

# Translating culture-bound terms in simultaneous interpretation

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Diplomski studij hrvatskog i engleskog jezika i književnosti prevoditeljskog  
usmjerenja

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**Translating Culture-bound Terms  
In Simultaneous Interpretation**

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## **Abstract**

This research paper will focus on listing, categorizing and analyzing certain culture-bound terms, and how they are interpreted into Croatian language from the simultaneous interpretations of English language students majoring in Translation and Interpretation. The students who participated in this research are graduates of the Faculty of Humanities and Social Sciences in Osijek, and were used as subjects for this research. Their first language is Croatian and their interpretations were from English into Croatian. The interpretations were recorded during class and they include all of the material recorded during one semester. The source material for listening and interpreting was taken from the Directorate General for Interpretation website, i.e. the Speech Repository Portal. The speeches cover a wide range of topics: politics, languages, globalization, technology, everyday life, etc. The goal was to establish what translation strategies the trainee-interpreters use during simultaneous interpretation, and how they cope with interpreting culture-bound terms into their native language. Hopefully, the results provided will give insight to the problems facing interpreters in this specific type of translating.

**Keywords:** culture-bound terms, culture, simultaneous interpretation, translation strategies, interpreters

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## **1. Introduction**

Every human culture on Earth has its differences. The need of cross-culture translation in this modern age is greater than ever, especially today when information is instantly shared globally, through media such as television, radio and, above all, the Internet. However, when it comes to these media, the information that has to be translated can, in vast number of cases, be checked and revised in order to provide the best translation or interpretation possible. Such is not the case in simultaneous interpreting, where interpreters are required to react instantly, instinctively and infallibly. With regard to the new technological advances made on a daily basis in the last 20 years, translation and interpretation methods have to follow suit, especially when it comes to human vs. machine translation.

The first part of this paper consists of a scope of the research made, including the goals and aims of this study, as well as the problems it will deal with. The second part will give a short introduction to culture, translating culture, simultaneous translation and the role of an interpreter in general. Afterwards, the methodology used in this research will be provided, including corpus data, data collection procedure and data analysis. Results of the translation strategies used by trainee-interpreters will be presented in the final part of this work.

Although this study is limited by the number of students participating and the number of speeches recorded, hopefully it will serve as a guide and a reference point to future young interpreters and their teachers.

### **1.1. Scope of the study**

The study deals with translation strategies of novices during simultaneous interpretation, with the focus on culture-bound terms and their interpretation into Croatian. The subjects are graduate students majoring in Translation and Interpretation on the Faculty of Humanities and Social Sciences in Osijek. The speeches used for their training (and this study) were taken from the Speech Repository website<sup>1</sup> ranging from beginner to advanced level in categorization. The interpretations were from English into Croatian. In total, there were 89 speeches made by 19 students, 4-5 speeches per student. Those speeches that didn't have culture-bound terms were not included into the study.

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<sup>1</sup> <http://www.multilingualspeeches.tv/scic/portal/index.html>

## 1.2. Aim of the study

There are some studies (Newmark 1998, Bassnet 2007...) on the subject of culture-bound terms interpretation, but not many in this specific field of translation. Since the goal of translating/interpreting is to adequately transfer the meaning from the source language into the target language, it is also necessary that the interpreters have, at least, a basic cultural knowledge of the source language culture. This paper will show how do inexperienced interpreters react when interpreting culture-bound terms whilst under time pressure, and what translation methods will they use. The paper will also give further insight into the students' cultural knowledge of the entire world, as well as their own country. The primary objective is not to determine and list the errors made by students (in fact, when it comes to translating culture-bound terms, there are no errors *per se*, only mistakes made due to lack of cultural knowledge, time constraints, anxiety, even fear), but to establish the translation patterns of novice interpreters under pressure.

## 2. Simultaneous interpretation

### 2.1. Professional translation: An act of communication

In order to begin this paper, a basic introduction to its most important terms and aspects is needed. Daniel Gile<sup>2</sup> categorizes translation activity into several types as follows:

- *School translation*: the most widespread and best known type of translation – virtually everyone experiences it in school when learning a foreign language.
- *Translation for one's private practical purposes*: for instance, one may wish to translate certain parts of a user's manual into one's own language if it is written in a language one does not read easily and if one needs to often consult the relevant pages.
- *Translation for pleasure in a non-professional context*: working on a text by an author one admires or appreciates, with the fact that translation involves

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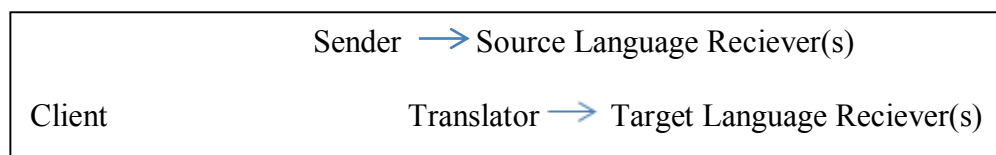
<sup>2</sup> Gile, David (2009). *Basic Concepts and Models for Interpreter and Translator Training*. John Benjamins Publishing Company: Amsterdam/Philadelphia. Pages 26-29.

a careful study of the text, with the creativity which is part of the process and with its challenges etc., without there being any communication operation in the usual sense of the word.

- *Interpreting in a non-professional context*: helping friends, relatives or tourists during visits, shopping, sightseeing...

On the one hand, we have translation connected mostly with non-professional usage and on the other hand there is professional translation. In order to understand the parameters of quality in professional translation, Gile (2009) claims student translators have to become aware of fundamental differences between school translation and professional translation. School translation primarily serves students as a method of acquiring foreign-language vocabulary and grammar structures. It is intended to serve the students themselves, in a closed system - language learners and their teacher. The main purpose of professional translation, on the other hand, is helping people who speak different languages to communicate in specific situations, where translators become enablers or facilitators. They are of secondary importance, but sometimes indispensable agents because the principals (Sender and Receiver of the message) need them to communicate.

According to Gile (2009), the actors' configuration model in translation looks as follows:



Professional translation consists of the following principals: a Sender (author, speaker/signer), the Target Language Receiver(s) and the Client (the 'Commissioner' of the translation). Senders and Receivers are, in general, 'natural persons', i.e. people. In the majority of cases, the Client is an organization that will employ the Translator. The role of the Client in professional translation is of great importance; there can be no translation unless someone asks the Translator to do the job. In some cases, the Client and the Sender are the same.

## **2.2. Interpretation vs. translation (interpreter vs. translator)**

Many would argue there is no perfect translation; there is only a more appropriate, closer representation of what was said or written. The simplest answer to the question of the difference between interpretation and translation (interpreter and translator) is given by Nolan<sup>3</sup>, who says that a translator studies the written material in the source language and reproduces it in written form in another language, the target language. Usually, the target language is his or her native language. An interpreter, on the other hand, has to listen to the spoken message in the source language and render it orally, consecutively or simultaneously in the target language. Both of them must have a thorough mastery of the target language, and a good passive understanding of the source language(s).

Another important difference between the two is the dictionaries and a wide collection of background materials the translator has to help him or her produce the most accurate written translation possible, while the interpreter has to rely on the ability to get to the gist of the message on the spot. Due to those reasons, Nolan (2005) compares the translator to a writer, and the interpreter to an actor. A good translator will spend a lot of time searching for a correct technical term or the correct choice of words. A good interpreter has to immediately think of an appropriate paraphrase or a rough equivalent if a precise meaning does not come to mind, in order not to keep the audience waiting. There are those who cannot do translation and interpretation, due to their temperament and personality.

In the process of translation, senders do not necessarily know their texts have been translated for the receiver (the final reader). Sometimes, the receivers of the translated texts are unaware they are reading a translated document, and this is how the translators' work goes unnoticed, even unappreciated. During interpreting, the interpreter's listeners are usually his/her audience, but not necessarily – when making an official statement on television in front of national audiences, which is then picked up by other (foreign) television stations and interpreted into their audiences' languages. In situations when senders know they will be translated or interpreted, they can adapt the content of their text (written, spoken or signed) and its presentation to the audience knowing that the receivers of the translated version may have different values and expectations, as well as relevant knowledge, from those receivers for which the original text was intended. But, when all members of the communication situation are aware of the possible difficulties associated with the inter-lingual and intercultural transfer in interpreting, they are more cooperative towards the person doing the actual interpretation. Speakers may try to speak slower, have a clearer pronunciation of the words, use simpler terms

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<sup>3</sup> Nolan, James (2005). *Interpreting: Techniques and Exercises. Professional Interpreting in the Real World.* Cromwell Press Ltd.: Great Britain. Pages 2-5.



and sentence structures, and clarify concepts they usually would not. As well as speakers, the listeners and viewers should, if possible, help the interpreter with word equivalents. (Gile, 2009)

When it comes to the importance of certain languages for translation and interpretation, Nolan (2005) states there is more work, but more competition as well, to be found in the ‘major’ world languages, such as English, French, Spanish, Chinese (Mandarin), Arabic, Russian... Interpreters and translators who know ‘exotic’ languages are harder to find, and they can have higher fees. Multinational companies and governmental agencies use a specific set of languages for their work and have a wide range of educated employees.

### **2.3. Simultaneous vs. consecutive interpretation**

Both simultaneous and consecutive interpretations have the task to get the message across to the audience orally. Nolan (2005) says a consecutive interpreter listens to the speaker, takes notes, and then reproduces the speech in the target language. Taking notes can be done in one go or in several segments, depending on the length of the speech. Consecutive interpreter has to rely on memory; however, his work can be made easier if he or she is having a good note-taking technique. A simultaneous interpreter’s job consists of sitting in a soundproof booth, listening to the speaker through earphones, and speaking into a microphone. He has to reproduce the speech in the target language as the original speaker delivers it in the source language. Falling too far behind the speaker is not an option. Thus, this method requires considerable practice and presence of mind.

Nolan (2005) also states that consecutive interpreting was the standard method for a long time, until the simultaneous translation was introduced on a larger scale, at the Nuremberg trials. Since then, due to increasing development of modern sound equipment, simultaneous interpretation is now the most widely used method, from business conventions to summit conferences, and can even be done via remote communications link. It is much less time-consuming and enables a multilingual conference, in cases when participants speak a number of different languages, to proceed without interruption. Nevertheless, in certain situations consecutive interpretation is still preferred method of translation (one-on-one interviews, confidential hearings, brief public appearances by prominent persons, etc.) Also, one of its advantages is that it does not require much equipment.

### **2.4. Cultural mediator – The role of the interpreter**

The term was introduced by Stephen Bochner in *The Mediating Person and Cultural Identity* (1981). However, the idea of a translator as a mediating agent is not new. George Steiner (1975) states: “The translator is a bilingual mediating agent between monolingual communication participants in two different language communities.”<sup>4</sup>

The emphasis was, however, mostly on linguistic mediation. Bochner (1981) claims that cultural mediation is much more than translation or interpretation. This role is the same for a mediator in any other field of work, from arbitrator to therapist. R. Taft (1981), in his contribution to the subject, defines the role as follows:

“A cultural mediator is a person who facilitates communication, understanding, and action between persons or groups who differ with respect to language and culture. The role of the mediator is performed by interpreting the expressions, intentions, perceptions, and expectations of each cultural group to the other, that is by establishing and balancing the communication between them. In order to serve as a link in this sense, the mediator must be able to participate to some extent in both cultures. Thus a mediator must be to a certain extent bicultural.”<sup>5</sup>

A mediator must possess the following competencies in both cultures according to Taft (1981):

- *Knowledge about society*: history, folklore, traditions, customs; values, prohibitions; the natural environment and its importance; neighboring people, important people in the society etc.
- *Communication skills*: written, spoken, non-verbal.
- *Technical skills*: those required by the mediator’s status, e.g. computer literacy, appropriate dress etc.
- *Social skills*: knowledge of rules that govern social relations in society and emotional competence, e.g.: the appropriate level of self-control.<sup>6</sup>

The interpreter’s role has been usually considered as an “invisible, black-box and a

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<sup>4</sup> Steiner (1975 qtd. in Katan 2005:15)

<sup>5</sup> Taft (1981 qtd. in Katan 2005:12)

<sup>6</sup> See footnote 5.

walking generalist translator of words” (Katan, 2005:12)<sup>7</sup>. In the last 20-30 years the move has been made from a *walking, talking dictionary* towards a *walking, talking idea interpreter*. Taft (1981) says that cultural mediators will “never be called upon to engage in the exact translation of words, rather they will communicate the ideas in terms that are meaningful to the members of the target audience.”

Translators and interpreters both have to be fluent in cross-cultural communication. As culture mediators, their roles will not, at least in the near future, be substituted by machine translation, which has only the capability of *word-for-word*, but not the *idea-for-idea* translation. The cooperation between the original speaker, the mediator, and the receiver will still be of great importance, however, a line has to be made when it comes to the task the mediator has to accomplish – to deliver the message into target language as closely as possible, not to lead the conversation himself or herself.

### 3. Translating Cultures

#### 3.1. Defining Culture

The birth of anthropology, “the science of human beings; especially the study of human beings and their ancestors through time and space and in relation to physical character, environmental and social relations, and culture,”<sup>8</sup> marked the ending of the exclusively humanist ideal of what was considered ‘civilized’ in a developed society. Kate Sturge (2009) writes that anthropology and the development of disciplines such as cultural studies brought on new meanings which attempt to identify political or ideological reasons for specific cultural behavior. Culture may be formally learnt, unconsciously shared, or be a site of conflict, depending on the definition.<sup>9</sup>

Culture is a term that has a wide range of meanings, and defining the word itself is difficult. Katan (2005:16) delivers one of the oldest definitions of culture formulated in 1871 by Edward Burnett Tylor, an English anthropologist: “Culture is that complex whole which includes knowledge, belief, art, morals, law, customs and any other capabilities and habits

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<sup>7</sup> Katan, David (2005). *Translating Cultures. An Introduction for Translators, Interpreters and Mediators*. St. Jerome Publishing: Manchester, United Kingdom. Pages 12-15.

<sup>8</sup> <http://www.merriam-webster.com/dictionary/anthropology>

<sup>9</sup> Sturge, Kate (2009). *Culture*; in *Routledge Encyclopedia of Translation Studies (2nd Edition)*. Edited by Mona Baker and Gabriela Saldanha. Routledge: Milton Park Abington, Oxfordshire. Pages 70-72.

acquired by man as a member of society.” He follows with American anthropologists Alfred Louis Kroeber and Clyde Kluckhohn, who had compiled a list of 164 definitions by 1952. Their 165th definition is this:

“Culture consists of patterns, explicit and implicit of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artefacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values. Culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning elements of future action.”<sup>10</sup>

One of the definitions from online Merriam-Webster dictionary says culture is “the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations.”<sup>11</sup> So, culture is hereditary. It grows and evolves with time and our comprehension of the world surrounding us.

### **3.2. *Skopos* theory – A cultural turn in translation studies**

One of the first translation scholars who were determined to emphasize the changes that were increasingly becoming a fundamental part of the research in translation studies were André Lefevere and Susan Bassnett in the early nineties (*Translation, History and Culture*, 1990). Those were the changes that “signalled a shift from a more formalist approach to translation to one that laid greater emphasis on extra-textual factors.”<sup>12</sup> They claimed that the focus of attention in the study of translation practice has to be on “broader issues of context, history and convention not just on debating the meaning of faithfulness in translation or what the term ‘equivalence’ might mean.”<sup>13</sup> Here is what they say about the changing questions asked about translation:

“Once upon a time the questions that were always being asked were ‘How can translation be taught’ and ‘How can translation be studied?’ Those who regard themselves as

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<sup>10</sup> Kroeber and Kluckhohn (1961 qtd. In Katan 2005:16)

<sup>11</sup> <http://www.merriam-webster.com/dictionary/culture>

<sup>12</sup> Bassnett, Susan (2007). *Culture and Translation*; in *A Companion to Translation Studies*. Edited by Piotr Kuhiwczak and Karin Littau. Cromwell Press Ltd: Great Britain. Pages 13-23.

<sup>13</sup> See footnote 10.

translators were often contemptuous of any attempts to teach translation, while those who claimed to teach often did not translate and so had to resort to the old evaluative method of setting one translation alongside another and examining both in a formalist vacuum. Now, the questions have been changed. The object of the study has been redefined; what is studied is text embedded within its network of both source and target cultural signs.” (Bassnett and Lefevere, 1990:11-12)

It all began with *skopos* theory, developed by Hans Vermeer in 1978 and Katharina Reiss who joined him in later years, postulating a general rule that translation methods and strategies are determined by the intended purpose (*skopos*) of the target text. The main point of this functional approach is that translation process is not determined by the source text itself, or its effects on the source-text recipient, or the function the author had assigned to it, but the prospective function (purpose, *skopos*) of the target text is determined by the client’s needs. Thus, the target text user (the recipient) and his or her situation and cultural background greatly constrain the *skopos*. Vermeer (1978:100) mentions two rules<sup>14</sup>:

- 1) *The coherence rule*: the target text must be sufficiently coherent to allow the intended users to comprehend it, given their assumed background knowledge and situational circumstances. The starting point for a translation is a text as a part of a world continuum, written in the source language. It has to be translated into the target language in such a way that it becomes part of a world continuum which can be interpreted by the recipients as coherent with their situation.
- 2) *The fidelity rule*: concerns intertextual coherence between translatum and source text, and stipulates merely that some relationship must remain between the two once the overriding principle of *skopos* and the rule of (intratextual) coherence have been satisfied.

Reiss and Vermeer combined Vermeer’s general *skopos* theory with the specific translation theory developed by Reiss into a translation theory that is sufficiently general and sufficiently complex to cover a multitude of individual cases. According to their theory, a text is viewed as an offer of information made by a producer to a recipient. Consequently, translation

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<sup>14</sup> Cited from Schäffner, Christina (1998). *Skopos Theory*; in *Routledge Encyclopedia of Translation Studies*. Edited by Mona Baker. Routledge: London. Pages 235-238.

is then characterized as offering information to the members of the target language and culture about the information that was firstly given in the source language and culture. A translation becomes a secondary offer of information; it imitates the primary offer of imitation. Precisely, the translator provides information about certain aspects of the source-text-in-situation, according to the target text *skopos* specified by the initiator (client). Sometimes, the *skopos* is left for the interpreter/translator to determine. Both selection made from the information offered in the source text and the specification of the *skopos* do not happen randomly. They are determined by the needs, expectations of the target text recipients. Reiss and Vermeer conclude by saying that translation is interlingual and intercultural, it involves both linguistic and cultural transfer; translation is a culture-transcending process (Schäffner, 1998).

According to *skopos* theory, Schäffner says translation is the production of a functionally appropriate target text based on an existing source text. The relationship between the two texts is specified according to the *skopos* of the translation. One practical consequence of this theory is a reconceptualization of the status of the source text. Translator, as the expert, has to decide what role a source text will play in the translation action. The decisive factor is the precisely specified *skopos*, and the source text is just one constituent of the commission given to the translator. The translator has to act consciously in accordance with the *skopos*, and *skopos* must be decided separately in each specific case. To the target culture it may be adaptation, but it may also be used to familiarize the reader with the source culture. The translator should be able to determine that a translation has a goal, but that there are also many other possible goals, i.e. there is no one and only correct or preferable translation. Nevertheless, every translation commission should explicitly or implicitly contain a statement of *skopos*. The *skopos* for the target text does not have to be identical as the one attributed to the source text. But if the *skopos* for the target text is not specified, translation cannot be carried out at all (Schäffner, 1998).

### **3.3. Culture-bound terms**

Culture-bound terms, or culture-specific terms, as proposed by Malcolm Harvey<sup>15</sup>, refer to concepts, institutions and personnel specific to the source language culture. Thus, they have no equivalents in the target reader's cultural frame, which makes them difficult to translate into the target language. Most culture-bound terms can be easily detected, because they are

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<sup>15</sup> <http://www.tradulex.com/Actes2000/harvey.pdf>

associated with a specific language and cannot be literally translated due to the fact that literal translation would distort the meaning. In order to deliver the message, the translator has to choose among many different translation strategies. Of course, when it comes to simultaneous translation, the decision is made on the spot, usually without much thinking.

There are many different ways to categorize culture-bound terms. Paul Newmark<sup>16</sup> categorizes them as follows and provides examples:

1) *Ecology*

Flora, fauna, winds, plains, hills: honeysuckle, downs, sirocco, rundra\pampas, *tabuleiros* (low plateau), plateau, *selva* (tropical rain forest), savanna, paddy field

2) *Material culture* (artefacts)

- a) Food: zabaglione, sake, *Kaiserschmarren*
- b) Clothes: anorak, *kanga* (Africa), *sarong* (South Seas), *dhoti* (India)
- c) Houses and towns: *kampong*, *bourg*, *bourgade*, chalet, low-rise, tower
- d) Transport: bike, rickshaw, Moulton, *cabriolet*, tilbury, *caliche*

3) *Social culture* - work and leisure

*ajaki amah*, *condottiere*, *biwa*, *sithar*, *raga*, reggae, rock

4) *Organisations, customs, activities, procedures, concepts*

- a) Political and administrative
- b) Religious: dharma, karma, temple
- c) Artistic

5) *Gestures and habits*: Cock a snook, spitting

Another classification is proposed by Jan Pedersen<sup>17</sup> in his article *How is Culture Rendered in Subtitles*. He divides culture-bound terms into two categories:

- 1) *Intralinguistic references*: idioms, proverbs, slang and dialects
- 2) *Extralinguistic references*: cultural items which are not part of a language system

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<sup>16</sup> Newmark, Peter (1988). *A Textbook of Translation*. Prentice Hall International: Hertfordshire. Pages 95-103.

<sup>17</sup> [http://www.euroconferences.info/proceedings/2005\\_Proceedings/2005\\_Pedersen\\_Jan.pdf](http://www.euroconferences.info/proceedings/2005_Proceedings/2005_Pedersen_Jan.pdf)

## 4. Translation strategies for Culture-bound terms – theoretical preliminaries

In the first part of this chapter most common translation strategies, procedures and methods proposed by different linguists will be listed, followed by translation strategies used to translate/interpret culture-bound terms.

### 4.1. Errors in translation process

Although the focus of this study is on the translation strategies which are employed during simultaneous translation, it is of great importance to, once again, define an error and differentiate it from a mistake. Corder<sup>18</sup> states there are *errors of performance*, which he refers to as mistakes that can be self-corrected by the interpreter<sup>19</sup>, and *errors of transitional competence*, which refer to the interpreters ‘knowledge of the language<sup>20</sup> to date’, and cannot be self-corrected.

It is also important to mention Barik’s<sup>21</sup> work, where he mentions three ways in which the interpreter's version of the translation may differ from the original version: omissions, additions and errors of translation. By errors of translations he means *substitution*, when the translators message is ‘considerably altered’ from the original version. He does not include omissions and additions into errors as such.

### 4.2. Translation procedures, strategies and methods

Nida (1964:241-47) describes the translation procedures as follows:

1. *Technical procedures*:
  - a) analysis of the source and target languages;
  - b) a thorough study of the source language text before attempting to translate it
  - c) making judgments of the semantic and syntactic approximations

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<sup>18</sup> Corder, Stephen Pit (1981). *Error Analysis and Interlanguage*. Oxford University Press: Oxford. Page 10.

<sup>19</sup> or a translator or a learner

<sup>20</sup> or source language culture

<sup>21</sup> Barik, Henri (1971). *A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation*. In *Meta: Translators' Journal*, vol. 16:4. Pages 199-210.



2. *Organizational procedures*: constant reevaluation of the attempt made; contrasting it with the existing available translations of the same text done by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions<sup>22</sup>

Venuti (1998:240) indicates that translation strategies “involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it.” He uses the concepts of *domesticating* and *foreignizing* when referring to translation strategies.<sup>23</sup>

Newmark (1988) mentions the difference between translation methods and translation procedures. He states that translation methods relate to text as a whole, while translation procedures are used for sentences and smaller units of language. He refers to the following methods of translation:

- *Word-for-word translation*: the source language word order is preserved and the words translated singly by their most common meanings, and out of context.
- *Literal translation*: the source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly, and out of context.
- *Faithful translation*: it attempts to produce the precise contextual meaning of the original within the constraints of the target language grammatical structures.
- *Semantic translation*: differs from faithful translation only in as far as it must take more account of the aesthetic value of the source language text.
- *Adaptation*: the freest form of translation; used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the source language culture is converted to the target language culture and the text is rewritten.
- *Free translation*: it produces the target language text without the style, form, or content of the original.
- *Idiomatic translation*: it reproduces the message of the original, but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

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<sup>22</sup> Cited from Ordudari, Mahmoud. *Translation procedures, strategies and methods*.  
<http://www.bokorlang.com/journal/41culture.htm>

<sup>23</sup> See footnote 22.

- *Communicative translation*: it attempts to render the exact contextual meaning of the original in a way that both content and language are readily acceptable and comprehensible to the readership (1988:45-47).

### **4.3. Translation strategies used for culture-bound terms**

The basis for the analysis is made on strategies for translating idioms, applied to culture-bound terms, provided by Mona Baker<sup>24</sup> (strategies 1-4) and Harvey (5-9)<sup>25</sup>. The translation/interpretation strategies used in simultaneous interpretation are:

- 1) *Using a term/word/phrase of similar meaning and form*
- 2) *Using a term/word/phrase of similar meaning but dissimilar form*
- 3) *Translation by paraphrase*
- 4) *Translation by omission*
- 5) *Functional equivalence*
- 6) *Formal equivalence*
- 7) *Transcription/borrowing*
- 8) *Conventionalization*
- 9) *Descriptive translation*

Each strategy will be described in greater detail in chapter 6.

## **5. Methodology**

### **5.1. The Goal of the Analysis**

As previously stated, the main goal of this analysis is to determine how culture-bound terms were translated by young interpreters. Although this analysis is only a case study, it can be used to draw conclusions and help other research similar in nature, or simply help other

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<sup>24</sup> Baker, Mona (2006). *In Other Words – A Coursebook on Translation*. Routledge: London. Pages 72-78.

<sup>25</sup> His strategies were adapted from five ‘procedures’ identified by Weston (1991:19-34).

fellow students and their instructors. The focus will be on the translation strategies used by the students and their use.

## 5.2. Source of Data, Participants, and the Setting

The data for this study was collected during the winter semester of 2010/2011 on the Faculty of Humanities and Social Sciences in Osijek, from 19 students of English Language and Literature majoring in Translation and Interpretation. The data used consists of the materials (speeches in English language) from the Speech Repository and the simultaneous interpretations into Croatian made by the students during Simultaneous Interpretation Basics class. The source material covered several different areas, such as religion, politics, sports, economy, etc. It ranged from four to ten minutes, although not all speeches were interpreted from beginning to end. It is important to emphasize that students usually had one week's notice on what speeches they will have to interpret from, so they had time to prepare.

The setting was as follows: students were paired and were taken into a soundproof booth, where they did the interpretation into a microphone, while audio and video of the speeches was played for them. The teaching assistant recorded their interpretation with an audio recording computer program, while other students were in the conference room with their professor. They had headphones through which they could hear their colleagues' interpretations.

## 5.3. Data Analysis

The recordings of student interpreters' speeches were then listened to alongside the original speeches. All culture-bound terms were then noted and categorized into several groups, depending on the translation strategy used to interpret them; all of which were assigned into tables. The tables consist of three columns: the first column has *original phrase or word*, the *students' interpretation*<sup>26</sup> is found in the second one, and a brief *analysis or comment* of the interpretation itself is in the final column. A list of total number and frequency of using certain translation strategy will be presented, as well as the total number of culture-bound terms that students had to interpret.

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<sup>26</sup> Note that a phonetic transcription will be written when needed.

## 6. Results and discussion

The results will be presented according to the translation/interpretation strategies mentioned in 4.3.

### 6.1. Using a term/word/phrase of similar meaning and form

This strategy involves using a term/word/phrase in the target language which conveys roughly the same meaning as that of the source language term/word/phrase and, in addition, consists of equivalent lexical terms. This kind of match can only occasionally be achieved. (Baker, 2006)

| The original phrase/word      | Students' interpretation  | Analysis/comment   |
|-------------------------------|---|--|
| <b>Turkish bath and sauna</b> | sauna (S1)<br>turske kupelji (S2)<br>turska kupelj i sauna (S3)<br>turska kupelj i sauna (S4) | Two students decided to omit certain parts.  |
| <b>shared space</b>           | dijeljenje prostora   | There is no appropriate phrase in Croatian for <i>shared space</i> , except to describe it. <i>Zajednički prostor</i> could be a better solution. However, the student's interpretation is correct.        |
| <b>boulevards</b>             | šetališta (S1)<br>šetališta (S2)  | Originally from the French language. Interestingly, both students used the same translation. Although šetalište is used mostly for areas where there is no traffic, the interpretation is appropriate in a |

|                                  |   |  |
|----------------------------------|---|--|
|                                  |   | given context. Other suggestions would be <i>široka ulica</i> or <i>avenija</i> .  |
| <b>fish farming, aquaculture</b> | farme ribe, uzgajanje ribe, odnosno akvakultura   | The student even added more information, probably because she/he was insecure about the first interpreted term.  |
| <b>connoisseur<sup>27</sup></b>  | poznavatelj   |  |
| <b>Post Watch</b>                | Nadzor pošte  | The person who does a similar job in Croatia is called <i>Inspektor elektroničkih komunikacija Hrvatske agencije za poštu i elektroničke komunikacije</i> .  |
| <b>café</b>                      | kafić   | A term from the French language. The Croatian variant is indeed <i>kafić</i> , and this term was correctly interpreted.  |
| <b>middle-class</b>              | srednja klasa (S1)<br>srednji stalež (S2)   | The term <i>klasa</i> is appropriate in this case. The other word that could be used instead of it is <i>sloj</i> . <i>Stalež</i> is a word used in a broader sense, especially in history related themes. |
| <b>mobile phone</b>              | mobitel x9/mobilni tel... uređaj (S1)<br>mobilni telefon x7/telefon/mobitel x2 (S2)<br>telefon (S3) | The simplest interpretation would be <i>mobitel</i> .  |
| <b>farmers</b>                   | poljoprivrednici  | A correct translation, since the topic is about agriculture.   |
| <b>oxygen bar</b>                | bar s kisikom   |  |

## 6.2. Using a term/word/phrase of similar meaning but dissimilar form

<sup>27</sup> If there is no comment, the interpretation is correct.

A term/word/phrase in target language is found, which has a similar meaning as the source term/word/phrase, but which consists of different lexical items. (Baker, 2006)

This strategy was used only a few times.

| The original phrase/word                   | Students' interpretation   | Analysis/comment   |
|--|--|--|
| <b>They're not picture postcard pretty</b> | ružna slika na razglednici   | A literal interpretation by the student. The more appropriate term would be <i>nisu lijepi (kao slika)</i> , <i>nisu savršeni</i> , etc...                                       |
| <b>a level playing field</b>               | podizanjem terena...<br>izjednačavanje situacije   | The student corrected herself.   |
| <b>storm in a tea cup</b>                  | raditi od muhe slona   | This is the proper equivalent in Croatian,   |
| <b>dozen days</b>                          | nekoliko dana (S1)<br>nekoliko desetaka dana (S2)  | The literal translation, <i>tucet</i> , is not widely used in Croatian language.   |
| <b>answerphone</b>                         | telefonska sekretarica   |  |
| <b>the thatcherite policy</b>              | politika Margaret Thatcher (S1)<br><i>omitted</i> (S2)<br>politika Margaret Thatcher (S3)<br>politika Margaret Thatcher (S4) | Only one student had problems with interpreting this phrase; others were successful.   |
| <b>breakfast club</b>                      | klub za doručak (S1)<br>klub doručaka (S2)<br><i>omitted</i> (S3)<br>klub za doručak (S4)                                    | Three of the students correctly interpreted this phrase. Take note that this is not a formal club, which is explained further on. One student got confused and did not translate |

nor explicate this phrase (*Ne znam...*)

### 6.3. Translation by paraphrase

According to Baker (2006), this is the most common way of translating terms/words/phrases when a match cannot be found in the target language. This strategy is good at showing the interpreters ability to cope with an unfamiliar situation under pressure. Newmark (1988:91) states that paraphrase is ‘an amplification or explanation of the meaning’ used to clarify an ambiguous or obscure phrase.

| The original phrase/word   | Students’ interpretation   | Analysis/comment  |
|----------------------------|--|---|
| <b>green credentials</b>   | prikladno za okoliš  |   |
| <b>Scottish shortbread</b> | škotski kolačići   |   |
| <b>alcopops</b>            | <i>omitted</i> (S1)<br>alkopop pića (S2)<br>ili neka druga pića (S3)<br>alkoholni gazirani sokovi (S4) | Different strategies used here: omission, transliteration, and paraphrase. The best term is the paraphrase <i>gazirana alkoholna pića</i> . |
| <b>Confucian values</b>    | moralne vrijednosti<br>Konfucija (S1)<br>konfucijske vrijednosti (S2)<br>te vrijednosti (S3)           |   |
| <b>Confucianism</b>        | da se moraju vratiti<br>Konfuciju (S1)<br><i>omitted</i> (S2)<br>konfucijanizam (S3)                   |   |

|  |  |   |
|--|--|---|
| <b>Tokyo beer</b>                        | pivo u Tokiju  | This is a wrong interpretation since it is a proper name.   |
| <b>white-collar and blue collar-jobs</b> | obični poslovi (S1)<br>uredski i zanatski posao (S2)<br><i>omitted</i> (S3)      | One student used omission, the best interpretation was from Student 2, who used paraphrase.         |
| <b>Medical Journal of Australia</b>      | australske novine  | In this case, there was no need for a direct translation. This is enough to understand the meaning. |
| <b>the Sudan Liberation Movement</b>     | Pokret za oslobođenje Sudana   | Sudanski oslobodilački pokret   |
| <b>mixed saunas</b>                      | saune gdje muškarci i žene idu zajedno   |   |
| <b>ACP House</b>                         | Parlament ACP-a, parlament država Afrike, Kariba i Pacifika                      |   |
| <b>answerphone</b>                       | telefonska sekretarica   |   |
| <b>multitasking</b>                      | multitasking (S1)<br>multitasking, obavljanje više zadataka odjednom (S2)        |   |
| <b>pen pal</b>                           | prijatelji s kojima se dopisujete (S1)<br>prijatelji s kojima se dopisujete (S2) |   |

#### 6.4. Translation by omission

There are a number of reasons why a term/word/phrase is omitted in the target language. This may be because it has no close match in the target language, its meaning cannot be easily



paraphrased, or for stylistic reasons (Baker, 2006). When it comes to simultaneous interpreting, it can be due to the time constraints, to catch up with the source language speaker. Usually, these omitted lexical items are of no great importance for the listener.

| The original phrase/word               | Students' interpretation   | Analysis/comment   |
|--|--|--|
| <b>double-decker buses</b>             | <i>omitted</i> (S1)  | Although important for the overall context, Student 1 did not translate this phrase.<br><i>Autobusi na kat.</i>  |
| <b>eight pints of fruit juice</b>      | <i>omitted</i> (S1)<br><i>omitted</i> (S2)<br>pinta (S3)<br><i>omitted</i> (S4)<br>boca (S5) | Only one student decided to translate this word as <i>pinta</i> . One student used the noun <i>boca</i> ; both of these words work. Others omitted it; the measure itself is of no major importance. |
| <b>the townies, city dwellers</b>      | <i>omitted</i> , gradski ljudi (S1)<br><i>omitted</i> , građani (S2)                         | Derogatory English term for people from the city. A slang term in Croatian would be <i>dotepenci</i> or <i>dođoši</i> .  |
| <b>tradition of going to the sauna</b> | postoji jedna tradicija  |  |
| <b>minus 100 degrees Fahrenheit</b>    | dok temperature padnu (S1)<br>minus 100 stupnjeva Fahrenheita (S2)                           | Student 1 omitted the precise temperature given by the speaker, while Student 2 did not convert Fahrenheits into degrees Celsius, which are used in Croatia.   |
| <b>National Health Service</b>         | <i>omitted</i> (S1)  | The name is not important to understand the sentence. There is no direct equivalent in the Croatian language. The similar services   |

|                   |   |  |
|-------------------|---|--|
|                   |   | would be <i>Hrvatski zavod za javno zdravstvo</i> and <i>Hrvatski zavod za zdravstveno osiguranje</i> , both overlooked by the Ministry of health. |
| <b>monotasker</b> | <i>omitted</i> (S1)<br>monotasker (S2)<br>jako radišan (S3) | One student used omission, the second used borrowing, and the third one gave a wrong interpretation.   |

## 6.5. Functional equivalence

It means using a term/word/phrase in target language whose function is similar to that of the source language. Harvey (2000) writes that authors are divided over the merits of this technique; Weston describes it as the ‘ideal method of translation’ (1991:23), whereas Šarčević claims it is ‘misleading and should be avoided’ (1985:131).

| The original phrase/word           | Students’ interpretation  | Analysis/comment  |
|------------------------------------|---|---|
| <b>(telephone) token</b>           | žeton   | The student chose the most appropriate translation.   |
| <b>Breton shortcake</b>            | bretonski keks  |   |
| <b>old traditional English ale</b> | svijetlo pivo (S1)<br>staro englesko pivo (S2)<br>tradicionalno englesko pivo (S3)<br>stara britanska piva (S4)<br>svijetlo pivo (S5) | Ale is usually drunk in northern Europe; Belgium, France, Britain...<br>All of the given interpretations fit. |
| <b>porter</b>                      | crno pivo   | Porter beer is a type of dark beer, so this would be appropriate.   |

|                          |                      |   |
|--------------------------|----------------------|---|
| <b>greenhouse</b>        | staklenik            |   |
| <b>20 miles per hour</b> | 20 kilometara na sat | The student used the correct unit of length, but did not convert miles into kilometers. |

## 6.6. Formal equivalence

Other name for this strategy is ‘linguistic equivalence’, i.e. *word-for-word* translation. It is mostly used when translating certain legal, political, sports or any other institutions/organization which exist or have existed in target language culture (Harvey, 2000), but also for translating other terms. Usually, the word order remains the same as in source language.

| The original phrase/word                         | Students’ interpretation  | Analysis/comment  |
|--|---|---|
| <b>FEMA, Federal Emergency Management Agency</b> | Državni ured za službu i spašavanje (S1)<br>Savezna agencija za rješavanje hitnih slučajeva (S2)<br><i>omitted</i> (S3) | The proper translation would be <i>Federalna agencija za hitne slučajeve</i> . Student 2 had the most accurate interpretation.<br>The agency that provides the same support in Croatia is called <i>Državna uprava za zaštitu i spašavanje</i> .<br>Student 3 had plenty of time to translate, but decided to omit. |
| <b>Bagara nomads</b>                             | Bagara nomadi   |   |
| <b>green paper</b>                               | vlada je napravila prijedlog (S1)<br>zelena knjiga (S2)<br>zeleni papir (S3)  | <i>Zelena knjiga</i> is the correct translation.  |
| <b>Royal Mail</b>                                | Kraljevska pošta  |   |

|   |  |   |  |
|---|--|---|--|
| <b>Common Fisheries Policy</b>  | Zajednička politika (S1)<br>Zajednička politika (S2)<br>Zajednička politika (S3)                   | ribolovna<br>ribarska<br>ribolovna          | <i>Zajednička ribarska politika</i> is the term used in Croatia.   |
| <b>Fisheries Council</b>  | Ribolovno vijeće (S1)<br>Vijeće za ribarstvo (S2)<br>Vijeće za ribolovstvo (S3)                    |   | Student 2 gave the correct term.   |
| <b>Tactical nuclear penguin</b>   | Taktički pingvin   | nuklearni                                   | A beer brand.  |
| <b>Irish potato famine</b>  | irska krumpirova glad  |   | Word-for-word translation will not do here, the student should have used descriptive translation: <i>Glad uzrokovana propalim usjevima krumpira/zbog nestašice krumpira</i> . However, there was no time for it.                         |
| <b>Internally Displaced People (IDP)</b>                                    | interno raseljene osobe ili prognanici   |   | A correct translation. The term <i>prognanici</i> is a functional equivalent.  |
| <b>Joint Interpreting and Conference Service of the European Commission</b> | Služba za prevođenje pri komisiji  | za usmeno prevođenje pri Europskoj komisiji | <i>Opća uprava za konferencijsko prevođenje pri Europskoj komisiji</i> is the correct name of this service.  |
| <b>Big Brother</b>  | Big Brother (S1)<br>Big Brother (S2)<br>Veliki brat, odnosno Big Brother (S3)                      |   |  |
| <b>technological gadgets; electricity, steam</b>                            | tehnološke struju i ostalo (S1)<br>zapadna tehnologija (S2)<br>tehnološki proizvodi od Zapada (S3) | naprave;                                    | Student 2 had the best interpretation, omitting the words <i>electricity</i> and <i>steam</i> , and unifying them into <i>zapadna tehnologija</i> .<br>Student 1 had the best solution for the word <i>gadget</i> , but it does not work |

|   |   |  |
|---|---|--|
|   |   | well with the overall meaning of the sentence. Students 2 and 3 used description.  |
| <b>computer technology (later on computers)</b> | <p>kompjuterska tehnologija; kompjuteri (S1)</p> <p>kompjuterska tehnologija; računala (S2)</p> <p>računalna tehnologija; računala tehnologija (S3)</p> | <p>While choosing the more appropriate phrase <i>računalna tehnologija</i> the first time, Student 3 got confused and repeated the same phrase when <i>računala</i> was needed.</p> <p>Although the word <i>kompjutor/kompjuter</i> is acceptable, the word <i>računalo</i> should be used in these cases.</p> |
| <b>silicon chips</b>                            | <p>silikonski čipovi (S1)</p> <p>silikonski čipovi (S2)</p> <p>silicijski čipovi (S3)</p>   | <p>Since computer chips are made of silicium (the term <i>silicon</i> in English is used as well), the only correct translation should be <i>silicijski</i>. The Croatian term for the chemical element silicium is <i>silicij</i>, not <i>silikon</i>. (Silicon Valley &gt; Silicijska dolina)</p>            |
| <b>BSE (badly spoken English)</b>               | <p>loše govoreni engleski (S1)</p> <p>BSE (badly spoken English) ili na hrvatskom, loše govoreni engleski (S2)</p> <p>loše govoreni engleski (S3)</p>   | <p>Student 2 had the time to repeat the English phrase and to interpret it correctly into Croatian.</p>  |
| <b>Valentine's Day</b>                          | Valentinovo   |  |

## 6.7. Borrowing

This strategy includes reproducing or, where necessary, phonologically adapting the original term/word/phrase. It is used if the particular culture-bound term cannot be interpreted by any other strategy, most often, because it does not exist in the same form in the source language culture. Newmark (1988:82) calls it ‘transference’. It is often used when ‘translating’ proper names.

| The original phrase/word         | Students’ interpretation   | Analysis/comment   |
|----------------------------------|--|--|
| <b>pub</b>                       | pub [pab] (S1)<br>pub [pab] (S2)<br>pub [pab] (S3)<br>pub [pab] (S4)                   | There is no equivalent in Croatia.<br>Pubs are specific for the British Isles.   |
| <b>do-it-yourself-television</b> | uradi sam tip televizije (S1)<br>do-it-yourself televizija (S2)<br><i>omitted</i> (S3) | Student 3 got confused and omitted the phrase.   |
| <b>happy hour</b>                | happy hour   | The original speaker explains what <i>happy hour</i> is in the following sentence.   |
| <b>Janjaweed</b>                 | janjaweed [džandžavid]   | The student should have emphasized that Janjaweed are the militia in Sudan. This is a case when an interpreter is not informed of a particular situation in a different country. |
| <b>bussinesmen</b>               | biznismeni (S1)<br>biznismeni (S2)   | Although we have terms such as <i>poslovni ljudi</i> or <i>poslovnjaci</i> , the word <i>biznismen</i> has been naturalized in the Croatian language. Young                      |

|  |  |   |
|--|--|---|
|  |  | interpreters use the terms that first come to mind.   |
| <b>casino</b>  | kasino   | <i>Kockarnica</i> would be the Croatian equivalent, but <i>kasino</i> is also in use.   |
| <b>laser beam</b>  | omitted (S1)<br>laser (S2)<br>laserske zrake (S3)  | <i>Laser</i> is a loanword from the English acronym <i>Light Amplification by Stimulated Emission of Radiation</i> <sup>28</sup> . It has become accepted in many other languages as well.  |
| <b>e-mail</b>  | e-mail (S1)<br>e-pošta/e-poruka (S2)   | The term <i>e-mail</i> has been used in our language since the introduction of Internet, especially by computer users, and it still prevails over the newly coined terms <i>e-poruka</i> and <i>elektronička poruka/pošta</i> .<br>Student 2 is consistent in using <i>e-pošta/e-poruka</i> throughout the speech.  |
| <b>The conference will be shown live on the Internet via the web-stream.</b> | <i>Konferencija</i> će se prikazivati na <i>internetu</i> preko <i>web-streama</i> . (S1)<br><i>Konferencija</i> će se uživo prenositi na <i>internetu</i> preko <i>mrežnog strujanja</i> . (S2) | Student 2 had the better solution. However, <i>preko mrežnog strujanja</i> was not necessary since the information given before that was enough to fully grasp the meaning. <i>Conference</i> is a term that includes several meanings: <i>to debate/discuss/meet</i> etc. It has the same meaning in Croatian. It can be replaced by <i>vijećanje</i> or <i>sastanak</i> , but <i>konferencija</i> is still the best choice in this case.<br><i>Internet</i> is a loanword in the Croatian language. Attempts have been made |

<sup>28</sup> <http://www.thefreedictionary.com/laser>

|                      |  |   |
|----------------------|--|---|
|                      |  | to replace it with the word <i>svemrežje</i> , but with very little success.<br>Student 1 chose direct transfer of the word <i>web-stream</i> , while Student 2 opted for literal translation, <i>mrežno strujanje</i> . Although <i>mrežno strujanje</i> is correct, the question is whether the listener would know what that is (the similar case as <i>svemrežje</i> ). |
| <b>blog</b>          | blog (S1)<br>blog (S2)   | A relatively new word ( <i>web log</i> ). The most appropriate Croatian term would be <i>internetski dnevnik</i> . However, <i>blog</i> seems to be used more often, and has become naturalized in Croatian.  |
| <b>software</b>      | softver/program (S1)<br>softver x2 (S2)  |   |
| <b>hard disk</b>     | hard disk x2   | <i>Tvrđi disk</i> is the Croatian equivalent.   |
| <b>teenagers</b>     | tinejdžeri (S1)<br>tinejdžeri (S2)   |   |
| <b>multitasker</b>   | multitasker (S1)<br>multitasker (S2)<br>multitasking (S3)                        | Croatian language has no appropriate substitute. A paraphrase would be more suitable here, <i>osoba koja obavlja više poslova odjednom</i> .  |
| <b>pidgin</b>        | pidžin   |   |
| <b>cause célèbre</b> | cause célèbre (S1)<br><i>omitted</i> (S2)  | Student 2 did not understand the phrase. The Croatian term is <i>poznati/zloglasni slučaj</i> .   |
| <b>lingua franca</b> | lingua franca [lingva franka] (S1)<br><i>omitted</i> (S2)<br><i>omitted</i> (S3) |   |
| <b>sauna</b>         | sauna  |   |



|                                  |   |   |
|----------------------------------|---|---|
| <b>cruise ship</b>               | kruzer  | This term is widely used. A more descriptive and longer term would be <i>brod za krstarenja</i> . |
| <b>Jesuits</b>                   | jezuiti (S1)<br>omission (S2)<br>jezuiti (S3)   | <i>Jezuiti, isusovci</i> or <i>Družba Isusova</i> ; all the same.                                 |
| <b>MTV</b>                       | MTV (S1)<br>omitted (S2)  | MTV or Music Television. There is no need for translation.  |
| <b>cheeseburger</b>              | cheeseburger [čizburger]  |   |
| <b>cider</b>                     | cider [sajder] (S1)<br>jabukovača (S2)<br>jabukovača (S3)<br>jabukovača (S4)          | Only one student used borrowing, the others used the appropriate Croatian term.                   |
| <b>lamaism</b>                   | lamaizam  |   |
| <b>six to ten feet</b>           | šest do deset stopa (S1)<br>dva do tri metra (S2)<br>šest do pet metara (S3)          | Only one student managed to convert feet into meters. Student 3 got confused.                     |
| <b>in China</b>                  | u Čini (S1)<br>u Kini (S2)  |   |
| <b>Shanghai</b>                  | Šangaj  |   |
| <b>Qingdao harbor</b>            | luka Čingdao  |   |
| <b>in New Orleans, Louisiana</b> | U New Orleansu,<br>Louisiani (S1)<br>New Orleans u Louisiani (S2)<br>u Louisiani (S3) |   |
| <b>Ashford</b>                   | Ashril [ešril]  | The student pronounced it wrong.  |
| <b>Brittany</b>                  | Bretonija   | <i>Bretanja</i> <sup>29</sup> is the Croatian name for Brittany.                                  |
| <b>Alfa Romeo (car)</b>          | Alfa Romeo (S1)<br>automobil (S2)   |   |

<sup>29</sup> [http://hjp.novi-liber.hr/index.php?show=search\\_by\\_id&id=f15mWBI%3D&keyword=Bretanja](http://hjp.novi-liber.hr/index.php?show=search_by_id&id=f15mWBI%3D&keyword=Bretanja)

|   |  |  |
|---|--|--|
| <b>according to Trompenheur's questionnaire</b> | <i>van</i> prema tom upitniku (S1)<br>prema [van Trompenoerom] upitniku (S2)<br>prema ovom upitniku (S3)           | This particular name was difficult to understand. Two students opted to omit it.   |
| <b>Virgin Galactica</b>                         | Virgin Galactica (S1)<br>Virgin Galactic (S2)<br>galaktika Virgin (S3)   | The name of a, now famous, space-tourism oriented company. In fact, the original speaker made a mistake, it is called <i>Virgin Galactic</i> . |
| <b>President Nixon</b>                          | Nixon (S1)<br>predsjednik Nixon (S2)<br>predsjednik Nixon (S3)<br>predsjednik Nixon (S4)<br>predsjednik Nixon (S5) |  |
| <b>Japan</b>                                    | Japan  |  |
| <b>Manchuria</b>                                | Mandžurija (S1)<br>Mandžurija (S2)<br>Mančurija (S3)<br>Mandžurija (S4)<br>Mandžurija (S5)                         |  |
| <b>ISR (name of a company)</b>                  | ISR  |  |
| <b>Dyson International</b>                      | Dyson International  |  |
| <b>Zaventem airport in Bruxelles</b>            | Zantverm... Zavertem...<br>zračna luka (S1)<br>Zaventem u Bruxellesu (S2)<br>Zračna luka Zaventem (S3)             |  |
| <b>Rhodesia</b>                                 | [Rajdiša]  | The student misheard; it is <i>Rodezija</i> .  |
| <b>Robert Mugabe</b>                            | Mugabi   | Wrong pronunciation: Robert Mugabe.  |

|                             |   |   |
|-----------------------------|---|---|
| <b>Bombay</b>               | Bombai (S1)<br>Bombai (S2)  | Mumbai is the Croatian name for Bombay.   |
| <b>Hosa language</b>        | hoza jezik (S1)<br>hausa jezik (S2)                                     | Student 1 said the correct term; <i>hoza</i> is adapted to the Croatian phonology.  |
| <b>Dyson vaccum cleaner</b> | Dyson usisavač (S1)<br>Dysonov usisavač (S2)<br>Dysonov usisavač (S3)   |   |
| <b>Mississippi River</b>    | rijeka Mississippi (S1)<br>Missisipi rijeka (S2)<br><i>omitted</i> (S3) | Student 3 got confused.   |
| <b>Han people</b>           | narod Han (S1)<br>autohtoni Kinezi (S2)                                 | Student 2 decided to give a broader explanation.  |
| <b>KGB</b>                  | KGB   | The acronym for <i>Komitet gosudarstvennoj bezopasnosti</i> ( <i>Komitet državne sigurnosti</i> ) <sup>30</sup><br>In correct use here. |

## 6.8. Conventionalization strategy

This strategy applies to those proper names which have an established name in the target language culture. Here listed are names, brand names and names of institutions which have not been categorized in other tables.

| The original phrase/word | Students' interpretation | Analysis/comment   |
|--------------------------|--------------------------|--|
| <b>U.S.A.</b>            | Amerika                  | The word <i>Amerika</i> in our region is a common substitute for <i>Sjedinjene</i> |

<sup>30</sup> Badurina, Lana. Marković, Ivan. Mićanović, Krešimir. *Hrvatski pravopis* (2008), drugo izdanje, Matica Hrvatska, 192.

|  |   |   |
|--|---|---|
|  |   | <i>Američke Države (SAD)</i> , although it has not the same literal meaning.  |
| <b>South Africa</b>  | Južna Afrika  | <i>South Africa</i> is the unofficial name for the Republic of South Africa. The translation should have been <i>Južnoafrička Republika</i> . |
| <b>UK</b>  | Velika Britanija x2 (S1)<br>Ujedinjeno Kraljevstvo (S2)<br>Engleska... Velika Britanija (S3)                | Here we see students using different translations. Student 2 gave the correct translation.  |
| <b>a research carried out at Stanford University in California</b> | u Kaliforniji (S1)<br>Sveučilište Stanford iz Kalifornije (S2)<br>Stanford u Kaliforniji (S3)               |   |
| <b>Scotland</b>  | Škotska   |   |
| <b>James II</b>  | James Drugi (S1)<br><i>omitted</i> (S2)   | <i>Jakov II.</i> is the Croatian version of the name.   |
| <b>the Soviet Block</b>  | Sovjetski blok (S1)<br>Sovjetski blok (S2)<br>Sovjeti (S3)  | Another option would be <i>Istočni blok</i> .   |
| <b>Common Agricultural Policy</b>                                  | Zajednička agrarna politika (S1)<br>Poljoprivredna politika (S2)<br>Zajednička poljoprivredna politika (S3) | The correct name is <i>Zajednička poljoprivredna politika</i> .   |
| <b>Cold War</b>  | Hladni rat  |   |
| <b>Republicans</b>   | republikanci  |   |
| <b>Labour Party</b>  | Laburistička stranka  |   |
| <b>United Nations</b>  | Ujedinjeni narodi   |   |

|  |   |  |
|--|---|--|
| <b>Security Council of the United Nations</b>                      | Vijeće sigurnosti UN-a  |  |
| <b>South Pole</b>  | Sjeverni pol (S1)<br>Južni pol (S2)   | Student 1 made a mistake, switching opposite terms (north-south, east-west, left-right...) |
| <b>Olympic Games</b>   | Olimpijske igre   |  |
| <b>Moscow</b>  | Moskva  |  |
| <b>rainbow trout</b>   | kalifornijska pastrva   |  |
| <b>Dutchman</b>  | Holandanin  | The correct interpretation is Nizozemac.   |
| <b>Birdsville Hotel</b>  | hotel koji se zove<br>Birdsville hotel (S1)<br>hotel The Birdsville (S2)<br>Birdsville hotel (S3) |  |
| <b><i>Air-blade machine</i></b>                                    | Zračna oštrica (S1)<br>Air-blade (S2)<br>Zračna oštrica (S3)                                      | Student 2 used borrowing.  |
| <b>pound</b>   | funta   | Correct translation of the name of the currency.   |
| <b>pounds and ounces</b>   | funtama i... funtama (S1)<br>funtama (S2)   | Both students should have converted pounds into kilograms and grams, if possible.          |
| <b>Lower House of the British parliament, the House of Commons</b> | Donji dom britanskog parlamenta (S1)<br>Donji dom britanskog parlamenta (S2)                      |  |
| <b>The House of Lords</b>  | Gornji dom  |  |
| <b>Valentine's Day</b>   | Valentinovo   |  |

## 6.9. Descriptive translation

A descriptive or *self-explanatory* translation uses generic rather than culture-bound terms to convey the meaning. It is appropriate in many contexts where formal equivalence is considered insufficiently clear (Harvey, 2000).

| The original phrase/word        | Students' interpretation  | Analysis/comment   |
|---------------------------------|---|--|
| <b>nightclubbing</b>            | odlazak u klubove (S1)<br>popularnost noćnih klubova (S2)<br>popularnost noćnih klubova (S3)<br>noćne zabave (S4) | All four interpretations are correct; the listener can understand the context.   |
| <b>Glasnost and Perestroika</b> | civilno-političke reforme u Sovjetskom Savezu (S1)<br>glasnost i perestrojka (S2)                                 | Student 1 decided to explain the terms, Student 2 uses the original, well-known names. Both are correct.                 |
| <b>single-sex schools</b>       | jednospolne škole (S1)<br>škole samo za određene učenike (S2)   | Both descriptions seem very awkward. <i>A better solution would be: Škole samo za/posebno za djevojčice ili dječake.</i> |
| <b>Globish</b>                  | globalni engleski (S1)<br>Globish (S2)<br><i>omitted</i> (S3)   | Here we have literal translation, transcription and omission used.   |

## 6.10. Statistical Data Analysis

This research was made on the basis of 38 source language speeches in English, in which culture-bound terms appeared. Only one speech was *ad hoc*, for the others the students could

prepare themselves beforehand. Most of them made glossaries of unfamiliar terms and expressions, and used them during the interpretations. Culture-bound terms were divided into 9 groups.

| Strategy                                      | N   | Frequency | Errors |
|---|-----|-----------|--------|
| Phrase of similar meaning and form            | 34  | 12,05%    | 0      |
| Phrase of similar meaning but dissimilar form | 12  | 4,25%     | 1      |
| Paraphrase                                    | 18  | 6,38%     | 2      |
| Omission                                      | 31  | 10,99%    | 0      |
| Functional equivalence                        | 12  | 4,25%     | 3      |
| Formal equivalence                            | 34  | 12,05%    | 2      |
| Borrowing                                     | 91  | 32,26%    | 8      |
| Conventionality                               | 41  | 14,53%    | 7      |
| Description                                   | 9   | 3,19%     | 1      |
| Total   | 282 |           | 24     |

The strategies used the most are borrowing, conventionality, formal equivalence, phrase of similar meaning and form. The strategy of replacing a phrase of similar meaning and form was used 34 times. There were no errors as such. Replacing a phrase with a phrase of similar form but dissimilar meaning was used 12 times with only one critical error. Students used paraphrasing 18 times with great success and only two small errors. Omission was used 31 times, which seems less than expected. Several omissions were made in order to keep up with the original speaker, but none of them had negative effect on the listeners' understanding of the sentence. Functional equivalence was used 12 times with 3 errors, and formal equivalence (word-for-word translation) was used 34 times. Only two mistakes were made when translating those culture-bound terms. Borrowing (91) and conventionality strategy (41) were used the most, since the majority of culture-bound terms were names of places and peoples' names. Errors consisted mostly of wrong pronunciation of the word (name) interpreted. And finally, the description strategy was employed 9 times with only one big error.

All things considering, student interpreters gave excellent interpretations of culture-bound terms, showing great knowledge of both Croatian and foreign cultures. A few errors were made, but nothing that would influence the communication in a wrong way. It would be

interesting to see how these students would react after 5, 10, 15 years of any sort of translation work, but this time only with speeches that could not be prepared beforehand.

Here is the listing of the cultural aspects in which culture-bound terms appeared in the source language speeches.

| <b>Cultural category</b>          | <b>N</b> |
|-----------------------------------|----------|
| Sports, leisure, recreation       | 11       |
| Politics, institutions, documents | 25       |
| Religion                          | 4        |
| Architecture and traffic          | 3        |
| Everyday use and slang            | 7        |
| Entertainment                     | 4        |
| Technology and education          | 13       |
| Proper names and brand names      | 33       |
| Foods and drinks                  | 9        |
| Measures, weights, currencies     | 10       |
| Geography                         | 3        |
| Other                             | 24       |
| Total                             | 146      |

## **7. Conclusion**

Translating means taking something from the source language and encoding it into the target language. The exact translation is not always possible, but it is possible to render the message in such a way that the ideas from the original remain the same. In order to deliver that message, we need translators and interpreters, whose work is often unappreciated. Simultaneous translation is a cognitive process. It requires great concentration, memory capabilities, and knowledge of the world around us. Simultaneous interpreters are under heavy



pressure when doing their work, with only themselves to rely on when difficulties occur. As human beings, we are prone to mistakes. In simultaneous interpretation mistakes have to be down to a minimum; the consequences could be very serious. There are many things that influence the process of simultaneous interpretation, from those of personal nature such as fatigue or lack of concentration to the problems regarding the technical equipment or even the speaker of the source language. Cultural translation is a very specific area, where language has a hidden meaning based on intracultural experience. Language evolution is directly connected to the evolution of a certain culture. In the past, somewhere until the 20th century, human cultures were extremely diverse, whereas nowadays the entire world is a 'global village'. Cultures merge and interconnect; they are becoming unified, especially through the Internet and other media. This could, eventually, mean the death of cultural and language diversity. The results of this particular study have shown that trainee interpreters have the skills required to understand and interpret culture-bound terms, which can be a source of many dilemmas. Culture-bound terms found in the test speeches covered lots of different topics. Borrowing, conventionalization, and formal equivalence were the strategies trainee-interpreters used the most during their interpretations, because those strategies do not require great amount of lexical interpretation; these terms are similar or equal in the Croatian language. This research has also proven that our mouths are sometimes faster than our brains in situations where the interpreters should have waited a few seconds and analyzed what they were going to say in their minds (i.e. to formulate certain phrases accurately). The problem mentioned is not really a problem, since the messages were correctly transferred. It all comes with experience. Trainee interpreters coped well under pressure and were well prepared for the training. The fact that they could prepare themselves before the actual interpretations in class made them more confident in their abilities.

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