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**Překladačské strategie a jejich využití  
v různých typech textu**

(bakalářská práce)

**Translation Strategies and Their Application  
in Different Types of Text**

(Bachelor Thesis)

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

*V Olomouci dne 18. května 2011.*

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## List of Abbreviations

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ST .....	source text
SL .....	source language
TT .....	target text
TL .....	target language
SC .....	source culture
TC .....	target culture
LK .....	translated or supplied by the author
Ø .....	omission

A star (\*) in front of an expression means that it is ungrammatical.

The examples herein are occasionally presented in other languages than English and Czech, but the knowledge of the two is all that is required to understand them.

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# 1 INTRODUCTION

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This thesis is focused on the incidence of certain translation strategies in different types of text, more precisely in the texts of the European Union. My aim is to prove that some translation strategies are commonly used in e.g. formal documents, while others are more typical of informal texts. In other words, I intend to examine whether the choice of a suitable translation strategy is influenced by the type of text.

I shall investigate the translation strategies as they represent one of the key factors in the process of translating and, as such, they are of major importance to the translator. When selected appropriately, translation strategies significantly contribute to effective translation and therefore the translator should have a good knowledge of them.

Nevertheless, it needs to be borne in mind that the question as to which translation strategy is adequate in a given context concerns a wide range of linguistic and extra-linguistic factors (Hatim and Munday 2004, 171). Therefore, I decided to explore the translation strategies in relation to the type of text which is regarded as one of them.

This thesis is comprised of a theoretical and a practical part that are further divided into several chapters, subchapters and sections.

Since the area of translation strategies is clouded by a lack of consistent terminology and by a divergence of opinions, I first offer a comparison of some general terms and establish the terms that will be used herein. Next I shift my attention to the translation strategies as defined and explained by the key translation

scholars. In order to provide deeper insight into the issue, I compare their approaches and individual strategies and I point out the differences in theory. The overview of the translation strategies that I provide in the thesis is largely based on the theory laid down by Jean-Paul Vinay and Jean Darbelnet, Peter Newmark, Andrew Chesterman, and Mona Baker.<sup>1</sup> Their classifications will be discussed in order of publication. Additionally, their approaches will be supplemented with those of other translation scholars concerned with the issue, namely Gerardo Vázquez-Ayora and Joseph L. Malone. Should a strategy I already addressed appear in other classifications, I reserve the right to skip it if I see fit.

Besides the classifications, I decided to supply some useful information provided by J.-P. Vinay and J. Darbelnet, P. Newmark and M. Baker. I regard it as relevant because it might help the reader fully comprehend the subject matter. You will find the information in the respective chapters.

I conclude the theoretical part with Table 1 which summarises the complete classifications of the translation scholars discussed in the theoretical part and by defining a set of strategies that I further explore in the practical part.<sup>2</sup>

I do not seek to draw up a comprehensive list of translation strategies. I am aware that there is a greater number of them, but covering all would be beyond the scope of this thesis. I assume, however, that this overview might be of use to other students of translation who wish to familiarise themselves with this field of knowledge.

After I have completed the theoretical part, I shall concentrate on the text analyses and practical application of the strategies. For further information regarding the practical part, see chapter 3.1.

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<sup>1</sup> Even though some Czech and Slovak translation scholars, e.g. Jiří Levý (1983), Ján Vilikovský (2002), Anton Popovič (1975), also made valuable contributions to translation theory, their main interests lie in the area of literary translation and, in general, they are largely concerned with global strategies. As this is irrelevant to the focus of the thesis, I respectfully omit them. One more name to be mentioned here is Dagmar Knittlová (2000). She comments on the strategies devised by other translation scholars and produces an overview of their classifications. Since I examine the classifications of the translation scholars that she discusses in the following part of the thesis, I do not include her overview of them herein.

<sup>2</sup> The length of the thesis is affected by the number of examples provided in the practical part. As the examples form a vital part of the thesis, I regard the length of the thesis as justifiable.

## 2 THEORETICAL PART

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### 2.1 TERMINOLOGY

It has been pointed out by many translation scholars that the area of translation theory is rather fuzzy in many respects, especially when it comes to terminology.<sup>3</sup> Due to the absence of clear and collective terminology in translation, most translation scholars invent their own terms, which results in some terminological discrepancies and almost no general consensus. Therefore, it seems sensible to discuss the relevant terminology before I proceed to the focus of the thesis.

As most of the translation scholars whose approaches I compare in the thesis use different terms to name the same concepts or use the same terms to name different concepts, it is, in the interests of clarity and simplicity, desirable to specify what the individual terms mean and to select which ones will be used as terms of reference throughout the thesis. To obviate confusion, I shall use the term “translation operations” for now.

The terms that have been put forward to refer to the phenomenon include “translation methods”, “translation procedures”, “translation strategies”, “translation shifts”, “translation techniques”, and “translation actions”. Even though their general

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<sup>3</sup> As Muñoz Martín (2000, 129) nicely puts it: “Terminological homogeneity is, paradoxically, not one of the characteristics of translation theory.”

meanings, for the most part, overlap and the terms might well be substituted for one another, there are key differences in their usage that are worth mentioning. In principle, the usage is governed by several criteria which vary according to the approaches that the individual scholars adopt. A more detail discussion follows below. It stands to reason, however, that the overriding factor here is a matter of personal choice.

I shall now discuss the terms proposed by Jean-Paul Vinay and Jean Darbelnet, Peter Newmark, Andrew Chesterman, and Mona Baker whose approaches establish the theoretical framework of the thesis. I shall also include the suggestions of Basil Hatim and Jeremy Munday, Anthony Pym, David Bergen, and Lucía Molina and Amparo Hurtado Albir as they might bring about some clarification of the matter.

After I have summarised the relevant data, I shall decide which terms to use herein.

## ► **Vinay and Darbelnet**

Vinay and Darbelnet (1995, 31) suggest a methodology for translation which offers two general methods of translation, namely “direct” and “oblique”. These further comprise a set of seven procedures, or “procédés techniques de la traduction” (Vinay and Darbelnet 1958), which ensure equivalence either at word level or within a sentence. They omit to discuss the translation of whole texts nevertheless.

The term “method” is used to differentiate between the translation procedures that are based on direct translation and the translation procedures that are based on oblique translation. The terms “direct” and “oblique”, while being two types of translation methods, can be at the same time attributed to the translation procedures.<sup>4</sup> Thus, the only difference between the “methods” and “procedures” in this case is that the procedures, being concrete examples of the methods, are hyponyms of the methods and the methods are a superordinate of the procedures.

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<sup>4</sup> This can be inferred from the following statement: “If, after trying the first three procedures, translators regard literal [meaning “direct”] translation unacceptable, they must turn to the methods of oblique translation” (Vinay and Darbelnet 1995, 34). By “the methods of oblique translation” they mean the translation procedures other than “the first three procedures” mentioned in the first part of the sentence. Similarly, Hatim and Munday (2004, 148) indicate this by saying that the taxonomy of Vinay and Darbelnet consists of “seven procedures divided into two methods: (1) direct or literal translation and (2) oblique translation.”

In my opinion, their classification is very straightforward and easy to grasp, but it could be even easier to follow if they used the term “method” only in connection with “direct” and “oblique”, and the term “procedure” only in connection with the seven specific procedures, e.g. modulation. In spite of the fact that all the procedures are subsumed under the two methods, I think it is rather confusing for the reader when the two terms are often interchanged.

### ► **Newmark**

Newmark (1988, 81) also makes a distinction between translation methods and translation procedures. According to him, the former apply to whole texts, whereas the latter relate to sentences and smaller units of text. This means that, unlike Vinay and Darbelnet, his classification is based on the length of text they apply to. Literal translation, which he classifies both as a method and as a procedure, is the only exception.

To sum up, Newmark’s use of the term “procedure” corresponds with that of Vinay and Darbelnet, but his use of the term “method” does not, which means that the relationship between the individual terms is also different. Their taxonomies therefore cannot be considered as identical.

A plus point of this classification is that each of the terms is assigned a different meaning which depends on the level of text they pertain to.

### ► **Chesterman**

Chesterman (2000) concedes that there is considerable terminological confusion in the area of translation and provides a general definition of the term “strategy”, for that is the term that he uses, as follows:

[T]here is a jungle of terminological differences of opinion of course, . . . (strategies vs. tactics. vs. procedures, for instance). Strategies are of many kinds, and can be classified in many ways. A preliminary general definition states that strategies are potentially conscious, goal-oriented procedures for solving problems. Strategies represent well-tried, standard types of solution to a lack of fit between goal and means; they are used when the means that first appear to be at hand

seem to be inadequate to allow the translator to reach a given goal.  
(2000, 82)

Chesterman identifies “local” and “global” strategies. Local strategies pertain to specific language structures and language units, while global strategies work at a more general level, which means that they relate to textual style and other features influencing the overall outcome of the TT (Kearns 2009, 283). This classification roughly corresponds to that of Newmark as both are based on the scope of applicability of the individual translation operations. Nonetheless, the terms fail to coincide all the same.

Chesterman later considers this division ambiguous and focuses chiefly on the local strategies. He distinguishes between “comprehension strategies” and “production strategies” (283). The former are concerned with the ST analysis and comprehension, while the latter relate to the TT production (283). Unlike Vinay and Darbelnet, who reflect the classical dichotomy between direct and oblique translation, Chesterman approaches the subject from a different point of view, drawing a distinction between ST-oriented local strategies and TT-oriented local strategies.<sup>5</sup>

Interestingly, Chesterman (2000, 82) also comes up with a slightly different division of strategies into “search strategies”, “creativity strategies”, and “textual strategies”.

As for now, an analogy may be drawn between Chesterman’s “search strategies” and what Pym calls (2011, 94) “translation actions” which will be mentioned later in this chapter. Although based on a completely different principle, these two sets contain a range of similar activities.

## ► Baker

Baker (1995) also favours the term “strategy”, but she uses it irrespective of the amount of language units needed for the employment of the strategies. It means that, from the terminological point of view, the distinction made by others (Newmark, Chesterman, Hatim and Munday) is missing in her classification. Nevertheless, she compensates for this by specifying whether the strategies operate in the lexical area, grammatical area or pragmatic area of a language. She further differentiates between

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<sup>5</sup> Not to be confused with SC-oriented and TC-oriented strategies.

the strategies that yield equivalence at word level and above word level. The latter includes, for instance, collocations and idioms.

### ► **Hatim and Munday**

Hatim and Munday (2004) select yet another pair of terms. They do not come up with their own classification, but they use Catford's "shift"<sup>6</sup> and "strategies". The classification they talk about draws on the work of other theorists, e.g. Catford, Vinay and Darbelnet. It bears a certain similarity, in a sense, to the classification of Newmark as both their shifts and Newmark's procedures affect one or more words, whereas their strategies and Newmark's methods affect longer stretches of text. Nevertheless, it is important to discern the difference between shifts and procedures which, in actuality, is crucial.

Shifts refer to the small changes between the ST and TT that occur as a result of performing a procedure (26). A procedure is the means, a shift is the outcome of using it, so to speak. Even though translation procedures and translation shifts are closely linked, they indicate that Newmark focuses mainly on the process, on *how* it happens, while Hatim and Munday inspect the result of the process, *what* happens.

### ► **Pym**

In an attempt to shed some light on the ambiguities of translation terminology, Pym (2011) compiled a glossary of translation terms to help students of translation surmount the terminological obstacles. I decided to note several relevant terms that might provide a more accurate insight into the matter.

Pym does not provide a separate entry for the term "methods", but comments on "procedures" and "strategies". In order to ensure clear understanding of all the terms involved, he describes the whole translation process, starting with "translation actions".

"Translation actions" include actions such as typing and looking up terms in dictionaries that we can actually see the translator perform (94). Next come "translation problems" that the translator encounters and tries to tackle. They are, clearly, followed by "translation solutions", also called "solution types", i.e. tentative

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<sup>6</sup> For further information, see Catford, John C. 1965. *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press.

or final answers to translation problems (92). Note that a “solution” is the outcome of a problem-solving process, not the process itself. Pym (92) claims that there are different categorisations of solution types and considers the categories suggested by Vinay and Darbelnet too complex. He also questions Chesterman’s use of the term “strategy” for there is not much evidence that the comparison of solutions, i.e. the products of problem-solving actions, requires conscious mental processes (92).

This brings me to “procedures” which are regarded as pre-established series of actions that the translator follows to reach a solution (88). “Strategies” are, by contrast, implied macrotextual patterns that systematise translation actions in order to attain a purpose (92). Pym further comments on the seemingly synonymic terms and stresses that strategies cannot be perceived as single, specific actions.

This whole area is a terminological mess. . . . There seems to be no possible justification for using the term “strategy” to refer to a simple action, technique, step, method, or pattern of behavior that you just discern from looking at a set of bitexts. A strategy is better seen as an action that aims to achieve a purpose . . . where: a) there is no certainty of success (i.e. it is not a mechanistic application of a rule), and b) there are viable alternative actions (i.e. other ways of aiming to achieve the same or similar purpose). If these two conditions do not apply, then there are probably better terms available (action, solution). (92-93)

## ► **Bergen**

In his article, Bergen (2006) summarises the current situation in the area of translation terminology and points out the lack of well established, unambiguous terms. He is primarily concerned with the term “strategy” to which different meanings have been assigned. He deduces that this might have been caused by the fact that any translation problem may be looked at from many different angles, depending on what aspect of translation the translator examines (111).

One way of categorizing translation strategies is in terms of which actor or phase of the translation process we are looking at. For example, we can concentrate on translators and on what they do

before, during or after the actual translation process. . . . On the other hand, we might decide to concentrate on the text itself, and think of the source text (ST), the target text (TT), and the differences between the former and the latter. Finally, we can consider the end user of the translation, the readers, and how they experience the TT. (111)

Bergen works with a classification consisting of “meta-strategies”, “local” and “global” strategies. Since local strategies are the subject of the thesis and therefore will be investigated in more detail in chapter 2.4, I shall now address the meta-strategies and global strategies.

### Meta-Strategies

Even though the term “meta-strategy” was invented by Bergen (2006), he draws on the work of Lörcher (2002), who analysed the translation process of a number of translators, seeking to find out which strategies they employ. The term “meta-strategy”, in fact, encompasses what the translator does and how s/he progresses in the translation process. It is not one single strategy. Lörcher (2002, 100) identifies nine basic components which combine to form five basic strategies. I shall supply one such strategy and identify its basic components below as illustrated in Lörcher (104).

RP – (P)SP# / SPØ	
RP	<b>Realizing a translation Problem</b>
(P)SP	<b>(Preliminary) Solution to a translation Problem</b>
SPØ	<b>A Solution to a translation Problem is still to be found</b>

This formula indicates that the translator identifies a certain translation problem and either devises a solution to it and considers it as completed, indicated by [#], or, indicated by [/], decides to leave it and resume later, indicated by [SPØ] (102).

This meta-strategy is definitely problem-centered, goal-oriented, and by definition has to do with text manipulation. It would also seem to be conscious. . . . Thus, this . . . meta-strategy defined by Lörcher meets all the requirements of Chesterman’s definition of a translation strategy. (Bergen 2006, 113)

## Global Strategies

Bergen (114) puts forward the taxonomies of global strategies as described by Christiane Nord, Lawrence Venuti and Juliane House. All three of them operate in a similar manner, but, once again, terminology differs.

Nord<sup>7</sup> talks about SC-oriented and TC-oriented translations which she terms “documentary translation” and “instrumental translation” respectively. Similarly, Venuti<sup>8</sup> distinguishes between a “domesticating” and “foreignizing” translation strategies and, finally, House<sup>9</sup> presents “overt translations” and “covert translations”.

I shall illustrate the relationship between the meta-strategies, global and local strategies, as Bergen (2002, 114-117) did, by analogy with the human body, where meta-strategies are like the skeleton, the global strategies represent muscles which determine its direction, and local strategies function as all the vital systems within that keep the body alive.

Bergen’s categorisation of strategies is similar to that of Muñoz Martín (2000), who compares the approaches of various translation scholars and presents the following review.

From the point of view of the scope they adopt, the attempts to formalize translation strategies can be grouped in three main lines. The first group focuses on text segments, and encompasses the comparative/contrastive proposals of Vinay and Darbelnet (1958), Vázquez-Ayora (1977), . . . and Malone (1988) on the one hand, and most of cognitive approaches, such as . . . Lörscher’s (1988). . . . The second group consists of proposals which envision translation strategies as procedures which affect the processing of the whole text. . . . The third group combines the former scopes in complex proposals which contain different categories. (2000, 130)

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<sup>7</sup> Nord, Christiane. 1997. *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester: St. Jerome.

<sup>8</sup> Venuti, Lawrence. 1995. *The Translator’s Invisibility: A history of translation*. London and New York: Routledge.

<sup>9</sup> House, Juliane. 1997. *Translation Quality Assessment: A Model Revisited*. Tübingen: Gunter Narr Verlag.

## ► Molina and Hurtado Albir

I decided to include the comments of Molina and Hurtado Albir (2002) as they present a term that has not been mentioned here yet and that is a “translation technique”. I shall also touch upon their view on the terminology chosen by Vinay and Darbelnet and, as there is a divergence of opinion on the issue among translation scholars, I shall reflect the distinctions that they make between the existing terms.

Molina and Hurtado Albir (498-499) recognise the terms “translation method” and “translation strategy” and agree with the suggestion that translation methods refer to how the translator approaches a whole text, while translation strategies are the “mechanisms” used during the translation process. They claim that these terms cannot provide a detailed description of the steps taken by the translator in order to solve a translation problem, and it is desirable thus to add the term “translation technique” which should help to do so. As they put it, translation techniques describe the result of translation and classify solution types (507).

Bearing in mind what has been said previously, Molina and Hurtado Albir (506-507) state that Vinay and Darbelnet (1958) created the confusion between translation techniques and translation procedures. They described translation procedures as the ways to solve a translation problem, but, in fact, the procedures they present in *Stylistique comparée du français et de l'anglais*<sup>10</sup> refer to the final result of the translation process, not to the process itself. This confusion was exacerbated when they classified the translation procedures as literal, which they term direct, and free, which they term oblique. But since they work only with small units, it is, considering what was laid out by other translation scholars, inappropriate to use the literal vs. free dichotomy as that is typical of classifying whole texts.

Furthermore, the subtitle of their book, *Méthode de traduction*, caused even more confusion. In our opinion . . . a distinction should be made between translation method, that is part of the process, a global choice that affects the whole translation, and translation techniques that describe the result and affect smaller sections of the translation. (Molina and Hurtado Albir 2002, 506)

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<sup>10</sup> In 1995 translated into English as *Comparative Stylistics of French and English*. Hereinafter referred to as *SCFA*.

In the light of the suggestions above, Molina and Hurtado Albir (507) conclude that the technical procedures (as “procédés techniques” in *SCFA*) should be called translation techniques since they relate to the result, not the process.

Having summarised the relevant approaches and opinions, I decided to use the term “local strategies” to refer to the translation operations that apply to small chunks of text and the term “global strategies” to refer to the translation operations that relate to whole texts. As I concentrate on the comparative analysis of English and Czech texts, the view I adopt is product-oriented. This contradicts Pym’s opinion that comparing the products of problem-solving actions does not involve strategies, but I decided to choose these terms all the same as they clearly indicate what falls within their scopes. In all the citations contained herein the original terms will be preserved.

Even though only the local strategies are the focus of the thesis, I established the term “global strategies” too as they will be dealt with briefly and may be occasionally commented on or referred to.

## 2.2 VINAY AND DARBELNET

Vinay and Darbelnet developed the first classification of local strategies on which, as proved in the following chapters, many later theorists draw, and build their own classifications. Their book *Stylistique comparée du français et de l'anglais* (1958), which was in 1995 translated into English, is a comparative study of French and English providing some methodological guidelines for translation.

They focus chiefly on the local strategies and demonstrate their application using isolated stretches of text, e.g. words or fixed expressions, which they classify as a unit of translation. According to Vinay and Darbelnet (1995, 27-30), the local strategies operate on three levels of language, namely “the lexicon”, “the structure” and “the message”. In the area of the lexicon the translator is obviously concerned with individual units of translation and relevant vocabulary, whereas the structure includes morphology and syntax. The message organises the lexical and syntactic features within sentences and paragraphs and shapes the final utterance (29). In other words, the message is the final TT presented at a particular time and in a particular place.

Vinay and Darbelnet investigate the translation process claiming that the translator’s task is to develop a relationship between the ST and TT. As they put it, the translator is provided with the point of departure which is the ST. They further describe the initial steps that need to be taken in order to arrive at an adequate TT unit as follows:

- to identify the units of translation;
- to examine the SL text; this consists of evaluating the descriptive, affective, and intellectual content of the units of translation;
- to reconstitute the situation which gave rise to the message;
- to weigh up and evaluate the stylistic effects, etc. (30)

These steps, in fact, involve exploring linguistic and extra-linguistic factors so that the TT reflects the qualities of the ST. The essential part of the translation process is, however, the choice of a local strategy which is yet to be discussed (30-31).

Before I turn to the local strategies devised by Vinay and Darbelnet, I shall note two important parameters that they introduce and that is “servitude” and “option”. Servitude refers to obligatory changes resulting from the differences between the ST and TT. Option, by contrast, refers to non-obligatory changes made on the basis of the translator’s preferences (15-16). Having outlined the relevant information regarding the translation process, I shall now concentrate on the seven local strategies.

### 2.2.1 Direct and Oblique Translation

Vinay and Darbelnet (1995) claim that the translator may choose between “direct” and “oblique” translation. Direct translation is possible when the ST and TT areas of the lexicon and structure coincide. This, seldom being the case, gives way to oblique translation which takes place when there are so called “lacunae” between the ST and TT (31). This is how Vinay and Darbelnet term the gaps between the language pair that have to be compensated for by means of oblique local strategies. In other words, oblique translation is required when direct translation would alter the meaning of the TT.

The local strategies are described below, starting with the simplest one and gradually increasing in complexity. As oblique translation occurs more often, direct translation covers only the first three local strategies.

### 2.2.2 The Classification of Local Strategies

Direct Local Strategies

#### ► **Borrowing**

Using this strategy of incorporating a ST element into the TT, the translator easily fills a gap in the TL and adds a bit of the SC colour to the TT. This strategy is therefore employed when the translator wants to attract the TT reader (32). The foreign nature of some commonly used borrowings is now overlooked by the TC since it has grown used to them, e.g. *déjà-vu* in English (32).

## ► Calque

Calque is a special type of borrowing which involves translation of each element of a ST structure singly and literally. Vinay and Darbelnet (32) draw further distinction between a lexical calque and a structural calque. The former one adheres to the TL syntactic structure, while the latter copies the SL construction.

The authors (33) also warn that both calques and borrowings may be quite easily confused with false friends and therefore need to be dealt with carefully.

## ► Literal Translation

Literal translation is here described as word-for-word translation. According to the authors (33-34), this kind of translation is possible only if the SL and TL are of the same family and generally similar so that the TT, if translated literally, reads naturally.

On the whole, Vinay and Darbelnet argue against literal translation providing that it renders a different or no meaning, that it is not possible to perform due to the structural constraints of the TL or that the corresponding element is missing in the TL. If literal translation is inappropriate, oblique local strategies have to be pursued (Munday 2001, 57).

## Oblique Local Strategies

### ► Transposition

This local strategy involves a change of one word class for another that does not distort the meaning of the utterance. Transposition can be obligatory or optional as illustrated by the following example (Vinay and Darbelnet 1995, 36):

<i>Dès son lever...</i>	→	‘As soon as he gets up / got up’
‘As soon as he gets up...’	→	<i>Dès son lever...</i>
	→	<i>Dès qu’il se lève...</i>

In the first column, a different structure has to be used for translation into English, which means that transposition is obligatory. In Czech this would also be the case as it would translate as *Až/když vstal/vstane* (LK), depending on the context.

In the second column, transposition is optional since French allows for both translations.

As far as any structural changes are concerned, Vinay and Darbelnet (94) consider transposition as the most frequently used local strategy. More types of transpositions suggested by them follow. The list is in no way meant to be exhaustive.

- (1) SL verb → TL noun
- (2) SL conjunction → TL indefinite adjective
- (3) SL clause → TL noun group
- (4) SL verb group → TL verb
- (5) SL noun group → TL noun
- (6) SL complex sentence → TL simple sentence

A more detailed examination of the strategy follows in subchapter 2.3.3 as Newmark combines the approaches of Vinay and Darbelnet with that of Catford. Nevertheless, as they investigate the differences between French and English, not all of the suggestions seem applicable to Czech.

### ► **Modulation**

Modulation is a change in viewpoint. As opposed to transposition, modulation involves a shift between cognitive categories (Molina and Hurtado Albir 2002, 499-500). The translator employs it when literal or transposed translation of the ST is grammatically correct, but sounds unnatural or awkward. Similarly to transposition, modulation is optional/free and obligatory/fixed. Free modulations are generally more difficult to produce because they are not yet fixed, and therefore they require not only a very good command of both the SL and TL, but also creativity and considerable translation skills (Vinay and Darbelnet 1995, 36-37). According to the authors, a good metalinguistic knowledge is also necessary (Guimarães and Mota 2006, 358).

I am listing below the types of modulation put forward by Vinay and Darbelnet as quoted in Munday (2001, 58). Most of them are illustrated by the

examples taken from Newmark (1988, 88-89) and translated into Czech by me. The example of a part-whole modulation is taken from *Music for Chameleons*.<sup>11</sup>

(1) abstract for concrete	‘sleep in the open’ – <i>spát pod hvězdami</i>
(2) cause-effect	‘You are quite a stranger.’ – <i>Dlouho jsme se neviděli.</i>
(3) part-whole	‘We talked by the fire until my eyes grew heavy.’ – <i>Povídali jsme si u ohně, dokud mně neztěžkla víčka.</i>
(4) part-another part	‘from cover to cover’ – <i>od začátku do konce</i>
(5) reversal of terms	‘assurance-maladie’ <sup>12</sup> – <i>zdravotní pojištění</i>
(6) negation of opposite	‘He acted at once.’ – <i>Nezaváhal.</i>
(7) active to passive (and vice versa)	
(8) space for time	‘as this in itself (space) presented a difficulty’ – <i>už (time) jen to představovalo potíže</i>
(9) rethinking of intervals and limits (in space and time)	
(10) change of symbol	

The last one from the above listing deserves an explanation. This type of modulation pertains to metaphors and indicates the difference in symbolism underlying fixed and new metaphors in different languages (Guimarães and Mota 2006, 361).

### ► Equivalence

Equivalence occurs when a ST expression or situation is expressed by different structural or stylistic means in the TT and yet renders an equivalent effect. Idioms and proverbs are typical examples of equivalence (Vinay and Darbelnet 1995, 39). This is not to be confused with the general concept of equivalence at which each strategy is aimed and devised for.

<sup>11</sup> Capote, Truman. *Music for Chameleons*. New York: Random House, 1980. Translated by Hana Ulmanová as *Hudba pro chameleóny* (Praha: Garamond, 2006).

<sup>12</sup> Translated into Czech as *nemocenské pojištění*. While English uses the word ‘health’, French uses the word *maladie* [nemoc], hence the reversal of terms.

► **Adaptation**

The seventh strategy is the most extreme one. It creates a new situation in the TT because the ST situation does not exist in the TC or because it would be unacceptable due to cultural differences and different connotations. The authors refer to adaptation as a “situational equivalence” as each case of adaptation usually works just for one particular situation (39). Vinay and Darbelnet (39) argue that sometimes the absence of adaptation may degrade the quality of translation and the TT readership then notice that something about the TT does not sound as they expected.

## 2.3 NEWMARK

In this chapter I shall discuss the taxonomy of translation strategies set out by Newmark. Even though the local strategies are of major importance, I shall briefly review the global strategies too to provide a complete classification and avoid potential confusion. Because translation strategies are part of the translation process, that has not been described here yet properly, it might be useful to look at the translation process as described by Newmark first and see what actually happens during the process.

### 2.3.1 The Process of Translating

According to Newmark (1988, 19), the first step in the process of translating is to choose a method of approach. He suggests two approaches to translation. (1) The translator translates each sentence of e.g. the first paragraph or chapter singly to find out what the text is like, stands back from the text, reconsiders the situation and eventually reads the whole ST. (2) The translator reads the whole ST, even more times, and carries out a text analysis. After careful consideration of the text and sufficient research on problematic areas, s/he starts translating. Newmark leaves the translator decide which of the approaches to adopt, depending on whether one's strong points lie in one's intuition or analytical skills (21).

Even though the first method might appear faster, as the translator may start translating with no prior reading, Newmark (21) claims that, on the contrary, it may lead to too much corrections and consequently consume more time. The advantage of the second method is the text analysis which, on one hand, serves as a useful tool when translating, on the other hand, however, it should not hold up the flow of one's intuition (21).

In my experience, the second approach is often more suitable, especially when the translator deals with a difficult text. Plunging into translation without examining the text first has many a time brought me back to the start.

Newmark next emphasises that during the process of translating, the translator should work with four levels which interrelate. The first one being the ST level.

Working on the text level, you intuitively and automatically make certain ‘conversions’; you transpose the SL grammar (clauses and groups) into their ‘ready’ TL equivalents and you translate the lexical units into the sense that appears immediately appropriate in the context of the sentence. (22)

Second comes the referential level which provides supplementary information to the text level in case of need. It is only at this very level, where ambiguous and polysemous words, abstract and figurative writing can be tackled (22-23).

The referential level, where you mentally sort out the text, is built up out of, based on, the clarification of all linguistic difficulties. . . . (Thus in *pour le passage de Flore*, you find that Flore/Flora was an Italic goddess of flowers and gardens. . . . You translate: ‘for the goddess Flora to pass’ and leave the rest to the reader.) (23)

Following the referential level is the cohesive level which represents a link between the first and the second level. Within this level the translator works not only with the structure, but also with “the moods” of the text (23). The structure is taken care of by way of the connective words (conjunctions, definite articles, referential synonyms, and punctuation marks, to name a few) which hold the text together. “Mood” can be described as a certain value attached to a given word. Within the bounds of positive and negative, emotive and neutral, the differences between words may often be slight. We should, nonetheless, be able to recognise these nuances. Although Newmark (24) talks about this level only as a “tentative” one, he adds that it may be a good indicator of the quality of translation.

Lastly, Newmark mentions the level of naturalness as a key factor in translation. He defines natural usage as a variety of language including idioms or styles shaped by the “setting” of the text (26). In order to meet the required level of naturalness in a translation, it has to reflect both grammatical and lexical aspects of the ST. Newmark (24) advises that the best way to accomplish this is by reading the translation as if no original text existed. Note that when the ST intentionally deviates from naturalness, e.g. innovatory writing, the deviation should be preserved in the TT too (25).

Newmark emphasises that the translator's mind should operate on more, ideally all four, levels simultaneously, the text being the first and the last of them.

### 2.3.2 The Classification of Global Strategies

Newmark (45) points out the ever-present clash of opinions as to whether to translate literally or freely. He says that free translation was, with a growing awareness of linguistic barriers, at the turn of the nineteenth century replaced by literal translation. Linguistic and extra-linguistic factors were, however, ignored, thus significantly impeding the development of translation theory.

Besides literal and free translation, which might serve as two basic points of reference – literal as being too precise and free as being too diverted, he further proposes six other global strategies, namely word-for-word translation, faithful translation, semantic translation, adaptation, idiomatic translation, and communicative translation (45-47). If pictured on a scale with literal translation on one side and free translation on the other, most of them would appear somewhere between the two markers. Adaptation, being the freest of all, and word-for-word translation, occupying, as it might seem, the same position as literal translation, would be the exception. Closer inspection of the difference, if any at all, between literal translation and word-for-word translation might be useful at this point.

Newmark argues (69) that while literal translation transfers the grammatical constructions of the SL to their nearest equivalents in the TL, word-for-word translation preserves the SL grammar and word order. In view of this, I conclude that the only difference is that literal translation takes into consideration the preferences of the SL when translating the grammatical constructions. Nonetheless, some linguistic theorists do not recognise this difference and take literal translation and word-for-word translation as synonyms (Baker 2001, 125), e.g. Vinay and Darbelnet.

One more difference between Newmark (1988) and Vinay and Darbelnet (1995) in this area is that Newmark classifies adaptation as a global strategy, whereas according to Vinay and Darbelnet it is a local strategy. This merely signals that Newmark uses it to translate whole texts, such as comedies or poetry, while Vinay and Darbelnet talk about adaptation of individual ideas within a text. Their views as to what adaptation actually means and involves match nevertheless.

Here arises the question which of the global strategies are preferred in practice. Newmark considers semantic and communicative translation as the only global strategies satisfying the requirements of translation, i.e. accuracy and economy (Newmark 1988, 47). From the linguistic point of view, he describes semantic translation as generally author-oriented and typical of expressive texts. Communicative translation, by contrast, is reader-oriented, favoured for informative texts and, unlike semantic translation, aims at clear and brief reproduction of the message in the TL (47-48).

### 2.3.3 The Classification of Local Strategies

Newmark identifies a set of local strategies which are governed by a number of contextual factors (81). Only recognised translation, functional equivalent, naturalization, and translation label are of his own invention. As regards the other strategies, he builds on the classifications of other translation scholars, e.g. Vinay and Darbelnet, Catford (Molina and Hurtado Albir 2002, 505).

#### ► **Literal Translation**

Even though literal translation was characterised as a global strategy in the above text, Newmark (1988, 81) also discusses its relevance as a local strategy, claiming that it is the most important of them. This seems legitimate since whole texts may be translated literally as well as individual, say, words.

Literal translation ranges from one word to one word ('hall', *Saal, salle, sala, zal*) through group to group (*un beau jardin*, 'a beautiful garden', *ein schöner Garten*), collocation to collocation ('make a speech', *faire un discours*), clause to clause ('when that was done', *quand cela fut fait*), to sentence to sentence ('The man was in the street.' *L'homme était dans la rue.*). . . . Further, single-word metaphors ('ray of hope', *rayon d'espoir*), extended plural-word metaphors ('force someone's hand', *force la main à quelqu'un*) and proverbs ('all that glitters is not gold', *tout ce qui brille n'est pas or*). (69)

Despite regarding it as the basic local strategy, Newmark (70) admits that above the word level, literal translation becomes impracticable. When faced with a translation problem of any kind, the translator normally rules it out as a potential way of resolving the problem and comes back to it only when it is the only remaining option (70).

Literal translation above the word level is the only correct procedure if the SL and TL meaning correspond, or correspond more closely than any alternative; that means that the referent and the pragmatic effect are equivalent; i.e. that the words not only refer to the same ‘thing’ but have similar associations (*Mama*, ‘mum’, *le prof*, ‘the prof’) and appear to be equally frequent in this type of text. (70)

Moreover, the feasibility of literal translation is often called into question due to the fact that typological divergences between the SL and TL make it impossible to be used (Baker 2001, 125).

### ► **Transference**

What Newmark (1988, 81) terms transference is, in fact, the same as Vinay and Darbelnet’s borrowing. Newmark widens its scope of meaning and adds that this local strategy also subsumes transliteration and transcription. Transliteration consists in the conversion of the SL word(s) into the alphabet of the TL, e.g. Chinese into English, creating a loanword (81). As examples Newmark (81) supplies French *coup d’état*, *décor*, etc. According to Knittlová (2000, 9), transcription is a written representation of the pronunciation of a SL word, respecting, more or less, the pronunciation rules within the TL.

Since transference has to do with incorporating a foreign word into the TT, the translator may often encounter a word which is unfamiliar to the TC. In such cases, Newmark (81) recommends supplementing the transference with a second translation procedure, which he refers to as a “couplet”.

Even though transference is typically used to deal with cultural words, the criteria for its application do not seem to be firmly established. In principle, proper names of most people, countries, periodicals, etc., are usually transferred (82). A plus point of this strategy is that it shows respect for the SC.

### ► **Naturalisation**

Based on the same principle as transference, this strategy takes it a step further and adjusts the SL word to conform to the conventions of the TL morphology, e.g. French *thatchérisme* (82). One might argue that this local strategy bears a striking similarity to transcription in that it adapts a SL word to suit the TL conventions.

Unlike transcription, however, naturalisation deals with morphemes, thereby affecting the word-forms. This is illustrated by the previous example which shows that the English suffix *-ism*, as in ‘thatcherism’, was replaced by the common French suffix *-isme*.

### ► **Cultural Equivalent**

This is a kind of substitution for a SL cultural word is substituted by a TL cultural word which functions similarly in the TL as the SL cultural word functions in the SL (82). A good example is French *baccalauréat* and its English cultural equivalent ‘A’ level (82).

This type of equivalence is only approximate, and therefore particular care has to be exercised when dealing with it. Doing so, the translator needs to consider the constraints of the context and other factors limiting its application. An advantage of cultural equivalents is that the TT readership is familiar with them as they are peculiar to the TC (82-83).

### ► **Functional Equivalent**

This local strategy is, as well as cultural equivalent, devised to treat cultural words. The two, nevertheless, significantly differ from each other. While cultural equivalent functions rather as a means of substitution whereby it avoids presenting a SL cultural word to the TC, functional equivalent analyses the SL word and explains it in terms of general words familiar to the TC (83).

Using this strategy, *baccalauréat* then translates as ‘French secondary school leaving exam’ (83). This strategy is more accurate than the previous one, but it does not have such a pragmatic impact on the TT readership (83).

### ► **Descriptive Equivalent**

Descriptive equivalent means that the translator describes the ST expression in order to translate it into the TL (83).

### ► **Synonymy**

When there is no clear equivalent of a ST word in a given context, the translator may use a synonymic expression (84).

According to Newmark (84), this strategy is more suitable for words of lesser importance in the text, adjectives and adverbs in particular. Furthermore, he claims that synonymy as a strategy is unavoidable in translation, but its excessive use is a sign of poor translation (84).

### ► **Through-Translation**

Through-translation, a term preferred by Newmark (84), refers to the same phenomenon as calque or loan translation which was already discussed in chapter 2.2. Newmark (84) adds that through-translation is frequently used to translate the names of international organisations. Note the difference between a loan translation and a loanword.<sup>13</sup>

### ► **Shifts or Transpositions**

In view of what was written on the subject previously, I shall now list the types of transpositions summarised by Newmark (85-88) who drew on the work of Vinay and Darbelnet and Catford. Even though he uses Catford's term "shifts", I shall stick to the term "transposition" to ensure terminological consistency.

Newmark divides transpositions into four categories, depending on what type of translation problem they solve. The first type of transposition is required when there are grammatical differences between the ST and TT such as difference in number or word order, e.g. 'furniture', *des meubles*; 'the white house', *la maison blanche*. These transpositions are necessary due to the grammatical rules of the TL (85).

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<sup>13</sup> Loan word is a word borrowed from one language into another.

The second type of transposition is used to cover the absence of a SL grammatical structure in the TL. There are usually more options of tackling this problem. For example, the replacement of the English gerund by a TL infinitive, as it appears to me best when translating into Czech. Take Newmark's sentence 'Working with you is a pleasure', for instance. In Czech, *Pracovat s tebou je potěšení / Je mi potěšením s tebou pracovat* (LK) sounds better than *Pracování s tebou je potěšení / \*Pracování s tebou je mi potěšením*. Similarly, *Pracovat s tebou mě těší* and *Pracování s tebou mě těší*. The latter, once again, does not sound as natural as the former one. Another option is to replace the gerund by a subordinate clause, which in Czech would be acceptable too. Newmark goes on to list some more options. The suitability of each option depends on the TL rules and convention (85).

The third type of transposition is employed when a literal translation of a SL grammatical structure is possible, but sounds unnatural in the TL. For instance *Il ne tardera pas à rentrer* translates into English as 'He will come back soon' (86), which corresponds with Czech *Hned se vrátí / Přejde hned* (LK).

The fourth type of transposition occurs when a ST prepositional construction is replaced by a TT grammatical construction, e.g. *après sa sortie* [po jeho/jejím odchodu], 'after he'd gone out' (87), here again *když odešel* is more common than *po jeho odchodu* (LK).

### ► Modulation

Newmark (88) comments on Vinay and Darbelnet's classification of modulations, saying that only the "negated contrary" is important. He claims that modulations cannot be divided so strictly and considers their categorisation rather unsatisfactory.

### ► Recognised Translation

When translating institutional terms that already have an official or widely accepted translation, the translator should stick to it (89). In my opinion, this is not really a translation strategy but a rule that is to be obeyed.

► **Compensation**

This local strategy, quite clearly, is used to compensate for the loss of meaning in the text somewhere else in the text (90).

► **Reduction and Expansion**

There are no clear-cut rules for using this strategy and Newmark claims that the translator employs it rather intuitively. As useful, however, he regards expansion which is based on replacing a SL adjective with a TL adverb and supplementing it with a past/present participle plus object, e.g. *cheveux égaux*, ‘evenly cut hair’ (90).

► **Paraphrase**

According to Newmark, paraphrase is used to explain the meaning of a part of the ST, especially when there are implications (90).

Lastly, Newmark (91) briefly comments on translation label. He offers some helpful suggestions about notes, additions and glosses which may also be of service to the translator, and concludes with a few words on couplets, triplets and quadruplets which is how he refers to the combinations of two, three or four of the local strategies respectively (91).

## 2.4 CHESTERMAN

Chesterman pays particular attention to production strategies. He splits these textual strategies into three primary groups of semantic, syntactic and pragmatic translation strategies, pointing out that there are no clear boundaries between them and that they often overlap. Owing to that, it is not always easy to recognise which strategy is used (Bergen 2006, 117).

By virtue of the fact that some of the strategies were already discussed beforehand, I shall not comment on them any further in this chapter. Such strategies include literal translation, loan translation and transposition from the group of the syntactic strategies and paraphrase from the group of semantic strategies. Those strategies that were discussed, but were referred to differently in other chapters will be mentioned briefly.

I shall start with the syntactic strategies which are mostly concerned with structural changes within a sentence. They do not bring any new suggestions, but their division is precise as Chesterman deals with each level of a sentence separately. In fact, several of them are grouped under the term “transposition” strategy developed by Vinay and Darbelnet (Schäffner and Wiesemann 2001, 29).

Then the semantic strategies will be discussed. Again, Chesterman’s semantic strategies are a more detailed analysis of the modulation strategy of Vinay and Darbelnet (29). Since the synonymy, antonymy and hyponymy strategies are clear enough, I believe they do not need any further explanation and I shall therefore skip them.

Even though Bergen includes the pragmatic strategies in the local strategies, I shall not detail them as they work on a textual level, which means they should be classified as global strategies. Moreover, Chesterman claims that these strategies “are often the result of a translator’s global decisions concerning the appropriate way to translate the text as a whole” (Schäffner and Wiesemann 2001, 30).

## Syntactic Strategies

### ▶ **Unit Shift**

This strategy, borrowed from Catford, recognises the following unit levels: morpheme, word, phrase, clause, sentence, and paragraph. Unit shift happens when a ST unit is translated into the TL as a different unit, e.g. a ST word is translated by means of a TT phrase (Bergen 2006, 118).

### ▶ **Phrase Structure Change**

This strategy involves structural changes of noun phrases or verb phrases. Such changes concern, for instance, number or definiteness of noun phrases and person or tense of verb phrases (118).

### ▶ **Clause Structure Change and Sentence Structure Change**

These strategies are based on the same principle as the previous one except that they involve structural changes of clauses and sentences respectively (118-119). A structural change of a clause is, for instance, change in voice. A structural change of a sentence is changing the type of a subordinate clause (Schäffner and Wiesemann 2001, 28).

### ▶ **Cohesion Change**

Cohesion within a text is ensured by repetition, ellipsis, substitution, and other cohesive devices. When a ST device differs from that of the TT, it is referred to as a cohesion change (Bergen 2006, 119).

### ▶ **Level Shift**

Chesterman talks about phonological, morphological, syntactical, and lexical levels. Each language uses these levels in its own way and when there is a difference in their usage between the SL and TL, it gives rise to a level shift. Example of this strategy is when one language forms a question by means of inverted word order, while the other uses a rising intonation (119).

► **Scheme Change**

This strategy is devised especially for translating rhetorical schemes, e.g. parallelism and alliteration in poetry (Schäffner and Wiesemann 2001, 29). Chesterman suggests the following scheme combinations: the TT copies the ST scheme, the TT uses a different scheme, the TT deletes the ST scheme, and the TT invents a scheme when there is none in the ST (Bergen 2006, 120).

## Semantic Strategies

► **Converses**

This strategy refers to using the opposite ST expression in the TT, e.g. ‘give’ and ‘take’. The pairs describe the same situation but from opposing points of view (121).

► **Trope Change**

Trope is a metaphorical or figurative use of words. Here again, Chesterman proposes four variations: the TT uses the same trope as the ST, the TT uses a different trope than the ST, the TT lacks a trope, and the TT uses a trope, while there is none in the ST (121). As an example of this strategy Bergen (121) gives ‘to pull someone’s leg’, which would be translated into Czech as *tahat někoho za nos* (LK).

► **Abstraction Change**

Abstraction change takes place when a ST expression is translated by a more abstract or more concrete TT expression (122).

► **Distribution Change**

This means that the meaning of a ST item is conveyed by more TT items, in which case it is expansion, or fewer TT items, in which case it is compression (122).

► **Emphasis Change**

This change occurs when the emphasis or focus of the ST is increased, decreased or altered in the TT (122).

## 2.5 BAKER

In this chapter, I shall concentrate on the local strategies that Baker (1992) outlines for handling non-equivalence at word level. I shall skip cultural substitution and loan word as they have already been examined in the previous chapters. However, an important issue to discuss before turning to the strategies is non-equivalence itself. I shall therefore look at non-equivalence at word level and some problems it presents for the translator first. Before I resume, I suppose it might be sensible to explain some terms that shall be mentioned later in this chapter. To obviate confusion, I shall mark the difference between propositional and expressive meaning.<sup>14</sup>

The propositional meaning of a word or an utterance arises from the relation between it and what it refers to or describes in a real or imaginary world. . . . Expressive meaning cannot be judged as true or false. This is because expressive meaning relates to speaker's feelings or attitude rather than to what words or utterances refer to. (13)

### 2.5.1 The Problem of Non-Equivalence

To gain a more accurate insight into the problem, I shall first examine what governs (non-)equivalence. As Baker (17) rightly points out, equivalence is determined by a range of linguistic and extra-linguistic factors. Hatim and Munday (2004, 171) provide a comprehensive list of such factors ranging from linguistic and stylistic properties of the SL and TL to the conditions under which the translator works or presuppositions about the TT readership, to name a few.

Since the variety of the factors is so wide, there is no question that the variety of non-equivalences they produce is also wide. Baker (1992, 20) notes that each type of non-equivalence triggers a different translation problem which consequently requires a different local strategy. She adds, however, that there is no point in trying to assign specific local strategies to specific types of non-equivalence. I assume this is a pertinent remark as language, its environment, our environment, and other

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<sup>14</sup> Also called denotation or denotative/primary/referential meaning and connotation or connotative/secondary/associative meaning respectively.

aspects underlying translation remain subject to continuous change. Considering what has been said so far, non-equivalence can be, in my view, simply defined as reflecting the differences between the SL and TL.

To make the discussion more concrete, Baker suggests how to overcome the gaps between the SL and TL when the TL lacks a lexical item, superordinate or hyponym, when there are differences in form, expressive meaning or interpersonal perspective or when the SL and TL make different distinctions in meaning of some words. She also presents some strategies for dealing with culture-specific concepts and semantically complex words and finally advises how to handle loan words in translation.

## 2.5.2 The Classification of Local Strategies

### ► **More General Word (Superordinate)**

This strategy was already mentioned by Chesterman under the label of “hyponymy”. Even though he uses the term “hyponym”, which is the opposite of a “superordinate”, both strategies work in the same fashion, covering the absence of a hyponym by a superordinate and vice versa. Baker (26) considers this as the most common strategy which, in addition, may be used in most languages.

### ► **More Neutral / Less Expressive Word**

Using a less expressive word is appropriate when the TL has an equivalent of the ST word with the same propositional meaning but a different expressive meaning (23). Such word would presumably have an inadequate impact on the TT readership and is therefore unsuitable.

### ► **Paraphrase Using a Related Word**

This strategy is favoured when a SL concept is lexicalized in the TL, but the frequency and purpose of use of the TT lexical item are not the same as those of the ST lexical item (37). Baker (37), too, draws attention to the frequent occurrence of *-ing* form in English which is often paraphrased in translation.

► **Paraphrase Using Unrelated Words**

This strategy tends to be used when a SL concept is not lexicalized in the TL and an unrelated word forms the basis for the paraphrase (38). Paraphrase is useful in that it specifies the propositional meaning. The additional meanings are, however, omitted altogether (40).

► **Omission**

Baker (40) recommends omitting a ST word or expression, provided that its omission does not impair the TT comprehension and that the ST word or expression is not important enough to deserve an explanation. As this strategy cannot be performed without a loss of meaning, Baker (42) emphasises that it should be used “only as a last resort.”

► **Illustration**

An illustration is acceptable when a ST word is not lexicalized in the TL and represents something that can be illustrated. It is a useful strategy in particular when there are constraints on space (42).

## 2.6 VÁZQUEZ-AYORA AND MALONE

This chapter is devoted to other translation scholars dominant in the field of translation, namely Gerardo Vázquez-Ayora and Joseph L. Malone.

Vázquez-Ayora is an American translation theorist who sets out a taxonomy of eight translation strategies (Knittlová 2000, 9). I shall focus on amplification and explicitation as transposition, modulation, equivalence, adaptation, and omission were addressed previously.

Malone, another American theorist, follows up with a classification of nine local strategies. The classification comprises four pairs of opposing strategies; these are equation and substitution, divergence and convergence, amplification and reduction, and diffusion and condensation, plus one single strategy which is reordering. I shall examine divergence and convergence, diffusion and condensation, and reordering (10).

Vázquez-Ayora

### ► **Amplification**

This strategy may be compared to expansion already discussed in Newmark and Chesterman. It means that the meaning of a ST message is conveyed by more words in the TT. This may be the result of grammatical or lexical inconsistencies between the ST and TT, as well as it may be the result of the translator's preferences (Aranda 2007, 17).

As Vázquez-Ayora works with English and Spanish, he lists some English structures that commonly need amplification when translated into Spanish, for instance adverbs, verbs and adjectives (Berk-Seligson 2002, 120). A more concrete example would be English adverb 'angrily' which has to be rendered into Spanish using a periphrastic construction *con furia* (120).

### ► **Explicitation**

Explicitation is a strategy that in the TT provides information which is expressed implicitly in the ST and would be presumably difficult to gather from the TT should it remain implicit.

Deemed unnecessary by many, explicitation helps produce more accurate translation and aids its comprehension (Aranda 2007, 17). Explicitation often occurs when translating geographical and topographical names the TT reader might be unfamiliar with, e.g. ‘Mojave’ translated as *poušť Mojave* (LK).

Malone

### ► **Divergence and Convergence**

Divergence occurs when there are more possibilities of translating a ST element into the TL. A typical example of this strategy is English ‘you’ which has in many European languages two possible translations, depending on whether the translator addresses an individual or more people (Malone 1988, 17). Conversely, if translated, for instance, from Czech into English, convergence takes place as both *ty* and *vy* translates as ‘you’.

Malone refers to the two local strategies as “zigzagging” (17).

### ► **Diffusion and Condensation**

Diffusion refers to translating a ST expression more loosely in the TL, as opposed to condensation, which provides a more condensed and packed together TT expression (18). Malone refers to diffusion and condensation as “repackaging” strategies (55). I shall exemplify the strategies with the following expression taken from *Music for Chameleons*<sup>15</sup>. While the ST expression ‘foot-pedaled Singer sewing machine’ is diffused over four words, its Czech translation *šlapací Singrovka* is bound in just two (LK).

Even though the terms differ, Malone’s diffusion and condensation, in fact, is

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<sup>15</sup> Capote, Truman. *Music for Chameleons*. New York: Random House, 1980. Translated by Hana Ulmanová as *Hudba pro chameleóny* (Praha: Garamond, 2006).

the same as Vázquez-Ayora's amplification and omission and Newmark's expansion and reduction. This means that Malone's amplification and reduction do not correspond to the previously mentioned pairs. Malone defines amplification as follows.

Amplification (Amp;  $A \rightarrow AB$ ), whereby the target text picks up a translational element (B) in addition to a counterpart ( $A_t$ ) of a source element ( $A_s$ ), is probably the single most important strategic trajectory for bridging anticipated gaps in the knowledge of the target audience – that is, for providing the target audience with extra explicit information not required by the source audience. (41)

Whereas diffusion consists in conveying the meaning of the ST message without adding any new semantic features to it, amplification occurs when the ST meaning is added to in the TT and consequently the ST message lacks some of the semantic features encapsulated in the TT. Malone's amplification can be therefore compared to Vázquez-Ayora's explicitation.

### ► **Reordering**

Reordering is the only unpaired strategy whereby the elements of the ST message are in the TT distributed in a different order than in the ST (18).

Reordering is not meant to denote exclusively cases of two elements switching positions (like English to Spanish red glass  $\rightarrow$  vaso rojo (an. 'reg glass')), but rather stands for any translation nexus characterized by positional differences of source and target counterparts. (18)

## 2.7 TABLE 1: THE OVERVIEW OF LOCAL STRATEGIES

Table 1 summarises the complete classifications put forward by the translation scholars discussed in the theoretical part. The colour markings show how the individual local strategies overlap and relate to one another. Those local strategies which are marked by the same colour are either very similar to one another or identical in practice, even though the terminology may differ.

Those local strategies which are written in italics will be further examined in the practical part.

TABLE 1		Authors						
Vinay and Darbelnet		Newmark	Chesterman	Baker	Vázquez-Ayora	Malone		
Local Translation Strategies	<i>borrowing</i>	literal translation	<i>literal translation</i>	more general word	transposition	equation substitution		
		<i>calque</i>	transference	borrowing	loan-translation	more neutral / less expressive word	modulation	<i>divergence</i> <i>convergence</i>
				literal translation	<i>transcription</i>	transposition	cultural substitution	equivalence
	transposition	transliteration	unit shift	loan word (plus explanation)	adaptation	<i>diffusion</i> <i>condensation</i>		
	modulation	abstract for concrete	naturalisation	phrase/clause/sentence structure change	paraphrase	<i>amplification</i>	reordering	
		cause-effect	cultural equivalent		omission	<i>explicitation</i>		
		part-whole	functional equivalent	<i>cohesion change</i>	illustration	omission		
		part-another part	descriptive equivalent	level shift		compensation		
		reversal of terms	synonymy	scheme change				
		negation of opposite	through-translation	synonymy				
		active to passive	<i>shifts/transposition</i>	antonymy				
		space for time	modulation	<i>hyponymy</i>				
		rethinking of intervals and symbols	<i>recognised translation</i>	converses				
		change of symbol	<i>reduction</i>	trope change				
equivalence	<i>expansion</i>	abstraction change						
<i>adaptation</i>	<i>compensation</i>	<i>distribution change</i>						
	<i>paraphrase</i>	emphasis change						
	translation label, notes, additions, glosses	paraphrase						

## 3 PRACTICAL PART

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### 3.1 INTRODUCTION TO PRACTICAL PART

In this part, I shall investigate the application of the local strategies discussed in the theoretical part and I shall also address the question of how much their application is dependent on the type of text. Since there is a large number of the local strategies, I intend to narrow it down and focus only on those local strategies that are written in italics in Table 1.

I shall identify these strategies in the texts of the European Union, more specifically, in the texts published within the *Official Journal of the European Union*<sup>16</sup>, where they are divided into two categories, i.e. so called *L* series and *C* series. The *L* series contains documents concerning EU legislation, including directives, regulations, decisions, etc. The *C* series includes EU information and notices, such as minutes of parliamentary meetings, public contracts and so forth.

Even though these two categories are not entirely identical, I assume they will not strikingly differ and both will be translated using similar local strategies. Thus, I

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<sup>16</sup> Available at <http://eur-lex.europa.eu/JOIndex.do>.

shall include one more type of text which is significantly different from the previous two. It is a EU booklet on environmental protection called *Hope for the Kayakos*. Being written in an almost fairy-tale style with much lesser degree of formality, it nicely contrasts with the *L* and *C* series documents. I therefore expect that different local strategies will be applied in its translation.

I shall first examine the *L* series texts, of which I have chosen three for a further analysis, and then four *C* series texts. The texts will be specified in the respective chapters below. If clarification is needed, I shall comment on the local strategies in the *L* series texts, but as the majority of the local strategies in the *C* series texts is expected to coincide with those in the *L* series texts, I shall only list the examples. The relevant parts of each example will be written in bold, italics or underlined. In view of the fact that all the local strategies were discussed in detail in the theoretical part, my comments will be scarce. After I have dealt with the formal texts, I shall shift my attention onto *Hope for the Kayakos* which deserves a closer inspection.

I shall also include some examples of couplets and triplets found in the texts and add a few words on the gaps between some of the local strategies encountered in the text analyses.

I shall conclude by making a comparison of the three sections in terms of local translation strategies and their dependence on the type of text whose result will be presented in Table 2. The summary of each type of text and the local strategies used will follow the practical part.

## 3.2 THE ANALYSIS OF L SERIES TEXTS

The texts used include:

(1) Directive 2011/24/EU of the European Parliament and of the Council of 9 March 2011 on the application of patients' rights in cross-border healthcare

– Směrnice Evropského parlamentu a Rady 2011/24/EU ze dne 9. března 2011 o uplatňování práv pacientů v přeshraniční zdravotní péči,

(2) Agreement between the European Community and the Government of Japan on cooperation in science and technology

– Dohoda o vědecko-technické spolupráci mezi Evropským společenstvím a vládou Japonska,

(3) Commission Implementing Regulation (EU) No 297/2011 of 25 March 2011 imposing special conditions governing the import of feed and food originating in or consigned from Japan following the accident at the Fukushima nuclear power station

– Provděcí nařízení Komise (EU) č. 297/2011 ze dne 25. března 2011, kterým se stanoví zvláštní podmínky pro dovoz krmiv a potravin pocházejících nebo odesílaných z Japonska po havárii v jaderné elektrárně Fukušima.

The examples will be labelled (1), (2) or (3) so as to inform the reader from which text they were taken.

## ► **Literal Translation**

The health systems in the Union are a central component of the Union's high levels of social protection, and contribute to social cohesion and social justice as well as to sustainable development. They are also part of the wider framework of services of general interest.

– Zdravotní systémy Unie jsou ústředním prvkem vysoké úrovně sociální ochrany v Unii a přínosem pro sociální soudržnost a sociální spravedlnost, jakož i pro udržitelný rozvoj. Tvoří rovněž součást širšího rámce služeb obecného zájmu. (1)

Except for a few changes that are necessary due to the typological differences between the SL and TL, these sentences are translated literally, which is typical of this type of text. Note, however, that the term “literal translation” is defined differently by individual translation scholars. While some consider literal translation to be word-for-word translation, others tolerate some deviation from the original structure. As to the examples I provide, I incline to the latter opinion.

One more thing on this point. Identifying literal translation in a text also depends on the length of a translation unit. Definitions of the translation unit vary widely, but, generally speaking, the longer the unit, the lower probability of literal translation. I shall borrow Muñoz Martín's (2000, 130) definition, according to which the translation unit is “any piece of text separated from the rest to be analyzed as a whole.” This means that the unit of translation in the above example is the whole sentences. Since that is a fairly long translation unit for literal translation, the minor changes between the ST and TT should be tolerated.

## ► **Borrowing**

prefecture – prefektura (2)

radionuclide – radionuklid (2)

## ► **Calque**

Standing Committee on the Food Chain and Animal Health

– Stálý výbor pro potravinový řetězec a zdraví zvířat (2)

third countries – třetí země (2)

action level – akční hladina (2)

buffer zone – nárazníková zóna (2)

food law – potravinové právo (2)

Since calques consist in literal translation which is a key strategy in these texts, it is not surprising that their incidence is high. Moreover, the texts need to be clear and to the point often at the expense of the naturalness, which leaves the translator with no option but to translate, more or less, literally.

### ► **Transcription**

Fukushima – Fukušima (2)

Tochigi – Točigi (2)

Yamanashi – Jamanaši (2)

Chiba – Čiba (2)

Marrakech – Marrákeš (2)

### ► **Transposition**

a) change in countability

food and feed – potraviny a krmiva (2)

b) change in word order

i) noun groups

As recognised by the Council in its Conclusions of 1-2 June 2006 on Common values and principles in European Union Health Systems <sup>(4)</sup> (hereinafter the ‘Council Conclusions’) there is a set of **operating principles** that are shared by health systems throughout the Union. Those operating principles are necessary to ensure patients’ trust in cross-border healthcare, which is necessary for achieving patient mobility as well as a high level of health protection.

– Jak uznala Rada v závěrech o společných hodnotách a zásadách ve zdravotních systémech Evropské unie přijatých ve dnech 1. a 2. června 2006 <sup>(4)</sup> (dále jen „závěry Rady“), existuje soubor **zásad činnosti** sdílených zdravotními systémy v celé Unii. Tyto zásady činnosti jsou nezbytné pro zajištění důvěry pacientů v přeshraniční zdravotní péči, která je nutná k dosažení mobility pacientů i vysoké úrovně ochrany zdraví. (1)

## Commission Implementing Regulation – prováděcí nařízení Komise (2)

Change in word order of noun groups composed of two or more nouns the first one or two of which function as an adjective is in a large part obligatory because in Czech nouns do not come as a premodifier. When translating noun groups, the noun that is in a position of an adjective is either translated as an adjective, or, as shown in the examples above, used as a postmodifier of the head noun, which is probably more common.

Even though some types of transposition, e.g. change in word order or change in number, might not appear as genuine translation strategies since they are, often to a considerable extent, necessary due to the typological differences between English and Czech, the translation scholars discussed herein regard them as true strategies and therefore I believe there is no reason to exclude them.<sup>17</sup>

There is one more consideration to be borne in mind here. Certain strategies might strike one as useless, but the fact that they seem to be applied automatically and obligatorily when translating from English to Czech does not mean that they come so easily to the translator when s/he is working with a different language pair. What is obvious in some languages may involve complex thinking processes in other languages.

### ii) clauses

Given that the conditions for recourse to Article 114 TFEU as a legal basis **are fulfilled**, Union legislation has to rely on this legal basis even when public health protection is a decisive factor in the choices made.

– Vzhledem k tomu, že **jsou splněny** podmínky pro použití článku 114 Smlouvy o fungování EU jako právního základu, musí se právní předpisy Unie opírat o tento právní základ i v těch případech, kdy je určujícím faktorem při rozhodování ochrana veřejného zdraví. (1)

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<sup>17</sup> Newmark (1988, 85), for example, lists the change in word order of adjectives and nouns which occurs when translating from English to French and vice versa as a type of transposition, even though “the position of the adjective: *la maison blanche*, ‘the white house’ is automatic and offers the translator no choice.” See also Vinay and Darbelnet’s “servitude” in chapter 2.2.

This Directive is intended to achieve a more general, and also effective, application of principles developed by the Court of Justice on a case-by-case basis.

– Účelem této směrnice je dosáhnout všeobecnějšího i účinnějšího uplatňování zásad, které v jednotlivých případech stanovil Soudní dvůr. (1)

In principle, the theme-rheme pattern of Czech positions the new and more important information at the end of a sentence. Since English does not follow this pattern, some changes in word order within a sentence are bound to occur. See the underlined segments above. As it happens, word order is sometimes changed excessively, as in the first clause above.

c) change in word class

Notwithstanding the possibility for patients to receive cross-border healthcare under this Directive, Member States **retain** responsibility for providing safe, high quality, efficient and quantitatively adequate healthcare to citizens on their territory.

– Bez ohledu na možnost pacientů využívat podle této směrnice přeshraniční zdravotní péči **nesou** členské státy **i nadále** odpovědnost za poskytování bezpečné, vysoce kvalitní, účinné a kvantitativně dostačující zdravotní péče občanům na svém území. (1)

Replacing a ST word class by a different word class in the TT is a very common strategy in that it is not difficult and the translator performs it almost automatically. The above example shows the replacement of a ST verb by the combination of a verb plus adverb in the TT. See the examples of other combinations below.

In the **same** statement, the Council recognised that the practical ways in which these values and principles become a reality vary significantly between Member States. In particular, decisions about the basket of healthcare to which citizens are entitled and the mechanisms used to finance and deliver that healthcare, such as the extent to which it is appropriate to rely on market mechanisms and competitive pressures to manage health systems, must be taken in the national context.

– V těchto závěrech Rada **rovněž** uznává, že v praktických způsobech uskutečňování těchto hodnot a zásad existují mezi členskými státy výrazné rozdíly. Zejména o rozsahu zdravotní péče, na niž mají občané právo, a o mechanismech používaných k financování a poskytování této zdravotní péče, jako například do jaké míry je vhodné spoléhat na mechanismy trhu a konkurenční tlaky na řízení zdravotních systémů, je třeba rozhodovat ve vnitrostátních souvislostech. (1)

As confirmed by the Court of Justice of the European Union (hereinafter the ‘Court of Justice’) **on several occasions**, while recognising their specific nature, all types of medical care fall within the scope of the TFEU.

– Jak **opakovaně** potvrdil Soudní dvůr Evropské unie (dále jen „Soudní dvůr“), všechny typy lékařské péče, ač je uznávána jejich zvláštní povaha, spadají do oblasti působnosti Smlouvy o fungování EU. (1)

In the Council Conclusions, the Council recognised the **particular value** of an initiative on cross-border healthcare ensuring clarity for Union citizens about their rights and entitlements when they move from one Member State to another, in order to ensure legal certainty.

– Rada ve svých závěrech uznala, že **zvláště hodnotná** je iniciativa v oblasti přeshraniční zdravotní péče zajišťující všem občanům Unie jasnou představu o jejich právech a nárocích při pohybu z jednoho členského státu do jiného, aby byla zajištěna právní jistota. (1)

Article 53 of Regulation (EC) No 178/2002 provides for the possibility to adopt appropriate Community emergency measures for food and feed imported from a third country in order to protect public health, animal health or the environment, where the risk cannot be contained satisfactorily by means of measures taken by the Member States **individually**.

– Článek 53 nařízení (ES) č. 178/2002 stanoví možnost přijetí vhodných mimořádných opatření Unie u potravin a krmiv dovezených ze třetí země za účelem ochrany lidského zdraví, zdraví zvířat nebo životního prostředí, pokud se nelze s rizikem úspěšně vypořádat pomocí opatření přijatých **jednotlivými** členskými státy. (2)

d) change in sentence structure

Furthermore, the transposition of this Directive into national legislation and its application should not **result in patients being encouraged** to receive treatment outside their Member State of affiliation.

– Mimoto by provedení této směrnice ve vnitrostátním právu a její uplatňování nemělo **vést k tomu, aby byli pacienti podněcováni** k využívání zdravotní péče mimo členský stát, v němž jsou pojištěni. (1)

Article 114(3) TFEU explicitly requires that, in achieving harmonisation, a high level of protection of human health is to be guaranteed **taking account** in particular of any new development based on scientific facts.

– V tomto ohledu čl. 114 odst. 3 Smlouvy o fungování EU výslovně požaduje, aby při dosahování harmonizace byla zaručena vysoká úroveň ochrany lidského zdraví **a přitom bylo přihlédnuto** zejména k novému vývoji založenému na vědeckých poznatcích. (1)

Having regard to Regulation (EC) No 178/2002 of the European Parliament and of the Council of 28 January 2002 **laying down** the general principles and requirements of food law, establishing the European Food Safety Authority and laying down procedures in matters of food safety (1), and in particular Article 53 (1) (b)(ii) thereof. . . .

– [S] ohledem na nařízení Evropského parlamentu a Rady (ES) č. 178/2002 ze dne 28. ledna 2002, **kterým se stanoví** obecné zásady a požadavky potravinového práva, zřizuje se Evropský úřad pro bezpečnost potravin a stanoví postupy týkající se bezpečnosti potravin (1), a zejména na čl. 53 odst. 1 písm. b) bod ii) uvedeného nařízení. . . . (2)

As to the sentence structure, replacing the *-ing* form by a clause is the most frequent change. Even though Czech seldom uses this form for binding clauses, in formal texts even this form is sometimes retained. This, however, results in a somewhat stilted TT. Find the examples below.

Following the accident at the Fukushima nuclear power station on 11 March 2011, the Commission was informed that radionuclide levels in certain food products **originating** in Japan such as milk and spinach exceeded the action levels in food applicable in Japan.

– Po havárii v jaderné elektrárně Fukušima dne 11. března 2011 byla Komise informována o tom, že úrovně radionuklidů v některých potravinářských produktech **pocházejících** z Japonska, jako například v mléce a špenátu, přesáhly akční hladiny stanovené pro potraviny a použitelné v Japonsku. (2)

Each consignment of the products referred to in Article 1 shall be accompanied by a declaration, **attesting** that. . . .

– Ke každé zásilce produktů podle článku 1 musí být přiloženo prohlášení **osvědčující**, že. . . . (2)

**Desiring** to further promote the close and friendly relations existing between Japan and the Community, and being aware of the rapid development of scientific knowledge and of its positive contribution in promoting bilateral and international cooperation. . . .

– **Přejíce si** dále podporovat úzké a přátelské vztahy, které existují mezi Japonskem a Společenstvím, a uvědomující si rychlý rozvoj vědeckých poznatků a jejich pozitivní přispění k podpoře dvoustranné a mezinárodní spolupráce. . . . (3)

e) active to passive (and vice versa)

Some issues relating to cross-border healthcare, in particular reimbursement of healthcare provided in a Member State other than that in which the recipient of the care is resident, **have already been addressed by the Court of Justice**.

– Některými otázkami týkajícími se přeshraniční zdravotní péče, zejména náhradou nákladů na zdravotní péči poskytnutou v jiném členském státě než je stát, v němž má příjemce péče bydliště, **se již zabýval Soudní dvůr**. (1)

## ► **Modulation**

a) negation of opposite

Given their specificity, access to and the allocation of organs for the purpose of organ transplants **should fall outside** the scope of this Directive.

– Přístup k orgánům a jejich alokace pro účely transplantace **by rovněž neměly** vzhledem ke své specifičnosti **spadat do** oblasti působnosti této směrnice. (1)

In my view, this type of modulation is the least complex one and therefore it appears even in formal texts. In general, seldom does modulation occur in such texts.

b) other

In order to help patients to make an informed **choice** when they seek to receive healthcare in another Member State, Member States of treatment should ensure that patients from other Member States receive on request the relevant information on safety and quality standards enforced on its territory as well as on which healthcare providers are subject to these standards.

– Aby se pacientům při záměru vyhledat zdravotní péči v jiném členském státě usnadnilo informované **rozhodování**, měly by členské státy, v nichž je zdravotní péče poskytována, zajistit, aby pacienti z jiných členských států na požádání obdrželi příslušné informace o standardech bezpečnosti a kvality zdravotní péče uplatňovaných na jejich území a o poskytovatelích zdravotní péče, na které se tyto standardy vztahují. (1)

## ► **Recognised Translation**

European Commission – Evropská komise (2)

Treaty on the Functioning of the European Union

– Smlouva o fungování Evropské unie (2)

European Food Safety Authority – Evropský úřad pro bezpečnost potravin (2)

Standing Committee on the Food Chain and Animal Health

– Stálý výbor pro potravinový řetězec a zdraví zvířat (2)

Convention Establishing the World Intellectual Property Organization

– Úmluva o založení Světové organizace duševního vlastnictví (3)

## ► Diffusion and Condensation

reimbursement – náhrada nákladů (1)	healthcare – zdravotní péče (1)
prescription – lékařský předpis (1)	legislation – právní předpisy (1)
emergency – mimořádná situace (2)	environment – životní prostředí (2)
nuclear power station – jaderná elektrárna (2)	
of non-animal origin – jiného než živočišného původu (3)	
knowledge-based – založený na znalostech (3)	

Agreement between the European Community and the Government of Japan on cooperation **in science and technology**

– Dohoda o **vědecko-technické** spolupráci mezi Evropským společenstvím a vládou Japonska (3)

Diffusion is the result of employing more words to cover the ST meaning in the TL. Unlike amplification, the absence of such words in the TL would distort the ST meaning. Diffusion mostly takes place when translating into Czech.

## ► Paraphrase

Furthermore, the transposition of this Directive into national legislation and its application should not result in patients being encouraged to receive treatment outside their Member State **of affiliation**.

– Mimoto by provedení této směrnice ve vnitrostátním právu a její uplatňování nemělo vést k tomu, aby byli pacienti podněcováni k využívání zdravotní péče mimo členský stát, **v němž jsou pojištěni**. (1)

**Given** that the conditions for recourse to Article 114 TFEU as a legal basis are fulfilled, Union legislation has to rely on this legal basis even when public health protection is a decisive factor in the choices made.

– **Vzhledem k tomu**, že jsou splněny podmínky pro použití článku 114 Smlouvy o fungování EU jako právního základu, musí se právní předpisy Unie opírat o tento právní základ i v těch případech, kdy je určujícím faktorem při rozhodování ochrana veřejného zdraví. (1)

Generally speaking, when we paraphrase, we describe the same meaning in different words. As such, paraphrase overlaps other local strategies, such as amplification or diffusion.

### ► Divergence and Convergence

Notwithstanding the possibility for patients to receive cross-border healthcare under this Directive, Member States retain responsibility for providing safe, high quality, efficient and quantitatively adequate healthcare to citizens on **their** territory.

– Bez ohledu na možnost pacientů využívat podle této směrnice přeshraniční zdravotní péči nesou členské státy i nadále odpovědnost za poskytování bezpečné, vysoce kvalitní, účinné a kvantitativně dostačující zdravotní péče občanům na **svém** území. (1)

On the one hand, this change seems very obvious and one might argue that no strategy is needed to translate this correctly. On the other hand, the translator has to realize that any type of mistranslation is misleading. Even such a detail as a possessive pronoun may change the meaning of the whole translation unit, which is downright unacceptable, let alone in this type of text.

### 3.3 THE ANALYSIS OF C SERIES TEXTS

The texts used include:

1) Publication of an application pursuant to Article 6(2) of Council Regulation (EC) No 510/2006 on the protection of geographical indications and designations of origin for agricultural products and foodstuffs

– Zveřejnění žádosti podle čl. 6 odst. 2 nařízení Rady (ES) č. 510/2006 o ochraně zeměpisných označení a označení původu zemědělských produktů a potravin,

2) Call for Proposals – EACEA/15/11 Under the Lifelong Learning Programme (Support for European cooperation in education and training)

– Výzva k předkládání návrhů – EACEA/15/11 v rámci programu celoživotního učení Podpora evropské spolupráce v oblasti vzdělávání a odborné přípravy,

3) Notice for the attention of Ibrahim Hassan Tali Al-Asiri who was added to the list referred to in Articles 2, 3 and 7 of Council Regulation (EC) No 881/2002 imposing certain specific restrictive measures directed against certain persons and entities associated with Usama bin Laden, the Al-Qaida network and the Taliban, by virtue of Commission Regulation (EU) No 317/2011

– Oznámení určené Ibrahimovi Hassanovi Talimu Al-Asirimu zařazenému na seznam podle článků 2, 3 a 7 nařízení Rady (ES) č. 881/2002 o zavedení některých zvláštních omezujících opatření namířených proti některým osobám a subjektům spojeným s Usámou bin Ládinem, sítí Al-Kajdá a Talibanem na základě nařízení Komise (EU) č. 317/2011,

4) Specific Call for Proposals – EAC/16/11, Erasmus University Charter 2012

– Zvláštní výzva k předkládání návrhů – EAC/16/11 Erasmus University Charter 2012.

The examples will be labelled (1), (2), (3), or (4) so as to inform the reader from which text they were taken.

► **Literal Translation**

Specific steps in production that must take place in the identified geographical area. . . .

– Specifické kroky při produkci, které se musí uskutečnit v označené zeměpisné oblasti. . . . (1)

The deadline for submitting applications for the Erasmus University Charter is 25 May 2011.

– Uzávěrka pro předkládání žádostí o Erasmus University Charter je 25. května 2011. (4)

► **Borrowing**

**alluvial** soil – **aluviální** půda (1)                      pseudogleys – pseudogleje (1)

Holocene terrace – holocení terasa (1)                      anthrosols – antrosoly (1)

workshops – workshopy (2)                      consortium – konsorcium (2)

media campaign – mediální kampaň (2)

valorisation plan – valorizační plán (2)

► **Calque**

policy makers – tvůrci politik (2)

multilateral projects – mnohostranné projekty (3)

Lifelong Learning Programme – program celoživotního vzdělávání (4)

► **Transcription**

Usama bin Laden – Usáma bin Ládín (3)      Al-Qaida – Al-Kajdá (3)

► **Transposition**

a) change in number

The dry outer **skins** are reddish brown to pale red in colour.

– Suchá vnější **slupka** je červenohnědá až světlorůžová. (1)

**The general objectives** of the call for proposals are to support the establishment and implementation of coherent and comprehensive lifelong learning strategies and policies. . . .

– **Obecným cílem** výzvy k předkládání návrhů je podpořit zavádění a provádění ucelených a komplexních strategií a politik celoživotního učení. . . .  
(2)

For **the purpose** of this call, all higher education institutions . . . are considered to be public bodies.

– Pro **účely** této výzvy se za veřejné orgány považují všechny vysokoškolské instituce. . . . (2)

Unlike the *L* series texts, the *C* series texts do not insist on the strict adherence to the number of a ST item. For the sake of naturalness, they tolerate the change in number. It signifies that their inclination to literal translation is not as strong as that of the *L* series texts.

b) change in word order

i) noun groups

the onion seeds or sets – semena nebo sazenice cibule (1)

the national quality symbol – vnitrostátní symbol jakosti (1)

growing conditions – podmínky k pěstování (1)

eForm User Guide – Průvodce uživatele elektronického formuláře (2)

Impact: the foreseeable impact on the approaches, target groups and systems concerned is clearly defined and measures are in place to ensure that the impact can be achieved.

– Dopad: předvídatelný dopad na **dotčené přístupy, cílové skupiny a systémy** je jasně definován a jsou zavedena opatření pro zajištění, že tohoto dopadu lze dosáhnout. (2)

ii) clauses and sentences

Arable land predominates. – Převládá orná půda. (1)

[T]he freezing of all funds and economic resources **belonging to the individuals and entities concerned**, or **owned or held by them**, and the prohibition (on everyone) on making **funds and economic resources** available *to any of the individuals and entities concerned* or for their benefit, whether directly or indirectly (Articles 2 and 2a <sup>(3)</sup>); and. . . .

– [Z]mrazení veškerých prostředků a hospodářských zdrojů, **které dotčeným jednotlivcům a subjektům patří** nebo **které tyto vlastní či mají v držení**, a (všeobecný) zákaz zpřístupňovat *kterémukoli z dotčených jednotlivců nebo subjektů* nebo v jejich prospěch **prostředky a hospodářské zdroje**, ať přímo či nepřímo (články 2 a 2a <sup>(3)</sup>), a dále. . . . (3)

. . . [T]he **prohibition on granting, selling, supplying or transferring** technical advice, assistance or training related to military activities *to any of the individuals and entities concerned*, whether directly or indirectly (Article 3).

– . . . [Z]**ákaz** *dotčeným osobám a subjektům* přímo nebo nepřímo **poskytovat, prodávat, dodávat anebo převádět** technické poradenství, pomoc nebo výcvik týkající se vojenských činností (článek 3). (3)

c) change in word class

Owing to the continental climate, with spring rainfall and hot and relatively dry summers, these soils **are** often **prone** to drought.

– Vzhledem ke kontinentálnímu podnebí s jarními srážkami a horkým a poměrně suchým létem **mají** tyto půdy často **tendenci** vysušovat se. (1)

Where the water **has filtered away** there is arable land that offers favourable growing conditions, in particular where it is protected against flooding.

– V místech **odtoku vody** se nachází orná půda, která poskytuje příznivé podmínky k pěstování, především tam, kde je chráněna před povodněmi. (1)

Impact: the foreseeable impact on the approaches, target groups and systems concerned is clearly defined and measures are in place **to ensure** that the impact can be achieved.

– Dopad: předvídatelný dopad na dotčené přístupy, cílové skupiny a systémy je jasně definován a jsou zavedena opatření **pro zajištění**, že tohoto dopadu lze dosáhnout. (2)

d) change in sentence structure

The general objectives of the call for proposals are to support the establishment and implementation of coherent and comprehensive lifelong learning strategies and policies at national, regional and local level, **covering and interlinking** all types (formal, non-formal, informal) and levels of learning (preschool, primary, secondary, tertiary, adult, initial and continuing vocational education and training), including links to other relevant policy sectors (e.g. employment and social inclusion), through. . . .

– Obecným cílem výzvy k předkládání návrhů je podpořit zavádění a provádění ucelených a komplexních strategií a politik celoživotního učení na vnitrostátní, regionální a místní úrovni, které **by zahrnovaly a propojovaly** všechny typy (formální, neformální a informální) a úrovně učení (předškolní, základní, střední, vysokoškolské, vzdělávání dospělých, počáteční a pokračující odborné vzdělávání a příprava), včetně vazeb na další příslušné oblasti politik (např. zaměstnanost a sociální začlenění), a to prostřednictvím. . . . (1)

The Agency reserves the right not to distribute all the funds **available**.

– Agentura si vyhrazuje právo nerozdělit všechny prostředky, **které jsou k dispozici**. (2)

[T]he freezing of all funds and economic resources **belonging to the individuals and entities concerned, or owned or held by them**, and the prohibition (on everyone) on making funds and economic resources available to any of the individuals and entities concerned or for their benefit, whether directly or indirectly (Articles 2 and 2a <sup>(3)</sup>); and. . . .

– [Z]mrazení veškerých prostředků a hospodářských zdrojů, **které dotčeným jednotlivcům a subjektům patří** nebo **které tyto vlastní či mají v držení**, a (všeobecný) zákaz zpřístupňovat kterémukoli z dotčených jednotlivců nebo subjektů nebo v jejich prospěch prostředky a hospodářské zdroje, ať přímo či nepřímo (články 2 a 2a) <sup>(3)</sup>, a dále. . . . (3)

► **Modulation**

a) negation of opposite

Applications *submitted* after the deadline will not be considered.

– Žádosti, které **nebudou předloženy před** uplynutím lhůty, **nebudou brány v úvahu.** (2)

The incidence of modulation in the *C* series texts is low as well as in the *L* series texts. They also contain only the least complex type which is the negation of opposite.

► **Recognised Translation**

EFTA (European Free Trade Association)

– EVSO (Evropské sdružení volného obchodu) (4)

Official Journal of the European Union – Úřední věstník Evropské unie (2)

Strategic Framework ET 2020 – strategický rámec ET 2020 (2)

Education, Audiovisual and Culture Executive Agency

– Výkonná agentura pro vzdělávání, kulturu a audiovizuální oblast (4)

► **Diffusion and Condensation**

raw materials – suroviny (1)

pedogenesis – geneze půdy (1)

brown soil – hnědozemě (1)

training – odborná příprava (2)

articles of associations – stanovy (2)

eForm – elektronický formulář (2)

**the most recent** financial year – **poslední** finanční rok (2)

a **higher education** institution – **vysokoškolská** instituce (3)

It is **cordate-oblate** in shape. – Má **srdcovitě zploštělý tvar**. (1)

‘Ptujski lük’ is distinguished by its **long-keeping quality** and excellent culinary properties.

– Cibule „Ptujski lük“ se vyznačuje svojí **trvanlivostí** a vynikajícími vlastnostmi při vaření. . . . (1)

The dry outer skins are **reddish brown to pale red** in colour.

– Suchá vnější slupka je **červenohnědá až světloučervená**. (1)

Quality of the plan of actions: the organisation of the work is clear and appropriate to achieving the objectives; tasks/activities are defined **in such a way** that the results will be achieved on time and to budget (10 %).

– Kvalita plánu činností: organizace práce je srozumitelná a vhodná pro dosažení cílů, úkoly/činnosti jsou definovány **tak**, aby bylo výsledků dosaženo včas a při splnění rozpočtu (10 %). (2)

Applications sent **by fax** or only by e-mail will not be accepted.

– Žádosti zaslané **faxem** nebo pouze elektronickou poštou nebudou přijaty. (2)

## ► **Explicitation**

The dry outer skins are reddish brown to pale red **in colour**.

– Suchá vnější slupka je červenohnědá až světloučervená. (1)

Common Position 2002/402/CFSP <sup>(1)</sup> calls upon the Union to freeze the funds and economic resources of Usama bin Laden, members of the Al-Qaida organisation and the Taliban and other individuals, groups, undertakings and entities associated with them, as referred to in the list drawn up pursuant to **UNSCR 1267(1999)** and 1333(2000) to be updated regularly by the UN Committee established pursuant to **UNSCR 1267(1999)**.

– Společný postoj 2002/402/SZBP <sup>(1)</sup> vyzývá Evropskou unii ke zmrazení prostředků a hospodářských zdrojů Usámy bin Ládina, členů organizace Al-Kajdá, Talibanu a dalších osob, skupin, podniků a subjektů s nimi spojených, které jsou uvedeny na seznamu vypracovaném na základě **rezolucí Rady bezpečnosti OSN č. 1267(1999)** a 1333(2000), který by měl být pravidelně aktualizován výborem OSN zřízeným podle **rezoluce Rady bezpečnosti OSN č. 1267(1999)**. (3)

Al Qaida, the Taliban and Usama bin Laden

– **sít'** Al-Kajdá, Taliban a Usáma bin Ládin (3)

Anton Ingolič, who lived and worked hereabouts, wrote that onion-growing started at Dornava, the heart of onion-growing country, and spread from there throughout the **Ptujsko Polje**.

– Anton Ingolič, který žil a pracoval v okolí, napsal, že pěstování cibule začalo v Dornavě, v srdci země pěstování cibule, a rozšířilo se z tohoto místa po celé oblasti **Ptujsko Polje**. (1)

Explication is a useful strategy when ST implicit information needs to be provided explicitly for the TT reader. Nonetheless, whether explication should actually take place is to a certain extent debatable as the translator is not always able to determine whether the information s/he intends to provide explicitly in the TT can really be implied from the ST.

### ► **Paraphrase**

a learner – učící se osoba (2)

The Ptujsko Polje is part of a flatland natural region where the land evolved on a **pedosequence** of sand and gravel.

– Ptujsko Polje je součástí rovinatého přírodního regionu, v němž se půda vyvíjela na **střídajícím se vrstvení** písku a štěrku. (1)

Applications must be submitted by a legal person **having the legal capacity**.

– Žádosti musí předkládat právnické osoby, **které jsou způsobilé k právním úkonům**. (2)

The *C* series texts are abundant in the same local strategies as the *L* series texts. They are characterised by a high degree of formality and absence of the strategies which involve deeper changes.

### 3.4 THE ANALYSIS OF HOPE FOR THE KAYAKOS

*Hope for the Kayakos* is a publication for children issued by the European Commission. Its aim is to draw attention to the issue of deforestation. It is written as a fairy tale with three children, Tom, Lila and Fleur, as main characters. They set off for the rainforest to meet the Kayakos, but a nasty shock awaits them as the rainforest is being cut down and the Kayakos are nowhere to be found.

#### ► **Transposition**

a) change in number

a huge **forest** – *hluboké lesy*

Unlike the changes in number in the *L* series texts, here the change is not obligatory. As I see it, the translator decided to use the plural form because it highlights the size of the forest.

b) change in word order

i) noun groups

the Kayakos village – *vesnička Kayaků*      Merlin City – *mestečko Merlin*

Here the translator has to follow the same rule as in the formal texts. Noun modifiers that precede a head noun have to be placed postpositionally in all types of text and the theme-rheme pattern has to be followed.

ii) clauses

**The Kayakos village** has disappeared!

– *Cože... zmizela i vesnička Kayaků!*

Have they really destroyed **the Kayakos village**?

– *Takže vesnici Kayaků srovnali se zemí, Mori?*

In the first sentence, the Kayakos village is introduced in the text and therefore comes at the end of the sentence. In the second sentence, the fact that there is the

Kayakos village in the rainforest is no longer new, but the fact that it was destroyed is. That is why the TT sentence presents the village first and puts the verb at the end. English is less susceptible to this ordering.

c) change in word class

Tom tried to comfort her, but **it was no use**.

– Tomík se pokusil Květinku utěšit, ale **marně**.

Further off, near a tree stump, Lila **was making little whimpering noises**.

– V dálce tiše **zakňučela** Lila.

Naori **looked** at Fleur with sadness in his eyes, and he stroked her cheek.

– Naori pohladil Květinku po tváři a smutně se na ni **zadíval**.

The world **will change completely** and even the human race may not survive!

– Svět **bude zpusťosený** a samotné naše přežití bude ohroženo!

“**Listen!**” he said. “Do you hear that?” – **Pssst!** Slyšíte?

d) change in sentence structure

Mori, **who was piloting the balloon**, looked very worried.

– **Pilot balónu** Mori zabručel. . . .

Fleur ran desperately to and fro, **tripping** over tree stumps, **getting up** and **falling down** again.

– Květinka pobíhala sem a tam, **klopýtala, padala** a znovu **se zvedala**.

Their boss told them to get on with their work, and Tom had to shout **above the noise of the engines**.

– Jejich vedoucí jim dal pokyn, aby pokračovali v práci. Traktory vyrazily. Tomík musel křičet, **aby přehlušil rachot strojů**.

► **Modulation**

a) abstract for concrete

It's terrible **what is happening here**. – **Plenění lesů** je pohroma.

The forest is also important for **the whole world!**

– Je velmi důležitý pro **všechny lidské bytosti!**

b) cause–effect

With their friend Fleur, **they were on their way to meet** the Kayakos.

– Jejich nejlepší kamarádka **Květinka je pozvala na setkání** s kmenem Kayaků.

I can hear singing! – Někdo tu zpívá!

c) part–whole

**Tom and Lila** gazed down in wonder at the tropical rainforest.

– Z koše duhového létajícího balónu na vše hledí užaslé **oči Tomíka a Lily**.

It was green with red legs, and it sat trembling in Naori's **hand**.

– V jeho **prstech** se třepetala zelená žabka s červenými nožkami.

d) negation of opposite

She **was so looking forward** to seeing her cousins again!

– Už **se nemůže dočkat**, až uvidí své vzdálené bratráanky.

If everyone bought as much stuff as the people in Merlin City, where I live, **we would need more than one planet Earth!**

– Kdyby měli všichni takovou spotřebu, jako obyvatelé městečka Merlin, odkud pocházím, **jedna Země by nám nestačila...**

There **must be** a new Kayakos village **nearby!**

– Vesnice Kayaků už **není daleko!**

e) space for time

**When** they reached the tree stump, they found an old man sitting there.

– Naši přátelé se přiblížili k vytrženému pařezu. **V jeho dutině** objevili starého muže.

**As** the balloon floated up into the sky, Tom and Lila waved goodbye to their friends.

– Balón se vznesl do vzduchu a Tomík s Lilou zamávali **z nebe** svým přátelům.

There are numerous modulations throughout the text, which signals the significant difference between this text and the formal ones. The translator is granted much more freedom in translation and is allowed to deviate from literal translation. There are examples of some of the modulations put forward by Vinay and Darbelnet above. As was already mentioned, such a categorisation is not sufficient and therefore I list some more examples of modulations below.

f) synonyms

a **huge** forest – **hluboké** lesy

**huge** ruts – **široké** brázdy

**tropical** wood – **exotické** dřevo

Floating along in the **hot-air** balloon, Tom and Lila gazed down in wonder at the tropical rainforest.

– Z koše duhového **létajícího** balónu na vše hledí užaslé oči Tomíka a Lily.

We'll have more and more storms and **hurricanes**.

– Postihne nás čím dál víc bouří a **uragánů**.

When people have cut down the last tree and planet Earth is **bare**, what will be left?

– Víš, Tomíku, až lidé pokácí poslední strom a zůstane jim jen **zpusťovaná** Země, co jim zbude?

In a forest clearing the villagers danced, wishing Tom **every success** with his plans.

– Chtěli přinést **štěstí** budoucím počinům Tomíka a Lily.

g) more expressive elements

It was **awful!** – Naskytla se jim **zdrucující podívaná**.

Fleur came down the tree, and **smiled** at Naori.

– Květinka **vykřikla radostí**.

The loggers have chased them away! **My cousins! Oh, my cousins!**

– Lidé, kteří kácejí stromy, vyhnali mé bratráanky...

**Je mi z toho smutno! STRAŠNĚ SMUTNO!**

Do you mean they've **destroyed** this whole area of forest?

– Takže vesnici Kayaků **srovnali se zemí**, Mori?

They could hear **birds** in the tree tops. – Z lesa se ozývá **křik ptáků**. . . .

h) other

It looked like a beautiful **ocean of green**.

– A jak je krásná ta **obrovská zelená plocha!**

Then she **burst into tears**. – **Hlas se jí zlomil vzlykem**. . . .

What's **going on**, Naori ? – Co **tu děláš**, Naori?

They **hugged** each other **tightly**. – Květinka **přitiskla** Naoriho **k srdci**.

But then they **heard** the sound of something very loud coming closer.

– Vtom ticho **protrhlo** hlasité rachocení.

**The tractor drivers** didn't want to know.

– **Muži na traktorech** ale nechtěli nic slyšet.

Fleur, Tom, Lila and Naori were walking away, towards the forest, when Naori **stopped**.

– Květinka, Tomík, Lila a Naori opustili traktory a zaměřili do lesa. Naori **svraštil čelo**.

He tried to explain that trees **take** carbon dioxide gas **out of the air**, and if there are no more trees  $\emptyset$  the carbon dioxide gas will make the world hotter and hotter.

– **Pohlcují** plyny, které nám znečišťují ovzduší. Když nebudou žádné stromy, všechny skleníkové plyny, které vyrábíme, se budou zadržovat ve vzduchu všude kolem nás... a naše planeta se bude oteplovat!

### ► **Amplification and Reduction**

their **friend** Fleur – jejich **nejlepší kamarádka** Květinka

the tropical **rainforest** – tropický les

They could hear **birds** in the tree tops. – Z lesa se ozývá **křik ptáků**. . . .

Floating along in the hot-air **balloon**, Tom and Lila gazed down in wonder at the tropical rainforest.

– **Z koše** duhového létajícího **balónu** na vše hledí užaslé oči Tomíka a Lily.

Mori landed the balloon and Fleur, Tom and Lila jumped out. **All around was just mud** and uprooted tree stumps.

– Mori přistál s balónem mezi dvěma vytrženými pařezy. Naši přátelé vyskočili z koše.

He tried to explain that trees take carbon dioxide gas out of the air, and if there are no more trees  $\emptyset$  the carbon dioxide gas will make the world hotter and hotter.

– Pohlcují plyny, které nám znečišťují ovzduší. Když nebudou žádné stromy, všechny skleníkové plyny, které vyrábíme, se budou zadržovat ve vzduchu všude kolem nás... a naše planeta se bude oteplovat!

It was a toucan, sitting there because it was too exhausted **to fly**.

– Tamhle, poslouvejte... Tukan... Je úplně vysílený Ø.

### ► Diffusion and Condensation

to **run desperately** – **pobíhat**

an **earthenware** pot – hrnec z **pálené hlíny**

As the balloon floated up into the sky, Tom and Lila **waved goodbye** to their friends.

– Balón se vznesl do vzduchu a Tomík s Lilou **zamávali** z nebe svým přátelům.

### ► Explicitation

the Kayakos – **kmen** Kayaků

### ► Hyponymy and Superordinate

the rivers and lakes – voda

They could hear birds in **the tree tops**. – Z **lesa** se ozývá křik ptáků...

He tried to explain that trees take carbon dioxide gas out of the air, and if there are no more trees **the carbon dioxide gas** will make the world hotter and hotter.

– Pohlcují plyny, které nám znečišťují ovzduší. Když nebudou žádné stromy, všechny **skleníkové plyny**, které vyrábíme, se budou zadržovat ve vzduchu všude kolem nás... a naše planeta se bude oteplovat!

The flower needs **the insect**. . . . – Květina potřebuje **včelu**.

### ► Paraphrase

loggers – lidé, kteří kácejí stromy

He tried to explain that trees take **carbon dioxide gas** out of the air, and if there are no more trees the carbon dioxide gas will make the world hotter and hotter.

– Pohlcejí **plyny, které nám znečišťují ovzduší**. Když nezbudou žádné stromy, všechny skleníkové plyny, které vyrábíme, se budou zadržovat ve vzduchu všude kolem nás... a naše planeta se bude oteplovat!

### ► **Divergence and Convergence**

They were distant **cousins** of Fleur's mum. . . .

– Jsou to vzdálení **bratřenci** Květinčiny maminky.

### ► **Cohesion Change**

Mori landed the balloon and **Fleur, Tom and Lila** jumped out. All around was just mud and uprooted tree stumps.

– Mori přistál s balónem mezi dvěma vytrženými pařezy. **Naši přátelé** vyskočili z koše.

Tom put his arm around **Fleur's** shoulders.

– Tomík položil **kamarádce** ruku na rameno.

This is a common strategy in this type of text and especially when the TT is Czech. In Czech, characters or entities within a text are often referred to in multiple ways because it is considered stylistically pleasing.

### ► **Compensation**

Mori landed the balloon **Ø** and Fleur, Tom and Lila jumped out. All around was just mud and uprooted tree stumps.

– Mori přistál s balónem **mezi dvěma vytrženými pařezy**. Naši přátelé vyskočili z koše. **Ø**

The above sentences exemplify compensation which occurs in a relatively short stretch of text. Both texts comprise two sentences, but the information which is

provided in the first sentence of the ST is omitted in the first sentence of the TT and compensated for in the second sentence of the TT and vice versa. Compensation may, however, concern longer stretches of text.

## ► Adaptation

Tom and Fleur – Tomík a Květinka

Since these are the names of a fairy tale characters and the TT readership is supposed to be children, the names have to be adapted to the TL. Thanks to such a change the translator renders a more reader-friendly translation as the children recognise the names.

Regarding the structure of the text, the TT does not adhere to the ST structure so rigidly as the formal texts do. In the translation of this text, individual sentences are jumbled or shortened and compensated for somewhere else in the text. Sometimes even new pieces of information are added and large chunks of the text are omitted, which would never be the case in the translations of the *L* and *C* series texts. See the paragraph below for illustration. The corresponding parts are written in bold or italics or they are underlined. The omitted parts are framed.

*What an amazing sight! Floating along in the hot-air balloon, Tom and Lila gazed down in wonder at the tropical rainforest. It looked like a beautiful ocean of green! They could hear birds in the tree-tops.* Tom and Lila had never seen a rainforest before. *With their friend Fleur, they were on their way to meet the Kayakos. They were distant cousins of Fleur's mum, and the Kayakos people had lived in this forest for thousands of years.*

*– Jak je ten tropický les krásný! A jak krásná je ta obrovská zelená plocha! Z lesa se ozývá křik ptáků a ztrácí se v nedozírné modři nebe. Z koše duhového létajícího balónu na vše hledí užaslé oči Tomíka a Lily. Jejich nejlepší kamarádka Květinka je pozvala na setkání s kmenem Kayaků. Kayakové bydlí v lese. Jsou to vzdálení bratrance Květinčiny maminky.*

However, the difference in distribution does not skew the meaning of the ST. As long as the meaning remains unchanged, the changes are justifiable. Nevertheless,

there are some glaring omissions and even though they do not compromise the meaning, I do not see a reason why the translator decided to skip some parts of the text. See the examples below.

She was so looking forward to seeing her cousins again! **But when she looked down once more at the scenery, she got a nasty shock. The green trees suddenly gave way to bare, brown earth.** There was no more forest!

– Už se nemůže dočkat, až uvidí své vzdálené bratrátky. **Ale co se to stalo?**  
Les pod jejich nohama náhle zmizel.

A lot of **bulldozers** and tractors with huge wheels arrived.

– Přijela kolona **Ø** traktorů. . . . Měly obrovská kola.

Besides the purpose of the translation, which is the overriding factor, there is one more factor that needs to be taken into account when judging the quality of the translation and that is the client's guidelines. Since I do not know them I am not able to determine whether the translator is fully responsible for the omissions.

What the characters say is also introduced differently, as in the first example below, which demonstrates yet another deviation from the ST structure. In the second example below, the names are omitted altogether and it is not possible to gather who says what in the TT.

“What's going on?” **Tom asked Fleur.** “You told me the forest was huge. Why does it stop here?”

“I don't understand”, said Fleur. “The forest ought to cover all of this land!”

- **Květinko**, tady les končí! Předtím jsi mi říkala, že jsou tu hluboké lesy!?

- Já to nechápu, Tomíku! Lesy by se tady měly táhnout po celém území!?

“Do you mean they've destroyed this whole area of forest? And the village too?!” **asked Tom.**

“Mori, is that true?” said Fleur, horrified. “Have they really destroyed the Kayakos village?”

- Cože? Oni kácejí v lese stromy? A přitom ničí vesnice? **Ø**

Takže vesnici Kayaků srovnali se zemí, Mori? Ø

### 3.5 COUPLETS AND TRIPLETS

As pointed out in the theoretical part, one and the same expression can be translated by means of two or more local strategies at the same time. Newmark (1988, 91) refers to these combinations as couplets, triplets and quadruplets.

This happens because some local strategies automatically trigger other local strategies and because some local strategies come as a result of applying other local strategies. In such cases, the simultaneous use of more strategies is unintentional. In other cases, it may, however, be planned and completely deliberate.

As the examples below demonstrate, this is not an uncommon phenomenon.

#### The L Series Texts

As confirmed by the Court of Justice of the European Union (hereinafter the ‘Court of Justice’) **on several occasions**, while recognising their specific nature, all types of medical care fall within the scope of the TFEU.

– Jak **opakovaně** potvrdil Soudní dvůr Evropské unie (dále jen „Soudní dvůr“), všechny typy lékařské péče, ač je uznávána jejich zvláštní povaha, spadají do oblasti působnosti Smlouvy o fungování EU. (1)

→ transposition (change in word order and word class) and condensation

This Directive respects and **is without prejudice** to the freedom of each Member State to decide what type of healthcare it considers appropriate.

– Tato směrnice ctí svobodu každého členského státu rozhodnout, jaký druh zdravotní péče považuje za vhodný, a tato svoboda **není** směrnicí **dotčena**. (1)

→ transposition (change in word order and word class) and modulation (negation of opposite)

Treaty on the Functioning of the European Union

– Smlouva o fungování Evropské unie (2)

Standing Committee on the Food Chain and Animal Health

– Stálý výbor pro potravinový řetězec a zdraví zvířat (2)

→ calque and recognised translation

Here, however, the two local strategies were not used at the same time as the expressions were first translated as calques which then became recognised translations.

Hope for the Kayakos

Tom put his **arm** around Fleur's shoulders.

– Tomík položil kamarádce **ruku** na rameno.

- double modulation: 1) difference in what Tom did – *put his arm around her shoulders* as opposed to *put his hand on her shoulder* – which necessitates 2) a part for whole change

Fleur **ran** desperately to and fro, tripping over tree stumps, getting up and falling down again.

– Květinka pobíhala sem a tam, klopýtala, padala a znovu se zvedala.

- transposition (change in word class) and condensation

## 3.6 AMBIGUITIES

When I was analysing the texts I found occasional segments where I was not able to determine which local strategy took place there. I realised that even though in theory, most of the local strategies have neat definitions, in practice, there are many flaws in them. The following sentences perfectly exemplify one such flaw.

### The L Series Texts

This Directive aims to establish rules for facilitating access to safe and high-quality cross-border healthcare in the Union and to ensure patient mobility in accordance with the principles established by the Court of Justice and to promote cooperation on healthcare between Member States. . . .

– Cílem této směrnice je stanovit pravidla pro usnadnění přístupu k bezpečné a vysoce kvalitní přeshraniční zdravotní péči v Unii, zajistit mobilitu pacientů v souladu se zásadami stanovenými Soudním dvorem a podpořit spolupráci v oblasti zdravotní péče mezi členskými státy. . . . (1)

Given their specificity, access to and the allocation of organs for the purpose of organ transplants should fall outside the scope of this Directive.

– Přístup k orgánům a jejich alokace pro účely transplantace by rovněž neměly vzhledem ke své specifčnosti spadat do oblasti působnosti této směrnice. (1)

### The C Series Texts

The general objectives of the call for proposals are to support the establishment and implementation of coherent and comprehensive lifelong learning strategies. . . .

– Obecným cílem výzvy k předkládání návrhů je podpořit zavádění a provádění ucelených a komplexních strategií. . . . (2)

The maximum grant per project will be EUR 120 000 for Part A (A.1 and A.2) and EUR 300 000 for Part B.

– Maximální **výše** grantu na jeden projekt bude činit 120 000 EUR v rámci části A (A.1 a A.2) a 300 000 EUR v rámci části B. (2)

In all the above examples, the TT contains a word, written in bold, which the ST lacks. The extra word might indicate amplification as it incorporates a meaning of its own into the TT. Nonetheless, objections might be raised to such deduction in that its meaning is usually vague and general enough not to affect the overall meaning of the underlined expressions. In fact, such a word loses its meaning in the constructions as those above and cannot be therefore regarded as a case of amplification.

Considering that the message is put in a more compressed or loose wording with no additional semantic features, diffusion is another local strategy that comes to mind. Nevertheless, even though the meaning of the extra word fades away when added to the rest of the expression, the word itself is still there, which falls outside the definition of diffusion. Therefore, I am reluctant to list the sentences above as examples of diffusion. In my view, they are somewhere in between amplification and diffusion, exemplifying a gap between the two.

### 3.7 TABLE 2: THE RESULTS OF THE ANALYSES

	TABLE 2	Type of Text		
		<i>L Series Texts</i>	<i>C Series Texts</i>	<i>Hope for the Kayakos</i>
Local Translation Strategies	literal translation	√	√	—
	borrowing	√	√	—
	calque	√	√	—
	transcription	√	√	—
	transposition	√	√	√
	modulation	~ <sup>18</sup>	—	√
	recognised translation	√	√	—
	amplification and reduction	—	—	√
	diffusion and condensation	√	√	√
	explicitation	—	√	√
	hyponymy and superordinate	—	—	√
	paraphrase	√	√	√
	divergence and convergence	√	—	√
	cohesion change	—	—	√
	compensation	—	—	√
	adaptation	—	—	√

<sup>18</sup> The sign ~ indicates a very low incidence.

## 4 CONCLUSION

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In the theoretical part, I investigated the translation strategies as defined by some of the most prominent translation scholars. Before I was able to address their respective classifications, however, I had to decide which terms to use as the terminology in translation differs to a great extent. Therefore, I compared the terms proposed by them and consequently found out that a difference in terminology has to be drawn on the basis of the scope of application. Having considered all the relevant options, I decided to use the terms “local strategies” and “global strategies” as they seemed most unambiguous.

I went on to compare the individual local strategies and found out that none of the classifications was identical as each of the translation scholars presented a slightly different set of strategies. Only very few of them coincided in both the terminology and scope of application. I selected those which appeared in most of the classifications and examined them further in the practical part using three types of text of the European Union, i.e. *L* and *C* series texts and *Hope for the Kayakos*. Having analysed the local strategies applied in all three types of text, I shall now go on to compare their incidences in the individual types and point out the differences.

The purpose of the *L* and *C* series texts is to convey information clearly and unambiguously. Therefore all omissions of the ST and alterations to it are out of the question. *Hope for the Kayakos*, in contrast, is meant to alert people to the fact that the rainforests are being cut down and to make them behave accordingly. Its aim is to have the same impact on the TT readership, maybe even to stir up emotions. In such a text omissions and changes occur and the ST effect is acquired by slightly different means, which is, considering the purpose of the text, in most part, justifiable. This does not mean, however, that I approve of all the changes and omissions in the TT. In my opinion, some of them were totally unnecessary, but, on the whole, the TT reflects the message of the ST and therefore serves its purpose.

This brings me to the structure of the texts. Given the purpose, the *L* series TTs copy the respective ST structure almost unconditionally, adhering to literal translation for clarity and simplicity. The *C* series TTs still follow the respective ST structure to a large extent, but literal translation as such is less common than in the *L* series. *Hope for the Kayakos* does not respect the ST structure and rejects literal translation altogether.

Moving on to the local strategies, the *L* series TTs are abundant in the local strategies which work well with literal translation and enable the clear transfer of information. These include calque, recognised translation, borrowing, and transcription. Recognised translation is used to handle the institutional names, while transcription takes care of the geographical and topographical names. Borrowing and calque are also typical of the formal texts since the texts have to be translated into a number of languages and borrowing and calque are often used to deal with the concepts that are not lexicalized in the TL.

On the whole, no dramatic changes are necessary and wanted in this type of text, which rules out the strategies such as modulation and adaptation as potential solutions to a translation problem. Since amplification/reduction adds or removes semantic features of the ST, its application would also run counter to the need of such texts.

Regarding the *C* series texts, the local strategies barely differ from those in the *L* series as the purpose of both types of text is identical.

In *Hope for the Kayakos* the translator's creativity has much room for manoeuvre for the local strategies operating both within the grammatical and the semantic area are used, which allows the translator to employ the strategies like

modulation, adaptation and even omission. Hyponymy/superordinate and synonymy are also more likely to be found in this type of text because in the formal texts they would reduce the degree of accuracy, which would be counterproductive.

Other local strategies, such as condensation/diffusion, paraphrase and transposition, occur profusely in all three types of text. As far as the type of text is concerned, these strategies are neutral. In most cases, they are required due to grammatical or lexical gaps and typological differences between the SL and TL. In other words, they are obligatory, which offers the translator no choice but to stick to the TL rules and convention and apply the relevant strategies in order to cover the inconsistencies. Transposition is a case in point as it operates on a purely grammatical level. As the typological differences between the SL and TL present problems in all types of text, transposition is a common strategy in all three types of text I analysed.

To sum up, the more formal the text is, the more rigidly it sticks to literal translation. Here literal translation relates to the whole texts as well as to specific constructions and therefore it might also be regarded as a global strategy. Given this assumption, literal translation largely determines which local strategies are likely to be applied. Unlike the formal *L* and *C* series texts, *Hope for the Kayakos* necessitates changes in the semantic area, thus demanding more complex local strategies. By means of the analyses I was able to find out which local strategies the individual types of text prefer and which local strategies occur independently of the type of text. This means that the type of text plays an important role in the choice of the translation strategy. The results of the analyses are presented in Table 2.

## RESUMÉ

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Tato bakalářská práce se zabývá překladatelskými strategiemi, jejich rolí v překladatelském procesu a využitím při překladu různých typů textu. Jejím cílem je prostřednictvím analýzy několika textů zjistit, zdali typ textu hraje důležitou roli při volbě vhodné překladatelské strategie. Pokud typ textu výběr překladatelské strategie ovlivňuje, analýza by měla nastínit, jaké překladatelské strategie jsou pro jednotlivé typy textu typické a jaké jsou naopak nepravděpodobné.

Práce je rozdělena na část teoretickou a část praktickou. V teoretické části se věnuji několika klasifikacím překladatelských strategií a v části praktické už jejich konkrétnímu využití v praxi.

Protože se překladatelská terminologie do velké míry různí, prvním bodem teoretické části je právě problematika terminologie. Zde poskytuji přehled nejčastějších termínů, které se používají k označení pojmu *překladatelská strategie*. Pro účely této práce následně vybírám termíny „lokální“ a „globální“ strategie, které podle mého názoru nejlépe odráží rozdíl ve svém zaměření. Lokální strategie se totiž aplikují na menší jazykové celky, zatímco globální strategie se využívají při překladu větších jazykových celků, případně celých textů. Tato práce je zaměřena pouze na strategie lokální.

Následně porovnávám konkrétní lokální strategie, které navrhli Vinay a Darbelnet, jejichž klasifikaci považuji za základ, Peter Newmark, Andrew Chesterman, Mona Bakerová, Gerardo Vázquez-Ayora a Joseph L. Malone. I zde se teoretikové v terminologii rozcházejí, a proto v závěru teoretické části předkládám tabulku č. 1, ve které jsou vyobrazeny jejich kompletní klasifikace lokálních strategií. Mnohé z nich se překrývají, což je v tabulce také graficky zachyceno.

V praktické části analyzuji vybrané anglické texty a jejich překlady do češtiny a zjišťuji, jaké lokální strategie byly při jejich překladu použity. K analýze jsem si záměrně vybrala rozdílné typy textu, aby se detekcí strategií v nich užitých dalo posoudit, zdali se v odlišných typech textu využívají také odlišné lokální strategie.

Texty k analýze jsem čerpala z *Úředního věstníku Evropské unie*, kde jsou dokumenty rozděleny do řady L a řady C. Řada L obsahuje právní předpisy EU. Řada

C zahrnuje ostatní informace a oznámení EU. Přestože oba typy textu jsou formální, nejsou zcela identické, což se lehce projevilo i při jejich analýze.

Do třetice jsem zvolila text neformální, aby se od předešlých dvou typů textu jednoznačně lišil. Jedná se o publikaci Evropské komise zaměřenou na ochranu životního prostředí s názvem *Naděje pro kmen Kayaků*. Publikace je psána volnější formou, téměř formou pohádky, a je určena dětskému publiku. Má tedy jiné rysy než formální texty.

V těchto třech typech textu jsem identifikovala užití lokální strategie, které jsem si vymezila v závěru teoretické části této práce. Zjistila jsem, že v překladech formálních textů, jejichž hlavním úkolem je zprostředkovat informace podané originálem v co nejpřesnější formě a znění, se daleko častěji vyskytuje doslovný překlad a strategie, které nevyžadují hlubší změnu překladu oproti originálu, např. kalk, výpůjčka či transkripce. U textů z řady C je však patrné větší odchýlení od originálu než u textů z řady L.

V publikaci *Naděje pro kmen Kayaků*, kde je překladateli dána větší volnost, se naopak uplatní strategie, které nekopírují strukturu a přesné znění originálu, ale zprostředkují obsah adekvátním způsobem pomocí jiných prostředků než originál. Překladatel tak užitím strategií jako je modulace, adaptace, kompenzace či nahrazení výrazem synonymickým, podřazeným či nadřazeným u čtenáře překladu vyvolá stejný dojem, jaký originál vyvolal u čtenáře originálu, a tím splní cíl překladu tohoto typu textu. K doslovnému překladu zde nedochází.

Vytvořily se tedy dvě skupiny strategií, z nichž každá tíhne k jinému typu textu. Do třetí skupiny spadají strategie, které nejsou vázané na typ textu, a vyskytují se tudíž ve všech typech. Důvodem je fakt, že jsou podmíněné typologickou rozdílností zdrojového a cílového jazyka, tj. angličtiny a češtiny. Překladatel zde nemá možnost volby, protože aplikace těchto strategií je podmínkou pro vytvoření koherentního textu v cílovém jazyce. Tyto strategie však překladatel ve většině případů aplikuje automaticky. Příkladem takové strategie je transpozice či difuze a kondenzace.

Výsledky analýzy v závěru jasně ukazují, že odlišné typy textu upřednostňují i odlišné strategie (viz tabulka č. 2). Lze proto s jistotou říci, že typ textu hraje důležitou roli při volbě efektivní překladatelské strategie.

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## ABSTRACT

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The thesis investigates the classifications of local translation strategies drawn up by the key translation scholars. It reflects the differences in their approaches to the issue and different terminology. Some of the previously defined local strategies are subsequently identified in three different types of text of the European Union. The analyses of the texts in terms of the local strategies shows whether the incidence of the individual strategies is influenced by the type of text and which strategies are typical of each of the three different types of text that I analysed.

**Key Words:** translation process, translation terminology, translation strategies, local strategies, global strategies, modulation, transposition, adaptation, compensation, calque, equivalence, text analysis, type of text

## ANOTACE

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Tato bakalářská práce je zaměřena na klasifikace lokálních překladatelských strategií, které sestavili jedni z nejvýznamnějších teoretiků překladu. Dále poukazuje na jejich rozdílné přístupy k dané problematice a terminologické nesrovnalosti. Některé ze zkoumaných lokálních strategií jsou následně vyhledány ve třech rozdílných typech textů Evropské unie. Analýza textů dokládá, zdali typ textu ovlivňuje využití jednotlivých strategií a jaké strategie jsou pro tři odlišné typy textů, které jsem analyzovala, typické.

**Klíčová slova:** překladatelský proces, překladatelská terminologie, překladatelské strategie, lokální strategie, globální strategie, modulace, transpozice, adaptace, kompenzace, kalk, ekvivalence, analýza textu, typ textu