

Professional vs Computer-aided Translation: A Comparison

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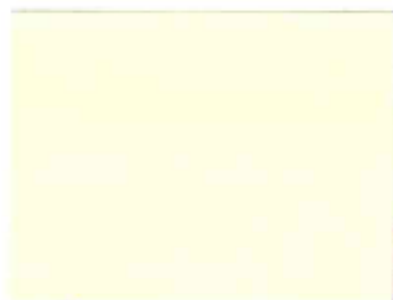
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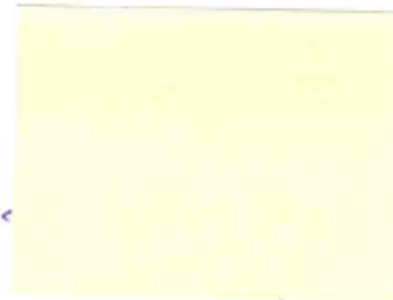
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ABSTRAKT

Nástroje CAT sú dnes považované za bežné prekladateľské pomôcky. Ich cieľom je proces prekladu urýchliť, zjednodušiť a poskytnúť prekladateľovi pomoc. Bakalárska práca sa zaoberá komparáciou dvoch odlišných prekladov troch rôznych textov z platformy TED. Jeden z prekladov bol zhotovený profesionálnymi prekladateľmi, zatiaľ čo druhý preklad bol zhotovený pomocou programu na počítačom podporovaný preklad MateCat. Cieľom bakalárskej práce je odhaliť nedostatky počítačom podporovaného prekladu, ale taktiež aj jeho výhody. Práca je rozdelená do dvoch hlavných častí. Prvá - teoretická časť práce prezentuje vybrané metódy a techniky uplatňované v prekladateľskom procese a zameriava sa na problémy, ktoré sa pri preklade vyskytujú na gramatickej a lexikálnej rovine. Druhá časť bakalárskej práce analyzuje a interpretuje vybrané prekladateľské riešenia z uvedených textov. V tejto časti práce je uplatnená analyticko-interpretácia metóda. Následnou komparáciou vybraných prekladateľských riešení je poukázané na rôzne chyby a nedostatky, ktoré boli identifikované buď v profesionálnom, alebo v počítačom podporovanom preklade.

Kľúčové slová: počítačom podporovaný preklad, TED, TED Talk, TED-Ed, MateCat, profesionálny prekladateľ, porovnanie, prekladateľská analýza

ABSTRACT

CAT tools are nowadays considered to be common translation aids. They aim to speed up and simplify the translation process, as well as assist the translator. The bachelor thesis focuses on the comparison of two different forms of translation of three chosen texts from TED. One translation was realized by a professional translator, while the other one was created through a computer-aided translation tool MateCat. The aim of the bachelor thesis is to discover the shortcomings of computer-aided translation but also its advantages.

The thesis is divided into two main parts. The first - theoretical part of the thesis discusses translation methods and techniques applied in the translation process and focuses on problems that occur in translation on the grammatical and lexical level.

The second part of the bachelor thesis analyzes and interprets selected translation solutions from the selected texts. This part of the thesis applies the analytical-interpretative method. The subsequent comparison of selected translation solutions points to various errors and shortcomings which have been identified in either professional or computer-aided translation.

Keywords: Computer-Aided Translation, TED, TED Talk, TED-Ed, MateCat, professional translator, comparison, translation analyses

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I hereby declare that the print version of my Bachelor's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

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INTRODUCTION

In today's day and age of globalization and internationalization, the need for fast and high-quality translation, especially of non-literary - factual texts, comes to the forefront in international communication. CAT tools were created by exploring the possibilities of linking languages and technology that would simplify the translation process as well as make it more efficient. Nowadays CAT tools are an integral part of the translation practice, which has gradually shown that translators do not need a replacement for themselves in the form of technology, but rather help with their work. The ability to use CAT tools is now seen not only as a contribution to translation skills but also as a necessity without which a translator would not succeed in the marketplace. The aim of this bachelor thesis is to analyze and compare a professional translation and a translation, which was created through a CAT tool of two TED Talks and one TED-Ed video. The focus is to discover the shortcomings of computer-aided translation but also reveal its advantages.

The first chapter focuses on the general translation theory and what can be considered a translation. In the beginning it introduces the reader to the concept of source and target languages as well as source and target texts. Afterward, it moves onto the different types of translations such as the intralingual, interlingual, and intersemiotic translation. Lastly, the chapter describes the translation techniques, which will later be used in the analysis of the selected texts.

The second chapter focuses on translation problems. There are two main sub-chapters; the first one focuses on the equivalence at the lexical level (meaning the problem at and above the word level) and the second one discusses the problems of equivalence at the grammatical level. Problems such as the translation of idioms and collocations are covered in the first sub-chapter and when dealing with the equivalence at the grammatical level problems of gender, passive voice, and formal and informal way of addressing are tackled.

The third chapter covers the history of TED. It describes its development from when it was established in 1894 to becoming a global sensation. Furthermore, it explains the essence of TED Talks and TED-Ed videos. It covers what TED Talks and TED-Ed videos are and what are their typical features.

The focal point of the last chapter from the theoretical part of my thesis deals with computer-aided translation. It covers the invention and development of CAT as well as the different types of computer-aided translation such as Machine-Aided Human Translation and Human-Aided Machine Translation. Moreover, it explains what translation memory

tools are and how they function. Last but not least, the chapter discusses MateCat, which is a CAT program I have chosen for the purpose of this thesis. It describes in detail how it is used and what all of its offered features are.

The analytical part of this thesis consists of two chapters. The fifth chapter discusses the synopsis of each of the individual texts so that the reader can better understand the problems, which are later shown and analyzed. The sixth chapter contains all the individual examples chosen from the specific TED Talks and the TED-Ed video, their analyses, and comparisons between Translation 1 (T1) which is the professional translation, and Translation 2 (T2) which is the translation created through MateCat. I expect the professional translation (T1) to be of higher quality, taking more contextual circumstances into consideration, with MateCat (T2) being more literal and less creative.

The focus is to discover the shortcomings of computer-aided translation but also its advantages. This bachelor thesis is written in the hopes of helping future translators look out for and avoid specific problems when it comes to working with CAT tools as well as translation in general.

I. THEORY

1 GENERAL TRANSLATION THEORY

Translation is the activity or a process of taking the ideas from the source language (SL) and changing them into words of the target language (TL) which mean the same thing so as not to change the meaning of the original text in the translated form. In other words, translation is a product of the process of decoding and coding of a language. In Bassnett (2003, 24–25) Nida’s model of translation (Figure 1) illustrates the stages of this process of decoding and coding of a language.

Figure 1: Model of translation by Eugen Nida



Source: Adapted from Bassnett (2003, 24–25)

Although there are many different types of translation, e.g. technical translation, scientific translation, literary translation, financial or legal translation, the main idea behind any kind of translation is as described by Bellos (2011, 109) “to make the source available to those readers of the target text who do not know the source language”.

Bellos also talks about how Douglas Hofstadter showed that no two translations of the exact same text are the same (2011, 8–9). That is what fascinates me about translation the most. You can give a sample text to a hundred translators and every single translation will be different and unique. Although, as Winter in Viličkovský points out, an absolutely accurate translation does not exist (1984, 20).

1.1 Source and Target Texts VS Source and Target Languages

The basic explanation of translation is that a source text, which is the original text written in the source language, is meant to be translated into a different language. A target text (TT), on the other hand, is an already translated text written in the target language (TL). Munday (2012, 28) discusses the source text and target text as follows: “The process of translation

between two different written languages involves the changing of an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).”

There are three different text types:

- Informative,
- operative,
- expressive (Munday 2012).

Informative ST is a logical and content-focused text. It is any type of text that is descriptive and gives information to the reader, for instance: birth certificates, magazines, diplomas, etc. According to Munday (2012, 115) operative ST is dialogic and appellative-focused it also has an appealing and persuading function. Examples of operative texts are advertisements, political speeches, or sermons. Expressive source texts are aesthetic and form-focused. They can be labeled as literature as they describe events artistically, e.g., novels, plays, short stories, etc.

The rules valid for TT and ST also apply to SL and TL. The target language is the language being translated into whilst the source language is the language being translated from. The SL is usually the translators’ second language and the TL is their first.

1.2 Types of Translation

In his essay “On Linguistic Aspects of Translation” Roman Jakobson introduces and explains three different types of translation. He talks about distinguishing three ways of interpreting a verbal sign: “It may be translated into other signs of the same language, into another language, or into another, nonverbal system of symbols” (1966, 233). He then proceeds to label these different translation types as:

1. Intralingual translation
2. Interlingual translation
3. Intersemiotic translation

1.2.1 Intralingual Translation

This type of translation is also known and referred to as rewording. Jakobson describes it as “an interpretation of verbal signs by means of other signs of the same language” (1966, 233). In other words, intralingual translation is done within the same language and uses synonyms to adapt the text accordingly. For instance: apartment – flat, subway – tube, quid – pound.

1.2.2 Interlingual Translation

Interlingual translation is described by Jakobson as “an interpretation of verbal signs by means of some other language” (1966, 233). According to him only this category of translation is deemed a proper translation. This sort of translation is done from one language into another, hence being classified as proper. Examples of such translations are book – kniha [book], table – stôl [table], or carpet – koberec [carpet]. This is also the type of translation this bachelor’s thesis is focused on.

1.2.3 Intersemiotic Translation

The last type of translation to be described is intersemiotic translation, also referred to as transmutation. Jakobson states that it is “an interpretation of verbal signs by means of signs of nonverbal sign system” (1966, 233). This type of translation is usually done with music, dancing, or images, e.g., Pyotr Ilyich Tchaikovsky composed an orchestral work named *Romeo and Juliet* and therefore created an intersemiotic translation of the play written by William Shakespeare. He translated *Romeo and Juliet* from words to music.

1.3 Translation Techniques

In this sub-chapter, the different translation techniques will be explained. If possible, examples will be provided from the analyzed texts; if not, general examples will be provided for a better understanding of each technique. The following translation techniques were first introduced by Vinay and Darbelnet in their work *Stylistique compare du français et de l’anglais* in 1958. They defined seven basic procedures operating on three levels of style: lexis, morphology and syntax, and message. These seven translation techniques were classified as literal or oblique in order to correspond with their distinction between literal and oblique translation (Molina and Hurtado Albir 2002).

Literal translation can only occur if the source and target language are very close to each other (e.g. Czech and Slovak). In order to carry out a literal translation, there has to be an exact lexical, morphological and structural equivalence between the source language and the target language. Literal translation procedures include:

1. Borrowing

Occurs when we take a word directly from the source language and use it in the target language without translating it (e.g. *Spoiler*: I was wrong – *Spoiler*: Mýlila som sa).

2. Calque

Occurs when a foreign word or a phrase is translated and incorporated into another language (e.g. skyscraper – mrakodrap [cloud-tearer]).

3. Literal translation

Word-for-word translation (*we think outside the box* – *myslíme mimo krabice*)

The following are the oblique translation procedures:

4. Transposition

A shift of word class, e.g. a verb for a noun or a noun for a preposition (e.g. *a nightgown* – *večerné šaty*; the noun *night* is transformed into the adjective *večerné* [evening])

5. Modulation

The shift in the point of view; unlike transposition this is a shift between cognitive categories (e.g. In a single *cubic foot* – *V 0, 03 metra kubického* [0.03 cubic metre])

6. Equivalence

Having to say something in completely different words mostly used when translating idioms, movie titles (e.g. *we think outside the box* – *myslíme mimo vytýčených hranic* [we think *outside the set boundaries*])

7. Adaptation

A cultural shift; when something specific in one culture is translated into another that does not have the right equivalent. (e.g. *baseball* for the Americans, *football* for the English, and *hockey* for the Canadians) (Molina and Hurtado Albir 2002).

These techniques help translators make the translation sound more natural in the TL but also help to make the translation process much quicker and easier.

1.4 Translation Methods

Newmark (1988, 81) states that there is a difference between translation methods and translation procedures (techniques). He explains that translation methods relate to whole texts and what is used for sentences and the smaller units of language are the translation procedures. Afterward, he proceeds to define and describe the individual methods as followed:

1. Word-for-word translation

This translation occurs when the word order from the source language is preserved and the words are one by one translated into the target language. Using the common meanings of the words out of context

2. Literal translation

In literal translation, the words are translated one by one just like in word-for-word translation. With this method, the grammatical structures of the source language are simply converted to their nearest equivalents in the target text.

3. Faithful translation

Faithful translation strives to replicate an accurate contextual meaning of the source text within the restraints of the grammatical structures in the target language.

4. Semantic translation

This method is very similar to faithful translation with only one exception. This method takes into account the aesthetics of the source text. Compared to faithful translation, which is quite strict and inflexible, the semiotic translation is very adaptable.

5. Adaptation

It is a very free form of translation. Mainly used for plays. Therefore, the only aspects of the target text which are preserved are the characters, plot, and themes. The culture in the source language is adapted to the target language and the rest of the text is simply rewritten.

6. Free translation

Reproduces the matter without the manner. It is mostly a paraphrase (intralingual translation) which is often much longer than the original text.

7. Idiomatic translation

With this method, the general idea of the original text is preserved. The method uses a lot of collocations and idioms in the target language which do not exist in the original language. Therefore, the meaning of the original text is slightly modified in the target text.

8. Communicative translation

Communicative translation attempt to keep the contextual meaning of the original text in the target text while the target text is understandable by the reader (Newmark 1988).

Unlike deciding between the translation techniques, which change depending on the situation, the translator should choose a translation method at the beginning of the translation process and use it throughout the whole process. Making the right choice can be difficult. In the end, it depends on how much similar the translator wants the source text and target text to be.

2 TRANSLATION PROBLEMS

According to the Macmillan dictionary (2009), the general meaning of equivalence is “a situation in which two things have the same size, value, importance or meaning.” When applied to translation, equivalence is the similarity between one word from the source language and another word from the target language. Therefore, a translation equivalent is the corresponding word in a different language. Since this thesis focuses on translation, I specify the details of the equivalence on both lexical and grammatical levels. This chapter briefly covers the central issue of equivalence, or rather the lack of in translation.

When dealing with equivalence, two scenarios may occur. The equivalence either exists or it does not. When equivalence does exist, it can be in a partial form (*bagel - žemľa*), complete form (*bone marrow – kostná dreň*) or there are more equivalents for the given SL word (*íst’ – go, take, ride*).

On the other hand, when there is no equivalence, we can either try and describe it or use the translation techniques and methods such as borrowing, literal translation, or calque which were mentioned in the first chapter of this thesis to fill in the blank.

2.1 Equivalence at Lexical Level

In order to create a high-quality translation, one needs to focus on words, which are the smallest units of language capable of standing on their own (Bolinger and Sears 1981, 43).

When we think about equivalence in translation the first thought which some people may have is the process of simply finding words of the same meaning from the SL in the TL. However, Baker (1992, 11) shows us that there is no such thing as a one-to-one relationship between word and meaning. She provides the following examples:

1. *tennis player* is written as one word in Turkish: *tenisçi*
2. *if it is cheap* as one word in Japanese: *yasukattara*
3. but the verb *type* is rendered by three words in Spanish: *pasar a maquina*

Due to the previously mentioned facts, I can now focus on some of the different types of non-equivalence and how to deal with them not only on the word level but also above it.

2.1.1 Translating Idioms

An idiom can be described as a fixed formation of words or as a “frozen pattern of language” (Baker 1992, 63). When translating idioms there is a certain shift, which occurs in the translation process. The Slovak idiom *chodit’ okolo horúcej kaše* is a perfect example. When translated literally into English, the sentence:

Prestaň chodiť okolo horúcej kaše.

becomes

Stop walking around the hot porridge.

Such translation is inaccurate and can be confusing for a target reader. If the context is not denoted for this kind of action, then the sentence is incomprehensible and meaningless in the target language. The English idiom which most accurately corresponds with the Slovak one is *to beat around the bush*. Hence, the correct translation of the sentence is: *Stop beating around the bush*. Due to the fact that there is a corresponding idiom both in English and in Slovak which represents the idea of avoiding something, one idiom is replaced by the other. Or, as Bassnett (2003, 45) states, “the SL phrase is replaced by a TL phrase that serves the same purpose in the TL culture, and the process here involves the substitution of SL sign for TL sign.”

2.1.2 Translating Collocations

Words usually occur accompanied by other words. Baker (1992, 14) defines collocations as “semantically arbitrary restrictions which do not follow logically from the propositional meaning of a word.” In other words, collocations are phrases or clusters of words that co-appear in a certain language regularly and yet do not necessarily make sense if analyzed separately, e.g. pay a visit, make the bed, take a risk, etc.

If the collocations in the SL do not exist in the TL, the translator needs to transfer the collocation and then add a functional, descriptive term because they do not have the authority to devise their own neologisms (Newmark 1988).

2.1.3 Translating Proper Names

Newmark (1988, 70) states that proper names are words which usually have one meaning with the exception of trademarks, brands, and other names, which can carry multiple meanings. They usually indicate objects or people. When translating proper names, the translator needs to do thorough research because in the TL there is usually no equivalence for them. When translating proper names translators are faced with the predicament of naturalization and domestication. They need to decide whether to stay as faithful as possible to the proper name from the source text or make it familiar for the reader.

2.2 Equivalence at Grammatical Level

The two levels of grammatical equivalence are morphology and syntax Morphology is a study of the structure and form of words. Syntax focuses on the grammatical structure of

sentences and clauses. Grammatical equivalence studies characteristics such as grammatical gender, the use of T and V forms, or passive constructions. Since English and Slovak are genetically unrelated languages, they differ immensely in these aspects. When comparing the grammar systems of English and Slovak, one of the most momentous differences is the concord of Slovak nouns and verbs in gender and number. As I have noticed this is also one of the biggest pitfalls of CAT. Due to this phenomenon, the verb takes on the equivalent endings resulting in possible information changes. This chapter will discuss the three following categories of equivalence at the grammatical level: passive voice, gender, and formal and informal way of addressing.

2.2.1 Passive Voice

The passive voice is very common in the English language. This can cause problems for a translator since the Slovak language does not use the passive voice as often as English. Voice defines the relationship between a verb and a subject. “In active clauses, the subject is the agent responsible for performing the action. In passive clauses, the subject is the affected entity, and the agent may or may not be specified, depending on the structures available in each language” (Baker 1992).

Example:

Active voice: My dad renovated our house because it was very old.

Passive voice 1: The house was renovated because it was old.

Passive voice 2: The house was renovated by her dad because it was old.

In the second passive voice sentence, the agent is specified. This is an uncommon formulation of the passive voice in English. The structure illustrated in the first passive voice sentence, where the agent is not stated, is much more frequent in the English language.

2.2.2 Gender

In many languages (e.g. Spanish, French, Czech, Slovak, Arabic, etc.) gender is distinguished by the endings of the nouns, verbs, and adjectives e.g. *hrála sa doma – She played at home*. In order to express gender in English the pronoun *she* has to be used whereas in Slovak we simply need to add the suffix *-a* to the verb *hral* [played]. “This distinction applies to nouns which refer to animate being as well as those which refer to inanimate objects” (Baker 1992).

Nouns, verbs, and adjectives can either be feminine or masculine. The grammatical category of gender as such does not exist in English. However, there are some cases when English distinguishes between feminine and masculine. Sometimes different nouns and

adjectives are used to refer to a female or a male. Examples of some nouns which differentiate between feminine and masculine nouns respectively: cow and bull, actor and actress, mare and stallion, waiter and waitress, doe and stag, etc. The same phenomena occur with adjectives e.g. feminine = beautiful, masculine = handsome. However, these are just some exceptions in the English language. If we were to use the noun *doctor* and the adjective *successful* we would have to use pronouns to differentiate whether the person we are talking about is female or male, unlike in the Slovak language.

Je *úspešná lekárka*. [Is successful (fem) she-doctor.]

She is a *successful doctor*.

2.2.3 Formal and Informal Way of Addressing

The Slovak language differentiates between a formal and informal ways of addressing someone. Slovak uses V-form (*vykanie*) to address someone in a formal way and T-form (*tykanie*) to address someone in an informal way. English does not differentiate between these two ways of addressing someone. Therefore, this may pose a significant problem for the translator. Since the English language only uses the word *you* to express both the formal and informal way of addressing someone, it may be very difficult for the translator to decide when to use the formal way of addressing someone and when it is acceptable to address someone informally. They need to make a decision based on the context of the text. However, good and accurate translation depends on the sense of the language the translator has.

3 TED

For the purpose of this bachelor thesis, I have decided to focus on the TED platform. TED stands for Technology, Entertainment, and Design. It is a non-profit organization that was developed to spread ideas through short and powerful talks. Their slogan is “Ideas worth spreading”. It was co-founded by Richard Saul Wurman and Harry Marks in 1984. The first conference focused on technology, entertainment, and design, hence the name of the organization. It has been held annually since 1990 (Cadwalladr 2005). Although the organization has evolved dramatically, it became a global sensation and nowadays covers almost all topics – from science to business to global issues – in more than 100 languages (TED Conferences: Our Organization).

TED is a global community. They welcome everyone who desires a better understanding of our world. Their mission is to spread ideas and ultimately change the world. “We believe passionately in the power of ideas to change attitudes, lives, and ultimately the world“ (TED Conferences: Our Organization). The platform provides a space for everyone around the globe to gain a better understanding of the world’s biggest issues, in order to create a better future.

3.1 Ted Talks

TED conferences are held throughout the world. The speakers for the TED conferences are selected by their curatorial team who identify and investigate ideas and innovations that matter (TED Conferences: Conferences).

TED Talks are short presentations of the speakers’ “great and well-formed ideas.” TED has a rule that the talks cannot be longer than 18 minutes. “This short talk model works, since it only demands the audience’s attention for a short period of time, decreasing the chance of mind wandering or daydreaming about lunch” (TED Conferences: What is a TEDx Talk?). When people have a compelling idea to present they usually do not need more than 5 minutes. The TED platform defines a great and well-formed idea as having one of the two characteristics:

1. Something that is new and surprising; an idea or invention that your audience has never heard about.
2. A great basic idea (that your audience has maybe already heard) with a compelling new argument behind it that challenges beliefs and perspectives.

3.2 TED-Ed Videos

TED-Ed is a youth education initiative created by TED Conferences. This platform provides a space for teachers to spread their knowledge. They can create individual lesson plans, helping curious students around the globe (TED Conferences). Over 650,000 teachers are a part of TED-Ed's global network.

TED-Ed's original content is their TED-Ed Animations, which are short, award-winning animated videos about ideas and research that spread the curiosity of learners everywhere (TED Conferences). Each one of these videos is a collaboration between experts from particular fields such as scientists, historians, directors, animators, academic researchers, and even TED speakers but most importantly teachers.

Any teacher can create their own lesson. To do that, they need to create a TED-Ed account and choose the video they want to use for their lesson (they can either customize a TED-Ed animation, select from their video search page, or use a YouTube link). The TED-Ed team works with the educators, reviews the lessons, and make sure that they are less than 10 minutes long (TED Conferences).

4 COMPUTER-AIDED TRANSLATION

Computer-aided translation (CAT) sometimes, also referred to as machine-assisted translation (MAT) occurs when a human translator uses a software to assist them in the translation process. The translation itself is created by a human, however, some aspects of the process are done by the software. CAT can be further divided into two categories.

1. **Machine-Aided Human Translation (MAHT)** – a human activity which involves a computer-based tool (Somers 2003).
2. **Human-Aided Machine Translation (HAMT)** – a computer-driven activity which requires the assistance of a human operator (Somers 2003).

For the purpose of this bachelor these I have decided to focus on the Human-Aided Machine Translation. What it offers and what are its advantages and disadvantages.

4.1 Translation Memory Tools

Translation memory (TM) is a tool that allows the storage of previously translated texts and then easily consult them for potential reuse (Bowker and Fisher 2013). It was first proposed in the 1970s but was not available until the 90s. Nowadays it is one of the most significant computer-based aids for translators.

For the purpose of the thesis, I chose a CAT tool named MateCat. This stands for *Machine Translation Enhanced Computer Assisted Translation*. It is a free and open-source online computer-aided translation tool (MateCat: About MateCat). When a new file is uploaded into the MateCat program it is divided into segments (usually one segment equates one sentence) and then the software compares each segment with previously translated documents which the program has stored. Each segment is run through the database of previously translated documents and if the software finds any matches it offers them to the translator. There are many different types of matches when it comes to TM (Table 1). MateCat has the largest translation memory in the world with more than 12 billion words (MateCat: Main Benefits).

Table 1: Types of matches in TM

Exact match	A segment from the new text is identical in every way to one in the TM database.
Full match	A segment from the new text is identical to one in the TM database save for proper nouns, dates, figure, etc.

Fuzzy match	A segment from the new text has some degree of similarity to a segment stored in the TM database. Fuzzy matches can range from 1% to 99%, and the threshold can be set by the user. Typically the higher the match percentage, the more useful the match; many systems have default threshold between 60% and 70%.
Sub-segment match	A contiguous chunk of text within a segment of the new text is identical to a chunk stored in the TM database.
Term match	A term found in the new text corresponds to a termbase entry in the TM system's integrated terminology management system (TMS)
No match	No part of a segment from the new text matches the contents of the TM database or termbase. The translator must start from scratch; however, the new translation can itself go into the TM for future reuse.

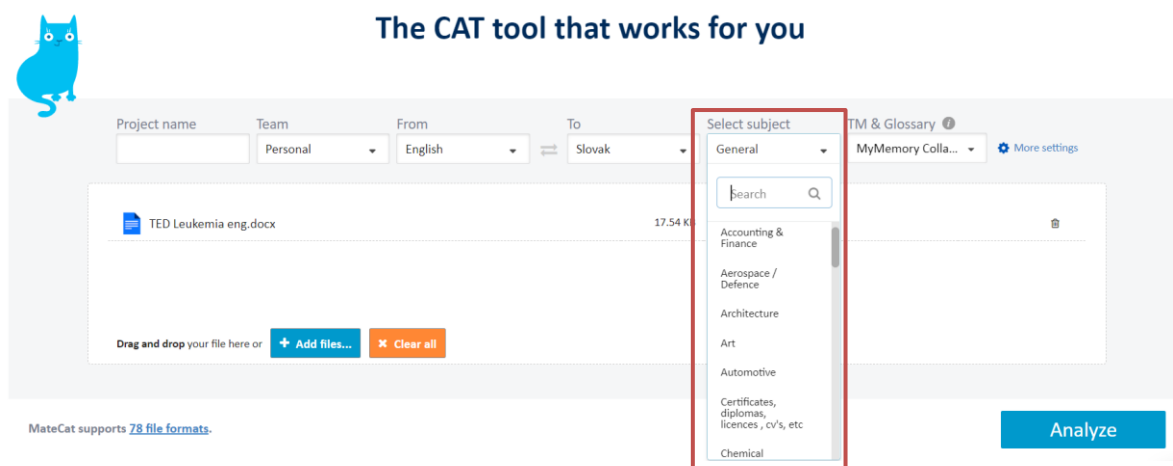
Source: (Bowker and Fisher 2013)

4.2 MateCat

MateCat is a free online-based CAT tool, more specifically a HAMT tool. Since it is one of the focuses of this thesis, a thorough explanation of its usage is necessary.

What in my opinion differentiates it from other CAT tools is that it is possible to choose from a wide range of topics depending on what the ST is about (Figure 2). It offers options from any field from Art to Medicine or Science. Therefore, the document will be compared to documents from the same field and suggest more accurate TM matches.

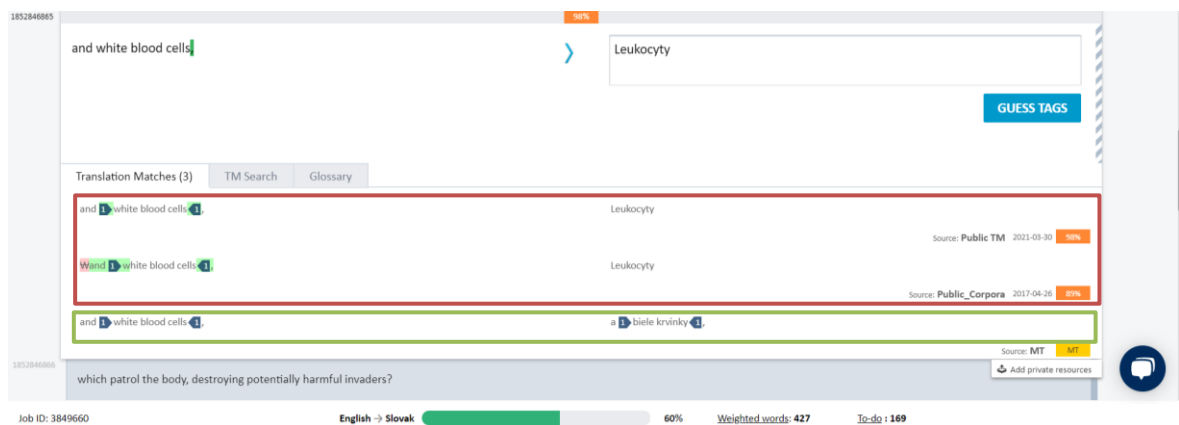
Figure 2: Layout of the introductory page of MateCat



(Source: matecat.com)

After the file has been uploaded and the SL, TL, and subject of the translation have been chosen, the program analyses the text. It divides it into individual segments. On the left-hand side, there is the original text. On the right-hand side, there is the translation section and underneath each segment, there is the translation memory section which suggests multiple choices of translation. In the example I have provided (Figure 3) we can see that MateCat offers different types of translation from the TM database of the phrase “white blood cells”. The first one (red) is the correct medical term for white blood cells in Slovak “leukocyty”. The second offered translation (green) is a word-for-word translation “biele krvinky”.

Figure 3: Layout of the translation page



(Source: matecat.com)

Human-aided machine translation is much less time-consuming than computer-aided human translation. Since this software offers very accurate suggestions of the translations from the translation memory the translator does not need to spend as much time on the translation process as they would have needed if they were using a CAHT tool. Because the computer offers or creates most of the translation, there is a smaller chance of spelling mistakes.

II. ANALYSIS

5 SYNOPSIS OF THE TRANSLATED TEXTS

In this chapter, I summarize the individual texts chosen for the purpose of this thesis. The reader will thus be familiar with the context of the texts and therefore have a better understanding of the individual mistakes that will be pointed out and analyzed in the next chapter of the thesis.

5.1 Text 1: “*Failing at Normal: An ADHD Success Story*”

The TED speaker is Jessica McCabe. She is an actress, writer, and YouTuber. The mode of the talk is educational and the theme is dealing with ADHD. The talk contains simple diction and many rhetorical devices. The text starts *ab ovo* because she begins her talk by introducing the audience to her childhood and past experiences.

She was highly intelligent as a child. However, as she got older and needed to be more responsible, she started struggling. In middle school, she was diagnosed with ADHD and was put on stimulant medication. The medication worked and made a huge difference in her life, but it did not last. After experiencing many failures, she tried to research different methods of how to manage ADHD. Along the way she started a YouTube channel and got the opportunity to work with experts, doctors, and other individuals with ADHD from around the world. She uses the platform to spread awareness and help people manage their life with ADHD.

5.2 Text 2: “*What is Leukemia*”

The text is a TED-Ed video, i.e., an online lesson, unlike the first and third texts, which are classified as TED Talks. The educators who created this lesson are Dania Puggioni and Danilo Allegra. The mode of it is medical and educational and the theme is to explain what leukemia is. Since TED-Ed videos are created to educate people in a simpler way, the video contains simple diction and does not contain many rhetorical devices like metaphors or idioms. It starts *ab ovo* and has a present narrative.

The lesson provides a thorough explanation of how leukemia works: from damaged cells, which replicate uncontrollably, in the bone marrow through chemotherapy and finding donors to bone marrow transplants.

5.3 Text 3: “*Are Mushrooms the New Plastic?*”

The speaker in the last TED Talk chosen for this thesis is Eben Byer. He is a scientist, environmental activist, and founder of Ecovactive LLC. The mode of the talk is scientific

and educational and the theme is to introduce people to alternative materials to plastic. The text is about finding alternative materials to plastic. In opposition to the first two selected texts, this talk contains complex diction.

Byer begins his talk with the topic of Styrofoam. He explains that it is extremely toxic and requires a huge amount of energy to be created. He explains that there is no biological compatibility, therefore it clogs up the respiratory and circulatory systems of the Earth.

Afterward, he introduces the audience to one of the alternatives he and his team found. They have been experimenting and studying mushrooms, more specifically a part of the mushroom which is called mycelium. They discovered that they can grow materials similar to Styrofoam.

Since their products are created as agricultural by-products, they are one hundred percent compostable.

6 PROFESSIONAL VS CAT TRANSLATION

In this chapter, I focus on individual examples chosen from the selected TED Talks. I provide an analysis of the two different translations. The professional translation is referred to as Translation 1 (T1) and the translation created through a CAT tool is referred to as Translation 2 (T2).

6.1 Lexical and Grammatical Level

6.1.1 Idioms

(1) Source text: We not only **think outside the box** we're often not even aware that there is a box.

Translation 1: **Myslíme mimo vytýčených hraníc** často si ani neuvedomujeme, že hranice existujú. [we think outside of demarcated lines]

Translation 2: **Myslíme nie len mimo krabicu** často si ani neuvedomujeme, že nejaká škatuľa existuje. [we think not only out of a box]

The ST contains a very common English idiom. However, Slovak does not have an idiom equivalent which would match the English one. The translator in T1 made an excellent choice and decided to describe the general idea of the English idiom in Slovak. Unfortunately, T2 translation is incorrect because it is a simple word-for-word translation of an idiomatic phrase which is not established in Slovak and thus cannot be used when dealing with phenomena like idioms.

(2) Source text: Then you actually grow mycelium through these particles, and that's **where the magic happens** because the organism is doing the work in this process, not the equipment.

Translation 1: Potom necháme mycélium prerásť tieto častice, **a práve tu sa odohráva tá mágia**, [and here is where the magic happens] pretože v tejto fáze pracuje organizmus a nie zariadenie.

Translation 2: Potom v skutočnosti pestujete mycélium cez tieto častice, **a to je miesto, kde sa kúzlo stáva**, [and this is the place where the spell happens] pretože v tomto procese nie je zariadenie ale organizmus.

T1 opted for the Slovak free-word equivalent of this commonly used English idiom. T2 failed to capture the actual meaning of the idiom. T2 translated the idiom loosely and therefore, incorrectly. Moreover, it placed the words in an unnatural word order, which is the actual copy of the English word order, but not a naturally occurring order in Slovak.

6.1.2 Collocations

(3) Source text: I **spaced out** in class.

Translation 1: Na hodinách som **bola často mimo**. [In the classes I was often out]

Translation 2: V triede som sa **rozložila**. [In classes I decomposed]

In the case of *spaced out*, the professional translator opted for a Slovak collocation *byť mimo*. The CAT translation is incorrect and does not make sense because the literal translation of the word *rozložila* is *decompose* or *unfold*, which is not an expression used in Slovak in such situations. It is only used in the physical sense of rotting. T1 opted for a natural collocation, which is the only correct choice in this case.

(4) Source text: And whether you decided **to walk, or drive, take a taxi, or ride a bike**, that decision was made by your brain.

Translation 1: Či už ste sa rozhodli **ísť pešo**, [go on foot] **autom**, [go by car] **taxíkom** [go by taxi] **alebo ísť na bicykli**, [or go by bike] toto rozhodnutie urobil váš mozog.

Translation 2: A či už ste sa rozhodli **kráčať, šoférovať, vziať si taxík alebo jazdiť na bicykli**, [to walk, drive, take a taxi or ride a bike] toto rozhodnutie urobil váš mozog.

In this first example, we can see that the translation offered by the CAT tool (T2) is a literal translation which does not work in this case. The Slovak word *ísť* [go] has multiple equivalences in the English language. Although, *Jazdiť na bicykli* [ride a bike] is a correct phrase it has a different meaning than, *ísť na bicykli* [go on bicycle]. *Jazdiť na bicykli* [ride a bike] is a permanently repeated activity whereas *ísť na bicykli* [go on bicycle] is a one-time activity which is required to get from point A to point B. If we were solely looking at the translation of the highlighted words (*to walk* = *kráčať*, *drive* = *šoférovať*, *take a taxi* = *vziať si taxík*, *ride a bike* = *jazdiť na bicykli*) the translations are correct. However, when we

focus on the whole context of the sentence the phrases do not fit into the sentence. They do not sound natural. Even though a Slovak-speaking person will understand the CAT translation perfectly it is quite clear it was not translated by a native speaker. The highlighted phrases need to be used in connection with the verb *ísť* [go] in order to correctly express what the ST suggests.

In chapter 1.3 I talked about the translation by calque. The phrase *take a taxi* translated as *vziať si taxík* [take a taxi] is a perfect example of this. T2 display an incorrect translation of this calque due to simply translating it word-for-word whereas T1 provided the correct equivalent in Slovak *ísť taxíkom* [go by taxi].

(5) Source text: If you do have ADHD, **welcome to the tribe.**

Translation 1: Ak máte ADHD, **vitajte v kmeni.** [welcome to the tribe]

Translation 2: Ak máte ADHD, **vitajte v klube.** [welcome to the club]

The professional translation used literal translation. T1 is a case of a calque, while T2 adopted the language to a more frequently used phrase. T1 is not an incorrect translation but this collocation is not used in day-to-day Slovak. The CAT translation used a correct Slovak equivalent of the collocation which is well known and frequently used.

(6) Source text: I say far less because 10 percent **isn't going to cut it.**

Translation 1: Hovorím omnoho menej, pretože 10 % **nestačí.** [is not enough]

Translation 2: Hovorím oveľa menej, pretože 10 percent **to neškrtne.** [is not going to cross it out]

The professional translator in Translation 1 chose the correct Slovak equivalent for the English collocation unlike the CAT tool in Translation 2 which opted for a literal translation, resulting in an incoherent sentence.

6.1.3 Proper names

(7) Source text: I almost called it “**How Not to ADHD**” because that was about all I knew at the time

Translation 1: Skoro som ho nazvala: “**Ako nebyť ADHD**” [How Not to be ADHD] pretože to bolo všetko, čo som vtedy vedela.

Translation 2: Takmer som ho nazvala “**How Not to ADHD**” pretože to bolo vtedy to jediné čo som poznala.

This example illustrates the translation of proper names. In T1 the name of the YouTube channel has been translated whilst T2 chose otherwise. In other cases, (e.g., names of shops or brands) I would argue that the proper names should not be translated. However, in this particular scenario, the translation was needed. Since TED Talks are viewed by many people, some of whom do not understand English, the name of the channel has to be translated in order for such people to understand the context of the sentence.

(8) Source text: I never made it to USC

Translation 1: Na USC sa mi nepodarilo dostať.

Translation 2: Na **Univerzitu v južnej Kalifornii** [University of Southern California] som sa nikdy nedostala.

Translation of proper names is one of the biggest problems in translation. We need to make sure that the person reading the TT can fully understand what the speaker is talking about. In this case, the source text provided us with an abbreviation USC. The viewers from the United States would know that this stands for the University of Southern California. The professional translator in T1 chose to preserve the abbreviation which is, however, not a well-known lexical item in the Slovak language. Therefore, I prefer translation 2 which provides the full name of the institution instead of an abbreviation.

(9) Source text: The EPA estimates, in the United States, by volume, this material occupies 25 percent of our landfills.

Translation 1: EPA (úrad pre ochranu životného prostredia) odhaduje, že v USA podľa objemu tento materiál zaberá 25% našich skládok.

Translation 2: Podľa odhadov EPA v Spojených štátoch tento materiál zaberá 25 percent našich skládok.

This example displays how CAT tools work with translation memories. In the previous translation, the MateCat program recognized the abbreviation; in this particular case, it did not. Therefore, it preserved the abbreviation in its original form. EPA stands for

Environmental Protection Agency. T1 researched what the abbreviation stands for and stated its meaning in the parentheses.

(10) Source text: That includes red blood cells, which carry oxygen from the lungs to all tissues, platelets, which help stop bleeding by sticking to damaged blood vessels, and **white blood cells**.

Translation 1: Sem patria červené krvinky, ktoré prenášajú kyslík z pľúc do všetkých tkanív, krvné doštičky, ktoré pomáhajú zastaviť krvácanie prilnutím na poškodené cievy, a **biele krvinky**. [white blood cells]

Translation 2: Patria sem červené krvinky, ktoré prenášajú kyslík z pľúc do všetkých tkanív, krvné doštičky, ktoré pomáhajú zastaviť krvácanie prilnutím k poškodeným krvným cievam a **leukocyty**. [leukocytes]

This is the example already discussed in chapter 4.2. Both translations are correct. However, I believe that T1 is better than T2. The phrase *biele krvinky* [white blood cells] is much more frequent in Slovak than *leukocyty* [leukocytes]. Some instances when the word *leukocyty* is used are expert to expert conversations or written on the labels of samples at a lab.

(11) Source text: They're basically fouling up Earth's **respiratory and circulatory systems**.

Translation 1: Jednoducho zanášajú **respiračné a cirkulačné systémy** Zeme.

Translation 2: V podstate znečisťujú **dýchacie a obehové sústavy** Zeme.

Here the professional translator in T1 opted for a literal translation and also used the technique of borrowing. This decision was made even though there is a perfect match for this phrase in Slovak. This is used in Translation 2. In this case, I believe Translation 2 sounds more natural but most importantly easier to understand. Because of the high probability that the target reader is not an expert in the field, it is important and more advantageous to opt for phrases which are less scientific. Therefore, I believe that is better than Translation 1.

6.1.4 Gender

(12) Source text: **I didn't have** many, any, friends, outside of books.

Translation 1: Nemala som [I (-fem) did not have] veľa, vlastne žiadnych, priateľov, okrem kníh.

Translation 2: Mimo kníh som **nemal** [I (-mas) did not have] veľa priateľov.

This example shows one of the problems on the grammatical level which were mentioned in the theoretical part. The CAT translation in T2 had a problem identifying the gender of the speaker. This is one of the biggest problems when working with CAT translations. In Slovak, the nouns, verbs, and adjectives can either be masculine or feminine and this is determined by the suffix of specific words. It is only the human translator's background knowledge that enables the translation of female speaker's self-reference (I) as a female form in Slovak.

6.2 Translation Methods and Techniques

6.2.1 Literal and Word-for-Word Translation

(13) Source text: So I was a **smart kid**.

Translation 1: Takže, bola som **rozumné decko**. [reasonable child]

Translation 2: Bola som teda **múdre dieťa**. [smart child]

In this specific case I prefer the CAT translation over the professional one. The cat software chose literal translation *smart* = *múdre*, but the professional translator chose the word *rozumné* which at least, in my opinion refers to being *street smart*. The literal translation of the *rozumné* is *reasonable*, *sensible* and in my opinion, these words do not have a specific connection with the word *smart* used in the original text. Text 1 contains the phrase *So I was a smart kid*, which means the speaker is referring to her high intelligence. She says "By third grade, I was scoring post-high school on standardized tests". Due to this statement, I believe the CAT translation is better because it stays faithful to the context of the original text, unlike the professional translation.

(14) Source text: And trying to get my brain to focus on anything I wasn't excited about was like trying to **nail jello to the wall**.

Translation 1: A snažiť sa, aby sa môj mozog sústredil na čokoľvek, čo ma veľmi nezaujímalo, bolo ako snažiť sa **pribiť na stenu želé** [nail to the wall jello]

Translation 2: A snažiť sa aby sa môj mozog sústredil na čokoľvek, z čoho som nebola nadšená, bolo ako snažiť sa **pribiť žele na stenu** [nail jello to the wall]

In this case, both the translations opted for a literal translation; the only difference is that the professional translator chose to switch the adverbial with the object (nail to the wall jello) while the CAT translation is a word-for-word translation with preserved order of constituents. In T1, the word *jello* is in the position of rheme. A natural position of a rheme, a new piece of information in a Slovak sentence, is at its end. Due to the higher fixedness of English word order, such possibility is nonexistent in English, but the professional translator correctly shifted the constituent to the end of the sentence to make it natural-sounding in Slovak.

(15) Source text: And without changing anything **my GPA went up a full point.**

Translation 1: A bez toho aby som musela čokoľvek meniť, **sa moje známky ohromne zlepšili.** [my grades have improved tremendously]

Translation 2: A bez toho, aby som niečo zmenila, **sa môj priemer zlepšil o celý jeden bod.** [my average improved by a whole point]

In this case, both translations are theoretically correct. They are both perfectly understandable. However, T2 is not as good as T1. Although it translated the acronym GPA which stands for grade point average correctly as *priemer* [average] which is used in Slovak, literal translation was used in the second part of the highlighted part of the sentence. When talking about grades, the Slovak language uses degrees instead of points e.g. z testu dostala o *stupeň* lepšiu známku. [On the test she got a better grade by a *degree*.] Therefore, T2 does not sound natural.

6.2.2 Borrowing and Transfer

(16) Source text: It's not about **procrastinating or not caring.**

Translation 1: Nie je to o **prokrastinácii alebo o lenivosti.** [procrastination or laziness]

Translation 2: Nie je to o **otáľaní alebo, že by nás to nezaujímalo.** [procrastination or that we do not care]

T1 chose to use borrowing and transferred the English word *procrastinating* into Slovak *prokrastinácii*. Even though Slovak has a native word representing the idea of procrastination, *otáľanie*, the T1 did not use it, which may be a case of the overt influence of the English language. The correct translation was used in T2.

When analyzing the second part of the highlighted phrase T1 did not translate it with the accurate Slovak equivalence. In T1 the phrase *not caring* is translated as *lenivosť* [laziness] and T2 translated it as *by nás to nezaujímalo* [that we do not care]. Due to these reasons, I believe T2 is better than T1 because it stays faithful to the ST.

(17) Source text: One example is the bone marrow, where stems cells **differentiate** into many types of **blood cells**.

Translation 1: Jedným príkladom je kostná dreň, kde sa kmeňové bunky **rozdeľujú** [divide] do mnohých typov **krvných buniek**. [blood cells]

Translation 2: Jedným príkladom je kostná dreň, kde sa kmeňové bunky **diferencujú** [differentiate] na mnoho druhov **krviniek**. [blood cells]

Both translations are correct with only some minor differences. When looking at the word *differentiate* we can see that while T1 opted for the correct Slovak equivalent, a word of Slovak origin, T2 chose the technique of borrowing. It is not an incorrect translation, however; I prefer T1 because it sounds more natural. When discussing the second selected phrase which is *blood cells*, both translations are correct and fit perfectly into the context of the text.

(18) Source text: Cells with **compromised** DNA are supposed to self-destruct, but some damaged cells ignore this order, **replicating** uncontrollably, even as they lose their original function.

Translation 1: Bunky s **oslabenou** [weakened] DNA by sa mali samé zničiť, ale niektoré poškodené bunky tento rozkaz ignorujú, nekontrolovateľne sa **množia** [multiply], aj potom, čo stratili svoju pôvodnú funkciu.

Translation 2: Bunky s **narušenou** [corrupted] DNA sa majú samo deštruktívne zničiť, ale niektoré poškodené bunky ignorujú tento príkaz, nekontrolovateľne sa **replikujú** [replicate], aj keď stratia pôvodnú funkciu.

When analyzing this specific excerpt, I have noticed multiple translation differences. First was the translation of the word *compromised*. The translator in T1 chose to translate it as *oslabenou* [weakened] and in T2 it was translated as *narušenou* [corrupted]. I believe the correct translation is T2 because the DNA of the mentioned cells is not necessarily weakened but damaged.

The second difference was found in the translation of the word replicating. In this case, T1 chose *množia* [multiply] and T2 translated it as *replikovať* [replicate]. Although both translations are correct, T1 is more native and tends to sound less specialized whereas, T2 is a more learned expression not often used in a conversation with a non-specialist.

(19) Source text: Spoilers: I was wrong.

Translation 1: **Prezradím vám** [I will disclose it to you]: Mýlila som sa.

Translation 2: **Spojler** [Spoiler]: Mýlila som sa.

Watching US television shows with Slovak or Czech subtitles has become increasingly popular in the last couple of years. This is one of the reasons why English vocabulary is being more and more integrated into both languages. Due to this, if the recipient would be someone from a younger generation, they would most likely understand T2 perfectly. However, *spoiler* [spoiler] is a false friend. In Slovak, it is the back wing of a car which helps the car stick to the surface of the road when driving at high speed. Because TED Talks are observed by many older people, the translator should always opt for the TL equivalence which can be understood by any recipient. This is displayed in T1. Here, the translator chose to use the phrase *prezradím vám* [I will disclose it to you] which is a perfect substitute for the word *spoiler*.

As indicated by the last example, translators need to pay particular attention to false friends when working with borrowing and transfer.

6.2.3 Modulation

(20) Source text: In a **single cubic foot** of this material – about what would come around your computer or large television – you have the same energy content of about a liter and a half of petrol

Translation 1: V **0, 03 m³** [0.03 cubic meter] tohto materiálu, čiže asi obal okolo nového počítača alebo veľkej televízie, je asi toľko energie ako v litri a pol benzínu.

Translation 2: V **jednej kubickej stope** [a single cubic foot] tohto materiálu – asi toľko čo by prišlo okolo vášho počítača alebo veľkej televízie – má rovnaký energetický obsah ako asi liter a pol benzínu.

This is an example of modulation. The correct decision was made by the translator of T1. He converted the unit of the cubic feet which is used in the United States into the unit of cubic meters which are used in. Therefore, the reader can get a better understanding of the amount the speaker is referring to.

CONCLUSION

The aim of this thesis was to analyze two TED Talks and one TED-Ed video, compare their professional translations into Slovak with translations created using a CAT tool. I focused on finding specific translation problems which both the professional and the CAT had and find helpful solutions. Therefore, translators in the future can deal with these translation problems, apply correct procedures, and avoid making similar mistakes.

The theoretical part discussed translation methods and techniques. It introduced working with CAT tools, more specifically with the MateCat program. It also focused on translation problems with equivalence at the lexical and grammatical levels. All the theoretical knowledge in the theoretical part was later used when analyzing the selected texts in the analytical part.

One of the major problems which occurred when comparing the two translations of the first text were translations of idioms, collocations and the use of the borrowing technique mentioned in chapter 1.3. The provided examples show that CAT tools cannot translate idioms accurately. Although the individual phrases make sense, CAT has failed to translate them with their correct equivalents from the TL.

Similarly to idioms, collocations also pose a major problem for computer-aided translation. There may be some instances when the collocation translated by a CAT tool may be better than the professional (example 5), however, this is highly unlikely. Examples 3, 4, and 6 are proof of that. As predicted CAT translations of collocations tend to gravitate towards literal or word-for-word translations. To translate collocations correctly and make them natural in the TL, human intervention is necessary in the current stage of development of CAT tools.

Overall, the translation of proper names was not quite as difficult for CAT. I believe that the CAT translations in examples 8 and 11 were better because they simplified the proper names and made them understandable for the target reader.

Although computer-aided translation tools have improved tremendously over the past couple of years, they still have their faults. As expected, my research showed that the biggest problems were the translations of collocations and idioms. This is something future translators should look out for when working with CAT tools. In order to do a good job and ensure that the translation sounds natural, translators need to understand both texts perfectly. Even though CAT tools speed up the process of translation, I believe the saved time should

be spent on finding similar types of mistakes which were mentioned in this thesis and try making the translations sound as natural as possible.

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LIST OF ABBREVIATIONS

TL	Target Language
TT	Target Text
SL	Source Language
ST	Source Text
CAT	Computer-aided Translation
MAT	Machine-assisted Translation
MAHT	Machine-Aided Human Translation
HAMT	Human-Aided Human Translation
TM	Translation Memory
ADHD	Attention Deficit Hyperactivity Disorder
USC	University of Southern California
EPA	Environmental Protection Agency

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