, as they add with a bitter smile, it has been for 20 years now. Customers can almost count on finding goods such as beer, rum, yoghurt or coffee sold at discount prices anytime they enter a store. However, for manufacturers and stores this means a partial loss of the profit. Ten years ago the goods sold at discount prices formed 30% of the total sales, whereas last year, the proportion accounted for 55%.

Long lasting discounts initiated the free fall

Komentář [D224]: Spelling: long-lasting

The Czech soft drink manufacturer experienced various negative consequences that **may** arise from excessive discounting. At the beginning of summer 2016, the standard price of **2 litre** bottle of Kofola was 29.90 Czech crowns, the discounted price fluctuated between 17 and 20

Komentář [D225]: Modal verb: can

Komentář [D226]: Spelling: 2-litre OR 2 l

Czech crowns. Subsequently, a supermarket chain Lidl announced that the black soft drink would no longer be promoted and that the standard price will equal to the discounted price, namely to 19.90 Czech crowns. In other words, the basic price became lower with the intention to stop implementing further discounts.

Komentář [D227]: Article THE

The approach was supposed to be favourable for both the manufacturer and the customer. Lidl and other chains are implementing similar approaches even in Germany. *'We did not see a problem with the approach, but we might have underestimated it a bit,'* says Ondřej Žák. The events could be described as the so called butterfly effect. *'Lidl flapped its wings and the whole world changed,'* says Žák poetically.

Komentář [D228]: Not necessary, it can have negative connotations

The following course of events, however, was not poetic at all. The distributors considered the former discounted price 19.90 Czech crowns to be the standard price and took it as a reference point for further discounts. Suddenly, the discounted price of 2 litre Kofola bottle cost 12.90 Czech crowns.

Komentář [D229]: Spelling: 2-litre

'The problem was not merely the low price itself, but our whole portfolio shattered,' explains Žák. 'Shattering of the portfolio' means that the discounted 2 litre bottle cost less than any other package, sometimes quite significantly. For example, a half-litre cost about 30 Czech crowns, which confused the customers.

Komentář [D230]: Structure: but that our whole portfolio ended up getting shattered

Komentář [D231]: Spelling: 2-litre

The only remaining course of action for Kofola company was to keep renegotiating, explaining, and trying to come back to the original prices. This took almost a whole year. *'The encountered fall of sales corresponds roughly to three hundred lorries full of Kofola. If these lorries were standing behind one another, they would form a four-kilometre long convoy,'* says Ondřej Žák.

How not to get trapped in a discount spiral

During the Retail in Detail conference, the experts dedicated a lot of time to a discussion to one of the acute problems that troubles both producers and distributors in the Czech Republic and Slovakia. The ratio of promotions in turnover at the domestic FFCG in 2017 increased again up to 55% which is 25 percentage points more than it was 10 years ago. Even though both the GDP and customers willingness to spend on more expensive goods increases, the ratio of goods sold in sale increases as well.

Komentář [D232]: Incorrect articles and sentence structure

Komentář [D233]: Grammar: unsuitable tense?

Komentář [D234]: At discounted price

Advertised sales reduce profits. It is not as easy to break free from the tightening noose as demonstrated by the Kofola story.

Komentář [D235]: Vocabulary: promotional discounts

Komentář [D236]: No introduction for Kofola

The roller coaster sales of Kofola

Komentář [D237]: Spelling: roller-coaster

Komentář [D238]: Bold type for headlines

Kofola experienced some tough times in the past year and a half. The profits and sales of the two-litre bottles resemble the ride on roller coaster. Primary falls are followed by a number of twists and in the last 6 months, it is going up.

Komentář [D239]: Indefinite article

Komentář [D240]: Unsuitable tense

All of this is showed in a graph presented this week on the conference Retail in Detail by the head of promotion strategy Ondřej Žák. He illustrated how the sales trap looks like. Others fall into this trap as well but only a few of them had the courage to "brag about it" publicly.

Komentář [D241]: Vocabulary: admit

Special offers cause a dispute between producers and distributors. And it has been over 20 years already, like they say themselves with a bitter grin on their faces. While the customer is almost certain to buy either beer, rum, yogurt or coffee for a reduced price, for the manufacturers and salesmen it means a loss in profit. Ten years ago, goods that were sold in a special offer represented 30% of overall profit, last year it was 55%.

Komentář [D242]: Sentence and vocabulary do not match the context

Komentář [D243]: US spelling

Komentář [D244]: Vocabulary: sellers

Komentář [D245]: Preposition: on

Permanent special offers caused the free fall

Komentář [D246]: Bold type for headlines

The domestic producer of Kofola beverage experienced all the negative impacts that can be caused by excessive special offers. At the beginning of summer 2016, the regular price for two litres of the beverage was about 29.90 crowns. In special offer the price ranged between 17 and 20 crowns. Later, retail chain Lidl decided not to promote the black beverage anymore and decided that the price would be the same as the one in special offer, in this case 19.90 crowns. That means that the regular price would be lower, but with no special offers.

Komentář [D247]: 2 1

Komentář [D248]: Currency format: 29.90 Czech crowns

Komentář [D249]: Preposition: on

Komentář [D250]: Currency format: Czech crowns

Komentář [D251]: Article THE

Komentář [D252]: Preposition: on

Komentář [D253]: Currency format: Czech crowns

It was supposed to be beneficial for both customers and producers. Lidl and other retail chains introduced the same strategy in Germany as well. “We agreed to do so, but we underrated it a bit,” says Ondřej Žák. What happened next was the butterfly effect. “Lidl waved its wings and the whole world changed,” he explains poetically.

Komentář [D254]: US quotation marks

Komentář [D255]: Vocabulary: underestimated

Komentář [D256]: US quotation marks

However, what followed was not poetic at all. The special offer price was adopted as a regular price by other retailers and they used it as a starting point for more discounts. The two-litre bottle cost suddenly 12.90 crowns in a special offer.

Komentář [D257]: Currency format: Czech crowns

“It was not only about the price being so low, our whole portfolio collapsed,” Žák points out. By the “collapsing portfolio” he means that the two-litre bottle was cheaper in special offer than the other packages, sometimes significantly. Half-litre of draught Kofola cost up to 30 crowns and customers were confused.

Komentář [D258]: US quotation marks

Komentář [D259]: Grammar: but also about our whole portfolio collapsing

Komentář [D260]: on

Komentář [D261]: Vocabulary: variations

Komentář [D262]: Indefinite article

Komentář [D263]: Currency format: 30 Czech crowns

Komentář [D264]: US quotation marks

The only strategy left for Kofola was to negotiate again and again, to explain and attempt to bring the original prices back. It took almost a year. “The drop in sales that we experienced represents 300 lorries full of Kofola. When you place them right behind each other, you get a 4km long tailback,” compares Ondřej Žák.

Komentář [D265]: Format: 4 km

How to avoid the discount trap?

18 June 2018

The experts at the conference Retail in Detail have thoroughly discussed one of the most pressing issues that have been affecting the Czech and Slovak producers and distributors. The proportion of promotions in turnover in the domestic FMCG in 2017 further increased to 55 %, which is 25 percentage points more than a decade ago. Thus, even though GDP and the consumers' willingness to buy more expensive goods are rising, so does the proportion of goods sold on "special offer".

Komentář [D266]: Grammar: so is the...

The promotions are reducing the profits of the producers. However, it is not easy to escape this tight spot, as the story of the Czech soft-drink company Kofola illustrates.

Komentář [D267]: Promotional discounts

The roller coaster ride of Kofola's sales

Komentář [D268]: Spelling: roller-coaster ride

The last year and a half have been very challenging for Kofola. The profits from and sales of its two-litre bottle of soda were similar to a roller coaster ride. At first a steep descent, then a few turns, followed by a rise in the last six months.

Komentář [D269]: Vocabulary: soft drink/fizzy drink

Komentář [D270]: Spelling: roller-coaster ride

This was all shown on the graph presented this week on the conference Retail in Detail by Ondřej Žák, the Promotion Strategy Manager at Kofola. By showing the graph he was illustrating the workings of the discount trap. Other companies have also fallen into it, but not many of them are willing to talk about it in front of an audience.

Komentář [D271]: Preposition: at

The producers and sellers have been thoroughly discussing the promotional discounts. For over 20 years as admit with a bittersweet smile. While it is almost certain that the customer will find a discounted beer, rum, yoghurt or coffee in the shop, for the producer and the seller it means a partial loss of their profit. Ten years ago, the discounted goods accounted only for thirty percent of total revenue, last year the proportion was as high as 55 %.

Komentář [D272]: Sentence structure: incomplete sentence which cannot stand on its own

Komentář [D273]: Indefinite article

Komentář [D274]: Spelling: per cent

Permanent discounts caused free fall

The domestic soft drink manufacturer has faced all of the possible negative consequences that may arise from excessive discounts. At the beginning of the summer of 2016, the regular price of the two-litre soda was 29.90 crowns (£1) and the discount price was around 17 to 20

Komentář [D275]: Grammar: can/could

Komentář [D276]: Vocabulary: soft drink/fizzy drink

Komentář [D277]: Currency format: 29.90 Czech crowns/korunas

crowns (55p – 67p). But then the supermarket chain Lidl decided that it will no longer put this soda on promotion and the regular price of the product will be the discounted price, which in case of Kofola was 19.90 crowns (67p). That meant that the regular price would be lower and there will be no further discounts.

Komentář [D278]: Czech crowns/korunas

Komentář [D279]: Currency format: 19.90 Czech crowns/korunas

It was supposed to be beneficial for both the producer and the customer. Lidl and other chains had already acted similarly in Germany. *“We agreed, but we may have underestimated this step a bit,”* says Ondřej Žák today. What happened next was the so-called butterfly effect. *“Lidl has beaten its wings and the whole world changed,”* he explains poetically.

Komentář [D280]: US quotation marks

Komentář [D281]: Unnecessary and potentially negative

Komentář [D282]: US quotation marks

Komentář [D283]: Grammar: Lidl beat its wings

However, what happened next was not as poetical for Kofola. What was previously considered to be the discounted price, 19.90 crowns, was now accepted as a regular price by the other sellers and it was even further discounted. The two-litre bottle suddenly costed 12.90 crowns on promotion (43p).

Komentář [D284]: Vocabulary: poetic

Komentář [D285]: Czech korunas

Komentář [D286]: cost

Komentář [D287]: Czech korunas

Komentář [D288]: Vocabulary: on special offer

“The problem was not only the very low price, but also that our whole portfolio was shattered,” points out Žák. By “shattered portfolio” he means that on promotion the two-litre bottle costed, sometimes significantly, less than all of the other packages. For example, a half a litre of draft Kofola costed 30 crowns (£1) which confused the customers.

Komentář [D289]: US quotation marks

Komentář [D290]: On promotion price/discount

Komentář [D291]: Incorrect verb from in past tense...COST

Komentář [D292]: A half-litre

The only thing Kofola could do was to negotiate, explain and try to bring back the original pricing. It took it almost a year. *“The drop in sales we experienced was equal to the loss of three hundred of trucks of Kofola. And if you would line all of them up you would get a four-kilometre long roadblock,”* says Ondřej Žák.

Komentář [D293]: US quotation marks

Komentář [D294]: US vocabulary

How not to fall into a sales trap

The experts at the Retail in Detail conference have given a great prominence to an issue most troubling for producers and distributors in the Czech Republic and Slovakia. The proportion of sales promotions within their local FMCG turnover has risen, again, now by 55 %, i.e. by more than 25 percentage points compared to ten years ago. While both the GDP and the consumer spending on more expensive goods are on the rise, so is the proportion of goods sold at “bargain” prices.

Komentář [D295]: Article: not necessary

It is a fact that promotional discounts reduce producers' profits and to break away from this tightening noose is no easy task, as seen on the example of the Kofola company.

Komentář [D296]: Preposition: in

Komentář [D297]: No introduction for Kofola

Kofola's roller-coaster sales

The last year and a half have been rather arduous for Kofola. As if their profits and their 2-litre bottle sales numbers had gone on a roller coaster ride; a steep drop at first, several bends, and an ascent at last in the last six months.

Komentář [D298]: Roller-coaster ride

Komentář [D299]: And finally an ascent. ...

As much can be observed from a chart presented at the Retail in Detail conference by Kofola's marketing strategy manager Ondřej Žák. Intended to illustrate the perils of the never-ending sales trap into which many have fallen, he was bold enough to present such an “achievement” in public.

Komentář [D300]: Confusing: THAT is a better option

Komentář [D301]: Sarcasm: it is intended or needed?

Promotional discounts are a debated topic among producers and traders, and their bitter companion of already twenty years. A certainty of a discounted beer, a rum, a yogurt or coffee for the customer means loss of a portion of the profit for the producers and shops. From 30 % ten years ago the discounted goods have become a 55 % part of all the discounted goods sold in the last year.

Komentář [D302]: US spelling

A free fall caused by a constant bargain price

The local soft drink producer went through all the negative aspects that too many discounts can bring about. In early summer 2016 the standard price of a 2-litre bottle of the signature soft drink was 29.90 Czech crowns, the discounted price fluctuated between 17 and 20 CZK. Then, the supermarket chain Lidl decided to stop the sales promotion for the dark-coloured

Komentář [D303]: Currency format: CZK 17 and 20

drink, making the bargain price the fixed one: 19.90 CZK per bottle of Kofola. The lower price was now the standard one with no further discounts.

Komentář [D304]: Currency format: CZK 19.90

It was meant to pay off, to the profit of both the producer and the customer. It seems to be a common practice in the case of Lidl and other chain stores in Germany. *“Why not try it, we thought. Yet, we may have underestimated its effects,”* says Ondřej Žák. What happened was the so-called butterfly effect, *“In a flap of a wing Lidl changed the whole turn of events for us.”*

Komentář [D305]: US quotation marks

Komentář [D306]: Unnecessary and potentially negative

Komentář [D307]: US quotation marks

Komentář [D308]: Preposition: with

An unfortunate turn of events it turned out to be for Kofola. The former bargain price of 19.90 CZK has become a benchmark for other retailers to deduce further discounts from. Suddenly, the 2-litre bottle now cost 12.90 CZK at the new “bargain” price.

Komentář [D309]: CZK 19.90

Komentář [D310]: Should be omitted

Komentář [D311]: CZK 12.90

“The small price completely threw our portfolio into disarray,” Žák points out. This

Komentář [D312]: US quotation marks

“portfolio in disarray” meant that the 2-litre bottle at bargain price cost less than any other product of that category, often significantly. For example, half a litre of draught Kofola cost 30 CZK, consequently creating confusion among customers.

Komentář [D313]: A half-litre

The only course of action for Kofola was to keep negotiating, explaining and trying to set the prices back to normal. It was nearly a year-long effort. *“The slump in sales we experienced is equivalent to three hundred truckloads of Kofola, and these lined up would make up a 2.5-mile tailback,”* Ondřej Žák compares.

Komentář [D314]: US quotation marks

Komentář [D315]: 2.5-mile long