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Translation Competence Acquisition and Its Impact on Translation Quality: A Case Study

Rozvoj překladatelské kompetence a dopad na kvalitu překladu – případová studie

(Bakalářská práce)

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Bakalářská práce

Autor: Ivana Tůmová

Angličtina se zaměřením na komunitní tlumočení a překlad

Vedoucí práce: Mgr. Josefína Zubáková

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

V Olomouci dne

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First of all, I would like to thank my parents for their endless patience and support.

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List of abbreviations:

ATP	English for translation and interpreting; a study programme at KAA
B 1, 2	Bachelor’s study programme students
FSP	Functional sentence perspective
G 1, 2	Graduates of Master’s study programme
KAA	Department of English and American Studies at Palacký University
M 1, 2	Master’s study programme students
SL, TL	Source language, target language
ST, TT	Source text, target text
TC	Translation competence
TQA	Translation Quality Assessment

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1. INTRODUCTION

Translation competence (TC) may be seen as a vital quality a translator needs to possess to produce high-quality translations. As PACTE state, "[t]he translator's degree of expertise influences the translation process and product" (PACTE 2005, 611). One of the issues investigated in translation studies is thus how TC is developed in students of translation and what impact this gradual development of TC has on the process as well as product of translation. In other words, whether higher TC leads to higher-quality translation performance; whether a more advanced translator produces a translation of a higher quality than a novice in the field. (See PACTE 2009, Göpferich and Jääskeläinen 2009, Séguinot 1991.)

Results of the research carried out by PACTE group suggest that there are differences in the strategies translators employ in relation to their translation competence (PACTE 2009). As Zehnalová and Zubáková remark, these differences may be seen particularly if focusing on rendering the pragmatic meaning and other aspects of higher textual levels (Zehnalová and Zubáková 2012, 29-31).

This thesis aims to observe the development of TC in students of translation studies at KAA (Department of English and American Studies, Palacký University) and the impact this development has on quality of translations they produce. It focuses on the differences between novice translators and advanced translators in using translation strategies for problem-solving on higher textual levels and the subsequent quality of rendering the aspects of higher textual levels such as irony, author's style and pragmatic meaning in the translation.

The thesis poses two hypotheses. Firstly that the strategies and methods employed by novice and advanced translators differ and secondly that novice translators are less successful in rendering the aspects of higher textual levels than advanced translators due to less developed TC, as well as the lack of experience and methodology.

To confirm or disprove these hypotheses, a publicistic text is used, as with such type of text the attention must be drawn to the aspects of higher textual levels, such as stylistic features and pragmatic meaning.

The case study is intended as a pilot study. Students of ATP (English for translation and interpreting) at KAA are used as subjects for the research. In particular, these are first-year students of the Bachelor's programme, first-year students of the Master's programme who have successfully completed the Bachelor's programme at KAA and graduates of this Master's programme.

The case study employs process-oriented research methods to gather data to be assessed. The assessment of translation quality is subsequently employed for assessing the results of the research. The assessment focuses on different strategies and methods used and the extent to which they lead to a successful rendering of a text. The sample text and the data gathered are analysed and assessed according to Christiane Nord's model of translation-oriented text analysis described in *Text analysis in Translation* (1991). The analysis of the data collected is oriented towards the assessment of the strategies used by the subjects with regard to the quality of the translation. The researcher investigates tendencies the subjects of each group have in common and aims to observe whether translations performed by the most advanced translators within the research are those of highest quality concerning in particular the aspects of higher textual levels.

Chapter 1 provides the introduction into the field of TC in relation to the topic of this Bachelor's thesis.
Chapter 2 serves as a theoretical background for the case study. It is dedicated to the phenomenon of TC and its development; it lists relevant research projects on this topic. A brief description of process research, TQA and Nord's model of translation-oriented text analysis follows, as these concepts constitute the methodological framework of the pilot study.
Chapter 3 describes the research design of the case study. It provides reasoning for the choice of subjects and a text sample, states the hypotheses and lists methods used. It also defines the limitation of the research.

Chapter 4 includes a theoretical and practical analysis of the sample text. Chapter 5 follows with an analysis of the data obtained in the pilot research. It investigates the outputs of the methods used and makes conclusions about tendencies observed. It generalizes by stating common mistakes that occurred in subjects' translations. This list is set for each group separately. Chapter 4 concludes the results of the research, states the validity of the hypotheses and suggests tentative recommendations for further research.

2. THEORETICAL PART

This part of the thesis introduces the phenomenon of translation competence as the theoretical framework of the case study. It then follows with an overview of findings and approaches relevant for the topic of the thesis and explains basic terms and principles used. It also explains the importance of the concepts mentioned and their practical use for the case study.

2.1 Translation competence

2.1.1 *Defining translation competence*

The case study investigates differences among translators' decisions and the resulting quality of their translations as a consequence of different levels of translation competence they possess. Translation competence is seen as a vital quality a translator must possess to be able to translate. There are, nevertheless, various definitions of TC.

The approaches towards TC and the respective presuppositions are described in Pym (2003). Pym himself defines TC as "the unity of the ability to generate a series of more than one viable target text … for a pertinent source text …[and] the ability to select only one viable [target text] from this series, quickly and with justified confidence" (Pym 2003, 489; citing Pym, 1991[1]). Thus, TC is seen as the skill needed for the problem-solving process, which allows reducing possible equivalents and choosing the right one.

Pym further mentions a more precise definition of TC from the skopos-based viewpoint, presented by Kautz. Here, a translator must possess, apart from the knowledge of source language (SL) and target language (TL), the field of translation, the overall background knowledge

[1] Pym, Anthony. 1991. "A Definition of Translational Competence, Applied to the Teaching of Translation." In *Translation: A Creative Profession: 12th World Congress of FIT. Proceedings,* edited by Mladen Jovanovic, 541-546. Belgrade: Prevodilac.

and the methodology, a so called “translatorial competence”. This competence comprises “skills in the analysis of the client’s brief and the ST, translation strategies, target text (TT) presentation (including layout), documentation, terminology, and knowledge of the translator’s professional practice” (Pym 2003, 486 referring to Kautz 2000).

Zehnalová and Zubáková use the definition taken from Hurtado Albir and Alves, defining TC as “a set of knowledge, skills attitudes and aptitudes a translator possesses in order to undertake professional activity in the field” (Hurtado Albir and Alves 2009, 63) and follow with the statement that advanced students possess higher level of TC, particularly regarding socio-cultural context and irony (Zehnalová and Zubáková 2012, 29).

For the research project of PACTE group, TC is defined as a system of knowledge with the following characteristics:

> (1) it is expert knowledge and not possessed by all bilinguals; (2) it is basically procedural knowledge (and not declarative); (3) it is made up of various interrelated sub-competencies; (4) the strategic component is very important, as it is in all procedural knowledge. (PACTE 2005, 610)

As PACTE group points out, TC is not only one skill or quality a translator possesses. It comprises various sub-competences related to each other. In their study, they define the following five subcompetences plus psycho-physiological components:

> *Bilingual sub-competence.* Predominantly procedural knowledge required to communicate in two languages. It comprises pragmatic, socio-linguistic, textual, grammatical and lexical knowledge.
>
> *Extra-linguistic sub-competence.* Predominantly declarative knowledge, both implicit and explicit. It

comprises general world knowledge, domain-specific knowledge, bicultural and encyclopaedic knowledge.

Knowledge about translation. Predominantly declarative knowledge, both implicit and explicit, about translation and aspects of the profession. It comprises knowledge about how translation functions and knowledge about professional translation practice.

Instrumental sub-competence. Predominantly procedural knowledge related to the use of documentation resources and information and communication technologies applied to translation (dictionaries of all kinds, encyclopaedias, grammars, style books, parallel texts, electronic corpora, search engines, etc.).

Strategic sub-competence. Procedural knowledge to guarantee the efficiency of the translation process and solve problems encountered. This is an essential subcompetence that controls the translation process. Its function is to plan the process and carry out the translation project (selecting the most appropriate method); evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them.

Psycho-physiological components. Different types of cognitive and attitudinal components and psycho-motor mechanisms, including cognitive components such as memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity,

> perseverance, rigour, the ability to think critically, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc. (PACTE 2009)

Based on their previous work (e.g. 2005, 2009, 2011), PACTE group builds the research upon the following assumption: “Our general hypothesis is that the degree of expertise in translation (i.e. translation competence) is reflected in both the process and the product of translation” (PACTE 2009). This statement is further developed: “Translation competence, like all expert knowledge, is applicable to problem-solving. The solution of translation problems involves different cognitive operations within the translation process and requires constant decision-making on the part of the translator” (PACTE 2011). This statement supports the statement that the final product of translation (and its quality) is directly affected by the process of translation. The above mentioned research of PACTE group also suggests that the level of translation competence influences the strategies used by translators and the acceptability of their translations. The results of the research showed that the degree of acceptability achieved by professional translators was higher than by foreign-language teachers. PACTE group states a conclusion:

> Subjects whose translations were most acceptable (in direct and inverse translation[2]) belonged to the group of translators. In direct translation, the results obtained by translators were much better than those of the group of teachers. This would appear to confirm our initial hypothesis that expertise in translation affects the final product (the quality of the translation). (PACTE 2009)

[2] A direct translation means a translation into the mother tongue, an inverse translation means a translation from the mother tongue.

Of particular interest for the thesis is the strategic sub-competence, as defined by PACTE. It is the part of TC that allows for the choice of particular translation methods in view of the translation as a final product. With the development of this sub-competence (as well as the other four of course) a translator is more successful in performing a translation oriented towards its recipient, reflecting the conventions of a particular target culture, adapting the text correctly according to knowledge presuppositions made for the target recipient, but at the same time perceiving the overall tone and meaning of the text. In other words, the above mentioned sub-competence allows a translator to render the pragmatic meaning of the text correctly, keeping the style of the author and using adequate stylistic means.

2.1.2 *Research projects on translation competence*

The model of TC introduced by PACTE is also used by Ehrensberger-Dow and Perrin as the basis for their research of metalinguistic awareness in translation process. The research investigates differences between beginners and advanced translators in resource use and revision processes as a consequence of their different level of metalinguistic awareness. As they state, the metalinguistic awareness "seems to mirror translation competence" (Ehrensberger-Dow and Perrin 2009, 284). The approach combining multiple methods called progression analysis used for the research "captures diverse aspects of translation processes as students and professionals translate and revise their texts and allows us to access their metalinguistic awareness in order to gain insight into their translation competence" (Ehrensberger-Dow and Perrin 2009, 275).

The research in the field of translation competence acquisition and its evaluation was done among others by Séguinot, followed by Beeby, who used the conclusions of Séguinot's research of 1991[3] as the basis for her project (1995).

[3] Séguinot, Candace. 1991. "A Study of Student Translation Strategies." In *Empirical Research in Translation and Intercultural Studies*, edited by Sonja Tirkkonen-Condit. Tübingen: Gunter Narr.

Séguinot's research uses students at the beginning and the end of their translation education. The subjects are divided into two groups – "excellent students" and "weaker students" according to the quality of their translations. Bernardini paraphrases Séguinot's observations: "The author suggests that native speakers of English (as well as better students; the two categories are unfortunately not distinguished clearly) translating into their mother tongue show more efficient monitoring and revising strategies, and work more at the textual level, whereas non-native speakers seem to rely more on learned principles and lexical-level processes" (Bernardini 2001, 247). The research thus suggests that the differences in subjects' work reflect different levels of TC they possess. Beeby lists Séguinot's conclusions: "1. Excellent students have a wider knowledge of genre or text type. 2. Students who begin by looking up words in dictionaries make more mistakes than the others. 3. Excellent students work back and forward from translation to text. Weaker students change their translation in function of what they have already written. 4. Excellent students monitor on several levels: grammatical correctness, pragmatic purpose and semiotic meaning, register, coherence and cohesion and even prosodic elements. Weaker students tend to latch onto prominent lexical/semantic items and mistranslate or ignore less prominent information that may be very important in conveying the rhetorical purpose of the text" (Beeby 2000, 188; citing Séguinot 1991). In her research, Beeby focuses on the impacts of different levels of TC at two groups of translators. She investigates the quality of translations performed by two groups of students performing direct translation. One group consists of students who attended a course intended to help them build TC in the particular field, while members of the other group did not. The results show that the students, who attended the course and thus are apparently more skilled or possess better TC in the field, were more successful.

This observation is also noted and further investigated by Göpferich and Jääskeläinen, who state that subjects with more developed TC can successfully solve more complex problems (2009).

Göpferich and Jääskeläinen summarize the results of the projects focused on process-oriented research of TC. (The overview of these projects, including the research done by PACTE group, is listed in Göpferich and Jääskeläinen 2009, 170 and 186-7.) As they remark, higher TC allows translators to tackle problems of higher complexity. Translation units become larger with increasing TC and translators consider larger parts of co-text and context. They are able to develop a macrostrategy for the translation and do not translate in a linear fashion. They are less oriented towards the ST. Also, they produce more tentative equivalents, edit and revise more and approach their own solutions more critically (Göpferich and Jääskeläinen 2009, 174-5). Similar observations are stated by Zehnalová and Zubáková (2012). Their work, however, is not based on process-oriented research. They focus on translation product and use text analysis as the method for assessment.

There has also been a previous pilot study on process-oriented research methods performed at KAA, by Pavlíčková (2012). She states that there are different search strategies employed by novice translators and advanced translators. She also states that advanced translators are able to translate a text more freely. This suggests that novice students focus more on lexicon, while advanced students regard higher textual levels as well and do not proceed in a word-by-word manner only. The thesis of Pavlíčková thus confirms the tendencies stated by PACTE, Göpferich and Jääskeläinen, as well as the other above-mentioned research projects, in the environment of KAA at Palacký University.

2.2 Methodological background for the study

This part provides the necessary theoretical background from the fields of process research, assessment of translation quality and text analysis, in particular the model introduced by Christiane Nord.

2.2.1 *Process research methods to access the decisions a translator makes during the translation task*

The main idea behind the process-oriented research is that the process of translation has a direct impact on a translation product. This statement is fundamental for the research projects performed e.g. by PACTE (2009) or Séguinot (1991) (see above). It is employed here as the basis for the case study methodology.

The methods of process research allow the researcher to investigate the decisions a translator makes and the reasoning behind these decisions. They provide an insight into the decision-making a translator performs. The subsequent analysis of the translation product is then needed in order to assess the impact this decision making has on the product of translation. This means that when the output of process-oriented research methods is combined with TQA, the researcher can draw a link between a translator's decision and its impact on the quality of the TT. This method is used among others by the above-mentioned research project performed by PACTE (mentioned for example in PACTE 2011).

There are various methods that can be employed when monitoring the process of translation, providing different types of information about it. These methods differ in ecological validity; that is, the way they influence the natural environment of the research. Another factor to be assessed is reliability, in other words, the concern whether a researcher can rely on truthfulness and accuracy of gathered data. Also, the methods differ in demands they put on technical equipment and the design of an experiment considering the length of a research session.

The basic classification of these methods is stated by Hansen. He divides the methods into qualitative, such as retrospection and think-aloud protocols (TAPs), and quantitative, e.g. computer logging, video recording, screen recording, eye-tracking or methods used in neurosciences. He further stresses the need of triangulation of these methods (Hansen 2008, 2-8). It means that more methods should be used at the same time and the data obtained should be combined to gain more precise results.

Göpferich and Jääskeläinen further develop this classification. As they emphasize, the methods differ in the type of information they provide and also in the way they affect ecological validity of a research.
(For the classification see Göpferich and Jääskeläinen, 2009. The methods

of process research are also referred to in Ehrensberger-Dow and Perrin, 2009. Further information about the methods used in translation research is presented in Pavlíčková, 2012.) Göpferich and Jääskeläinen mention the aspects that must be taken into account when deciding about the combination of methods to be used for a particular research. Apart from ecological validity and reliability of the methods (see above), they stress the necessity of considering also availability of subjects and resources (Göpferich and Jääskeläinen 2009, 170-1). The consequences of this remark for the case study are explained in section 3.3.

2.2.2 *Translation quality as a way to investigate translation competence acquisition*

Another field of translation studies that is employed in the case study is translation quality assessment (TQA). It is a field that has been receiving a lot of attention recently. There are, however, many views on TQA that differ in criteria used. As Williams suggests, TQA systems are mostly based on counting errors and the assessment focuses on microtextual, sub-sentence level. Consequently the product of translation is marked "deliverable", "worth revising" or "unusable". Williams criticises this approach, as there are various factors of a TT to be assessed; errors may affect different aspects of the text and their seriousness may vary. Mere counting of errors in order to determine whether a text is still acceptable or not is therefore in his opinion not sufficient (Williams 2004, 185).

He favours approaches oriented towards the overall assessment of all factors present in a ST and the way they are rendered in its translation. (A detailed description of the approaches is provided in Williams, 2004.) He proposes alternative approaches using the non-quantitative methods. In particular, he is in favour of the argumentation-oriented approach. He nevertheless mentions other approaches, e.g. those working with discourse-level errors (e.g. Larose or Bensoussan and Rosenhouse, who assess seriousness of an error in terms of the macrostructure it affects) or the models developed by Reiss, Nord and House (ibid.).

House states that functional pragmatic equivalence of the text is a crucial factor and refers to a functional-pragmatic model of evaluation of a translation (House 2007). She suggests that "[the scheme] using the Hallidayan register categories of field, tenor and mode for a comparative analysis of original and translation … can also be fruitfully used to evaluate translations" (House 2009, 50).

The assessment proceeds from the analysis of a ST to its comparison with a TT. On this basis, the degree of equivalence may be set. (The example of the practical implementation of this approach is given in House 2009, 51-55.)

Nord's model of translation-oriented text analysis allows analysis of both extratextual and intratextual parameters, as it comprises both top-down and bottom-up approaches. Pobočíková points out the advantages of this approach: "Her model is not restricted to any specific text type, it does not contain any references to specific characteristics of source or target languages, it is independent of the translator level of competence, and it is valid for both directions" (Pobočíková 2011). Williams mentions the principle of "functionality + loyalty" Nord states in *Scopos, Loyalty, and Translational Conventions* (1991), which is the basis of this model. A translator must take into account both a ST and a TT, as well as both the respective source and target culture and the purpose of the translation. Furthermore, he emphasizes Nord's statement that the assessment of errors on microtextual level is not sufficient; the evaluation of a text must regard it as a whole and assess its functions and effects (Williams 2009, 9-10). He also points out the weak point of this model: "[I]t does not propose clearly defined *overall* quality or tolerance levels. Nord's assessments are not related to a scale of measurable values" (Williams 2009, 10).

For the purpose of the case study, however, this is not a shortcoming. The model proposed by Nord can be used, as there is no necessity to state "the absolute value" of translations gathered in the research task and to rate whether they would be acceptable for publication, at least not primarily. On the contrary, the intention of the researcher is rather to assess quality of translations performed by the subjects of the research in order to investigate the connection between the quality and the development of TC. Nord's model, which comprises all parameters of a text, as well as translation brief, is thus a good framework for the assessment. The following section is therefore dedicated to Nord's model of translation-oriented text analysis and describes its principles and parameters.

2.2.3 *Translation-oriented text analysis; the model of Christiane Nord*

The assessment of quality of a translation requires a thorough analysis of a ST and its translation. The model of text analysis proposed by Nord is employed in the case study both as the method for analysis of the sample text and as the basis for analysis and evaluation of the translations performed by the subjects of the research. (The analysis of the sample text according to Nord's model is provided in section 4.) When assessed together with the process-oriented output of the research, the quality of translations may illustrate the level of TC of the subjects.

In *Text Analysis in Translation*[4] (1991, 38), Nord mentions various approaches towards analysis of a text used as a basis for a translation brief. All researchers mentioned in her work deal with intratextual parameters of a text. Conversely, the communicative situation in which the text is embedded is often not dealt with at all, or only in a limited way.

Nord remarks that Reiss bases her model of analysis on the prevalent function of a text. She includes the aspects of content, pragmatics and formality into the analysis. In 1984, Reiss presented a new model, which interprets the New Rhetoric formula (Nord 1991, 38). The method used by Nord is based on this formula. (The parameters of the New Rhetoric Formula are listed in Table 1. Nord's model based on this formula is described in Table 2.)

[4] Nord, Christiane. 1991. "Text Analysis In Translation. Theory, Methodology, and Didactic Application of a Model for Translation-Oriented Text Analysis." Amsterdam: Rodopi.

The New Rhetoric formula is represented by a set of WH-questions that show the interplay of extratextual and intratextual factors.

New Rhetoric Formula
***Who* transmits** *to whom* *what for* *by which medium* *where* *when* *why* **a text** *with what function?* *On what subject matter* **does he say** *what* *(what not)* *in what order* *using which non-verbal elements* *in which words* *in what kind of sentences* *in which tone* *to what effect?*

Table 1: New Rhetoric Formula (Nord 1991, 36)

In *Translation as a purposeful activity*, Nord defines the principles of a functional translation:

> The translation purpose determines the choice of translation method and strategy (principle of functionality). … The translation purpose is defined by the translation brief, which (implicitly or

> explicitly (sic) describes the situation for which the TT is needed. The most important factor of this target situation defined by the translation brief is the function or hierarchy of functions expected to be achieved by the TT. Function or functionality is not a quality of a text in itself but one that is attributed to the text by the receiver in the moment of reception. (Nord 2006, 142-3)

Nord further states that a translator should aim to produce a text that will fulfil its function, but it is the recipient of the text who decides whether this function is fulfilled. She also remarks that the function of a ST and the respective TT may differ. It cannot, however, contradict the intentions of the author of the ST (Nord 2006, 142-3).

This suggests that a translation brief is necessary in order to analyse and render the aspects of a text correctly and thus to perform a functional translation. A translator must focus on the recipient of the translation and render the aspects of the text in a way the recipient is familiar with.
In Nord's opinion, "communicative function is the decisive criterion for translation, to which the semantic and syntactic features of the text are subordinate" (Nord 1991, 35). Therefore Nord's translation-oriented text analysis uses a combination of top-down and bottom-up analysis to allow examining both extra-textual and intra-textual parameters of a text.
A comparison of these factors within the original text and the translation can be subsequently used to assess the extent to which the translation was successful.

Nord formulates her translation-oriented text analysis according to the questions stated by the New Rhetoric Formula. The following table represents the summary of the parameters to be assessed.

Extratextual factors:

enquiring of the author or sender of the text
sender’s intention
the addressee or recipient the text is directed at
the medium or channel of the communication
place and time of text production and text reception
motive for communication
which function can the text achieve
Intratextual factors:
subject matter
information, content presented in the text
knowledge presuppositions made by the author
composition, construction of the text
non-linguistic and paralinguistic elements accompanying the text lexical characteristic
syntactic structures
suprasegmental features of intonation and prosody

Table 2: Translation-oriented text analysis according to Nord (1991, 138)

Nord also notes: “If no information on the external factors can be inferred from the text environment, the analysis of internal features, again in a recursive procedure, can yield information from which the translator is able to make fairly reliable conjectures about the situation the text was used in” (Nord 1991, 37). This is the case of the research, where no specific information about the external factors is given to the recipients.

3. CASE STUDY – RESEARCH DESIGN

This part describes the research; it explains validity of the research projects described in the previous part for the case study. The research uses process-oriented methods to monitor the process of translation. The subsequent analysis of translation product and the comparison of parameters of the ST and TTs based on Nord's model of text analysis is the basis for the assessment of translation quality. The aim is to prove whether a translator possessing higher TC performs a translation of higher quality.

As stated by Göpferich and Jääskeläinen, as well as PACTE and others (described in section **Chyba! Nenalezen zdroj odkazů.**), an dvanced translator can produce a translation that is more likely to be acceptable. Advanced translators are able to identify the function of a text correctly with use of translation brief and work with context. They can solve more complex problems and do not proceed in a linear fashion, are able to perceive all aspects of a text, including pragmatic meaning or author's style. It is of particular interest of the researcher whether and to what extent the phenomena that were described in the above mentioned research projects in connection to TC development can be observed at the students and graduates of translation studies at KAA.

The work of Zehnalová and Zubáková inspired this thesis. As they remark, the differences between novice and advanced students can be observed especially when observing the quality of rendering the aspects of higher textual levels. The researcher chose to investigate in particular the pragmatic aspect of a text. There is the assumption that the differences between subjects in different stages of education, thus possessing a different level of TC, will be most obvious when observing the aspects of higher textual levels. The analysis of the subjects' translations will therefore focus on the phenomena of functional sentence perspective (FSP), pragmatic meaning, figurative speech, humour and satire, the style of author and the overall tone of the text. The case study investigates how and to what extent the TC connected to dealing with irony and socio-culturally embedded expressions develops in the students of ATP with the increasing theoretical knowledge and practical skills gradually gained in the Bachelor's programme and Master's programme.

Séguinot states that better students consider grammar, as well as pragmatic purpose, register, cohesion and coherence, whereas weaker students focus more on prominent lexical or semantic items and fail to render the other aspects. This observation mentioned by Beeby, citing Séguinot's research, is assumed to occur in the case study as well. The case study design, considering the subjects, is similar to Séguinot's research; there are groups possessing different levels of TC and the chosen sample text contains elements of pragmatic aspect, register etc. It may be therefore presumed that the observations of the case study will be similar to those made by Séguinot. Students with lower level of TC are supposed to focus more on lexical or syntactic level of the text, whereas the subjects possessing higher TC are supposed to deal prevalently with the pragmatic aspect of the text, the style of the author, the overall tone of the text etc.

The text serving as a sample text is a part of the column *Veritas Non Sequitur*[5] by Art Buchwald, a famous American journalist and columnist. (For the sample text see Annexes, section 7.1. A detailed description of the text is provided in chapter 4.) A translation needs to be oriented towards the target reader. Thus, a translator must produce what Levý calls an illusionary translation, "… written as if [it was an original], adapted to the target readership so [it] appear[s] as literature from the target culture world itself" (Cheung 2013, 4; referring to Levý 2006 [1963]). The translation should "sound natural" to the target reader, the interferences of another language (i.e. the SL) should not be obvious. A translator must keep the dynamic equivalence, as defined by Nida, and produce a translation that will achieve the same response by the target reader as the ST gains from its readers, not a translation in formal equivalence, in order to render the function of the text correctly. In view of this, the thesis makes use of the functionalist approach.

[5] The column was published by Washington Post, March 3, 2005. Accessible at http://www.washingtonpost.com/wp-dyn/articles/A2730-2005Mar2.html.

A translation is regarded as a product of communication within a particular socio-cultural context oriented towards its recipient and regarded as a text with a specific communicative aim or purpose (Nord 2006, 133). In particular, the thesis uses the skopos view on TC presented by Kautz, as mentioned by Pym (section 2.1.1). A translation brief (or its omission) is seen as an important part of the translation task to be performed by the subjects in the case study research and it is explicitly investigated, as it may influence the choice of translation methods a translator decides to use and thus influence quality of the translation product.

The following criteria set by PACTE group, 2009, may serve as the summary of what is a desired outcome of the translation task in the case study. PACTE group states that to achieve an “acceptable” translation, it must effectively render (1) the meaning of the ST; (2) the function of the ST (taking into account a translation brief and the target culture, as well as readers’ expectations and genre conventions set by this culture); and (3) use an appropriate register of language (PACTE 2009).

As mentioned by Ehrensberger-Dow and Perrin (section 2.1.2), with use of process-oriented research methods and the subsequent analysis of the product of translation, one can access the TC of a translator. This concept based on the connection between the process and the product of translation was as well presented by PACTE group (section 2.1.1). The study also observes both the process of translation and the product of translation. The process of translation is monitored with use of process-research methods to gain access to the decision-making the subjects of the research perform during the translation task. Nord’s model of translation-oriented text analysis is then used to assess the product of translation. The assessment is based on the comparative analysis of ST and TT according to this model. This approach thus aims to draw a link between the decisions a translator makes and their impact on the quality of translation in relation to translator’s TC.

The case study reflects the above-mentioned observations, especially those stated by PACTE. The pilot research therefore links two aspects of translation – a process and a product and investigates the connection between them.

The approach of Nord is considered the most appropriate and useful for the case study, as it links extratextual and intratextual parameters and stresses the importance of a translation brief. Nord's model therefore serves as the theoretical framework for all analyses within the case study. The comparison of the factors analysed in the ST and the TTs serves as the basis for the assessment of translation quality.

3.1 Subjects

The research was designed to investigate possible differences in decision making in translation process between novice and advanced student translators of ATP. This study programme educates professional translators and interpreters for the combination of Czech and English. Subjects used for the research are first-year students of the Bachelor's programme of ATP (later referred to as B group), first-year students of the Master's programme (later referred to as M group) and graduates of the Master's programme (later referred to as G group). The M group subjects have completed the Bachelor's programme of English for translation and interpreting at KAA. Each of the three groups consists of two subjects. [6] This design was chosen to gain insight into the development of TC in the five years of education at ATP, as three stages of proficiency in translation and thus three different levels of TC are represented by the subjects. The B group represents subjects in the first year of education. The M group represents subjects after three years of education within the Bachelor's programme. The G group, consisting of graduates of the Master's programme, represents completed five-year education at ATP.

[6] Six of the translations could not be included into the research due to inadequate technical conditions in the classroom that influenced the ecological validity to a large extent. The solution was beyond the competence of the researcher and could not be solved instantly.

3.2 Hypotheses

The aim of this thesis, as described above, is to investigate the differences between the work of advanced translators with developed TC and novices in the field, and link these differences in their work with the impact they have on the translation product and its quality.

This thesis therefore poses two hypotheses. Firstly that novice and advanced translators use different strategies and methods, in particular those regarding translation of aspects of higher textual levels, and secondly that novice translators are less successful in rendering these aspects than advanced translators. These phenomena may be caused by less developed TC, as well as the lack of experience and methodology.

3.3 Research methods

Taking into account the advantages and disadvantages of various methods (as described in section 2.2.1), as well as the factor of time and technology needed, the researcher decided to use questionnaires, screen recording with Camtasia studio and verbal reports with support of the screen recording replay. Pre- and post-experimental questionnaires provide information about the subjects' background, knowledge and degree of education within the field of translation. Screen recording provides explicit information on the process of translation; it shows individual steps the subjects make, as well as online searches and editing. In the research it serves as the support for the retrospection phase of the translation task. The replay of the screen record helps the subjects recall the problem solving to be verbalized. The information obtained in the subjects' commentaries can be subsequently analysed and compared to the translations they performed. Thus it is possible to track the decisions behind particular solutions. The advantage of these methods is that they allow preserving the ecological validity of the research, as they do not influence the process of translation in any way.

3.4 Venue and timing parameters

The research took place at KAA in a classroom equipped with computers with installed Camtasia recorder, a programme designed for screen captures. The research was realized in 3 sessions of 120 minutes. All of them were run according to the following timing scheme:

pre-experimental questionnaire	15 minutes
translation task	75 minutes
post-experimental questionnaire	10 minutes
cued recall	20 minutes

(For questionnaires and cued recall instructions see Annexes, section 7.2. The limit for translation task was set according to the standards of state exams; for the sample text of 209 words the time limit is 75 minutes.)

3.5 Research limitations

This case study was run as a pilot study. It would certainly be of use to run the research task once again with a larger amount of subjects to achieve a representative sample in order to investigate the field in greater depth. A bigger sample would provide more TTs. With a greater amount of data to be analysed there might occur a wider range of phenomena and the general tendencies observed at each group would be of more general validity.

4. ANALYSIS OF *VERITAS NON SEQUITUR* ACCORDING TO NORD

As already stated, a detailed analysis of the sample text (later referred to as the source text - ST) is the first prerequisite for the assessment of translations the subjects perform in the research. The first section describes the ST, the following section then provides a list of the parts of the text that may be demanding for a translator and explains the difficulties they may pose for the subjects of the research.

4.1 Theoretical aspect of the analysis

This section discusses the ST from the point of view of Nord's model of translation-oriented text analysis. The description follows the parameters set by this model (see section 2.2.3). Another aspect discussed is the style convention a translator must take into account as a part of a translation brief.

4.1.1 *Extratextual factors*

The subjects were not given any additional information concerning extratextual parameters of the ST, except for a link to a relevant web page of The Washington Post. However, these parameters may be presumed.

The author of the text is a well-known American column-writer and journalist, Art Buchwald (1925-2007). The assumed sender's intention is to preserve the content, style and function of the text, but primarily the text is intended to address the recipient in the same way as the original version. That is, the TT should have the same or a very similar effect on the recipient as the ST. The text may primarily serve as a source of additional information for people interested in foreign universities, education and academic environment providing a wider point of view on the affair. Also, the secondary use of the text may be for educational purposes as an example of a column by a foreign author or as a part of Buchwald's anthology or a column compilation. It may be published in print or on the Internet.

The original text was produced in 2005 in reaction to the situation at Harvard University. The primary recipients share cultural knowledge with the author. The recipients of the translation do not share the same cultural knowledge and awareness with the original recipients or with the author of the text. The time frame of publication and translation is different as well.

The intention of the author is to comment upon the aftermath of the speech by Harvard President, Mr. Lawrence Summers, which contained remarks on gender gap. Author’s commentary upon this topic is humorous and slightly satiric. The commentary is not written in a strictly formal manner.

4.1.2 ***Intratextual factors***

The text provides information about the subject matter, author’s attitude towards the affair and his remarks on the situation. The final part expresses a belief that the situation will be settled.

The author uses no field-specific lexicon. The lexicon is partly informal and there are words with expressive connotations. The author uses stylistic markers to express his attitude – figures of speech, such as metaphors, collocations and idioms (represented e.g. by the examples 1, 2, 4, 13, 15 from the ST provided in section 4.2). The text contains expressions that refer to the educational system in the USA (Harvard, Yale, Princeton, Ivy League), as well as direct allusions to the phenomena of general cultural knowledge or the cultural knowledge the author and the primary recipients have in common (Gipper, Knute Rockne) (examples 5, 12, 14, 15, 18 provided in section 4.2). That is, socio-cultural context and time frame are present in the lexicon.

Thematic progression is linear. Concerning the microstructure of the text, the sentences are relatively short and uncomplicated. Word order is unmarked. Syntactic figures include contrast and gradation.

The text is oriented towards the recipient. The author establishes contact with the recipient and addresses the recipient directly. The intention of the author is to persuade the recipients that he shares the attitude towards the topic with them.

Cohesion is realized through textual connectors and conjunctions, as well as grammatical and lexical means, such as substitution of words, for example pronoun reference to nouns. This factor is also very important for usualness and coherence of the translation.

The text also contains irony. It is not expressed directly, but the overall tone of the text is rather ironic. (Irony in the text is illustrated e.g. by examples 4, 8, 13 and 19 provided in section 4.2.) The author criticizes the attitude of representatives of Harvard University. He presents ironically the belief of "the Harvard people" that they are "better than other people" and expresses sympathy for "ordinary" people, who do not belong to this community, and the way they perceive the situation. At the end of the text, he states a reconciliation of these two groups.

Both these phenomena are realized through lexical (words bearing expressive connotations, intensifiers, figures of speech) and syntactical means (syntactic figures), as well as through punctuation (quotation marks, brackets, multiple dashes).

4.1.3 *A note on style conventions*

Another factor a translator must necessarily take into consideration in order to perform a good translation is the convention of a style a text belongs to within a particular culture. In other words, apart from being natural in the context of the target culture, the translation must concur with the convention set by this culture. A translator must therefore have the background knowledge of particular styles in both cultures to be capable of rendering this aspect correctly. As Knittlová remarks, publicistic texts should not only inform the readers, but form them as well (Knittlová 2010, 179). A translator must thus work with the features of the appellative function of the text, such as address of the recipient, evaluation of a situation, author's attitudes. Knittlová adds that a translator should preserve the level of expressivity and stylistic features of the ST. However, it is not necessary to use the same means to achieve this. Often a translator may need to use adaptation or compensation. As Knittlová suggests, a translator may need to use different strategies from those in the ST to preserve the overall expressivity and stylistic features of the text, because the aim is to achieve an adequate reaction at the recipient of a TT by means usual in the TL (Knittlová 2010, 122 and 182).

4.1.4 *Requirements on the translation*

In view of the factors described in the previous section, the requirements on the TT may be formulated. This part provides the summary of the aspects that should be considered by the subject of the research.

The translation performed by the subjects should reflect the systemic difference in the classification of functional styles between Czech and English and correspond to the Czech convention, but at the same time it must keep the intention of the author to amuse, criticise and persuade. It is necessary for a translator to use adaptation and compensation in order to focus on the recipient and produce a comprehensible translation. There are expressions, such as idioms and cultural allusions that cannot be transferred into the TL directly. The allusions might refer to facts unknown in the context of the target culture. The idioms need an equivalent commonly used in the TL, which might differ from the one in the SL; here a translator must use substitution.

The context-specific features should be translated pragmatically; i.e. the translation should preserve the intended meaning of the original and the same style. Furthermore, the translation should be oriented towards the recipient. A translator should aim at dynamic equivalence; the method used for the cultural transposition of these features should be the method of communicative translation; the translator should decide about the degree of naturalization.

From the point of view of syntax, the translation should preserve the simplicity of the structure of the original. On the contrary, the translation should not copy the sentence structure of the original. The sentences should be restructured according to the theme-rheme principle. The intention of the original text is to comment on the topic in an uncomplicated way. These are the reasons why the author uses rather simple lexicon and syntax. Therefore the translation should keep the text as easily understandable for the recipients as the original.

Cohesion and irony are the features of the text that should be preserved in the translation. Irony should stay easily recognizable in the context, so that ironic expressions are perceived as ironic by the recipient. Otherwise, the function of the text would change considerably. Therefore a translator must understand the pragmatic meaning of the text and render it correctly.

To sum up, the text is specific in the means it contains on higher textual levels, such as pragmatic meaning, irony or style of the author. It implies that a translator must follow the pragmatic meaning of the text, identify relevant intratextual parameters of the text, such as irony, figurative speech or author's style. The translation should be recipient-oriented with respect to the extratextual parameters of the text that can be assumed and follow the text-type convention of the target culture. It should preserve the style of the author and the intended effect on the recipient. A translator should decide about the degree of naturalization; the specific socio-cultural context should indicate the "country of origin" of the original text, but on the other hand, it must not be confusing for the target recipient. The TT must reflect the convention of style within the target culture as well.

4.2 Overview of demanding parts of the source text

As stated already by the hypotheses, the thesis builds upon the assumption that translation strategies used by novice and advanced translators differ. This section provides an overview of the expressions that are of particular interest to the researcher from the point of view of the pragmatic meaning of the text. They were selected by the researcher as the parts of the ST that might pose particular problems for the subjects. The assessment of translation of these particular expressions will therefore be a part of the overall analysis of the quality of subjects' translations. Some of these expressions are lexical or grammatical units; they are, however, the items building up the elements of irony, style of the author and overall tone of the text, i.e. the suprasegmental features, as mentioned by Nord.

The expressions are numbered and ordered chronologically according to their appearance in the text. (The expressions have been marked in the ST. To see them in context, go to section 7.1.) The researcher provides possible solutions of these expressions and the advantages or disadvantages they bring. It is expected that these solutions might be as well used by the subjects of the research. (The suggested Czech equivalents are back-translated into English in order to demonstrate possible shift in meaning.)

1. *gender gap*
   There is no need to translate this collocation word-for-word as "genderová propast" to keep the formal equivalence of the two texts. Alternative Czech solutions may be "rozdíly mezi muži a ženami" (the differences of men and women); a functional equivalent, or "genderová otázka" (the gender issue) where generalization is used, or "genderový rozdíl" (the gender difference). All of them tone down the expressivity, as they belong to a rather neutral register, but on the other hand, they sound more natural in the TL, especially the first one suggested.
2. *bring out of the closet*
   This expression is an idiom similar but not completely corresponding to the Czech equivalent, therefore a functional equivalent is needed. It could be expressed with a corresponding Czech idiom "vytáhnout na světlo" (bring to the light), "rozvířit diskusi" (stir the debate) or non-idiomatically as "zmínit" (mention,

broach), "poukázat na" (point out); the sentence should be restructured to start with the subject-verb concord and a translator should mind the expressivity of the expression. In this case there is no need to tone down, as e.g. the first equivalent mentioned, which keeps the expressivity, is commonly used in the TL.

3. *it is sad to say*

   The word-for-word translation does not sound natural, it should be substituted with "bohužel" (regrettably, unfortunately) or "naneštěstí" (unluckily) etc.

4. *not everyone*

   A litotes; an item of figurative speech. As the Czech equivalent allows for preserving it, in this case a direct equivalent can be used; a translator should not omit it in order to render the style of the author as closely as possible. Together with the previous point, it is a part of the ironic element of the text (the understatement is ironic in the context), which is another reason for preserving it in the translation.

5. *Harvard*

   The name is an item of socio-cultural context; in general, target readers are supposed to be familiar with the University of Harvard, therefore the expression "Harvard" is sufficient; a translator may decide to specify the expression by using a general classifier. In that case it is, however, questionable whether "Harvardská univerzita" is correct, although it is used in the TL. A more suitable equivalent would be "Harvardova univerzita". (The difference here lies in the phenomenon that gave the university its name – the university was named after John Harvard. The former Czech expression is thus incorrect, as it would refer to the university named according to its location rather than its founder.)

6. *snobs*

   A direct equivalent is suitable; however, a translator may feel that the Czech equivalent "snobi" is too expressive and decide to tone the expression down and use another equivalent, such as "povýšenec" (upstart, parvenu).

7. *look down on*

   A translator could use a more or less formal equivalent and translate it in a word-for-word manner, but s/he may also use "dívat se spatra" instead of "shlížet", although the denotation is the same or very similar, the connotations differ; the latter is less expressive. In addition, the former is a common collocation. Keeping in mind that a translator should preserve the style of the author, the former equivalent would be favourable.

8. *to say you went there is enough*

   The sentence needs to be restructured and could be linked with the following one, the information could be partly omitted; there is no need to translate the whole sentence explicitly and keep the formal equivalence. In that case the sentence could sound unnaturally. A possible Czech equivalent could be "stačí říct, že jste chodili na Harvard" (it is enough to say you went to Harvard) or, if linked with the next part, "zmínka, že jste chodili na Harvard, je dostatečnou známkou" (to remark you went to Harvard is a sufficient indication). The second option is, however, nominal. As Czech has a tendency to use verbal expressions, a translator should compensate for this nominal expression elsewhere in the text.

   This and the following part bear an ironic undertone in the context; the pragmatic meaning must be preserved here to keep the meaning of the text.

9. *a smug indication*

   There are not many suitable equivalents in Czech, "arogantní" (arrogant) could be used, or the expression could be omitted and a translator could compensate for the loss of an expressive word elsewhere.

10. *on the top of the educational food chain*

    The expression "food chain" has a direct equivalent in Czech (potravní řetězec), but a translator should more explicitly add the connection with education or the academic environment; "vzdělávací řetězec" could be one of the first solutions to think about; however, it does not evoke the food chain instantly and the expression may stay misunderstood by the target reader. It would be better to use “stát na vrcholku vzdělávací pyramidy” (stand on the top of the educational pyramid); in that case the connection to food is still rather unclear, but it is a figurative and easily understandable expression. A translator may as well explicate “na vrcholku akademického potravního řetězce” (on the top of the academic food chain), so that the original information would be preserved, as well as the expressive and figurative connotations and the expression would be easily understandable.

11. *as far as Harvard is concerned*

    If translated formally without restructuring the sentence, it sounds unnatural and the interference of English is obvious, therefore direct equivalents “pokud jde o Harvard” and “co se týče Harvardu” are not suitable in this case; a translator may connect this highlighting construction with the rest of the sentence, so that the sentence would sound more naturally in Czech; a tentative solution is “podle lidí z Harvardu” (according to the people from Harvard / the opinion of the Harvard people is).

12. *Ivy League*

    This is another example of an item of socio-cultural context, the word-for-word translation using dictionary equivalents “Břečťanová liga” is incorrect, as proper names must not be translated. A translator could add a general classifier, such as “sdružení” (association).

13. *trade schools, learn how to build bookshelves*

    A dictionary equivalent of “trade school” is “obchodní akademie”, but in this case it is not suitable; moreover, the concepts of education in the source culture and the target culture are not the same. A translator may either choose to

    a) translate both expressions functionally and explain the meaning of the sentence by generalization or cultural transposition, or

    b) decide to preserve the figurative element of the idiom and translate it word-for-word or formally to keep the expressive element, but then it would be necessary to change “obchodní akademie" for "učiliště" (vocational school), otherwise the two pieces of information would contradict each other in the context of the target culture. It is essential to keep the ironic undertone of this sentence as well.

14. *Notre Dame*

    The University of Notre Dame is not among the institutions that are generally known in the target culture; therefore it would be suitable to add a general classifier "univerzita" (university).

15. *Knute Rockne, former president, win one for the Gipper*

    An item of socio-cultural context, a cultural allusion and an idiomatic expression – in the target culture the story is unknown, therefore a translator may choose to either

    a) generalize and omit the culture-specific expressions,

    b) preserve them and add explanation; in that case a translator must mind the length of the segment, or

    c) study the cultural phenomenon and choose only the parts of the information that the target reader may be familiar with (The name of the president Ronald Raegan is commonly known, therefore this piece of information may be preserved.) A tentative solution "Jenže s Harvardem se, třeba na rozdíl od univerzity Notre Dame, nepojí známá historie a jména jako Ronald Raegan." (But, unlike the University of Notre Dame for instance, Harvard does not have such a well-known history and personalities like Ronald Raegan connected to it.) If the target reader is curious about the background information, s/he can find it easily, otherwise the information is sufficient to carry the meaning and it does not distract the reader by unknown facts.

16. *bashing*

    The expression may be regarded as too expressive, suitable Czech equivalents may be "hanět" (dispraise), "pomlouvat" (bad-mouth), "lynčovat" (lynch), "házet špínu na" (libel) etc.

17. *flunk*

    Dictionary equivalents are "propadnout" (fail) or more expressive "rupnout" (be floored); a translator may use a false friend "flinkat (se)” (traipse, slack), which would preserve the expressivity of the expression, but the meaning would be slightly shifted.

18. *longshoremen’s union*

    It is not necessary to render the particular institution the author was referring to, a translator may generalize; a tentative solution would be “odbory” (labour union).

19. *hubris*

    A dictionary equivalent is “arogance” (arrogance), but in case a translator already used this expression in the former part of the text, other tentative solutions would be appropriate. Some of them could be “pohrdání” (contempt, disregard) or “přezíravost” (disdain). A translator may use a Czech collocation “pod slupkou pohrdání/přezíravosti/arogance” (underneath the cover of disregard/disdain/arrogance), as this final part of the text would be a suitable place to compensate for the eventual loss of expressivity in the former parts. In the context, the sentence including this expression is ironic; a translator must not change its pragmatic meaning.

20. *take on the world by hook, crook or networking*

    A part of this expression is an idiom; its Czech equivalents may be “po dobrém, nebo po zlém” (by fair means of foul), “za každou cenu” (for all prices) or “ať to stojí, co to stojí” (whatever the price is); however, the author used the idiom in a nonstandard way adding the final “networking”, which is a term that cannot be transferred into Czech in one word without using the original English term. Thus the expression “by hook, crook or networking” can hardly be translated formally – a translator may either

    a) use one of the above-mentioned Czech equivalents to the idiom, or

    b) translate the sentence functionally according to its pragmatic meaning and possibly using another Czech collocation or idiom, e.g. “poradit si v každé situaci” (get your way around anything).

Irony in the text is not directly obvious in any of its parts from the use of particular expressions, such as pejorative or derogative ones – it is rather hidden and spread across the text, as the expressions gain the ironic undertone in the context. This is a part of the style of the author. Thus a translator should render this aspect of the text as closely as possible. But, as mentioned previously in this thesis, referring to Knittlová (2010, 122 and 182), there is no need, and it is not advisable, maybe even not possible, to use completely the same means to achieve the same effect on target recipients.

5. RESULTS OF THE RESEARCH

5.1 Analysis of the data

This part of the thesis provides the overview of data gathered, their analysis and the subsequent assessment of quality of translations performed by the subjects according to the parameters set by the model of text analysis according to Nord (chapter 4). This analysis is divided into four parts. The first part provides the information gathered in the questionnaires regarding subjects' background, strategies they used, their evaluations of the ST etc. The second part reflects the assessment of subjects' translations on the lexical level, the third part deals with the syntactic level and the fourth part focuses on the textual level and the pragmatic meaning of the text. These four parts are, nevertheless, closely interconnected. The observations, although mentioned in one part, may thus influence the phenomena of the other parts. It is impossible in the scope of the Bachelor's thesis to describe the links comprehensively. Therefore the above mentioned division into four parts is used.

5.1.1 *Questionnaires data*

The following part examines the data obtained in the questionnaires that provide background information about the subjects, their degree of education, as well as other aspects that may be of importance to the researcher when assessing the quality of the translations.

5.1.1.1 Subjects' background

The data obtained show that the students of the Bachelor's programme (the B group) have no translation experience or additional occupation in the field of translation outside the university.

They only have basic knowledge in the field of translation theory, as they have completed seminar Translation theory 1, they have basic awareness of idioms and the possible ways of rendering them from the seminar Interpreting theory 1, and they have also practiced translation of such type of text in Translation seminar 1. However, all these seminars give only a basic introduction to these issues.

The students of the respective Master's programme (the M group) have some translation experience outside the university (the subjects stated two or more years of professional experience and estimated amount up to 500 pages translated.

The group of the graduates of the Master's programme (the G group) reported translation experience outside school of one and five years, estimating the amount to 500 or more pages translated. Both G subjects reported stays abroad. The purpose of the stay was reported to be travelling, study experience or work experience. Both subjects reported a stay in the UK (as a study experience, or as a destination for travelling); the overall awareness of spoken English may therefore be assumed by this group which may be helpful for them when analysing and rendering the communicative aspect of the text and dealing with the style of the author.

5.1.1.2 Evaluation of the source text

All subjects reported the awareness of the text type in Czech, as well as the experience in translating such a text once or twice (except for subject B2; however, the subject reported having completed Translation seminar 1. It is therefore probable that the subject did not identify the text as a similar one to a text sample used for practice in the above mentioned seminar).

The B group marked the ST as "challenging". On the scale 1 (easy) to 10 (hard) they evaluated it with 7 and 5. The M group marked the ST as "easy, only some tough spots" and on the scale 1 to 10 they evaluated it with 7 and 6. The biggest difference could be seen in the evaluation by the G group. The text was marked as "challenging" by one subject and "easy, only some tough spots" by the other. On the scale 1 to 10 it was evaluated with 8 and 5. That may indicate that in this stage of proficiency, the subjects

already focus on a particular type of texts in their professional experience. This fact may be supported by the commentary in G1's report (0.48)[7]: *"I really like these expressive texts. They allow for more creative work. On the other hand, one must keep the level of expressivity equivalent in the whole text."* While G1 reports having the experience in "expressing things more freely", G2 agrees that G1 is better from the two in this aspect.
From these evaluations one may draw a conclusion that the text was regarded as average or rather difficult. The score of the evaluation between 5 and 8, with the average score of the evaluation 6.5, supports the conclusion.

All groups reported idioms, style and context (or lack of it) as the most demanding aspects of the ST. The items of cultural context were mentioned as well (not only in the questionnaires, but also in the retrospection task). In the verbal report, B2 states (9.23): *"The most difficult thing was to look up the personalities, to estimate what the meaning is accordingly, and to get used to the author's point of view."* M1 remarks similarly (12.15): *"The biggest trouble was the proper names, the cultural references – how to render these, because the people are not known here."*

It may therefore be assumed that all the subjects recognized the style of the text as being specific; this was mostly mentioned in connection to the proper names and idiomatic expressions.

5.1.1.3 Extratextual parameters of the text

One of the interests of the researcher here was whether the subjects think about a translation brief, although there was no specific information about the intended function of the TT provided with the ST. In both B and M group only one out of the two subjects reported having thought about the sender of the text; because of the fact that there was a link for the web page where the original text was published, they thought it is apparently intended

[7] The number in the brackets refers to the time at which the passage occurs in the cued recall verbal report.

to be used in the same way in the target culture. In the G group both subjects thought about the sender of the text. G1 reports thinking about a publisher as a possible sender of the text, while G2 reports being unsure about the sender.

In view of this is was presumed that the subjects who had thought about the sender, the recipient, the medium and channel, the intention of the sender and consequently the function the text will be able to reflect the pragmatic meaning to a greater extent, if they use their analysis of the extralinguistic parameters when performing the translation task.

5.1.2 *Assessment of subjects' translations*

The first section combines information obtained from the questionnaires with the observations based on the analysis of translations in order to analyse strategies the subjects decided to use and the way these strategies are reflected in their TTs. The following three sections analyse TTs on three different textual levels. In these sections, back-translation is used to show possible shifts in meaning between the ST and the TTs. The assessment reflects the analysis of the ST provided in section 4, especially the expressions enumerated in section 4.2. Section 5.1.2.5 then provides examples of particular expressions from the ST and the respective parts of subjects' TTs to illustrate the differences between the translations.

5.1.2.1 Translation strategy

All subjects stated the focus on either the meaning or the function of the text (they had to choose only one option in the questionnaires, but in their commentaries they mentioned thinking about both these aspects). When focusing on the strategy for rendering the idioms, subjects B2, M1 and 2 and G2 reported attempting to find corresponding idioms in the TL to make the translation "reader-friendly". Subjects B1 and G1 reported that they omitted some of the idioms because they could not always find the right equivalents in Czech. These two subjects nevertheless differ in the method used to solve these parts; while B1 used word-for-word translation, G1 rendered the meaning using different means of expression and methods such as generalization. The particular examples of these differences will be mentioned in greater depth later in this chapter (section 5.1.2.2 and Example 3 in 5.1.2.5). The analysis of the part of the post-experimental questionnaire containing open questions was dealing with translation strategy and methods the subjects used, the process of translation itself, the editing phase and so on (for particular questions see the Annexes). The following tendencies are common for each particular group:

The B group stated the effort to transfer the meaning of the text so that it would sound natural in Czech. The subjects reported that some parts were difficult to understand (as mentioned several times in B1's commentary). They remark that there was a need to look up the cultural references; however, the gained knowledge of the context was in some cases not used respectively in their translations (as mentioned explicitly in B2's commentary).

The effort of the M group was to keep the style, the register of vocabulary, to produce a natural text, but each of the subjects used different methods to achieve this; while M1 reported translating more in a word-for-word manner and then editing the outcome, M2 reported translating according to the general meaning of the text and its function

The G group focused on rendering the meaning, they aimed to produce a translation oriented towards the recipient. Both subjects attempted to keep the style of the author, to produce a natural idiomatic text that would be equivalent in the expressivity to the original. G1 reported thinking about the parameters of register (i.e. tenor, mode and field).

The analysis of the questionnaires combined with the analysis of the translations revealed these tendencies of the subjects:

The B group subjects focus on the explicit meaning of the text. They struggle to identify it correctly and search for correct equivalents to particular words and expressions. They are able to identify that the text has

a particular style and that it contains cultural references and other items of the socio-cultural context, but they do not work with them adequately.
The M group subjects understand the explicit meaning, as well as the pragmatic meaning of the text (the undertone of irony, the communicative aspect of the text). In addition to the focus on the meaning, they also report attempting to render the text respecting the style convention for this particular type of text in Czech, they think about coherence and usualness.
The G group report focusing mainly on the pragmatic meaning and its transfer, they translate more freely, they mind the register of the lexicon and author's style, attempt to render the stylistic means and the register of the lexicon coherently, they mind the cohesion and add text connectors in order to produce an idiomatic, natural translation adequate for the target recipient.

5.1.2.2 Lexical level

This section deals with the features of the translations on the lexical level. The observations of the researcher for each of the groups are mentioned separately (as well as in the following sections dealing with syntactic and textual level).[8]

The translations, as well as the verbal reports of the B group showed that the subjects in the B group need to search for the correct meaning of particular words; they focus more on the lexical level and syntax of both the ST and the TT.

> B1 reports problems understanding the text and comments as follows (0.10): *"The orientation in the text was difficult, at first I didn't understand."* … (more times): *"I'm not sure if I understood this correctly."*… (14.20): *"The text was difficult."*
> There were several shifts in meaning in the translation of B1, some of them may change the meaning considerably, e.g. the difference

[8] There were also mistakes in punctuation as well as typographic mistakes present in all groups. They, however, were not the subject of focus of the researcher and are therefore not mentioned in the thesis in greater depth.

between “since” – “protože” (because) and “od té doby” (since the time), “it is sad to say that” – “údajně” (reportedly).

The subjects focus on the stylistic and expressive connotations, however, only on the lexical level. This results in the choice of lexicon. They do not, on the contrary, work with the stylistics on the textual level to ensure the consistency of stylistic means in the whole text consciously. This approach may be documented by B1’s comments on the editing phase. B1 mentions the revision of grammar mistakes and searching for the repetitions of words.

The subjects are able to look up the idioms and collocations and they are capable of finding equivalent collocations in Czech, but these are often employed incorrectly in the co-text; they furthermore focus on the “tough spots” regarding the collocations, but in other places they use collocations that are unnatural in Czech, so the text does not give the impression of naturalness in Czech, it is not coherent. The following examples illustrate this phenomenon:

B2: “a smug indication” - “sebestředná známka” (self-centred sign)
B1: “a smug indication that you are on the top” – “povýšenecky se pokládají za vrchol” (they haughtily consider themselves the top)
B1: “these were not the Harvard people” – “nepatřili do řad studentů ani zaměstnanců školy” (they did not belong to the rank of the students or the employees of the school); it is more common in Czech to say “nebyli z řad” – the meaning does not change, but the collocation differs.
B1 verbalizes (4.59): *“At first I didn’t understand it … then I decided to change it so that it gives some sense to me.”*

For the M group, it is less demanding to select correct lexicon or search for the cultural references. They translate the text rather closely, but their Czech equivalents are more usual than in translations of B group and the word-for-word translation does not lead to shifts in meaning that would prevent the text from being understood correctly.

> M1 translates the parts containing cultural references closely, almost word-for-word, but the meaning is still present in the translation.
> In the verbal report, M1 mentions (8.25): *"I specified Knute, with the Gipper quote – I searched for the meaning, I didn't quite know how to transfer it so that the reader would understand ... I translated it word by word with hope that if the reader was curious and wanted to know more s/he would look it up."*

In many cases, the M subjects use better collocations, but still there are ones that do not sound natural in Czech or are incorrectly embedded in the co-text. These parts therefore lower the coherence and usualness of the text. On the other hand, there are not such major shifts in meaning as in B group; the meaning may be shifted in some way, but it is not completely altered, as in the examples of B1's translation.

> M1 uses a dictionary equivalent for "trade schools" – "obchodní akademie". This equivalent is inappropriate in the context of the target culture, as it does not correspond with the word-for-word translation of "learn how to build bookshelves" M1 uses. M2 solves this by adapting the translation of "trade schools" to "učiliště" (vocational schools), so that it matches the context of the word-for-word translation of the above mentioned idiom used by M2 as well.

The G group subjects translated the ST more freely. Although there are still some collocations that sound rather unnatural in Czech, in most cases there are very good equivalents that sound natural in Czech, are adequate in the level of expressivity and formality and correspond in the meaning. Also, these are connected to the co-text in a better way. The more free translation may be illustrated by the following examples:

G1: “it is sad to say that…” – “bohužel” (unfortunately)
G2: “it is sad to say that…” – “je to smutné, ale…” (it is sad, but…)
G2: “vytáhl ze skříně harvardského kostlivce genderové nerovnosti” (took the Harvard skeleton of gender inequality out of the closet); it is an updated idiom in Czech, it sounds interesting, it is clear and expressive.
G1: “look down on everyone else” – “staví se nad ostatní” (show they stand higher than the others)

An example of an unnatural collocation used may be one from the translation of G1:

G1 used “prosadit se zuby nehty” (establish oneself tooth and nail) as an equivalent for “take on the world by hook, crook or networking”.
Both parts are correct collocations, but they do not sound natural when combined.

The strategy of orientation towards the recipient is implemented using various methods, such as generalization, omission, adding explanation or substitution of a metaphor using cultural transposition to achieve a text that fulfils its function.

G1 used generalization for “gender gap” – “genderovou problematiku” (the gender issue).
G2 used explanation of “Knute Rockne” as a note in brackets.

G2 substituted “win one for the Gipper” by “prohraný zápas otočil v drtivou výhru” (turned a lost match into a sweeping victory), an expression idiomatic in Czech, keeping the meaning. In the report, G2 gives following reasoning (6.40): *“With Knute, I wasn’t quite sure for a while, it was obvious the reader doesn’t know him, but it is a famous personality, so I wanted to keep him … I added the explanation in the brackets. The Gipper, it was clear that it cannot* *be translated word-for-word, I rendered it idiomatically in Czech using generalization."*

G1 substituted "win one for the Gipper" by "mu v popularitě Harvard nesahá ani po kotníky" (Harvard is not half as popular as…); an expressive, idiomatic expression, a good example of a communicative translation.
In the commentary, G1 says (8.51): *"I wanted to solve it differently, by generalization. I preserved the idea that one of the schools is popular, the other isn't."*

The shifts in meaning are very small and do not prevent the text from being understandable and regarded as natural and fluent.

5.1.2.3 Syntactic level

The B group, apart from focusing on the lexical level, takes syntax into consideration as well, but on the syntactic level they observe the grammar rather than the FSP, so that they do not identify the interference with English in the structure of the Czech sentences in some places (illustrated e.g. by Example 1 in section 5.1.2.5).

The M subjects are able to make the syntax of the translation more natural. The systemic difference between English and Czech and the nominal vs. verbal means of expression is dealt with in a better way by this group.

M2 uses verbalization as a method for translating nominal expressions in English, e.g. "it is a smug indication" – "tím arogantně naznačuje" (by that he arrogantly indicates)

The sentence structure, nevertheless, copies in some parts the original text, so that the translation shows the interference of English in these parts; it does not respect the Czech FSP (the theme-rheme principle).

M1 keeps the highlighting construction of the English text “as far as Harvard is concerned” – “co se Harvardu týká” (word-for-word translation).

Translations of the G group do not show the interference with English. From this point of view, their translations are natural. The FSP is correct in Czech. Also the systemic differences are reflected.

G1 also uses verbalization. The correct Czech collocation “it is a smug indication” – “dáváte namyšleně najevo” (you show arrogantly) is used.

5.1.2.4 Textual level and the transfer of pragmatic meaning

In the B group translations, the level of expressivity and formality differ throughout the text; as a consequence, the style of the author is not kept, as well as the overall tone of the text, the points of view of the original are changed or not present in their translations.

The following example illustrates this:
B2: “As far as Harvard is concerned, the other … institutions are” – “V porovnání s Harvardem jsou ostatní instituce” (Compared to Harvard, other institutions are)

Another difficult element of the translation is the knowledge presuppositions. It is difficult for B group to assume correctly who the target reader is and the background knowledge the reader may have and reflect it consequently in the translation.

B2 states that the strategy was to make the text “reader-friendly” and specifies the possible recipient as an educated person. She subsequently decides not to clarify the cultural references, such as “Knute Rockne” or “win one for the Gipper”, reasoning that the reader should have the overall awareness of the culture. It is therefore obvious that the knowledge presupposition for the recipient is not correct.

In the verbal report, B2 remarks (4.26): *"The part with Notre Dame … I looked up who he was, what the situation was like … I found out that Reagan used the quote in his campaign. It helped me to understand, but I didn't explain it in the text, I think that the readers of such texts have the knowledge."*

Although the subjects are able to identify the undertone of irony in the text, they either are not able to identify particular parts of text that form it, or analyse them correctly, but are not capable of rendering it in the translation.

B2 identifies the part "as far as Harvard is concerned, the other … institutions are no more than trade schools, where you learn how to build bookshelves" as being ironic; she nevertheless does not identify the point of view of the author and interprets this part incorrectly as being directed against the other institutions, rather than Harvard.

B2 also reports using "Břečťanová liga" for "Ivy League" (a word-for-word translation) to express the irony.

B2 comments on this part (3.02): *"Sometimes Ivy League is translated as 'Břečťanová liga'. At first I used the English name, but then I substituted it with the Czech translation. It seemed to me that the sentence disparages the universities, so [the Czech name] seemed efficient here. I also translated 'institutions' as 'ústavy' [which in Czech evokes a madhouse], because the sentence was [emotionally] marked."*

The M subjects identify the invariant information better and are capable of rendering it more successfully. The strategy of reflecting the recipient's needs is implemented in the form of short explanations and by adding general classifiers or evaluative expressions to make the cultural references more clear.

M1 adds the evaluative adjective “prestižní” (prestigious) to the name “Ivy League”
M2 adds the explanation “trenér snů” (the dream coach) to “Knute Rockne”

The style and expressivity are closer to the style of the author and more balanced throughout the text, as well as the level of the register of lexicon, the text is more fluent and natural in this respect.

M1 tones down the text slightly in order to unite the expressive means.
M2 reports regarding the style of the author, thinking of the register of lexicon and the level of formality. Also, M1 mentions translating the meaning instead of the form; attempting to keep the tone of the text and make it understandable for the reader.
In the translation, M2 substitutes the quote “win one for the Gipper” by another aspect of the cultural fact referred to. Instead of translating it, he explicates “the former president” adding his name, as Ronald Reagan is a person known to the target recipient. The function of the cultural allusion was thus preserved and the translation strategy was successfully implemented.
In the report, M2 remarks (9.30): *“I didn’t want to add a long explanation; I wanted to make the information clearer to the reader without adding much text. With the Gipper, I searched for it, I mentioned Reagan and I omitted the quote because it wasn’t important, the people mentioned were enough.”*

Cohesion of the text is better than in B group. The pragmatic meaning regarding the irony is also understood and rendered more successfully.

The following example documents this:

M2: “no more than trade schools, where you learn how to build bookshelves” – “pouhá učiliště, kde vás naučí leda tak stavět regály na knihy” (just vocational school where you can be taught nothing more than how to build a bookshelves). M2 added words “leda tak” to emphasize the irony and also to keep the rather informal tone of the text.

The subjects of G group focus on the pragmatic meaning, particularly when translating the cultural references. Their strategy is to translate more freely and not copy the form of the original text too closely, so that the translation is understandable and idiomatic in Czech.

G1 states (2.20): *“I focused on the transfer or meaning. I didn’t want to copy the explicit meaning of the words, it wouldn’t be clear to the reader ... It’s pointless to render the metaphors and idioms word-for-word, it doesn’t collocate then, the text is not comprehensible, it doesn’t look natural, it doesn’t work.”*

G2 comments on the strategy as follows (0.47): *“The text was written indirectly, it contained irony and indirect means of expression. I tried to adapt the strategy to this, avoid the word-for-word translation and keep the meaning. In the editing phase I checked the fluency of the text.”* and (9.10): *“I wanted the text to sound good and the irony to be recognizable.”*

They focus on keeping the register of lexicon, level of formality, the communicative aspect and the expressivity balanced, the translations are logically linked, the cohesion is better.

G2 adds “zkrátka” (simply) to the first sentence to express the connection between the segment used as a ST and the previous part.

G1 adds “ve skutečnosti” (in fact), “zkrátka” (in a word) to keep the communicative aspect of the text.

G2 slightly tones down the overall tone of the text and uses rather formal lexicon, but preserves the expressive expressions and the communicative aspect.

Both subjects render the irony rather successfully, although in some parts of the text the ironic expressions of the original do not seem equally ironic in the translation; the overall tone of the text is nevertheless transferred well.

5.1.2.5 Examples

This section shows parts of the ST in all versions of translation to illustrate the differences between the groups more clearly and document the phenomena discussed in the previous sections. For each example, a short description is provided.[9] This description is not intended to provide any further information. It should only comment on particular phenomena observed in the respective part of the ST and its translations.

Example 1:

Original: To say you went there is enough. It is a smug indication that you are on the top of the educational food chain.

B1: Úplně stačí, když prostě řeknete, že jste tam studovali, a zařadíte se mezi ty, jež se povýšenecky pokládají za vrchol vzdělávacího potravního řetězce.
B2: Říct, že jste tam někdy studovali, úplně stačí. Je to sebestředná známka toho, že jste na vrcholu vzdělávacího řetězce.
M1: Pouhé prohlášení, že jste na Harvard chodili, je nafoukanou známkou toho, že jste na vrcholu vzdělávacího potravního řetězce.
M2: Stačí jen, aby někdo řekl, že tam chodil. Tím arogantně naznačuje, že je na vrcholu vzdělávacího řetězce.

[9] The passages were copied from the translations in the exact form, including all mistakes.

G1: Stačí říct, že jste tam chodili. Ve chvíli kdy tohle řeknete už dáváte namyšleně najevo, že jste v rámci rybníčku vzdělání jasná štika.
G2: Stačí se jen zmínit, že jste tam chodili. Už to je znakem samolibého chvástání, že jste na vrcholu vzdělávacího potravního řetězce.

Example 1 shows the approach towards the Czech FSP and the word-for-word fashion of translation vs. the substitution of metaphor by G1 (underlined). It may also illustrate the choice of collocations and the way they work in the co-text. One may also note the grammar mistake in B1's translation and the mistake in punctuation made by G1.

Example 2:
Original: As far as Harvard is concerned, Yale, Princeton and other Ivy League institutions are no more than trade schools, where you learn how to build bookshelves.

B1: Z pohledu Harvardu není Yale, Princeton, ani žádná jiná univerzita, jež se ve světovém měřítku řadí mezi ty nejprestižnější, nic jiného než odborné učiliště, kde se studenti učí, jak vyrábět police na knihy.
B2: V porovnání s Harvardem jsou Yale, Princeton a další ústavy tzv. Břečťanové ligy jenom odborná učiliště, kde vás naučí, jak smontovat poličku na knížky.
M1: Co se Harvardu týká, Yale, Princeton a další instituce prestižní Ivy League nejsou nic víc než obchodní akademie, na kterých se naučíte, jak vyrobit poličku.
M2: Podle Harvardu jsou totiž ostatní instituce Ivy League, jako je Yale nebo Princeton, pouhá učiliště, kde vás naučí leda tak stavět regály na knihy.
G1: Z pohledu Harvardu jsou Yale, Princeton a další prestižní univerzity z americké Ivy League pouhými učilišti, kde se studenti učí montovat nábytek.
G2: Pokud jde o Harvard, v porovnání s ním nejsou Yale, Princeton a další prestižní americké univerzity ničím jiným než učňáky, po jejichž absolvovaní si dokážete stlouct polici.

Example 2 documents the methods used to deal with figurative speech. The idiom was translated word-for-word in all cases. It also shows the differences in rendering the pragmatic meaning of the sentence, the point of view of the author and the irony (underlined).

Example 3:

Original: Unlike Notre Dame, which is beloved by everyone, Harvard has never had a Knute Rockne or a former president who asked the coach to "win one for the Gipper."

B1: Narozdíl od Notre Damu, na který nikdo nedá ani dopustit, se Harvard nikdy nemohl pyšnit jménem jako Knute Rockne, ani bývalým prezidentem, který by známému fotbalovému trenérovi ve filmu řekl, aby „jeden vyhrál pro Gippera".
B2: Na rozdíl od Notredamské univerzity, která je každým opěvována, Harvard nikdy neměl osobnosti jako Knuta Rockne nebo bývalého prezidenta, který by vybízel, aby „vyhrál kvůli Gipperovi."
M1: Na rozdíl od univerzity v Notre Dame, kterou všichni milují, na Harvardu nikdy nepůsobil fotbalista a trenér Knute Rockne, ani někdejší prezident, který Rockneho jednou požádal, aby „vyhrál pro Gippera".
M2: Narozdíl od Notredamské univerzity, kterou všichni zbožňují, neměl nikdy Harvard žádného trenéra snů Knuta Rockneho, ani legendárního Gippera, kterého si zahrál sám bývalý prezident Reagan.
G1: Harvard zkrátka nepatří mezi univerzity, které by všichni milovali. Jednou z nejpopulárnějších univerzit je například Notre Dame, které však Harvard v oblíbenosti nesahá ani po kotníky.
G2: Na rozdíl od univerzity v Notre Dame, kterou všichni zbožňují, Harvard nemá žádného Knutea Rockneho (slavný hráč a trenér amerického fotbalu – pozn. překl.), který dokázal prohraný zápas otočit v drtivou výhru.

Example 3 shows the strategies used for rendering the cultural context (underlined) and for focusing on the recipient.

Example 4:

Original: ... since I don't belong to the longshoremen's union.

B1: … od té doby, co jsem vystoupil ze spolku „longshoremen's union".

B2: … zvláště protože nepatřím k unii přístavních dělníků.

M1: … hlavně proto, že nejsem členem Unie dokařů.

M2:… zejména proto, že nejsem členem odborového svazu přístavních dělníků.

G1: … hlavně protože se v práci nijak nenadřu.

G2: … zejména proto, že nepatřím do svazu přístavních dělníků.

Example 4 was used to illustrate the shift in meaning in B1's translation, as well as the way the subjects dealt with the proper name (underlined). It may be noted that only M2 used at least partly the solution proposed by the researcher. None of the translations renders the meaning accurately.

Example 5:

Original: Underneath their hubris, Harvard people are just like you and me, ready to take on the world by hook, crook or networking.

B1: Pod vším tím nánosem arogance jsou lidé z Harvardu v jádru stejní, jako my, a jsou připraveni nakopat světu zadek – ať už tak či onak či získáváním kontaktů.

B2: Pod svým arogantním povrchem jsou lidé z Harvardu stejní jako my a jsou připraveni jít si za svým – ať to stojí, co to stojí.

M1: Pod tou svojí arogantní slupkou jsou harvardští stejní jako vy nebo já. Tedy připraveni utkat se se světem po dobrém, po zlém nebo vytvářením sítí.

M2: Pod maskou povýšenosti jsou však lidé z Harvardu smrtelníci jako všichni ostatní, připraveni uspět ve světě zuby, nehty nebo díky známostem.

G1: Pod pláštíkem arogance jsou lidé z Harvardu stejní jako všichni ostatní, chtějí se zkrátka prosadit zuby nehty.

G2: Navzdory arogantní slupce jsou lidé z Harvardu úplně stejní jako vy nebo já – připravení porvat se se životem, ze všech sil i kdyby k tomu měli využít svých vlivných kontaktů.

Example 5 demonstrates the solutions of the last idiom (underlined) and different levels of formality and expressiveness used by the translators.

5.2 Common mistakes observed

The following section serves as the summary of results of the case study. It lists common mistakes that occurred in the subjects' translations, based on the preceding analysis and assessment of subjects' translations and the observations described and discussed in the previous sections. Each group was assessed separately.

5.2.1 *B group*

- copy the FSP in English
- the register of lexicon is not coherent
- incorrect, unnatural collocations
- think about higher textual levels only in the parts of text that are not demanding concerning the meaning, the "tough spots" are not solved appropriately regarding translation methods used
- the level of formality and expressivity is not balanced
- the unclear information is rendered word-for-word
- considerable shifts in meaning
- cultural references are omitted, translated word-for-word, or the Czech equivalents are selected incorrectly
- the irony is not rendered correctly or is completely missing in the translation
- the text as a whole is not fluent, sounds unnatural and incoherent

5.2.2 *M group*

- some collocations are incorrect or inadequate in the co-text
- some expressions are rendered very closely and it would be more appropriate to translate them more freely, idiomatically
- the interference of English in some sentence structures

- shifts in meaning that do not affect the understandability of the text

5.2.3 *G group*

- slight shifts in meaning that do not affect the text in its meaning, function or usualness
- some collocations do not work in the co-text

5.3 Tentative conclusions of the research

As the above-mentioned list suggests, B group students felt obliged to follow closely the wording of the ST and were not able to achieve dynamic equivalence. They were focused too much on the structure of the ST; as a consequence, they analysed the text prevalently on the lexical level and could not regard it as a whole, which affected negatively the overall tone of the text, as well as its coherence. Possibly due to the lack of experience, they did not deal with the aspects of figurative speech, as well as items of socio-cultural context in an appropriate way.

With their increasing TC, the other two groups performed better translations concerning these aspects. They recognized the function of the text, analysed its parameters and rendered them in a better way and kept in mind the orientation towards the recipient of the text.

The translations, as well as the commentaries, show that more advanced students were able to perceive the text from greater distance and thus assess its features, even those of higher textual levels, more correctly. The translations of the G group were the most coherent ones; they were close to the ST in style, the overall tone (as they managed to render irony) and the register used. The function of the text was preserved.

As the translations demonstrated, the Bachelor's study programme students focused mostly on correct understanding of the explicit meaning of the ST and translated it rather closely. They evaluated the expressivity of the text only on the lower levels; they did not regard the text as a whole. They noticed the author’s style, but they did not focus on it when translating. Irony was not identified, or not rendered adequately.

The Master’s programme students translated the text with the intention of rendering its meaning correctly and keeping the appropriate style. They kept in mind the focus on the recipient and attempted to produce a functionally equivalent text. They translated more freely than the students of the Bachelor’s programme. In case of word-for-word translation, the students of Mater’s programme used it deliberately as a consequence of the decision that it is an adequate solution of a particular translation problem, while the Bachelor’s programme students used this method when they were not sure about the meaning of a particular part of the text.

The graduates of the Master’s study programme intended to produce a functionally equivalent idiomatic translation. They focused on the pragmatic meaning including the indication of irony, the style of the author, the tone and the communicative aspect of the text, the equivalence of the means of expression on all levels in the whole text. Cohesion of the text was better in their translations. They were more successful in producing a fluent, natural text than the other two groups. They managed to identify and render the function of the text appropriately. It must be emphasized that this pilot study cannot provide results of objective validity, as the sample of the subjects is not representative. In view of these phenomena, nevertheless, it appears that translation competence develops considerably in ATP students in the five years of their education.

6. CONCLUSIONS

The Bachelor's thesis aimed to investigate the link between TC a translator possesses and the quality of translation product in the environment of KAA. The aim of the researcher was to observe strategies and methods the subjects of the research on different stages of proficiency use, especially when rendering the aspects of higher textual levels, such as pragmatic meaning, irony and style of the author. These observations were subsequently combined with the assessment of translations performed by the subjects in order to determine whether there is a link between the TC a translator possesses and the quality of his/her translation.

As the results of the research suggest, the more advanced the translators are, the better they manage to identify and assess a particular information and render it correctly. More advanced translators are capable of maintaining adequate means of expression more successfully; they can reflect the equivalence of these means on the textual level. They manage to consistently keep the level of expressivity and formality, as well as the register of lexicon.

These observations prove that with the increasing TC the translators manage to keep the communicative aspect of a text, the style of the author and the pragmatic meaning of a text more successfully. They can reflect the suprasegmentals in a better way, including cohesion or irony.

Advanced translators are oriented towards the function and the recipient of a text and subsequently choose a translation strategy and particular methods. They do not feel obliged to translate a text closely; they do not hesitate to omit a fact from the ST or use cultural transposition.

To generalize, the development of TC certainly influences the ability of a translator to perceive a text from distance and assess the qualities a TT should have. Translators possessing higher TC are not tied by the formal structure of a ST, so that they can focus on its intended meaning and function. They are able to deal with the aspects of higher textual levels, such as pragmatic meaning, irony, cohesion and coherence, style of the author and the overall tone of a text more successfully. They are oriented towards the recipients of a text and their culture when deciding about the strategy of rendering the elements of socio-cultural context. They subsequently approach their own translations from the point of view of the recipient in order to verify the acceptability of their TT.

The case study was built upon two hypotheses, stating that novice and advanced translators use different strategies and methods, focusing on the aspects of higher textual levels, and novice translators are less successful in rendering these aspects. Both hypotheses were confirmed.

The case study was run as a pilot study, due to technical and organizational constraints that would not allow collecting a larger sample. Performing an extensive research on a larger scale to collect a representative sample of translations for the assessment would furthermore be beyond the scope of a Bachelor's thesis. It would nevertheless be advisable to run the research once again on a larger scale. The investigation with a bigger sample of subjects would reveal the differences between the groups of translators possessing different levels of TC in greater depth. Also, with a bigger sample, more distinctive tendencies could appear and be observed in the translations. In an extensive research, new phenomena may occur that have not been observed in this pilot research.

7. ANNEXES

7.1 Sample text: Veritas Non Sequitur by Art Buchwald

Note: The respondents were instructed to translate the highlighted part of the text.

Veritas Non Sequitur

By Art Buchwald

Thursday, March 3, 2005; Page C04

As everyone knows, Harvard University is in crisis. It is not in as much crisis as Social Security, but it is in enough of a crisis to be on the front pages for something other than winning a Nobel Peace Prize.

The trouble started when Harvard's president, Larry Summers, delivered a speech in which he said, among other things, that women were not as successful in engineering and math as men. He also said that men would work 80 hours a week, while women had other things to do. (Read: Give birth, clean, cook and raise a family.)

This and other gender and ethnic slurs enraged the faculty, and they held angry meetings where Summers was pilloried and denounced by professors for sullying Harvard's good name.

As with any crisis, there are two sides to the story. On one side, you have an unyielding university president who speaks out on academic issues, but also raised millions for the school endowment. And since he is a former secretary of the treasury, he has clout in Washington. The graduates and the board of overseers backed him, and the students were split on his remarks.

On the other side were the faculty, who accused him of being abrasive and using his position to speak publicly on issues that they considered politically incorrect.

While this began as an in-house crisis, it became everybody's problem when it got into the newspapers and on television.

The country became divided. Those who believe Harvard is the Taj Mahal of learning (students and graduates) were grief-stricken that their school's name was muddied.

The campus filled up with more national reporters than the number of attendees at a Harvard-Yale football game.

Summers brought the gender gap out of the closet.

It is sad to say that not everyone cried for Harvard. Many people enjoyed its misfortune. These were not Harvard people but those who didn't go to the university.

Harvard is considered by many to be an elite school attended by snobs who look down on everyone else. To say you went there is enough. It is a smug indication that you are on the top of the educational food chain. As far as Harvard is concerned, Yale, Princeton and other Ivy League institutions are no more than trade schools, where you learn how to build bookshelves.

Unlike Notre Dame, which is beloved by everyone, Harvard has never had a Knute Rockne or a former president who asked the coach to "win one for the Gipper".

I am not one who enjoys bashing the school because of what Larry Summers said. I flunked math and science, so I can sympathize with women who are not too good at these subjects. Also, I have no problem working an 80-hour week, especially since I don't belong to a longshoremen's union.

Underneath their hubris, Harvard people are just like you and me, ready to take on the world by hook, crook or networking.

The Larry Summers remarks will blow over. Someday a woman will invent a light bulb that will never burn out. Thanks to paltry Social Security payments, everyone -- men and women alike -- will have to work 80 hours a week, at three different jobs.

Like so many others who never went to Harvard, I don't consider the Summers flap my problem, but that doesn't mean we can't all sit back and enjoy it.

http://www.washingtonpost.com/wp-dyn/articles/A2730-2005Mar2.html

7.2 Subjects' translations

B1:

Summers svým výrokem vykopal válečnou sekeru mezi muži a ženami.

Ne všichni údajně nad Harvardem lomí rukama – mnozí mu jeho neštěstí přejí. Těmi „mnohými“ se myslí lidé, kteří nikdy nepatřili do řad studentů ani zaměstnanců školy.

Harvard je mnohými pokládán za elitní školu snobů, kteří se na všechny ostatní koukají skrz prsty. Úplně stačí, když prostě řeknete, že jste tam studovali, a zařadíte se mezi ty, jež se povýšenecky pokládají za vrchol vzdělávacího potravního řetězce. Z pohledu Harvardu není Yale, Princeton, ani žádná jiná univerzita, jež se ve světovém měřítku řadí mezi ty nejprestižnější, nic jiného než odborné učiliště, kde se studenti učí, jak vyrábět police na knihy.

Narozdíl od Notre Damu, na který nikdo nedá ani dopustit, se Harvard nikdy nemohl pyšnit jménem jako Knute Rockne, ani bývalým prezidentem, který by známému fotbalovému trenérovi ve filmu řekl, aby „jeden vyhrál pro Gippera“.

Neřadím se mezi ty, kdo Harvard kvůli výroku Larryho Summerse odsuzují. Mně matika a přírodní vědy nikdy moc nešly, takže s ženami, které v těchto předmětech zrovna nevynikají, můžu celkem soucítit.

A nemám ani problém pracovat osmdesát hodin v týdnu, a to hlavně od té doby, co jsem vystoupil ze spolku „longshoremen's union“.

Pod vším tím nánosem arogance jsou lidé z Harvardu v jádru stejní, jako my, a jsou připraveni nakopat světu zadek – ať už tak či onak či získáváním kontaktů.

B2:

Summers tímto výrokem píchnul do vosího hnízda s tématem „rovnost obou pohlaví.“

Je smutné, že ne všem bylo Harvardské univerzity líto. Mnoho lidí se páslo na jejím neštěstí. Nebyli to ti, kteří měli s Harvardem něco společného, ale ti, kteří nikdy na vysokou nechodili.

Harvard je mnohými považován za elitní školu se samými snoby, kteří se vyvyšují nad jiné. Říct, že jste tam někdy studovali, úplně stačí. Je to sebestředná známka toho, že jste na vrcholu vzdělávacího řetězce.
V porovnání s Harvardem jsou Yale, Princeton a další ústavy tzv. Břečťanové ligy jenom odborná učiliště, kde vás naučí, jak smontovat poličku na knížky.

Na rozdíl od Notredamské univerzity, která je každým opěvována, Harvard nikdy neměl osobnosti jako Knuta Rockne nebo bývalého prezidenta, který by vybízel, aby „vyhrál kvůli Gipperovi."

Nejsem ten typ, co by s radostí kritizoval tuto školu kvůli tomu, co řekl Larry Summers. Matematika a podobné vědy mi nešly, takže soucítím se ženami, které v těchto odvětvích také nevynikají. Nemám problém pracovat 80 hodin týdně, zvláště protože nepatřím k unii přístavních dělníků. Pod svým arogantním povrchem jsou lidé z Harvardu stejní jako my a jsou připraveni jít si za svým – ať to stojí, co to stojí.

M1:
Summers vytáhl na světlo genderové rozdíly.

Je smutné, že ne každý Harvard litoval. Mnozí si jeho neštěstí užívali. Nebyli to lidé z Harvardu, ale ti, kteří nechodili na univerzitu.

Někteří lidé Harvard považují za elitní školu plnou snobů, kteří se na ostatní dívají spatra. Pouhé prohlášení, že jste na Harvard chodili, je nafoukanou známkou toho, že jste na vrcholu vzdělávacího potravního řetězce. Co se Harvardu týká, Yale, Princeton a další instituce prestižní Ivy League nejsou nic víc než obchodní akademie, na kterých se naučíte, jak vyrobit poličku.

Na rozdíl od univerzity v Notre Dame, kterou všichni milují, na Harvardu nikdy nepůsobil fotbalista a trenér Knute Rockne, ani někdejší prezident, který Rockneho jednou požádal, aby „vyhrál pro Gippera“.

Nejsem z těch, které baví školu napadat kvůli tomu co Larry Summers řekl. Sám jsem propadl z matematiky a přírodních věd, takže rozumím ženám, kterým tyto předměty moc nejdou. Taky nemám problém pracovat 80 hodin týdně, hlavně proto, že nejsem členem Unie dokařů.

Pod tou svojí arogantní slupkou jsou harvardští stejní jako vy nebo já. Tedy připraveni utkat se se světem po dobrém, po zlém nebo vytvářením sítí.

M2:

Summers otevřeně přiznal existenci genderových rozdílů na univerzitě.

Je smutné, že ne všichni považovali situaci na univerzitě za nešťastnou. Mnozí to Harvardu přáli. Nebyli mezi nimi však studenti nebo zaměstnanci univerzity. Byli to lidé, kteří na Harvard nechodili.

Mnoho lidí považuje Harvard za elitářskou instituci, kde studují pouze snobové, kteří se povyšují nad ostatní. Stačí jen, aby někdo řekl, že tam chodil. Tím arogantně naznačuje, že je na vrcholu vzdělávacího řetězce. Podle Harvardu jsou totiž ostatní instituce Ivy League, jako je Yale nebo Princeton, pouhá učiliště, kde vás naučí leda tak stavět regály na knihy.

Narozdíl od Notredamské univerzity, kterou všichni zbožňují, neměl nikdy Harvard žádného trenéra snů Knuta Rockneho, ani legendárního Gippera, kterého si zahrál sám bývalý prezident Reagan.

Nejsem jeden z těch, kteří by si taky rádi kopli do Harvardu, protože Larry Summers řekl to, co řekl. Sám jsem flákal matematiku i vědy, takže soucítím s ženami, které v těchto předmětech neexcelovaly. Také nemám problém pracovat osmdesát hodin týdně, zejména proto, že nejsem členem odborového svazu přístavních dělníků.

Pod maskou povýšenosti jsou však lidé z Harvardu smrtelníci jako všichni ostatní, připraveni uspět ve světě zuby, nehty nebo díky známostem.

G1:

Summers vytáhl genderovou problematiku na povrch.

Bohužel je třeba říct, že ne všichni stáli na straně Harvardu. Hodně lidí si ve skutečnosti harvardské neštěstí užívalo. Nikdo z takových ale na Harvard nechodil.

Spousta lidí považuje Harvard za elitní školu, kam chodí jen snobové, co se staví nad všechny ostatní. Stačí říct, že jste tam chodili. Ve chvíli kdy tohle řeknete už dáváte namyšleně najevo, že jste v rámci rybníčku vzdělání jasná štika. Z pohledu Harvardu jsou Yale, Princeton a další prestižní univerzity z americké Ivy League pouhými učilišti, kde se studenti učí montovat nábytek.

Harvard zkrátka nepatří mezi univerzity, které by všichni milovali. Jednou z nejpopulárnějších univerzit je například Notre Dame, které však Harvard v oblíbenosti nesahá ani po kotníky.

Já rozhodně z trefování se do Harvardu kvůli Summersově projevu žádnou radost nemám. Sám jsem z matiky a fyziky propadl, čili docela chápu, že ženám tyhle předměty moc nejdou. Také nemám problém s tím pracovat 80 hodin týdně, hlavně protože se v práci nijak nenadřu.

Pod pláštíkem arogance jsou lidé z Harvardu stejní jako všichni ostatní, chtějí se zkrátka prosadit zuby nehty.

G2:

Summers zkrátka vytáhl ze skříně harvardského kostlivce genderové nerovnosti.

Je to smutné, ale ne všichni mají pro Harvard pochopení. Mnoho lidí se v jeho neštěstí vyžívá. Nejsou to však lidi z Harvardu, ale ti, co na něj nikdy nechodili.

Mnozí Harvard považují za prestižní školu pro snoby, kteří se na všechny ostatní dívají spatra. Stačí se jen zmínit, že jste tam chodili. Už to je znakem samolibého chvástání, že jste na vrcholu vzdělávacího potravního řetězce. Pokud jde o Harvard, v porovnání s ním nejsou Yale, Princeton a další prestižní americké univerzity ničím jiným než učňáky, po jejichž absolvovaní si dokážete stlouct polici.

Na rozdíl od univerzity v Notre Dame, kterou všichni zbožňují, Harvard nemá žádného Knutea Rockneho (slavný hráč a trenér amerického fotbalu – pozn. překl.), který dokázal prohraný zápas otočit v drtivou výhru.

Nepatřím k těm, co se vyžívají v kritice Harvardu a využívají k tomu proslov Larryho Summerse. Jednou jsem propadl z matiky a přírodopisu, takže mám pochopení pro ženy, které v těchto předmětech zrovna nevynikají. Nemám ani problém s pracovní dobou 80 hodin týdně, zejména proto, že nepatřím do svazu přístavních dělníků.

Navzdory arogantní slupce jsou lidé z Harvardu úplně stejní jako vy nebo já – připravení porvat se se životem, ze všech sil i kdyby k tomu měli využít svých vlivných kontaktů.

7.3 Questionnaires

Pre-experimental questionnaire

Identification code:

General
Name:
E-mail contact:

Age: 18-20 21-22 23-24 25-26 27-28 29-30 30+

Study year: Bc 1-2-3
Mgr 1-2
Mgr completed

What kind of school you attended before you came to UPOL?
Do you have any university education besides UPOL?

English Language skills
How many years have you been studying English:
a. less than 3
b. less than 5
c. less than 7
d. less than 9
e. more than 9

English is my **mother – first foreign – second foreign – third foreign** language (select **one** option).

Certification(s): If you have some, please specify which.

- FCE
- CAE
- CPE
- TOEFL

- JCB2 at UPOL
- JCC1 at UPOL
- JCC2 at UPOL
- Other: (please specify)

Stays abroad
Have you ever stayed abroad for more than 2 weeks? (If more than once, please fill in information for each of your stays. You can select **more than one** option.)
NO
YES - how many times: 1 2 3 4 4+

The country you stayed in:

Length of the stay:

Purpose of the stay:
• Exchange student
• Work (specify the type of work)
• Internship
• Travelling
• Family trip
• Work
• Other (please specify)

Professional experience

<u>Main occupation:</u>
(select only **one** option)

o student
o language teacher (for 1 – 2 – 3 – 4 – 5 – 6 – 7 years)
o translator: freelance (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
employed in a company (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
o proof-reader (for 1 – 2 – 3 – 4 – 5 – 6 – 7 years)
o copywriter (for 1 – 2 – 3 – 4 – 5 – 6 – 7 years)
o journalist (for 1 – 2 – 3 – 4 – 5 – 6 – 7 years)
o other (please specify): (for 1 – 2 – 3 – 4 – 5 – 6 – 7 years)

<u>Additional occupation(s)</u>: If you have some additional occupation, please specify.
(you can select **more than one** option; in that case please estimate how much time you spend on doing them, e.g. 5 hours per week, 10 days during summer holidays etc.)

o university student (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
o language teacher (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
o translator: freelance (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
employed in a company (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
o proof-reader (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
o copywriter (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
o journalist (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)
o other (please specify): (for 1 – 2 – 3 – 4 – 5 – 6 – 7 -7+ years)

I have attended (circle seminars you have already completed)
TR01 – TR02 – TR03 – TR04 – TR05 – TR06 – TR07 – TR07 – TR08 – TR09 – TR10
IN01 – IN02 – IN03 – IN04 – IN05 – IN06 – IN07 – IN08 – IN09 – IN10
TRM1 – TRM2 – TRT1 – TRT2
INM1 – INM2 – TRN1 – TRN2
CAT1 – CAT2 – CAT3
Překladatelská praxe 1; Překladatelská praxe 2; Překladatelská praxe 3

I am attending (circle seminars you attend in this semester)
TR01 – TR02 – TR03 – TR04 – TR05 – TR06 – TR07 – TR07 – TR08 – TR09 – TR10
IN01 – IN02 – IN03 – IN04 – IN05 – IN06 – IN07 – IN08 – IN09 – IN10

TRM1 – TRM2 – TRT1 – TRT2
INM1 – INM2 – TRN1 – TRN2
CAT1 – CAT2 – CAT3
Překladatelská praxe 1; Překladatelská praxe 2; Překladatelská praxe 3

Do you have any professional translation experience outside university classes?
• No
• Yes – if so, estimate the number of pages you have translated: 10 – 100 – 500 – 500+
and circle the relevant field(s) of your translation experience:

Agriculture	Weather	Ecology	
Chemistry	Physics	Biology	Mathematics
Healthcare	Child care	Social issues	
Nutrition	Cooking	Hygiene	
Movies (subtitles)	TV and Radio		
IT	Internet, Telecommunications		
Theatre	Art	Music	Photography
Literature			
Linguistics	Humanities	Education	
History	Architecture	Religion	
Gender studies			
Tourism	Sport	Animals	
Industry	Logistics		
Business	Advertising	Management, Sales, Taxes	
Politics	Finance	Law	

Other (please specify):

Hobbies

What are your hobbies? Be specific, e.g. for “music“, specify your favourite artist or style etc.

Following categories may help you.

Reading (which language do you prefer: Czech – English – Other (specify); if necessary, add percentages)

Comics (which language do you prefer: Czech – English – Other (specify); if necessary, add percentages)

Creative writing (which language do you prefer: Czech – English – Other (specify); if necessary, add percentages)

Movies and TV Series (which language do you prefer: Czech – English – Other (specify); if necessary, add percentages)

Music (which language do you prefer: Czech – English – Other (specify); if necessary, add percentages)

Theatre (which language do you prefer: Czech – English – Other (specify); if necessary, add percentages)

Computer games (which language do you prefer: Czech – English – Other (specify); if necessary, add percentages)

Tourism

Other (please specify):

Would you count translating as your hobby? YES/NO

Post-experimental questionnaire

Identification code:
Name:

Did you <u>fully</u> understand the source text?
a. yes
b. no (explain what was problematic about it)

Are you familiar with this type of texts? (Do you read similar articles often? Have you ever translated such a text?)
a. Yes, I am familiar with this type of texts. I often translate similar documents.
b. Yes, I am familiar with this type of texts. I often read them and I have translated a similar text once or twice.
c. Yes, I have read a similar article once or twice, but never translated one.
d. No, I have never translated a text like this one. I have read a similar document once or twice.
e. No, I have never even seen a text like this one.

Was the text easy/hard to translate?
a. it was easy, no problems at all
b. it was easy, just some tough spots
c. it was challenging
d. it was very challenging
e. it was hardly manageable for me

Rate the level of difficulty from 1 (easy) to 10 (hard):

Circle the most challenging aspect(s) (select **3** options **at least**)
a. Idioms
b. Metaphors
c. Vocabulary
d. Syntax and grammar
e. Style of the text
f. The text as a whole, in all aspects
g. Context (or lack of it)
h. Other (specify)

How would you describe your overall translation strategy? (select **one** option)
a. I translated the text word-for-word.
b. I translated the text word-for-word and then just slightly edited the outcome.
c. I translated the text focusing on its function.
d. I translated the text focusing on idioms.
e. I translated the text focusing on its meaning.
f. I translated the text freely.

The text contains many idioms, collocations and metaphors. How did you deal with them in your translation?
a. I consciously decided to omit some of the idioms, metaphors etc.
b. I couldn't always find the right phrase in Czech, so I decided to omit some of them.
c. I felt it was necessary to translate the phrases as closely to the original as possible.
d. I substituted the idioms with equivalents typical for the Czech culture to make the text reader-friendly.
e. I didn't think about this.
f. other (please specify)

Target readers: Whom would you expect to read the target text? (you **can** select **more than one** option)
a. age:
i. 10-20
ii. 20-30
iii. 30-40
iv. 40-50
v. 50-60
vi. 60-80

b. sex:
i. female
ii. male

c. occupation (please specify, for example scientists, general public, students etc.):

Who do you think could order the translation of this text? Did you think about it before translating?
YES – NO

i. the author
ii. a publisher
iii. a journal
iv. other (please specify)

Comment on the process of translation:
(write a few words to each of the points about how you worked with the translation)

***Orientation phase – reading, exploring context, using parallel texts etc*.**
(Did you use parallel texts? Did you read whole text first or did you read the highlighted part only?)

Dictionary/Thesaurus/Online searches
(Which of them did you use and why?)

Translating as such
(Comment on strategies you used when translating particular parts of the text, explain why you used particular methods; e.g. omission, word-by-word translation, translation of a metaphor according to its meaning – you may explain it in your own words, there is no need to use the terminology.)

Editing phase
(Did you think about stylistics, the style of the author, the overall tone of the text…?)

Describe your translation strategy regarding these words/phrases. <u>Explain</u> how you decided to translate these parts of the text and why. You don't have to give the Czech equivalents.
gender gap

bring out of the closet

be on the top of the educational food chain

learn how to build bookshelves

Knute Rockne

win for the Gipper

by hook, crook, or networking

Cued recall instructions

When verbalising, comment on the following:

Orientation phase – reading, exploring context, using parallel texts etc.

Dictionary/Thesaurus/Online searches – which of them you used and why

Translating as such – strategies used when translating particular parts of the text, reasoning for using particular methods
(e.g. omission, word-by-word translation, translation of a metaphor according to its meaning – you may explain in your own words, there is no need to use the terminology)

Editing phase – stylistics, style of the author, the overall tone of the text

In particular, describe your translation strategy regarding these words/phrases. Describe <u>how</u> you decided and <u>why</u>.

gender gap
bring out of the closet
be on the top of the educational food chain
learn how to build bookshelves
Knute Rockne
win for the Gipper
by hook, crook, or networking

You may comment on any other aspect that could be important in your opinion.

SUMMARY

Překladatelská kompetence (translation competence – TC) a její rozvoj u studentů je jedním z klíčových témat současné translatologie. TC je chápána jako klíčová dovednost nezbytná pro dosažení kvalitního výkonu při překladu. Tato bakalářská práce se zabývá vývojem TC a dopadem tohoto vývoje na kvalitu překladu. Výzkumy provedené na toto téma (PACTE 2005, 2009, 2011, Göpferich a Jääskeläinen 2009, Séguinot 1991) dokazují, že se vzrůstající kompetencí překladatele roste schopnost převádět adekvátně aspekty vyšších rovin textu, jako je pragmatický význam, ironie, autorský styl nebo koheze a koherence. Překladatel je schopen lépe analyzovat funkci textu, reflektovat kontext a při překladu se orientovat na čtenáře. Tato práce si klade za cíl tyto poznatky zkoumat u studentů a absolventů ATP (Angličtina se zaměřením na tlumočení a překlad). Pro výzkum je použit publicistický text. Jedná se o úsek ze sloupku Arta Buchwalda *Veritas Non Sequitur*. Tento text má specifický autorský styl, kulturní aluze a ironii, tedy výše zmiňované aspekty textové roviny. Právě v překladu těchto aspektů se dá předpokládat největší rozdíl mezi překladateli s různou úrovní TC.

Teoretická část poskytuje informace, které tvoří podklad pro část praktickou. Věnuje se konceptu TC a jejího rozvoje. Uvádí relevantní výzkumy, které na toto téma proběhly, a jejich výsledky, jež jsou základem pro samotnou případovou studii. Dále popisuje využitou metodologii. Jedná se o procesní výzkum a jeho metody, které umožňují sledovat proces překladu a analyzovat jednotlivá rozhodnutí, která překladatel během překladu činí, a následně hodnocení kvality překladu jako produktu a jeho modely, především model hodnocení podle textové analýzy Ch. Nordové. Tento model analýzy je základem pro rozbor výchozího textu i následné hodnocení jednotlivých cílových textů v rámci případové studie.

Praktická část práce se věnuje výzkumnému úkolu. Její úvodní kapitola popisuje parametry a limitace pilotního výzkumu. Do něj jsou

zahrnuty tři skupiny respondentů z řad studentů bakalářského a magisterského programu ATP a absolventů magisterského programu ATP. Každou z těchto skupin tvoří dva respondenti. Výběr skupin je volen tak, aby bylo možné sledovat, jak se mění využívané strategie a kvalita překladu v průběhu studia ATP. Samotný výzkum využívá metody procesního výzkumu, a to screenrecording, komentáře s podporou nahrávky a dotazníky. Samotný experiment proběhl v učebně vybavené počítači s nainstalovaným programem Camtasia studio, který byl využit pro nahrávání obrazovky (screenrecording).
V návaznosti na poznatky z dřívějších výzkumů (viz. výše) uvedené v teoretické části je stanoven konkrétní záměr této bakalářské práce a následně jsou formulovány hypotézy. První hypotéza uvádí, že překladatelské strategie a postupy zvolené překladateli se liší v závislosti na jejich pokročilosti, tedy s rostoucí TC, znalostí metodologie a s rostoucími zkušenostmi. Druhá hypotéza uvádí, že zkušenější překladatelé jsou úspěšnější v převodu pragmatického aspektu textu.

V další kapitole následuje analýza výchozího textu podle parametrů textové analýzy dle Nordové a výčet problematických míst, která jsou stěžejní pro výzkum. Autorka u těchto pasáží uvádí i možná řešení, jejich výhody a nevýhody.

Následná analýza a hodnocení překladů opět využívá model textové analýzy dle Nordové. Hodnoceny jsou aspekty lexikální, syntaktické a textové roviny, přičemž veškerá data jsou vyhodnocována s ohledem na to, jaký dopad mají na celkové vyznění textu, zda je zachován pragmatický význam textu, autorský styl a ironie a zda je text adekvátně přizpůsoben cílovému čtenáři. Výstupy ze samotných překladů jsou konfrontovány s komentáři respondentů a výstupy z dotazníků.
Následně jsou uvedeny tendence pozorované u jednotlivých skupin a stanoveny nejčastější chyby a nedostatky v překladech.

Ukazuje se, že studenti bakalářského programu ATP mají problém analyzovat a vhodně převést všechny prvky textu. Soustředí se především na hledání vhodných ekvivalentů na lexikální úrovni, ale jejich překlady vykazují nedostatky na syntaktické rovině, jako například interferenci zdrojového jazyka. Pragmatický aspekt textu je často nepochopen nebo neadekvátně převeden, čímž dochází k významovým posunům. Studenti bakalářského programu překládají poměrně doslovně, často na úkor srozumitelnosti a uzuálnosti překladu. Ačkoli si uvědomují, že by měli brát ohled na cílového čtenáře, nejsou schopni správně odhadnout jeho znalosti v oblasti socio-kulturního kontextu.

Studenti navazujícího magisterského programu ATP se soustředí na zachování expresivity a stylu textu. Jejich volba jazykových prostředků je konzistentnější než u výše jmenované skupiny, nicméně přetrvávají nedostatky na syntaktické rovině. Pragmatický aspekt je alespoň částečně převeden, text působí koherentně. Je lépe zapojena strategie orientace na čtenáře.

Absolventi magisterského programu se při překladu zaměřují na převod smyslu. Jejich překlady jsou volnější, pro dosažení ekvivalentního účinku textu využívají odlišné jazykové prostředky, než jaké jsou použity ve výchozím textu. Jejich překlady působí konzistentně, koherentně a přirozeně, jsou orientovány na čtenáře. Pragmatické významy a styl autora jsou zachovány.

Nejobtížnějším prvkem překladů je zjevně převod ironie. Absolventi byli v tomto ohledu jednoznačně nejúspěšnější.

Závěr práce shrnuje poznatky praktické části práce. Jeho součástí je potvrzení hypotéz. Na základě výzkumu a jeho následné analýzy se potvrdilo, že pokročilí překladatelé, tedy ti, kteří mají nejvíce rozvinutou TC, volí odlišné strategie a postupy a jsou při převodu pragmatického aspektu textu úspěšnější. Následně jsou v závěru formulována doporučení pro další výzkum v této oblasti. Vzhledem k tomu, že tato studie je realizována formou pilotního výzkumu, je zmíněno doporučeno pro ověření výsledků této pilotní studie výzkum opakovat s reprezentativním vzorkem respondentů.

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ANOTACE

Autor: Ivana Tůmová

Katedra: Katedra anglistiky a amerikanistiky FF UPOL

Název česky: Rozvoj překladatelské kompetence a dopad na kvalitu překladu – případová studie

Název anglicky: Translation Competence Acquisition and Its Impact on Translation Quality: A Case Study

Vedoucí práce: Mgr. Josefína Zubáková

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Klíčová slova v AJ: translation competence, translation competence acquisition, translation quality assessment, process research, translation strategy, translation methods, pragmatic aspect, irony, style of the author, Nord, publicistic text, Buchwald, column

Abstract:

Translation competence and its development is one of the key issues in current translation studies. This bachelor thesis deals with the development of TC and its impact on the translation product. In particular, it observes the quality of rendering the pragmatic aspect of a text. Based on the results of previous research in this field it is assumed that translators in different stages of proficiency, thus possessing different levels of translation competence, differ in strategies and methods they employ. This difference influences the quality of rendering the pragmatic aspect of the text. A publicistic text containing cultural allusions, irony and author's style is therefore used for the research. The pilot study contains three groups of subjects from the community of the ATP (English for translation and interpreting) students and graduates possessing different levels of TC. The case study employs methods of process research. The model of translation-oriented text analysis by Nord is used for the analysis of the sample text, as well as for subsequent assessment of subjects' translations. The thesis then states general tendencies observed by each group. On the basis of these observations, it then confirms that translators possessing higher TC are more successful in rendering the pragmatic aspect of the text.

Anotace:

Jednou z klíčových oblastní výzkumu současné translatologie je překladatelská kompetence a její rozvoj. Tato bakalářská práce se zabývá dopady rozvoje překladatelské kompetence na překlad jako produkt, a to konkrétně na kvalitu převodu pragmatického aspektu textu. Jak naznačuje dosavadní výzkum v této oblasti, různě pokročilí překladatelé s různou úrovní překladatelské kompetence využívají odlišné strategie a postupy, čímž je ovlivněna kvalita převodu pragmatického aspektu textu. Proto je pro výzkum využit publicistický text obsahující kulturní aluze, ironii a autorský styl. Pilotní studie zahrnuje tři skupiny respondentů z řad studentů a absolventů oboru ATP (Angličtina se zaměřením na tlumočení a překlad) s různou úrovní překladatelské kompetence. Studie využívá metody

procesního výzkumu. Pro analýzu výchozího textu i následné hodnocení překladů respondentů je využit model textové analýzy dle Nordové. Práce uvádí tendence pozorované u jednotlivých skupin a na jejich základě potvrzuje, že překladatelé s vyšší překladatelskou kompetencí jsou při převodu pragmatického aspektu textu úspěšnější.