The Effect of Self-corrections on the Quality of the Translated Text

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Znanstveno područje: humanističke znanosti

Znanstveno polje: filologija

Znanstvena grana: anglistika

Mentorica: doc. dr. sc. Ana Werkmann Horvat

Osijek, 2022.

Prilog: Izjava o akademskoj čestitosti i o suglasnosti za javno objavljivanje

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U Osijeku, 11. 07. 2022.

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Abstract

The aim of this thesis was to test whether the amount of self-corrections would influence the quality of the translated text. Study was conducted on nine students of translation studies who translated texts of intermediate difficulty in keylogging software *Translog II* from English into Croatian. After self-corrections were categorised and counted, it was found that the most frequent types of self-corrections were word substitution and spelling, which are thought to be the result of student's over-editing and insecurity. Translations were evaluated using TAUS DQF model, after which evaluation scores were related to the number of self-corrections. Using Pearson test of correlation, it was found that there was no correlation with regards to the amount of self-corrections and evaluation score, which may be due to the small and diverse group of students who may differ greatly in translation experience. The result could also point to many students not being acquainted with normative rules of Croatian language. Time and number of self-corrections were found to be correlated, and evaluation score and amount of time were approaching significance, but were not correlated. This kind of translation process research may help in developing computer-assisted translating tools and help in understanding translator's mind. It is suggested that future studies include a greater number of participants and test amount of self-corrections and translation quality in professional translators.

Key words: translation, *Translog II*, quality assessment, self-corrections, evaluation

Sažetak

Cilj ovog rada bio je istražiti utječe li količina samoispravaka na kvalitetu prevedenog teksta. Istraživanje se provelo na devet studenata prevoditeljskih studija koji su prevodili tekstove napredne težine s engleskog na hrvatski jezik u keylogging softweru *Translog II*. Nakon što su se samoispravci pobrojali i kategorizirali, utvrđeno je kako su najčešće vrste samoispravaka bile supstitucija i ispravci pravopisa. Prijevodi su se ocijenili prema TAUS DQF modelu, nakon čega su se ocjene prijevoda dovele u vezu s količinom samoispravaka. Koristeći Pearson test korelacije, utvrđeno je kako ne postoji korelacija između broja ispravaka i ocjene prijevoda. Razlog tome možda leži u činjenici da je u pitanju bila mala skupina studenata koja se možda međusobno uvelike razlikuje u prevoditeljskom iskustvu. Ovaj rezultat također možda upućuje na veliki broj studenata koji nisu upoznati sa normativnim pravilima hrvatskog jezika. Vrijeme i količina samoispravaka nisu bili u korelaciji, a ocjene i vrijeme, iako nisu bili u korelaciji, naginjali su prema njoj. Ovakva vrsta istraživanja procesa prevođenja može pozitivno utjecati na razvoj alata za prevođenje te može pomoći u razumijevanju prevoditeljskog uma. Preporučuje se da buduća istraživanja uključe veći broj ispitanika te ispitaju količinu samoispravaka i kvalitetu prijevoda kod iskusnih prevoditelja.

Ključne riječi: prevođenje, *Translog II*, utvrđivanje kvalitete, samoispravci, ocjenjivanje

1. Introduction

Translation is both a cognitive process occurring in translator's head and a cross-linguistic and cross-culture practice which is the result of a linguistic-textual operation in which a text from a source language is re-contextualized in a target language (House, 2014). The process includes everything that happens from the moment the translator starts translating the source text, up until the moment when the target text is fully produced. It encompasses pencil movements, keystrokes, dictionary use and use of the internet (Hansen, 2003). This seemingly simple operation is influenced by a variety of extra-linguistic factors and conditions, for instance: expressive potential and constraints of the two languages, extra-linguistic world dissected in different ways by source and target languages, linguistic-stylistic-aesthetic features and norms, target language norms, intertextuality, translation culture in target culture, guidelines given to a translator, workplace conditions, translator's knowledge, expertise, as well as translation recipient's knowledge and expertise (House, 2014). Translation is a 'bridge' over which communicative events from one language are made accessible to different persons or groups. In its essence, translation prevents different traditions and ideas to remain locked behind a language barrier, since it is an important mediator between societies and cultures. Even so, translation is thought to be a secondary act of communication, as it only reflects a message that already exists. However, due to rapid technological advances which depend on information being spread quickly and efficiently, or better yet – instantly, translation has grown in importance in the globalized, connected world. As much good as this has brought to translation industry, there has also recently been criticism of the aforementioned instantaneous flow of information which relies mostly on English language that established itself as *lingua franca* in many facets of contemporary life (House, 2014, p. 2–4).

Translation process research has to this day focused on revision (Mossop, 2001), creativity (Kussmaul, 1997), professional and students approaches (Séguinot, 1989; Tirkkonnen-Condit, 1989), time pressure (Jensen, 1999) and more. When researching the translation process, many researchers utilize data collection tools which include but are not limited to: video cameras, think-aloud protocols (TAPs), retrospective interviews and software programs. Over the past fifteen years, many observational studies have been conducted in order to access the metaphorical *black box* and gain a better understanding of the translation process (Lauffer, 2002, p. 59). The term *black box* in this context signifies a hidden knowledge of what happens in the translator's mind, that is, verbalized

thoughts during the translation assignment. Since the mind is not open to direct observation, this study has to remain empirical, which means that the source of the knowledge is highly dependent on what is discovered through the use of senses. The colour black in this case is associated with mystery and closedness, as researchers cannot see inside closed departments of the multilingual brain but can only look at the input and output, parameters that can be detected by sense of hearing or sight (Gorlée, 2010, p. 83–84).

The aim of this thesis is to investigate whether the amount of self-corrections affects the quality of the translated text. In this study, nine student translators were tasked with translating one of the three newspaper excerpts from English into Croatian. The experimental part of the study was comprised of three parts: first determining the language proficiency of the participants by using the software *LexTale*; second, getting familiar with the keylogging software *Translog II* and translating a test text; and lastly, the main experiment in *Translog II*. In order to evaluate translations, TAUS Dynamic Quality Framework was used.

Previous studies that studied self-corrections combined eye-tracking, TAPs, keylogging software, screen-recording software and other tools. However, none of the studies focused on the quantitative aspect of self-corrections and its relation to translation quality; that is, previous studies were focused on describing and naming types of self-corrections or studied the relation between the time it took to revise the text and the translation quality. In these studies, it was implied that there is a need for researchers to test the relation between the number of self-corrections and the translation quality. Testing this relation may potentially help with the development of computer assisted tools and may improve translation studies' understanding of what happens in the translator's *black box*. Studying self-corrections may also help in predicting translator's actions, automating certain parts of the translation process (especially in machine translation development) and guide educators when training new translators. Other than having a beneficial effect for translation studies, conducting such experiments may help the experimenters themselves to become better translators, as their understanding of the translation process grows. This can bring about positive changes in the way translators organize their time and in the choice of methods they use to deliver a translation as efficiently as possible.

2. Literature Background

2.1. Researching the translation process

Translation is a field that has witnessed expansion in interest since the Second World War. Since the field is highly interdisciplinary (linguistics, literary studies, logic, mathematics), there seems to be hardly any agreement on the types of models to be tested, methods to be applied or on the terminology to be used. There also seems to be no default name for the new field. Even though Bausch et al. (1970) named it *Übersetzungswissenschaft* ('translation science'), it is not clear yet whether translation studies (the term accepted in English) can be called a science. According to Holmes (1987), some scholars believe that the translation studies field coincides with comparative terminological and lexicographical studies, while others argue that it may be closer to translation theory. It follows that translation studies is an empirical discipline, and as such has two main objectives: (1) describing the phenomena of translating and translation as they manifest in the world of our experience, and (2) establishing general principles that describe the aforementioned phenomena. Branches of translation studies which are concerned with these objectives are descriptive translation studies and theoretical translation studies (Holmes, 1987, p. 173–176). Nowadays, translation research is shifting from descriptive to predictive, namely by using different types of keylogging software and eye-tracking methodology (Carl et al., 2016, p. 4). As Holmes (1987) states, the study of translation currently has all the means necessary to explain and predict the translator's behaviour. Having such a model can automate certain aspects of the translation process so that translators may focus on other aspects of translation that are not yet automatized. When Holmes proposed the aforementioned categorisation of translation studies, the investigation of human translation processes based on empirical observations was difficult. Findings related to cognitive processes were either based on the analysis of the final product (Krings, 1986) or on think-aloud protocols (Lörscher, 1991), in which participants would be asked to verbalize their thoughts during the process of translating (Carl et al., 2016, p. 4).

An important event for empirical translation process research was the invention of the keylogging software *Translog* by a group of researchers at the Copenhagen Business School. In 2009, this program was upgraded to *Translog II* with an eye-tracker interface, which allows for recording both keystrokes and gaze movements (Carl et al., 2016, p. 5), as well as insertion, deletion, navigation, copy/cut-and-paste, return key and mouse operations while the translator is translating the text. The

software does not interfere with the translation process as it runs in the background (Carl, 2012, p. 4108). The log file that *Translog* produces after the translation process is recorded and upon finishing the translation task offers a static and dynamic view of the finished process; it shows both the symbols that represent keystrokes and other movements as well as the option to play back the translation process. The log file can provide data on: words typed, cursor movements, number of characters deleted, online dictionary look-ups and cutting and pasting (O'Brien, 2005, p. 43– 44). For example, in Figure 1, we can see a linear view of a log file, which offers a look into all the key strokes and pauses that the participant made. This view is static.

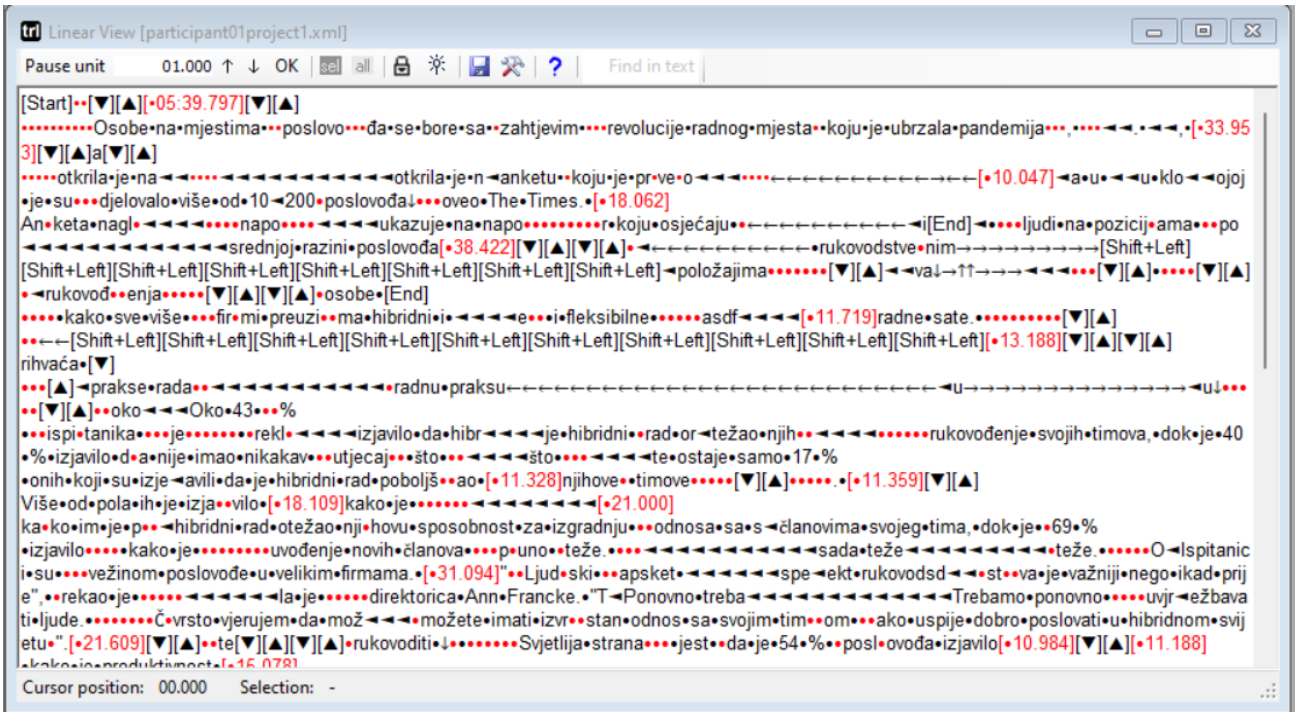

Figure 1. Linear view of the log file

Movements which follow the pauses can give some indication as to what happened during the pause and they are necessary for evaluation. One option is for the evaluator to discuss this with other evaluators, which then makes the process intersubjective and very reliable. In order for the results to be even more precise, a combination of observations from the log files and from the retrospection with replay can also be used (Hansen, 2003, p. 36). Three major developments have sprung up since *Translog* was first published: (1) an extension for languages with different scripts and improved eye-trackers, (2) the application of empirical Translation Process Research methods used to investigate and predict interactions between a human and a machine in computer aided translation, and (3) the

collection of large amounts of translation process data in a translation process research database. *Translog II* was originally designed to investigate reading, writing and translation processes, but was eventually extended to also record sessions of post-editing machine translation in which machine-translated text would appear in an editable text box and the post-editor would edit this text to create the final translation. All the modifications would be recorded, along with the gaze data if an eye-tracker was used. The downside to *Translog II*, however, is that it cannot provide an experimental environment that is similar to the usual working environment. Furthermore, *Translog II* does not segment the text, unlike modern computer-assisted translation tools, and it has no direct access to a term base or a translation memory (Carl et al., 2016, p. 4-6).

2.2. Self-corrections

Revision of the text is a crucial part of writing, especially in written translation, as the writer/translator makes additions, omissions or changes to the text. These actions, which are included under the term *revision*, are also called self-corrections, and are further classified into 8 categories: (1) word deletion, (2) word substitution, (3) spelling correction, (4) return, (5) word addition, (6) meaning correction, (7) capitalization, and (8) grammar correction (Malkiel, 2009). The term revision sometimes denotes the examination of translator's work by another translator but it can also denote the revision that the translator conducts on their own work. More specifically, revision can either involve revising the target text without much observation of the source text, or comparative revision, with the reviser frequently checking both source and target texts. This is what distinguishes revision from proofreading or editing, which are one-language exclusive (Konttinen et al., 2021, p. 1-2). Malkiel (2009) discusses the researchers who have: tested the relationship between the complexity of a source text and the amount of revisions (Campbell, 1991); tested circumstances under which translators revise their texts (Shih, 2006), and whether certain features of the revision process indicate quality of the target text (Breedveld, 2002).

According to Shih (2006), in the context of translation process research, revision usually comprises of self-monitoring or self-editing which occurs at a later stage of the translation process. Findings of Shih's study suggest that, in general, translators revise their translation straight after producing the first draft, unless they have the opportunity to revise the translation the next day. Many

translators are already aware of the potential issues and they know what to look out for in the text. This revision process is usually repeated twice, until the translator is satisfied with the product, although some translators do not feel the need to self-revise at all. Shih's study focused on the time it took to revise, numbers of revisions and some other certain variables, but did not look closely into the number of self-corrections done while revising, and did not relate revision to the quality of the translated text.

Unlike the previously mentioned study, Sofyan and Rosa (2015) investigated the quantity of self-corrections. Sofyan and Rosa (2015) used *Translog* in order to study self-corrections and show their importance in the translation process. In their study, they detected seven types of self-corrections that their two participants made while translating from English into Indonesian with the help of online dictionaries and other online resources. Self-corrections they detected were: (1) word deletion, (2) spelling, (3) word substitution, (4) return, (5) meaning, (6) capitalization, and (7) grammar. The most frequent type of self-corrections was word deletion, and it was hypothesized that this type of self-corrections is aimed at improving the translation quality, even though this was not tested. Whether these corrections contributed to the quality of the translated text was not examined; it is only hinted that the frequency of certain types of self-corrections may indicate a better quality of the translated text. The conclusion of their study was that self-corrections play a big role in the translation process and that they should be examined more closely, especially with regards to whether the number of self-corrections affects the quality of the text. In another study done by Sofyan and Tarigan (2016), the authors investigated types of self-corrections done by three student translators and their contribution to the quality of the translation product. Much like in the previous study (Sofyan & Rosa, 2015), *Translog* was used as an instrument to detect self-corrections and participants were permitted the use of online dictionaries and resources, and presented with two English texts which they were to translate into Indonesian. In this study (Sofyan & Tarigan, 2016), the most frequent type of self-corrections was word substitution, as all of the participants were very careful when choosing the right terms. With regards to the word deletion, this time the researchers explored different kinds of word deletion, since they felt that the term 'word deletion' should be revised since it also involves: deleting (1) unnecessary words, (2) unnecessarily added words, (3) incomplete words, (4) repeated words, (5) miscollocation, and (6) redundancy. Other than that, their findings showed that spending more time on self-corrections improves the quality of the translation; however, there is no mention of whether the amount of self-corrections influenced the quality of the translation product.

In researching self-corrections, it should be kept in mind that a phenomenon of preferential over-editing exists, which was studied by Nitzke and Gros (2021). Over-editing of a translated text refers to translators going beyond their guidelines to improve the text. Despite the research being centred around editing machine translation output, the findings may very well relate to the phenomena of self-corrections in written translation. Namely, Nitzke and Gros found it likely that it is translator's own quality standards and stylistic preferences which lead them to over-edit, even when the guidelines do not require them to. Therefore, self-corrections in written translation may not only be a result of adding the missing information or omitting redundant one, but it may also be a stylistic choice that plays part in students frequently correcting themselves.

When it comes to translation students, according to Mizón and Diéguez (1996), they can become aware of their own language and knowledge competences and gradually develop translation competences through self-corrections. Such gradual development is facilitated by revising, rephrasing and editing techniques of the provisional target text. Teaching translation should upgrade the performance of trainees, as they should, at all times, feel that they are producing a text within a concrete communicative event. In addition, self-correction activities functionally develop L1 and L2 competences which involves expansion of students' linguistic resources in each of the languages.

2.3. Evaluation of the target text

Translation is a complex linguistic, social and cultural process whose quality assessment is therefore an important topic of debate (Görög, 2014; Koby et al. 2014; House, 2016; Moorkens et al., 2018). Despite the amount of research conducted on this topic, translation quality assessment has proved difficult to be operationalised and measured. It was with the adoption of machine translation that evaluating translation quality became an important concept. On the one hand, there is some disagreement on quality measurement, e.g. House (2016) disagrees with Wills' (1974) suggestion that translation should be evaluated according to whether native speakers find it to be adequate in a given cultural situational context, because House believes that because of the nature of the language, there will always be several possible expressions in a given situation, and that it is left to the translator to choose between these variants. On the other hand, most sectors of the industry apply the 'one-size-fits-all' error typology models. The topic of translation quality and its assessment differs not only at

micro and macro levels, but also between individuals, groups and contexts (Moorkens et al., 2018, p. 10).

Due to conflicting ideologies presented above, The Translation Automation User Society (TAUS), a translation industry think-tank, attempted to develop benchmark indicators for translation quality assessment, with the consideration of many variables such as communicative function, end-user requirements, context, mode of translation, profiling and quality estimation (Moorkens et al., 2018, p. 16). TAUS has developed the Dynamic Quality Framework (DQF) which contains a rich knowledge base, many tools to help profiling and evaluating translated content, as well as many different resources for quality evaluation. The basis of this dynamic framework is the belief that the type of evaluation should always match the content: type, purpose and communicative context. DQF stands in opposition to the aforementioned one-size-fits-all approach to translation quality assessment (Görög, 2014, p. 155).

From a methodological point of view, House (2016) lists different general approaches to translation quality assessment which she classifies into: (1) psycho-social approaches (mentalist views), (2) response-based approaches (behaviouristic view, functionalistic, skopos-related views), (3) text and discourse-oriented approaches (descriptive translation studies, philosophical and socio-cultural, socio-political approaches, linguistically oriented approaches). These approaches are analysed with regards to: the relationship between the original text and its translation, the relationship between the original text and how it is perceived by the author, the translator and the recipient and the consequences of these views when distinguishing a translation from other types of multilingual text production.

Mentalist views, which fall under psycho-social approaches, are views that judge a translation based on subjective, intuitive and anecdotal judgements of persons who talk about whether the translation captures the spirit of the original (House, 2016, p. 8–9). These views can be deemed outdated and highly unreliable, as translation assessment nowadays strives to set clear and objective criteria for judging a translation. In contrast to psycho-social approaches, response-based approaches believe in more reliable ways of assessing translation quality such as: behavioural tests (Nida, 1964), functionalistic, skopos-related views which find skopos (purpose of a translation) to be the most important factor in translation. Skopos views are found to be not very useful due to the notion of function not being made explicit or operationalised, and it is unclear how to determine whether a

translation fulfilled its skopos. Views that share the emphasis on the appropriateness of a translation in the target culture with the skopos approach are text and discourse-oriented approaches, first of them being descriptive translation studies, which extend the notion of translation to include 'assumed translations' and regard equivalence to be of little importance. However, this view is still too broad and it is impossible to establish whether something is a translation or not, and how to assess the translation quality. Boundaries of whether a text is a translation and whether it belongs to a different textual operation become deliberately blurred in philosophical and socio-cultural, socio-political approaches. Venuti (1995) attempts to make the hidden agendas of translation more visible and puts an emphasis on trying to uncover which texts are chosen for translation and why, and how they get twisted in favour of ideology. Before such a critical macro-perspective stance is adopted though, one should also engage in a micro-perspective, and conduct detailed and informed analysis of the linguistic forms and their functions in the text. Lastly, linguistically oriented approaches attempt to explain the relationship between a text or its features and the way they are perceived by authors, translators or readers. Linguistic approaches differ in capacity to provide procedures for analysis and evaluation, however, the most promising approaches consider the interconnectedness of the context and the text, as there is an inextricable link between the language and the real world (House, 2016, p. 9– 14). TAUS DQF falls under linguistically oriented approaches and it was used to assess quality of translation in this study, due to evaluators considering linguistically oriented approaches the most fitting for the purposes of this study, and most measurable. Since TAUS also provides an evaluation table with detailed instructions on how to penalize errors in translation, it was thought to be more reliable than other approaches and views described above.

In addition to the previously mentioned views and approaches, House (2016) also lists several recent proposals, first of which is made by Reiss (1968, 1971, 1973), who suggests that the first step in determining the quality of the translation is the determination of the function and the text type of the source text: content-oriented, form-oriented, conative and subsidiary. Therefore, the text type should be kept equivalent in the translation. These ideas of evaluation, however, remained only programmatic, with no clear instructions on how to establish the function of a text. House (2016) continues on with Koller (1974), who pointed out the necessity of developing a comprehensive model of translation quality assessment, with the proposition that the said model should consist of three phases: (1) criticism of the source text, (2) translation comparison, and (3) evaluation of the translation as 'adequate' or 'inadequate'. These ideas never went beyond the general outline and had no

suggestions for operationalisation. Few other approaches that House mentions are van den Broeck's (1985, 1986) tripartite procedure featuring a contrastive-pragmatic analysis of source and a translation text, Amman's (1990) functionalistic translation evaluation consisting of five phases, Robert Larose's (1998) evaluation based on translation's purpose, Malcolm Williams' (2004) argumentation theory, and Jamal Al-Qinai's (2000) approach, which is modelled after seven parameters some which are thought to be overlapping and redundant (House, 2016, p. 14–17). When evaluating texts, perhaps a part of each of these approaches and views could be used. When combined, all of the listed approaches and views could potentially give the best possible assessment; if both subjective and objective parameters are used, if translation is assessed through its equivalence to the source text, if skopos, ulterior motives and linguistic features are considered, it could give the translation assessment a sense of being well-rounded and inclusive.

As it can be seen in some of the approaches listed above (Nida, 1964; Reiss, 1968, 1971, 1973) equivalence is the core concept when it comes to translation quality assessment, as it is derived from the understanding that the translation is comparable to a reproduction of text from source language into the target language. The notion of equivalence also necessarily relates to the preservation of 'meaning' through aspects of semantics, pragmatics and textuality. Functionality being the first requirement of the equivalence, functions of language should be differentiated from functions of texts. In an attempt to establish text-specific linguistic correlates to the situational dimensions, three main textual aspects are distinguished: theme dynamics, clausal linkage and iconic linkage. Theme dynamics refers to charting the various patterns of semantic relationships by themes that recur in texts, e.g. repetition and ellipsis. Clausal linkage is a system of logical relations between clauses and sentences in a text, and iconic linkage, also called structural parallelism, occurs when two or more sentences in a text cohere due to being isomorphic, that is, identical (House, 2014, p. 21–32).

In education, students are assessed like professionals, despite such practices being unrealistic since students did not yet have the chance to build their expertise. Therefore, having in mind the pedagogical aims of a certain course, evaluation grids, e.g. TAUS DQF, can be used to communicate translation quality criteria to students (Vandepitte, 2017, p. 21). On the other hand, quality assessment in the industry is more related to the client's requirements, while in translator training the emphasis is on certain linguistic characteristics. In translator training, there are various factors that impact the assessment process: assessment form, assessment method, assessment type, translation theory applied

and view on quality, and type of translation-related assignment. There is a dependency between the type of training method and the type of assignment, with the focal point of quality assessment being translation as service provision. However, not all competences are assessable by every method, nor are they suitable for every focal point of assessment. Quality management and quality assurance done by students should be introduced into the curriculum, by means of a skills lab or student company (Thelen, 2019, p. 10– 20). The notion of quality in translation evaluation is fuzzy and without any set boundaries. Translation which is deemed appropriate in one context may not be so in some other circumstance. The general opinion is that the same set of criteria cannot be applied uniformly to all different kinds of translation. Translation trainers are therefore faced with numerous challenges, since in a professional setting, clients are not interested in educating translators, that is, if the translation proves to be unacceptable to the client, they will take their business elsewhere. Translation trainers however offer both a grade and constructive feedback. Often, trainers rely on personal experience when judging student translations, but ideally, they should be equipped with the vast array of knowledge and experience. Trainers therefore require a type or resource that would help them in delivering objective feedback that would be suited for various kinds of translations that students are exposed to during their training (Bowker, 2001, p. 347).

2.4. The current study

This study aims to fill the gap in the literature with regards to how the amount of self-corrections influences the quality of the translated text. As it was seen in previous studies, scholars have so far usually focused on types of self-corrections and their frequency (Sofyan & Rosa, 2015; Sofyan & Tarigan, 2016), over-editing and its implications (Nitzke & Gros, 2021), and revision process (Shih, 2006). Scholars who came closest to relating self-corrections and quality of the translated text were Sofyan and Tarigan (2016), however they related types of self-corrections to the quality of the translated text, and not their amount. Study of over-editing gave valuable resources for interpreting the results of the study, as over-editing and self-corrections seem to be closely related. Furthermore, studies in revision process offered a strong theoretical background on which the current study could be built upon, but ultimately, they did not provide enough information on self-corrections themselves (Holmes, 1987; Lauffer, 2002; Hansen, 2003; House, 2014; Carl et al., 2016). Since there seems to be a strong belief among scholars that self-corrections influence the quality of the translated text, the

current study investigates that idea, while providing more resources to future translation process researchers.

3. Methodology:

3.1. Participants

Nine participants who were student translators and who were familiar with translating from English language into Croatian language participated in the study. The number of participants is in line with other studies with a similar design and aim (Sofyan & Rosa, 2015; Sofyan & Tarigan, 2016). The participants were compensated in form of extra points in certain translation studies classes. The ethics approval for this study was obtained through the Ethics board of Faculty of Humanities and Social Sciences in Osijek. A recruitment call for participants was sent by e-mail by several professors from the English department of translation studies (Appendix A). The information that was provided was as follows: names and contact of the researchers, generic title of the study, short description of the aim of the study, requirements that the participants had to meet, where the study would be conducted, how long the experiment was expected to take, what software the experiment would require participants to use, the kind of text that participants would be required to translate, the language into which participants would be translating, and the compensation that the participants would receive. The requirements that the students had to meet were the following: (1) they had to be native speakers of Croatian language, (2) they had to be students of English language and literature – Translation and Interpreting Studies, (3) they had to be between 18 and 40 years old, (4) they had no problems with their sight, or they were able to see normally with glasses or contact lenses, and (5) they had no language/neurological/hearing disorder. Before the main part of the experiment, participants were tested with software *LexTale*, a lexical decision test of vocabulary knowledge that determines language proficiency of the participant and is a valid measure of English vocabulary knowledge of medium- to high-proficient learners of English (Lemhöfer & Broersma, 2012). In *LexTale*, scores between 80% and 100%, correspond to upper and lower advanced/proficient user in QPT (a test of general proficiency level). The average *LexTale* score was 85%, with the lowest scoring participant scoring below 80% (78.75%, upper intermediate QPT) and the highest scoring participant scoring 96.25% (Lemhöfer & Broersma, 2012, p. 335).

3.2. Procedure and materials

The experiment took several days to complete, as due to time and location constraints, it was not possible to examine all nine participants at once. The experiment was conducted in rooms 64 and 12 on computers which had *Translog II* installed on them before the experiment. The direction of the translation was decided based on the general belief that translating into a non-native language would result in ungrammatical and atypical sentence structure and possibly hinder the results. Additionally, it is thought uncommon for non-native speakers of English language to be translating into English language, and as such, the present university curriculum focuses mostly on training translators to translate into Croatian language.

Before the experiment, each group of participants was required to sign the consent form and to read and sign the participant information sheet. The forms can be found in Appendices B and C, respectively. In addition, before the experiment, participants were orally informed of the three parts of the experiment: *LexTale* test, test translation in *Translog II*, and main experiment in *Translog II*. After *LexTale* test, participants were instructed on how to use *Translog II,* and translated a shorter text (Appendix G) in order to familiarize themselves with the software. They were also instructed on how to stop the recording and save the log file after they have finished translating the text. The participants were warned against using the Internet and any kind of online dictionaries or translation resources. In the main experiment, the participants were randomly given one of the three prepared texts, so each participant only translated one of the texts and each text was translated by three participants. The texts contained between 330 to 350 words and were of intermediate difficulty. The texts (D, E, F in the Appendix) were taken from *The Times* online newspapers. Each of the texts was read in full beforehand, and judged subjectively whether it was suitable for advanced users of English language and then the content was cut to be approx. 300-350 words, which was thought to be the optimal number of words in order to get enough self-corrections and to be completed within the set time frame (1 hour). Three different texts were chosen in order to get reliable results which could be generalised and to avoid basing an entire study on just one text. The topics that these texts covered were different in each. Text A had a true crime topic, text B was on business management, and text C was on flooding in the UK. The experiment on average took 21 minute, depending on how much time it took for the participants to finish translating.

4. Analysis

4.1. Data preparation

After the end of the experiment, the log files were extracted and replayed in order for the self-corrections to be manually counted and categorized into five categories: word deletion, word substitution, spelling, addition and grammar, in line with Sofyan and Tarigan's (2016) table of types of self-corrections. The overall numbers of different types of self-corrections can be seen in Table 1. Word deletion referred to the participant deleting a word without retyping or substituting it, while word substitution referred to participant deleting a word and substituting it with another or with a cluster of words. Spelling referred to participant correcting typos and capitalization, and grammar was any type of correction that included changing the word order, changing prefixes, suffixes and interpunction. Finally, addition referred to participant adding words without deleting or substituting other words. After categorizing and counting the amounts of self-corrections, evaluation of the texts was done with the reference to TAUS Dynamic Quality Framework. In this framework, errors are divided into four categories: (1) neutral errors (changes that need to be made but that do not count as errors, they reflect reviewer's preference), (2) minor errors (those who do not lead to a loss of meaning and would not mislead the reader), (3) major errors (those who confuse and mislead the reader), and (4) critical errors (those that may carry health, safety, legal or financial implications, or could be seen as offensive). The amount of penalty points that the framework suggests for each category was: 0 for neutral errors, 1 for minor errors, 5 for major errors and 10 for critical errors. Therefore, highest scoring translations are of the lowest quality, while lowest scoring ones are of the highest. During the evaluation phase, the two evaluators (a supervisor and a student) agreed on the joint judgement in order to achieve high intersubjectivity and provide reliable and unbiased results. Number and type of errors found can be seen in Table 2.

Participant	WD	WS	SPELLING	ADDITION	GRAMMAR	Total	Time
1	8	30	27	4	14	83	21
2	10	39	59	15	8	131	33
3	4	17	45	6	7	79	21
4	5	36	40	10	7	98	20
5	0	4	20	9	3	36	18
6	8	20	52	8	6	94	29
7	2	16	11	8	3	40	23
8	2	9	18	3	7	39	17
9	4	18	20	4	2	48	14

Table 1. Types and number of self-corrections

Participant	Number of Errors Found	Neutral errors	Minor errors	Major errors	Total points
1	33	8	24	5	29
2	13	1	9	15	25
3	34	0	32	10	42
4	24	0	22	10	32
5	18	0	15	10	25
6	27	1	26	0	27
7	20	0	8	15	23
8	17	0	11	30	41
9	41	3	31	35	69

Table 2. Number of errors, category of errors and total penalty points

4.2. Results and analysis

The data were analysed and visualised with the ggpubr package, version 3.3.5 (Kassambara, 2020) in R, version 4.1.0 (R Core Team, 2021). To answer the main research question, whether the amount of self-corrections has any implication for translation quality, a Pearson correlation test was conducted. The results of the test showed that the number of corrections and the evaluation score were not significantly correlated with p= 0.44, and a correlation coefficient of -0.29.[1] It can be seen in Figure 1 that the line is just slightly inclined downwards, with participants greatly differing in numbers of self-corrections and evaluation scores. There is neither growth nor decline that can be detected which is due to the lack of correlation.

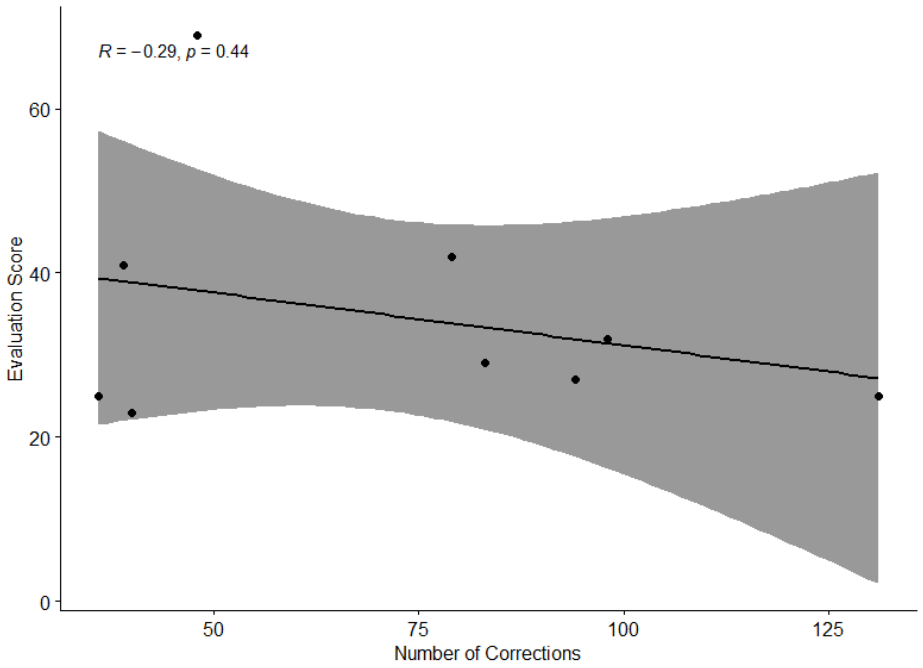

Figure 1. Correlation between evaluation score and amount of self-corrections

To explore the data further and to see whether the amount of time it took the participants to translate the text is correlated to the number of self-corrections, a Pearson correlation test was conducted as well. The results of the test showed that the number of self-corrections and the amount of time it took to translate the text are correlated with p = 0.01, and a correlation coefficient of 0.76. In Figure 2, we

[1] With p significant at 0.05, and the correlation coefficient showing negative correlation peak at -1, and with positive correlation peaking at 1.

can see that the line is greatly tilted upwards, signifying that the time and number of self-corrections were correlated, that is, the more time someone spent on the text, the more self-corrections they made

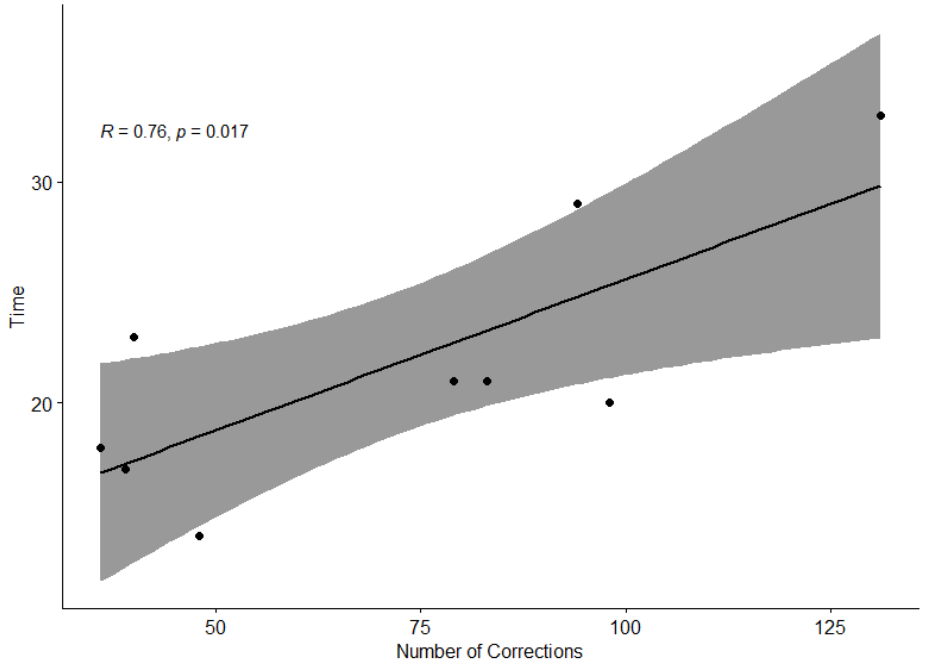

Figure 2. Correlation between time and amount of self-corrections

Lastly, a Pearson correlation test was conducted to check for correlation between the evaluation score and amount of time it took to complete the translation. This particular figure was of interest because from the results it seemed that the participants who took longer to translate also tended to have less penalty points. The results of the Pearson test showed that the evaluation score and the amount of time it took to translate the text were approaching significance at $p = 0.06$, and a correlation coefficient of -0.63. In Figure 3, we can see that the line is inclined downwards, indicating that higher amount of penalty points usually resulted from translations finished in a shorter amount of time.

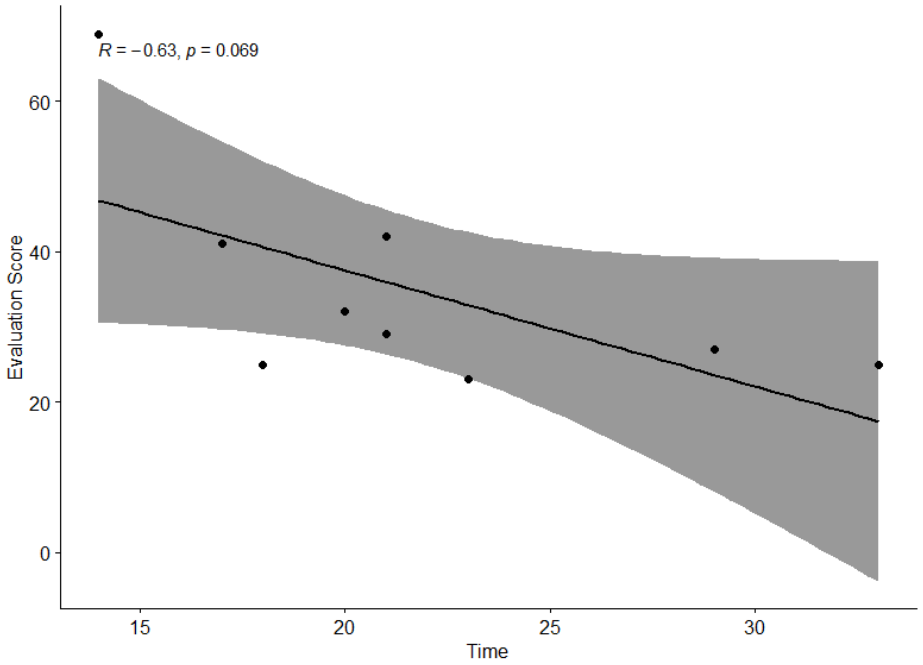

Figure 3. Correlation between evaluation score and time

To check for appropriateness of the texts that were assigned as the translation task, a single factor ANOVA was conducted to test for differences between the three texts with respect to self-corrections and evaluation scores. The texts did not differ significantly in the number of self-corrections with $F(2,118)= 0.22$, $p = 0.8$, nor in the evaluation scores assigned to them by the evaluators with $F(2,1980)= 0.78$, $p = 0.46$.

5. Implications and discussion

5.1. General discussion

The aim of this research paper was to answer the question whether the amount of self-corrections has any influence on the quality of the translated text. The data that was collected also gave insight into the correlation between time and amount of self-corrections and correlation between the evaluation score and time. The study found that there is no correlation between the amount of self-corrections and quality of the translated text. It was also found that there is correlation between the time and amount of self-corrections, and that there is no correlation between evaluation score and time, although it is approaching significance.

With regards to the most frequent types of self-corrections, it was found that word substitution and spelling were interchangeably dominant types. This finding differs from findings by Malkiel (2009) and Sofyan and Rosa (2015) in which word deletion is the most frequent type of self-corrections done by student translators. Given that Sofyan and Rosa (2015) define word deletion as deletion of unnecessary words or phrases, and word substitution as deleted words substituted by other words, from log files it was evident that when students deleted a word, in most cases they immediately substituted it with another one, hence this self-correction being classified as word substitution, "nakon što je izmicao vlasti" ('after eluding authorities'), into "nakon što je izmicao policiji" ('after eluding police'). Here the word *vlasti* ('authorities') was substituted by *policiji* ('police'), likely as a stylistic preference as these two words are a close synonym and would not change the meaning. Spelling was the second most frequent correction and it entailed typos which were most likely caused by the participants' low focus or simply by being dependant on the spellchecker that usually helps with translation but which is not available in *Translog II*.

Time was an additional variable collected by *Translog*. The experiment was formally limited to 1 hour in total, with some translators finishing a lot earlier than the limit. Quickest participant completed the translation within 14 min, with most participants taking around 20 min to finish, with the exception of two participants; one of which took 29 min and the other who took the longest – 33 min. The participant who took the longest time had the highest amount of self-corrections (131), participant who took 20 min on the other hand, had 98 self-corrections which is the second highest amount and

the participant who took the shortest time had low amount of self-corrections (48). Lowest amount of self-corrections was found with participant who made 36 self-corrections in 18 minutes. It cannot be said that the rule is uniform, but there is a tendency for those who took longer to have a bigger amount of self-corrections. The low number of participants is certainly the main limitation of this study (though a frequent one in other translations studies too), since it limits the possibilities for generalisations. When it came to evaluating the final translation product, the two evaluators agreed to use TAUS Dynamic Quality Framework and, following TAUS guidelines, made an agreement on what would be considered neutral, minor or major error.

The analysis showed that the time it took to finish and the number of corrections were correlated, which is in line with Sofyan and Tarigan (2016), Sofyan and Rosa (2015), Gerloff (1988). It can also generally be assumed that a person spending more time on their translation would also correct themselves more times. It cannot be said for sure why some translators took as little as 14– 18 minutes; it can perhaps be assumed that participants thought the revision was not expected of them, as this is not something that the researcher emphasized in their instructions before the experiment. It is common sense among translators that every translation should be revised carefully before the delivery, but perhaps the experimental setting confused the participants, as it did not feel like the natural environment in which they usually translate.

Crucially, the analysis showed that the evaluation score and the amount of self-corrections were not correlated. Since this correlation was postulated by Sofyan and Tarigan (2016) and Sofyan and Rosa (2015), perhaps a revaluation of methodology is needed; this non-significant result could be due to the limited number of participants, or perhaps different profiles of students that participated, since researchers did not examine student's professional background. It is, therefore, possible that some students have already had professional experience, which led them to deliver translations of higher quality. Perhaps a bigger study is needed, one that would include a greater number of participants and possibly gather students who either all had some professional experience, or none at all. On the other hand, it could be useful to conduct a similar experiment, but with professional translators as target population, since they may provide different data and perhaps a result that is more in favour of correlation between the amount of self-corrections and the evaluation score. One other reason for self-corrections to not be related to evaluation score may lie in over-editing, which might have led to many stylistic changes and high amounts of self-corrections, but without affecting the translation quality

itself, as over-editing is mostly preferential and subjective (Nitzke & Gros, 2021). With regards to the last parameter that was tested, Pearson correlation test also found no correlation between evaluation score and time, since times and scores of student translators differed greatly, though there was a tendency (a non-significant one) to have a lower (i.e. better) score if one has taken more time to translate, which was clearly seen from the data visualisation in Figure 3 it is suggested that future research tries to answer this question as well. One of the limitations of this study may also be a certain degree of evaluators' subjectivity when it came to assessing the quality of the translated text. Different evaluators may have different stances on what is considered good quality translations, i.e. some might be more and some might be less lenient in their judgements.

5.2. The translator's 'black box'

Despite the limited number of participants, this study offered some more insight into student translators' translation process and common problems that they encountered while translating.

Participant 1, who translated Text B (Appendix E), made 33 errors in total, 8 of which were neutral, 24 minor and 1 major. The major error was sorted into category of Accuracy[2], "Preko pola ženskih menađera izjavile su da je njihovo općenito zdravlje opalo, isto je izjavilo i 41 % muškaraca." ('Just over half the female managers said that their general health had declined, compared with 41 per cent of men.') In this example, there is a clear misunderstanding of the original text. While evaluating the text, evaluators noticed an unstandardized expression: "Osobe na rukovodstvenim položajima se bore sa zahtjevima" ('People in management roles are struggling with the demands.') The evaluators discussed whether or not to consider the unstandardized use of Croatian clitics an error in translation, and have ultimately decided to not give penalty points. This issue could spark further discussion, especially among linguists who consider the unstandardized use of clitics a major mistake. Additionally, the text differed greatly in terminology, as the participant used three possible translations of the word *manager*, e.g. 'poslovođa', 'rukovođa', 'menađer' throughout the text and did not opt to choose only one of these terms. It could also be argued that changing a translation of one term two times with its synonyms is a sign of indecisiveness and overthinking, which is expected of young translators. This example is perhaps in line with the findings of Nitzke and Gros (2021) on

[2] All names of categories mentioned in this chapter are taken from TAUS DQF table

over-editing, as it does seem that the participant tried several times to improve the translated term by substituting it with synonyms that they deemed more fitting. These changes in translation were marked as unnecessary, especially since the participant did not make the effort to make the terminology more even, but left it as it were. The evaluation score of Participant 1 is 29, which is the middle scoring translation of the Text B.

Participant 2, who translated Text A (Appendix D) made 13 errors in total, 1 of which was neutral, 9 of which were minor and 3 of which were major. Participant 2 was thorough and careful with their translation, and it could be postulated that judging by the amount of self-corrections this participant made, there may be some over-editing at play as well, especially since they kept deleting words and changing the word order, even when it did not bring about a major change in translation, e.g. "u trošnoj kolibi" ('in decrepit shack'), into "u trošnoj nastambi" ('in decrepit dwelling'), "izvještava ABC News" ('ABC News reports'), into "izvjestio je ABC News" ('ABC News reported'). It may be argued that the over-editing that this participant made counted towards this translation taking the most time to finish. Apart from over-editing, participant made three major errors in the category of Accuracy; the first one being: "Policija je bila obaviještena da se nalazi u području Ravenshoea i da je identificirana kuća u kojoj je vjerojatno boravio." ('Police were informed of culprit's whereabouts and that his house was identified.') The second major error was found in the sentence: "Stanar koji je živio u dijelu gdje je Potter boravio je, kako se činilo, znao više o njemu, pa je stoga uhićen." ('The resident of the premises where Potter resided appeared to know more about him, and so he was arrested.') This can potentially mislead a reader into thinking that the tenant who was found on the premises was arrested along with the culprit, instead of culprit being the one arrested. Lastly, the third major error in the same category of Accuracy: "Potter se skriva na gornjem dijelu kreveta na kat, i vidi se kako gotovo pada s njega nakon što pokuša sići." ('Potter is hiding on the upper part of the bunk bed and it can be seen that he nearly falls off it after trying to climb down.') The participant omitted the words *chicken coop* for an unknown reason, perhaps not fully understanding the description of the room. The evaluation score for this translation was 25, and it shares the same place with another translation of Text A.

Participant 3, who translated Text C (Appendix F), made 34 errors in total, 32 of which were minor and 2 of which were major. There were however two different categories of major errors; the first one is from the category of Style: "Vlasti preklinju na evakuaciju stanovnike šropšajskog sela Ironbridge

budući da poplave predstavljaju značajan rizik opasnim po život u iščekivanju oluje Franklin." ('Authorities are begging residents of the Shropshire village of Ironbridge to evacuate since floods pose a significant risk to life in the wake of Storm Franklin.') The way this sentence is phrased gives away the amount of influence that the source text had on the translator. To a Croatian speaker, this sentence would hardly make any sense, because this sentence seems to have been translated on a word-for-word basis. The second major error was found in the category of Fluency: "iako su ti napori bili uzaludni zbog novih snažnih vjetrova u nedjelju navečer koji su uzrokovali da još više drveća koja blokiraju linije i dodatno uništavaju stanice i infrastrukturu." ('although efforts were in vain due to new strong winds on Saturday night which caused to even more trees which are blocking the lines and additionally damaging station and infrastructure.') The second part of this sentence does not match with the first part of the sentence in neither case nor number. On the top of that, the sentence itself is not coherent and there seems to be some words missing. There is one unique thing about this translation that was not noted in other two participants who translated the same text; Participant 3 was the only one who translated *the Shropshire village of Ironbridge* in a proper way, *Shropshire* translating as a possessive adjective: "šropšajskog sela Ironbridge". Despite there being a spelling mistake, evaluators noted down that this solution is the one who stood out the most. The evaluation score for this translation was 42 which makes it the highest scoring translation of Text C.

Participant 4, who translated Text B, made 24 errors in total, 22 of which were minor and 2 of which were major. As was seen in the log file recording, the participant seems to have shown a lot of insecurity while translating, with frequent word substitutions and spelling mistakes, e.g. "dokumenata", "osiguravajućih", "polica osiguranja", "Derbyshit" into "Derbyshireu", "spremljenu", "spremnu", "opremljenu torbu", and yet even though the participant had made a high amount of self-corrections, the final text seemed unfinished and as though it was not proofread. The evaluators found two major errors; first of them being a major error in category of Accuracy: "Okolišna agencija upozorava da nekretnine na rijeci Wharfage" ('The Environment Agency is warning that properties on the river Wharfage.') The participant did not translate this sentence faithfully to the original, and their translation can potentially mislead readers into understanding that the properties are situated on river Wharfage, while Wharfage is actually a part of the village that is close to the river, and not the river itself. The second major error was noted in the category of Fluency: "iako je njihov trud uzaludan zbog snažnih vjetrova u nedjelju navečer koje su uzrokovale još više stabala koja blokiraju putove i nova oštećenja stanica i infrastrukture." ('although their efforts were in vain due to strong winds on

Saturday night which caused even more trees that are blocking pathways and new damages to the station and infrastructure.') Similar to Participant 3, Participant 4 also did not write a coherent second part of the sentence and once again, case, number, and in this example – gender, do not match the first part of the sentence. Participant 4 also made some errors which evaluators were unsure how to penalize; at the beginning of the text, the participant left the name of the village in the original form, "sela Shropshire of Ironbridge." The evaluators were debating whether to consider this a major error, since leaving the name in its original form is something that translators should avoid doing. Ultimately, the evaluators decided to give penalty points in the minor error categories, as leaving the name in the original form does not interfere with the reader understanding the text. Evaluation score of this translation was 32, which makes it the middle scoring translation of Text C.

Participant 5, who translated Text A, had 18 errors in total, 15 of which were minor and 2 of which were major. The major errors were both noted as an error from the category of Accuracy: "ABC News izvještava da je bio optužen za izvršenje ubojstva čovjeka" ('ABC News reports that he was accused of killing a man.') The translation of this sentence does not faithfully represent the meaning from the source text, as it fails to convey the message that the culprit was contracted to kill a man, not that he simply killed somebody. The second error was found in a sentence that should have contained the translation of a *chicken coop* but similarly to Participant 2's translation, it did not, "čini se da se Potter skriva na gornjem krevetu kreveta na kat, a potom izgleda da je skoro pao pri silasku." ('it seems like Potter is hiding on the upper bed of the bunk bed, and then it seems like he almost fell while climbing down.') The evaluation score of this translation was 25, which indicates that the translation of Text A was of a rather high quality, same as Participant 2, which is interesting since their *LexTale* score was rather low.

Participant 6, who translated Text C, had 27 errors in total, 1 of which was neutral, 26 of which were minor and unlike previous participant's translations, there were no major errors found. However, the evaluators noted down that Participant 6, similarly to Participant 4, left *Shropshire village of Ironbridge* in nearly an original form: "Shropshire villagea od Ironbridgea". The evaluators once again voted against treating this error as a major error, as it does not lose its original meaning, nor does it mislead or misinform a reader. The was decided for the blank spot that the participant left in place of *air brick covers*: "primjerice barikade ili _____." The evaluators decided to categorize it as a

minor error. The evaluation score of this translation was 27, which makes it the translation that was of highest quality among translations of Text C.

Participant 7, who translated Text B, had 20 errors in total, 8 of which were minor and 3 of which were major. All major errors were in the category of Accuracy: "dok je 69% reklo kako im je zapošljavanje novih članova bilo otežano." ('while 69% said that employing new members was much harder.') The participant mistranslated the term *inducting* which is in no way synonymous with *recruiting*. The second major error was found in the sentence: "Većina je menadžera (57%) uvjerena kako je stanje njihovih timova također ugroženo." ('Most of the managers (57%) are certain that the state of their teams is also endangered.') The participant mistranslated the word *wellbeing* into a more ambiguous one "stanje" ('state'). Not only does this word not transfer the original meaning, it may also add a new, unintentional one. The last major error was found in the sentence: "Ideja prema kojoj morate upravljati ljudima koji sjede ispred vas gotovo je pretpovijesna." ('The idea according to which you have to manage people who sit in front of you.') The participant once again failed to transfer the meaning of the source text which led to the change in meaning. Despite three major errors, some good qualities were noticed as well; participant had what the evaluators judged to be the best solution to translating the word *manager* – "voditelj poslovanja". Evaluation score was 23 which makes this translation the best translation of Text B, and also the best one in this study as a whole.

Participant 8, who translated Text B, had 17 errors in total, 11 of which were minor and 6 of which were major. Participant 8 had also made 39 self-corrections in total, which is the lowest amount of self-corrections in participants who translated Text B. Here the number of errors is easily misleading, as major errors take up nearly half of the amount of errors found. The first major error was in the category of Style: "Istraživanje, napravljeno za The Times, u kojemu je sudjelovalo više od 1,200 menadžera, otkrilo je kako se ljudi u upravljačkim ulogama teško nose s potraživanjem koje donosi revolucija na njihovom radnom mjestu, koja je ubrzana pandemijom." ('The survey conducted for *The Times*, in which more than 1 200 managers participated, found out that people in management roles are struggling with the demands which revolution on their workplaces brings, which was exacerbated by the pandemic.') The first sentence of the translation was judged to be incoherent and too faithful to the source text at the expense of equivalence in Croatian. The second major error in the category of Style was in the following sentence: "Kako se više tvrtki odlučilo za hibridno i fleksibilno radno vrijeme, istraživanje prikazuje napor koji osjećaju ljudi u ulogama srednjih menadžera." ('As more

companies decided for hybrid and flexible working time, the survey shows the effort that the people in middle management roles feel.') Similar to the first sentence, Participant 8 was translating the text on a word-for-word basis and did not convey the message in a way that Croatian reader would easily understand. The third major error was found in the same sentence, but it was sorted into the category of Accuracy: "Kako se više tvrtki odlučilo za hibridno i fleksibilno radno vrijeme, istraživanje prikazuje napor koji osjećaju ljudi u ulogama srednjih menadžera." The underlined expression is a mistranslation of *working practices* in the original text. In no way does the expression in source text mean anything close to "radno vrijeme" in the target text. The second major error from the category of Accuracy was in a sentence: "dok je 69 posto reklo kako je unovačenje novih radnika bilo mnogo teže." ('while 69% said that the recruitment of new workers was much harder.) Similar to Participant 7, Participant 8 also mistranslated *inducting new recruits* ('uvođenje novih zaposlenika') into 'recruitment of new recruits'. The third major error from the category of Accuracy was in the sentence: "Čvrsto vjerujem da možete imati odličnu povezanost sa svojim timom ako uspijete u hibridnom svijetu." ('I firmly believe you can have an excellent bond with your team if you succeed in the hybrid world.') The last error from the category of Accuracy was in the sentence: "kada su zaposlenicima izravno dali izvještaj tijekom hibridnog rada i rada od kuće." ('when to their employees they directly have a report during the hybrid work and work from home.') Once again, the issue arises from the complete mistranslation of the original phrase *had seen the productivity of their direct reports* ('vidjeli napredak u njihovim izravnim izvještajima'). This translation therefore received 41 penalty points in total, making it the lowest quality translation among the participants who translated Text B. The evaluation score was 41 which unfortunately makes this translation the lowest quality one among translations of Text B.

Participant 9, who translated Text A, had 41 errors in total, 3 of which neutral, 31 of which minor, and 7 of which major. This participant had the highest amount of major errors by far. Most of them were in the category of Accuracy, first one being: "Uhićen je s osumnjičenikom živio" ('The arrested (culprit) was found living with the suspect'). In this sentence, we can see a minor error from the category of Fluency, as well as the mistranslation of the source text. The evaluators however, did notice that the way this sentence was phrased in the source text could easily mislead translators into thinking that the culprit lived with the suspected mafia hitman. However, the evaluators ultimately decided to penalize this error with 5 points since none of the other participants who translated Text A made the same mistake. Second error was, "u kolibi punoj smeća u kojoj se skrivao u južnoj

Australiji", ('in a shack full of rubbish in which he was hiding in southern Australia'). Here the participant was penalized for mistranslation of *northern Australia*. The third error was in second part of the sentence: "mjesto nekoliko kilometara od grada Cairnsa." ('a place few miles away from city of Cairns'). Here the participant omitted the information that the fugitive was found in *the hamlet of Ravenshoe*. The fourth error was found in the following sentence: "Nagrada od 53,000 funti za informaciju o Potteru urodila je plodom te je policija napokon uhapsila Pottera." ('The reward of £53,000 for information about Potter was fruitful and so the police finally arrested Potter.') The sentence is not grammatical, it reads as incoherent and ultimately does not convey a meaning close to the original. The fifth error is the one that was also found in the translation done by Participant 2: "Rečeno je kako je Potter u Ravenshoeu te kako je otkrivena kuća u kojoj je boravio." ('It was told that Potter was in Ravenshoe and that the house in which he resided was found out.') The participant misunderstood the source text and altered the meaning of the sentence so that it reads as if the police got the information that the house was identified, instead of them being the ones who identified it. The next major error was found few sentences below: "Stanovnici mjesta u kojemu je Potter živio prepoznali su ga po ostalim detaljima te su ga uhvatili" ('Residents of the place where Potter lived recognized him by other details, so they caught him.') Most of this sentence is mistranslated, apart from the last part where the participant likely recognized that it was the police who then arrested the suspect, and not the police who arrested a person who told them more details. However, there is a plural "stanovnici" instead of a singular *resident*, as in the source text. The phrase "prepoznali su ga po ostalim detaljima" is not true to the original meaning, as "prepoznali" in the context of the whole sentence is not equivalent in meaning to *appeared to know him*. Last major error was found in the sentence in which the word *chicken coop* was again omitted, and in which there was an ungrammatical cluster of words: "Potter se skriva na vrhu kreveta te je skoro pao nakon s ljestva što je htio sići s kreveta." ('Potter is hiding atop the bed and he almost fell after ladders as he wanted to climb down the bed.') The evaluators assumed that, judging by the short amount of time it took for the translator to finish translation, there was likely no proofreading, as this is one of the typical mistakes that happen to translators when they write in a hurry. The evaluation score was 69 which, also judging by the amount of major errors found, makes this translation the lowest in quality both among translations of Text A and among all the other translations in the study.

As for the more general comments about the translated texts, all three participants who were translating Text A seem to have had the same issue with translating the phrase *chicken coop*, as none

of them deciphered what it could have meant, and all of them chose to leave it out of their translation which is an interesting translation strategy. Perhaps it was due to the experimental, informal setting that caused participants to take more creative freedom and decide to leave out the term they were unsure of. In some cases, this could be considered a useful strategy, but one that should be left as the last resort, in case the translator has no access to a dictionary or some other translation resource. Since the participants were not permitted the use of the Internet, it cannot be said for sure whether they would normally omit the word that they are unsure of. Be that as it may, it could be said that the omission of words is fine as long as it does not cause the text to be misunderstood, which, in this particular example with *chicken coop*, was the case. The evaluators checked in online dictionaries whether the word carried some other, metaphorical meaning and found no proof of it. Even after careful consideration, it remains a mystery why none of the participants were able to include the translation of this word. The second thing common in Text A was misunderstanding of who got arrested in the sentence: *The resident of the premises where he was located appeared to know him by other details, so they arrested him.* In Text B, there seemed to be confusion about how to translate the word *manager*, so the possible solutions were: "rukovodstvo", "menađer", "poslovođa", "ljudi u upravljačkim ulogama", ('management', 'manager', 'people in management positions'). The evaluators agreed that all of the suggested words are synonymous and either would work in the given context. Since this dilemma was a common problem among all the participants who translated this text, a high amount of word substitution was noted in this particular area. There were some terms that proved challenging, such as *inducting new recruits*, which all of the participants misunderstood to be equivalent to *recruitment*. Furthermore, when it came to translating results of the surveys, only Participant 8 managed to capture the contrasts between the results and style in which the results were presented. Lastly, the sentence: *The idea that you have to have people sitting in front of you to manage them is quite prehistoric* was another problematic area, perhaps due to the form and style in which it was composed, and which is typical of *The Times* articles. Many of the word substitutions were noted while students tried to grasp the meaning and structure of this sentence. In Text C, the participants found it most tricky to write many names of British towns/villages and railway companies, which in these texts led to a considerable amount of spelling corrections compared to other texts. The example that stood out is certainly: *Shropshire village of Ironbridge* for which every participant had a different solution. Another example of a problematic sentence was: *Network Rail has cleared more than 50 trees from the SouthWestern network since Friday, although efforts were hampered with more strong*

winds on Sunday night that caused even more trees to block the lines and further damage to stations and infrastructure. The issue stemmed from the inserted sentence which, by the sudden change of topic, was likely the reason why participants got confused, and then in turn also made a great number of word substitutions. It could be of interest to note that the prevailing type of self-corrections in the best quality translations was spelling, with only two texts having a prevailing number of word substitutions. The reason why spelling could be the prevailing type of self-correction in these texts may be due to the lack of the spellchecker, which usually corrects minor typos. Translating in a tool such as *Translog II*, and with the use of the Internet being restricted, students were left on their own devices and to use their own knowledge of Croatian grammar. Perhaps if the study exclusively took students of Croatian language, self-corrections and errors would be different. Therefore, what could also be at play here, but cannot be said for sure, is that a different degree of acquaintance with normative use of the standard dialect might have affected the most frequent types of self-corrections. Word substitution could stem from student's insecurities, caution, or fixation on using, what they think to be, best possible phrases and words. Such a frequent number of word substitutions in texts translated by students may also point towards over-editing of the text, the cause of which may be the same insecurity that was mentioned earlier. In the worst quality translations, spelling was the most frequent type of self-corrections, and in many cases, number of spelling corrections was far greater than that of word substitution. As it was written above, the issues with spelling may be related to students not being acquainted with normative rules of Croatian language, or may be the cause of fast typing, because worst quality translations also usually took the least time to complete. These conclusions partly imply that slower and more meticulous translators produce best quality translations, while fast and careless ones produce the worst.

6. Conclusion

In this thesis, a keylogging software *Translog II* was used to test whether the amount of self-corrections influences the quality of the translated text. Self-corrections are a part of the revision process during which translator makes necessary changes and corrections to prepare the translation for delivery, unless there is a different person who revises their translation. There have been several studies that researched the revision process, however none of them so far focused on testing the amount of self-correction and quality of the translated text. Assessing the quality of translation is important due to recent rapid developments in contemporary life, which created a demand for messages to be mediated to wider audiences in a fast and efficient way. Quality assessment, however, should not only be done due to this sole reason. Translation assessment also implies the improvement of translation methods and translator trainings, as trainees would become more proficient and their texts would be of higher quality. In order to assess translations in this particular study, TAUS Dynamic Quality Framework was used.

Word substitution and spelling were found to be most frequent types of self-corrections which is not in accordance with previous research in which word deletion used to be the most frequent type. The cause of this is thought to be student's insecurity and possibly students not being acquainted enough with the normative rules of the standard dialect. Apart from that, it is also thought that certain participants edited their texts more than it was necessary, and that this was also one of the reasons why these two types of self-corrections were most frequent. The correlation between the evaluation score and amount of self-corrections, between time and amount of self-corrections and between evaluation score and time was investigated. No correlation was found with regards to evaluation score and time, and amount of self-corrections and evaluation score. The latter may be the cause of this study not taking a greater amount of participants, and therefore resulting in a small group that differed greatly among each other. One of the possible reasons to why it was shown that the amount of self-corrections and the evaluation score is not related may be due to absence or presence of professional experience. Students were not questioned on their previous experience in translation, and therefore it is hard to pinpoint what the cause of this non-significant result may be. On the other hand, correlation was found between time and amount of self-corrections which is in line with other previous findings. Participants who spend more time working on their translations will most likely make more corrections in the text.

To conclude, the keylogging software *Translog II* has the potential to make future translation process research faster, cost less and make it more natural if it becomes embedded into the computer's operating system. It is a software that offers static and dynamic views of logfiles, detailing all keystrokes and pauses, along with statistics. The software is fairly simple to utilize and it is entirely free and accessible to the general public. Further research on translation process and process of revising or post-editing can potentially contribute to the development of computer-assisted translating tools. It can also bring about better understanding of translator's mind and it can improve translator training. Since this study was limited in the number of participants, who may have differed greatly in language and translation competence, it is suggested that future studies include a greater number of participants. It is further suggested that future studies also examine the translation process of professional translators, as it may be interesting to see how these two groups of translators differ when it comes to self-corrections and quality of the translated text.

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Appendix A – Call for participants

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Razumijevanje procesa prevođenja

Etičko odobrenje: 2158-83-02-22-3 (Etički odbor FFOS-a)

POTREBNI SUDIONICI ZA JEZIČNO ISTRAŽIVANJE

Ova studija istražuje kako prevoditelji prevode tekst.

Tražimo zdrave sudionike između 18 i 40 godina za sudjelovanje u zadatku na računalu.

Trebate zadovoljiti sljedeće kriterije da biste sudjelovali:

- Izvorni ste govornik hrvatskog jezika
- Studirali ste ili još uvijek studirate engleski jezik (prevoditeljski smjer)
- Imate između 18 i 40 godina
- Imate normalan vid ili vidite normalno s naočalama ili lećama
- Nemate nikakav jezični/neurološki/slušni poremećaj

Istraživanje će se održati na Filozofskom fakultetu u Osijeku i trajat će oko 45 minuta. Istraživanje uključuje zadatak prevođenja na računalu u programu *Translog II*. Dobit ćete izvadak iz novina na engleskom koji ćete prevoditi na hrvatski u programu *Translog II*.

Vaše će sudjelovanje u eksperimentu biti nagrađeno dodatnim bodovima na kolokviju.

Ako ste zainteresirani te biste željeli više informacija, molimo Vas da kontaktirate Nikolinu Gajić na gajic.nikolina98@gmail.com. Kontaktirati ju možete na hrvatskom jeziku. Hvala!

Appendix B – Consent form

FILOZOFSKI FAKULTET
SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

IZJAVA O SUGLASNOSTI SUDIONIKA

Etičko odobrenje: 2158-83-02-22-3

Razumijevanje procesa prevođenja: Zadatak prevođenja teksta

Cilj istraživanja: Razumjeti kako prevoditelj prevodi tekst

		Molimo stavite inicijale u svaki kvadratić
1	Potvrđujem da sam pročitao/la informacije o eksperimentu za gore spomenuto istraživanje. Imao/la sam priliku razmisliti o istraživanju, postaviti pitanja te su ta pitanja bila odgovorena na zadovoljavajući način.	
2	Razumijem da je moje sudjelovanje dobrovoljno te da se mogu povući iz istraživanja u bilo kojem trenutku bez da dam razlog ili bez kazne.	
3	Razumijem da će podatke koji se prikupe tijekom ove studije analizirati osobe sa FFOS-a, u slučajevima u kojima su moji podaci relevantni. Dajem dopuštenje tim osobama da analiziraju moje podatke.	
4	Razumijem tko ima pristup mojim osobnim podacima, kako će podaci biti pohranjeni te što će se dogoditi s podacima na kraju projekta.	
5	Razumijem da je Etičko povjerenstvo FFOS-a pregledalo te dalo etičko odobrenje za ovaj projekt.	
6	Razumijem da se anonimizirani podaci mogu koristiti u budućim istraživanjima te dijeliti s drugim istraživačima u i izvan EU.	
7	Razumijem kako će ovo istraživanje možda biti objavljeno.	
8	Razumijem kako iskazati zabrinutost ili podnijeti žalbu.	
9	Pristajem na sudjelovanje u istraživanju.	

_____ _____ _____

Ime sudionika Datum Potpis

_____ _____ _____

Ime istraživača Datum Potpis

Appendix C – Participant information sheet

Razumijevanje procesa prevođenja: Zadatak prevođenja teksta

INFORMACIJE O ISTRAŽIVANJU

Etičko odobrenje: 2158-83-02-22-3

Ovim Vas putem pozivamo na sudjelovanje u istraživanju. Prije no što odlučite hoćete li sudjelovati, važno je da razumijete zašto se ovo istraživanje provodi te što uključuje. Ako nešto ne razumijete ili želite više informacija, molimo Vas da pitate. Molimo Vas da razmislite želite li sudjelovati. Hvala Vam što ćete ovo pročitati.

Koja je svrha ovog istraživanja?

Svrha je ovog istraživanja razumjeti kako prevoditelji prevode tekst. Zbog prirode ovog istraživanja ne možemo otkriti hipoteze i predviđanja sve do kraja eksperimenta. Istraživačica će odgovoriti na pitanja koja imate u vezi s istraživanjem nakon eksperimenta.

Zašto sam pozvan/a?

Pozvani ste na sudjelovanje u ovom istraživanju jer ste izvorni govornik hrvatskog te neizvorni govornik engleskog jezika, imate između 18 i 40 godina, normalan vid ili vid ispravljen naočalama ili lećama te nemate jezične, neurološke ili slušne poremećaje.

Moram li sudjelovati?

Ne. Vi odlučujete želite li sudjelovati u ovom istraživanju. Istraživačica će opisati eksperiment te proći kroz ovaj dokument s Vama i odgovoriti na pitanja koja imate. Ako želite sudjelovati, zatražit ćemo da potpišete izjavu o suglasnosti, a dobit ćete i svoju kopiju. Bez obzira na to, smijete se povući iz studije u bilo kojem trenutku bez davanja razloga ili kazne.

Što će se dogoditi ako sudjelujem?

Ako odlučite sudjelovati, pozvat ćemo Vas na Filozofski fakultet u Osijeku da sudjelujete u eksperimentu koji će trajati između 30 i 60 minuta.

Tijekom studije prevodit ćete određeni tekst u programu *Translog II*, bez mogućnosti korištenja rječnika ili internetskih resursa. Upute o korištenju spomenutog programa dobit ćete neposredno prije eksperimenta.

Postoji li ikakav rizik vezan uz sudjelovanje u ovoj studiji?

Ne postoji nikakav osobni rizik vezan uz sudjelovanje u ovoj studiji.

Postoji li ikakva korist vezana uz sudjelovanje u ovoj studiji?

Ne postoji nikakva osobna korist vezana uz sudjelovanje u ovoj studiji.

Hoće li mi se nadoknaditi vrijeme koje sam uložio u sudjelovanje u studiji?

Vaše će vrijeme i trud biti nagrađeni dodatnim bodovima na kolokviju.

Tko je recenzirao i odobrio ovu studiju?

Sve su istraživačke studije odobrene od strane etičkog odbora kako bi se osiguralo da se istraživanje provodi na siguran način. Etički odbor FFOS-a recenzirao je i odobrio ovo istraživanje.

Tko organizira i financira ovo istraživanje?

Ovo istraživanje organizira FFOS.

Što će se dogoditi s mojim podacima?

Svi su podaci koje prikupimo strogo povjerljivi. Vaši podaci koje prikupimo smatraju se istraživačkim podacima. Svi istraživački podaci pomoću kojih Vas se može identificirati (npr. ime, datum rođenja, audio snimak) smatraju se osobnim podacima. Ovo ne uključuje podatke pomoću kojih se Vaš identitet ne može razotkriti (anonimizirani podaci). Korištenje osobnih podataka svedeno je na najmanju moguću razinu.

Svi Vaši odgovori bit će anonimizirani. Podaci i rezultati bit će identificirani samo pomoću brojčanog koda te će biti čuvani u zaključanom ormariću ili na kodiranim uređajima zaštićenim lozinkom. Osobni će podaci biti pohranjeni na uređajima zaštićenim lozinkom, a papirnate će kopije biti čuvane u zaključanim ormarićima.

Istraživačica i njezina mentorica imat će pristup istraživačkim i osobnim podacima. Odgovorni će članovi Sveučilišta u Osijeku možda imati pristup podacima u svrhu kontrole istraživanja.

Vaši će podaci možda biti preneseni i pohranjeni u zemljama koje su izvan EEA. Osigurat ćemo da se svi podaci pomoću kojih Vas se može identificirati otklone gdje je moguće te da se svako prenošenje podataka obavi na siguran način i na sličnoj razini zaštite podataka koja je u skladu s zakonima u RH.

Htjeli bismo Vas zatražiti dopuštenje za korištenje anonimiziranih podataka u budućim istraživanjima te za dijeljenje podataka s drugim istraživačima (npr. u internetskim bazama podataka). Svi osobni podaci pomoću kojih Vas se može identificirati bit će uklonjeni ili promijenjeni prije no što se informacije podijele s drugim istraživačima ili prije no što se rezultati objave.

Rezultati istraživanja možda će se objaviti u znanstvenom časopisu, no inače ne dajemo povratne informacije o rezultatima pojedinačnim sudionicima.

Zaštita podataka

Sveučilište u Osijeku kontrolira ove podatke te odlučuje kako će se Vaši osobni podaci koristiti u istraživanju.

Sveučilište će procesirati Vaše osobne podatke u svrhu istraživanja na način koji je opisan u ovom dokumentu. Istraživanje je djelatnost koju provodimo u javnom interesu.

Što ako postoji problem?

Ukoliko Vas nešto brine u vezi s bilo kojim vidom ovog projekta, molimo Vas da razgovarate s Nikolinom Gajić (gajic.nikolina98@gmail.com) ili njezinom nadređenom, profesoricom Anom Werkmann Horvat (awerkmannhorvat@ffos.hr), koja će učiniti sve u njenoj moći da odgovori na Vaš upit. Istraživač bi trebao odgovoriti na Vaš upit u roku od 10 radnih dana te Vam naznačiti kako on/ona planiraju riješiti problem. Ako ste i dalje nezadovoljni ponuđenim rješenjem, molimo Vas da kontaktirate predsjedavajućeg Etičkog odbora FFOS-a koji će pokušati riješiti Vaš problem u što kraćem vremenu:

Etičko povjerenstvo FFOS-a;

E-mail: etikapsi@ffos.hr

Adresa: Lorenza Jägera 9, 31000 Osijek, Hrvatska.

Ako biste htjeli razgovarati o istraživanju prije sudjelovanja ili ako imate bilo kakvih pitanja nakon sudjelovanja, molimo Vas da se obratite:

Nikolini Gajić

E-mail: gajic.nikolina98@gmail.com

Appendix D – Text A

Source: The Times (21 February 2022)

Australia's most-wanted fugitive has been captured after eluding police for 12 years, with the suspected mafia hitman discovered living in a squalid shack in the country's remote north. Graham Gene Potter vanished in 2010 after failing to attend a court hearing on conspiracy to murder and drug charges. He was accused of being contracted to kill a man at the wedding of the son of a Melbourne underworld figure, Mick Gatto, ABC News reported. Skilled at disguise, Potter, 64, eluded police who searched for him across a vast area of eastern Australia including Victoria, New South Wales and Queensland. He was finally found at about 9am on Monday in a rundown cottage crammed with junk where he had been hiding in the far northern Australia hamlet of Ravenshoe, about 70 miles southwest of the tropical city of Cairns. It is possible that a longstanding A$100,000 (£53,000) reward offered for information leading to his arrest that may have taken police to Potter, who served 15 years in jail after he decapitated a teenage girl called Kim Barry in 1981. Police were told he was in the Ravenshoe area and had identified a house where he was likely to be staying. They then received "credible information" he was at the residence before they swooped, Detective Inspector Kevin Goan of the Queensland police said today. Officers were confident they had the fugitive. "He denied his identity. The resident of the premises where he was located appeared to know him by other details, so they arrested him," Inspector Goan told The Australian newspaper. "He was known as Ned. No other details were provided." Live scanning of his fingerprints confirmed his identity just before midday. In police footage of the arrest, Potter appears to be hiding on top of a bunk bed and is then seen almost falling off a chicken coop after he tries to step down. For years there have been rumours he was eaten by one of the many large crocodiles that inhabit Australia's north — a myth now put to rest.

Appendix E – Text B

Source: The Times (18 February 2022)

People in management roles are struggling with the demands of the workplace revolution accelerated by the pandemic, a survey of more than 1,200 managers conducted for The Times has found. As more companies adopt hybrid and flexible working practices, the survey highlights the strain felt by people in middle management roles. Some 43 per cent of those surveyed said that hybrid working had made it harder to manage their teams, while 40 per cent said that it had made no difference, leaving only 17 per cent to say that things had improved. More than half said that their ability to build meaningful relationships with the members of their team had declined, while 69 per cent said that inducting new recruits was more difficult. Those polled were predominantly managers in large companies. "The human aspect of management is more important than ever," said its chief executive, Ann Francke. "We need to retrain people. I firmly believe you can have an excellent bond with your team if you manage well in a hybrid world." More positively, 54 per cent of the managers said that they had seen the productivity of their direct reports increase during remote and hybrid working. Fewer than a fifth reported a decline. The strain placed on working women during the pandemic is also reflected in the survey. Just over half the female managers polled said that their wellbeing had declined, compared with 41 per cent of men. A majority of the managers (57 per cent) believed that the wellbeing of their teams had also declined. Gillian Wilmot, chairman of the listed media services group Digital Zoo, believes that the changes accelerated by the pandemic are permanent. "The idea that you have to have people sitting in front of you to manage them is quite prehistoric," she said. "If you are curious and want to listen and learn as the leader of a business you can always move forward. I would bet my house on the fact that the middle managers experiencing stress are working for people who have stopped that process of learning."

Appendix F – Text C

Source: The Times (21 February 2022)

Officials are urging residents in the Shropshire village of Ironbridge to evacuate as floodwaters pose a "significant risk to life" in the wake of Storm Franklin. The Environment Agency is warning that properties on the Wharfage in the village are the most at threat of flooding as barriers on the River Severn look set to be breached. It said in a statement: "Please move possessions and valuables off the ground or to safety and turn off gas, electricity and water. Please have a bag ready with vital items like medicines and insurance documents and activate any property flood protection products you may have, such as flood barriers and air brick covers. Please follow advice from emergency services." Storm Franklin has brought widespread disruption to much of the UK and dangerous flooding in parts of the north and Northern Ireland. Major flooding across parts of Yorkshire has impacted many rail lines and forced the closure of Rotherham Central railway, which better resembled a canal this morning. Streets in the town of Matlock, Derbyshire, have been flooded after the River Derwent burst its banks. Storm Franklin brought widespread disruption to much of the UK today with high winds, flooding and further chaos to transport networks. Almost all train operators are suffering weather-related disruption. Many operators, including South Western Railway, CrossCountry, Southeastern, TransPennine Express, Avanti West Coast and Thameslink, have all issued "do not travel" alerts for today. Network Rail has cleared more than 50 trees from the SouthWestern network since Friday, although efforts were hampered with more strong winds on Sunday night that caused "even more trees to block the lines and further damage to stations and infrastructure". The Environment Agency has issued hundreds of alerts for flooding across the UK, including two rare "severe" warnings where rainfall could also pose a "danger to life". These cover the River Mersey in East Didsbury, West Didsbury and Northenden in Manchester. The River Don burst its banks in the Sprotbrough area of Doncaster in South Yorkshire on Sunday night, and police warned people to stay away from dangerous "fast-flowing" water.

Appendix G – Test Text

Source: The Independent (4 March 2008)

Hospital nurse Colin Norris was imprisoned for life today for the killing of four of his patients. 32 year old Norris from Glasgow killed the four women in 2002 by giving them large amounts of sleeping medicine. Yesterday, he was found guilty of four counts of murder following a long trial. He was given four life sentences, one for each of the killings. He will have to serve at least 30 years.