BRNO UNIVERSITY OF TECHNOLOGY

Faculty of Electrical Engineering and Communication

BACHELOR'S THESIS

Brno, 2019

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BRNO UNIVERSITY OF TECHNOLOGY

VYSOKÉ UČENÍ TECHNICKÉ V BRNĚ

FACULTY OF ELECTRICAL ENGINEERING AND COMMUNICATION

FAKULTA ELEKTROTECHNIKY
A KOMUNIKAČNÍCH TECHNOLOGIÍ

DEPARTMENT OF FOREIGN LANGUAGES

ÚSTAV JAZYKŮ

TRANSLATION TOOLS FOR SPECIALIZED ELECTROTECHNICAL TEXTS

NÁSTROJE PRO PŘEKLAD ODBORNÝCH ELEKTROTECHNICKÝCH TEXTŮ

BACHELOR'S THESIS
BAKALÁŘSKÁ PRÁCE

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BRNO 2019

VYSOKÉ UČENÍ **FAKULTA ELEKTROTECHNIKY**
TECHNICKÉ **A KOMUNIKAČNÍCH**
V BRNĚ **TECHNOLOGIÍ**

Bakalářská práce

bakalářský studijní obor **Angličtina v elektrotechnice a informatice**
Ústav jazyků

Student: Miroslav Bálka   *ID:* 177761
Ročník: 3   *Akademický rok:* 2018/19

NÁZEV TÉMATU:

Nástroje pro překlad odborných elektrotechnických textů

POKYNY PRO VYPRACOVÁNÍ:

Cílem práce je popsat a porovnat různé nástroje pro překlad odborných elektrotechnických textů.

DOPORUČENÁ LITERATURA:

Austermühl, F. (2014). Electronic tools for translators. London: Routledge.

Bowker, L. (2002). Computer-aided translation technology: A practical introduction. Ottawa: University of Ottawa Press.

Chan, S. (2017). The future of translation technology: Towards a world without Babel. London: Routledge.

Termín zadání: 4.2.2019   *Termín odevzdání:* 28.5.2019

Vedoucí práce: Mgr. Jana Jašková, Ph.D.
Konzultant:

doc. PhDr. Milena Krhutová, Ph.D.
předseda oborové rady

ABSTRAKT

Tato semestrální práce je zaměřená na zkoumání překladatelských nástrojů a překlad odborného textu. Práce je rozdělena do čtyř hlavních částí. První část se zabývá tím, co je to překlad a jaký je rozdíl mezi zastaralým a moderním přístupem. Druhá část je zaměřena na různé překladatelské nástroje a jejich popis. Třetí část definuje, co je to odborný text a poukazuje na obtíže a zvláštnosti při jeho překladu. Čtvrtá část je zaměřená na praktický výzkum formou dotazníku.

KLÍČOVÁ SLOVA

Překlad, překladatel, překladatelské nástroje, odborný text, dotazník

ABSTRACT

This bachelor thesis is focused on examination of translation tools and translation of the professional texts. The work is divided into four main parts. The first part deals with what is it translation and what is the difference between the old and the modern approach. The second part is focused on various translation tools and their definitions. The third part is dedicated to definition of the professional texts, while depicting its difficulties and its specialities. The fourth part presents practical research in form of questionnaire.

KEYWORDS

Translation, translator, translation tools, specialised text, questionnaire

BÁLKA, Miroslav. *Nástroje pro překlad odborných elektrotechnických textů [online]*. Brno, 2019 [cit. 2019-05-20]. Dostupné z: https://www.vutbr.cz/studenti/zav-prace/detail/119345. Bakalářská práce. Vysoké učení technické v Brně, Fakulta elektrotechniky a komunikačních technologií, Ústav jazyků. Vedoucí práce Jana Jašková.

PROHLÁŠENÍ

Prohlašuji, že svoji semestrální práci na téma Nástroje pro překlad odborných elektrotechnických textů jsem vypracoval samostatně pod vedením vedoucího semestrální práce a s použitím odborné literatury a dalších informačních zdrojů, které jsou všechny citovány v práci a uvedeny v seznamu literatury na konci práce.

Jako autor uvedené semestrální práce dále prohlašuji, že v souvislosti s vytvořením této semestrální práce jsem neporušil autorská práva třetích osob, zejména jsem nezasáhl nedovoleným způsobem do cizích autorských práv osobnostních a/nebo majetkových a jsem si plně vědom následků porušení ustanovení § 11 a následujících zákona č. 121/2000 Sb., o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů, včetně možných trestněprávních důsledků vyplývajících z ustanovení části druhé, hlavy VI. díl 4 Trestního zákoníku č. 40/2009 Sb.

V Brně dne ....

                                                                          (podpis autora)

Contents

Introduction

Written translations are crucial for sharing scientific discoveries and for providing access to important knowledge of many professional fields among world nations. However, the process of translation is connected with many obstacles and even the most skilful translators are in need of help sometimes – in such a situation the use of a translation tool is required. The aim of this bachelor thesis is to survey translation tools and specifics associated with translation of professional texts.

The bachelor thesis is divided into the four main chapters; first three chapters are dedicated to theoretical research and last chapter to practical part of the thesis. The first chapter is dealing with what is the translation, how to approach it and what is expected from it. The first chapter also shortly discuss what are the qualities of the competent translator and what is translation studies.

The second chapter is devoted to the research of the translation tools itself. By the widespread theoretical research were discovered various useful tools that can be used to accelerate, correct, improve or even execute the whole process of the translation. The researched tools are listed together with their definitions in this chapter.

The third chapter is dealing with obstacles and peculiarities during translation of professional texts. At the beginning of the chapter, a definition of professional/specialised text together with a number of examples are provided. After the general definition of the professional text, the focus of the chapter is switched towards a translation of technical and electro-technical texts.

The fourth chapter presents practical research of the translation tools – the discoveries and theoretical base that are defined in the theoretical part are compared with the use of the defined translation tools in practise. As the most advantageous source of information required for the practical part of this work was chosen a questionnaire survey. The arrangement of the questionnaire is shortly described at the beginning of the fourth chapter. The rest of the chapter presents individual questions of the questionnaire and collected answers.

1 Translation

According to Munday (2016) the English word translation itself has its origin in the Latin transferre meaning "a bringing across" or "to carry over". Nowadays, the term translation can be understood as:

1. the general subject field or phenomenon ('I studied translation at university')

2. the product – that is, the text that has been translated ('they published the Arabic translation of the report')

3. the process of producing the translation, otherwise known as translating ('translation service'). (Munday, 2016)

Janfaza (2012) states that translation is the communication of the meaning of the source-language text is by means of an equivalent target-language text (p. 84). This definition is not wrong. However, it is incomplete because Janfaza described only an interlingual translation (translation between different languages). Besides the interlingual translation there are also intralingual and intersemiotic translations. The intralingual translation is translation within one language. It can be for example paraphrasing, conversion of a book written in an outdated form of a language into the current form of the language or explaining the meaning of a word in words of the same language. The intersemiotic translation is change from one linguistic system to another. It is, for example, rewriting sentence into braille or musical adaptation of the book. Even reading is the intersemiotic translation (the written form is converted into the vocal form.) (Aktulum, 2017; Understand, n.d.)

In the past, the linguists used to analyse mainly the product of the translation – the final text. However, more modern methods are rather concerned with the process of translating itself. It is not only the interest of the linguists that has changed, the whole

approach has been changed. A text used to be dismantled into the separate words, stripped of the context and after all this translated. Compared to that, the modern approach is "functional equivalence" – it takes into account the cultural, the historical and the professional background. During the process of the translating is the translator dealing with various questions: who is the author, who is the audience, what form is used, what kind of a reaction is the original text evoking in the audience, and will the translation evoke a comparable reaction? Unfortunately, the sum of the information contained in the translation is never going to be identical to the sum of the information contained in the original text, but the translator usually seeks as little difference as possible between them. (Knittlová, 2000) In order to categorize and describe the processes during the translation a numerous translation procedure were presented by J. L. Malone, Gerardo Vázquez-Ayora, J. P. Vinay and J. Darbelnet, and many others. But it is not within the course of this thesis to provide a detailed view on them.

1.1 Translator

One can become a translator as soon as he or she learn the second language. However, becoming a competent translator is something completely different.

The competent translator is not only controlling the spoken and the written form of both, the source and the target language, the competent translator is as well conversant with the historical, cultural and sociolinguistic aspects of both languages. Another thing translator need is a knowledge of the both languages idioms and correlations between them. Same as an ability to properly decide whether paraphrase or metaphrase in situations when finding a suitable equivalent is not possible. Professional translator must be more than bilingual he or she must be bicultural. Achieving those abilities often

requires many years of practise – collecting an experience via living and working in a foreign language country is considered a necessity. ("Translation," n.d.)

Another one of the key skills professional translator need is: "An eye for absolute accuracy and endless curiosity!" (Institute of Translation and Interpreting)

In addition to already mentioned, Institute of Translation and Interpreting (UK) recommends an obtaining of an academic degree in the foreign language itself or in the another subject (e.g. medicine, engineering, electro-technic, science) for those who want to become the specialists on the translation of materials closely related to the given profession and its characteristic language.

1.2 Translation studies

Translation studies (otherwise known as traductology or translatology) is a quite young field of study – it originates in the second half of the twentieth century. Of course, professional translators and linguists cooperated before the translation studies were formed, but there was not a formal academic discipline that would support this cooperation. The final impulse for forming this discipline was the publication of the landmark paper entitled *The Name and Nature of Translation Studies* written by James S. Holmes in 1972 (not widely obtainable before 1988). (Munday, 2016) In his paper Holmes (1988) depicted the absence of the solid base for the translators and fragmentation of the profession:

> papers on the subject of translation are dispersed over periodicals in a wide
>
> variety of scholarly fields and journals for practising translators. It is clear
>
> that there is a need for other communication channels, cutting across the

traditional disciplines to reach all scholars working in the field, from whatever background. (p. 188)

He also "called for the creation of a distinct discipline with its own system of classification" (University of Exter, n.d.)

Nowadays, translation studies are defined as the field of study that is dealing with the theory, the description, and the application of the translation. It is dealing the interlingual transfer and the intercultural communication. It is considered to be an interdiscipline, for the reason that it utilizes knowledge of many other fields of study, for example comparative literature, cultural studies, gender studies, computer science, history, linguistics, philosophy, rhetoric and semiotics. In addition, translation studies can be as well divided into a separate branches focused on various types of translation, for example: literal translation, translation of an international business deals, translation of the profession specific texts or a creative translation. Last but not least, it is exploring the philosophy of translation, the history, the current trends and the new approaches towards translating. (University of Exter, n.d.)

2 Translation tools

While the previous chapter has dealt with what is the translation, how to approach it and what is expected from it, this chapter is focused especially on tools that might help one to meet these expectations. It is important to bear in mind that a tool does not has to be defined only as a physical object like a book or a manual, it can be defined as "anything used as a means of accomplishing a task or purpose". ("Tool," n.d.)

2.1 Dictionaries

It is obvious that the first thing that comes on one's mind, almost immediately after mentioning a translation, is a dictionary. More precisely a bilingual dictionary but it is better to start with a more general description and return to bilingual dictionaries later.

Dictionary is a "selection of the words of a language, giving information about their meanings, pronunciations, etymologies, inflected forms, derived forms, et cetera." It can be found in a printed form as a book, or in an electronic form stored on a CD, DVD, a mobile device, in a computer database accessible via internet. There are many types of the dictionaries dedicated to various fields and purposes, for example medicine, law, science, slang, synonyms and also the dictionaries designed for translating (either bilingual or multilingual). The majority of the dictionaries is sorted alphabetically, some of them by category or topic. ("Dictionary," n.d.)

Bilingual dictionary (sometimes called a translation dictionary) is a special type of the dictionary that is designed for translating words or phrases from one language to another. Apart from the translation, there are often included features that helps a non-native speaker with usage of the words: plural, the part of speech, gender, verb type,

collocations, declension model, et cetera. There are two main types of the bilingual dictionaries unidirectional and bidirectional. The unidirectional is for the one-way translating, for example, from Czech to English. The bidirectional is for the translating in the both ways, so it is from Czech to English and also from English to Czech. The bidirectional bilingual dictionary itself is usually divided into two divisions, one for each way. It is not uncommon to have the third division focused on special grammatical features of the languages (irregular verbs, et cetera) in-between the two mentioned. When the translation dictionary contains more than two languages it is called a multilingual dictionary. ("Bilingual dictionary", n.d.)

Do not confuse dictionary with encyclopaedia. Dictionary is focused on exact meanings, grammar, morphology and the usage of different words – to put it simply, it is oriented on a language. However, encyclopaedia is not oriented on the language at all, it is focused on a general knowledge about various topics and subjects. Due to a large quantity of the information contained in it, the encyclopaedias are often published as a collection of multiple volumes. On the other hand, the most common form of the dictionary is a one comprehensive book. (Jay, 2011)

2.2 Glossaries

Glossary is "a list of terms in a special subject, field, or area of usage, with accompanying definitions," ("Glossary," n.d.) apart from this it can also contain any words and expressions that could be considered uncommon or problematic. This list usually has an alphabetical order and it is placed at the end of a book or a publication.

In the translation industry a glossary is often a part of a translating program and it is called a term base. The difference between the glossary and the term base is that the term base contains not only words and terms relevant to work that is being translated but also the proper translation to the target language. In addition, it can contain a brand names and other words that are not meant to be translated. There is a couple of reasons for using the glossary/term base during translation process. (Integro Languages, 2018)

The first reason is accuracy, unless translating a poem or other text where aesthetics is the main goal, the accuracy is undoubtedly the translators' highest interest. Every profession has its jargon and special terms, the term base contains an information that will provide the translator with the "best possible insight into what these mean and how they are being used". (Integro Languages, 2018)

The term base can also help with preserving a brand tone. Every corporation has its strategy, slogans, product names and advertisements that carries a massage of the corporation. When expanding into a foreign country all those have to be adapted for the country and translated in such a manner that the message is properly transferred. For that reason, some of the term bases contain the information about the products and the brand tone. (Integro Languages, 2018)

Another very important thing is a consistency. Consistency is an issue mainly during a large translation projects where numerous people are involved. Especially in translation of a technical text or a user manual. It is unthinkable to translate terms in multiple different ways. The term base contains the desired translations, once the translation of the term is defined as a "power station" it should be consistently referred as the power station and not as a power plant, powerhouse, generating station nor generating plant. (Integro Languages, 2018)

Last but not least, the term base can noticeably increase a pace of the translation. Not only it is reducing a time the translator would spend on researching background information, the term base is also completing unfinished words – the translator does not have to type a long, complicated terms repeatedly. "It's easy to see why a linguist would be grateful to avoid having to type a word like Pneumonoultramicroscopicsilicovolcanoconiosis (a medical term for a lung disease) any more than necessary" (Integro Languages, 2018)

2.3 Encyclopaedias

Encyclopaedias, unlike translation dictionaries and term bases, does not help by presenting a word or a phrase and its suitable equivalent in a different language. Instead, they help to understand the meaning. It is logical that if the translator strives for a something more than the literal translation, he or she needs to know what is going on in the text. An important source of information for the translator are multilingual encyclopaedias such as Wikipedia (www.wikipedia.org), which, besides the meaning of the word, also provide its use, development, context and other terminology associated with it in several languages. The translator may find articles related to his or hers work, read them in the source and the target language and subsequently compare used terminology. [1]

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[1] Unfortunately, no written resource, that would support this claim, was found. Nevertheless, the author of this thesis decided to include it because it is one of the procedures some of his teachers and colleagues presented him during his years at the university.

2.4 **Machine translation**

Machine translation (MT) refers to software designed for an automatic translation of one language into other language/languages or to a text translated by such software.

The idea of using computers for translating is as old as computers themselves. The first wave of interest raised during the Cold War – there was a need of translating huge amounts of a text from Russian language into English language and vice versa. Nowadays, in age of communication technologies, internet and globalization is cheap and fast translation something almost necessary and MT technologies are moving forward at a great pace. Great example of MT is a very popular and widely (sometimes wildly) used Google Translator. Other common MT systems include: MOSES, PROMT, SYSTRAN, EUROTRA, Microsoft Translator, Yandex Translate, Apertium, GramTrans. ("Machine translation," n.d.)

There are several approaches to MT: rule-based, corpus-based, hybrid and neural. ("Machine translation," n.d.)

Rule-based approach (also known as Knowledge-Based or Classical) counts on complicated system of linguistic rules based on lexical meaning, morphology and syntax of a source and a target language. In the first step the program analyses an input text using the source language rules. In the next step, the computer translates the analysed text into a plain text with which the program can work. After that the program generates the translation based on the target language rules. The hardest, longest and most complicated phase of designing the rule-based MT is identification and construction of linguistic rules (it is called the knowledge acquisition problem) and their implementation in such a way they work together. (Chéragui, 2012; Janfaza, 2012)

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Corpus-based approach (also known as Data-Driven or Statistic) deduce the translation from already translated texts therefore in an order to achieve the translation of high quality, a large amount of an accurate bilingual corpora is required. This approach was invented to avoid complications associated with the construction of the linguistic rules. Google Translator has been based on the corpus-based approach. (Chéragui, 2012; Janfaza, 2012)

Hybrid approach is a combination of the rule-based and the corpus-based approaches. Chéragui (2012) states that "[t]he main idea in this approach is to automatically learn syntactic transfer rules from limited amounts of wordaligned data" (p. 165). There are two main constructions of hybrid MT:

- Rules post-processed by statistics: Rule-based MT creates translation which is checked eventually corrected by corpus-based statistic.

- Statistics guided by rules: input is analysed by rules then statistic engine produce translation after that translation is tested by rules. (Chéragui, 2012; Janfaza, 2012)

Neural Approach is based on the previous approaches. Main difference is that computing system in this approach is inspired by the biological neural networks. ("Machine translation," n.d.)

Main weakness of the MT is an understanding of the meaning – computer is unable to understand the difference between *executing an order* and *executing a person* – therefore a full-scale automatic translation without mistakes produced by the rule-based MT is obtainable mainly from short, technical, closely specified texts with precisely defined terms whose meaning cannot be confused for example in weather reports or straightforward instructions. On the other hand, the corpus-based MT performs great with

longer texts with a sufficient context (if there is enough of bilingual corpora). (Janfaza, 2012)

Many linguistic and software experts argue whether it is even possible to create a program capable of human quality translation. In my opinion it is not possible without creation of artificial intelligence with own personality, capable of creative thinking, to make own decisions and fully understand cultural differences and references in same way as a human does. Then it is questionable whether final product is still machine translation or "human" translation produced by the machine.

Despite its limitations MT is a very fast and useful tool for raw translation or as dictionary.

2.5 Computer-aided translation

Computer-aided translation sometimes referred as computer-assisted translation (CAT) (unfortunately it has nothing to do with popular mammals) is a program in which words, phrases, sentences and whole paragraphs of an original and/or a translated text can be stored. It is a form of a language translation in which a human translator uses computer hardware to support and facilitate the translation process. (Pasek, 2015)

Do not confuse Computer-aided translation with Machine translation. Bowker (2002) describes:

The major distinction between MT and CAT lies with who is primarily responsible for the actual task of translation. In MT, the computer translates the text, though the machine output may later be edited by a human translator. In CAT, human translators are responsible for doing the translation, but they may make use of a variety of computerized tools to help them complete this

task and increase their productivity. Therefore, whereas MT systems try to replace translators, CAT tools support translators by helping them to work more efficiently. (p. 4)

CAT works with so-called translation memory (TM). The text is divided into separate parts called segments – the length of segment is a variable, it can be words, phrases, sentences even whole paragraphs – these segments are translated by the human. In the course of translation, the program is automatically creating a database of segments with the original and the translated text (TM). When the program recognizes a piece of text that is the same or similar to the already translated segment, it will automatically offer the former translation as a hint to the translator. Another function of CAT is that the translator can create terminological dictionary himself/herself before s/he starts translating. It is also possible to implement the already existing terminological dictionary into CAT. The program is then offering technical terms as hints. (Pasek, 2015)

CAT tools are appropriate for translation of technical, professional and large-scale texts, contracts, annual reports or even for express translations where more translators work on the job for the reason that the terminological dictionary and TM preserve terminology consistent. Most commonly used CAT tools are Wordfast, Trados, Tranit, DejaVu and SDLX. (Baláček, 2008)

2.6 Language absorption

There are not much people who would describe a living and working in a foreign country as a tool. However, remember the definition used earlier, tool is "anything used as a means of accomplishing a task or purpose". The main difference between this translation tool and the other mentioned tools is the translator needs to think in an advance and set a

path that will help him or her with his or her future carrier. As it was mentioned in the first chapter, in order to produce the high-quality translations, one needs to learn much more than the vocabulary and the grammar of the source and the target language. Namely, historical, cultural and sociolinguistic aspects the languages and that is a something that cannot be learned in a classroom. Evan though there are a cultural studies and a similar classes that can provide an essential knowledge, this knowledge is going to be useless until the translator learns how to use it properly. The translator needs to train his or her intuition, unfortunately that requires lot of a practise. Here is what Lanna Castellano recommended as a career path of a professional translator:

> Our profession is based on knowledge and experience. It has the longest apprenticeship of any profession. Not until thirty do you start to be useful as a translator, not until fifty do you start to be in your prime.

> The first stage of the career pyramid – the apprenticeship stage – is the time we devote to investing in ourselves by acquiring knowledge and experience of life. Let me propose a life path: grandparents of different nationalities, a good school education in which you learn to read, write, spell, construe and love your own language. Then roam the world, make friends, see life. Go back to education, but to take a technical or commercial degree, not a language degree. Spend the rest of your twenties and your early thirties in the countries whose languages you speak, working in industry or commerce but not directly in languages. Never marry into your own nationality. Have your children. Then back to a postgraduate course. A staff job as a translator, and then go freelance. By which time you are forty and ready to begin. (Cited in Baker, 2011, p. 3)

One does not have to spend over thirty years abroad to become a professional translator. (Baker, 2011) Any time spent in foreign country is providing a valuable experience. Although, it is better to spend there at least couple of months and study or/and work during the time abroad – it encourages one to communicate with the native speakers and enhances the process of acquiring experience. According to Language International "there's just no better way to learn a language than to be immersed in it; being placed in an authentic setting forces you use the language to interact with people and find the things that you need." (Language International, n.d.)

3   Translation of professional texts

Professional text in other words a text that is closely related to some profession (e.g. law, engineering, electro-technic, science, medicine) and its characteristic language. It can also be any other text defined by a specific terminology or syntax – a patent, a court decision, an instruction for the use, an audit report, an international trade contract even an advertisement can be considered a professional text. ("Gdi s.r.o.", n.d.)

Even though the advertisements can be considered the professional text, translating the advertisements is very different from the other professional texts. While technical translation is focused on the accuracy, the unambiguity and specific terminology; translation of the advertisements is focused on the message and the meaning rather than on the form and the terminology. For these translations, the precision of translation processing is a key to successful sales of a product or service on foreign markets. ("Gdi s.r.o.", n.d.)

The translation of professional text has to be technically and terminologically accurate. If the translator is often translating a professional text from one field, it is very convenient to create the term base. The term base will be usable for further translations, it will increase speed of translating and keep the translation consistent. Some of the less experienced translators tend to combine terms extracted from glossary with almost literal translation, final product is then unnatural and hard to read. This can be corrected by consulting and cooperating with other people. It may be either an external professional on given field or a translator's colleague with more experience. ("Gdi s.r.o.", n.d.)

Crucial for the translator is the amount of the information provided by the person or the company ordering the translation. Communication between the customer and the translator is essential. Even though a skilled translator is often able to recognize a lot from the source text, it is definitely better to provide information like: where is this translation going to be published or who is the targeted audience? Also, it is advisable to consult the terminology and translators experience in the given field. When translating the instructions for the use of a particular product, the translator should have an opportunity to examine the product. The translation of the manual is often much easier and natural when the product is kept in hand. ("Gdi s.r.o.", n.d.)

3.1   Translation of technical and electro-technical texts

Technical documents are written in a very distinctive manner that can be hard to read for a layman, however, is clear and comprehensible for a professional. Due to its specific nature, the translation of technical text should be performed by the translator experienced in the field relevant to the text. Those translators usually have a technical background. Many of them used to work or still are working in a technical profession as a programmer or an engineer. Translator that have a similar background as the target audience of the document he or she is translating is more likely to provide the high-quality translation which meets all professional requirements. (Alaoui, 2015)

Another issue of electro-technic is its terminology. The terminology of medicine or law is very stable due to the hundreds of years of practice and its origin in Latin. On the other hand, the professional jargon and the terminology of the electro-technic, which is a quite young field, is constantly evolving. Text that used to be modern and comprehensible can became obscure and outdated within couple of years. For example, microcontrollers

used to be called pre-sets, condensers became capacitors and, honestly, there is not much professionals that would recognize that SSL (solid-state lamp) is nothing more than ordinary LED (light-emitting diode). ("Interesting/Unusual/Old Electronics nomenclature," n.d.) In addition to the old terminology that is constantly evolving and changing, the translators of professional text also must be familiar with a brand-new terminology that is emerging together with a newly developed devices and technologies. Even though a tendency towards an incorporation of anew terms into another language in form of a loanword with a little to no change occur more and more often, there is still a large number of the terms that have an absolutely dissimilar form based on a different motivation and vocabulary of a target language. The obvious duty of the translator is to recognize and translate such terms correctly. (Day Translations, 2015)

The last of the intricate problems associated with the process of the translation of the electro-technical text is a length of the translated document. According to Day Translations, Inc., one of the biggest problems with the translation into a different language is preservation of the text length. Various languages have various possibilities and limitations – "[e]nglish words would be about 30 percent longer when translated into German, Italian or French." The extension of the document can lead to an increase in cost of a printing same as to problems with an arrangement of the original work. (Day Translations, 2015)

4 Practical part

While the theoretical part of the thesis was focused mainly on the definition of terms and research of individual translation tools, the practical part deals with the research of the use of the defined translation tools in practise. As the most advantageous source of information required for the practical part of this work was chosen a questionnaire survey. This chapter is dedicated to the questionnaire and collected answers. Whole chapter is subdivided into three main parts. In the first part of this chapter is shortly outlined the form of the questionnaire, the second part is dealing with individual questions and answers, and the third part is the summary of results.

4.1 Questionnaire

The concept of the translation tools is something that is expected to be new and unknown to the vast majority of people; therefore, the questionnaire was written with the emphasis on simplicity and clarity. Also, for the successfulness of the questionnaire it is quite essential to be short; the process of the answering should not take more than ten minutes.

The questionnaire itself consists of twelve short questions designed not to discourage with complexity. There are eleven closed-ended questions and one open-ended question in the questionnaire. For questions where respondents chose from a list of translation tools, examples of their most well-known and widespread representatives were provided together with the name of the tool. For example: *Computer-aided translation (e.g. Wordfast, Trados, SDLX, Tranit, DejaVu).*

The questionnaire itself was publicly accessible at this link: https://docs.google.com/forms/d/e/1FAIpQLSe4wk5U-Pw-GvarpDAve7fV9iU9OL-

and it was distributed primarily through the internet social media facebook.com and work emails.

The link to the questionnaire was provided mainly to current students and recent graduates of the Brno University of Technology (BUT), especially to the students of a study programme English in Electrical Engineering and Informatics (H-AJE). In addition, the link to the questionnaire was also posted on the author's personal Facebook profile and sent to a group of twenty-five teachers of English language and/or electrotechnics through theirs work emails.

Based on a Facebook view counter, the link to the questionnaire, together with a formal request for its completion, reached approximately two hundred people (due to the nature of this internet social media it is not possible to determine exact number). Out of these approximately two hundred people, eighty-two individuals responded to the questionnaire (67 students and 15 teachers). That is a sufficient number of respondents for a work of this range.

4.2   Questions and results

This chapter presents questionnaire questions and discuss collected results. The questions together with their answers are divided into three subcategories: *background questions*, *tool questions* and *feedback*. The answers are presented graphically in form of charts for better clarity.

4.2.1   Background questions

These questions supposed to categorize respondents. For the correct evaluation of the answers from the questionnaire it is necessary that the structure and experience of the respondents are known. For this reason, the first five questions of the questionnaire were mainly focused on determining the background of the respondents.

- **Are you a student or a teacher?**

The first question determined the basic layout – how many students and teachers responded to the questionnaire. As it was mentioned before, the questionnaire answered 82 respondents in total; 67 were students and 15 were teachers. Given the way in which the questionnaire was disseminated, it was expected that there will be much more answers from the students than from the teachers.
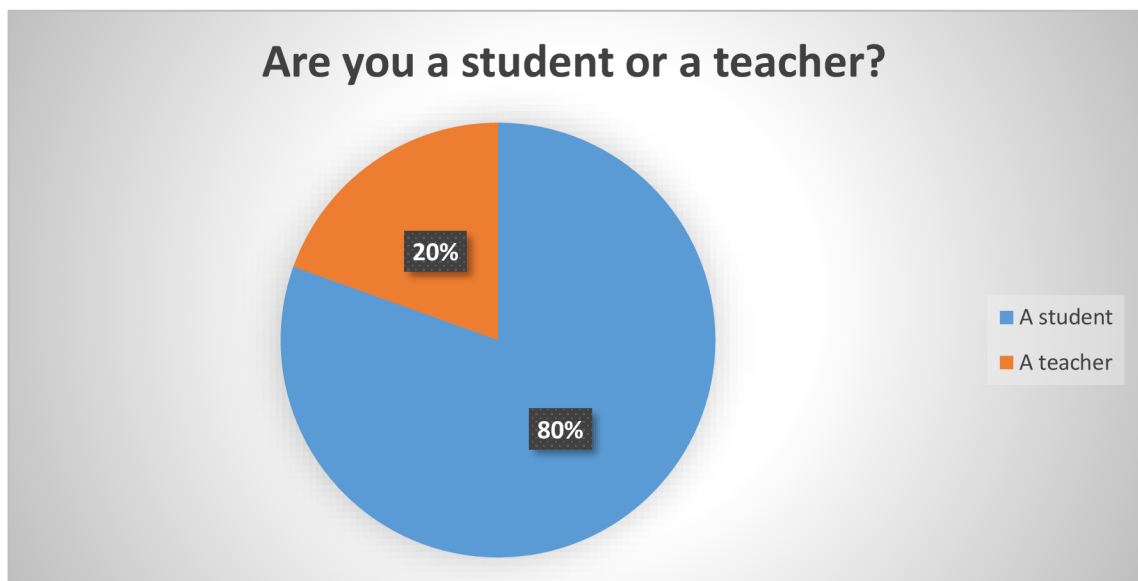
Chart 4.2.1 Composition of respondents

- **Where do you study/teach?**

Next question was focused on what school the respondent came from. The respondents were provided with short list of universities to choose from; there was also a possibility to write in another school in a case that the respondent did not attended any of the listed universities. In addition, BUT students and teachers were further divided into H-AEI and other study programmes because H-AEI deals with both translation and electro-technics and it was expected that those students are more familiar with the process of translation of the electro-technical texts. As it can be seen in Chart 4.2.2, the majority of respondents came from BUT and most of them from H-AEI.
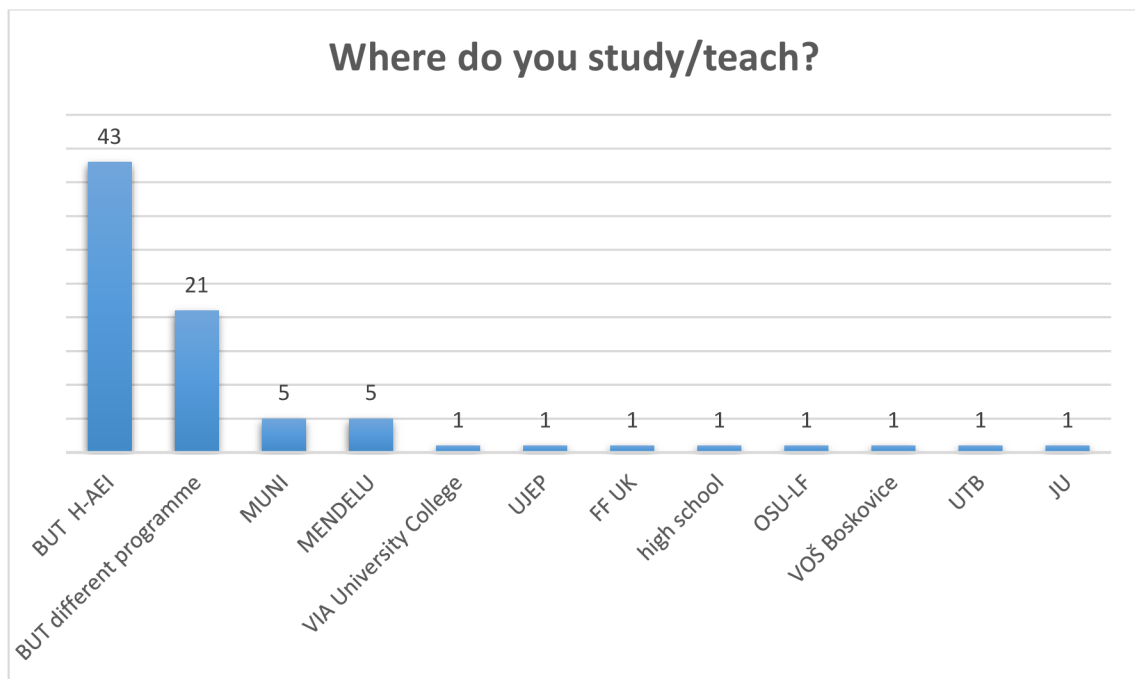
Chart 4.2.2 Schools

As it was already mentioned, the questionnaire had been mainly distributed among students and teachers of this study programme and therefore it was not surprising that more than a half of the total respondents were from H-AEI. Fifteen partaking teachers were divided as follows: 7 from H-AEI, 7 from different BUT programme, one from MUNI (Masaryk University).

- **How long have you studied English?**

The aim of the third question was to discover how long respondents are involved with English language thus how much practise they had.
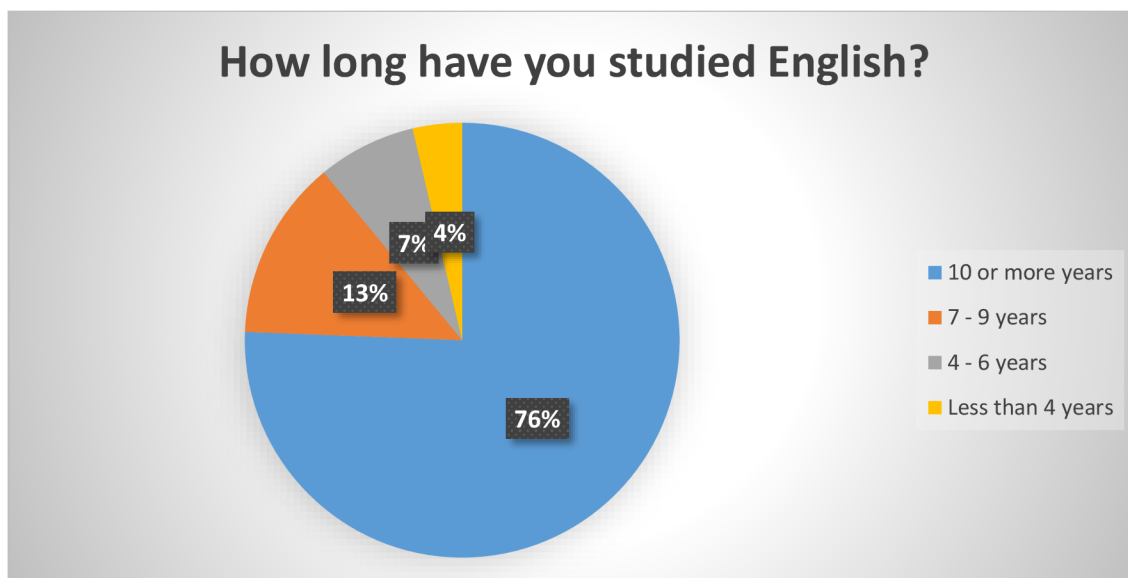

Chart 4.2.3 Practise in English

As expected, most of the respondents (namely 62) had been learning English language for ten or more years. This was given by the fact that foreign language is a part of curriculum in all primary, secondary and most of collages in the Czech Republic. It was surprising that some respondents replied they were learning for less than six or even less than four years; it is possible those students had been learning German as their second language and they had chosen English as the third language.

- **How often do you use English?**

The fourth and the fifth question were focused on the regularity of foreign language use. Chart 4.2.4 shows that almost half of the respondents stated they used English on a daily basis and another 33% stated they used it several times a week.
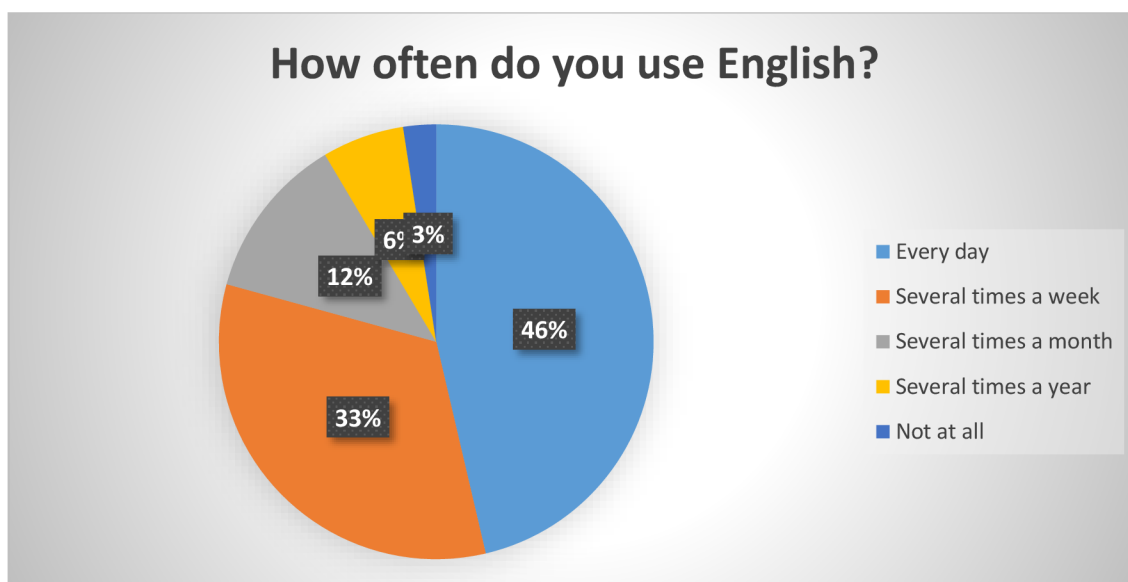

Chart 4.2.4 Usage of English

Similar result was expected due to two reasons. Firstly, approximately half of the respondents were from study programme directly interested in English language. Secondly, it is almost impossible to avoid use of English language as it is most common lingua franca and it can be found early everywhere: in slogans, advertisements, TV shows, magazines, etc.

- **How often do you work with specialised electrotechnical texts?**

The fifth and final question of this section asked respondents how often they work with electro-technical text in English language.
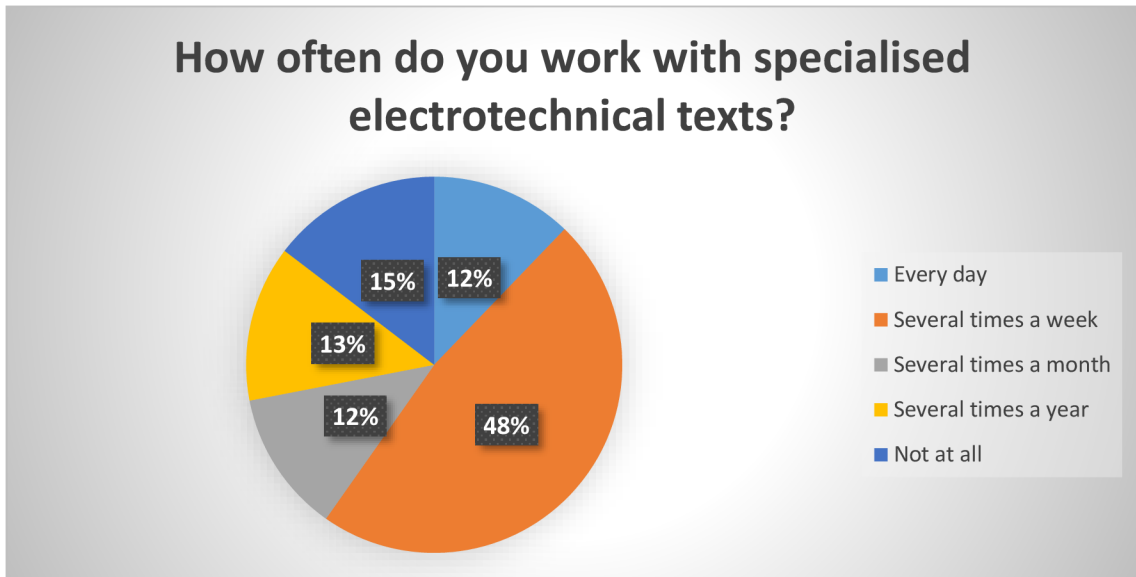
Chart 4.2.5 Frequency of work with specialised text

Chart 4.2.5 shows that a total of 60% of respondents stated they worked with the specialised electrotechnical text daily or at least several times a week – this quite a high percentage corresponds to the fact that approximately half of the responses were received from H-AEI students. Rest of the respondents stated they worked with text of this type only infrequently or not at all.

4.2.2 Tool questions

Now when the respondents have been categorized, it is time for questions with direct focus on the translation tools. This part of the questionnaire comprises of six questions.

There are four questions directly asking the respondents to choose from the selection of five translation tools: *dictionaries, glossaries, encyclopaedias, machine translation* and *computer-aided translation*. The options *encyclopaedias, machine translation and computer-aided translation* were provided with the examples of their most well-known and widespread representatives.

Language absorption is a very specialized tool. To ensure that respondents would not be confused, they would have to be given not only an example but a specific definition of the tool. However, including a complete description of the tool in the questionnaire would greatly lengthen and complicate the questionnaire and that would lead to a rapid reduction in the number of collected responses. For this reason, the tool was not included in the questionnaire.

For some of the questions in this part, the answers obtained from the students were quite different from the answers obtained from the teachers. Results of those questions are shown in two separate charts to compare the differences between both groups.

- **Which translation tool do you use most often?**

Purpose of the first, of the six tool-oriented questions, was to discover which translation tools were preferred by the respondents. It was found the machine translation was the most often used translation tool - sixty percent of the respondents chose this option. It can be assumed this result is clearly influenced by the popularity of Google Translator. This Google service has unquestionable advantages: it is available online without any downloading, it instantly translates words, sentences, and even whole web pages into English or other more than a hundred supported languages. Also, the fact that machine translation will take place the most used tool is to be expected due to the ease of use and, above all, the availability – most of these programs can be accessed via smart phones.
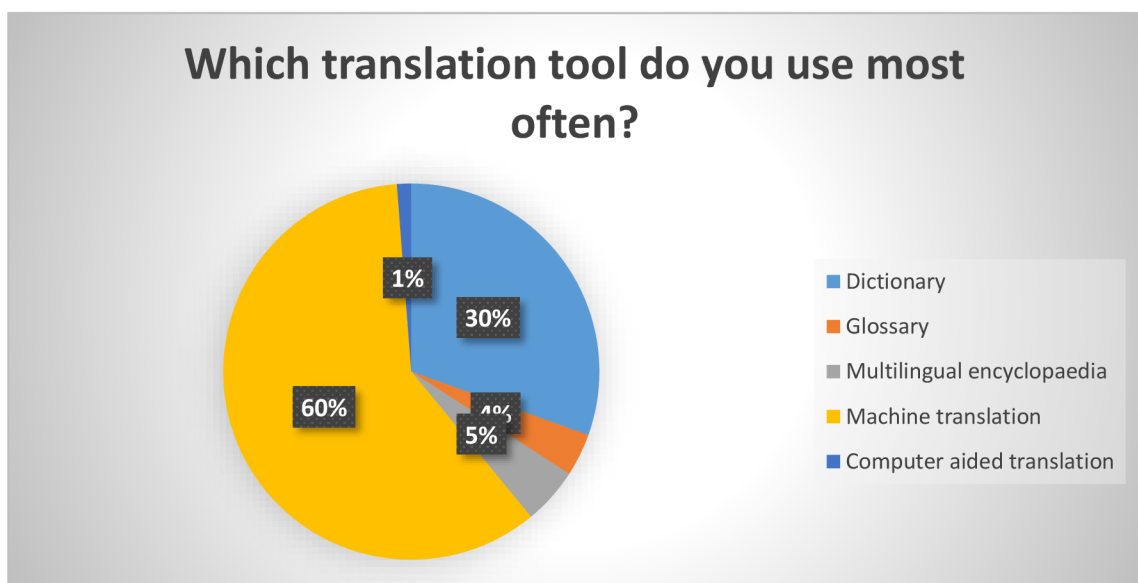

Chart 4.2.6 The most fauvorite tool (combined)

Dictionaries placed on the second position with thirty percent. However, it is possible that true ratio between usage of dictionaries and machine translation was different. Due to the ambiguity in the questionnaire – the respondents could had been confused because some of them used machine translation for translation of single words meaning even though they used a machine translator it was used exclusively as a dictionary.

As it can be seen in Chart 4.2.7 the answers collected from the teachers were much more straightforward. Omitting one teacher preferring encyclopaedias, the teachers were divided into two equally sized groups.
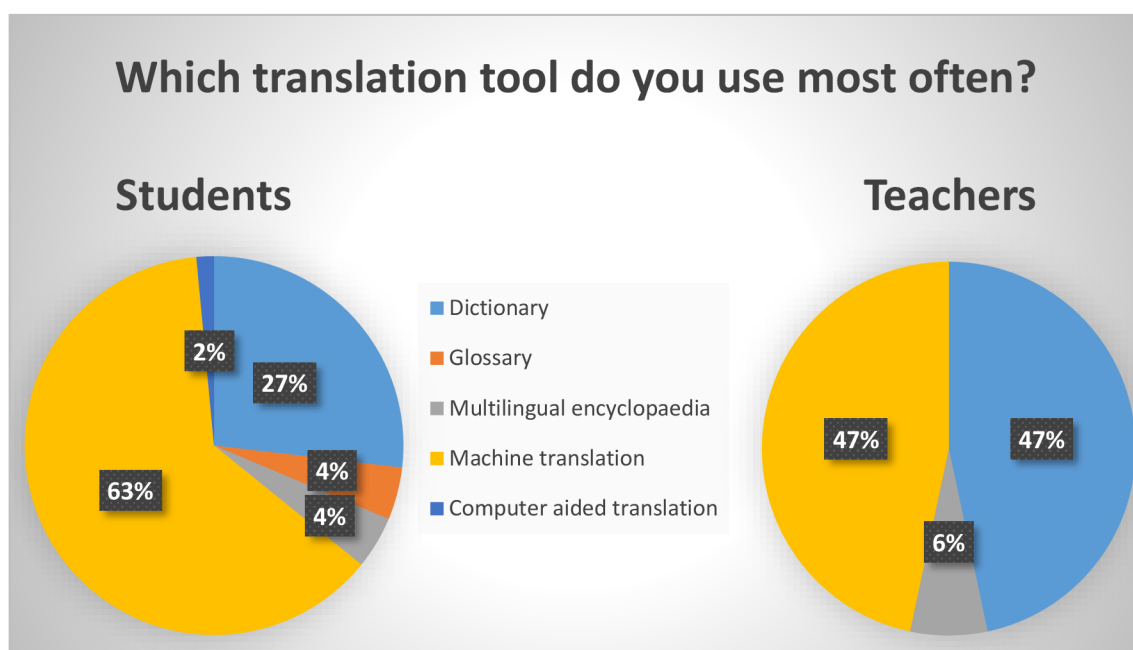

Chart 4.2.7 The most fauvorite tool (students/teachers)

It was expected the majority of teachers would favour dictionaries – as a proven and concrete source of information. Nevertheless, with the amount of work (and often a limited time) teachers have, it is reasonable that equal part of them favoured the faster tool.

- **Which tool is your second favourite?**

It was predictable that machine translation and dictionaries will be selected as the most often used tools; therefore, the respondents were asked in the following question also about their second most often used tool. The answers to this question were much more variable, as shown in Figure 4.2.8.
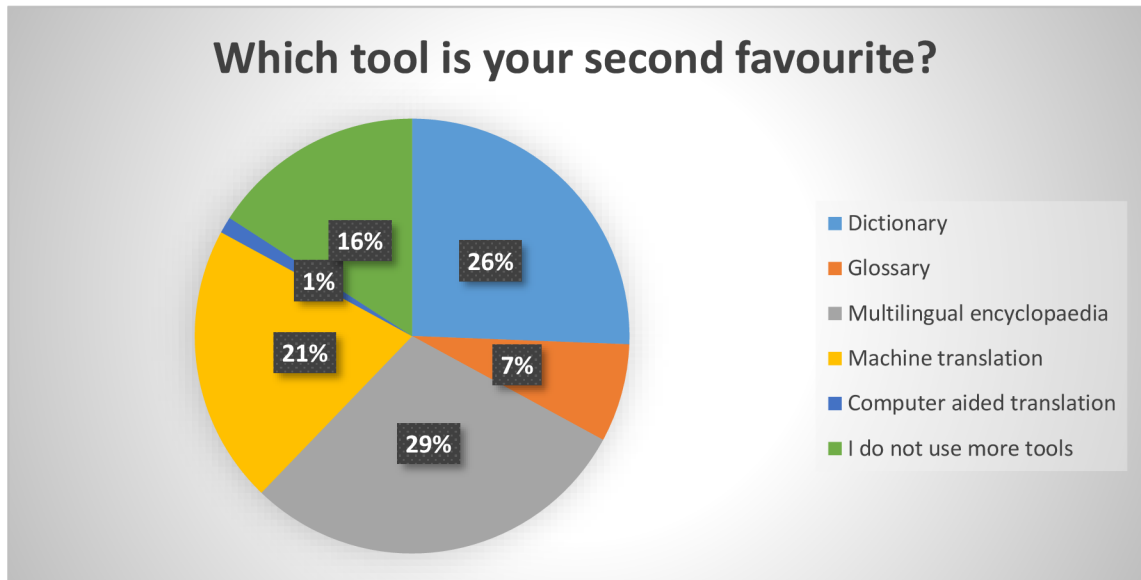

Chart 4.2.8 The second most used tool (combined)

Based on the results of the previous question, it can be deduced that in practice the translators will reach for the fastest and easiest way to translate *the machine translation* (for sentences and longer texts) or *the dictionary* (for single words), and if the translation produced by the machine translator is unsatisfactory or the searched term is not included in the dictionary, then they reach for slower but more accurate tools.

Taking closer look on comparison between the students and the teachers it is noticeable that percentage of chosen answers was very similar; the biggest difference was the proportion of machine translation versus glossaries.
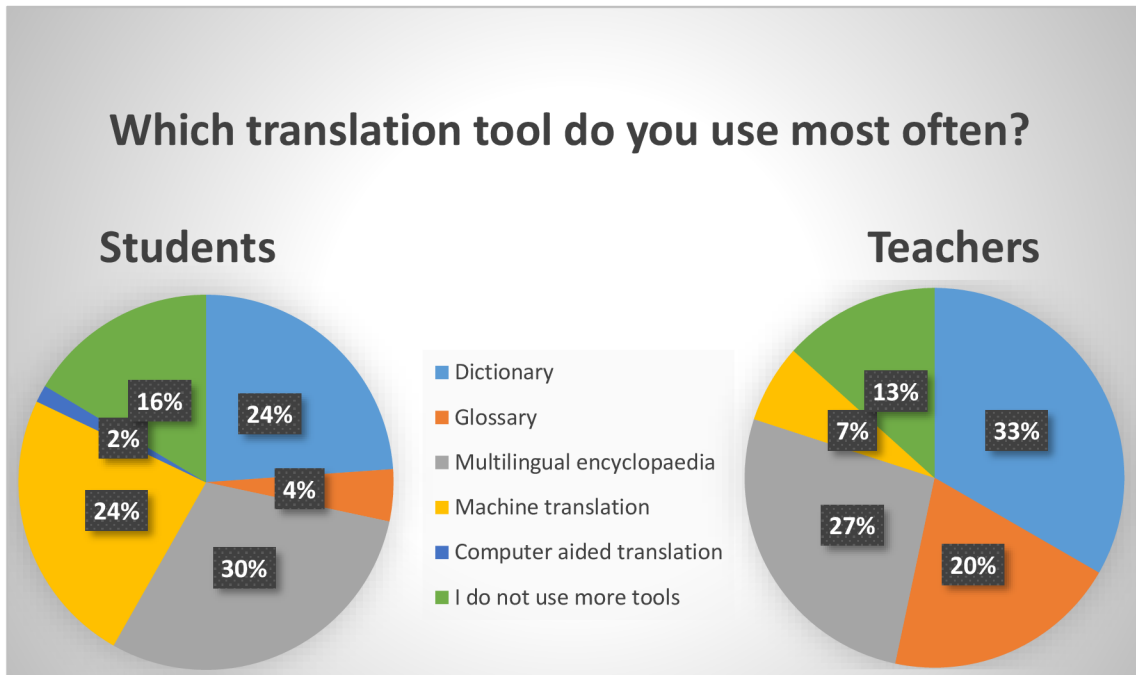

Chart 4.2.9 The second most used tool (students/teachers)

The teachers did not tend to use machine translation as the second tool – as it was mentioned before, the second tool aims for accuracy and main advantage of machine translation is speed not accuracy. For this reason, machine translation was not very popular as the second tool among the teachers. Despite the mentioned reasons, the quarter of the students that partook in the questionnaire chose machine translation as their second tool.

- **Which tool do you consider to be the best for a translation of specialised electrotechnical texts?**

The machine translation was chosen also as the best tool for the translation of specialised electrotechnical text. This result was quite surprising, since it is generally known among translators that machine translation has considerable context determination problems and often erroneously resorts to literal translation. Combination of literal translation with specialised text very often leads to unwanted (even ridiculous) results, for example, an electric device called "squirrel cage induction motor" can be incorrectly translated into a different language as a rotor powered by a living squirrel.
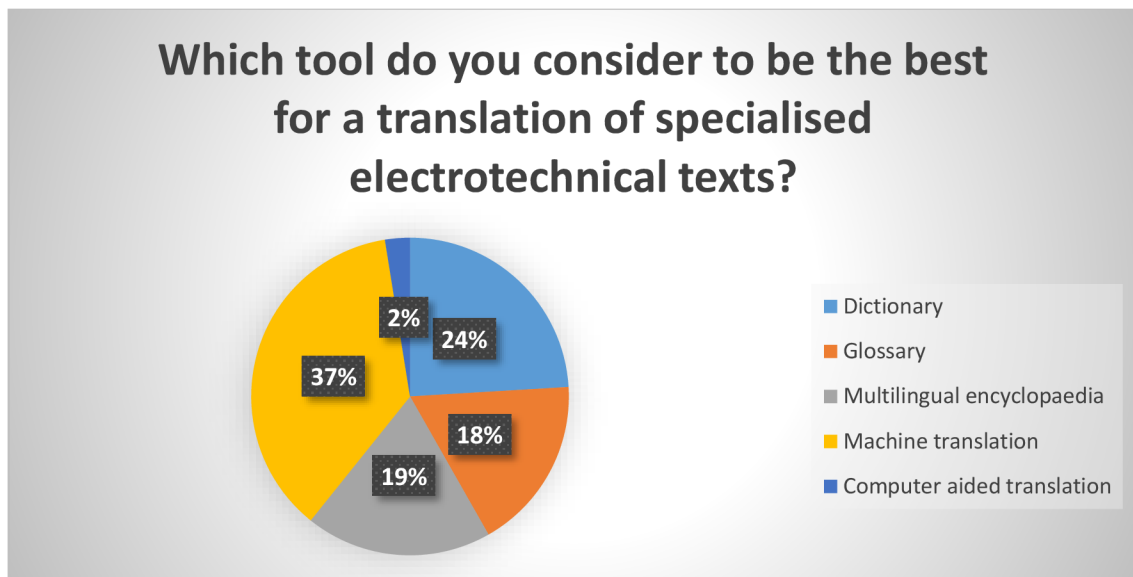
Chart 4.2.10 The best tool for specialised text (combined)

As it is noticeable from Chart 4.2.11, almost half of students chose machine translation as the best tool for translation of specialised text. After a closer examination of the individual responses, it was found that only students of other programmes than H-AEI (i.e. students who do not encounter with the translation of electrical engineering text very often) had chosen this option.
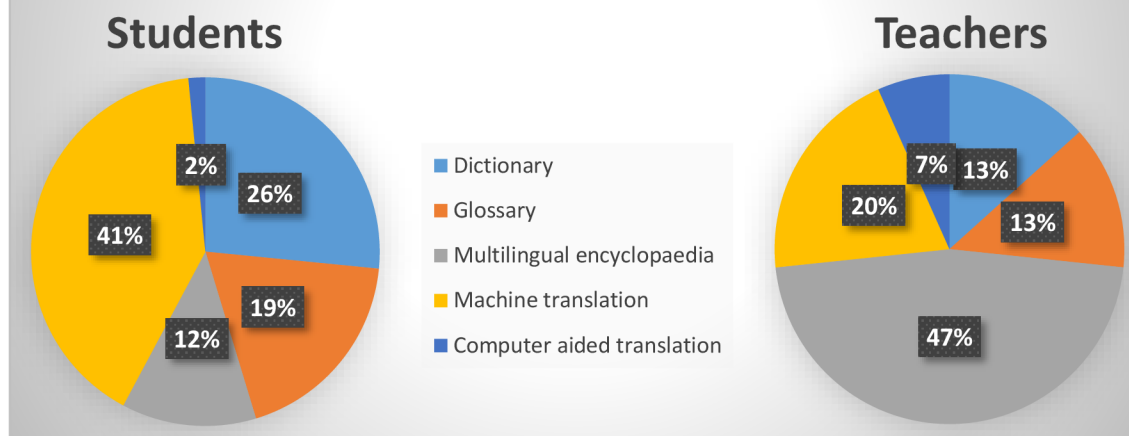
Chart 4.2.11 The best tool for specialised text (students/teachers)

Even though the students did not listed glossaries as their favourite tool, almost one fifth of them recognized glossaries as the most suitable tool for translation of specialised text. The teachers most often chose the option of multilingual encyclopaedias. The advantage of the encyclopaedias is that it does not only provide the definition of the term, but also portion of a context in which the term is used; unlike glossaries that just explain the term.

- **Which translation tools are completely unfamiliar to you?**

This question had been included to further research the overall awareness of translation tools. For the interviewed group, the least known tool was computer-aided translation. This result was expected because the computer-aided translation programs are specialized software for professional translators and the answers was collected from the students and the teachers NOT from the professional translators who translate for living. The second least known tool were glossaries. Other tools are quite familiar. Out of the total number of 82 respondents, only twelve respondents were familiar with all translation tools listed in this questionnaire; after further examination of result it was found that seven of those respondents were teachers. The least known tools to the teachers were the same as the least known tools to the students – it was glossaries and computer-aided translation programs.
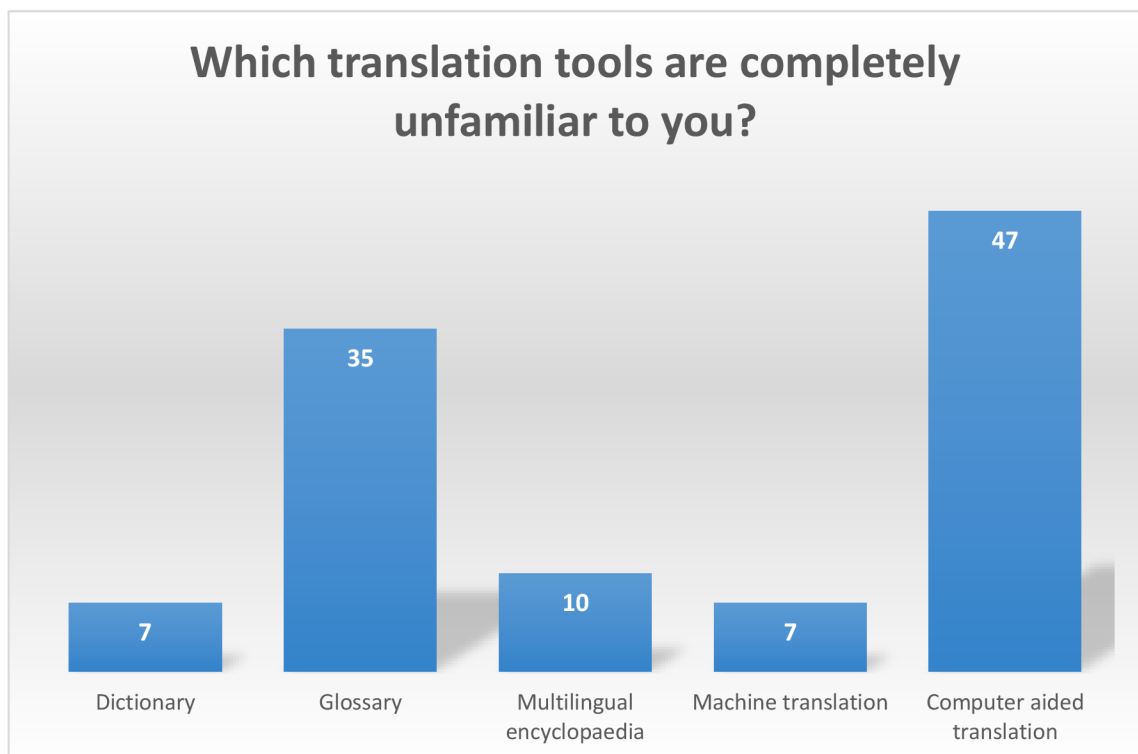

Chart 4.2.12 Awareness of translation tools

The noticeably high number of the respondents that were unfamiliar with the glossaries and the computer-aided translation programs was undoubtedly reflected in the answers on the rest of the questions that were focused on the translation tools. It is obvious that the respondents unfamiliar with those tools could not choose them, for example, as the best tool for the translation of specialised electrotechnical texts.

Interestingly, there were seven respondents who stated that they were not familiar with dictionaries. During further investigation of all their answers it was found that those respondents marked all the translation tool as unfamiliar to them. This fact leads to the conclusion that those respondents misunderstood the question and chose all options NOT because they were unfamiliar with all of those tools but because they had never heard of them in connection with the term *translation tool*.

- **How often do you use translation tools?**

Another question included in this questionnaire was focused on a frequency of the usage of the tools. As it is shown in Chart 4.2.13, the half of the respondents stated they used the tools at least a few times a week. Another 37% of the respondents used the tools at least several times a month. Neither of the respondents answered that they did not used the tools.
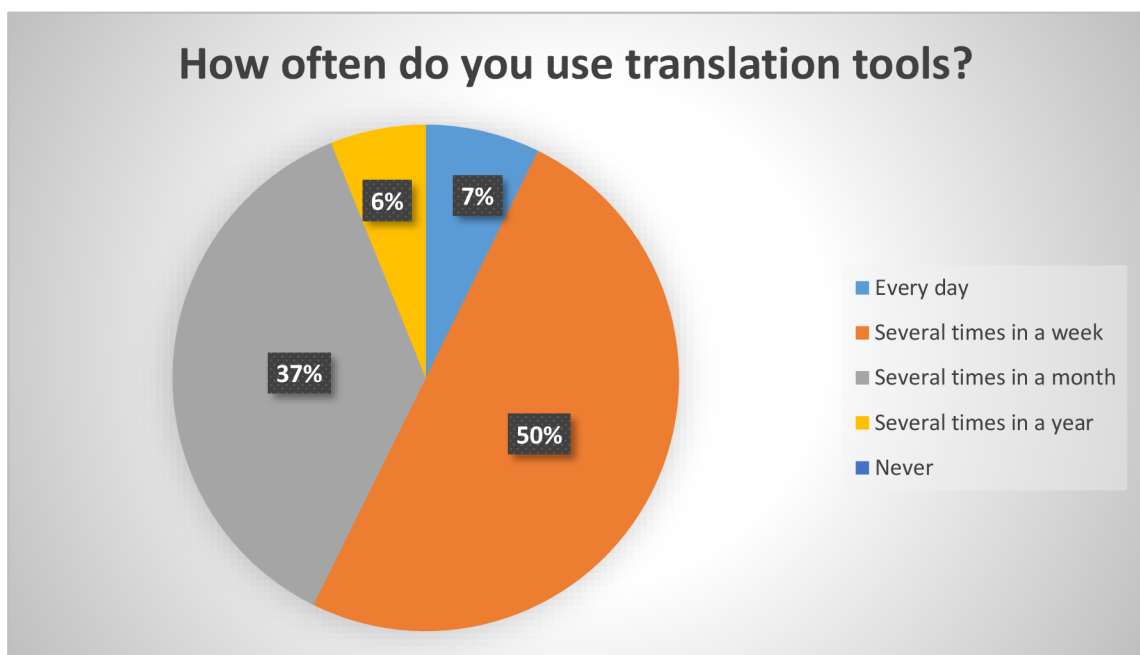

Chart 4.2.13 Usage of tools (combined)

On separate charts it is visible that the students had been using the translation tools slightly more often than the teachers. However, the difference between the frequency of the use was not as prominent as it had been expected.
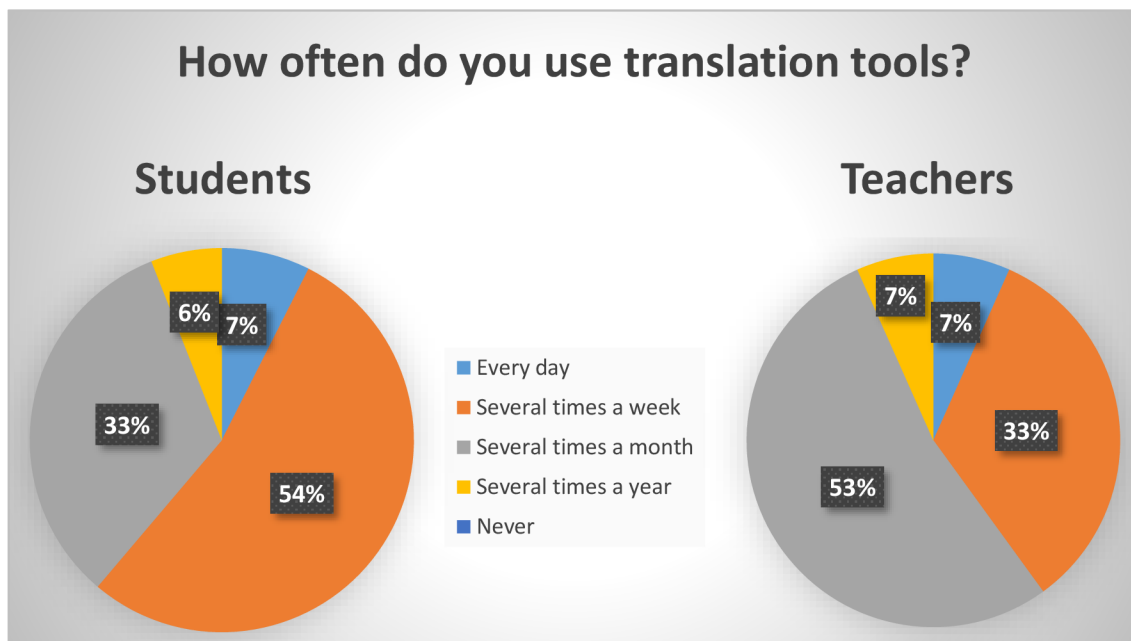
How often do you use translation tools?

Students — Teachers

Legend:
- Every day
- Several times a week
- Several times a month
- Several times a year
- Never

Students: Every day 7%, Several times a week 54%, Several times a month 33%, Several times a year 6%

Teachers: Every day 7%, Several times a week 33%, Several times a month 53%, Several times a year 7%

Chart 4.2.14 Usage of tools (students/teachers)

The translation tools are used not only in the situation when the translator does not know the meaning of a word or its proper equivalent in the target language, the tools are also used because they can accelerate the process of the translation same as they can improve overall quality and naturalness of the translated text. For that reason, it is only logical that the translation tools are relatively often used by the students and even by the teachers who have far more experience and knowledge than the students have.

- **Do you prefer a printed or an electronic form of translation tools? (assuming the tools available in both forms)**

The last question of this segment asked whether the respondents prefer a printed or an electronic form.
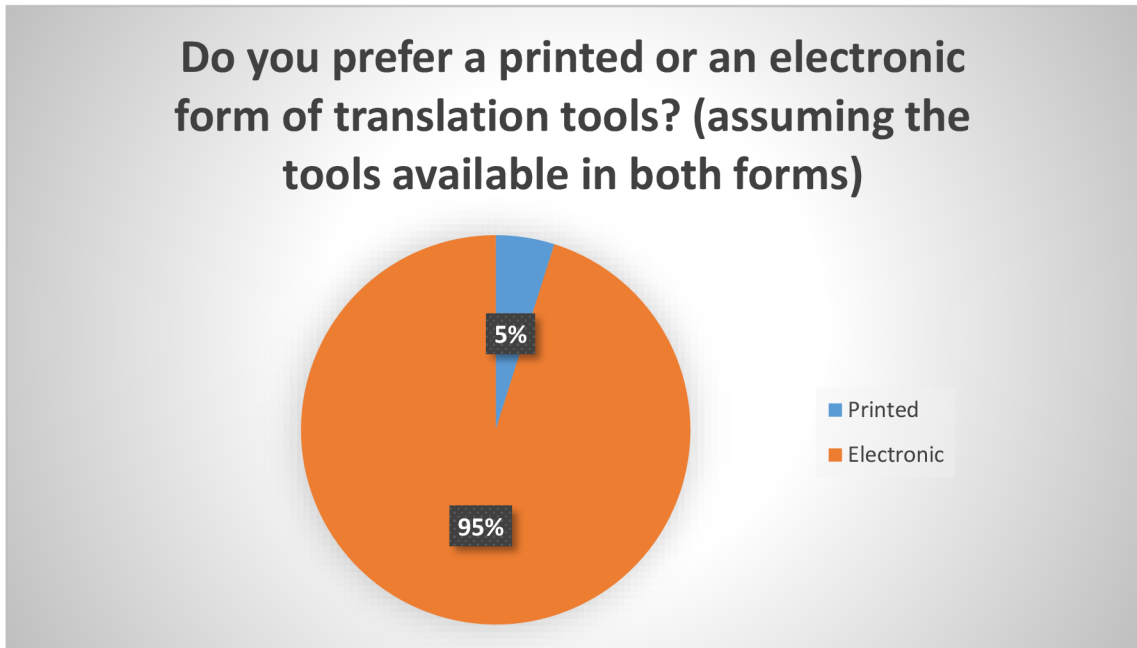
Chart 4.2.15 Printed or electronic

Whole 95% answered they preferred the electronic form; a similar result was expected but it was not expected that there would be such a tremendous difference between the options. The popularity of the electronic form lies in the same advantages as those mentioned in machine translation, i.e. speed and availability. Another reason is that electronic form of the translation tools is often available for free, whereas the printed form is usually rather expensive.

4.2.3 Feedback

The very last item in the questionnaire was an open-ended question. The respondents were asked to share their insights, observations and this way participate in the research. Eleven respondents have made use of this option and have contributed to the research on translation tools to a varying extent.

- **If you think of any other tool that you often use when translating, you can write to me here.**

One of the respondents stated that "my own skill" should be listed as one of the translation tools. This "my own skill" tool can be understood as the tool which is defined in this work as *language absorption*; this tool was described in the theoretical part of the work, but it was not included in the questionnaire for the reasons that were already mentioned (in the section 4.2.2).

Some of the respondents referred to "other people" or "colleagues" as the translation tool. This possibility is also something that has been discussed in the theoretical part of this work – the possibility of consulting with more experienced colleagues or hiring external expert is mentioned in the third chapter focused on the translation of professional texts. However, this option was not included as a translation tool.

Last but definitely not least, two respondents referred directly and one indirectly to the possibility of using the language corpus as the translation tool. This option was completely omitted during the theoretical research for this work. The closest thing to the use of language corpus mentioned in this work is a short description of corpus-based machine translation.

Language corpus together with the *other people* should be included in the final list of translation tools.

4.3 Summary

Sixty-seven students and fifteen teachers answered the questionnaire. Most of the respondents stated they were using English language quite regularly and slightly more than half of them stated that they were encountering electro technical text regularly.

The expectations had been fulfilled and it had been confirmed that dictionaries and Google Translator were among the most commonly used translational tools.

When asked about translation of specialised electrical text, the respondents' opinions were divided according to their experience with such text – less experienced respondents preferred machine translation while the more experienced preferred encyclopaedias, glossaries, and dictionaries.

It had been found that glossaries and computer-aided translation programs were rather unknown tools, for both, experienced and inexperienced respondents.

The greatest contribution to the translation tools research was feedback, which helped to confirm the existence of the language absorption tool and expanded the number of the researched translation tools from six to eight by adding *language corpus* and *other people*. It is also very important that the results of the questionnaire confirmed the existence and use of multilingual encyclopaedias as a translation tool; despite the fact that no written evidence of this tool had been found in the theoretical research.

Conclusion

At the beginning of the bachelor thesis was briefly examined translation, what it is and what is the main difference between the old and the modern approach towards it. There were also discussed the qualities of the competent translator and provided an introduction to the translation studies.

In the next part of the work were researched and examined various translation tools. During the theoretical research were discovered six translation tools namely: dictionaries, glossaries, encyclopaedias, machine translation, computer-aided translation and language absorption. Each of the researched translation tools was defined and described in detail.

The third part of the thesis was dedicated to the specifics of the translation of the professional texts. There was presented the definition of the professional text and the definition of the technical text in particular. The third part of the thesis also has dealt with the difficulties of the professional translation and appointed the issue with the electro-technic terminology.

The fourth part dealt with practical research. A questionnaire focused on translation tools and their use for translation of specialised electrotechnical texts was developed and distributed. The results of the questionnaire were carefully sorted and analysed. Feedback collected from the questionnaire helped to verify the existence of the researched tools. In addition, the feedback also increased the number of the translation tools from sit up to eight by revealing additional two tools: language corpus and other people.

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List of charts

List of attachments

Attachment No. 1: Translated questionnaire in English language

Attachment No. 2: Original questionnaire in Czech language

Bachelor Thesis Questionnaire

Purpose of this questionnaire is to collect the data needed for my bachelor thesis focused on describtion and comparation of various translation tools for specialised electrotechnical texts. Thank you very much for your contribution.

1. **Are you a student or a teacher?**

   Mark only one oval.

   ◯ Student

   ◯ Teacher

2. **Where do you study/teach?**

   Mark only one oval.

   ◯ BUT progremme H-AEI

   ◯ BUT different programme

   ◯ MUNI

   ◯ MENDELU

   ◯ Other: _____

3. **How long have you studied English?**

   Mark only one oval.

   ◯ Less than 4 years

   ◯ 4 - 6 years

   ◯ 7 - 9 years

   ◯ 10 or more years

4. **How often do you use English?**

   Mark only one oval.

   ◯ Every day

   ◯ Several times a week

   ◯ Several times a month

   ◯ Several times a year

   ◯ Not at all

5. **How often do you work with specialised electrotechnical texts?**

   Mark only one oval.

   ◯ Every day

   ◯ Several times a week

   ◯ Several times a month

   ◯ Several times a year

   ◯ Not at all

6. **Which translation tool do you use most often?**
   Mark only one oval.

   ◯ Dictionary

   ◯ Glossary

   ◯ Multilingual encyclopaedia (e.g. Wikipedia)

   ◯ Machine translation (e.g. Google Translator, Microsoft Translator, SYSTRAN)

   ◯ Computer-aided translation (e.g. Wordfast, Trados, SDLX, Tranit, DejaVu)

7. **Which tool is your second favourite?**
   Mark only one oval.

   ◯ Dictionary

   ◯ Glossary

   ◯ Multilingual encyclopaedia (e.g. Wikipedia)

   ◯ Machine translation (e.g. Google Translator, Microsoft Translator, SYSTRAN)

   ◯ Computer-aided translation (e.g. Wordfast, Trados, SDLX, Tranit, DejaVu)

   ◯ I do not use more tools

8. **Which tool do you consider to be the best for a translation of specialised electrotechnical texts?**
   Mark only one oval.

   ◯ Dictionary

   ◯ Glossary

   ◯ Multilingual encyclopaedia (e.g. Wikipedia)

   ◯ Machine translation (e.g. Google Translator, Microsoft Translator, SYSTRAN)

   ◯ Computer-aided translation (e.g. Wordfast, Trados, SDLX, Tranit, DejaVu)

9. **Which translation tools are completely unfamiliar to you?**
   Tick all that apply.

   ☐ Dictionary

   ☐ Glossary

   ☐ Multilingual encyclopaedia (e.g. Wikipedia)

   ☐ Machine translation (e.g. Google Translator, Microsoft Translator, SYSTRAN)

   ☐ Computer-aided translation (e.g. Wordfast, Trados, SDLX, Tranit, DejaVu)

10. **How often do you use translation tools?**
    Mark only one oval.

    ◯ Every day

    ◯ Several times a week

    ◯ Several times a month

    ◯ Several times a year

    ◯ Not at all

11. **Do you prefer a printed or an electronic form of translation tools? (assuming the tools available in both forms)**

Mark only one oval.

- ( ) Printed
- ( ) Electronic

12. **If you think of any other tool that you often use when translating, you can write to me here.**

_____

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 Google Forms

Dotazník k bakalářské práci

Tento dotazník slouží ke shromáždění dat potřebných k vypracování práce, jejíž cílem je popsat a porovnat různé nástroje pro překlad odborných textů. Všem zúčastněným vřele děkuji, že si našli chvilku na jeho vyplnění.

1. Jste student nebo učitel?
Označte jen jednu elipsu.

○ Student

○ Učitel

2. Kde studujete/vyučujete?
Označte jen jednu elipsu.

○ VUT obor H-AEI

○ VUT jiný obor

○ MUNI

○ MENDELU

○ Jiné: _____

3. Jak dlouho se učíte anglický jazyk/zabýváte anglickým jazykem?
Označte jen jednu elipsu.

○ Méně než 4 roky

○ 4 - 6 let

○ 7 - 9 let

○ 10 a více let

4. Jak často používáte anglický jazyk?
Označte jen jednu elipsu.

○ Denně

○ Několikrát za týden

○ Několikrát za měsíc

○ Několikrát za rok

○ Vůbec ne

5. Jak často se setkáváte s odborným elektrotechnickým textem v angličtině?
Označte jen jednu elipsu.

○ Denně

○ Několikrát za týden

○ Několikrát za měsíc

○ Několikrát za rok

○ Vůbec ne

6. Který z překladatelských nástrojů používáte nejčastěji?

Označte jen jednu elipsu.

- ◯ Slovníky
- ◯ Glosáře
- ◯ Vícejazyčné encyklopedie (např. Wikipedie)
- ◯ Strojový překlad (např. Google Translator, Microsoft Translator, SYSTRAN)
- ◯ Počítačem podporovaný překlad (např. Wordfast, Trados, SDLX, Tranit, DejaVu)

7. Který je na druhém místě?

Označte jen jednu elipsu.

- ◯ Slovníky
- ◯ Glosáře
- ◯ Vícejazyčné encyklopedie (např. Wikipedie)
- ◯ Strojový překlad (např. Google Translator, Microsoft Translator, SYSTRAN)
- ◯ Počítačem podporovaný překlad (např. Wordfast, Trados, SDLX, Tranit, DejaVu)
- ◯ Nepoužívám více nástrojů

8. Který z překladatelských nástrojů je podle vás nejužitečnější při překládání odborného elektrotechnického textu?

Označte jen jednu elipsu.

- ◯ Slovníky
- ◯ Glosáře
- ◯ Vícejazyčné encyklopedie (např. Wikipedie)
- ◯ Strojový překlad (např. Google Translator, Microsoft Translator, SYSTRAN)
- ◯ Počítačem podporovaný překlad (např. Wordfast, Trados, SDLX, Tranit, DejaVu)

9. O kterých překladatelských nástrojích jste v životě neslyšeli?

Zaškrtněte všechny platné možnosti.

- ☐ Slovníky
- ☐ Glosáře
- ☐ Vícejazyčné encyklopedie (např. Wikipedie)
- ☐ Strojový překlad (např. Google Translator, Microsoft Translator, SYSTRAN)
- ☐ Počítačem podporovaný překlad (např. Wordfast, Trados, SDLX, Tranit, DejaVu)

10. Jak často používáte překladatelské nástroje?

Označte jen jednu elipsu.

- ◯ Denně
- ◯ Několikrát za týden
- ◯ Několikrát za měsíc
- ◯ Několikrát za rok
- ◯ Vůbec ne

11. **Upřednostňujete tištěnou nebo elektronickou formu překladatelských nástrojů? (u nástrojů dostupných v obou formách)**

Označte jen jednu elipsu.

⬭ Tištěnou

⬭ Elektronickou

12. **Pokud Vás napadá nějaký jiný nástroj nebo pomůcka, kterou při překládání často používáte a nebyla v nabídce, zde mi ji můžete napsat.**

_____