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DOKTORI DISSZERTÁCIÓ

FEKETE HAJNAL

TOWARDS THE VALIDATION OF TRANSLATION AS AN INTERMEDIATE LANGUAGE PROFICIENCY EXAM TASK

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Abstract

The present dissertation is an attempt to explore the concept of construct validation from the point of view of an examination board's research needs. Therefore construct validation will be examined first in the context of changing perceptions of validity types, and a validity framework will be identified that gives the structure of the present research. Two main aspects will be combined to reflect the unitary nature of construct validation: the theory-based aspect, in exploring translation research literature for a definition of the construct of translation and the key issues in translation assessment, and an empirical approach in using statistical analysis with real intermediate exam data, applying process-based research of the translation process of intermediate test takers, and finally experimenting with product-based research of intermediate translation scripts.

Towards the Validation of Translation as an Intermediate Language Proficiency Exam Task

i.   Introduction: The need for the research in the Hungarian context

Language testing in Hungary has been undergoing a long period of transition since the end of the 80s when the need for profound changes in both what is tested and how it is tested started to be voiced in educational journals and daily papers (Fekete, 2001a). Discontent with what was considered to be a lack of reaction in testing to new communicative methods in language teaching was expressed repeatedly, along with repeated calls for more transparency and accountability in both the production of foreign languages tests and the interpretation of test scores.

The State Foreign Languages Examination Board (SFLEB), the main exam provider in Hungary at the time, responded to demands for changes in two major waves since its foundation in 1967. The two major restructuring of the exam framework at the end of the 70s and in 1991, however, were more aimed at improving the reliability and validity of assessment by increasing the number of exam task types and the amount and range of language produced for assessment, and left the basic approach to testing language proficiency unaltered at its root: testing mediation remained to be a central concern.

Before the accreditation framework outlined in the 71/1998. (IV.8.) Government Decree was introduced in January, 2000, introducing an open market approach to the administration of foreign language testing in Hungary, the SFLEB and other exam providers at universities (in the so called "equivalency list") in Hungary, all provided language exams that tested mediation ("bilingual exams"). International exams without a mediation component were recognised as equivalent only if the candidates who had passed them successfully also passed a so called "naturalisation" exam, a supplement module to test the mediation skill.

The question of the relevance of testing mediation, including translation as an exam task, became a controversial issue in competing approaches aiming at restructuring the scene of testing foreign language proficiency in Hungary at the end of the 80s. Criticism of mediation, and translation as an exam task, mainly concentrated on their perceived undesirable washback effect on the language class. Among the reasons mentioned were: the undesirable effect of grammar-translation method in communicative classes, the lack of test preparation methodology recommendations from test developers, lack of enough information on what the translation tasks intended to measure and how performance on them was assessed, and finally doubt if the teaching of translation and mediation was relevant at all at

the given levels of language proficiency, or rather it was a skill that had to be left to professional translators and interpreters (Alderson, 2001).

This discontent with translation from teachers who were dedicated to communicative teaching methods and the low face validity it seemed to generate among their students as well, interestingly contradicted the high face validity translation received in repeated surveys of employers and other test takers who were prepared by other teachers (Katona, 2001; Fekete, 2002).

The SFLEB, although keeping pace with new developments in language proficiency measurement techniques, failed to communicate to the public convincingly both the professional developments aimed at increasing the reliability of their testing practice, and their profound professional concern for keeping mediation at the core of language testing. Among the reasons were the SFLEB's fears of openness in a context that they perceived as orchestrated and biased attacks against their 'monopoly', the fact that they underestimated practising teachers' need and willingness to understand basic concepts and their implications in testing, and also the lack of a comprehensive theoretical foundation from research to sustain their claims that mediation and translation were relevant for testing overall foreign language proficiency.

Reform ideas in connection with the translation task were also voiced from within the SFLEB, either looking for alternative ways to assess performance in the translation task, or questioning the appropriateness of the translation task at intermediate level (Heltai, 1997), or worrying about its washback at intermediate level and suggesting alternative and more economical ways to test the construct of translation.

The Matura Exam Reform Project in Hungary, which started work on reforming the secondary school leaving exam in 1997, with the aim of taking back the testing population from exam providers outside public education, i.e. from the SFLEB, finally rejected the idea of either using mediation or the mother tongue in the new exam framework introduced in 2005. As the "Matura" exam concerns a large population of secondary school leavers, for whom foreign language teaching may end once they have finished their secondary school studies and get a certificate of language skills, it was seen as a national language policy issue if the teaching of skills associated with translation and mediation was part of these students' "compulsory and free" language learning or a skill they would have to acquire later on their own. The 26/2000.(VIII.31.) Ministry of Education Order made all types of accredited exams on the market 'equal', irrespective of the fact whether they included a mediation component or not.

Thus the question that concerned testers and teachers alike was if the use of the mother tongue in testing foreign language competence, i.e. the use of the mediation skill in testing, was justifiable or desirable at all in an exam construct? What is remarkable about the debate concerning mediation and translation as an exam task is that most of the arguments on both sides seemed to be based more on impressions and intuition than on research or empirical studies.

Without such methodological investigations, however, the question of the appropriateness of the use of mediation and translation cannot be properly deliberated. Some signs have already shown that this process has started in Hungary, due to several factors: a) to PhD schools on the one hand, where interested testers and teachers can get inspiration and help to address key issues in testing mediation related issues through methodological research (Fekete, 2001c; Benke, 2003; Loch, 2006), and b) to linking requirements to the Common European Framework of Reference and its language proficiency levels, on the other hand, in which the linking of the mediation tasks constitutes a theoretical and practical challenge (Mediation Project).

ii.   The aim of the present research and expected outcome

The primary aim of the present research is to contribute to a theoretical and methodological foundation to the validation of the construct of translation in language proficiency testing through a) exploring relevant concerns and achievements in translation research, b) giving an overview of basic concepts in the assessment of translation performance, c) exploring exam data for validity and reliability of related issues, d) probing into new methodologies (corpus-based research and think-aloud method). The general aim of the present research is to sensitise teachers and test developers to key theoretical issues behind pedagogical translation and to enable them to engage in meaningful and theoretically better founded discussions about the role of translation and mediation in language testing.

The expected theory-based outcome of the present research is a) a list of the key aspects of translation from translation research literature that can be identified for the construct validity of pedagogic translation, b) a preliminary model of the construct of pedagogic translation, and c) key concepts explored in the assessment of translation performance that can contribute to construct validity. The expected outcome from empirical research in the present dissertation is methods explored for a) analysing exam data for construct validity and reliability, b) probing into the potential of think-aloud protocols in addressing response validity, a part of construct validity, and c) probing into the potential of corpus-based research for contributing to scoring validity, a part of construct validity.

iii.   An overview of the structure of the dissertation and the research design

Because of the complexity of the concept and of the context of proficiency exams, various research aspects and methods will be combined, also for the purpose of triangulation.

Part I: Theory-based research

Chapter 1

First the *literature* for the concept of validity and possible types of validity will be *reviewed*, with construct validity emerging as the type that focuses on issues in language testing that can answer basic theoretical and methodological worries in Hungary about the use of translation in language proficiency exams.

Chapter 2

Then an *overview* of related key issues in *translation literature* will follow as a theoretical foundation to the construct of translation, and a preliminary construct of pedagogic translation will be presented. This is a purely theoretical aspect of the research, contributing to theory-based validation.

Chapter 3

Key concepts and approaches to assessment of translation performance in *translation research literature* will be explored then, with the aim to explore key concepts for the assessment aspect of the construct of pedagogic translation, contributing both the theory-based and scoring validation.

Part II: Empirical research

Chapter 4

In the empirical part of the present research *statistical analyses* of annual exam data (intermediate ORIGÓ written exams in English) and specific exam data (from three separate exam sessions, intermediate ORIGÓ written exams in English) will give the purely quantitative aspect, with findings summed up emphasising the main pedagogical implications of the present research. This chapter focuses on the methodological aspect of the construct validation of pedagogic translation in a testing context, and its findings contribute to the theoretical aspects of the construct of pedagogic translation, thus to scoring validation.

In further empirical research, the potential of new research methods will be explored to find out how they could be used for researching aspects of construct validation of translation exam tasks.

Chapter 5

First a *process-based* introspective method (think-aloud) will be researched for its potential in response validation, and preliminary findings summed up.

Chapter 6

Then a *product-based* research method (corpus-based research) will be explored for its potential for the scoring validity aspect of construct validation, with methodological recommendations summed up.

Part III: Summary

Chapter 7

Finally the *summaries of findings and conclusions* from the chapters will be summed up, together with *recommendations.*

In the empirical part of the research the emphasis is more on exploring methodological aspects of construct validation than claiming to have validated the exam itself, the ORIGÓ intermediate translation exam task as a result of the research.

The table below sums up the research design of the present dissertation:

Table 0: Research design - an overview of methods used

Method	Type of method	Type of data	Type of analysis	Outcome
Literature review	Qualitative	Studies in validation	Critical reading	Validity types identified for the present research
Literature review	Qualitative	Studies in translation literature	Critical reading Exploratory	Aspects of the construct of translation, a preliminary model
Literature review	Qualitative	Studies in translation literature	Critical reading Exploratory	Key concepts in assessment of translation performance
Statistical analysis	Quantitative empirical	Exam data (annual and specific)	SPSS analysis	The methodology of statistical analysis of exam data for construct validity
Introspective (Think-aloud protocols)	Qualitative empirical	Test takers' think-aloud protocols	Protocol analysis experimental	An analytic framework for process-based analysis of translation strategies, a preliminary list of successful and unsuccessful translation strategies
Corpus-based research	Qualitative (with quantitative aspects) empirical	Test takers' translation scripts	Concordance programme analysis experimental	Potential methods recommended for scoring validation based on product-based analysis of translation performance

Figure 0: The structure of the present research

Identifying focus: **construct validation** (Chapter 2)	**The process of Construct validation**

1. Theoretical foundation:

Key aspects of the construct of translation

(Chapter 3)

Theory-based validity

2. Theoretical foundation:

Key concepts of the assessment of translation performance

(Chapter 4)

Theory-based and Scoring validity

3. Empirical research

Methodological framework for statistical analysis of performance

(Chapter 5)

Theory-based and Scoring validity

4. Empirical research

Process-based research: an analytic framework for translation strategies explored

(Chapter 6)

Response validity

5. Empirical research

**Product-based research:
new methods for scoring validitation**

(Chapter 7)

Scoring validity

Chapter 1: Theoretical background to test validation

1.1 Present conceptualisations of test validity

In this chapter the meaning of validation will be explored first, types of validity identified and described, a dominant type of validity (construct validity) studied in more depth, procedures recommended for construct validation mentioned, threats to validity considered, and validity frameworks overviewed. Finally the validation framework in the Manual (Figueras et al, 2003) will be reflected on from a somewhat critical angle.

1.1.1 Validity – definition and approaches

Validity, in short, could be defined as systematic gathering of empirical and non-empirical evidence that, in a justifiable way, supports the claims testers make in connection with the construction, administration, evaluation and use of their tests. Types of validity address different issues within the test production and evaluation cycle and in connection with the use of tests, each focusing on aspects that can be researched and investigated in manageable units.

A more scientific definition of validity from the Statistical glossary states that

> validity characterises the extent to which a measurement procedure is capable of measuring what it is supposed to measure. Normally the term validity is used in situations where measurement is indirect, imprecise and cannot be precise in principle, e.g. in psychological IQ tests purporting to measure intellect. (*Statistical glossary*)

In the Multilingual Glossary of Language Testing Terms (1998) validity is defined as follows:

> The extent to which scores on a test enable inferences to be made which are appropriate, meaningful and useful, given the purpose of the test. Different aspects of validity are identified, ..., these provide different kinds of evidence for judging the overall validity of a test for a given purpose. (1998, p. 168)

As Alderson and Banerjee (2002), based on Chapelle (1999) point out language testers have come to accept that there is no one single answer to the basic question : "What does our test measure?" "Does it measure what it is supposed to measure?". Instead, referring to Cronbach and Meehl (1955), they suggest testers should ask:

> What is the evidence that supports particular interpretations and uses of scores on this test? Validity is not a characteristic of a test, but a feature of the inferences made on the basis of

test scores and the uses to which a test is put. One validates not a test, but a principle for making inferences. (Cronbach and Meehl, 1955, p. 297)

Validity used to be more conceptualised as consisting of separable types that can be isolated and measured or established independently of one another and of reliability. In the early 80s validity and reliability were still generally seen in language testing as two distinct concepts to be considered, and the general belief was that a trade-off could exist between the two, a test being either valid and less reliable, or reliable but less valid (Underhill, 1982). Validity was more associated with productive skills testing, with a kind of direct testing approach, whereas reliability, on the other hand, with indirect testing of objectively marked tests.

This kind of approach to measurement was questioned by Messick in the late 80s and in the 90s. In Messick's (1989) view, validity is an overall evaluative judgement, founded on empirical evidence and theoretical rationales, of the adequacy and appropriateness of inferences and actions based on test scores. Messick introduced the idea of validity as one *unified concept*, and is seen as a milestone in the evolution of validity as an overarching concept. In his view making a distinction between validity and reliability is irrelevant, what matters is explaining source of variability (as cited in Alderson and Banerjee, 2002).

Alderson and Banerjee's (2002, p. 102), in their overview of validation research in the past one or two decades add that the Messickian unified notion of construct validity "has led to the acceptance that there is no *one* best way to validate inferences to be made from test scores for particular purpose'". Instead there are a *variety* of different perspectives from which evidence for validity can be accumulated. With the number of validity types increasing steadily, there seems to be more and more emphasis on trying to integrate them into evidence gathering designs (Mislevy et al, 1999) or internal construct validity frameworks (Bachman 1991, Bachman and Palmer 1996, Weir 2004, 2005), rather than investigated in isolation from the overall testing context. Views on validation agree (Shepard, 1993, as cited in Alderson and Banerjee, 2002) that this is and should be a never-ending process, no matter how frustrated test developers are by the fact that validation procedures, especially those relating to construct validity, are long, exhaustive, complex and complicated, not routinely done by exam boards, or even the need for them is questioned, as surveys have shown (Alderson and Buck, 1993).

Later approaches to validity do not always receive such overwhelming acceptance as Messick's views, as shown in McNamara's (2006), who considers Mislevy and Kane's influential validation model a failure from the point of view of properly addressing values

(Messick's legacy) and the social context of assessment (McNamara's emphasis on exploring the complexity of the social dimension). Alderson and Banerjee (2002) do not even mention Mislevy and Kane's model, Saville (2005) does when describing the newly developed Quality Management System (QMS) of the ALTE (Association of Language Testers in Europe) acknowledging having taken into account works of Messick, Bachman, Bachman and Palmer, Kane, Mislevy and Kunnan.

1.1.2 Types of test validity, categorisations

As types of validity are related to fundamental aspects of test construction, evaluation and test use, and also, as the need for and continued interest in validation seems to be getting more and more emphasis in language testing, several types have emerged in the past decades, and also several ways of categorisations. The most commonly cited types of validity in the literature are: *content, construct, criterion-related (predictive, concurrent), consequential, convergent, discriminant, face,* and *response* validity.

The ALTE Multilingual Glossary of Language Testing Terms (1998) defines validity types as follows:

- *construct* validity: "scores can be shown to reflect a theory about the nature of a construct or its relation to other constructs",
- *content* validity: the items or tasks of which a test is made up "constitute a representative sample of items or tasks for the area of knowledge or ability to be teste",
- *convergent* validity: "when there is a high correlation between scores achieved in it and those achieved in a test measuring the same construct (irrespective of the method). This can be considered as an aspect of construct validity."
- *discriminant* validity: "if the correlation it has with different test of a different trait is lower than correlation with test of the same trait, irrespective of testing method. This can be considered an aspect of construct validity."
- *criterion-related* validity: "if a relationship can be demonstrated between test scores and some external criterion which is believed to be a measure of the same ability". It is "often used in determining how well a test predicts future behaviour."
- *concurrent* validity: the scores the test gives "correlate highly with a recognised external criterion which measures the same are of knowledge or ability",
- *predictive* validity: "an indication of how well a test predicts future performance in the relevant skill"
- *face* validity: "the extent to which a test appears to candidates, to be an acceptable measure of the ability they wish to measure. This is a subjective judgement rather than one based on any objective analysis of the test, and face validity is often considered not to be a true form of validity. It is sometimes referred to as 'test appeal'."

Consequential and response validity are not included in the glossary, but can be defined as *consequential validity* relating to the consequences of the use of test results (in the social context), and *response validity* relating to the appropriateness of the cognitive procedures used in performing the language task, in relation to the procedures aimed at.

One type of grouping is possible through associating them based on the relationship they show in referring to common aspects of test design or test use. In this way construct, content, convergent and discriminant validity can be considered as *internal* validity types, more associated with designing tests, criterion, concurrent and predictive validity can be seen as *external* validity types, more associated with validating tests in relation to their context of use. Face validity seems to stand alone, referring to a general acceptance of a test usually based on a loosely connected sets of criteria.

A different categorisation is used by Bárdos (2002), when overviewing the most often used validity types in testing. He remarks that more than a dozen types has been formed in the literature in the past fifty years. Referring to Campbell and Fiske, 1959; Bachman and Palmer, 1981; Weir, 1993 and Spolsky, 1995 - Bárdos (2002) sums up the most often used types of validity according to the dichotomy whether they can be *empirically evidenced or not*.

Table 1.1: Categorisation of validity types

Evidence	**Non-empirical**	**Empirical**
Types of validity	Content validity Face validity Response validity	Construct validity Criterion-related validity (concurrent, predictive)
Means used	Logic, experience, expertise, intuition, empathy	Empirical data, statistical analysis
Source of evidence	Internal, immanent	External, criterion

Bárdos (2002, p. 46)

Alderson and Banerjee (2002) list *content, predictive, concurrent, construct and face* validity in their overview of validity research. They also emphasise Bachman and Palmer's (1996) importance in building on Messick's unified perspective, strengthening the unified concept of construct validity but emphasising, at the same time, dimensions that concern test development in the real world, the central idea being "test usefulness". Bachman and Palmer identify "six critical qualities" that play a major role in determining test usefulness: *construct validity, reliability, consequences, interactiveness, authenticity and practicality*, building on Bachman's (1991) earlier work on fundamental considerations into language testing, which explores the idea of construct validity in depth.

Brown (2000) observes that that the unified concept of construct validity is very well accepted today, and that types of validity are seen as subsumed into it; the three types of validity traditionally distinguished (*content, criterion* and *construct* validity) are now seen as only different facets of a single unified form of construct validity.

Recently the idea of *score validation* (Kane et al, 1999) or *scoring validity* (Weir, 2005) has emerged. In Kane's interpretation score validation means a chain of inferences:

1. from observation to observed score (evaluation via scoring procedure),
2. from observed score to universe score (generalisation via reliability studies),
3. from universe score to target score (extrapolation in terms of a model),
4. from target score to decision (relevance, associated values, consequences).

(McNamara and Roever, 2005, p. 25)

In Weir's interpretation (Weir and Shaw, 2005, p. 3) scoring validity is defined more in terms of processes to establish it: explaining "the extent to which test scores are based on appropriate criteria, exhibit consensual agreement in marking, are as free as possible from measurement error," and are "consistent in terms of content sampling".

From among validity types mentioned throughout the literature, *construct validity* seems to emerge repeatedly as the one that can offer an overall and sound theoretical approach to addressing basic issues about the relevance of testing any well defined component of language competence, thus translation in language proficiency exams. Therefore it will be examined in more detail below.

1.1.3 Understanding construct validity

As generally accepted and shown above, construct validity in psychometrics, in a broad sense, refers to the issue whether the test measures what it is intending to measure.

McNamara and Roever (2005), when discussing the evolution of the concept, call Cronbach the father of construct validity. Referring to Cronbach and Meehl (1955) they emphasise that Cronbach and Meehl saw construct validity as an alternative to criterion-related validity, using such central concepts as *"traits"* and *"underlying quality"*. In their view when the tester has no definite criteria to use, indirect measures are applied to explore the underlying trait or quality, thus the emphasis is not on test behaviour or test scores but on cognition. "One validates not a test but an interpretation of data arising from a specified procedure" (Cronbach, 1971, p. 477). Thus the collection of evidence and a rigorous confirmation or falsification of hypotheses happens, in which "interpretation" and thus "values" take central role in building *validity arguments*. McNamara and Roever add that

Cronbach (1990) was also concerned with the *social context* and *consequences* of such interpretations, acknowledging that they depend on "societal views of what is a desirable consequence, but that these views and values change over time" (as cited in McNamara and Roever, 2005, p. 11).

In McNamara and Roever's (2005) view, Messick (1989) further emphasised the social dimension in his model and the role of values in decision making and prioratising in measurement, and offered a *matrix* to show the interrelated nature of the basic aspects of his unified theory of validity.

Table 1.2: Facets of Validity

	TEST INTERPRETATION	TEST USE
EVIDENTIAL BASIS	Construct validity	Construct validity + Relevance/utility
CONSEQUENTIAL BASIS	Value implications	Social consequences

Messick (1989, p.20)

Thus the implication is that construct validation in itself cannot be isolated from test use and the socio-political context it happens in and is related to.

Bachman (1991) explored the concept of construct validity in depth in his seminal work on language testing. Construct validity, in his technical definition "is concerned with identifying the factors that produce the reliable variance in test scores". In a construct validation procedure first we need a theory that specifies language abilities that we want to measure, thus we have to specify the constructs first, then operationalise the construct in the form of task types in a justifiable way, and finally examine the relationship between elicited test performance and our hypothesised construct of abilities.

Alderson and Banerjee (2002), in their State-of-the-Art overview of validation research, emphasise Messick's role in challenging the view of validity types separable from each other by arguing that construct validity is a multifaceted but unified and overarching concept. They also highlight Bachman's importance in shaping our understanding of the implications of construct validity. The European tradition of addressing validation research seems to be more indebted to Messick and Bachman, viewing validation as primarily based on theoretical and value-based considerations and inferences.

Others, however, object to seeing validation research as decision-based interpretations and prefer descriptive interpretations (Kane, Mislevy). Such a descriptive interpretation framework is offered in Mislevy's influential Evidence Centred Design (ECD) (as cited in

McNamara and Roever, 2005), more referred to in the American psychometrics literature than in the European tradition, which is seen as establishing a clear relationship between *evidence* gathered from observations (assessment data), *assessment arguments* built on those observations (relevance of data, value of observations as evidence), and *claims* made about test takers as a result (inferences from observations). Modelling claims and evidence, and the relationship between the two is seen as the *construct* of any test, and thus we can see the rest of their model as establishing the right context for making a valid design for doing so.

In McNamara and Roever's (2005) view, no clear-cut distinction between the two approaches - value-based and descriptive - is justifiable as *inferences* in both models are unavoidable: "the path from the observed test performance to the predicted real-world performance (in performance assessment) ... involves a chain of inferences. There is no way for us to know directly, without inference, how the candidate will perform in non-test settings" (p. 16), thus making inferences should be seen as inherent in any validation model.

1.1.4 Procedures used to establish validity

Contemporary validity theory has developed a variety of *procedures* for supporting validity claims, i.e. for justifying inferences based on test scores and decisions based on tests. Among such procedures are: correlation coefficients, Pearson correlation coefficient (to quantify correspondence between measurements and an accepted 'true' value), factor analysis, regression, ANOVA studies and multitrait-multimethod studies, etc.

Brown (2000) also mentions the use of content analysis. He thinks that no matter how construct validity is defined, there is no single way to study it, but it should be demonstrated from *a number of perspectives*. The more strategies are used to demonstrate the validity of a test, the more convincing it will be to test takers and stakeholders.

Bachman (1991) distinguishes between *quantitative* and *qualitative* evidence that can be gathered in construct validation. In the category of quantitative evidence he mentions *correlational evidence* (correlation, factor analysis, multitrait-multimethod matrix), *experimental evidence* (individuals randomly assigned to groups and given different treatment). In the category of qualitative evidence he includes *analysis of the process underlying test performance* (e.g. protocol analysis).

1.1.5 Threats to validity

Threats to construct validity, on the basic theoretical level, in Messick's terms are *construct under-representation* and *construct-irrelevant variance* (as cited in McNamara and Roever, 2005). The first is the case when the assessment requires less of the test taker than is

required in reality. The latter involves contamination from other factors that "illegitimately affect scores" in a way that differences in scores do not reflect the differences in ability properly.

In the larger context of test production, however, further threats can be identified. Brown (1996), when listing the most common threats to validity, mentions that threats to the reliability and consistency of a test are also threats to its validity because a test can be "systematically valid only if it is systematic and consistent to start with". He refers to 36 threats to validity discussed in detail in Brown (1996), grouped in five different categories: *environment of the test administration, administration procedures, examinees, scoring procedures, test construction (or quality of test items).*

1.2   Test validity frameworks

1.2.1 The value based model - Bachman

Bachman (1991, p. 240) defines validity as "agreement between different measures of the same trait" and reliability as "agreement between similar measures of the same trait". Accepting the implications of Messick's concept of unitary validity, he also emphasises that different types of validity (content, criterion and construct) must be viewed as complementary types of evidence to gather in the process of validation. The types of evidence to support construct validity can be quantitative: *correlational evidence* (correlation, factor analysis, multitrait-multimethod matrix), *experimental evidence* (individuals randomly assigned to groups and given different treatment), and qualitative: *analysis of the process underlying test performance* (among them protocol analysis).

The first step in construct validation is to define the constructs theoretically, i.e. to organise concepts of unobservable language ability into general law-like statements or constructs. The second step is to define constructs operationally (isolate the construct and make is observable). Th third step is to quantify observations of performance or language ability on a scale, i.e. to quantify observations of performance in the form of test scores.

Table 1.3 :Operationalisation of Bachman's construct validity – an example
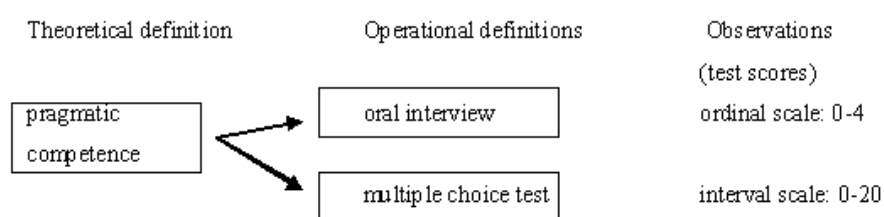
(Bachman, 1991, p. 257)

As a synthesis of his views on validity, reliability, methods of measurement and criterion-related testing of communicative abilities, and also to operationalise the relationship between the factors that can influence performance in language testing, Bachman offers his influential model by the help of which one can conceptualise sources of variation in language test scores.

Figure 1.1: **Bachman's model for sources of variation in test scores**

Communicative language ability

Personal characteristics

Random factors

Test method facets
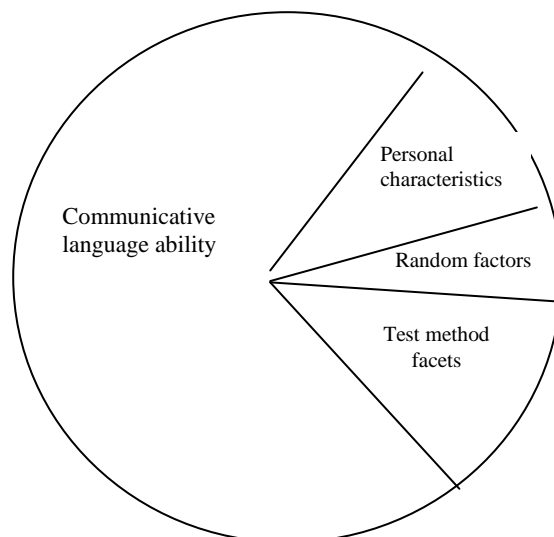
(Bachman, 1991, p. 350).

The interpretation of his model suggests that construct validity is in fact the validation process that accounts, in a justifiable way, for legitimate sources of variation in the test performance.

In Bachman and Palmer's (1996) model the notion of test usefulness is made more explicit and it is suggested that a trade-off exists between six aspects: *reliability, construct validity, authenticity, interactiveness, impact and practicality* (as cited in McNamara and Roever, 2005, p. 33).

Both McNamara and Roever (2005) and Saville (2005), as well as Alderson and Banerjee (2002) emphasise Bachman and Palmer's importance in introducing the dimensions of "usefulness" and "utility", in an integrated way, into building language testing standards, taking into account the *context* of test development and its *impact* on its socio-political context in terms of the use made of scores. By integrating the concepts of relevance for the context and impact on the socio-political context their model becomes inherently value-based.

1.2.2 The descriptive model - Mislevy

In McNamara and Roever's (2005) view, Mislevy and his colleagues (2002) introduced analytic clarity into the definition of construct validity and construct validity procedure. In

their Evidence Centred Design model (ECD), they focus on the chain of reasoning in designing a test.

The four major levels in ECD are:

a) domain analysis (developing insight into the conceptual and organisational structure of the target domain),
b) domain modelling (modelling claims, evidence and tasks),
c) conceptual assessment framework (technical blueprint: student model, task model, target model, assembly model and presentation model),
d) operational assessment.

<div align="center">(as cited in McNamara and Roever, 2005, p. 20)</div>

What seems to be impressive about the above model is that it is basically an operational design that can be followed as a process. Among its shortcomings are mentioned that it does not address the context for test development and the social dimension of assessment explicitly, neither does it deal directly with the uses of test scores.

1.2.3 Weir's model: the construct of test validation

Weir and Shaw (2005), working with the Cambridge Research and Validation Group on an enhanced validation framework to build the ALTE Quality Management System on, emphasise that the model they suggest for use as the basis for quality control procedures for exam centres has practical advantages to previous models. Their basic attempt is "to reconfigure validity as a unitary concept", but in a way that shows explicitly how "its constituent parts *interact* with each other". The innovative aspect is that they conceptualise the validation process as reflecting stages of the *test development process* itself, thus offering a "*temporal frame*". They also add that the concept of proficiency *levels* is addressed in their framework as "within each constituent part of the framework criterial individual parameters for distinguishing between adjacent proficiency levels are also identified" (Weir and Shaw, 2005, p. 21).

Weir and Shaw acknowledge building on Messick's seminal works, Toulmin (1958), Kane (1992), Mislevy et al. (2000), Bachman (2004) and Saville (2004), and claim to provide *"a theoretical socio-cognitive framework for an evidence-based validity approach"*, integrating and strengthening the existing WRIP approach by Cambridge. This approach identifies four essential qualities of test usefulness: Validity, Reliability, Impact and Practicality (VRIP), and in the quality control procedures provides relevant checklists to

collect evidence from each stage of the test production and evaluation process. A dynamic diagrammic overview of the model is presented below:

Figure 1.2: Weir's Validation framework

Weir's Validation framework (2005)
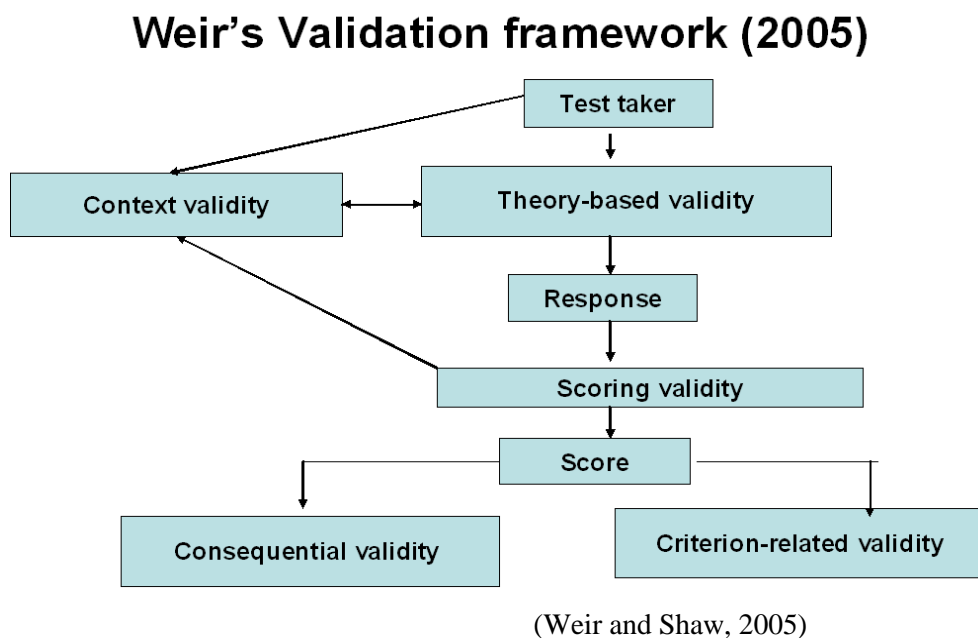
(Weir and Shaw, 2005)

Weir and Shaw state that their model is socio-cognitive "in that abilities to be tested are *mental constructs* which are latent and within the brain of the test taker (the cognitive dimension)"; and social as "the use of language in performing tasks is viewed as social rather than a purely linguistic phenomenon". They emphasise that the aspect of temporal sequencing is valuable for test developers as "it offers a *plan of what* should be happening in relation to validation" and also "*when* it should be happening".

In the following few paragraphs, Weir and Shaw's validation framework will be introduced, in more detail. As the first stage in the validation process, evidence about the characteristics of the *Test Taker* (physical/physiological, psychological and experiental) is to be gathered, as impact from these may affect the way the task is performed. Among examples are mentioned that individuals may have special needs (dyslexia, e.g.), their interest, motivation, preferred learning style and personality type can also play a role, as well as the degree of their familiarity with a particular test can also have a potential effect on performance.

In *Context Validity* "the parameters under which the task is performed (its operations and conditions) has to be accounted for": the linguistic parameters as well as the discoursal, social and cultural contexts. Here, based on Bachman and Palmer's definition of authenticity (1996, p. 23), they see context validity as *situational authenticity,* relating to "the degree of

correspondence of the characteristics of a given language test task to the features of a target language use task" .

In *Theory-based Validity* the key is to collect evidence on how established theory explaining the kind of language processing that takes place in the operation of a given task can be evidenced to happen, in the form of *a priori* evidence (piloting, trialling, verbal reports from test takers on cognitive processes), and *a posteriori* (statistical analysis of scores following the administration).

In *Scoring Validity*, linked to Context and Theory-based Validity, all aspects of *reliability* are accounted for: the extent to which scores are based on appropriate criteria, the consensus in marking, measurement error, stability over time and consistency in content sampling.

In *Criterion-Related Validity*, the relationship between the test scores and some external criterion has to be evidenced, this external criterion measuring the same ability. They consider concurrent and predictive validity as sub-forms of criterion-related validity: in the former comparison of the test scores of the same candidates on the given test and some other instrument is involved at about the same time, in the latter the other measure for the candidate happens later in time.

Consequential Validity explains how "the implementation of a test can affect the interpetability of test scores", i.e. the practical consequences of the introduction of a test. They refer to Shohamy (1993) and McNamara (2000), who have raised these social dimension issues repeatedly.

In Weir and Shaw's view, *context validity, theory-based validity and scoring validity* are so inseparable that they exist in a "symbiotic relationship" and together they constitute what is generally referred to as *construct validity*.

This definition, in my view, shows striking similarities with Bachman's core definition of *construct validity:* to be able to demonstrate evidential relationship between the theoretical concepts as constructs - operationalised in the form of task types administered - and the observed scores, but divides Bachman's overarching concept of construct validity into its obvious three stages at an operational level.

The above stages of Weir and Shaw's validation process can be operationalised, in a somewhat simplified way, in the form of questions. Weir (2005, p. 48) suggests all test developers should address:

- How are the physical/physiological, psychological and experiential characteristics of test takers catered for by this test? (*Test taker*)

- ▪ Are the characteristics of the test task(s) and its administration fair to the candidates who are taking them? (*Context validity*)
- ▪ Are the cognitive processes required to complete the tasks appropriate? (*Theory-based validity*)
- ▪ How far can we depend on the scores of the test? (*Scoring validity*)
- ▪ What effect does the test have on its various stakeholders? (*Consequential validity*)
- ▪ What external evidence is there outside the test scores themselves that it is doing a good job? (*Criterion-related validity*)

In conclusion, Weir and Shaw (2005) emphasise that their attempt is "the first by any examination board to demonstrate and share how they are seeking to validate" their claims of operationalising "criterial distinctions between levels in their tests in terms of various parameters related to these".

1.3 The validation framework in the Common European Framework of Reference

The Common European Framework of Reference (CEFR) has been internationally widely accepted in the past few years as presenting specified standards in the form of scale descriptors for distinguishing between language proficiency levels, with the aim to introduce generally accepted standards in Europe. The accompanying *Manual* and *Reference Supplement* are provided as guidelines in developing appropriate tools for planning the linking process of local levels in existing proficiency exams to Common European Framework (CEF) levels directly, or to exams that have been linked to CEF levels, indirectly. Up to now only illustrations in several languages have been published of the results of such linking procedures, and only in reading, writing and listening. No complete case studies have been publicly available, nor is the mediation skill present in either the scales, or the illustrations.

The Manual (Figueras et al., 2003) and the Reference Supplement (Kaftandjieva et al., 2004), however, offer guidelines for exam centres to develop their own linking procedures, and are especially valuable in presenting suggested stages for validating exams and proficiency levels, internally and externally, in a temporal framework. This validation framework is summed up in two figures in the Manual: first in Figure 1.1 (2003, p. 6), describing the recommended procedures as separate stages of the validation and the linking process, and then in another figure (2003, p. 129), which is more specific about the statistical procedures recommended to use in empirical validation.

The validation framework recommends to use both *internal* and *external* validation procedures in two of the three major stages in building an argument for "claim of link to the

CEF": in the first stage (*Specification of examination content*), and in the third stage (*Empirical validation)* through analysis of test data (as shown below in Figure 1.3). No explicit validation procedure appears in the second stage (*Standardisation of judgements),* although they are implied in procedures recommended.

Figure 1.3: Visual representation of Procedures to Relate Examinations to the CEF

FIGURE 1.1: VISUAL REPRESENTATION OF PROCEDURES TO RELATE EXAMINATIONS TO THE CEF
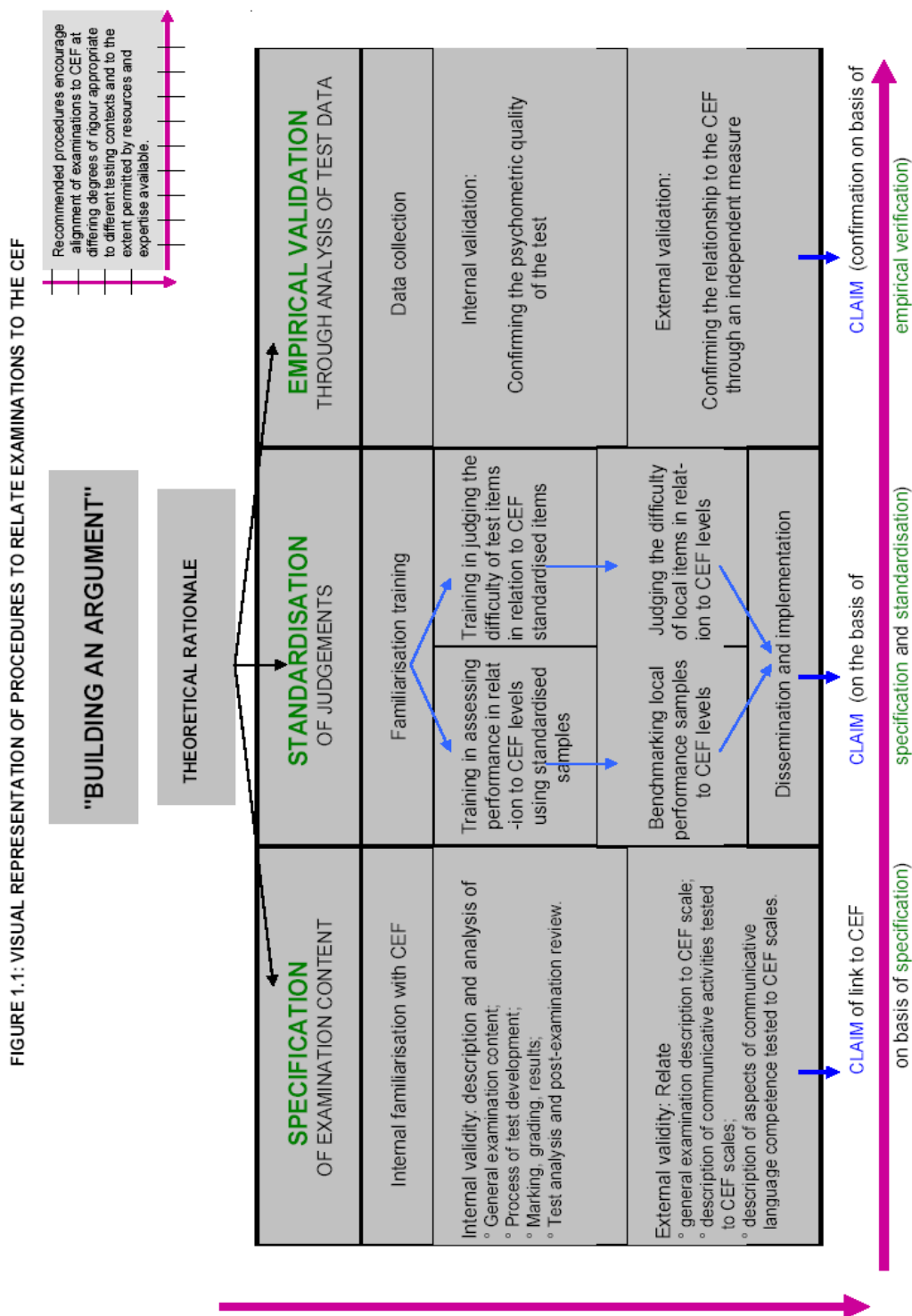
The approach in the recommended validation procedures in the Manual and the Reference Supplement is more *descriptive* than prescriptive, the principal consideration behind this, probably most dominantly, is adherence to the Council of Europe mission statement of recommending European standards without forcing them on any nation or institute (Martyniuk, 2006). Several ways of evidence gathering as well as analytical and statistical procedures to build validity arguments on are described, from which exam centres are encouraged to choose depending on their exam contexts, and on the extent permitted by resources and expertise available. Though a definite temporal frame is suggested by the CEF in building the separate stages on one another, when it comes to validation procedures, no concrete sequence to follow is recommended for specific contexts. The complex design of such procedures are left to the expertise of the exam boards, but is most probably the main objective behind the planned series of Case Studies, in which descriptions of best practice for specific contexts are planned to be made publicly available.

The recommended evidence gathering procedures are described mainly in a technical way, without referring much to validity types, or establishing links or a hierarchical relationship among such validity types. It is emphasised, however, that linking to CEF levels or *external* validation is not possible without well grounded *internal* validation, and that internal validation is a prerequisite for any linking. In internal validation in the Specification stage the following areas are identified: description and analysis of general examination content, the process of test development, marking and grading, test analysis and post-examination. In the Empirical validation stage for internal validation the following areas for statistical analysis are recommended: classical test theory, qualitative analysis methods, generalisability theory, factor analysis, and item response theory.

The procedures recommended in both internal and external validation altogether can cover most of the aspects addressed in validity types as overviewed in the theoretical background to validity above, even if not explicitly named so. On the other hand, although several aspects of different types of validity are addressed in the Manual and the Reference Supplement in isolation, some criticism, however, can be voiced. Firstly, the whole approach to internal and external validation does not seem to address the importance of construct validation as one unitary concept, through a series of related evidence gathering procedures. Secondly, criticism of the CEFR (Weir, 2005) points out that 1) context validity (contextual conditions affecting task performance) is not comprehensively addressed in the CEF scales, 2) level specific constructs are not reflected properly in the way scales build on one another (theory-based validity), and 3) without clear and explicitly specified scoring criteria for assessing performance in relation to CEF levels no linking or comparison of tests can take

place (scoring validity threatened). He also warns that the 'symbiotic' relationship between these types of parameters cannot be disregarded, implying that specific types of validities (context, theory-based and scoring) cannot be established separately, or in isolated measures. Along with Alderson *et al*. (2004, as cited in Weir, 2005) he suggests that theory-based validity of sufficient coherence for constructs (of reading and listening competence) across levels will have to be established first, to enable valid tests to develop based on the CEFR.

1.4   Summary and implications

In conclusion, when one addresses the issue of what a test really measures, the answer can be arrived at through inferences (McNamara and Rover, 2005), examining several aspects of test design, test production and test use. Depending on the aspects to be examined, several types of validity can be identified (e.g. as reviewed in the Multilingual Glossary of Language Testing Terms, 1998). Procedures appropriate for distinct types of validity are normally suggested to be used in combination (Brown, 2000), altogether making up a validation process. Threats to validity should be addressed in validation designs.

The most determining and overarching type of validity, as generally accepted today, is construct validity (Alderson and Banerjee, 2002, McNamara and Roever, 2005). In defining how one should conceptualise construct validity, Cronbach and Meehl (1955), Messick (1989) and Bachman (1991) are most commonly referred to, who have shaped our understanding of the concept of construct validation, and who should be consulted when addressing the concept in depth. No matter how construct validity is defined (Bachman, 1991, Weir and Shaw, 2005), what is essential is that in construct validation the "underlying traits" of the language abilities to measure should be addressed first in a conceptual framework, precisely defining the construct to be measured, then a valid operationalisation of the construct should be demonstrated in the form of task types, and finally a relationship has to be established between the observed scores and the ability one claims to have measured in the performance (Bachman, 1991).

Approaches to organising validity procedures into conceptual frameworks vary (Bachman and Palmer, 1996; Mislevy et al., 2002; Manual, 2003; Weir and Shaw, 2005). The closest to reflecting the actual process of the test design and evaluation cycle is Weir and Shaw's (2005) *theoretical socio-cognitive framework for an evidence-based validity approach*, which offers a *temporal frame* for exam centres to know *what* to do and *when* to do it in complex validation designs, as well as emphasising the symbiotic nature of such validity aspects.

Although stages of the recommended validation procedure in the CEFR offer guidelines for internal and external validation of tests, even in the case of the well established four basic skills these are not seen as completely adequate for claiming well grounded linkage of tests (Alderson *et al*, 2004; Weir, 2004).

In the case of the mediation skill and translation as a testing device, however, CEF performance scales are not even existent yet. Therefore, to address the problem of proper internal validation and well grounded linkage of mediation exam tasks, first the theory-based relevance of integrating mediation and translation into communicative language testing has to be justified on an evidential basis (construct validation), and only then can the actual linkage of performance levels in mediation (translation included) be aimed at.

PART I

Chapter 2: Theoretical background to the construct of translation – towards establishing theory- based validity

2.1   Introduction

The present chapter aims to contribute to exploring aspects of translation research and definition attempts at conceptualising the construct of translation. In doing so, it will be inevitable to focus on what is constant and what is changing in relevant parameters that have been used to define translation in translation studies so far.

As far as a background to translation studies is concerned, a vast amount of literature has been published in translation research since the 1950s, as the Routledge Encyclopedia of Translations Studies (RETS) (Baker, 2001) and the bibliography sections of major publications suggest. The home page of St. Jerome Publishing lists 27 categories in which the bibliography of translation studies itself is divided, among them:*, Contrastive and Comparative Studies, Corpus-based Studies, Intercultural Studies, Process-oriented Studies, Research Methodology, Specialized and Technical Translation, Terminology and Lexicography, Translation and Gender, Translation and Language Teaching, Translation and Politics, Translation Policies, Translation Theory, Translator and Interpreter Training.* In a foreword to *Intercultural Faultlines* (Olohan, 2001) the publisher depicts the present scene in translations studies as follows:

> The explosive growth in translation studies in recent decades has brought in its wake a proliferation of types and areas of research. Today we are faced with a bewildering variety of approaches, theories, objectives, and procedures. … Geopolitical changes, the globalization of communication, the crisis of the subject in humanities, the growing interdisciplinarity and developments in the cognitive sciences all had their impact. Where have they left research into translation? Is it still possible to think in terms of a few paradigms? What are the leading conceptions today, if there are any? How culture bound are the assumptions underpinning research?

To answer these questions, an impressive collection of studies follow that have addressed some of the major issues in translation research in the past few years*: Shift, But Not As WE Know Them? Research Models and Methods in Translation Studies* (Olohan), *Choosing an Empirical-Experimental Model for Investigating Translation Competence: The PACTE Model* (Beeby), A *Cognitive Framework for Looking at Mental Processes* (Kussmaul), *Parallel Corpora in Translation Studies: Issues in Corpora Design and Analysis* (Zanettin), *The Text-organizing Function of Lexical Repetition in Translation* (Klaudy &

Károly*), Issues of Translation Research in the Inferential Paradigm of Communication* (Gutt).

Two series of books on translation studies have also been launched, with the series titles*: Translation Theories Explored* (series editor: Hermans) and *Translation Practices Explained* (series editor: Kelly). In a foreword to these series the publisher writes:

> Translation is as vital and charged as ever. If anything, it has become more plural, more varied and more complex in today's world. …In recent years the field has gained in depth, its scope continues to expand and it is increasingly interacting with other disciplines.

The above introduction to the theoretical background to translation studies already indicates that it would be a futile attempt to try to give a comprehensive overview of the past and contemporary works on translation research, and of related issues. Therefore the considerably restricted overview that follows will aim at focusing the literature review to some scholars, some theories and some issues only, to the ones that seem to be the most relevant to the present research.

2. 2   Translation: a theoretical model

Before establishing the theoretical background to the research, for feasibility reasons we should restrict our search to some key concepts, and later see how these concepts are defined in the literature. The following list of key concepts could be envisaged: *translation* (product or process, ability, competence, skill or activity), *translation as part of mediation, translatability, directionality, translation error* and *assessment of translation performances.*

Before defining *translation*, however, one should see which discipline to turn to and, also, be satisfied that the research of translation is viewed as one that suffices the criteria for scientific research (a doubt often voiced in communicative language teaching in Hungary).

2.2.1 The science of translation – historical background

As several scholars observe, an important terminology problem in the literature seems to be the definition of what *translation* is. Translation is such a "multi-faceted activity" (Hatim, 2001), or such a "uniquely complicated phenomenon" (Dollerup, 2005), serving varied functions and occurring in so many different contexts, that it seems almost impossible to give the term *one definition* that can serve all purposes. As Hatim puts it, "a plurality of approaches and a diversity of aims and objectives is in evidence". As a possible consequence, there are views that question if translation has or can be researched on the ground of solid scientific basis at all (Berglund, 1994, as cited in Kaludy, 2004). Hatim (2001) also observes

that "there remains a great deal of uncertainty over the status of translation studies as a discipline" (2001, p. 8), but concludes that "the study of translation is assuming a high profile, and what is remarkable is that it is happening not only in the traditional centres of the West, but world wide" (2001, p. 9). To provide some supportive facts, the development of translations studies will be very briefly outlined here.

The Routledge Encyclopedia of Translations Studies (RETS) states that the "*science of translation*'" (Nida's term, as cited in RETS, 2001, p. 277) evolved around the 1950s and 1960s, when it was largely treated as a branch of applied linguistics, incorporating pure and applied branches of the discipline. Klaudy (2004, p. 15) also gives the 2nd half of the 20th century as the turning point when the science of translation [fordítástudomány] or, in another term, the theory of translation [fordításelmélet] started to emerge. In Klaudy's definition:

> The theory of translation can be identified as a branch of applied linguistics, which deals with the process of translation, the product of translation and its function, taking into account all the verbal and non-verbal factors that appear in the situation when translation occurs. (2004, p. 26)

In Klaudy's classification (2004, p. 27), the first period of "*linguistic translation studies*'"[nyelvészeti fordításelmélet] was mainly characterised by scholars working in their own countries, "relatively isolated" . In this period she mentions Nida (1952, 1964), Fjodorov (1953), Jakobson (1959), Mounin (1963), Revzin and Rozenzvejg (1964), Catford (1965), Holmes (1972) as the ones that contributed the most to the process in which the science of translation emerged as a new discipline.

Today the "science of translation" is normally referred to as "*translation studies*", a term introduced by James Holmes in 1972. He also mapped the different branches of translations studies (as cited in Klaudy, 2004) and divided it into three main categories: *theoretical translation studies*, *descriptive translation studies* and *applied translation studies*. Within *theoretical translation* studies he distinguished between *general translation theory* and *partial translation theories*. Within *descriptive translation studies* he had three sub-categories: *product-oriented*, *process-oriented* and *function oriented* translation studies. And, finally, within *applied translation studies* the main areas are *translator training*, *translation aids* and *translation criticism.* The above categorisation, in itself, is already an indication of how wide ranging the areas were that were covered in the research of translation in the 70s.

The Encyclopedia uses the term *translation studies* for "the academic discipline which concerns itself with the study of translation" (RETS, 2001, p. 277). In Baker's definition it covers the following:

"Translation studies" is … understood to cover the whole spectrum of research and pedagogical activities, from developing theoretical frameworks to conducting individual case studies to engaging in practical matters such as training translators and developing criteria for translation assessment. (Baker, 2001, p. 277)

Since the 1970s and especially the 1980s, however, as opposed to the pure linguistic approach, the *interdisciplinary nature* of translation research has become more and more accepted by scholars. Klaudy (2004, p. 131) describes the second period of translation science as an *interdisciplinary period*, in which new theories and new research methods were introduced coming partly from linguistics (*semiotics, discourse analysis and pragmatics),* partly from other branches of science (*philosophy, sociology and psychology*).

As far as the interdisciplinary nature of *translation* and *translation studies* is concerned, the Encyclopedia (RETS) observes that,

as opposed to the early 1950s and the 1960s, when translation studies was treated as a branch of applied linguistics, since the 1970s and particularly the 1980s, translation scholars began to draw more heavily on theoretical frameworks and methodologies borrowed from other disciplines, including psychology, communication theory, literary theory, anthropology, philosophy and, more recently, cultural studies. (2001, p. 279).

Despite this complexity, Baker views the discipline as one that is developing and can develop a coherent research methodology of its own (2001, p. 279), integrating perspectives and research methods from other disciplines. Among these areas Baker mentions a number of distinct theoretical perspectives from which translation can be studied (relevant areas are *communicative/functional approaches*, *polysystem theory*, *psycholinguistic/cognitive approaches*).

Neubert (1994), emphasising the complexity of the translation process, remarks that this interdisciplinary nature of translation studies may be due to the insufficiency of reductive models that have aimed to define the concept so far, and distinguishes between *linguistic theories, pragmatic theories and text and psycholinguistic theories* among the ones that had tried to capture this complexity of translation.

One possible visual representation of the interdisciplinarity of translation studies, illustrating some of the relevant disciplines mentioned in the literate to translation studies was given by Fekete (2005) in her summary of a more detailed literature review as follows:

Figure 2.1: The interdisciplinarity of translation research
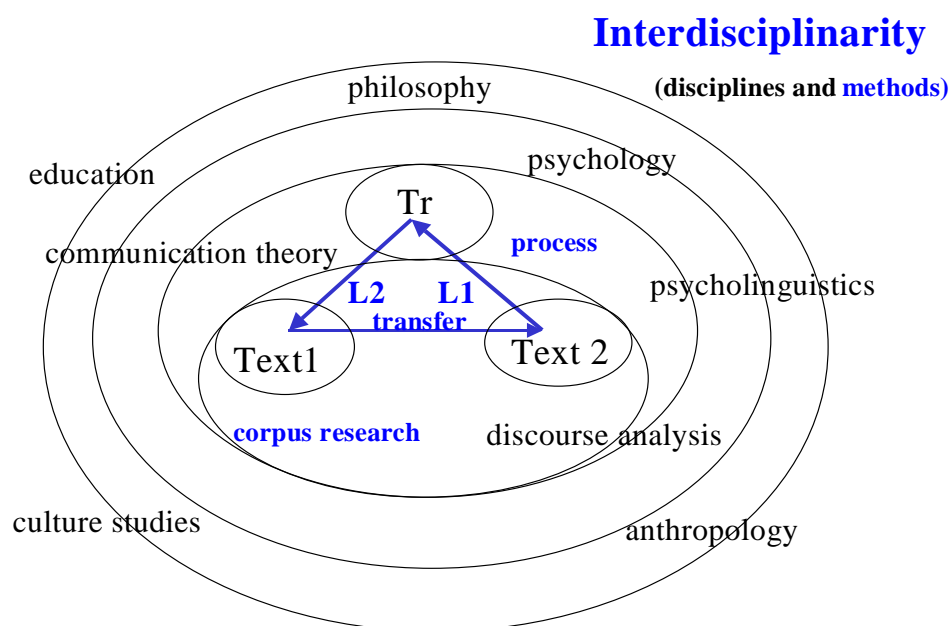
(Fekete, 2005)

In the heart of the diagram are the source text (T1), the target text (T2) and the translator (Tr); research into the relation between the texts can be helped by discourse analysis and corpus research, research into the relation between the texts and the translator can be informed by communication theory, psycholinguistics and psychology, among others, the study of the interrelationship among the components can be placed into an educational setting and into a wider context (culture studies), an even wider context of the study of differences between cultures can be helped by anthropology, whereas philosophy can give the theoretical framework for understanding how language can represent reality around us.

In Klaudy's classification (2004, p. 132) the third period, although any such classification might still be premature in her views, could be considered to have started in the 90s and could be described as relying increasingly on *empirical research,* both in the research of the nature of translation, and in training translators and interpreters. The need for empirical evidence is also emphasised, among others, by Campbell (1998) who urges for a data-based definition of translation competence.

The tendency for emphasising the need for empirical research into translation and translation studies is evidenced by the increasing use of corpus-based inquiries into translation research to get empirical data on translations as products, alongside with the use of think-aloud/verbal protocols to explore psycholinguistic and other metalinguistic dimensions of the translation process.

Hatim (2001) observes that the traditional distinction between research into the theory of translation and research into the practice or teaching of translation should be replaced by an integrated approach to the study of translation. The implication is that without such integration research into *translation* can only be done on a fragmental theoretical basis.

> To begin with, the acts of translating and translation teaching have, until fairly recently, been kept separate from 'research' into these and related activities. The polarisation is historical and is evidence of the misleading demarcation lines that are often too readily drawn between theoretician and practitioner in many disciplines. Theory and practice are ultimately complementary and, particularly in a field such as translation, the distinction needs to be re-examined. (Hatim, 2001, p. 3)

In Hungary, translation studies go back to the 60s and 70s, (Klaudy, 2004), relatively late. Among the reasons Klaudy mentions that it was not easy for Hungarian scholars to participate in and keep pace with international research, nor was there a centre in Hungary, unlike in other countries, that could have oriented, coordinated and financed such research. To help to coordinate research activities, the *Translation Theory Section* of the Applied Linguistics Committee of the Hungarian Academy of Sciences was brought about in 1983, which evolved into Committee in 1991. Seven national conferences on translation were organised until 2004 (conference proceedings: *Fordításelméleti Füzetek I-IV*), the most outstanding one being the "*Transferre necesses est* " conference in 1996 in Budapest, with 350 participants coming from 40 countries (conference proceedings, Klaudy and Kohn (Eds.), 1998), with such participants as Tirkkonen-Condit, Chesterman and Dollerup. Several PhD dissertations have been written in Hungary related to translation studies (Klaudy, 1981; Pongrácz, 1983; Dániel, 1984; Lendvai,1986; Bendik, 1987; Albert, 1988; Cs. Jónás, 1989; Heltai, 1992; Szabari, 1998). In Hungary, the latest development is a "State-of-the-Art" volume of translation research with the title: *New Trends in Translation Studies* (Károly & Fóris, 2005).

2.2.2. The definition of translation – historical background to theoretical frameworks

An inevitable issue in translation studies seems to be the *historical perspective* to the *theoretical frameworks,* which has to be taken into account when any overview or survey of translation studies is attempted at. It seems that our understanding of the *nature*, the *function,* and the *quality* of translation is inevitably embedded in time, and in the way scientific disciplines change and develop in complexity their conceptualisation of concepts that are then used to develop theories that explain and interpret the reality around us.

The reason why so many interpretations, definitions and models have evolved, seems to be that scholars keep redefining answers to the basic questions: *What is actually translated when conveying the meaning/message/the verbal constitution of reality*?, *For what kind reader/recipient/intercultural communicator*?, in *What context?,* and *What is the quality/effect/result, etc. of what is translated*?, etc. Systematic answers to the above questions seem to constitute the parameters along which theoretical models keep changing in time.

A simplistic representation of the above elements that seem to be constant in any model could be:

Figure 2.2: Constant elements in theoretical models of translation
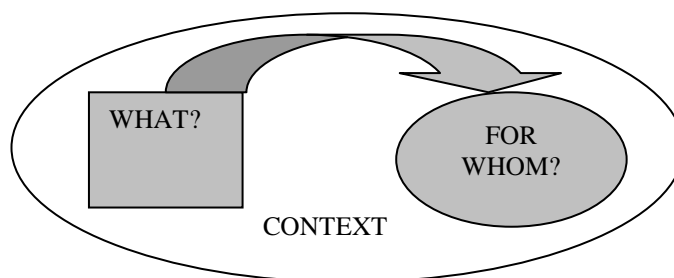
The definition of translation ( ) seems to be an elaboration of how one perceives the above concepts, e.g. from translating linguistic systems to translating cultures in contact.

The reason for the constant changes, in addition to the intrinsic development of the science of translation and the impact of other social sciences, however, seems to be changes (regarding the scope and amount) of the *social need for translation* (e.g. from bible translation in the beginning of translation studies to teams of translators operating in one translation project, from the translation of literature in past centuries to today's enormous demand for translation of documents in the European Community).

Nida and Taber's (1982) definition of translation will be presented below, as an example, as opposed to a recent definition by Kaiser-Cooke (2002). In Nida & Taber's definition:

> Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. (Nida and Taber, 1982, p.12)

In Kaiser-Cooke (2002) definition:

> Translating requires de-constructing one reality and constructing another; the translator's consciousness as the interface between culture and reality enables this process.'

In both definitions, the act of translating is defined, with the same actors: text and translator, with obvious differences in the perspective.

Changes in another central concept in translation research: *equivalence* e.g., as Hatim's Concept Map I depicts it, helps to grasp the constantly evolving nature of the same concept:

Figure 2.3: Hatim's Concept Map I
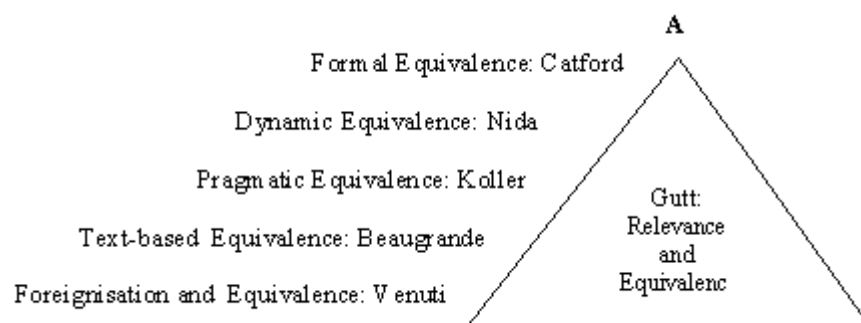
(Hatim, 2001, p. 13)

The dynamic relation between changes in terms and definitions whereas relating to much the same concepts is a concern for Chesterman (2005) as well, when he gives his overview of the terminology problems in translation studies:

> "The basic terminological problem is that different scholars use different terms for what seems to be more or less the same thing…."
>
> "Do we really have a dozen different concepts, all needing a separate label? Why do we have these terminological disagreements? Do they matter? …The answer to the questions about whether we have a dozen concepts that need dozen terms, must surely be "no". (Chesterman, 2005, p. 18-19),

Chesterman adds that several recent contributions have attempted to make sense of the terminological confusion in the area of definitions of terms and concepts, mentioning Molina and Hurtado Albir (2002), Klaudy (2003).

2.2.3 The definition of translation - theoretical frameworks conceptualising translation

The first approach could be to model translation. A major distinction could be made between *theoretical models* and *analogue models* as Hermans did (RETS, 2001, p. 155). In his definition, "theoretical, or conceptual models are theoretical constructs which are derived from an established field of knowledge", and range from linguistic and semiotic to literary and sociocultural models, though he concludes that "it would be futile to attempt a clearly defined listing of theoretical models of translation".

Analogue models are used to represent those characteristics which are considered to be the most relevant, mainly in the form of visual representations, like flow charts and diagrams that represent certain processes and relationship. e.g. modelling translation as a communicative process, involving "sender ⟶ message⟶ receiver".   Hermans concludes that while flow charts serve a cognitive purpose, diagrams of contextual and communicative relations between source text and target text are mostly pedagogical as they highlight relations that they focus on as "legitimate objects of research".

As presented above, another way of classifying models of translation is the historical perspective, a kind of chronological order reflecting the development of key concepts and the impact of interdisciplinary approaches to these concepts. The major distinctions between groups of theoretical models could be: *linguistic* (based on Chomsky's lingusitic competence)*, semantic, pragmatic, communicative* (based on Hymes' communicative competence)*, intercultural and trans-systemic* approaches.

A second approach could be to establish a continuum of complexity of definitions, with the simplest frameworks at one end and the most complex at the other. In this respect we could distinguish between *minimalist approaches* (e.g. Pym, 2002a), *reductive models* (e.g. Koller, 1993; Gile, 1994) somewhere in between, *comprehensive models* (e.g. Neubert, 1994; Toury, 1984; Campbell,1998), and finally *multicomponential models* (e.g. the PACTE model, 2003, as cited in Kiraly, 2005) at the other end of the continuum.

A third approach could be a kind of *functional* distinction among conceptual frameworks. Campbell (1998), in his review of the literature for the definition of the concept, observes that conceptualising translation competence varies according to one's purpose, i.e. the context in which the definition will function. Based on Holmes' distinction (in 1972), Campbell distinguishes three distinct approaches (): a) a *process based approach* of psychological modelling of the translation process, b) a *product-output based* approach that comes from translation quality assessment, and c) a *translation pedagogy based approach* that focuses on the teaching and learning aspect of the concept. His overview of the literature strongly suggests that there is an inherent historical aspect to be considered, where stages in the development of the concept are strongly related to changes in linguistics and language teaching methodology.

A fourth approach could be to differentiate between *competence-based models* and *performance-based descriptions*, i.e. what one is perceived to be able to do when translating (operating with theoretical concepts) and what one actually does when translating (observing and describing actual performances of the translation activity).

With findings of massive empirical research *integrated,* a new generation of data-based definitions or conceptual frameworks could come about in what Klaudy (2004) described as the present period of translation studies with emphasis on *empirical research.*

Kiraly (2005) distinguishes between the mainstream approach to translation today as based on a first generation *"information processing" view* of the mind and the more contemporary *"situated cognition" perspective* (Risku, 2002), which "takes a dynamic, situationally embedded view of mental processing, focusing on social, physical and emotional phenomena that extend far beyond the macro- and micro-strategies of the individual mind" (Kiraly, 2005, p. 123). Kiraly expects the situated cognition approach to strengthen in the future.

Finally, one can question if theoretical models are of real use, as Dollerup (2005, p. 83) does, when he warns that we should try "not to set up rigid models but rather, we should use frameworks for discussing translation". In his view current theories of translation are hardly more than "hypotheses" that have not really been subjected to falsification.

> What is more, they are largely based on models of communication and often assume hat senders, translators, and audiences are easily defined. … this type of approach permeates much thinking about translation, and that is not adequate for describing translational activities in the modern world. Translation has always been more complex than scholars believed, but today, the sheer bulk and ubiquity of translation oblige us to face this fact. (Dollerup, 2005, p. 91)

2.2.4 The definition of translation – terms used to define the concept

Following from the above, there seems to be no single definition of *translation* emerging that is widely used and accepted, a view shared by scholars and research groups today (PACTE, 2003; Kiraly, 2005; and Dollerup, 2005).

In addition to the historic perspective and the different approaches based on different functions translation can play in different contexts, as it has been mentioned before, a further reason seems to be the complexity of the concept itself (Dollerup, 2005), which results in an abundance of terms used in the definition of *translation*. Thus translation is termed as: *ability* (Bell, 1991; Pym, 2003), *competence* (Toury, 1984; Bell, 1991; Hewson & Martin, 1991; Campbell, 1998), *skill* (Pym, 2002a), *activity* (The Common European Framework of References, 2001), *trans-systemic activity* (Kaiser-Cooke, 2002), *situated cognitive activity* (Risku, 2002), and a *process of inter-lingual transfer* that creates translations (Dollerup, 2005).

In more detail, authors who view translation as a *competence*, see it as an overarching concept for several (sub)competences and abilities involved. Toury (1984) sees translation as

transfer competence, relying on a compound of bilingual and interlingual abilities. Bell (1991) basically defines translation as *bilingual competence*, which communicative competence is part of. Hewson and Martin (1991) talk about *translation competence* as *acquired interlinguistic competence*. Campbell (1998) emphasises the *componential nature* of translation competence, as it is divisible into components, interrelationships, the number of which depends on the complexity of the concept.

Pym (2002a) views translation as "a minor component in the range of *skills* required of intercultural professionals". He defines translation (as cited in Hatim, 2001, p. 169) as a combination of abilities: "the ability to generate a series of target texts from a source text and the ability to select one from this array of texts and to propose it as a target test for a specified purpose and reader".

The Common European Framework (CEFR), in its earlier version (1998), defined translation as part of *mediation* where the medium is written language. Mediation was defined as the *fifth skill* in addition to the four traditionally used skills of listening, reading, speaking and writing. The 2001 version of the Framework adopts the term *activity* to replace the old skill-based terminology, and has kept *mediation* as the *fourth basic activity.* Oral mediation and written mediation (which translation is part of) are defined, on the one hand, as text induced text producing activities, the aim of which is to process information and establish equivalent meaning (CEFR, 2001, p. 99), which is a product-based approach to the definition of translation. On the other hand, mediation activities are also defined as *processes* in which the mediator uses *mediating strategies* which include planning, execution, evaluation and repair (2001, p. 88), which is clearly a process-based approach to the definition of the concept. Thus CEFR (2001) seems to include both a product-based and a process-based approach in the definition of translation/mediation in the same conceptual framework.

Kaiser-Cooke (2002), when discussing the nature of translation expertise, defines the translation process as a *trans-systemic activity* in which the translator is an active participant, a mediator in the communication process between two sets of realities.

My research will reflect, to some extent, this diversity, by including both a product and a process-based approach to exploring new validation methods that can give empirical evidence of what happens in the actual process when test takers translate translation exam tasks.

2.2.5 Recent approaches to the definition of translation

Among recent approaches three major directions could be distinguished: *competence based approaches* (e.g. Campbell, 1998; the PACTE model, 2003), *minimalist approaches*

(e.g. Pym), and *activity based approaches* (CEFR, Kaiser-Cooke, Risku). (The CEFR approach will be discussed later, in 2.3.1)

Campbell (1998) urges for a data-based definition of translation competence. The three assumptions behind his models are: a) translation competence is divisible into components, interrelationships, b) there is a developmental pathway in learning how to translate, and c) there are means for describing the differences between the performance of different translators. In his model translation competence is a compound of three components: 1) target language textual competence (where the developmental stages are: substandard, pretextual and textual), 2) disposition (in which more general individual factors are taken into account) and 3) monitoring competence, which he sees as based on empirical study of a practical problem. In his view only textual competence can be considered developmentally, giving no explanation why monitoring competence cannot be considered the same way. Campbell acknowledges that there is a long list of facets not examined in the model: target language competence, real-world knowledge, cohesion, matching, stamina, first language interference, the range of ability in conscious strategies (references, dictionaries), as well as the directionality of translations, in connection with which he admits limitations to the generalisability of his model.

The Tentative PACTE model of translation competence (2003), a multi-componential model, as cited in Kiraly (2005) describes translation in terms of a set of *cognitive sub-competences*, putting special emphasis on the distinction between *declarative* and *procedural* knowledge. The model is the preliminary result of the PACTE research group (Beeby, Berenguer, Ensinger, Fox, Albir, Melis, Neunzig, Orozco, Presas), which has been studying the nature and acquisition of translation competence since 1997.

Translation Competence – The Tentative PACTE Model

Bilingual sub-competence (procedural knowledge needed to communicate in two languages)

Extra linguistic knowledge (implicit and explicit declarative knowledge about the world in general and special subject areas)

Knowledge about translation (implicit and explicit declarative knowledge, concerning the nature of translation and aspects of the profession)

Instrumental (procedural knowledge related to the use of documentation resources and information and communication technologies applied to translation)

Strategic (procedural knowledge to ensure the efficiency of the translation process and to ensure the resolution of translation problems) (as cited in Kiraly, 2005, p. 123)

Melis and Albir (2001) call this model a holistic and dynamic model, in which transfer and strategic competencies play a vital role: "the former because it brings together all the

other sub-competencies, and the latter, because it is used in making up with the deficiencies and solving the problems, arising from any of the other sub-competencies" (2001, p. 280).

Kiraly (2005), sharing Pym's view (2003, p. 492), questions if multi-componential approaches will in fact lead to an understanding of the competence that opens the way to innovative teaching approaches.

> minimalist definition of translation competence challenges the truth models that underlie equivalence-based approaches to translation. In doing so, it challenges the authoritarian role such models accord the teacher of translation.' and '… force us to see the translation process as a far more dynamic, personalized and situation-focused process. The emphasis changes from prescribed sub-competencies to be mastered to the active situation-bound integration of experience and resources in heuristic problem-solving. (Kiraly, 2005, p. 124)

Instead, he advocates minimalist approaches like Pym's, who defines translation in terms of a dual-dimension capability:

> … the ability to generate a series of more than viable target text (TT1, TT" … TTn) for a pertinent source text (ST), and the ability to select only one viable TT from this series, quickly and with justified confidence. (Pym, 2003, p. 488):

Kiraly (2005, p. 122), as seen above, suggests that "a fork in the road has begun to emerge within the study of translation as a cognitive process", with a more contemporary "*situated cognition*" perspective gaining momentum as opposed to the mainstream first-generation "*information processing*" view of translation. He presents Kaiser-Cooke's and Risku's approaches to defining translation, as examples of this situated cognition perspective.

Kaiser-Cooke's (2002) *trans-systematic* theoretical model claims that

> (1) Our experience of the world is structured by culture-specific concepts; cultures can be regarded as systems of concepts. (2) Each culture represents a specific interpretation of reality; culturally relevant reality is constructed by text production. (3) Translating requires de-constructing one reality and constructing another; the translator's consciousness as the interface between culture and reality enables this process. (4) Translation is a specific form of trans-systemic communication; so-called indeterminacy is overcome by individual and collective human consciousness; the translator thus plays an active role in the communication process.' (Kaiser-Cooke, 2002)

She also adds that "the relationship between source text and target text is located in the translator's consciousness", and "the translation process" can be approached through

investigating this consciousness. Her description of the translation process, as summed up by Kiraly (2005)

> comprises three stages: the *reproductive*, the *comparative* and the *productive* stages. In the reproductive phase, through interpretation, the translator reconstructs the reality that is relevant for the original text-producer. In the comparative phase the system of knowledge and cultural constraints of the source text recipient and producer are made more explicit and compared to the cultural and conceptual systems of the potential target text recipient. This context shift enables the translator to detect both differences and similarities. The production phase then incorporates both of Pym's productive and reductive stages whereby the translator hypothesizes, tests, and integrates solutions to intercultural translation problems. (as cited in Kiraly, 2005, p. 125)

Risku (2002), as cited in Kiraly (2005), claims that translation always happens in a particular environment setting and interactional framework and

> … translation is always more than simply "writing" in the sense of putting words to paper. It is the constructive shaping of a multi-medial situation as a whole, since, in fact, the translator's main responsibility is to provide for situationally appropriate communicative artifacts. (Risku, 2002, pp. 526)

> And that

> translation becomes text production instead of text reproduction or pure code-switching. Translators become decision makers and intercultural communication experts in their own right. It becomes important to look at the roles translators play, at the skills they have and at translation as a unique, one-off process rooted in specific situations and cultures. (Risku, 2002, pp. 524)

Kiraly (2005) finds, that in spite of three disparate approaches, the explicit recommendations for translation pedagogy of Pym's, Kaiser-Cooke's and Risku's definitions of translation "are strikingly similar":

> to empower students by making them proactive agents of their own learning through authentic, collaborative work, leading to autonomy an expertise' (Kiraly, 2005, pp. 128-129)

Dollerup (2005, p. 83), adopting Risku's (2002) approach, suggests that we should consider translation as "an autonomous entity for the recipient thus an original entity in the recipient culture". In Dollerup's view (2005, p. 84), the most important criteria for deciding whether a translated text is appropriate is whether "the target audience is convinced if the translation is adequate or not". In his view, what follows from this is that "we may discuss

these texts in relation to one another (translation criticism …), on their own rights (textual analysis …), or without reference to one another". This framework then "allows for the relativistic nature of translation", where "different translations of the same texts can co-exist" on their own rights.

Karoly (forthcoming), in her State-of-the-Art book on translation research overviews the main issues, focusing on scholars and schools adopting a text-based approach to translation but also integrating results from process-based and pedagogic based research. In reviewing translation competence models she concludes (p. 49) that the types of competences generally referred to as indispensible components of translation competence are: *communicative competence* (both in the source and target languages; linguistic, sociolinguistic, textual and strategic competence, based on Canale and Swain, 1980), *transfer competence* (including genre transfer competence), and *intercultural competence*. From a socio-cognitive approach she adopts the view that translation is a *special type of text production*, where the dynamic nature that exists between the production-reproduction aspects of translation (producing a target text by reproducing the source text in a different context) is always made special and concrete by facets of the context in which the translation act happens.

2.3   Facets of the concept of translation

The word "facet", by definition, means any definable aspect that make up a subject. When discussing facets of the concept of translation below, I will concentrate on aspects only that can considerably modify the definition of the concept, and without which operationalisations of the concept of translation in a language exam validation framework would not be complete. Both the concept of translation and the findings in translation research can be influenced by interpreting translation within the wider theoretical framework of *mediation*, by focusing on the *communicative aspect* of the definition of translation activity, and by choosing the actual *language pairs* that are researched. In addition, if the concept of translation consists of *components* (abilities and sub-competences, etc.), then the question of the relationship of these components to the whole concept and the interrelationship among the components, i.e. the *componentiality* of translation, will also have to be addressed. Finally, a generally accepted view is that different aspects of the translation competence are addressed when translating into the *L2* than into the *L1* (Campbell, 1998), this aspect, i.e. the *directionality* of translation, can also modify the findings of any research into translation, as well as the question if there exists a *language proficiency thresholds* below which translation cannot or should not be taught or tested.

Thus the facets dealt with in this section are the context of the *mediation skill*, the perspective of translation as a *communication activity*, the *componentiality* and *directionality* of translation, the issue of *language pairs,* and finally the existence of *language proficiency thresholds.*

2.3.1 Recent conceptualisations of mediation

First, translation should be defined as part of mediation. In the earlier version, the Common European Framework (CEFR, 1998), which is a comprehensive conceptual and practical framework for establishing standards and commonly accepted language proficiency levels in language learning, teaching and assessment in Europe, added *mediation* to the basic skills of *reading, writing, listening and speaking* as a *fifth skill* that included translation where the medium is written.

It was all the more an interesting development as, with the onset of the communicative approach to language teaching, forms of mediation had actually been banned from the classroom. Cook in the Routledge Encyclopaedia of Translation Studies (Baker, 2001) states that

> from the turn of the century onwards almost all influential theoretical works on language teaching have assumed without argument that a new language (L2) should be taught without referring to the student's first language (L1). (Cook, 2001, p. 117)

The 2001 modified version of the CEFR adopts the term *activity* to replace the old skill-based terminology, and distinguishes four types of activities in language use: reception (written/oral), production (written/oral), interaction (written/oral), and *mediation* (written/oral). Mediation is defined as an activity in which

> the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly – normally (but not exclusively) speakers of different languages. Examples of mediating activities include spoken interpretation and written translation as well as summarising and paraphrasing texts in the same language, when the language of the original text is not understandable to the intended recipient. (CEFR, 2001, p. 87)

Mediation is perceived as covering two types of activities:

> *Translation*. The user/learner receives a text from a speaker or writer, who is not present, in one language or code (Lx) and produces a parallel text in a different language or code (Ly) to be received by another person as listener or reader at a distance.

Translation = Writer (Lx) › text (in Lx) › USER › text (in Ly) › Reader (Ly)

Interpretation. The user/learner acts as an intermediary in a face-to-face interaction between two interlocutors who do not share the same language or code, receiving a text in one language (Lx) and producing a corresponding text in the other (Ly).

Interpretation = Interlocutor (Lx) -discourse (Lx) - USER - discourse (Ly) -Interlocutor (Ly). (CEFR, 2001, p. 99)

The above definition of mediation as an *activity*, "producing a textual response (oral/written) to a textual stimulus (oral/written)", i.e. "text induced text production", is apparently a *minimalist product-based type of definition.*

Oral and written mediation are then defined, as *processes* in which the mediator uses *mediation strategies* (*planning, execution, evaluation and repair),* "the aim of which is to process information and to establish equivalent meaning", which seems to be an information processing view of mediation. The detailed description of *mediation strategies,* however, states that:

> **Mediation strategies** reflect ways of coping with the demands of using finite resources to process information and establish equivalent meaning. The process may involve some pre-planning to organise and maximise resources (*Developing background knowledge; Locating supports; Preparing a glossary*) as well as consideration of how to tackle the task at hand (*Considering the interlocutors᾿ needs; Selecting the size of interpretation unit*). During the
>
> process of interpretation, glossing, or translation, the mediator needs to look ahead at what is coming next whilst formulating what has just been said, generally juggling with two different 'chunks' or interpretation units simultaneously (*Previewing*). He or she needs to note ways of expressing things to extend his or her glossary (*Noting possibilities, equivalences*), and to construct islands of reliability, (prefabricated chunks) which free up processing capacity for previewing. On the other hand he or she also needs to use techniques to skate over uncertainty and avoid breakdown – whilst maintaining previewing (*Bridging gaps*). Evaluation takes place at a communicative level (*Checking congruence*) and at a linguistic level (*Checking consistency of usage*) and, certainly with written translation, leads to repair through consultation of reference works and people knowledgeable in the field concerned (*refining by consulting dictionaries, thesaurus; consulting experts, sources*). (CEFR, 2001, p. 88)

Thus CEFR (2001) defines mediation/translation both from a product-based and a process-based approach in the same conceptual framework. Much of the translation process as described above will be reflected in the findings of the process-based part of the present reserach.

Pym's (2002b), responding to real world needs in relation to translator training in the third millennium, keeps the term *linguistic* to refer to the verbal nature of mediation and creates the term *linguistic mediation*. In his definition, "the notion of linguistic mediation should cover everything that can happen when languages are in contact and there is some impulse for communication across their boundaries". Forms of mediation thus include e.g. conversation in several languages, various forms of code-switching, passive knowledge of the other's tongue as well as translation and interpreting. He is of the view that "Linguistic mediation,…, is only worthwhile if it can promote long-tem cooperation between cultures". He sees it happen through "*localization*", by which "a product is adapted to the requirements of a "locale", a place with a specific union of cultural and linguistic features", involving adaptation or change, often through localization projects, relying on teamwork.

2.3.2 Translation as communication

A relatively recent theoretical shift seems to be to define translation, often within mediation, as some kind of *communication* between different languages and cultures.

In Hatim and Mason's view (1990) when a language user reacts to a text a communicative act takes place in which the reader reconstructs the context, the three dimensions of context being: communicative transaction, pragmatic action and semiotic interaction. They observe that although translation related issues reveal a complex world of diverse activities, one can "uncover the striking uniformity which emerges when translating is looked upon as an act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication which may have been intended for different purposes and different readers/hearers" (1990, p. 1). They warn that the product-to-product comparison in translation often tends to overlook the communication aspect (1990, p. 3).

Schaffner and Herting (1992) define translation as a type of intercultural communication, and repeating Hatim and Mason (1990) warn that product - to product comparison often tends to overlook the communication process involved.

Neubert (1994) calls it "bilingually mediated communication". Nord (1994) views translation as a process of linguistic and cultural adaptation. She recommends a functional approach to translation teaching in which the prospective communicative situation for the target text should be clearly defined, and therefore the culture-specific translational conventions prevailing in the culture-communities involved should also be taken into account.

Cook (2001) observes that following a shift from a linguistic (from a source text into a target text) approach to translation today the functional approach holds that

'language elements constitute an inseparable unit of form and content'. '…viewed as an act of intercultural communication rather than a skill in transferring minimal linguistic units across language boundaries, translation could no longer be taught/learnt on the basis of linguistic exercises.' (Cook, 2001)

Vermeer (RETS 2001, p. 61) holds the view that translation is no longer the mere transformation of a text from one language into another, but rather the production of a target text that can function within a different context for recipients from a different culture.

Bell (RETS, 2001), again, takes a communication model when defining translation from the point of view of psycholinguistic/cognitive approaches:

A psychologically plausible model of translation must reflect what is currently known about human information processing and memory, taking monolingual communication as a starting point while recognising that translation and interpreting are special instances of bilingual communication. It needs to address issues such as the extent to which translation-specific processes are embedded within a larger model of human communication ….

Translation combines the activities of reading/listening and writing/speaking, and there is evidence to suggest that translators and interpreters listen and read (and speak and write) in a different way from other language users, basically because they operate under a different set of constraints. (Bell, 2001, pp. 185-186).

The terminology used and the definition of mediation in the CEFR reflects the above approach.

Kaiser-Cooke (2002), when discussing the nature of translation expertise, defines the translation process as a trans-systemic activity in which the translator is an active participant in the communication process. In her view translation expertise is a process originating from and based on the translator's experience of the world.

Pym (2002a), as seen earlier, views translation as "a minor component in the range of skills required of intercultural professionals". In his attempt to define translation as part of cross-cultural communication (2003), he sees translation as a specific kind of communication act which happens at cross-over points between cultures, in which act translation, as "mediated cross-cultural communication is carried out for a participant who is peripheral or external to at least one of the cultures involved". He envisages a growing importance for translation in our globalizing age, observing that the "growth of cross-cultural communication

is manifest in all modes, from the learning of languages to mediation via translation", and the practical as well as the social and political implications for this phenomenon will have to be considered.

2.3.3 The componentiality of translation

If translation is viewed as not a unidimensional concept but as one consisting of components, then it has its implications for its teaching and testing. As the componentiality of translation competence, to the best of my knowledge, has not been researched empirically so far, the concept of componentiality will be addressed through the reading skill which has been researched in this way, allowing, at the same time, for the commonly accepted assumption that the reading skill is obviously an element of translation competence.

Lewkowicz (1983, p. 4), addressing testing issues of the componentiality of the reading skill starts from summing up testers' approach to the divisibility of language competence. She mentions three hypothesis: a) the unitary competence hypothesis (Oller, 1976), b), the divisible competence hypothesis, and c) the partial divisibility hypothesis, which is a compromise between the two extremes, inasmuch as it allows for a single factor which underlies all skills and also a number of factors and competencies specific to each trait. She quotes empirical studies that give evidence of the partial divisibility hypothesis, and the existence of distinct language traits (skills). As measuring these traits can only happen through actual tasks devised to measure them, the validity and reliability of the instruments (test method effect) becomes a factor that has been evidenced to interplay with the construct to be measured. In Lewkowicz's view the three reading tests she designed to measure the same trait(s) failed to do so, and warned that testers, when constructing reliable testing instruments must be aware of the different subskills involved and must adequately balance parallel tests as far as the weight of the subskills is concerned.

In another empirical research into the componentiality of the reading skill Weir, Huizhong and Yan (2000) also review studies that probe into a) the unitary, b) the multi-divisible and c) the bi-divisible nature of the reading skill/ability. Sharing the multi-divisible view of the reading ability they warn (2000, p. 23) that a fully unitary view may have dangerous implications in testing, as a different weighting of the separate skill components, which the tester is not aware of, can seriously discriminate against certain candidate types.

Some implications for the componentiality of translation follow from the above. First: if the reading skill is viewed as multi-divisible, or as one that should be discussed within the partial divisibility context, then translation competence, which the reading skill is part of,

should also be viewed and discussed so. Second: if the reliability of testing the reading skill can be affected by the multi-divisible or partial divisible nature of the reading competence that becomes evident through the test method effect, than the same aspect of translation competence has to be accounted for in the construct of translation competence when developing a test construct and also in the operationalisation of the construct in the language exam.

Another issue somewhat related is that no matter what the direction of the translation is, it always involves language competence in two languages, involving the reception of one text in one language and production of a corresponding text in another language (e.g. the interpretation of the CEFR definition of mediation, Mediation Project, Hungary – coordinator: ELTE ITK).

Karoly (forthcoming, p. 39), relying on a socio-cognitive approach to the definition of translation, is of the view that the exact relationship between the production and the reproduction in translation cannot be conceptualised as one static and constant type of relationship, but as a "dynamic and gradual" one, depending on the facets of the context of the translation act. Thus the implication is that translation is dynamic, gradual and multi-componential.

2.3.4 The directionality of translation

"Directionality in translation studies usually refers to whether translators are working from a foreign language into their mother tongue or vice versa", although other combinations are also possible, working from one foreign language into another (Lonsdale, RETS, 2001, p. 63).

Lonsdale (2001, p.64). observes that while the public, employers included, generally assumes that there is no distinction between the two, the profession knows that competence in the two directions is rarely symmetrical, and the "discussion of translation tends to centre on translation into the mother tongue". The generally accepted view in Europe is that translators should work into the mother tongue (Kelly, 1979; Newmark, 1988; Picken, 1989) and this is the requirement for translators in international organisations as well as the only direction sometimes translators are qualified by professional organisations (Keith, 1989). Lonsdale cites Ladmiral, who "recognises translation into the foreign language only as a pedagogical exercise to test performance in that language; from a professional point of view, he considers it an absurd requirement and a hopeless task" (1979, pp. 40-50). To use the unmarked term of *translation* to mean translation into the mother tongue is so common that there is no generally accepted term for the terminology of translation into the foreign language, and the proposed

terms of *prose translation* or *service translation* are not widely used. Recently, the terms *direct* translation (into the mother tongue) and *inverse* translation (away from the mother tongue) has been used both in English and some other languages (Spanish, Italian, Portugese, Arabic and Chinese). Lonsdale uses the term *intermediate* translations to refer to translations through an intermediary language, (e.g. using French to translate from the Arabic into Spanish), which is often the case with non-European source texts translated into European languages. At professional level, the value of translation seems to be more emphasised in connection with translation into the L1 than into the L2 in language teaching, as well, because of the asymmetric nature of linguistic competence in the two directions.

In Campbell's view (1998) different aspects of the translation competence are addressed: when translating into L2: understanding the text is not a problem, but the task is to compose in the L2; whereas in translating into L1 understanding the text is a problem, while composing in L1 one has the resource of the mother tongue. Using the CEFR terminology reviewed in the *mediation* section, one could model the differences as follows:

Figure 2.4: Modelling the directionality of translation

direct translation:

Text L2 Reception → Text L1 Production

inverse translation:

Text L1 Reception → Text L2 Production
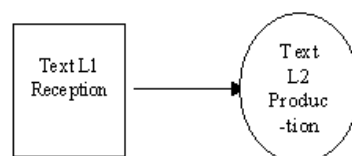
At pedagogic level, however, others ˙(Heltai, 1997), also referring to Snell-Hornby (1995) are of the view that L1-L2 translation may be of more pedagogic value than translation from the other direction, especially at advanced level.

2.3.5 Language pairs – language distance

The nature of translation has traditionally been researched in relation of an L1 text and its L2 translation, involving two particular languages at a time, often giving rise to generalisations based on similarities or differences between the given language pair that were extended beyond the two languages in question.

Languages, as it is a generally accepted idea, differ in their relative similarities or differences to one another, "for example, two languages may have similar word order rules

and similar rules for certain syntactic and phonological structures" (Longman Dictionary of Language Teaching an Applied Linguistics, 1992, pp. 200-201). Based on this phenomenon, languages can be said to be closely or distantly related to each other, grouped in language families. If "language distance is thought to be one factor which influences the ease or difficulty with which learners acquire new languages" (Longman Dictionary, 2001, p. 201), then it is also a factor or facet that has to be taken into account when translation is researched and translation competence measured. An example could be English and German, as closely related, and English and Japanese, as distant languages.

Language pairs and a systematic search and description of similarities and differences within and across given language pairs is in the focus of machine translation, and may produce results that can inform translation research and the teaching of translation.

2.3.6 Pedagogic translation – a language proficiency threshold?

In the literature, the intricate and intermingling relationship between the use of translation in language teaching vs. translation teaching proper is acknowledged. Two major issues seem to emerge here: a) the *difference in focus and methodology*, b) *a hypothesised language proficiency threshold* that could distinguish the two.

The differences in *focus and methodology* will be dealt with later (3.4), as a research aspect. A hypothesised language proficiency threshold, however, is central to conceptualising translation, and should be dealt with as one facet of the concept.

 In connection with *a hypothesised language proficiency threshold* Yamashita (1992), also referring to Oller (1976), Cummins (1979), Cziko (1980), Alderson (1984) and Carrell (1991), holds the view that a foreign language proficiency threshold exists for language learners without which they cannot transfer native language reading ability into foreign language reading ability. As the reading skill is an essential component of translation competence, then this may have two implications for translation research: a) below a certain foreign language proficiency threshold translation may not be a meaningful activity, and b) there might exist a language proficiency threshold for transfer ability/competence operating in translation as well. These hypotheses further justify the pedagogical aspect of the proposed research: research into the performance of examinees at intermediate level, comparing their performances in reading comprehension vs. translation.

Heltai (1997) suggests that, as the first phase of translation (comprehension) is heavily dependent on the general level of language proficiency, especially vocabulary knowledge, the testing of "translation skills should not be aimed at before a certain level of general proficiency and a certain level of reading comprehension is attained, i.e. before the

intermediate level examination is passed". Later he adds that in his experience while L2-L1 "translation is too difficult for the candidates at our intermediate examination, it is too easy at the advanced level", suggesting that at intermediate level grammatical problems are too dominant, hindering relevant performance, whereas at advanced level lexical problems cause greater difficulty, but as dictionary use is allowed, it does not really constitute a problem for examinees.

Whereas it is widely assumed that without a certain level of language competence translation training cannot take place, or even that translation should only be taught in specialised schools where the highest level of linguistic competence must be assumed, Pym (1992) also remarks that this would mean teaching translation to virtually empty classes. Campbell (1998, p. 58) emphasises the diagnostic value of translation saying that "the stages of individuals' language development must be reflected in the quality of their translations". Hatim (2001, p.168) doubts if any clear cut distinction between the two exists in the real world, and raises the question of what is really happening in translation courses: the teaching of translation proper or translation related language teaching?

Allowing for different levels of language proficiency in different stages of translator training, with different pedagogical implications, Gile (1994) distinguishes between two stages in translator training and recommends different approaches to follow in the two. He recommends a process-oriented approach to adopt at early stages of translator training, where the focus is more on identifying problems and problem solving. For pedagogical purposes at this stage he developed a process-oriented model, which he calls a "sequential model of translation and error analysis" (1994, p. 109), and finds it highly profitable to use with motivated students. He adds that at a later stage a product-oriented approach should follow.

The Routledge Encyclopedia of Translation Studies (2001, pp. 284-285) describes a rapid institutional expansion in translator training which answers increased social needs. It also adds that the trend since the late 1980s have been towards shorter, more fragmented training programmes that are increasingly integrated into wider university structures.

In sum, the issue of a hypothesised language proficiency threshold for teaching translation has only been raised, but has not been answered. The present research hopes to contribute to this aspect from empirical research: through statistical analysis of the construct of the exam, and through the process-based and product-based analyses of actual translation performances.

2.4   Research aspects of translation research – an overview

Reflecting the diversity of theoretical approaches, research aspects are also many folded, and determine the research method adopted. The generally accepted distinction is product-, process- and pedagogic-based approaches to translation research, acknowledging the limitations arising from a restricted focus in each case. Along with the survival of traditional research methods, however, in the past two decades there has been a tendency to emphasise the *interdisciplinary nature* of translation research, as mentioned before, with new methodological considerations.

2.4.1 Theoretical background to research aspects: product, process- and pedagogic-based approaches

The inherent trichotomy of the nature of translation is best captured in the three indispensable elements of translation: *text* (reproduction of source text and production of target text), *task* (which determines the type of process to adopt), and the *translator* (with a given degree of translation competence).

Based on Danks (1991), the Bell identifies three sets of constraints that are significant in the context of translation:

> *a) task,* the activity which the translator is required to carry out and the context in which this activity takes place, b) *text,* the linguistic and discoursal structure of the source text, c) *translator*, the linguistic and non-linguistic knowledge and skills of the person carrying out the task (RETS, 2001, p. 186)

As these constraints are seen as "input conditions that draw on the same cognitive resources, they exert different influences on the way the process functions", the implication is that research into them may have distinct methodologies. The above approach to constraints shows remarkable similarities to Campbell's distinction between process-, product-, and pedagogy-based approaches, which is widely accepted today. With the onset of a task-based approach to language teaching and testing, however, the above categorisation is still remarkably relevant.

In Campbell's view (1998), in translation studies methodologies and concepts have varied depending on the purpose, or objectives of the researcher. He sees three major approaches emerging. The first is a product-output approach (text-based definitions), the second is a psychological modelling of the translation process (process-based approach), and the third is defining the concept from the point of view of translator training or teaching the skill (pedagogy-based approach). In his overview of translation research since the 1960s, he

uses these three major categories in grouping the studies and their definitions of translation competence.

The RETS (2001) distinguishes between two major investigative strategies to overcome the inherent problem that the translator's mind is only indirectly approachable: *product-based* and *process-based* studies.

> *Product-based studies* proceed from a comparative analysis of source and target texts and use textual differences uncovered during the analysis as a means of accessing indirectly the mental processes employed during translation. *Process-based studies* use methods such as think-aloud protocols, measuring the eye movements of translators as they work, asking them to fill in self-report questionnaires on their attitudes to aspects of literary … or non-literary … translating, as well as various techniques for developing personality profiles of professional translators and conference interpreters. (RETS, 2001, p. 189)

There have been views (Holmes, as cited in Hatim, 2001), however, that question the usefulness of the above distinction and argue that as translation is text processing, the process of translation cannot be very different, as "dealing with texts as products must ultimately depend on an understanding of the process of textual communication" (2001, p. 112).

The present research, finding Bell's (2001) definition of constraints and Campbell's (1998) approach to translation research more relevant, will include the three above mentioned approaches by looking at translated texts (product-output approach), candidates' think-aloud protocols (process-based approach) and test takers' performances (pedagogy-based approach).

2.4.2 A shift in research methods

In the 1950s and 1960 translation studies were classified as a branch of applied linguistics, with appropriate research methods used. The shift towards interdisciplinary research, however, involved *new methodologies* applied. Despite translation research borrowing from other academic fields, Baker (2001) views the disciple as one that can develop a coherent research methodology of its own, integrating, especially since the 1980s, perspectives and research methods from other disciplines, philosophy, psychology, communication theory and cultural studies among them (Baker, 2001, p. 279).

A further consideration is Hatim's (2001, p. 3), who remarks that the traditional distinction between research into the theory of translation and research into the teaching and practising of translation should be replaced by an *interdisciplinary approach* to the study of translation. As indicated above, empirical data-driven definitions of translation are urged by scholars (Campbell, 1998).

The present research, therefore, aims to have an interdisciplinary approach to the study of translation as an exam task, accepting Baker's view (2001) about the interdisciplinary nature of this research field. In this attempt, it will endeavour to integrate relatively new research methods (corpus-based research and think aloud protocols) originally borrowed from other disciplines, into one research design, allowing for empirical data-driven observations to emerge in addressing the relevance of translation at intermediate language proficiency exams.

2.4.3   New research methods (corpus research and think-aloud protocols)

Since the 1990s, corpus research has been more and more widely used in translation research (RETS, 2001, p. 50). Its popularity is due to the ease by which software packages can process enormous amount of data.

Although mainstream corpus research mainly concentrates on researching the nature of translation, or translation universals (Hatim, 2001, pp. 82, 151), the idea of making use of learner corpora for research into specific problems is also spreading (Horváth, 1999; Barker, 2003). Some exam centres have already used corpus research methods in an experimental way, e.g. the Cambridge exams, as their website (Barker, 2003) proves it. The potential of this new research method is worth exploring, which the present research will aim at.

Within translation research more and more attention has been paid to identifying differences between professional translators' and learners' translation and problem solving strategies. Think-aloud protocols seem to be promising as a new research method, to explore characteristics of students' translation strategies, which is part of the present research.

A more detailed background to these research methods will be given in the appropriate chapters (Chapter 5, Chapter 6).

2.4.4 The pedagogic aspect – the use of translation in language teaching

In language teaching sceptical views about translation in the communicative language teaching context often get voiced. This concern is reflected in Benson's article (2000), who fears that a secret life of the grammar-translation method may still hinder proper language teaching from happening in the modern language classroom all over the world..

> More recently, Communicative Language Teaching, the current paradigm, has suffered reverses in FL contexts where the social characteristics associated with grammar-translation still pertain; that is, context in which conservatism, elitism, nationalism, desire for control, respect for regularity, and a liking for literature are to be found. In such contexts the overall language teaching goals tend to favour reading proficiency over other skills. On the other hand, communicative approaches appear to flourish in progressive, open, democratic, socially pliable contexts. These may be sweeping generalisations, but they are of sufficient validity to suggest that

the concept of a single method or approach to language teaching, a model suitable for any people in any country at any time, is likely to run into local attitudes that find it inimical to their pedagogic and social requirements. (Benson, 2000, pp. 47-48)

Such a view implies rejecting the relevance of any use of translation in language teaching.

As opposed to sceptical views, Cook (RETS, 2001, p. 119) sees the role of translation as an integral and meaningful part of language teaching and hopes for 'a renaissance of translation in language teaching' in the new century.

Despite the widespread popular assumption that translation should play a major and necessary part in the study of a foreign language, twentieth-century theories of language teaching and learning have at best ignored the role of translation, and at worst vilified it. From the turn of the century onwards almost all influential theoretical works on language teaching have assumed without argument that a new language (L2) should be taught without reference to the student's first language (L1). (2001, pp. 117)''Recent years have seen the beginnings of the reappraisal of the role of translation in language learning, and a number of write have expressed doubts about its banishment from the classroom (Widowson, 1979; Howatt, 1984; Duff, 1989; Cook, 1991; Stern, 1992). The extremism of its earlier rejection is being recognised, and the use of translation is being readmitted, not only as a matter of expediency (in that translation is often the quickest and most efficient way to explain the meaning of a new word), but also as a theoretically justified activity aiding acquisition. (Cook, 2001, pp. 119)

Among the reasons he suggests that

so strong has been the influence of the grammar translation method that many critics have been unable to envisage any other approach to translation in language learning and believe that, in criticizing this one methodology, they re dealing with the use of pedagogic translation in general. (Cook, 2001, p. 119)

The distinction between the two is most often referred to as *language teaching through translation* and *translator training proper*. In language teaching through translation *general language skills* development is generally perceived to be in the focus, whereas in translator training the development of *translation skills* is targeted.

One example to illustrate it is Klaudy's terminology (1994), who distinguishes between *school translation*, and *professional translation*. In another study (1997) she calls them '*school translation'*, where the target reader is the teacher, and '*real translation',* where the trainer is an 'authentic reader'. Heltai (1997) shares this view, and he distinguishes between *pedagogical translation* where the real addressee is the teacher, and *professional translation*.

My experience of teaching translation does not seem to confirm the relevance of the above clear cut distinction. The literature review also raises doubts whether this kind of approach to making this sharp distinction between the two is theoretically manageable or practically desirable.

For a definition of the basic terms and concepts, again, let us turn to the Routledge Encyclopaedia of Translation Studies (RETS). Although we find no separate headword for *pedagogic translation,* it discusses related issues under the headwords: *didactics of translation* (Vermeer, 2001, pp. 60-63) and *use of translation in language teaching* (Cook, 2001, pp. 117-120), clearly separating the idea of translator training proper and using translation for language teaching purposes. Both headwords contain clear references to the fact that the history of translation teaching has relied on the changing concepts of translation competence and language teaching methods.

Under the heading of *didactics of translation*, only translator training is implied, with no reference to teaching the skill to lower level language learners.

The other headword, the *use of translation in language teaching* (Cook, 2001), however, expands on a lot of key issues that form the major bulk of the controversy on translation today: the influence of the grammar-translation method and its backwash effect on language teaching, the rejection of translation as a result of the direct method, political and demographic influences behind shifts of focus that were leading to the supremacy of monolingual class, the influence of second language acquisition on the use of translation, and the reappraisal of the role of translation in language learning since the 1980s. Cook views the role of translation as an integral part of language teaching and hopes for "a renaissance of translation in language teaching" in the new century. Cook sums up the history of the controversy as follows:

> Despite the widespread popular assumption that translation should play a major and necessary part in the study of a foreign language, twentieth-century theories of language teaching and learning have at best ignored the role of translation, and at worst vilified it. From the turn of the century onwards almost all influential theoretical works on language teaching have assumed without argument that a new language (L2) should be taught without reference to the student's first language (L1). (2001, p. 117)''Recent years have seen the beginnings of the reappraisal of the role of translation in language learning. The extremism of its earlier rejection is being recognised, and the use of translation is being readmitted, not only as a matter of expediency (in that translation is often the quickest and most efficient way to explain the meaning of a new word), but also as a theoretically justified activity aiding acquisition. (Cook, 2001, p. 119)

Among the reasons he suggests that

> both the popular perception and the academic reaction against it derive from the widespread influence of the grammar-translation method, which has become the stereotype for the use of translation in language teaching. (Cook, 2001, p. 119)

Part of the controversy in Hungary about the perceived or conceived backward washback effect of translation as an exam task seem to have the same root: a fear of the survival of the old grammar-translation method opposing the spread of the communicative method in the 1980s and 1990s, the remnants of which were evidently still found in language classes and were consequently harshly criticised.

As a threat to proper research to the issue, however, Heltai (1997) warns that "discussions for the need for translation in the examination are also coloured by ideological biases, often stemming from vested interest" on both sides, and that the issue of "having a bilingual examination is no longer a purely professional issue in the discussions of the future of foreign language examinations in Hungary".

Klaudy (1994) distinguishes between school translation, which she considers one method for language acquisition, and professional translator training, which focuses on the development of proper translation skills. In another study (1997) she calls them "school translation" and "real translation". She sees differences between the two translation teaching situations not only from the point of view of different teaching objectives or functions, but she considers the readers in both cases to be different: in school translation the target reader is the teacher, and the purpose of the translation is "to inform the teacher about the students' knowledge of the foreign language", whereas in professional translation the trainer is an "authentic reader". In addition to the above distinction, Klaudy (1994) recommends different error correction strategies for language class teachers and translator "revisers", recommending a kind of implicit correction for language teachers and explicit correction for translator trainers, who should apply real-life error correction strategies in professional training. As a critical remark, I have to add that in my opinion and experience it may not ideally suit all teachers' and trainers' personality or approach to translation teaching, with explicit correction more often used at earlier stages of language development and implicit correction at later stages when translator or language students apparently have a much wider repertoire of language skills, translation and revision strategies to be able to do self-correction.

Heltai (1997, p. 82) uses the term *pedagogical translation* for translation in foreign language teaching, covering both directions as well as the translation of words, sentences, texts, oral and written, and then critically remarks that "when teachers talk about the

usefulness or uselessness of translation they very often think of one particular kind of translation but then they generalise their view to all other kinds of translation". In Heltai's view pedagogic translation, at least as it is practised in class, "is unlikely to do anything with professional translation", as pedagogical translation has no real addressee. He also remarks that no research had shown yet the direct impact of teaching pedagogic translation on the levels of standards with professional translators. Referring to Snell-Hornby (1985) he suggests that the teaching and testing of L1-L2 translation may have more pedagogical value than L2-L1 translation. He calls for research into basic questions in connection with using translation in a language exam testing situation: a) What can be considered proper translation skills?, b) Can they be taught or are they innate and develop automatically through language proficiency?, c) Is using translation the best way to teach translation?, d) Should proper translation skills be tested in a language exam at all?, e) Is there a direct impact of teaching translation in general language teaching on the future level of standards of professional translators?

Whereas it is generally assumed that without a certain level of language competence translation training cannot take place, or even that translation should only be taught in specialised schools where the highest level of linguistic competence must be assumed, Pym (1992) also remarks that this would mean teaching translation to virtually empty classes. On the other hand Hatim (2001, p.168) raises the question of what is really happening in translation courses: the teaching of translation proper or translation related language teaching?

The Routledge Encyclopedia of Translation Studies (2001, pp. 284-285) describes a rapid institutional expansion in translator-training that answers increased social needs, and adds that the trend since the late 1980s have been towards shorter, more fragmented programmes that are increasingly integrated into wider university structures.

Gile (1994) distinguishes between two stages in translator training and recommends different approaches to follow in both. He assumes a process-oriented approach, and suggests a process-oriented model (1994, p. 109) developed for pedagogical purposes for the first stage in translator training. He calls his model a "sequential model of translation and error analysis" and recommends this approach as highly profitable at early stages of translator training with motivated students, adding that at a later stage a product-oriented approach should follow.

With recent conceptualisations of the didactics of translation, however, Vermeer (RETS 2001, p. 61) suggests that the traditional approach to translator training should change, as the translator's task does not end with the linguistic production of a target text. A *functional approach* to the teaching of translation is to sensitise trainees to this new approach:

a text is produced for specific recipients in a specific context within an 'action frame' which consists of a number of interdependent factors such as situation, communicative text function (*Skopos*), commissioner, producer, recipient(s). Situation is split into the actual circumstances of commission, text production and reception, as well as the various aspects of the cultural environment in which all this is embedded. (Vermeer, 2001, p. 61).

The above functional approach seems to be echoed by the *task-based approach* to language tasks and language teaching in the CEFR, the common theoretical ground being a situative functional approach to setting the nature of a task and setting appropriate evaluation criteria for its successful completion. If the aim of language teaching is seen as primarily to enable students to perform communicative language tasks, then this aim should not be seen as different in the language activity of using translation in class, an implication that follows from the functional approach to translation training.

All in all, the literature review raises doubts whether a clear cut distinction between pedagogic translation and translation training proper is theoretically manageable or practically desirable. Though this distinction seems to have existed both in theoretical approaches and in practice, the literature review above also indicates that the idea of a continuum of both language skills development and translation skills development, rather than a clear cut distinction, could serve both theoretical and practical considerations better.

2.5 The literature review on translation: summary and implications

The major issues that seem to be emerging from the literature review above can be summarised as follows:

1) the nature of translation and translation competence has been *extensively addressed* in translation research in the past few decades,

2) the research of translation is both *approached theoretically and researched empirically* in translation studies,

3) there seems to be *no consensus on the definition* of translation competence in the literature on which a theoretical construct of translation as part of mediation could be based on,

4) there seems to be a *terminology problem in defining the basic concepts* of translation, the terms changing and modified as new approaches emerge and translation studies is becoming more interdisciplinary in nature,

5) in recent conceptualisations of translation a *socio-cognitive approach* seems to be more and more widely accepted,

6) *data-based definitions* of translation competence have been urged in the literature in the past few year,

7) translation has been increasingly defined as a *form of communication* between cultures through the language,

8) the implications are that translation competence is not a unidimensional concept, and thus the *componentiality* of translation competence has to be addressed,

9) the *directionality* of translation (from L2 into L1 or vice versa) may have an effect on the definition of the competence and on performance (as different sub-skills are involved to different extent), with differing pedagogic value attached,

10) there is no consensus on whether the *use of translation in a pedagogic context* is to develop language proficiency in general, or the teaching of translation competence/skill proper should be aimed at,

11) the *distance between language pairs* may have an impact on the conceptualisation of the construct of translation, as well as actual translation problems between languages,

12) a *hypothesised language proficiency threshold* may exist for teaching and testing translation competence,

13) *research methods* in translation studies *vary* in accordance with approaches (process-, product-, and pedagogic-based approaches),

14) *new research methods* could contribute to a better understanding of translation performance and can work towards data-based definitions of the concept (corpus research, introspective methods - think-aloud protocols),

15) an *increase in real life needs for teaching intercultural communication* at earlier levels than professional translator training seems to indicate increased social needs in connection with different levels of communication through using several forms of mediation in a more mobile European context,

16) a clear-cut distinction between 'school translation' and 'real translation' might be replaced by the idea of a *continuum of translation competence* from lower proficiency levels to professional translators.

In the introduction to this chapter, it was envisaged that in translation research it would be inevitable to focus on what is constant and what is changing in relevant parameters that had been used to define translation. In an overview, as far as the *changing* (variable) and *constant* (invariable) parameters used in defining the concept of translation are concerned, one could mentions the following:

changing parameters (from a historical aspect) could include:

- terms used to define the concept (skill, competence, activity),

- approaches to defining the concept (product-based, process-based, pedagogic-based),

- conceptual frameworks to define the concept,

- the number of facets of the concept identified,

- social demands set in connection with the use of translation (from bible translation to the cross-cultural communication view in today's Europe),

- the views on the role and usefulness of translation in language teaching,

- research methods used,

constant parameters could include:

- the basic triangle of *translator, source text, target text*,

- the trichotomy of *text, task, translator*,

- a definition attempt at *what is translated* (linguistic elements, message, information, etc.),

- focus on the *effect of translation on the reader* (recipient of a social artefact),

- focus on the role of the *translator as a mediator* between cultures (source text culture and target text culture)

- the definition of the purpose of translation (constraints of the context).

Based on the findings in this chapter the *recommendation* put forward are as follows: any conceptualisation of translation as a theoretical construct should address what is constant in definition attempts throughout the time, rely on what has been explored in the form of changing parameters throughout the time, and address present educational and social needs in the form of a relevant definition that can function in the given social context.

Chapter 3: Assessment in translation – towards exploring aspects of scoring validity

3.1   Introduction

Key terms here are: the concept of *quality in translation research*, *assessment criteria for establishing the quality of translation, equivalence*, and *assessment of translation competence*. Exploring such concepts can help the conceptualisation and actual design of assessment scales relevant to the social and educational context they are used in, thus contributing to establishing scoring validity for the use of a translation task in such a context.

3.2   The quality of translation

The concept of *quality* in translation research, in other words: the question of what makes a good translation, has been changing, as well, along with different approaches to the definition of translation as a theoretical construct. In House's view (RETS, 2001, p. 197), "translation quality assessment presupposes a theory of translation, as different perceptions of the concept itself lead to different expectations as far as relevant aspects of quality assessment and the actual criteria used for assessing these aspects are concerned". She identifies two key issues in this respect: a) the *relationship* between the source text (ST) and target text (TT), and b) "*features of the text itself*, and how they are perceived by human agents".

A brief overview of approaches to the concept of quality will be given below.

3.2.1 Approaches to the concept of quality, assessment criteria

House (Baker, RETS, 2001, p. 197), when reviewing the changing aspects of quality in translation research, divides approaches to quality in the literature into the following categories: a) anecdotal and subjective approaches, including neo-hermeneutic approaches, b) response-oriented psycholinguistic approaches, and c) text-based approaches.

In *anecdotal and subjective approaches*, in her view, the central considerations are "faithfulness to the original", "the natural flow of the translated text", which she calls "atheoretical" concepts that depend on the translator's personal knowledge, intuition and artistic competence. Among neo-hermeneutic approaches she mentiones Stolze (1992), for whom the central consideration is "how fully the translator can identify himself/herself with the text to be translated".

In *response-oriented psycholinguistic approaches*, in House's view, the central idea is the notion of *equivalent response.* In this communicatively oriented approach a good translation is a text to which the respondent in the target language culture reacts the same manner as the respondent in the source language culture. She mentions Nida's concept of

dynamic equivalence (Nida, 1964), for whom the central criteria for quality assessment are: a) general efficiency of the communicative process, b) comprehension of intent, and c) equivalence of response. Later Nida and Taber (1969) suggest a different classification of criteria: a) the correctness with which the message of the original is understood through the translation, and b) the ease of comprehension and involvement on the part of the target text respondent. Caroll (1966) adds the idea of "intelligibility" and "informativeness". In House's opinion, all the above criteria are too broad and not rigorous enough to be considered theoretically valid and reliable, and also norms against which they could be measured are not identified in the frameworks presented.

Text-based approaches come from linguistics, comparative literature or functional models, in House' view (RETS, 2001, p. 198). In the *linguistically-based approaches* she describes, source text and target text are compared on syntactic, semantic, stylistic and pragmatic levels. In Koller's (1979, 1992) framework the three stages of the evaluation of translation: a) source text criticism, with a view of transferability into the target text, b) translation comparison, evaluating method used, and c) a native speaker's evaluation of the translation based on text-specific features established in the first stage. In *comparative literary approaches*, translations are seen as "facts of one system only" (Toury, 1985), and therefore translations are first assessed in the target text context without reference to the source text, and only then is the transfer of functional-relational notions (linguistically definable units) analysed. In the *functional theory of translation* (Reiss and Vermeer, 1984), the purpose of the translation determines the criteria for evaluation (skopos theory), and they distinguish between *equivalence* (the relationhsip between the original and its translation form the point of view of the same communicative function), and *adequacy* (relationship between source and translation), implying that the source text is of secondary importance in this latter.

House criticizes all the above approaches to assessment criteria as having limitations (being either reductionists, intuitive, behaviourist or not defineable) that could be overcome in her *functional-pragmatic model* (House, 2001, p. 199). In her discourse analyses-based model (House, 1981, 1997), she proposes that a) an initial analyses of the original text should be done against a set of situational dimensions first, b) this constitutes the function of the text, which can be taken then as the norm against which the translation is measured, c) the adequate quality of the translation is finally determined by the degree to which the textual profile and the function of the translation match those of the original. Along with this line of thought, she also distinguishes between *overt translation* and *covert translation*, the difference being that in overt translation the source text is so much source culture specific that functional equivalence is no longer possible. In covert translation, however, depending on the

type of the text, the translator may have to apply a *cultural filter*, i.e. a set of cross-cultural dimensions, or, as Hatim (2001, p. 94) puts it, a "form of translator mediation which seeks to recreate a cultural model equivalent to that of the source text". In this case then, the appropriate use of the cultural filter has to be assessed, as well. From the above it follows, as Hatim (2001) suggests, that certain text types lead more to covert translation strategies, e.g. advertising, journalistic writing and technical material, whereas other text types, e.g. historic sermons, political speeches, a great part of literature lead more to overt translation strategies.

Among recent and potential developments House mentions the use of *introspective studies of the translation process* (psycholinguistic-cognitive approaches, think-aloud protocols), which can contribute to a better understanding of what really goes on in the translator's mind, how translators make decisions, and thus can help to define the concept of quality better. She hastes to remark that translation quality assessment can only be inherently product-based. Large-scale empirical research into translator behaviour, however, can help develop empirically verifiable criteria for quality assessment (House, 2001).

3.2.2 Central criteria for quality assessment: equivalence and translation norms

Equivalence or some type of equivalence is also a central, although contraversial, category in translation research inasmuch as the concept of translation is often defined in terms of equivalence relations, or such definitions are rejected on a theoretical basis or even found damaging. Among theoreticians adopting the notion of equivalence as central, Kenny (2001a, p. 77) mentions Catford, 1965; Nida and Taber, 1969; Toury, 1980; Pym, 1992, and 1995; and Koller, 1995. Other theorists who reject the notion of equivalence are Snell-Horby (1988), who finds it irrelevant, or Gentzler (1993), who finds it even damaging. Kenny observes that theorists who adopt it as a central term, often define translation as a form of equivalence of texts, and then use the notion of translation to define equivalence, i.e. the two notions seem to be circular definitions of each other.

Among typologies of equivalence Kenny distinguishes two groups: one focusing on the *rank* (word, sentence or text level), e.g. Baker (1992), and the other on the type of *meaning* (denotative, connotative, pragmatic, etc.), e.g. Koller (1979, 1989).

In Koller's framework of levels of equivalence based on *meaning*, reviewed by both Kenny (2001a) and Hatim (2001), the following types of equivalence are mentioned:
- *referential or denotative* (referrig to the same thing in the real world),
- *connotative* (triggering the same or similar associations in the mind of the native speakers of the two languages),

- *text-normative* (the SL and TL words being used in the same or similar contexts in their respective languages),
- *pragmatic* (the SL and TL words having the same effect on their respective readers),
- *formal* (SL and TL words having similar ortographic and phonological features).

(Koller, as cited in Kenny, 2001a, p.77)

Kenny adds that Baker (1992) extended this framework by adding *textual equivalence* (similarity in ST and TT information flow and the use of cohesive devices). Newman (1994) adds a dynamic approach to all the above by observing that not all the variables in translation are relevant in every situation, thus creating the notion of *functional equivalence*.

As far as the *nature* of equivalence, Kenny (2001a, p. 78) mentions Catford (1965, 1994) and Pym (1992), who have different approaches. From an *extralinguistic* point of view Catford suggests that translation equivalence occurs when ST and TT are relatable to at least some of the features of the extralinguistic reality. From a strictly *linguistic* point of view for Pym translation is transaction, in which the translator negotiates meaning, therefore equivalence becomes a "negotiable entity", "equality of exchange value".

When discussing units of translation, Malmkjaer (2001) observes that whatever the levels of equivalence are, they are created in a process

It is perfectly possible to strive to provide or establish equivalence between source and target texts at one or more of any number of levels (of sound, structure, meaning, genre, discourse, text, function) and of one or more different types (dynamic, denotational, connotational, functional). But it is not possible, in the process of creating a target text, to consider an entire source text at once and to render it as a target text in one fell swoop. Nor is it possible to compare source and target texts as wholes in one fell swoop. (Malmkjaer, 2001, p. 287)

Within text-based approaches, a distinction should be made between *source-text* and *target-text* approaches (Hatim, 2001). Equivalence is more central in source-text orientation to translation studies, the considerations behind are mainly linguistic and text-based. In target-oriented approaches the central issue seems to be the translator's conscious decisions in creating a match between the *cultural models,* by catering for the needs of the target text audience, thus reinterpreting the notion of equivalence. (Key issues in the latter are translator invisibility, foerignisation vs. domestication, deconstruction of meaning, production vs. reproduction, which all center on the issue of translation as *transformation to particular needs*.)

The notion of equivalence as "transformation to particular needs" is close to Toury's perception of the translator as playig a social role (as cited in Baker, 2001, p. 164), fulfilling a function as specified by the community in question (through learning and adhering to norms of translational behaviour).

The notion of "transformation to particular needs" introduces the relativisation of equivalence. Dollerup's (2005) reject the idea of equivalence, as in his opinion "in real life there is no such thing as "perfect" translations". He sees translations as "*approximations*", and for him quality assessment in reality is discussing and comparing various approximations. By adopting this attitude "it makes it infinitely easier to avoid exaggerated claims that all errors can be avoided in translation" (2005, p. 82). The quality of these approximations can then be assessed by analysing their relationship to the source text, as well as their adequacy under the given paratmeters of the context. In quality assessment he warns that criteria for assessment may differ for the target language audience from the criteria used by language teachers and translation scholars. While for the target language audience a translation that convinces them of conveying the meaning properly is considered adequate, it is the other group who discusses the quality of translations, and does so from a very different point of view.

Baker goes even further. In her view (Baker, 2001) referring to Hermans (1995, p. 217), the concept of *norms* has effectively replaced the notion of equivalence in translation studies. In reviewing the literature for the evolution of the concept, she mentions Toury (1995), who introduced the notion of norms as an intermediate level concept between *competence* and *peformance*. What follows from this approach is an important switch in focus: it is not an individual translation any more that has to be analysed in itself when defining the nature of translation, but a "coherent corpus of translated texts".

The notion of *norms*, in Toury's (1995) concept, is related to the translator engaged in a constant decision making process when determining what is appropriate translational behaviour in a given community. The translator can do that "by studying a corpus of authentic translations and identifying regular patterns of translation, including types of stategies that are typically opted for by the translators represented in that corpus" (Baker, 2001). The direct implications of the above for translator training are obvious.

Chesterman (1993, as cited in Baker, 2001) further develops this idea by distinguishing between *professional norms* and *expectancy norms*. Professional norms emerge from competent professional behaviour and concern methods and strategies the translator adopts in the translation process (sub-types are: accountability norms, communication norms and relation norms), whereas expectancy norms refer to the target text reader's expectations in connections with what the target text of the given type should be like in that culture and what

the translation of the given type should be like. Thus the dichotomy of process and product is addressed in Chesterman's concepts of norm.

Others call for a reconsideration of equivalence against its relativisation (Toury's *equivalence postulate*, 1980; Snell-Hornby, 1988; Pym, 1992, 1995; Neubert, 1994; Koller 1995). Kenny (2001a, p. 80) concludes that the only term that distinguishes translation from non-translation is equivalence. As Stecconi (as cited in Pym, 1995, p. 166) puts it: "Equivalence is crucial to translation because it is the unique intertextual relation that only translations, among all conceivable text tpyes, are expected to show". Therefore, in Toury's words:

the question to be asked in the actual study of translation (especially in the comparative study of ST and TT) is not *wheth*er the two texts are equivalent, but *what type* and *degree* of translation equivalence they reveal. (Toury, 1980, as cited in Baker, 2001, p. 80).

Within text-based quality assessment, the following criteria are offered by Hatim (2001), based on Beaugrande and Dressler's (1981) influential model that defined standards of textuality at the following levels:

cohesion: the diverse relations which hold among the words, phrases and sentences of the text,
coherence: the range of conceptual relations underlying surface continuity,
situationality: the way utterances relate to situations
intertextuality: the ways utterances relate to other utterances and ultimately to other texts
       performing relevant functions,
intentionality: the purposes for which utterances are used,
acceptability: text receiver's response,
informativity: the extent to which texts or parts of texts may be expected or unexpected,
       known or unknown, etc. (Hatim, 2001, p. 117)

Hatim adds, that recently the idea of *rhetorical purpose* should be added to the above list, which merges the pragmatic notion of "communicative purpose" (e.g. narration, argumentation, etc.) (a sender-oriented concept), and "text function" (a user-oriented concept).

Karoly (forthcoming, p. 41), reviewing approaches to translation as (re)production, cites Klaudy's (2006, p. 26) adaptation of the above model, in which Klaudy compares text production of an original text to text (re)production in translation, using Beaugrande and Dressler's seven categories. Klaudy's matrix aims to focus on the translator's operational mode in the three stages of translation: TT reception, Transfer and ST production, indicating

whether the translator is to reproduce relevant aspects of the TT, or is to produce them. Karoly finds the matrix problematic at some points, but the idea of comparing the two types of text production activities, and looking at traslation more closely from the point of view of shifts of emphasis between productive and reproductive modes seems to be worth exploring.

In conclusion, when the quality of translation is addressed, linguistic and source text-based approaches seem to concentrate on some kind of definition of *equivalence* to establish relationship between ST and TT, whereas target-text and process-based approaches concentrate on the translator as observing accepted *norms* in using translation strategies and decision making. As in a complex and comprehensive framework to the defintion of translation one can see translation as both a process and the product of such a process, in establishing the quality of any translation one can only accept the simultaneous use of both conceptual frameworks for quality assessment (equivalence as a text-based category and norms as a process-based category).

3.2.3 A third aspect of quality assessment: translatability

In order to develop a set of criteria for the assessment of translation, one should be able to define what is translatable and what is not. Pym and Turk (2001, pp. 273-276) introduce the idea of translatability by stating that it "is mostly understood as the capacity for some kind of meaning to be transferred from one language to another without undergoing radical change". The problem in translation research lies in trying to underpin what kind of meaning can be transferred, under what conditions and to what extent. Pym and Turk suggest that the concept of translatability may operate at three levels:

> a) For the rationalist, meanings ('ideas' or sometimes 'structures') are universal and are thus generally traslatable into their various language-specific representations...
>
> b) For the relativist, a language embodies a special way of thinking, all translating seems to be 'an attempt at solving an impossible task', the translator either clinging too closely to the original or too closely to the specificity of the target language.
>
> c) A third approach is to acknowledge that although languages have a claim to individuality, texts should still be translatable, ... and this happens through a mediation beween thinking and expression in which the translator and interpreter express not only the sense but also their understanding of it, ... the translator thus idicates that the submitted text is a translation. (RETS, 2001, p. 274)

Pym and Turk call the third a *compatibilist* approach and, referring to Koller (1979), add that instead of taking language systems (*langue*) as the starting point in analysing

translatability we should concentrate on the analysis of texts or speech (*parole*), thus adopting a *pragmatic approach* to translatability.

A *dynamic approach* to the concept, in Pym and Turk's view, gives up the search for the "absolutely possible or impossible" and instead of concentrating on the "here and now" introduces the notion of *"another time and place"* to translatability:

> If something is not translatable here and now, in the particular translation situation we are looking at, it may nevertheless be quite translatable in another time and place. (Pym and Turk, 2001, p. 276)

A second aspect of this dynamic approach, in their view, is the specificity of the *context* for receiving the traslation in the *target language*: especially the "translation culture existing within it". The features that constitute translation culture are the role of translation criticism shaping it, the historical context, unequal varieties of language such as colloquial language, educated diction, technical language, professional language, etc.

A third aspect is *pragmatic constraints* on how much linguistic work is necessary to "work over the inexpressible until it is expressed". As a starting point Pym and Turk refer to Katz's (1978) principle of effability which states that "each proposition can be expressed by some sentence in any natural language", presupposing that there is no restriction on target language length, and extensive paraphrasing is allowed. Citing Keenan (1978), however, Pym and Turk observe that whereas this principle could be satisfied in theory, it would not satisfy efficient human behaviour. The key here is to determine how much looseness, i.e. paraphrasing is allowed in what one still considers to be translation.

Both Pym and Turk (2001) and Hatim (2001) associate the question of translatability with inherent attributes of language: the imprecise nature of natural languages (Pym and Turk) and the relationship between meaning deconstruction and the redundancy of expression in any text (Hatim). Both imply a flexible approach to translatability on the level of forms or surface structures. Agreeing with Keenan (1978), Pym and Turk propose that "natural languages are efficient in that they are inprecise, and that any traslation hoping to be efficient in pragmatic terms must be accordingly imprecise" (2001, p. 276). Referring to Information Theory and research on reading, Hatim elaborates the following ideas for consideration in relation to translatability:

> Language tends to use redundancy as a way of coping with the flow of information when this becomes unmanageable or when channels of interaction are blocked for whatever reason. The necessary noise generated by the redundant elements goes beyond what is absoluetely necessary to transmit information or guarantee comprehension. (Hatim, 2001, p. 114)

and also:

> The text receiver brings to te act of reading his or her own knowledge, belief and value systems, an activity which, if properly understood, is likely to shed some useful light on equivalence and translatability. ... The view from text linguistics suggest that, although text appears as a linear sequence of elements, the various components are not dealt with as autonomous units of information in the sequence in which they occur. Comprehension is much more than understanding what the words that make up the text point to in the external world. (Pym and Turk, 2001, p. 276)

What should be explored either at a theoretical or an empirical level is whether the imprecise nature of natural languages and the redundancy elements present in any text are connected in any way, influencing transfer from one langue into another.

Translatability should not be dealt with as an absolute term, and a pragmatic approach to the concept is suggested in translation research, i.e. examining translatability in concrete texts and utterances. In doing so, one should adopt a dynamic approach to the relevance of the criteria for assessing efficiency and the relevance of the translation offered, allowing, at the same time, for the imprecise nature of any natural language on the first hand, and redundancy present in utterances and texts, on the other hand, that help deconstruction of meaning.

3.3   Assessment of translation competence
3.3.1 Contexts for assessment – assessment schemes

Typical contexts for translation assessment in Hungary seem to be a) the context of language teaching with no aim at qualifying translators, students being at various levels of language proficiency from A1 to C2 levels, b) LSP translator courses in higher education, where subject students are taught basics of professional translator skills in translating LSP texts, language proficiency levels supposedly from B2 to C2, and c) professional translator courses, langue proficiency levels being C2 and above.

What follows from this is that these different contexts call for different considerations in assessment, different constructs underlying the notion of what is to be measured, and therefore different sets of assessment criteria for assessment should be developed (the concept construct validity).

Starting with *the language teaching scene*, the language exams certificates that the Hungarian state provides language exam bonus [nyelvvizsga pótlék] for, symbolizes that the state still acknowledges them as useful for employees in everyday job situations and international communication. This unique feature of the Hungarian language proficiency

exams has had implications for test developers. For the SFLEB, the major exam provider before the accreditation system of language exams started in 2000, it was an important consideration to develop exam materials targeted mainly at the adult exam population, with the responsibility in mind that those who passed their exams were often required by their employers to do certain translation tasks at their workplaces routinely. Accordingly, in the assessment of the quality of translations, which took the form of analytic marking for translation problems, the most important criteria was the *transfer of meaning,* and the extent to which the actual 'translation error' or 'mistake' modified the transfer of meaning in the target text.

The real life need to perform translation jobs, although relevant as a social need, is less emphasised nowadays, probably for several reasons: a) the typical target population seems to be students rather than adults from the job market, b) competition among accredited exam providers is more targeted at student populations (secondary school and tertiary education) than adults, c) somewhat lower levels of language proficiency are believed to be targeted nowadays, and d) needs for professional quality translations are more easily satisfied today.

On the scene of LSP translator courses, Dróth (2001), coming from this background, adopts the distinction between translation teaching proper and language teaching through translation when she defines different contexts for translation assessment. She suggests that in translation teaching proper the "object of the assessment" is the relationship between the original text and its translation, and the criteria for establishing the quality of translation generally come from translation theory, e.g how the translated text will function in the target text culture. Dróth suggests that in pedagogic translation assessment focuses on the relationship between the learner's performance and the assessor's definition of translation competence, which is often defined in a way to be applicable to diagnose learners' language proficiency (reading comprehension, writing skill, grammar, vocabulary) (2001, pp. 30-31). The above approach seems to be somewhat similar to Klaudy's (1997) distinction between 'real' translation and 'school' translations.

In the context of LSP translation training for subject students at a university course, Dróth (2001) suggests that formative assessment should be aimed at in the form of criterion-related scales, using both analytical and holistic scales to give as much feedback as possible to trainees about their translation errors for pedagogic reasons. An interesting contradiction seems to be that while she suggests that proper language competence is taken for granted before trainees start an LSP translation training course, and therefore language development is not aimed at, among the assessment criteria she offers for formative assessment she includes the following

a) the communicative situation

    - coherence, cultural, social, special and pragmatic background knowledge,

b) textual level:

    - decisions made on rhetoric function, genre, register, use of LSP,

    - cohesion,

    - logical and thematic ordering of clauses and parts of sentences,

c) syntax (interpretation and transfer of grammatical elements)

d) lexis (interpretation and transfer of words and expressions – terminology)

e) surface elements (spelling, layout). (Dróth, 2001, p. 35)

The above set of criteria seems to be more a *combination of* both approaches, *translation training proper and pedagogic translation*, inasmuch as it seems to give explicit feedback on language proficiency problems, as well.

On the scene of professional translator training, Vermeer (2001) is of the opinion that the ultimate aim is to properly prepare trainees "to fulfil a functional task" in real life, which is provided by a commissioner. In this *functional approach* to translation teaching, linguistic skills are a necessary starting point, but these skills are seen as part of a more basic cultural competence in handling source text and target text communicative contexts. Vermeer defines cultural competence as "the whole range of everyday interaction as well as types of specific professional behaviour with which the translator has to become familiar"

> The translator is assumed to be an expert in intercultural communicaton: s/he analyses the comissioner's aims, expectations and working conditions and acts as a cultural consultant. This type of interaction is simulated in the classroom environment. (Vermeer, 2001, p. 62)

What follows from this definition is that the central criteria for assessment of the quality of translaion should be its *appropriacy from the point of view of success in intercultural communication.*

Kiraly (2005), criticising translation teaching practice as having stagnated "at a transmissionist level" for decades, with only sporadic innovation, calls for "*situated translator education*", suggesting that the translator's focus of attention should "move away from anything resembling the mere transcoding of texts, to the ways and means of intepreting and managing entire communicative situations" (2005, p. 127). To achieve this, in his view, authentic learning situations should be aimed at in translator courses. He supports the idea of project work for students, where teaching in fact happens through a kind of collaborative or co-emergent learning, with the tutor very much in the background supporting the project,

giving background information and guidance rather than providing formal teaching. The only assessment criteria the translator teacher adopts then is "how long does it take me to take the students' work and turn it into a *professional quality product ready to be submitted to a client*?" (2005, p. 133).

Horguelin (1985, as cited in Melis & Albir, 2001) observes that although the assessment of translation quality has long been a very subjective exercise, recently signs of a more methodological approach have appeared, focusing on a search for more objective systems of evaluation, ranging from simple value scales to more sophisticated models. Recent tendencies take into account the *purpose of translation* rather than abstract criteria.

Melis and Albir (2001) review the evolution of assessment models, and distinguish between two major types: *evaluation as measurement,* with the aim to measure, and *evaluation as management,* with the aim to measure and improve. They suggest that in the same framework the following should be defined together when describing any scene of translation evaluation: *objects, types, functions, aims and means of assessment,* and not only *what* is to be assessed but also *how* it is assessed. In their final conclusion they recommend that

> In order to develop and validate the importance of increasingly systematic and rigorous translation assessment proposals, we believe that it is necessary to establish in Translation Studies the kind of research and experimental practices which are now commonplace in other disciplines. Thus, following empirical-experimental research criteria, we may test, contrast and measure the assessment results obtained by means of specific intruments, where various scales are experimentally tested, then test assessment criteria: carry out error analysis in order to identify patterns of errors, classify them and establish levels of difficulty, select prototype texts (authentic or otherwise) to illustrate specific translation problems and levels of competence ... (Melis and Albir, 2001, p. 285)

They very briefly refer to Waddington (2000) who has already carried out an empirical study of various scales in translation evaluation.

3.3.2 Translation error

In designing assessment schemes for a translation task, two central concepts have to be dealt with at a theoretical level: *translation error* and *units of translation.*

The concept of translation error should be defined at a theoretical level first. Interestingly, there is no such heading in the Routledge Encyclopedia of Translation Studies, nor is there such an entry in its index part. Error, however, is a concept that has been

discussed in translation evaluation research, and one that cannot be bypassed when addressing the issue of testing translation competence.

In order to be able to assess translation performance in language testing, one should be able to define "error" in a broader sense, explore the relevance of the concept in assessing translation quality, and finally apply it in the actual assessment of translated scripts.

To approach error from applied linguistics, the Longman Dictionary of Language Teaching and Applied Linguistics (1992, p. 127) makes a disctinction between *error*, which "results from incomplete knowledge", and *mistake,* "made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance". The Dictionary offers the following categorisation for errors: *lexical error* (vocabulary), *phonological error* (pronunciation), *syntactic error* (grammar), *interpretive error* (misunderstanding of a speaker's intention or meaning), and *pragmatic error* (production of the wrong communicative effect).

Error analysis, a branch of applied linguistics in the 1960s, developed as an alternative to *contrastive analysis*, set out to study errors made by second language learners with the aim to a) indetify strategies which learners use in language learning, b) identify the causes of learner errors, and c) obtain information on common mistakes in language learning, as an aid to teaching or in the preparation of teaching materials. A basic distinction was made between *intralingual errors*, resulting from faulty or partial learning of the target language and *interlingual errors*, resulting from language transfer. No categorisation is given for interlingual errors in the Longman Dictionary of Language Teaching and Applied Linguistics (1992), *intralingual errors*, however, are classified as follows:

- *errors of overproduction* (structures being used too frequently) and
- *errors of overgeneralisation* (extension of target language use to inappropriate contexts):
    - *simplifications* (learner producing simpler linguistic rules than found in the target language),
    - *developmental errors* (reflecting natural stages of development),
    - *comunication-based errors* (resulting from strategies of communication),
    - *induced errors* (resulting from transfer of training),
    - *errors of avoidance* (failure to use target language stuctures thought to be too difficult),

The Encyclopaedic Dictionary of Applied Linguistics (Johnson & Johnson, 1998) distinguishes three types of error taxonomies: 1) surface strategy taxonomy, 2) comparative taxonomy, 3) "the communicative effect taxonomy". In the third category "errors are

classified by the effect they have on native speakers, whether in terms of comprehension or in terms of the way that non/native speakers are perceived by native speakers". The kind of analytical assessment scheme that the SFLEB used for marking achievement in translation tasks, seems to have been based on this type of "communicative effect taxonomy".

In translation research context, an influential approach to the definition of error is Pym's (as reviewed in Hatim, 2001). By definition he sees translation competence as distinct from *linguistic competence*. Accordingly, Pym distinguishes between *binary errors* (where a right answer is opposed to the wrong one) and *non-binary errors* (at least one further choice could have been taken but was not). "For binarism, there is only right and wrong; for non-binarism there are at least two right answers and then the wrong ones" (Pym, 1992, p. 282). While translational errors are all non-binary by definition (Pym, p. 283), it does not follow that all non-binary errors are translational. As a logical consequence Hatim suggests that "typologies of error and examples to illustrate them cannot therefore be the answer, and what is urgently needed is a scheme which does away with such taxonomies" (2001, p.169). While in Pym's view non-binarism is common in teaching anything beyond the simple basic level, any level of teaching language or translation will have binary as well as non-binary errors to account for and remedy (Hatim, 2001). Hatim goes on saying that:

> The claim that binary error correction is the task of the languge teacher, while non-binary errors come within the remit of translation teacher, is thus questionable. That is, no translation classroom could sensibly be envisaged to have remedied all binary errors, nor would be a language classroom having to deal with binary errors only. (Hatim, 2001, p. 170)

The above approach to the nature of error in translation perceived at different stages of language proficiency, interestingly contributes to the controversial issue of the clear cut distinction between languge teaching through translation vs. translation teaching proper, by clearly suggesting a dynamic overlap between the two.

As research potential, Hatim suggests that in order to identify tendencies characteristic of the learning pocess: a) the ratio of binary to non-binary errors in a particular translation or set of translations could be researched, as well as b) the rate of progress from binary to non-binary errors as an indicator of overall progress (2001, p. 170). Although admitting that his *typology of error* is not based on broad empirical studies, he suggests quite a complex categorisation of translation errors:

- *errors relating to the source text* (opposite sense, wrong sense, addition and suppression), and *errors relating to the target text* (spelling, vocabulary, syntax, coherence and cohesion),

- *funtional errors* (violating functional aspects of the translation role) and *absolute errors* (unjustified infringement of the cultural or linguistic rules, or the use of the given language),

- *systematic errors* (recurent) and *random errors* (isolated),

- *errors in the product* and *errors in the process*. (Hatim, 2001, p. 282)

Melis and Albir (2001) add that the concepts of frequency, seriousness and impact of errors has to be addressed, as well. Reviewing several authors, they conclude that, in their view, it is not the nature of error that determines its gravity but error should be approached from a functionalist perspective. The gravity of the error should be considered in relation to

1. the text as a whole (whether it effects the key idea or subordinate idea),

2. the cohesion and coherence of the targe text,

3. the degree of deviation from the sense of the original text,

4. the functionality on a communicative level of he target text (infringement of text type conventions),

5. adverse consequences regarding the purpose of the translation (resulting in the failure to sign a contract, sell a product, etc.)

In developing translation assessment schemes, they suggest (2001, p. 283) that the follwoing guidelines should be observed:

- the use of objective criteria to define error (scales),

- a functionalist approach to establishing the criteria for the seriousness of error, without ascribing any fixed coefficients to the errors,

- good solutions in the translation has to be taken into account,

- a flexible view of assessment has to be adopted, allowing *partial assessments* to be carried out as necessary (not taking into account all the factors involved in a translation)

(Melis and Albir, 2001, p. 283)

In connection with *partial assessment,* they add that this type of assessment is practised in the teaching context and in recruiting professional translators. In language proficiency exams, partial assessment seems to be relevant for creating assessment schemes.

3.3.3 Units of translation

Another key term in assessment is the definition of the unit of translation. Malmkjaer (2001) raises several interesting questions that all relate to the issue of identifying it. First of all, the basic question whether the unit of translation should be defined *structurally* or *sematically*, has presented itself in a debate in translation theory whether to translate word-

for-word or sense-to-sense. Malmkjaer refers to Lörscher (1993, p. 209) for a process-based definition of the translation unit: "the unit of translation is the stretch of source text on which a translator focuses attention in order to represent it as a whole in the target language". Interestingly, however, an empirical study by translating subjects showed that while language learners tended to identify single words as units of translation, experienced translators normally identified phrases, clauses or sentences as translation units, the implication then is that the unit of translation is not an absolute category but may change from translator to translator. A similar finding to Lörscher's was produced from a product-oriented approach: Toury (1986) found that students with translational experience identified much fewer units of translation in the same text, and these units were larger and mostly at phrase or clause level (Malmkjaer, 2001, p. 286).

Malmkjaer also observes that the length of units can be typically associated with the difficulty of a text to translate: target texts with longer units appear to be more acceptable than those with smaller units. In her view, the *clause* seems to be the generally accepted unit for translation, for several reasons: a) it tends to be at clause level that language represents events, b) differences between languages are more marked at lower levels, c) a clause is a manageable unit of attentional focus, d) it is he smallest linguistic structure realizing propositions, and finally e) it is at clause level that structure-to-structure and sense-to-sense are most likely to relate.

Another interesting point Malmkjaer makes is that "the *need to select a reasonably sized portion* of the text for attentional focus at any time is the same" whatever one calls it: a clause or a proposition, an idea-unit, or a sense unit. What follows then is that the meaning realized in the source text must be subsequently realized in the target text.

She finally stresses that whatever the unit of translation, and no matter how the momentary attention to units keeps changing during the translation, and that units are considered one at a time, the translator always considers the *text as a whole*, and in the background relies on his/her familiarity with languages and cultures, genre conventions, etc. "Selective attention does not mean attention to units in isolation from the rest of the linguistic, cultural, or textual world in which the units are situated" (2001, p. 288). This seems to be an observation that the process based (think-aloud) research of translating intermediate translation tasks in this present research confirms.

3.4   Translation as a testing device

3.4.1 Theoretical background to translation as a proficiency exam task

The theoretical background to translation as a proficiency exam task is practically non-existent. No comprehensive validity studies in testing translation or mediation have been published in testing journals so far. The studies published mainly focus on specific tasks or testing problems within testing translation or mediation.

3.4.2 Literature review on using translation as an exam task

Translation and the other types of mediation as exam tasks have attracted some, although moderate attention in language testing journals in the past decade. Although an impressive amount of studies seem to be emerging through the Internet, most of them are not refereed articles and will not be reviewed here. The overwhelming majority of these studies are written by non-native speakers.

Buck (1992), the only native speaker researcher in this review, started out to prove that translation was an invalid exam task and concluded, to much of his surprise, that statistical figures confirmed the opposite.

Xiao and Oller (1994) were examining translation equivalence across radically different languages (English and Chinese), using fixed-ratio cloze texts and translated texts. They found that a high degree of translation equivalence was achieved in their experiment.

Watanabe (1996) studied the washback effect of grammar translation questions on teaching methods, and concluded that there was no such direct washback effect. It was rather teachers' perception of the intended purpose of the test that shaped their teaching methods in exam preparatory classes.

Heltai (1997), in his study on using translation for testing reading comprehension in the SFLEB' s practice, highlights several key issues both in pedagogic translation and in the actual practice of the SFLEB. The key issues he raises are: discussions about the role of translation in language testing in Hungary seems to be "coloured by ideological biases, often stemming from vested interest", it still needs to be proved that pedagogic translation will presumably lead to a higher level of professional translation on the long run. Also, he wonders if the translation skill can have pedagogically graded levels, taught more effectively through translation than through other means aimed at developing general language proficiency (lexical contrasts, stategic competence), and if a language proficiency threshold exists for translation to be introduced in teaching and testing language (possible above intermediate level?) or a possible 'language upper ceiling' also exists where the use of translation as a testing device is not informative enough of students' language proficiency (at

advanced level?). He also focuses the SFLEB' attention on issues as what exactly is tested in the translation task: reading comrphension or translation competence, if experimental forms of testing translation (selective translation) could be more informative, and finally, how text difficulty and general languge proficiency levels can be matched, and final exam results compared to those of other exams.

Árva, Fekete, Godó, Komlósi and Hős (1999) used questionnaires and interviews to probe into what teachers and testers thought about the role of cultural background knowledge in the intermediate languge proficiency exams (writen and oral) provided by the SFLEB and in their teaching practice preparing students for the exam, and found, among other things, that testers, who were also practising teachers, were more conscious of the importance of teaching the language of L1 culture in their language classes, whereas teachers were more target culture oriented in their teaching practice, especially because of the translation task (from L2 into L1) in the written exam and the picture-based and role play tasks in the oral exam .

Glover (2000), in his article on classrom procedures for developing the mediation skill, raises the question of how teachers can help students to learn to mediate? He suggests that in everyday communication with foreigners in Hungary, the situation when bits of information need to be mediated is more likely than Hungarians having to translate a whole text.

Schjoldager's (2001) research interest was to see if L2 learners were more prone to err in picture verbalisation when they had to translate. She urged, as a conclusion, for more empirical research into the usefulness of translation as a teaching tool in the Danish language teaching context.

Károly, Árvay, Edwards, Fekete, Kolláth and Tankó (2001) investigated the relationship between the degree of cohesion in intermediate level candidates' translation and the related assessment of the performance as expressed in the test scores. They found that different means of cohesion separated good translations from poor translations to different extent, with the only exception of conjunctives, where real differences could be detected only in the 'model' translation.

Katona (2001), developing a questionnaire and analysing 393 responses completed by students in ORIGÓ exam preparatory classes, and Fekete (2002), analysing the same questionnaire completed by 1895 respondents on the internet, found that translation from L2 to L1 proved to be the 2nd most popular and relevant task type from the point of view of its usefulness for real life use later (by 89% and 88,1% of the respondents respectively in the two studies, answering positively).

Fekete (2001c), on the validity and reliability of translation as an exam task, investigated two research questions in the context of intermediate ORIGÓ exams in English: 1) the construct of (L2-L1) translation in the exam, and 2) statistical evidence relating to what the translation task measures: a different general language proficiency than other tasks? She found that the working definition of translation competence in the exam was restricted for pedagogic purposes, and that statistical analyses (descriptive data, correlation, regression and factor analyses) of translation exam data of 4 different texts at intermediate level showed that translation competence, as it was measured in the translation task was not different from overall language proficiency.

Tamássyné (2001), in analysing the précis writing task of the ORIGÓ exams at advanced level, also compares traslation and précis writing and concludes that a) translation helps to raise sudents' awareness to linguistic and cultural contrasts better than précis writing, although b) literal translation imposes more restrictions on students than précis writing, but at the same time students are 'forced' to be able to find more precise and more subtle ways of expression than they would do when they can use avoidance strategies in précis writing, and c) no real difference can be found from the point of view of their usefulness in teaching relevant dictionary skills.

Dékány (2002), on the role of translation in the languge teaching of teacher trainees, suggests that a) the use of translation could be an integrated part of language teachers' education, b) teaching only the basics of professional translation problem solving strategies could be aimed at in such classes, and c) teacher trainees should be sensitised to differences between the source and target language cultures. Referring to Klaudy (2001, pp. 20-23) she is also of the view that the mediation skill is an indispensable part of any learner's language proficiency skills in Hungary. She also mentions Kautz (2000) on the issue of language teaching vs. translation teaching, saying that the difference between the translation competence of teacher trainees and professional teachers should be seen as quantitative only, and not qualitative, and that language learners should not be seen as having to translate differently but to translate different things than professional translators.

Benke (2003) examined communication strategies in a written mediation task, and concluded that there was a significant overlap between communication strategies used in oral communication and in written mediation. She suggested further research into the degree and area of overlap between general language competence and translation competence.

Revision of the above studies suggests that, although several important key issues and interesting details have been focused on and researched, overall and comprehensive validity studies into the use of translation as a testing device seem to be missing.

3.4 Summary and implications

The central criteria for quality assessment in translation are "equivalence" and "translation norms". Both are controversial and complex issues.

Typologies of the notion of "*quality*" in translation literature are divided into three categories (House, 2001): a) anecdotal and subjective approaches, b) response-oriented psycholinguistic approaches, where the central idea is "equivalent response" and c) text-based approaches, where the central idea is "equivalent text". House (2001) suggests a *functional-pragmatic model* (House, 1981, 1997). Although quality assessment is inherently product-based, introspective studies of the translation process (psycholinguistic-cognitive approaches, think-aloud protocols) can help develop empirically verifiable criteria for quality assessment through large-scale empirical research into translator behaviour.

In defining *equivalence* (Kenny, 2001a) *rank*-based (word, sentence or text level) and *meaning*-based approaches are distinguished. In Koller's meaning-based framework, the following types of levels of equivalence are distinguished: *referential or denotative, connotative*, *text-normative, pragmatic* and *formal.* Later the notions of *textual equivalence* (Baker, 1992) and *functional equivalence* (Newman,1994) were added. The *criteria* for defining the nature of equivalence can be *extralinguistic* (Catford, 1965, 1994) and *linguistic* (Pym, 1992). No matter how levels of equivalence are defined, however, they are created step by step in a process (Malmkjaer, 2001). In *source-text approaches* equivalence is mainly linguistic and text-based, whereas in *target-text approaches* the emphasis is on transformation to the particular needs of the audience (matching cultural models, meeting social needs).

The idea of equivalence is rejected by Dollerup (2005), and the notion of *approximation* is offered as no perfect translation exists, and quality assessment in reality means comparing approximations. Instead of assessing the quality of individual translations, *translation norms* could be observed (Baker, 2001, referring to Toury, 1995). Within norms Chesterman (1993) distinguishes between "professional norms" and "expectancy norms", the first relating to professional translations, the latter to expectancies of the target text reader's.

Others reject the relativisation of equivalence saying this is the only category that distinguishes translation from non-translation (Kenny, 2001a), and the question is only what *type* of equivalence exists between ST and TT, and to what *degree* (Toury, 1980).

Thus when the quality of translation is addressed, linguistic and source text-based approaches seem to concentrate on some kind of definition of *equivalence* to establish relationship between ST and TT, whereas target-text and process-based approaches concentrate on the translator as observing accepted *norms* in using translation strategies and

decision making. As in a complex and comprehensive framework to the definition of translation one can see translation as both a process and the product of such a process, in establishing the quality of any translation one can only accept the simultaneous use of both conceptual frameworks for quality assessment (equivalence as a text-based category and norms as a process-based category).

Translatability should not be dealt with as an absolute term, and a pragmatic approach to the concept is suggested in translation research (Pym and Turk, 2001), i.e. examining translatability in concrete texts and utterances. In doing so, one should adopt a dynamic approach to the relevance of the criteria for assessing efficiency and the relevance of the translation offered, allowing, at the same time, for the imprecise nature of any natural language on the first hand, and redundancy present in utterances and texts (Hatim, 2001), on the other hand, that help deconstruction of meaning.

Typical contexts for translation assessment in Hungary seem to be a) the context of language teaching with no aim at qualifying translators, language proficiency from A1 to C2 levels, b) LSP translator courses in higher education, with basics of professional translator skills taught, levels supposedly from B2 to C2, and c) professional translator courses, language proficiency levels C2 and above. These different contexts call for different considerations in assessment, different constructs underlying the notion of what is to be measured, and therefore different sets of assessment criteria for assessment (the concept construct validity addressed).

On the scene of language teaching, the social need for performing job related translation tasks seems to have faded, and exams are increasingly targeted at secondary school and university students' perceived needs, thus the function of the translation task is changing. On the scene of LSP translator courses (Dróth, 2001), criteria suggested for assessment seem to be more a combination of two approaches, translation training proper and pedagogic translation, inasmuch as they take the communicative situation and textual level into consideration, as well as explicit language proficiency problems. On the scene of professional translator training, the functional approach holds (Vermeer, 2001): the ultimate aim is to properly prepare trainees "to fulfil a functional task" in real life, which is provided by a commissioner. Linguistic skills are seen as part of a more basic cultural competence in handling source text and target text communicative contexts. Kiraly (2005) calls for "situated translator education", with authentic learning situations aimed at in translator courses.

In assessment literature recent tendencies take into account the purpose of translation rather than abstract criteria (Horguelin, 1985; Melis and Albir, 2001). Melis and Albir call for

establishing in Translation Studies and validation of assessment schemes the kind of research and experimental practices which are now commonplace in other sciences.

The concept of *error* in translation literature is very rarely defined, but is more a term in applied linguistics used in describing problems in second language acquisition. Pym's (1992) categorisation of binary and non-binary errors is an exception. Both Pym and Hatim (2001) are of the view, however, that any level of teaching language or translation training will have binary as well as non-binary errors to account for and remedy, and taxonomies that make a clear cut distinction between the two should be done away with. Melis and Albir (2001) suggest that error should be approached from a functionalist perspective. In their terminology *partial assessment* (not taking into account all the factors involved in a translation) is practised in the teaching context.

The process-based approach defines the notion of *unit of translation* as "the stretch of source text on which a translator focuses attention at a time" (Lörscher, 1993). Observations from both process (Lörscher, 1993) and product-based (Toury, 1986) empirical studies suggest that there are pedagogic implications of what is identified as a translation unit (single word lexical units vs. phrases, clauses or sentences), and also how long these translation units are. Malmkjaer (2001) suggests that the clause seems to be the generally accepted unit for translation, although the need to select a reasonably sized portion of the text for attentional focus at any time is the same, whatever that unit is called. The process-based research of intermediate translation tasks in Chapter 6 will confirm Malmkjaer's further observation that selective attention, however, does not mean attention to units in isolation from the rest of the linguistic, cultural, or textual world in which the units are situated.

Finally studies on translation as a testing devised were overviewed, and it was found that the theoretical background to translation as a proficiency exam task is practically non-existent. No comprehensive validity studies in testing translation or mediation seem to have been published in testing journals so far. The studies published mainly focus on specific tasks or testing problems within testing translation or mediation. These foci are: statistical validation of translation as an exam task (Buck, 1992), comparing translation equivalence in fixed-ratio cloze texts and translated texts (Xiao and Oller, 1994), the washback effect of grammar translation questions on teaching methods (Watanabe, 1996), the role and problems of pedagogic translation in high-stake exams (Heltai, 1997), teachers' and testers' view of the role of cultural background knowledge in the intermediate language proficiency exams (written and oral) provided by the SFLEB, especially in the mediation tasks (Árva et al., 1999), the ratio of error in picture verbalisation vs. translation (Schjoldager, 2001), the degree of cohesion vs. translation scores in intermediate test takers' translation exam papers (Károly

et al., 2001), the face validity of the mediation tasks vs. other tasks in the ORIGÓ exams (Katona, 2001; Fekete, 2002), comparing ORIGÓ translation and précis writing at Proficiency level (Tamássyné, 2001), the role of translation in the language teaching of teacher trainees (Dékány, 2002), communication strategies in a written mediation task (Benke, 2003).

One can conclude that although several important key issues and interesting details have been focused on and researched, overall and comprehensive validity studies into the use of translation as a testing device seem to be missing.

3.6   A tentative model for pedagogic purposes

Based on some basic considerations from the literature review to test validation (Chapter 1) and translation research literature (Chapter 2 and Chapter 3), a tentative model could be suggested for the construct of pedagogic translation in language proficiency exams. The model is based on the following assumptions:

a) translation is a type of mediation activity (CEF, 2001),

b) translation is a specific form of trans-systemic communication (Kaiser-Cooke, 2002),

c) translation is a special type of text induced text production (CEFR, 2001),

d) the translated text corresponds to the original text (CEFR, 2001) (the requirements for correspondence is defined in the exam context), and partial assessment is carried out (Melis and Albir, 2001),

e) to be able to produce a correspondent text the translator relies on a certain level of L1 and L2 competences, which interplay (Gile, 1994; Melis and Albir, 2001),

f) the context for language use and the type of competences language learners activate when they use a foreign language for communication purposes can be and are defined in CEFR (2001),

g) in the actual process of translating transfer ability / transfer competence is activated (Toury, 1984; Gile, 1994; Melis and Albir, 2001, Dollerup, 2005),

h) translation involves the ability to generate an infinite number of target texts (Pym, 2002),

i) the context of language exams imposes specific constraints on translation activity (Bell, 2001),

h) in modelling the exam constraints Bachman's (1991) model can be used,

j) both the process and the product of such translation activity can be researched by the help of new interdisciplinary methods (think-aloud and corpus research),

k) there are procedures for the systematic gathering of theory-based and empirical evidence needed for the validation of exam constructs (Bachman, 1991; Brown 2000), and validity frameworks for the design of such validation (Weir and Shaw, 2005),

l) learners should not be seen as having to translate differently but to translate different things than professional translators (Kautz, 2000; Dékány 2002).

Figure 3.1: A tentative model for the construct of pedagogic translation in language proficiency exams
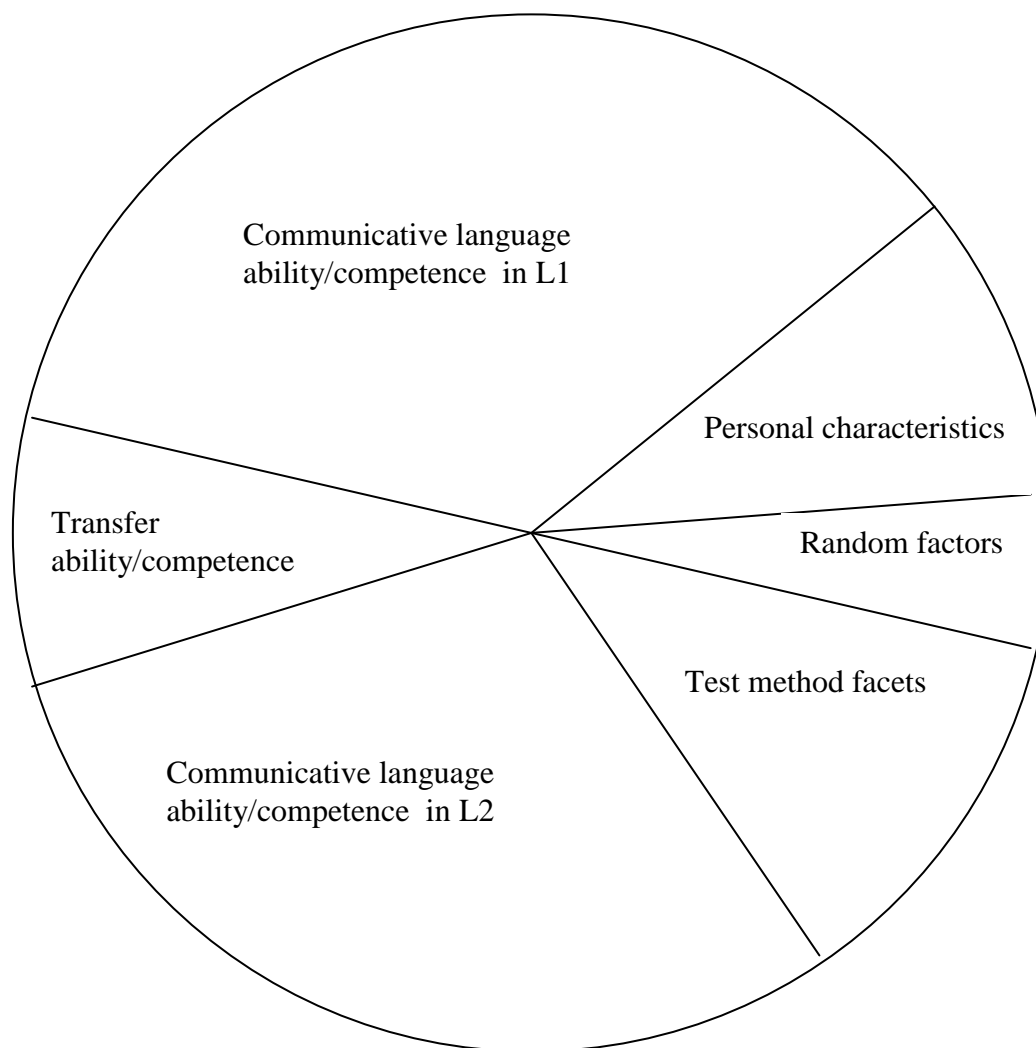
In a complete validation procedure, the value-based implications in Bachman and Palmer's (1996) model also have to be taken into account: the usefulness of the test/exam, and the socio-political context it functions in.

Chapter 4: Method 1:The pedagogic aspect: the comparative analysis of statistical data
Towards construct validity

4.1 Introduction

Statistical analysis will be used to explore the fundamental question: *What does the translation task at intermediate level measure?* The issue will be researched from several aspects (exam structure, factors influencing performance: task difficulty, sexes, age and task type effect) and pedagogic implications will be emphasised.

In this part of the research standard statistical procedures will be used to analyse exam data to explore aspects of validity and reliability of translation as an exam task. Rater reliability is not addressed. The results of the analyses will hopefully contribute partly to exploring the construct of translation within the research context of the ORIGÓ intermediate written exams of English, and partly to suggesting ways of statistical analyses useful in construct validation.

4.2 Literature background to the research method

Literature on statistics was consulted for relevant statistical methods for validation. Techniques for the type of data available for translation as an exam task were suggested in Hatch & Lazaraton (1991), Falus and Ollé (no date given), Salkind (2000), as well as Bachman (1991) and Brown (2000). A procedure recommended by Green (2002) will also be used.

4.3 The pedagogic aspect: Comparative analysis of statistical exam data

4.3.1 The research questions

The research questions in this chapter operationalise the basic research interest in the present dissertation from the point of view of statistical research, focused on aspects of construct validation that can be examined with the help of statistical methods. The basic research interest from the point of view of methodology is to explore statistical methods that are feasible for routine analyses for language proficiency exam boards

The central question in this research from the point of view of construct validation is: *To what extent does the translation task measure the same or different foreign language competence as other task types in the intermediate exam? Is there anything else measured in the translation task than language proficiency?*

The factors that can have an effect on translation exam performance are: a) stability of the size and structure of the exam population, b) task difficulty, c) the sexes of test takers

(male/female), d) age, e) task type (method). Pedagogic implications will be examined from two aspects: a) the hypothesised effect of age and b) the relationship between task types measuring different aspects of language proficiency. The first involves the question whether young test takers (secondary school students) are disadvantaged in the translation task because of their age? The second relates to the question if the translation task measures something else than language proficiency, and should not be used with intermediate test takers, especially as young test takers would be more disadvantaged.

The basic research question is operationalised into researchable aspects of construct validity issues:

Research question 1: How does the difficulty of translation as a task type compare to the difficulty of the other task types in the intermediate exam?

Research question 2: What effect does the sexes of test takers (male/female) have on translation performance?

Research question 3: What effect does age have on translation performance?

Research question 4: How reliable are measures of translation performance?

Research question 5: What kind of relationship exists between performance in the translation exam task and performance in other task types? To what extent does translation determine the overall performance in the exam?

Research question 6: How many principal factors or components can be identified in the overall exam structure?

In the summary to this chapter, the potential use of recommended validation techniques and procedures will be reflected on.

4.3.2   The research design

Data from real exams (ITK ORIGÓ, intermediate written exams in English) will be used for analyses, from two sources: a) annual data from academic years between 2000-2006, to check the stability of the exam population size and the consistency of performance in the different task types throughout the years, and b) specific exam data from three separate exam dates (March, 2001, November, 2001 and March, 2002). The exam dates for the specific exam data were chosen to give comprehensive statistical analysis for the three instruments (translation exam tasks) used in the process- and product-based research parts of this present research in Chapter 5 and 6.

Table 4.1: An overview of the research design for statistical analyses

Type of data	Date	Population	Type of analysis	Variable analysed
Annual exam data (scores in tasks, total scores, background data)	2000-2001 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006	8 000 - 38 000 test takers annually	Descriptive statistics Bias analysis (sexes)	Task type difficulty The effect of sexes (m/f)
Type of data	**Date/ Translation task**	**Population**	**Type of analysis**	**Variable analysed**
Specific exam data (scores in tasks, overall scores, background data)	March, 2001 (Leonardo) November, 2001 (Mayor urged) March, 2002 (Arctic Meltdown)	7 000 - 9 000 test takers per exam dates	Descriptive statistics Bias analysis (sexes) T-test (age) Reliability analysis Correlation between task types, modified MTMM Multiple Regression analysis Factor analysis	Task difficulty The effect of sexes (m/f) The effect of age Task type The relationship between performance in different task types The dominant task types Principal component/ The number of underlying traits

4.3.3 Methods of data collection and analysis

4.3.3.1 Source of data

Data from the statistical archive of ELTE ITK ORIGÓ exams were used for analyses for the academic years between 2000-2006, as well as for the three specific exam dates. The database includes a wide range of background data on test takers, but only those relevant for the present research were included in the analyses. Since 2001, when the construction of the database was revised, it has included the same types of data for all ORIGÓ test takers in a standardised format.

Before 2004 the database could be considered geographically diverse enough to be of a national exam database because of the high number of test takers, which, however, has decreased since then, especially in the last academic year. The number of exams written in these years at intermediate level in English has varied between 8 000 – 38 000.

4.3.3.2 Types of data collected

The types of data used, are real exam data from intermediate test takers in the written exam of English:

a) scores in the five tasks from the intermediate written exams,

b) the total score for the same exams,

c) the background data of sexes (m/f),

d) the background data of test takers' age.

The table below gives an overview of the basic parameters of the task types that constitute the structure of the intermediate written exam:

Table 4.2: Task types in the intermediate ORIGÓ written exam

Task type	Units of measurement	Text type	Type of assessment	Maximum points
1. M/C test	50 items	Test items	Right/wrong	15
2. Inverse translation	500 n	Pedagogic L1 text	Analytic (error taxonomy)	25
3. Writing	5 guidelines	-	Analytic scale	15
4. Translation	1200-1500 n	Authentic L2 newspaper article	Analytic (types of errors defined)	25
5. Reading Comprehension	5-7 L1 open-ended questions	Authentic L2 newspaper article	Expected information defined (key)	20
			Total	**100**

The present research has focused on data before September, 2006. Exam data after that date would not be directly comparable to those before that date, as the evaluation system has been reformed and levels have been somewhat modified to align them to CEF (Council of Europe) levels as defined in the Framework (2001). Criteria for assessment have also changed, especially in the translation task, where a holistic mark was introduced in addition to the analytic mark to compensate for the previous lack of a holistic aspect in translation assessment. Thus the present research can contribute to further research as a baseline study, to which the new reformed ORIGÓ structure can be compared, but findings in this research do not necessarily apply to the new structure of the exam.

4.3.3.3 Methods of data analysis

A variety of SPSS analyses will be used to analyse the data for different variables:

Variable 1: *task difficulty* – type of analysis: *Descriptive statistics*

The performance in the translation task is compared to performance in other task types (Pass rates; Central tendency: Mean, Median, Mode, Standard deviation).

Variable 2: *the effect of the sexes of test takers (m/f)* – type of analysis: *Compare means*, *T-Test:* The performances of male and female test takers is compared in the translation task and across translation tasks to see what effect the sexes of test takers has on translation performance.

Variable 3: *the effect of age* – type of analysis: *Correlations, Compare means, T-test*

Correlation between age and performance in translation tasks will be examined, as well as differences in the means for three major age groups (secondary school students, higher education students, young adults), and the significance of any difference between

two major age groups (secondary school students vs. test takers beyond secondary school age).

Variable 4: *task (type)* - type of analysis: *Reliability analysis* (*Cronbach alpha*)

Reliability analysis is used to measure the overall reliability of a set of tasks and can be used to identify the most reliable task (type) in the exam structure.

Variable 5: *aspects of performance* – type of analysis: 1) *Correlations (Spearman)*,

2) *Modified Multitrait-Multimethod matrix,*

3) *Multipe regression analysis.*

Correlation analyses are used to reveal what relationship exists between performances in different tasks, i.e. to see to what extent these tasks (types) measure the same or different aspects of language performance. A modified *Multitrait-Mutlimethod matrix* will be used to further explore the construct of the exam structure. *Multiple regresssion* analysis can show which task(s types) are the most dominant in the exam structure.

Variable 6: *underlying traits* - type of analysis: *Principal component analysis,*

Principal factor analysis

By the help of the two types of factor analysis the underlying pattern that accounts for variance in the measures can be identified, as well as the number of factors that account most for the variance in the performance given in the different tasks (types). *Principal component analysis* used for data reduction can show how many main components the variables can be reduced to. Based on *Principal factor analysis* one can tell if there are any other factors than language proficiency that explain variance in the performance given by the candidates.

4.4   The comparative analysis of statistical data: results and discussion

4.4.1 Research question 1: The difficulty of *Translation* as an exam task

4.4.1.1 Descriptive statistics of annual data (task type difficulty)

Before looking at data related to exam performance, one has to check first whether the exam population can be considered to be stable throughout the years in question. The diagram below shows background data on sizes of the exam populations (intermediate written exams in English) in the academic years concerned:

Figure 4.1: **The size of the exam populations (intermediate written English) between 2000-2006**
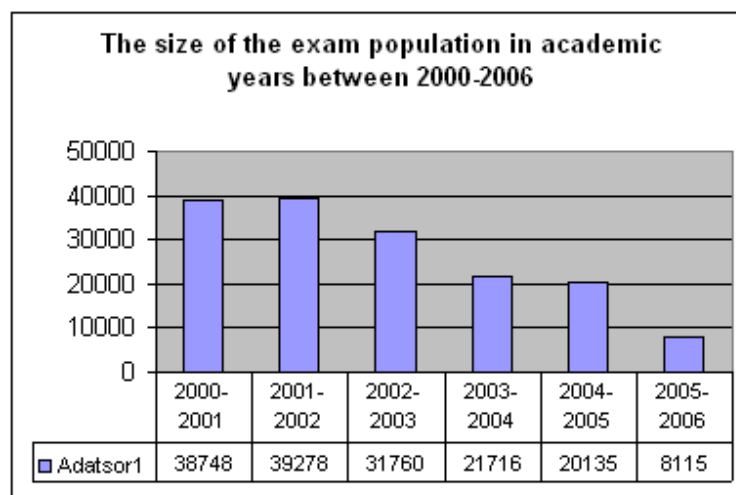
As Diagram 4.1 shows, in the past few academic years the size of the intermediate English exam population has decreased, which raises the issue of the consistency of parameters that describe the population. This aspect will not be analysed here, but is a factor that will have to be born in mind, as it may involve significant changes in the structure and characteristics of the population. The existence and the nature of such possible changes, however, cannot be researched from the present database, as there are no relevant data concerning that aspect (educational background, number of years of studying English, etc.).

The level of overall performance in the English intermediate written exams has also changed, as the diagram below proves:

Figure 4.2: Pass rates in academic years 2000-2006 (total scores – intermediate written English)
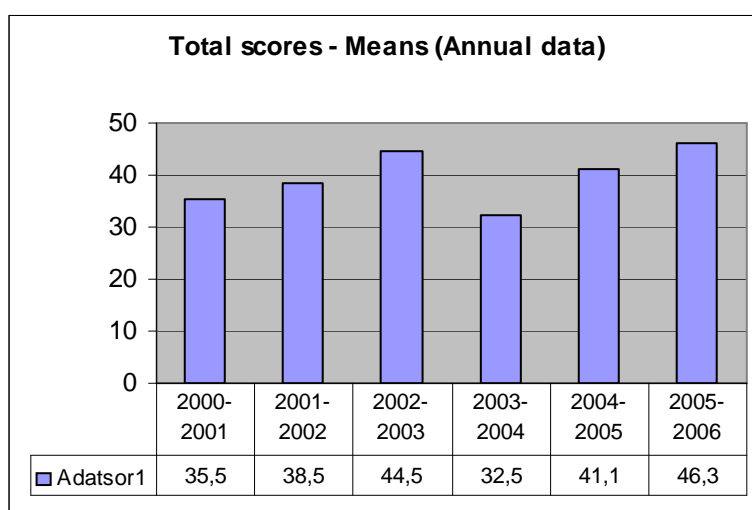
In the diagram above, pass rates for the six academic years are shown. From the point of view of test development, pass rates are the most sensitive indicators of task or exam

difficulty. The figures above suggest that the lowest overall written performance (Pass rate: 32,5%) was achieved in the academic year 2003-2004, most probably because of major changes in the national education policy that affected the accredited exams in Hungary. It was the last year when secondary school students could use their language certificates for the last time to opt out of having to take the secondary school leaving exam in foreign languages, thus the number of candidates increased despite competition from the market, and also younger, possibly less prepared students came to take the exam in high numbers. After that critical year pass rates started to improve again.

Two most interesting academic years for the present research are 2000-2001 and 2001-2002, when the three translation tasks (*Leonardo, Mayor urged* and *Artic Meltdown*), used in the other parts of the present research, were administered in real exams. The academic year 2000-2001, when the *Leonardo* translation task was included, produced the second lowest performance (Pass rate: 35,5%). In the academic year of 2001-2002, when the *Mayor urged* and *Arctic Meltdown* translation tasks were administered, the third lowest overall performance (Pass rate: 38,5%) was achieved. Thus the translation exam tasks that were used in the other parts of this research come from a period when overall performance in the written intermediate exams in English was lower than later.

To address the issue of *difficulty compared across task types*, the "theoretical pass rates" for the task types can be calculated to see which proves to be the most and the least difficult from the point of view of achieving the 60% of scores available in that task type. The theoretical pass rate expresses how many per cent of the test takers have met the requirements defined for that level in the given task type. It is called "theoretical" as there is no minimum requirements in ORIGÓ exams in any of the five tasks for test takers to achieve in order to have a valid total score. The minimum requirement to pass the exam is 60% of the total score. The pass rate, however, is considered to be the most crucial indicator of task difficulty when comparing tasks.

Table 4.3: Pass rates in the five task types (academic years 2000-2006, intermediate written English)

Academic year	N size	M/C Test	Inverse T	Writing	Translation	Reading
2000-2001	38748	41,4	28,6	42,7	44,4	33
2001-2002	39278	37,8	31,1	42,6	45,2	50,4
2002-2003	31760	35,9	40,5	43,7	48,7	55,9
2003-2004	21716	24,4	33,9	39,4	39,8	46,2

2004-2005	20135	22,4	38,8	42,3	51,6	52,9
2005-2006	8115	22,8	44,6	49,4	59	50,1
		30,78	**36,25**	**43,35**	**48,12**	**48,08**

From the point of view of *stability across task types*, *Translation* consistently featured among the two task types that resulted in the highest performance, which is also proved by the fact that it produced the *highest mean of pass rates* (48,12%) for the six academic years. (Table 4.4 below shows the result of such comparison by giving the rank order for the tasks.)

From the point of view of *stability within Translation as a task type,* Table 4.3 shows that in the first three years performances (pass rates) are similar. In 2003-2004 there is a drastic decrease in the translation performance compared to the previous year (as well as in overall performance in the exams, as the figures in Table 4.2 have demonstrated). After that performance in Translation, as well, has improved considerably again.

The rank order of task types makes comparison between pass rates more feasible:

Table 4.4: Rank order* of pass rates in the five task types (academic years 2000-2006, intermediate written English)

Academic year	N size	M/C Test	Inverse T	Writing	Translation	Reading
2000-2001	38748	3	5	2	1	4
2001-2002	39278	4	5	3	2	1
2002-2003	31760	5	4	3	2	1
2003-2004	21716	5	4	3	2	1
2004-2005	20135	5	4	3	2	1
2005-2006	8115	5	4	3	1	2
Mean of rank orders		**4,5**	**4,3**	**2,8**	**1,7**	**1,7**

*1 = the highest pass rate, 5 = the lowest pass rate

As the above table demonstrates, despite changes in the actual percentages from year to year, the task type of *Translation* has constantly figured among the ones that resulted in the highest pass rate, together with the *Reading Comprehension*. The mean of rank order figures is 1,7 for both task types above, indicating the highest rank achieved from among the possible task types. Thus the myth that *Translation* as a task type is the most difficult part of the ORIGÓ intermediate written exams in English, can be considered refuted. Translation has

proved to be one of the two easiest task types as far as "theoretical pass rates" compared across academic years are concerned.

To be able to further compare performances in *Translation* across the academic years, statistical analysis with details of the central tendency can be examined. In the following table, the descriptive statistics for the *Translation* task type will be compared. (For the given academic year all the scores in a *Translation* task are included irrespective of the number of exam dates or translation tasks used in that year.)

Table 4.5: Descriptive statistics for Translation in six academic years (2000-2006)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
N size	38 748	39 278	31 760	21 716	20 135	8 115
Pass rate	44,4%	45,2%	48,7%	39,8%	51,6%	59%
Mean	12,35	12,83	13,27	11,86	13,7	14,79
Std. Error of Mean	0,035	0,033	0,037	0,045	0,046	0,075
Median	13,00	14,00	14,00	13,00	15,00	16,00
Mode	09	0	0	0	0	0
Std. Deviation	6,864	6,455	6,666	6,629	6,576	6,786
Variance	47,115	41,667	44,432	43,938	43,249	46,054
Percentiles 25	7	9	9	7	9	11
50	13	14	14	13	15	16
75	18	18	19	17	19	20

SPSS Descriptive statistics

The table shows relative consistency for all the statistical categories expressing central tendency in the first three academic years. A noticeable change happens in 2003-2004, where performance is conspicuously much lower around the pass rate level. The Mean is 11,86 as opposed to higher Means in all the other years, the pass rate: 39,8%, much lower again than in other years. This change is less noticeable in the other statistical figures (Median, Std. Deviation, Percentiles), indicating that the performance level around the theoretical pass-mark was affected the most. Then in the past two academic years performance in *Translation* has improved dramatically (Means 14,79, pass rate 59%, both are the highest in the six academic years, Percentiles figures also rising), indicating that either the translation task has become easier, or test takers' translation competence or general language proficiency has improved considerably, or these possible causes interact. As in four tasks out of the five in the exam structure (except for the M/C Test) no anchoring can be done to make the measures 'sample free' (because of the nature of the tasks), performance as reflected in these types of data

cannot be directly compared without taking into account changes in the exam population. Tendencies, however, can be observed because of the high number of candidates.

Systematic analysis of causes for the improvement in overall performance are beyond the scope of the present research. One possible hypothesis is that with the radical decrease in the number of test takers and with possible related changes in the structure of the exam population, the level of foreign language competence might also have changed. Other factors (pressure from competition for the market, the impact of CEF levels) might also have contributed to this change. Further research into changes of the characteristic features of the exam population would be needed to be able to look behind the data.

4.4.1.2 Descriptive statistics of specific exam data (task difficulty)

When examining the *task difficulty* of translation in specific exam dates, the same procedure will be followed as above: a) pass rates compared, and b) rank order of performance based on pass rates established.

The pass rates for the five task types at the three exam dates are presented in the Table below:

Table 4.6: Pass rates in the five tasks in the three separate exams

	M/C Test 15 p	Inverse T 25 p	Writing 15 p	Translation 25 p	Reading 20 p
March, 2001 Leonardo	38,9	25,1	40,8	47,8	38,2
Nov., 2001 Mayor	37,9	31,7	40,3	30,0	53,2
March, 2002 Arctic M.	33,6	28,2	40,5	49,5	44,0

SPSS Descriptive statistics

The figures show Translation to be the easiest in two exams, and the most difficult in the third. To be able to compare *difficulty across task types* more easily, the rank order of difficulty (based on pass rates) is established again for the task types.

Table 4.7: Rank order for difficulty in the three separate exams

	M/C Test	Inverse T	Writing	Translation	Reading
March, 2001 Leonardo	3	5	2	1	4
Nov., 2001 Mayor	3	4	2	5	1
March, 2002 Arctic M.	4	5	3	1	2

*1 = the highest performance, 5 = the lowest performance

The table shows that the *Leonardo* and *Arctic Meltdown* texts were the easiest tasks in the exams when they were administered (rank order = 1), and the *Mayor* text was the most difficult task in its exam session (rank order = 5), showing that a difference in the difficulty of translation tasks can result in a difference of 17-19 % in the pass rates. Except for the rank orders of = *1* (*Leonardo* and *Arctic Meltdown*) and = *5* of the *Mayor* text, the rank orders for the same task types in the exam sessions are closer. The rank orders confirm the tendency found in the annual data (Table 4.4) that Translation and Reading Comprehension tend to be easier than other task types.

Below, the three translation tasks will be compared to see what measures of central tendency reveal about the differences in the three translation tasks.

Table 4.8: Descriptive statistics for the translation tasks in three specific exam data

	Leonardo	**Mayor urged**	**Arctic Meltdown**
Date	March, 2001	Nov., 2001	March, 2002
N size	9917	7695	9326
Pass rate	47,8%	30%	49,5%
Mean	12,71	10,18	13,71
Std. Error of Mean	0,071	0,075	0,061
Median	14,00	11,00	14,00
Mode	0	0	16
Std. Deviation	7,092	6,565	5,916
Variance	50,299	43,105	35,004
Percentiles 25	8	5	10
50	14	11	14
75	18	15	18

Descriptive statistics for the three translation tasks show that the Mean and Median were 3 points lower for the most difficult text (*Mayor urged)*, than for the easiest (Arctic Meltdown). The Mode was 0 point as compared to 16 points. The Percentiles are generally 3 points lower for the *Mayor urged* text than for the other two texts. Thus *Mayor urged* proves the be the most difficult task out of the three. (Std. Deviation and Variance are between those of the two other texts).

In language testing there are no absolute rules to decide on the basis of statistical data what level of difficulty is acceptable, and what is beyond acceptable. One tentative indicator is the ratio of the Std. Deviation compared to the Mean (Green, 2002). By this calculation, if 2 x Std. Deviation is higher than the Mean, the task may be considered to be too difficult for general language proficiency testing (in case of large population size). Taken the result (2 x Std. Dev. 6,565 = 11,832 > Mean 10,18) of such calculation into account, the *Mayor* text again proves to be too difficult for intermediate level language proficiency testing, so does the

Leonardo text (2 x Std. Dev. 7,092 = 14,184 > Mean 12,71), although the latter proved to be the easiest task type in its exam session.

4.4.1.3 Findings and conclusion

Research question 1 aimed to find answer to the question: *How does the difficulty of translation as a task type compare to the difficulty of the other task types in the intermediate exam?*

Before answering that question, the sizes of the intermediate English exam population in the given six academic years were compared. Data showed that the exam population has decreased considerably, which raises the issue of the consistency of parameters that describe the population. Levels of overall achievement as expressed in pass rates have not been stable, with an obvious low in 2003-2004.

From the point of view of the difficulty of task types, *Translation* together with *Reading Comprehension* has been found to be the least two difficult in the six academic years. Theoretical pass rates consistently show *Translation* to be among the two easiest task types. Levels of overall performance and translation performance in the six academic years have been changing with time, and the tendency for *Translation* is to become increasingly easier. Considerable differences (19,5% difference in pass rates) can be found, however, between individual translation tasks administered at specific exam dates (*Mayor urged* and *Arctic Meltdown,* with rank order varying between 5 - 1) that cannot be interpreted in the light of the much more stable statistical parameters for the other task types in the same exams. Descriptive statistics for the three translation tasks indicate that a difference of 3 points can be found in the Means and Medians, which provide the descriptive statistics background for the difference in the pass rates. Based on a calculation of the ratio between the Std. Deviation and the Mean, both the *Mayor urged* and the *Leonardo* texts were found to be possibly too difficult for the intermediate exam population, if based only on statistical figures.

4.4.2 Research question 2: The effect of the sexes of test takers on translation performance

Research question 2 will examine if there are differences in the performance of the sexes (male/female) in translation, if these differences occur consistently and if the differences are significant. The research question is: *What effect does the sexes of test takers (male/female) have on translation performance?*

4.4.2.1 Analysis of annual data – differences in performance between males and females

The ratio of the sexes (males/females) in the exam population have been constantly stable throughout the years. As the figures show, there are about 20% more women taking intermediate written exams in English than men.

Table 4.9: The ratio of males/females in the exam population (%) (annual data)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Males	40,3	40,1	41,3	41,2	41,5	41,2
Females	59,7	59,9	58,7	58,8	58,5	58,8

SPSS Compare means

Similarly stable is the difference between the translation performance of men and women in absolute terms:

Table 4.10: Means in the *Translation* exam tasks - males/females compared (annual data)

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Males	13,07	13,92	13,97	12,75	14,26	15,50
Females	11,86	12,11	12,78	11,24	13,30	14,30
Difference	-1,21	-1,81	-1,19	-1,51	-0,96	-1,2

SPSS Compare means

From the Means in the table above one can see, that without exception men always achieve higher scores in the intermediate *Translation* tasks than women do, and the difference of the Means tends to be higher than 1 point (4%). The Std. Deviations are close, not included. The rest of the data (Appendix A, pp. 2-12) not analysed here reveals that the case is similar for the *Reading Comprehension* task. Although women tend to perform better in the first three tasks in the intermediate exam, this is not enough for them to compensate for the weaker performance in the two other tasks (*Translation* and *Reading Comprehension*) in the final score, which also tends to be lower for women than men (Appendix A, pp. 2-12).

In conclusion, annual data show that men achieve higher scores in *Translation* than women.

4.4.2.2 Analysis of specific exam data - differences in performance between males and females

In the specific exam data, the same tendency can be observed, with even bigger differences between men and women.

Table 4.11: Means in the *Translation* exam task - males/females compared (specific exam data)

	Leonardo	Mayor urged	Arctic Meltdown
Males	**13,67**	**11,50**	**15,03**
N size	4050	2971	3764
Females	**12,05**	**9,35**	**12,81**
N size	5867	4724	5562
Difference	**-1,62**	**-2,15**	**-2,22**

SPSS Compare means

As shown by the data, the difference between the Means is even higher with these three texts: -1,65 p, -2,15 p, and –2,22 p respectively, ranging between 4%-9% difference in performance, than was found in the annual data. As the N size is large enough, the data can be interpreted as confirming the related findings in the annual data.

As higher Means were found for men in both the annual and the specific exam data, one can conclude that the tendency is for men to perform better in the *Translation* task than women.

T-tests were run to check whether differences in the Means in the three texts are significant or not, and the following was found:

Table 4.12: T-test for March, 2001 (*Leonardo* text) – (males/females compared)

Test	N size	Mean	Std. Dev.	Std. Error Mean	Levenes's Test for Equality of Variances		t-test for equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
1	4050	13,67	6,910	,10858	24,723	,000	11,217	9915	,000
2	5867	12,05	7,141	,09324			11,285	8886,456	,000
1= Equal variances assumed, 2= Equal variances not assumed							Mean difference: 1,61		

The p ,000 < ,05p in the Levene's Test for Equality of Variances, and the F value is high, therefore the "Equal variances not assumed test (2)" has to be used. The significance level of the t-test for equality of Means p ,000< ,05 tells us that the probability that there is no difference between the Means of men and women is very small, specifically less than one time in a thousand would we obtain a mean difference of 1,61 points or bigger between these two groups if there were really no differences in their Means. Thus a significant difference was found between the two Means (men = 13,67 and women = 12,05): t = 11,285, p<,05.

Table 4.13: T-test for Nov, 2001 (*Mayor urged* text) - (males/females compared)

Test	N size	Mean	Std. Dev.	Std. Error Mean	Levenes's Test for Equality of Variances		t-test for equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
1	2971	11,50	6,471	,119	2,566	,109	14,222	7693	,000
2	4724	9,35	6,488	,094			14,234	6323,066	,000
1= Equal variances assumed, 2= Equal variances not assumed							Mean difference: 2,15		

The *p* ,109 > 0,05 in the Levene's Test for Equal Variances, and the F value is small, therefore the "Equal variances assumed test (1)" has to be used. The significance level of the t-test for equality of Means is *p* ,000 < ,05, thus the probability that a mean difference of 2,15 would be found between the two groups is very small, so we can interpret the data as a significant difference was found between men and women in the *Mayor urged* text: t = 14,222, *p*<,05.

Table 4.14: T-test for March, 2002 (*Artic Meltdown* text) - (males/females compared)

Test	N size	Mean	Std. Dev.	Std. Error Mean	Levenes's Test for Equality of Variances		t-test for equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
1	3764	15,03	53695	,093	14,538	,000	18,063	9324	,000
2	5562	12,81	5,896	,079			18,185	8261,561	,000
1= Equal variances assumed, 2= Equal variances not assumed							Mean difference: 2,21		

In the third text the *p* ,000 < ,05p in the Levene's Test for Equal Variances, and the F value is high, therefore the "Equal variances not assumed test (2)" has to be used. The significance level of the t-test for equality of Means *p* ,000 < ,05 shows that the probability that there is no difference between the Means (mean difference 2,21 points) of men and women is very small. Thus a significant difference was found between the two Means (men = 15,03 and women = 12,81): t = 18,185, *p*<,05.

4.4.2.3 Findings and conclusion

Research question 2 aimed to examine how the sexes of test takers (male/female) affected translation performance. Both the annual data and the specific exam data have showed constant differences in the Means ranging between 0,96 – 2,22 p (4%-9% of the maximum points available in the annual and the specific exam data. T-tests for the three

Translation texts revealed that a significant difference was found with all the three texts in the differences of Means for the sexes.

The implication is that men perform significantly better in *Translation* than women, which confirms the consistent differences in the means of the annual and the specific exam data for the sexes. Factor analysis (4.4.6 in this chapter) can reveal further aspects of the effect of the sexes on the translation task in the exam.

4.4.3 Research question 3: The effect of age on translation performance – specific exam data

Research question 3 aims to explore: *What effect does age have on translation performance?*

The effect of age will be examined at the three specific exam dates, a) first analysing correlation (Pearson) between age and performance, then b) restricting the scope of investigation to three age groups: secondary school students (14-19), young adults in higher education (20-25) and young adults (25-31), and finally c) extending it to the whole exam population divided into two groups (aged ≤ 19 and >19).

Table 4.15: Correlation between age and performance for task types (three exams)

	M/C Test	Invers T.	Writing	Translation	Reading
March, 2001 Leonardo	-,058**	-,104**	-,120**	,019	,006
Nov., 2001 Mayor	-,082**	-,082**	-,085**	,120**	,111**
March, 2002 Arctic M.	-,007	-,097**	-,137**	,024*	,045**

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05level (2-tailed)

The low correlation coefficients between age and performance (scores in the tasks) shows that there is practically hardly any correlation between age and performance as all the figures are close to 0, or sometimes are even minus (worse performance as age increases). Some of the correlations found are not significant, the rest are significant but very low.

In the following analysis the correlation between age vs. the total scores as well as between age vs. the total-minus-translation scores were examined, to see how overall performance is affected by age and how much difference the translation task means in this respect.

Table 4.16: Correlation between age and total score (specific exam data)

	Total score	Total-minus translation
March, 2001 Leonardo	-,052**	-,082**
Nov., 2001 Mayor	,012	-,043**
March, 2002 Arctic M.	-,038**	-,060**

** Correlation is significant at the 0.01 level (2-tailed)

The correlation coefficients are again not only very low but also minus except for one (total score, November 2001). Very little difference was found between the correlation of age vs. the total scores and age vs. the total-minus-translation scores. Thus Correlation analysis suggests that age does not correlate highly either with the tasks, or with the total score, or with the total-minus-translation score (= all the tasks except for the translation).

The second analysis (→*Compare Means*) of specific exam data produces the following Means for the three *Translation* tasks:

Table 4.17: Means in three translation tasks compared for age groups

Age	Leonardo			Mayor urged			Arctic Meltdown		
	Mean	**Std. D.**	**N size**	**Mean**	**Std. D.**	**N size**	**Mean**	**Std. D.**	**N size**
14	**15,50**	2,121	2	**11,67**	7,335	24	**10,00**	9,539	3
15	**14,74**	6,536	39	**10,27**	6,949	107	**12,76**	6,372	25
16	**14,69**	6,168	264	**10,82**	6,596	534	**15,47**	5,236	206
17	**13,93**	6,643	967	**9,54**	6,360	1680	**14,66**	5,490	878
18	**12,42**	6,965	2167	**9,22**	6,341	1691	**13,43**	5,678	1890
19	**12,32**	6,989	1983	**9,19**	6,277	452	**13,02**	5,972	1786
Group 1 Mean	**13,93**	**5,904**		**10,12**	**6,643**		**13,22**	**6,381**	
Weighted mean	**12,78**			**9,57**			**13,58**		
Group N size			**5422**			**4488**			**4788**
20	**11,68**	7,146	818	**8,98**	6,569	341	**13,23**	5,925	585
21	**11,90**	7,368	515	**10,11**	6,483	358	**12,94**	5,893	486
22	**11,18**	7,154	497	**10,61**	6,557	460	**13,57**	5,863	495
23	**12,90**	7,476	514	**10,92**	6,632	380	**13,61**	6,071	557
24	**13,03**	7,267	449	**11,20**	6,482	351	**13,78**	6,440	482
25	**12,49**	7,323	342	**11,55**	6,905	276	**14,73**	6,053	401

Group2 Mean	12,20	7,289		10,56	6,605		13,64	6,041	
Weighted mean	12,12			10,54			13,60		
Goup N size			3135			2166			3006
26	13,19	6,973	251	11,26	6,646	189	14,30	6,047	303
27	14,02	7,254	191	12,32	6,782	143	14,69	5,941	218
28	14,82	6,826	120	12,62	6,888	102	14,64	6,613	155
29	11,58	7,724	112	10,90	7,054	93	15,30	5,618	123
30	13,43	6,856	85	12,56	5,801	54	13,90	5,880	100
31	13,08	7,510	69	13,16	6,706	44	13,21	6,910	73
Group 3 Mean	13,35	7,191		12,14	6,646		14,34	6,168	
Weighted mean	13,42			11,92			14,45		
Group N size			828			625			972

When the Means for the same task are compared between test takers of different age, no linear relationship can be seen in the data between age and performance, the relationship is more parabolic than linear. The lowest Means can be found with test takers aged between 17-22 for the first two texts but not with *Arctic Meltdown*, where the youngest produce the lowest Means. To try to see patterns emerging, the test takers are grouped into three groups: Group 1 (aged 14-19), Group 2 (aged 20-25) and Group 3 (aged 26-31), and Means for the groups are calculated. As the three groups differ considerably in size, the weighted Means (weighted for the N size of the groups) are also given, and are compared in the table below.

Table 4.18: Weighted means in the three translation tasks compared for three age groups

Groups	Leonardo		Mayor urged		Arctic Meltdown	
	Weighted Mean	N size	Weighted Mean	N size	Weighted Mean	N size
14-19	12,78	5422	9,57	4488	13,58	4788
20-25	12,12	3135	10,54	2166	13,60	3006
26-31	13,42	828	11,92	625	14,45	972
	-0,64		-2,35		-0,87	

Comparison of the weighted Means show that there is no clear pattern emerging. With the *Leonardo* text Group 2 achieved the lowest weighted Mean (12,12), with the *Mayor urged* text Group 1 performed the worse (9,57). The highest difference between the youngest and the oldest groups from among the three groups can be found with the *Mayor urged* text: - 2,35

points, whereas the least difference between their weighted Means was found with the *Leonardo* text (-0,87). The only element that is constant in the pattern is that the oldest group (smallest N size) consistently performed the best (the highest weighted Means in all the three tasks).

From a pedagogic point of view, special concern has been expressed in connection with the relevance of the Translation task type for secondary school students. A *T-test* (Independent Samples) was run to see whether the differences in Means for the two main age groups of test takers (Group A = between 14-19) (Group B = 19- and above) are significant or not.

Table 4.19: T-test for March, 2001 (*Leonardo* text) - (age group compared)

Test	N size	Mean	Std. Dev.	Std. Error Mean	Levenes's Test for Equality of Variances		t-test for equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
1	6240	12,64	6,955	0,0880	16,206	,000	-1,372	9915	,170
2	3677	12,84	7,316	0,1206			-1,354	7397,663	,176
1= Equal variances assumed, 2= Equal variances not assumed							Mean difference: -0,513		

Group A >=1981, Group B < 1981

With the *Leonardo* text the *p* ,000 < ,05 in the Levene's Test for Equal Variances, and the F value is high, therefore the "Equal variances not assumed test (2)" has to be used. The significance level of the t-test for equality of Means *p* ,176 > ,05 indicates that the probability that there is no difference between the Means of the two age groups (A and B) is higher than ,05, specifically more than one time in a thousand would we obtain a mean difference of 0,153 points or bigger between these two groups if there were really no differences in their Means. Thus the difference can be interpreted as not significant between the two age groups: t = -1,354, *p*>,05.

Table 4.20: T-test for Nov, 2001 (*Mayor urged* text) - (age group compared)

Test	N size	Mean	Std. Dev.	Std. Error Mean	Levenes's Test for Equality of Variances		t-test for equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
1	4829	9,52	6,424	,092	3,921	0,048	-11,456	7691	,000
2	2864	11,28	6,654	,124			-11,354	5844,291	,000
1= Equal variances assumed, 2= Equal variances not assumed							Mean difference: -1,759		

Group A >=1981, Group B < 1981

With the *Mayor* text the *p* ,048 < 0,05 and the F value is small, therefore the "Equal variances not assumed test (2)" can be used. At this significance level (p = ,05), the

significance level of the t-test for equality of Means is *p* ,000< ,05, thus the probability that a mean difference of –1,759 points or higher would be found between the two age groups (A and B) is high, so we can interpret the data as showing a significant difference between the two age groups in the *Mayor urged* text: t = -11,456, *p*<,05.

Table 4.21: T-test for March, 2002 (*Artic Meltdown* text) - (age group compared)

Test	N size	Mean	Std. Dev.	Std. Error Mean	Levenes's Test for Equality of Variances		t-test for equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
	5373	13,55	5,800	0,079	10,188	,001	-3,062	9324	,002
	3953	13,93	6,064	0,096			-3,042	8297,005	,002
1= Equal variances assumed, 2= Equal variances not assumed							Mean difference: -0,379		

Group A >=1982, Group B < 1982

With the *Arctic Meltdown* text the *p* ,001 < ,05p in the Levene's Test for Equal Variances, the F value is 10,188, so the "Equal variances not assumed test (2)" can be used. The significance level of the t-test for equality of Means *p* ,002 <,05 indicates that the probability that there is no difference between the Means of the two age groups (A and B) is small. Thus the difference can be interpreted as significant between the two age groups: t = -0,379, *p*<,05.

In sum, practically hardly any correlation was found between age and performance in the three translation tasks, as all the correlation coefficients (Pearson) were close to 0, or sometimes even minus (worse performance as age increases). The effect of age was not found automatic or linear, as shown by the differences in Means (Table 4.16). When test takers were grouped into three major groups: aged (14-19), (20-25) and (26-31), then it was found that different translation texts resulted in differences of Means to a different extent. Because of the considerable differences in group N size weighted Means were calculated, which showed the oldest age group (26-31) to perform constantly the best. The differences of Means between test takers aged (14-19) and those aged above 19, were found to be significant with two texts (*Mayor urged* and *Arctic Meltdown*), and not significant with the *Leonardo*. Factor analysis, again, can reveal how important the factor of age is in determining the overall score.

4.4.4 The reliability of the measures of performance

Research question 4 addresses the question: *How reliable are the measures of translation performance in ORIGÓ intermediate exams?* Reliability measures in the form of Cronbach's alpha address the issue of true score and observed score, and account for the concept of error in measurement. Cronbach's alpha itself is a measure of squared correlation

between observed scores and true scores, expressing the ratio of true score variance to observed score variance.

Cronbach's alpha is generally used to measure internal consistency, and can basically show in language testing if the items (or tasks) correlate positively with each other and at a sufficiently high level to justify using them together to measure the concept that the scale proposes to measure. *Reliability analyses* can be used to measure the overall reliability of a set of tasks and can be used to identify the most reliable task type in the exam structure. Both raw and standardised Cronbach's alpha measures are given below.

Table 4.22: Overall reliability of the exams (three exam dates)

	Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items
March, 2001	,796	,834
November, 2001	,809	,839
March, 2002	,789	,822

SPSS Reliability analysis

The measures (raw and standardised alpha) for the three exam sessions show internal consistency to be within the preferable range of 0.700's and 0.800's (above the required 0.6000), although somewhat lower than recommendable for truly standardised language proficiency tests (0.850). Interestingly enough, the set of tasks that had the *Mayor urged* text as the translation task produced the highest Standardised alpha in its Reliability measure out of the three (0.809), and the set of tasks with the easiest text: *Arctic Meltdown* produced the lowest (0.789), although they are close. (Standardised alpha compensates for the differences in the maximum scores available in different task types.)

Further analysis can reveal which task type from among the five in the written exam can be considered to be the most reliable (*Alpha if item deleted* function in the SPSS used). The measure next to the task type in the table below indicates what the overall reliability measure of the whole exam would be if that particular task was deleted from the exam.

Table 4.23: Reliability analysis of the three written exams (all the five tasks)

Rank order	Task type	Cronbach's alpha if item deleted
March, 2001 (Leonardo)		
1	Inverse T.	,725
2	Reading	,747

3	M/C Test	,767
4	Translation	,770
5	Writing	,747
	Overall reliability	,796
November, 2001 (Mayor urged)		
1	Inverse T.	,738
2	Translation	,769
3	M/C Test	,773
4	Reading	,783
5	Writing	,788
	Overall reliability	,809
March, 2002 (Arctic Meltdown)		
1	Inverse T.	,730
2	Reading	,746
3	Translation	,747
4	M/C Test	,752
5	Writing	,766
	Overall reliability	,789

SPSS Reliability analysis

When the overall reliability and the individual reliabilities are compared, one can find no individual reliability measure for any one task that would be higher than the overall reliability measure for the set of tasks, indicating that there is no task the deletion of which would result in higher overall reliability than the present level of reliability, and therefore should be deleted from the exam. This is proof of the claim that leaving out translation of the exam would not increase overall reliability.

As far as reliabilities compared across task types are concerned, to be able to interpret the results in an easier way, the rank order of the reliabilities of the individual tasks (based on the *Alpha if item deleted* measures) are summed up in a table again (Table 4.24). Rank order 1st shows the task type in the exam which can be considered the most reliable (i.e. it would produce the lowest overall reliability if deleted from the exam). Rank order 5th means that overall reliability would be the least affected if that task was deleted.

Table 4.24: Rank order of task types based on reliability analysis (three exam dates)

Exam date	1st	2nd	3rd	4th	5th
March, 2001 Leonardo	Inverse T.	Reading	M/C Test	Translation	Writing
Nov., 2001 Mayor urged	Inverse T.	Translation	M/C Test	Reading	Writing
March, 2002 Arctic M.	Inverse T.	Reading	Translation	M/C Test	Writing

SPSS Reliability analysis - Alpha if item deleted

In the table above, *Inverse Translation* was found to be consistently the most reliable task type, with the rank order: 1st in all the three exams, and *Writing* consistently the 5th. *Translation* figures as the 4th most reliable with the *Leonardo* text, the 2nd most reliable with the *Mayor* text and the 3rd most reliable with the *Arctic Meltdown* text. Reliability analysis shows the most difficult translation text (*Mayor urged*) to be the most reliable translation task from among the three. Further types of analyses can add new aspects to this observation.

In sum, the overall reliability in the three set of tasks is within the preferable range (above 0.6000). The *Alpha if item deleted* analysis shows that the overall reliability of the exam would not increase if translation were deleted from the exam, thus testers' claim that *Translation* does not decrease overall reliability in ORIGÓ exams is confirmed. Further measures of reliability show that *Translation* figures as the 2nd (*Mayor urged*), 3rd (*Arctic Meltdown*) and 4th (*Leonardo*) most reliable task in the exam, indicating that the reliability of *Translation* depends on other factors than the task type.

4.4.5 Aspects of performance contrasted – tasks (task types)

Research question 5: *What kind of relationship exists between performance in the translation exam task and performance in other tasks (types)? To what extent does translation determine the overall performance in the exam?*

Correlation, modified Multitrait-Multimethod analysis and *Multiple regression* will be used to explore the data for answers.

4.4.5.1 Correlations between tasks – specific exam data

Correlation expresses the degree of association that exists between variables. The higher the correlation is between two variables, or tasks in this case, the higher the strength of association is between them. Though there are no strict rules again, too high correlation between tasks or task types (above 0.7) in language testing is generally interpreted as the

tasks measuring too much the same aspect of language performance, and therefore adding no further relevant information about test takers' language proficiency, whereas too low correlation (below 0.3) is interpreted as problematic, measuring too different aspects of performance. In ORIGÓ exams, one task is used to measure one skill (*Writing* and *Reading*) and two tasks to measure mediation (*Translation* and *Inverse Translation*, different directions). Thus correlation among the tasks in the exam may also be interpreted as correlation between skills measured.

A quick look at the correlation coefficients in the three tables below will reveal that all the correlation between the tasks/skills in all the three exams are between 0.402 – 0.655, within the generally recommended range.

Table 4.25: Correlation* between tasks/skills (March, 2001 - Leonardo)

	M/C Test	Invers T.	Writing	Translation	Reading
M/C Test		,612	,499	,442	,465
Invers T.			,577	,519	,481
Writing				,441	,430
Translation					,544

*all the correlation significant at the 0.01 level (2-tailed)

In March, 2001 the *Leonardo* translation text showed the highest correlation with *Reading Comprehension* (0.544), the second highest with *Inverse Translation* (0.519), while with *M/C Test* (,442) and *Writing* (0.441) it was practically the same.

Table 4.26: Correlation* between tasks/skills (November, 2001 - Mayor urged)

	M/C Test	Invers T.	Writing	Translation	Reading
M/C Test		,653	,520	,482	,433
Invers T.			,573	,584	,456
Writing				,472	,402
Translation					,521

*all the correlation significant at the 0.01 level (2-tailed)

In November, 2001 the *Mayor urged* translation text correlated the highest with the *Inverse Translation* (0.584), the second highest with *Reading Comprehension* (0.521), while *M/C Test* (,482) and *Writing* (0.472) were very close again.

Table 4.27: Correlation* between tasks/skills (March, 2002 - Arctic Meltdown)

	M/C Test	Invers T.	Writing	Translation	Reading
M/C Test		,655	,478	,426	,423
Invers T.			,554	,476	,431
Writing				,408	,402
Translation					,546

*all the correlation significant at the 0.01 level (2-tailed)

In March, 2002 the *Arctic Meltdown* translation text produced a similar rank order to the *Leonardo* text: the highest correlation was found with the *Reading Comprehension* (0.546), the second highest with *Inverse Translation* (0.476) and *M/C Test* (0.426) and *Writing* (0.408) are close again. Thus the following correlation pattern emerges:

Table 4.28: Correlation pattern* for Translation and the other tasks/skills in the exam

Exam date	1st	2nd	3rd	4th
March, 2001 Leonardo	Reading	Inverse T.	M/C Test	Writing
Nov., 2001 Mayor urged	Inverse T.	Reading	M/C Test	Writing
March, 2002 Arctic M.	Reading	Inverse T.	M/C Test	Writing

*based on rank ordering for strongest correlation

The rank order table shows that Translation tends to produce the highest correlation with either the *Reading Comprehension* or the *Inverse Translation* tasks. The most interesting observation is that the most difficult translation (*Mayor urged*) text showed the highest correlation with *Inverse Translation* and not with the *Reading Comprehension* as the translation tasks in the other two exam sessions did.

As the correlation between *Translation* and the other tasks/skills are all within the range of < 0.584 but > 0.408, one can conclude that this moderate strength of association suggests that the *Translation* tasks do not measure the same aspects of language proficiency as the other tasks (types) do. The tendency is for the *Reading comprehension* and the *Inverse Translation* to produce somewhat higher correlation with *Translation* than *M/C Te*st and *Writing* do.

4.4.5.2 A Modified MTMM Matrix

The *Multitrait-Multimethod Matrix* (MTMM) (introduced by Campbell and Fiske, 1959) is a generally accepted approach to assessing construct validity in a set of measures. It

is basically a table of correlations arranged in a way that shows whether components that are supposed to measure related concepts or traits correlate considerably higher (convergent validity) than concepts or traits that are supposed to measure different concepts or traits (discriminant validity). The MTMM method assumes that each concept is measured by each method, and then the correlations are arranged in a way that facilitates exploring method effect proper.

In reality, the implementation of MTMM method proves to be difficult as in a proper design all the possible combinations of all the concepts/traits measured (skills in this case) with all the methods (task types) should be included. In the case of ORIGÓ exams in a proper MTMM design Reading, Writing, Mediation in both directions, and Grammar as different concepts should be included, and all of them tested using all the methods (M/C items and open-ended questions, creative writing and translation). In a modified MTMM method one can leave out the method factor and explore convergent and discriminant validity without addressing method effect directly. The result, however, should be interpreted as tentative.

In a modified MTMM matrix, the correlations between less related concepts/skills and more related concepts/skills are investigated. The correlations between tasks are arranged in a way that show which components/measures are expected to be more related and which are not. In ORIGÓ exams the underlying assumption behind the construct of the exam structure (model) is the following:

Table 4.29: The construct of relatedness between task types

	Invers T.	Writing	Reading
M/C Test	√		
Invers T.		√	
Translation			√

√ = components that are expected to be related

As the table above shows *Translation* and *Reading comprehension* are expected to be more related, as well as *M/C test* and *Inverse translation*, and finally *Inverse translation* and *Writing*. The components that are supposed to relate less are the rest of the combinations.

Convergent validity is established if there is high correlation between components that are expected to be related, and *discriminant* validity is established if there is little correlation between components that are not expected to be related.

Table 4.30: A modified MTMM Matrix – March, 2001 (Leonardo)

	M/C Test	Invers T.	Writing	Translation	Reading
M/C Test	1,00	,612	,499	,442	,465
Invers T.	,612	1,00	,577	,519	,481
Writing	,499	,577	1,00	,441	,430
Translation	,442	,519	,441	1,00	,544
Reading	,465	,481	,430	,544	1,00

The table above shows that convergent validity is detectable, although not strong: all the correlations between components that are supposed to be related correlate more highly (correlation coefficients in the grey boxes) than the concepts that are not supposed to correlate highly (discriminant validity). *Translation* and *Inverse translation* show somewhat higher correlation (0.519) than one would expect.

Table 4.31: A modified MTMM Matrix – November, 2001 (Mayor)

	M/C Test	Invers T.	Writing	Translation	Reading
M/C Test	1,00	,653	,520	,482	,433
Invers T.	,653	1,00	,573	,584	,456
Writing	,520	,573	1,00	,472	,402
Translation	,482	,584	,472	1,00	,521
Reading	,433	,456	,402	,521	1,00

In the modified MTMM for the set of tasks with the *Mayor* text a similar weak pattern emerges to the previous one, with the exception that the correlation between the *Translation* and *Inverse translation* is even higher (0.584) than before, in fact the second highest after the correlation between *M/C Test* and *Inverse Translation*.

Table 4.32: A modified MTMM Matrix – March, 2002 (Arctic Meltdown)

	M/C Test	Invers T.	Writing	Translation	Reading
M/C Test	1,00	,655	,478	,426	,423
Invers T.	,655	1,00	,554	,476	,431
Writing	,478	,554	1,00	,408	,402
Translation	,426	,476	,408	1,00	,546
Reading	,423	,402	,402	,546	1,00

Although the pattern is still weak, the modified MTMM for the *Arctic Meltdown* text shows the least unambiguous relations as compared to expected relations between concepts. Here the correlation between *Translation* and *Inverse translation* is weaker (0.476) than with the two other translation texts (*Leonardo*: 0.519 and *Mayor urged*: 0.584). Thus *Arctic Meltdown* seems to show the strongest pattern for convergent and discriminant validity from among the three translation tasks.

In sum, from the modified MTMM matrices in which the concept of construct validity was explored with the help of convergent and discriminant validities, only a very weak pattern has emerged that can confirm assumptions in the construct that *Translation* and *Reading comprehension* as well as *M/C Test* and *Inverse translation* and finally *Inverse Translation* and *Writing* measure aspects of language proficiency that are more related than other combinations of these five skills/task types. With the *Mayor urged* translation text especially, the correlation between two task types (*Translation* and *Inverse translation*) that are not supposed to be closely related was found to be surprisingly high (0.584) as compared to the other correlations suggesting that the directionality of translation may not be as important with certain texts as underlying assumptions in the construct suggest.

4.4.5.3 Multiple Regression analysis

Using *Multiple Regression* one can test theories or models about which variable(s) in a set of variables (independent/predictor variables) give(s) the best prediction of the dependent/predicted variable. The ORIGÓ data set meets the conditions for using Multiple regression inasmuch as a) there is a linear relationship between the predictor and the predicted variables, b) the predicted variable is a continuous scale, c) the predictor variables are measured on an interval scale, and d) a large number of observations is available.

There are different ways for assessing the relative contribution of each predictor variable (task) to the predicted variable (total score). In "hierarchical" methods (*Stepwise* in SPSS will be used here) variables to the model are entered in a specified order, based on theoretical considerations or previous findings (in this case correlation with the total score). If adding the variable does not significantly increase the predictive power of the model then the variable is dropped.

Using the *Stepwise* method what emerged was that all the tasks in all the three exams contributed significantly to the model, none of them were dropped from among the predictors. The Standardised Beta coefficients gained from the analysis give a measure of the contribution of each variable to the model, i.e. they show to which extent they determine the model. The results are shown below:

Table 4.33: Multiple Regression model – three exam dates

March, 2001 (Leonardo)		
Adjusted R square = 1,000; p<0.05		
All the variables are significant in the model.		
Predictor variable	**Standardised Beta**	**P**
Translation	.382	.000
Inverse translation	.313	.000
Reading comprehension	.262	.000
M/C Test	.161	.000
Writing	.156	.000
November, 2001 (Mayor urged)		
Adjusted R square = 1.000; p<0.05		
All the variables are significant in the model.		
Predictor variable	**Standardised Beta**	**P**
Translation	.360	.000
Inverse translation	.339	.000
Reading comprehension	.225	.000
M/C Test	.178	.000
Writing	.161	.000
March, 2002 (Arctic Meltdown)		
Adjusted R square = 1.000; p<0.05		
All the variables are significant in the model.		
Predictor variable	**Standardised Beta**	**P**
Inverse translation	.359	.000
Translation	.336	.000
Reading comprehension	.269	.000
Writing	.167	.000
M/C Test	.162	.000

From Table 4.34 above it emerges that *Translation* had the highest contribution to the model in two cases as they produced the highest Standardised Beta (*Leonardo*: .382 and *Mayor urged* .360), whereas it was the second strongest predictor with the *Arctic Meltdown* translation task (.336). *Inverse translation* follows, being the strongest predictor in March 2002 (.359), and the second strongest in the two other set of tasks (.313, 339). *Reading comprehension* is always the third (.262, .225 and .269). *M/C Test* and *Writing* contribute the least to the model: the Standardised Beta varies between .156 - .178. The five predictors explain all the variance (Adjusted R square = 1.000).

From Multiple Regression analysis the conclusion is that all the five tasks (predictor variables) in all the three exams are significant, none of them were removed from among the predictor variables that significantly increase the predictive power of the model. The Standardised Beta coefficients showed the relative contribution of the tasks (predictor variables) to the model (predicted variable).

4.4.6 Factor analysis (unidimensionality and componentiality)

Analysis to Research question 6 seeks to find out: *How many principal factors or components can be identified in the overall exam structure?*

Factor analysis is basically used for identifying underlying variables, to uncover the latent structure (dimensions) of a set of variables. Two main forms will be used here, Principal component analysis (PCA) and Principal factor analysis (PFA). Both can be used "to reduce a number of variables to one or more values that will still let us to reproduce the information found in the original variables" (Hatch and Lazaraton, 1991). PCA is generally preferred for data reduction and PFA for detecting data structure or modelling. Therefore in the last research question the overall construct of language proficiency as measured in the exam is analysed by the help of these two analyses.

The importance of this research question is emphasised by the fact that it addresses the most controversial issue in connection with the use of *Translation* in an intermediate exam: the pedagogical implications. The question is: How many factors can be identified in the exam construct of so called 'bilingual' exams? The testing profession both in Hungary and abroad seems to be divided over the issue of the use of translation in proficiency exams: some consider translation a totally different or separate skill that is either not related or only slightly related to 'proper' language skills. Based on this assumption the claim is that translation should not be taught or tested until above advanced or proficiency level, and perhaps should be left to professional translators. If this was true, the two translation tasks in ORIGÓ exams should appear as independent factors in the analyses. If translation is not an independent factor, than the exam measures the same underlying trait: foreign language proficiency.

4.4.6.1 Principal component analysis

Principal components analysis is a method of data reduction, by the help of which one can reduce a number of variables to a few principal components. These new components or values do not exist in the data, but can be theoretically captured by the help of the analysis. In language testing the method is used to see to what extent the given number of tasks used in

the exam are needed to measure the overall language proficiency in the exam construct, and identify which component could be eliminated from the structure.

When Principal component analysis is run, first the data are tested for sampling adequacy (Kaiser-Mayer-Olkin test) and for sphericity (Bartlett's test). With the three exam data sets both types of analyses confirmed that the data was appropriate for analysis, as the KMO tests produced measures above the recommended 0.6 (March, 2001: 0,835, November, 2001: 0,835., and March, 2002:0,806). In the three Bartlett's Tests $p < 0.05$, thus the null hypothesis that the correlation matrices were identity matrices could be rejected, and analysis could follow. Oblimin rotation was used as in earlier correlation analyses the variables (task types) have been found to correlate.

Table 4.34: Principal component analysis – total variance explained

Components	Initial Eigenvalues		
	Total	**% of variance**	**Cumulative %**
March, 2001 (Leonardo)			
1.	3,008	60,161	60,161
2.	,666	13,312	73,473
3.	,507	10,144	83,616
4.	,460	9,207	92,824
5.	,359	7,176	100,00
November, 2001 (Mayor urged)			
1.	3,048	60,953	60,953
2.	,666	13,328	74,281
3.	,494	9,872	84,152
4.	,474	9,470	93,623
5.	,319	6,377	100,00
March, 2002 (Arctic Meltdown)			
1.	2,926	58,518	58,518
2.	,749	14,989	73,507
3.	,538	10,762	84,269
4.	,457	9,146	93,415
5.	,329	6,585	100,00

Extraction method: Principal component analysis

The table above shows that in all the three exams only one component has a greater Eigenvalue than 1, thus in all the three exams one principal component is likely to be extracted. About 60% of the variance is explained by one component in all the three exams

(60,161 %, 60,953 % and 58,518 % respectively). A second component explains a further 13-14% of the variance, a third component a further 9-10 %, a fourth component a further ~ 9 %, and the last component the final 6-7 %. As 4 components altogether explain as much as 93% of the total variance, the analysis suggests that the 5th component might be regarded as not really contributing much to variance in scores, i.e. it could be eliminated from the exam structure. For pedagogical reasons, however, none of the tasks would be deleted from ORIGÓ exams, as to get a balanced picture of the necessary proficiency skills in the written exam at intermediate level where one task measures one skill, the exam structure needs the present 5 tasks.

The initial run of Principal Component analysis resulted in 1 principal component extracted in all the three exams. The Component matrix below shows the principal components that have been extracted together with the component loadings.

Table 4.35: Component matrices – Initial analysis (three exams)

Task type	Component	Component	Component
	1	1	1
M/C Test	,781	,798	,788
Inverse T.	,831	,848	,827
Writing	,759	,760	,742
Translation	,756	,785	,741
Reading	,747	,706	,723

Extraction method: Principal Component Analysis
1 component extracted

Though components cannot be interpreted in the same way as factors extracted from factor analysis when one is looking for underlying latent traits, the number of principal components indicate the possible number of factors that can be extracted in factor analysis later (Hatch and Lazaraton, 1991).

The analysis can be run again with two main components hypothesised, thus further probing into the underlying structure of the exam. That type of investigation produces the following result:

Table 4.36: Component matrices – two main components hypothesised (three exams)

Task type	March, 2001		November, 2001		March, 2002	
	Component		**Component**		**Component**	
	1	**2**	**1**	**2**	**1**	**2**
M/C Test	,781	-,289	,798	-,289	,788	-,325
Inverse T.	,831	-,236	,848	-,208	,827	-,309
Writing	,759	-,341	,760	-,311	,742	-,271
Translation	,756	,438	,785	,273	,741	,459
Reading	,747	,467	,706	,607	,723	,514

Extraction method: Principal Component Analysis, 2 components extracted

Rotation method: Oblimin with Kaiser Normalization

In the analysis, *Translation* and *Reading comprehension* tend to emerge as a second component, i.e. the task types that are supposed to relate in what they measure are grouped into a second principal component. This type of analysis indicate that there is a weak pattern emerging for the components normally assumed to relate. The *Mayor urged* text behaves somewhat differently again, with a component score (,273) lower than with the other two translation texts (,438 and ,459) indicating that this translation task behaved differently as a component within its exam structure from the other two translation tasks.

Thus the conclusion is that when Principal component analysis is run with the data, one principal component emerges in all the three exams. When a second principal component is hypothesised, a weak pattern emerges in which *Translation* and *Reading comprehension* tend to relate more closely (*Leonardo* and *Arctic Meltdown*), although this is not automatic (*Mayor urged* behaving somewhat differently).

4.4.6.2 Principal factor analysis

Principal axis factoring (SPSS) is a form of factor analysis that seeks the least number of factors which can account for the common variance of a set of variables.

When Principal axis factoring is run, first the data are tested for sampling adequacy (Kaiser-Mayer-Olkin test) and for sphericity (Bartlett's test). With the three exam data sets both types of analyses confirmed that the data was appropriate for factor analysis, as the KMO tests produced measures above the recommended 0.6 (March 2001: .825, November 2001: .812, and March 2002: .791). In the three Bartlett's Tests $p < 0.05$, thus the null hypothesis that the correlation matrices were identity matrices could be rejected, and data were likely to factor well.

In the present analysis, the 5 *Tasks* were entered as variables, so were *Age* and the *Sexes*. For rotation method Varimax was used, as in previous analysis in this chapter practically no correlation was found between age and performance in the translation task, and also the effect of sexes, although present, was not considered to contribute to significant difference in performance. Thus this present analysis applies rather a confirmatory type of factor analysis than an exploratory type. The rotated loadings given as a result are presented in the Factor matrices below:

Table 4.37: Rotated Factor Matrices for the three written exams

Variables	Leonardo		Mayor		Arctic Meltdown		
	Factor 1	Factor 2	Factor 1	Factor 2	Factor 1	Factor 2	Factor 3
M/C Test	.706	.217	.763	-.148	.800	-.134	.064
Invers T.	.791	.211	.834	-.080	.815	-.039	-.140
Writing	.674	.184	.688	-.084	.643	.078	-.241
Translation	.754	-.384	.731	.471	.610	.507	.066
Reading	.663	-.114	.586	.244	.583	.368	.100
Sexes	-.023	.219	-.018	-.221	.033	-.389	-.015
Age	-.066	-.200	-.047	.345	-.037	.032	.473
No. of Factors	1		2		3		

Extraction method: Principal Axis Factoring, Rotation Method: Varimax with Kaiser Normalisation

With the March 2001 exam, SPSS attempted to extract 2 factors, in 25 iterations.

With the November 2001 exam, SPSS extracted 2 factors in 23 iterations.

With the March 2002 exam, SPSS attempted to extract 3 factors, in 25 iterations.

Hatch and Lazaraton (1991) suggest that factor loading of .30 or above can be considered as a substantial link to the factor. As one can see from Table 4.34 above, in March, 2001 (*Leonardo* text) practically one factor was extracted, although the second factor was attempted through iterations. This second factor hay have been *Translation* (-.384), which negatively loads on this attempted 2nd factor, and its relation to the factor can be interpreted as with negative correlation.

In the second exam data (*Mayor urged* text) *Translation* (.471) and *Age* (.345) load on the 2nd factor that was extracted in the analysis.

In the third exam data (*Arctic Meltdown* text) three factors were attempted. *Translation* (.507) and *Reading comprehension* (.368) load on a possible 2nd factor, and the *Sexes* (-.389) negative loading on this factor is interestingly high. In this exam *Age* (.473) was found as a possible 3rd factor.

In sum, Principal Axis Factoring (rotation method: Varimax) was run with seven variables entered: the 5 Tasks and *Age* and the *Sexes*, as two additional variables. The purpose of the analysis was to find out how many factors/underlying traits can be detected in the exam structure. In the 1st exam date (March, 2001 – *Leonardo* text) only 1 factor was extracted, the 5 tasks all loaded on this one factor, and the *Sexes* and *Age* was not found to have high enough (.30) factor loading. In the second exam date (November, 2001 – *Mayor urged*) 2 factors were extracted: Factor 1 = all the five tasks (.586 - .834), Factor 2 = *Translation* (.471) and *Age* (.345). In the third exam (March, 2002 – *Arctic Meltdown*) 3 factors were attempted: Factor 1 = all the five tasks (.583 - .815), Factor 2 = *Translation* (.507) and *Reading comprehension* (.368), while the *Sexes* (-.389) had a relatively high and negative factor loading on this factor, and Factor 3 = *Age* (.473).

4.5   Summary of findings and conclusion

In this chapter the main research question from the point of view of construct validation was: *To what extent does the translation task measure the same or different foreign language competence as other task types in the intermediate exam? Is there anything else measured in the translation task than language proficiency?*

 Data from real exams (ITK ORIGÓ, intermediate written exams in English) were used for analyses, from two sources: a) annual data from academic years between 2000 - 2006, to check the stability of the exam population size and the consistency of data in the different task types throughout the years, and b) specific exam data from three separate exam dates (March 2001, November 2001, and March 2002). The types of data used were scores in the five tasks, the total score, test takers' sexes and their age.

In the analyses, the effect of six variables were examined: 1) *task difficulty* (Descriptive statistics), 2) *the effect of the sexes of test takers (m/f)* (Compare means, T-Test), 3) *the effect of age* (Correlations, Compare means, T-test), 4) *task (type)* Reliability analysis (Cronbach alpha), *5) aspects of performance* (Correlations, Modified Multitrait-Multimethod matrix, Multiple regression)*,* 6) *underlying traits* (Principal component analysis and Principal factor analysis).

 Research question 1 aimed to find out how the difficulty of translation as a task type compared to the difficulty of the other task types in the intermediate exam of English.

Before answering that question, the sizes of the intermediate English exam population in the given six academic years were compared. Data showed that the exam population has decreased considerably, which raises the issue of the consistency of parameters that describe the population. *Translation* together with *Reading Comprehension* have been found to be

consistently the least two difficult task types in the six academic years, as based on the "theoretical pass rate" (60% of the maximum score available). Although levels of overall performance and translation performance in the six academic years have been changing with time, the tendency for *Translation* is to become increasingly easier. Considerable differences (19,5% difference in pass rates) can be found between individual translation tasks administered at specific exam dates (*Mayor urged* and *Arctic Meltdown,* with rank order varying between 5 - 1) that cannot be interpreted in the light of the much more stable statistical parameters for the other task types in the same exams. Descriptive statistics for the three translation tasks indicate that a difference of 3 points can be found in the Means and Medians that account for the 19,5% difference in the pass rates. Based on a calculation of the ratio between the Std. Deviation and the Mean, both the *Mayor urged* and the *Leonardo* texts were found to be potentially too difficult for the intermediate exam population, although based on the Mean, the *Leonardo* text was considerably easier.

Research question 2 aimed to examine how the sexes of test takers (male/female) affected translation performance.

Both the annual data and the specific exam data showed constant differences in the Means ranging between 0,96 – 2,22 p (4%-9% of the maximum points available) in the annual and the specific exam data. T-tests for the three *Translation* texts showed that a significant difference was found with all the three texts (*Leonardo* and *Arctic Meltdown*). The implication is that women might need more training with the task type.

Research question 3 aimed to explore what effect age had on translation performance.

Practically hardly any correlation was found between age and performance in the three translation tasks, as all the correlation coefficients (Pearson) were close to 0, or sometimes even minus (worse performance as age increases). The effect of age was not found automatic or linear, but parabolic. When test takers were grouped into three major groups: aged (14-19), (20-25) and (26-31), then it was found that different translation texts resulted in differences of Means to a different extent. Weighted Means were calculated, which showed the oldest age group (26-31) to perform constantly the best. The differences of Means between test takers aged (14-19) and those aged (19 and above), were found to be significant with two texts (*Mayor and Arctic Meltdown*), and not significant with the *Leonardo* text. Thus the implication is that not the task type but the most probably the topic can result in significant differences for certain age groups.

Research question 4 addressed the question how reliable the measures of translation performance are in ORIGÓ intermediate exams.

In sum, the overall reliability measures in the three sets of tasks are within the preferable range (above 0.6000). The *Alpha if item deleted* analysis shows that the overall reliability of the exam would not increase if translation were deleted from the exam, thus test developers' claim that *Translation* does not decrease overall reliability in ORIGÓ exams is confirmed. Further measures of reliability show that *Translatio*n figures as the 2nd (*Mayor urged*), 3rd (*Arctic Meltdown*) and 4th (*Leonardo*) most reliable task in the exam, indicating that the reliability of *Translation* depends on other factors than the task type.

Research question 5 examined what kind of relationship exists between performance in the translation exam task and performance in other tasks (types), and also, to what extent translation determines the overall performance in the exam.

As the correlation between *Translation* and the other tasks/skills are all within the range of < 0.584 but > 0.408, one can conclude that this moderate strength of association suggests that the *Translation* tasks do not measure the same aspects of language proficiency as the other tasks (types) do. The tendency is for the *Reading comprehension* and the *Inverse Translation* to produce somewhat higher correlation with *Translation* than *M/C Te*st and *Writing* do.

From the modified MTMM matrices, in which the concept of construct validity was explored with the help of convergent and discriminant validities, only a very weak pattern has emerged that can confirm assumptions in the construct that *Translation* and *Reading comprehension* as well as *M/C Test* and *Inverse translation* and finally *Inverse Translation* and *Writing* measure aspects of language proficiency that are more related than other combinations of these five task types. With the *Mayor urged* translation text especially, the correlation between two task types (*Translation* and *Inverse translation*) that are not supposed to be closely related was found to be surprisingly high (0.584) as compared to the other correlations, suggesting that the directionality of translation may not be as important with certain texts as underlying assumptions in the construct suggest.

From Multiple Regression analysis the conclusion is that all the five tasks (predictor variables) in all the three exams are significant, none of them were removed from among the predictor variables that significantly increase the predictive power of the model. The Standardised Beta coefficients showed the relative contribution of the tasks to the model (predicted variable), and *Translation* figured among the first two most important predictors.

Research question 6 sought to find out how many principal factors or components can be identified in the overall exam structure.

In Principal Component Analysis (Stepwise method) of the exam structure for the five task (types) it was found that in all the three exams only one principal component was

extracted. A first component accounted for ~60% of the total variance in the exam, and the first 4 components for ~ 93% of the total variance, thus one task could easily be deleted from the exam for practical considerations, if pedagogic considerations also justified such a decision. When the analysis was run again with 2 principal components hypothesised, then a second principal component was extracted (*Translation* and *Reading comprehension* loading on a second principal component in two exams), indicating that an underlying pattern tends to exist in the data, although not with all *Translation* texts (*Mayor urged* an exception).

Principal Axis Factoring (Varimax rotation) was run with 7 variables entered: the 5 *Tasks,* plus *Age* and the *Sexes*, as two additional variables. The purpose of the analysis was to find out how many factors/underlying traits can be detected in the exam structure. In the 1st exam data (March, 2001 – *Leonardo* text) only 1 factor was extracted, the 5 tasks all loaded on this one factor. In the second exam data (November, 2001 – *Mayor urged*) 2 factors were extracted: Factor 1 = all the five tasks, Factor 2 = *Translation* and *Age*. In the third exam (March, 2002 – *Arctic Meltdown*) 3 factors were attempted: Factor 1 = all the five *Tasks,* Factor 2 = *Translation* and *Reading comprehension*, while the *Sexes* had a relatively high and negative factor loading on this factor, and Factor 3 = *Age*.

The conclusion for the exam structure is that the construct of the exam seems to be relatively stable if the 5 task types are concerned, thus the exam does not basically measure something else than language proficiency. With certain tasks (topics?), however, a weak underlying pattern seems to be emerging: *Translation* in combination with either *Age*, as a second factor, or the *Reading Comprehension,* and also *Age* can be a weak third factor.

4.6 Implications and recommendations

Methodological implications and recommendations concern the potential use of recommended validation techniques and procedures for language exam boards in construct validation.

Before analysis is done for construct validation, the stability of the exam population size and of overall performance should be checked first. Then the effect of variables such as task type, task difficulty, sexes and age can be explored by the help of descriptive analyses of pass rates, differences of means, correlation between task types, between performance and sexes as well as performance and age. The consistency of data for pass rates across task types and within task types should also be checked, as well as the overall reliability of the sets of tasks and reliability of individual tasks within the sets. The relationship between task (types) can be explored by the help of Multiple regression, a modified MTMM matrix and two types of Factor analysis Principal Component analysis and Principal axis factoring. Results from the

analysis might be contradictory, but they should be seen as exploring the complexity of the relationships among the variables and should be interpreted in one complex final claim in construct validation.

Research implications suggests that certain aspects of the relationship between the variables as well as more profound understanding of the contradictory findings in statistical research call for other research methods and approaches to complement findings in statistical analyses. Such issues identified are differences between the performances of males and females in the intermediate translation tasks, the non-linear interaction between age and performance in the translation task, and the reason why translation (together with reading comprehension, age and occasionally the sexes) tends to emerge as a second weak factor in explaining variance in the exam performances, thus the basic exam structure.

Pedagogic implications mainly concern a) the hypothesised effect of age and b) the relationship between task types measuring different aspects of language proficiency. Statistical analysis indicates that although no linear relationship was found between age and translation performance, and also correlation between them was very low, factor analysis indicated that it still might be considered as a weak second factor in explaining variance in the scores. On the other hand, however, translation was consistently found to be in the two easiest task types (together with reading comprehension) in the intermediate exam, although individual translation tasks may differ considerably in their difficulty and other measures, as well as in their interaction with age and the sexes. As the correlation between task types was found to be consistently moderate and principal component analysis as well as initial factor analysis confirmed, that there is one principal component or factor in the exam structure, test developers' claim that translation does not measure some underlying trait completely different from language proficiency measured in the other task types can be confirmed. This finding was confirmed in previous research on the same aspects of ORIGÓ intermediate translation tasks in German (Fekete, 2001b).

Until further aspects of the contradictory findings are revealed from other types of research, the methodological recommendation is to include all the statistical analyses in actual construct validation, and do it routinely with high-stake exams. All the more so, as analyses in this chapter confirm that validity of an exam is not found but established through analysis and valid inferences, and should be done for all sets of tasks to establish their individual validity to be able to draw the necessary consequences from analyses.

Chapter 5: Method 2: Process-based research of translation

5. 1 Introduction

In the previous chapter statistical analysis of exam data revealed aspects about translation performance that can be accessed quantitatively. In Chapter 5 and Chapter 6, although some statistics will be used, the emphasis is on the qualitative aspects of translation that can be approached through new methods in empirical research that also rely on the quantitative aspects of these phenomena.

5.2 Theoretical background to process-based research

5.2.1 Theoretical background to the research method

A relatively new research method is the use of think-aloud protocols in analysing the mental processes happening in the translator's mind. As Jääskeläinen (2001) observes, such studies of translation are excellent examples of the *interdisciplinary nature* of translation research, as data collection methods were borrowed from other disciplines: psycholinguistics, cognitive and social psychology, as well as the focus of the present research: cognitive processes. Since the 1980s the method itself, as overviewed by Jääskeläinen (RETS, 2001), has been increasingly used (also Ericsson & Simon, 1984; Bernardini, 1999; Elekes, 2000). As Jääskeläinen suggests the increasing interest in this type of research method is connected to the problem of addressing the 'black box' of translation, i.e. the thought processes that take place when someone is translating a text. Addressing these processes can inform the research on the nature of translation, itself. The problem with investigating the processes of the mind is that it cannot be directly observed. Methods developed in psychology became more widely used in translation research in the 80s, the most popular are two types of verbal reporting: *introspective* (concurrent) and *retrospective* methods. In *think aloud*, one type of introspective reporting, the participants are asked to *verbalise* and *not* analyse their own flow of thoughts while they are actually translating a text, to gain insight into what goes on in the translator's mind. Such verbalisations produced while performing a translation task provide additional information about the '"otherwise hidden stage between understanding the source text and producing the target text" (2001, p. 266). The term *think-aloud protocols* (TAP for short) refers to the written transcripts of such recordings.

Although there has been debate on whether it is really the process itself or the immediate products (mental content) of these processes, i.e. prior experiences, attitudes, emotions, plans, etc. that are accessible through verbalisation, Jääskeläinen concludes it is of lesser importance. Limitations to the usefulness of TAPs, however, are mentioned. One major

limitation seems to be the inherent incompleteness of the kind of data that can be gathered in this way: i.e. only "which is conscious can be verbalised". "This rules out processes which have become automatized due to extensive experience in performing a particular task" (2001, p. 267). A second major limitation seems to be the potential effect of verbalisation on the process under investigation, which may change the process itself, to some extent and may have an effect on the product of the final translation. Jääskeläinen, however, cites Ericsson and Simon (1984) who found that verbal reporting does not change the course or the structure of word processes fundamentally (1984, pp. 78-107).

Li (2004), listing types of focuses in TAP research, mentions the following: a) different groups of students (foreign languge learners, translation students, professional translators), b) different language pairs, and c) different aspects of the process (problem solving strategies, cognitive planning, decision criteria, the focus of conscious attention, affective and attitudinal factors, the difference between translating on paper and on the computer.

In addition to recording thinking aloud, the following methods are also mentioned (Bell, 2001, p. 189): measuring the eye movement of translators as they read, videoing them as they work, asking them to fill in self-report questionnaires, developing pesonality profiles of preofessional translators, these seem to be more applicable with professional translators.

Although the TAP method has been somewhat controversial both in psychology and in translation research, now most researchers maintain that, "when elicited with care and analysed with sufficient awareness of their limitations, verbal reports can provide rich and useful data on human thought processes" (Jääskeläinen, p. 267).

5.2.2 Translation as process

Jääskeläinen (2001) observes that interest in the 'black box' of translation, i.e. the thought processes which take place when someone is translating a text, maybe as old as translation itself.

> A model of the translation process, then, inevitably replicates all the characteristics of a general model of human communication, with the addition of some components which are translation-specific, particularly components which represent problem-recognition and the strategies employed for problem-solving. (Jääskeläinen, 2001, p. 265)

Problem solving is an important aspect that TAP research with intermediate students is expected to focus on. Bell (2001) adds that a psychologically plausible model of translation has to address the question of how translation is a special instance of bilingual communication. He is of the opinion that translators read in a different way from other

language users because they operate under a different set of constraints: they have a *task* to perform, a *text* to transfer, and use specific knowledge and skills (*translator*) when performing the transfer: the monolingual reader reads for comprehension, while the translator reads with a view to re-transmit the target text. In doing so, he/she has to be able to recognize "translation-relevant elements" of the text at several levels (lexical, stylistic, message). In sum, what makes translation a specific type of human communication is the special component of *problem-recognition and problem solving*.

> All text processing is, to a large extent problem-solving. … What a study of the translation process must investigate is the kind of problems which occur in translation and the frequency with which they occur, the specific strategies that translators employ in recognising and resolving these problems, the frequency with which certain strategies are employed, and the kind of problem indicators which can be observed in the translation context. (Krings, 1987, as cited in RETS, 2001, p. 187).

Bell (2001) also suggests that basically cognitive processes operate in three distinct stages: *analysis, synthesis* and *revision*. In analysis the processing occurs at syntactic, semantic and pragmatic levels, performing micro- analysis (clause level) and macro-analysis (text as an entity). In synthesis the target text is produced, taking into consideration the sender's meaning and intention (as interpreted by the translator), the translator's intention, and the user's need (as specified by the client and interpreted by the translator). In the final stage of revision, the draft translation is revised and edited.

Bell (2001, p. 188) identifies *translation problem* as "some part of the process of transfer, whether deriving from the source text or the target text, which makes analysis or synthesis non-automatic", and can happen at both the macro- and the micro-levels. Referring again to Lörscher (1991, p. 76) he defines *translation strategy* as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it", which can be divided into *local* (dealing with text segments) and *global* (dealing with whole texts) strategies. Both local and global strategies can interact with the translator's background knowledge (Séguinot, 1989, p, 39): within it: "critical awareness of the style and content of similar texts, conventions of spelling, punctuation and grammar, compatibility of elements defining register, intuitions about what constitutes the target language".

Lörscher (1992) is of the view that there is a difference between how translators with different degrees of bilingual competence work: at higher level *sense-oriented* translation is dominant, with a focus on function rather than on form, and thus more macro-, or top-down processing happens. With students and non-professional translators typical strategies used are

more *sign-oriented*, focusing more on form than on function, relying on bottom-up processes more.

In addition Bell (2001) mentions that the capacity of the *working memory* is a problem: the translator can work with one clause at a time, first "trying to reach an understanding of the meaning of the source text", then putting the meaning into words, meanwhile s/he keeps returning to the text as memory fades. Strategies to cope with pressure on the working mind are essential for the translator.

In Kaiser-Cokke's view (2002) the relationship between source text and target text is located in the translator's consciousness; this is where the "the translation process" takes place and must be the focus of Translation Studies.

Breedveld (2002) views translation as "a changing task situation, where cognitive activities will change in character and function according to the context and the moment in which they occur". As "interdependencies between the different activities" in the translation process should be studied as a function of time, such implications should be accounted for in the analysis of think-aloud protocols.

Although the relevance of such process-based research into the cognitive aspects of translation cannot be doubted, Bell (2001), referring to Wilss (1982), warns at the same time that it would be "unwise to make exaggerated claims" for what psychology can offer in the form of insight in translation studies as

> Neither psycholinguistics nor neurology can as yet provide reliable information how linguistic data are stored in the brain, how linguistic matching procedures take place and what mental structures are active in recalling linguistic information. (Wilss, 1982, p. 218)

As a conclusion, however, Bell (2001) suggests that some two decades on, "enough is now known to begin the task of creating a model of the translation process". He concludes by referring to Steiner (1975) who

> has gone so far as to claim that all human communication is tantamount to translation. The addition of a psychological perspective in translation studies can open the way not only for a greater understanding of translating and interpreting but also for a deepening of our understanding of human communication in general. (Bell, 2001, p. 190)

5.2.3 A model of translation as a process

Gile's (1994) process-oriented "*sequential model of translation and error analysis*" is recommended for early stages of translator training. In his model translation starts with a

translation unit, the meaning of which is inferred from the text. The figure below (1994, p.109) presents the model.

Figure 5.1: The sequential model of translation (Gile, 1994)
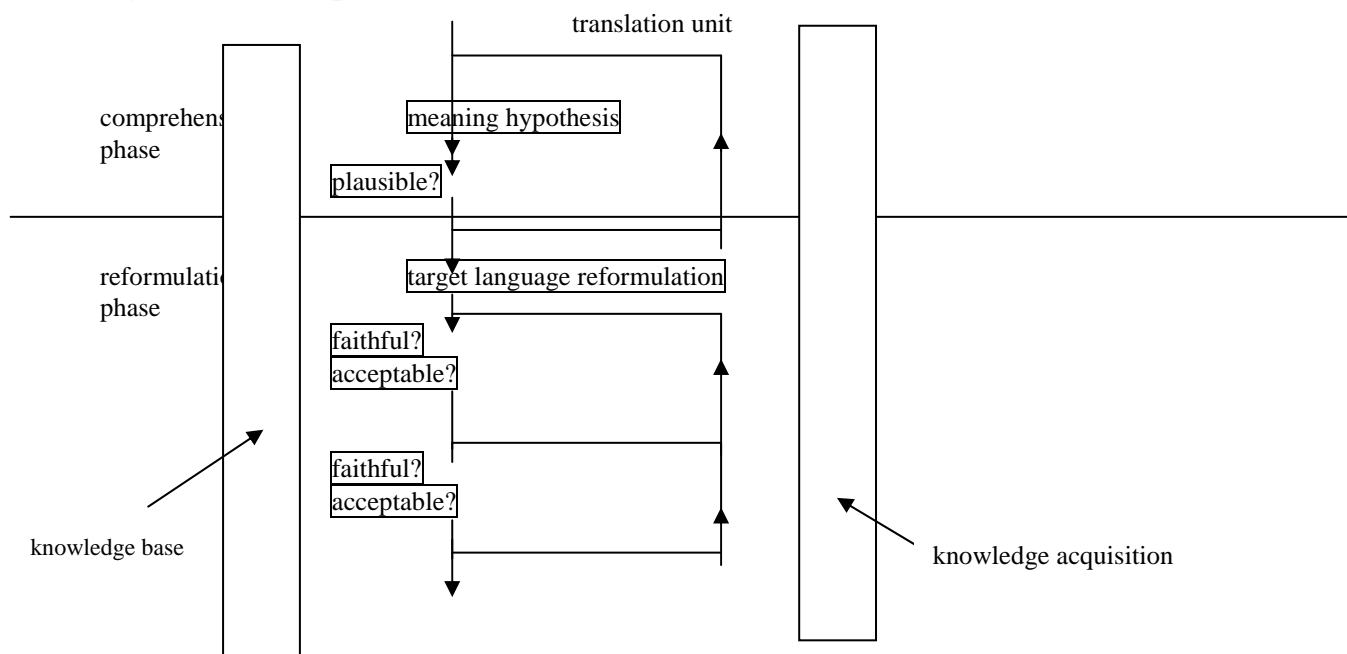
A "translation unit" is defined as "an intuitive entity consisting of a word or a small group of words that the translator deals with at the micro-textual level". Translation happens in two phases: a "*comprehension phase"* and a "*reformulation phase"*: in the first one the meaning of the translation unit is inferred from the text as a *meaning hypothesis*, this meaning is checked in a "*plausibility test"*, and if deemed plausible *target language reformulation* follows in which the translation of the *translation unit* undergoes one *test for fidelity* and one *for language acceptability*. Periodically, fidelity and acceptability tests are run at *higher levels than the translation unit*: at the level of groups of translation units, sentence level, paragraph level and even at text level. In the comprehension and reformulation phases, a knowledge base is tapped, and throughout the translation process knowledge acquisition happens.

His model basically draws on the empirical study of translator students' *problem diagnosis,* written reports in which students labelled problems encountered as "difficulties in understanding a particular sentence, in reformulating an idea, in finding the meaning of a source language term, in finding a good target language equivalent, etc." (1994, p. 108). Gile suggests that whenever translation problems are encountered, the teacher and the students can together check if translation has gone through the recommended phases, the checklist of key reference words being: "logical", "plausible", "linguistically acceptable" and "consistent with the rest of the text". He recommends this process-oriented approach for translator students with incorrect translation methodology, but warns against using it with students with low

motivation and with those whose linguistic norms in the target language are poor, one possible implication being that below a certain language proficiency threshold verbalisation would take too much energy away from focusing on the actual translation problems.

In the empirical reseach to follow Gile's model was used and adapted to fit the more problem solving nature of the translation process with intermediate students.

5.2.4 Validity threats to TAP research

Bell (2001), referring to Lörscher (1992) warns that different groups of translators (trainee translators vs. professional translators, bilingual child vs. professional translator, language student vs. non-professional translator) can differ markedly in the translation strategies they adopt. Thus *overgeneralisation* of findings from one group to another should be avoided.

Another source of threats can be lack of representativeness in the sample of informants or the tasks they are asked to perform (Fraser, 1996).

In Li's (2004) categorisation, TAP research is basically naturalistic qualitative research, and assessing the trustworthiness of such research should be based, first of all, on validity criteria for qualitative research (truth value, applicability, consistency and neutrality). In addition to general criteria the following more specific considerations are mentioned, as well as examples from TAP research to illustrate possible pitfalls:

- voluntary participation and guarantee of anonymity,
- purposeful sampling, with a view to avoid overgeneralization and selecting the 'typical',
- triangulation (variety of data sources, different investigators, different methods),
- training for subjects,
- prolonged engagement,
- (near)natural situation,
- intercoder reliability,
- respondent validation (informants checking on data collection an analysis),
- thick description. (Li, 2004)

In Li's view, many of the findings about the translation process in the TAP studies overviewed "should only be best regarded as working hypotheses to be confirmed or discarded after carrying out further large-scale, more rigorously designed studies". In such large-scale studies, however, the amount of data to be collected, transcribed and analysed can be "formidable", therefore collaborative projects involving a number of researchers should be considered (Jääskeläinen, 2000). This, unfortunately, was not possible in this present research.

Someren *et al.* (1994) set up the following criteria for objective coding:

- *completeness* (with respect to the model): segments that cannot be coded mean processes unexplained by the model,
- *justified coding elements*: all of them should directly follow from the model,
- *unambiguity*: the coding system must be clear enough to be used by outsiders,
- *context independence*: processes coded by categories must be recognised without the context in which they appear,
- *grain size*: it must correspond to that of segments. (Someren *et al.,*1994, p. 126)

In comparing the coded protocols with the model, the more uncoded segments are found, the more evidence there is against the model. The absence of predicted processes is also an indication of a problem, and can be considered as data contradicting the model.

5.2.5 Practical procedures

Someren *et al.* (1994) offer further, concrete guidelines in transcribing protocols and to avoid threats to validity of TAP research:

- subjects should be trained to verbalize their thoughts and not to interpret them,
- the role of the researchers, if present, is only to prompt the subject by reminding them to: "Keep talking",
- type out protocols as verbatim as possible,
- unintelligible parts should be noted down so,
- interruptions, stammering, pauses, silences should be noted down,
- instead using dots, the end of sentence should be marked by using a new line,
- although the reliability of observations concerning changes in the intonation is very low, one can try to add such observations indicating whether the subject said sg questioningly, angrily, depressedly, cheerfully, etc.,
- a reliable coding system has to be developed first,
- in transcribing the monologue, interpretation should not play a (large) role,
- interpretation may happen in several cycles, each time with a revised coding system,
- in the exploratory phase protocols could be used for model building first,
- it is difficult for another researcher to inspect whether the coding is correctly performed,
- context effect is unavoidable. (Someren *et al.*, 1994, pp. 44-47)

In the analysis, segments can be combined into *episodes* (a sequence of segments) that correspond to a single element in the model. Each segment within each protocol should fit the model. For each (sub)-process distinguished in the model categories with clearly defined types of statements should be assigned. Special coding categories can be added for

verbalisations which are not covered in the model (commenting on oneself, actions, evaluation of the task or situation at a meta-level, talking about not-task related issues), because such interruptions in task performance may be relevant not for their content but for the moment at which they occur.

In reporting the result, the following documentation should be included: the typed protocols, the detailed model, the coded protocols, the comparison between the model and the coded protocols.

5.3   Method 2: The process-based research (think-aloud protocols)

5.3.1 The research questions

The overall research question is: *What is the potential of the use of think aloud (TAP) research as a method in establishing response validity for translation as an intermediate exam task?* This basic research question was broken down into more manageable units:

1. What does actually happen when intermediate students translate exam tasks?

2. How can the use of think-aloud research help to understand what translation strategies are needed to produce acceptable translations at intermediate level?

3. How can language testing research profit from the use of think-aloud research of translation exam tasks?

To be able to answer the above questions, empirical data was collected in the form of recorded think-aloud processes, in which students were verbalising what they were doing while translating an intermediate exam task.

To answer the *Research question 1*, the recorded think-aloud processes were transcribed (transcription codes adopted from Bernardini, 2001), a coding system was developed based on a problem-solving coding scheme (Gero and McNeill, 1998), the coding scheme was designed in a way to fit Gile's (1994) sequential model of translation. Gile's model was adopted as both its relative simplicity and the categories used were expected to make it possible to fit students' terminology into this model. Finally the transcribed protocols were presented in a structured way in the form of tables, micro-strategies (moves) identified, and comments added. Later, these micro-strategies were joined into larger sequences of moves, making up either larger units (episodes) or macro-strategies.

To answer the *Research question 2*, the protocols were analysed for identifying strategies, and then these strategies were groupped based on analysis.

To answer the *Research question 3*, conclusions were drawn from findings to the first two research questions and the overall process-based research.

To be able to answer the overall research question as to: *What is the potential of the use of think aloud (TAP) research as a method in exploring construct validity (within that response validity) for translation as an intermediate exam task?*, findings and conclusions from answers to the three research questions in process-based research were summarised, and implications considered.

Warnings from Someren et al. (1994), Bernardini (1999) and Li (2004) about underlying threats to research design, data processing and interpretation of data in think-aloud experiments were taken into account at each step in the research process.

5.3.2 The research design – an overview

The table below is presented to help the reader to get an overview of the complete process in the chronological order each stage followed the other.

Table 5.1: An overview of the research design in the process-based research

Stage	Aim	Participants	Outcome
Preliminary stage January, 2006	To explore the research area	3 students	Planning for main research
Trial think-aloud protocol May-June, 2006	To trial the procedure To develop the coding system To check if data fits the model	3 students	Coding scheme and procedure developed Initial coding system designed
Trial follow-up interviews with Ss May-June, 2006	To check on method effect	3 students	Validity check
Recording with Ss Task 1 Task 2 July, 2006	To get verbalised data	8 students	8 think-aloud recordings of T1+ 7 think-aloud recordings of T2
Follow-up interviews July, 2006	To get feedback on the verbalising act	3 + 3 students	Interview scripts
Preliminary analysis of recorded interviews August, 2006	Check on usefulness and relevance		Exploring the potential of the data
Transcribing students' think-aloud recording September-December, 2006	To get protocols		8 TAPs of Task 1 + 7 TAPs of Task 2
Transcribing post-interviews	To get feedback comments		3 + 3 interview scripts
Analysis of protocols January-February, 2007	To analyse protocols To compare to model		Research questions answered A final list of strategies compiled

5.3.3 Methods of data collection

5.3.3.1 An overview of of data collected

The data to be collected in the main research were empirical data in the form of a questionnaire to get background data on the participants, recorded think-aloud processes, translated scripts, an M/C test to get an ability measure for participants in a separate instrument, post-interviews with participants, and real exam data on participants' performance in a live exam.

Table 5.2: Types of data collected

Type of data	Instrument	No. of participants
Background data	Short questionnaire	8 Students: main research
Think-aloud recordings	2 intermediate translation exam tasks	3 Students: trial phase 8 Students: main research
Translated scripts corrected and marked	2 intermediate translation exam tasks	3 Students: trial phase 8 Students: main research
Ability measure for participants	M/C test (an intermediate anchor test)	3 Students: trial phase 8 Students: main research
Follow-up interviews	Follow-up questions	3 Students: trial phase 5 Students: main research
Real exam data	Live exam (August, 2006)	3 Students: trial phase 7 Students: main research

Data from the preliminary stage will not be analysed here, they were collected with the aim to explore the method, to learn about processes and to avoid some of the pitfalls that could be envisaged.

5.3.3.2 Participants and setting

The participants in the preliminary phase were students in the ELTE ITK exam preparatory course (MA, RB and KCS), who volunteered to contribute to the research (course tutor Hajnal Fekete). As their data (translation tasks: 1. *Leonardo*, 2. *Madonna*) is not used in the analysis, they will not be described here in more detail.

The participants in the trial phase were three students who enrolled in an exam preparatory course at ELTE ITK, and volunteered to participate in the research (course tutor again Hajnal Fekete). The recordings were partly done at the end of the course and partly later, after the course had finished (between 6 May, 2006 – 20 June, 2006). Translation strategies were taught in the course, although not extensively.

Table 5.3 :Background data on participants (the trial phase)

	1st student	2nd student	3rd student
Name	VE	MA	MZS
Sex	f	f	f
Age	17	26	26
Language school	ITK	ITK	ITK
Academic background	3rd year secondary school student	Degree in accountancy	Degree in biology
Occupation	student	accountant	research student
Previous English studies	3 years	4 years	7 years

All the three participants were women, one secondary school student (17), and two young adults (26). During the course, a mock exam was administered, on which all the three of them "theoretically" passed.

Table 5.4: Mock exam data (trial phase, 21st March, 2006)

	Max. points	1st student (VE)	2nd student (MA)	3rd student (MZS)
IRT ability measure (M/C test, January, 2006)	-	.78	.37	-
M/C test	15	8	7	12
500n	25	16	11	20
Writing	15	8	9	10
Translation	25	18	20	25
Reading comprehension	20	13	19	19
Total score	100	63	66	86
Final result*		passed	passed	passed

*pass = above 60%

Think-aloud recordings were done at the end of the course and after the course (May, June, 2006). Their scores on the two translation exam tasks they translated while verbalising their thoughts for recording are shown in the table below:

Table 5.5: Score for the translation tasks (trial phase)

Translation exam task	1st student (VE)	2nd student (MA)	3rd student (MZS)
Arctic Meltdown (max. 25 p.)	9	11	22
Mayor urged (max. 25 p.)	4	-	22

As it can be seen from the table above, performance while recording their verbalisation was considerably below their previous performance, and for two of them also below the theoretical pass mark for the task type (12 points = 60%), while the third student performed better. In the real exam, however, all the three of them passed. This suggests that verbalising translation seems to be a demanding task for students and may affect the quality of the outcome.

Table 5.6: Real exam data (trial phase, May, 2006)

	Max. points	1st student (VE)	2nd student (MA)	3rd student (MZS)
M/C test	15	6	6	10
500n	25	17	11	19
Writing	15	11	9	9
Translation	25	17	20	22
Reading comprehension	20	12	17	20
Total score	100	63	63	80
Final result*		passed	passed	passed

*pass = above 60%

The participants in the main research phase were eight students (out of ten in the group) who enrolled in a 3-week summer intensive exam preparatory class at ELTE ITK, and volunteered to participate in the research. The course tutor was Klára Garamszegi, an experienced ORIGÓ examiner. The recordings were done in the 2nd and 3rd week of the course (2nd and 3rd week in July, 2006). Translation strategies in the course were only mentioned to some extent before the recordings were done.

Based on a short questionnaire, background data were collected on the students in the main research, and will be presented here in the following tables. Background information was clarified if needed, in the form of answers to follow-up questions, asked before the recording with individual students took place.

Table 5.7: General background data on participants (main research)

	Name	Sex	School*/ Occupation	Year	Years of English studies	Hour/week	Previous lang. exams	Result
1.	EP	M	s. student	11th	2	8	no	-
2.	HO	M	u. student	4th	8		yes	oral exam passed
3.	HA	F	s. student	11th	12	3	no	-
4.	KE	F	u. student	3rd	4,5	3	yes	failed
5.	PA	F	teacher**	-	4	3	no	-
6.	SZI	M	s. student	11th	7	3-5	no	-
7.	SZJ	F	c. student	3rd	8	4+	yes	oral exam passed
8.	VA	F	s. student	10th	3	3	no	-

M = male, F = female, *s = secondary school, c = college, u = university
** teacher's degree in German, teaches German

As the table above shows, among the 8 participants (3 males and 5 females) there were 4 secondary school students (3 of them 11th graders), 2 university students (3rd and 4th year), and 1 college students, and 1 qualified teacher of German. The distribution of this type of background corresponds to that of the real exams, with secondary school students making up about half of the exam population. The number of years of previous English language studies

varied between 2-12 years, the average being 5,7 years. The intensity of their English language studies (number of hours /week) differed. Two of them had already passed the oral component of the Origó intermediate exam, but failed the written exam. One student had failed the complete Origó exam before.

Their educational background also differed, from secondary schools in Budapest (3) to Gödöllő (1), from universities in Budapest (2) to colleges in Budapest (2), as shown below.

Table 5.8: Educational background (main research)

	Name	**Name of the educational institute**
1.	EP	Török Ignác Gimnázium, Gödöllő, (dual language studies in English)
2.	HO	ELTE BTK
3.	HA	ELTE Apáczai Csere János Gyakorló Gimnázium, Bp.
4.	KE	Pázmány Péter Katolikus Egyetem
5.	PA	Tanítóképző Főiskola, Veszprémi Egyetem
6.	SZI	Berzsenyi Dániel Gimnázium, Budapest
7.	SZJ	Általános Vállalkozási Főiskola
8.	VA	Kossuth Lajos Gimnázium, Budapest

Their familiarity with translation strategies and the translation task type in the exam also varied: from no familiarity at all (2 students) to some familiarity (one mock exam, occasional or regular homework of translation tasks discussed in class). The most extensive training was received by the teacher of German (PA), who graduated from the Teacher Training College of Veszprém as a language teacher. The details are shown below in the table.

Table 5.9: Specific background data (main research)

	Name	**Training with exam task type**	**Training in translation**	**Type of previous translation training**
1.	EP	a little	yes	only mock exam in translation in class
2.	HO	no	no	-
3.	HA	yes	yes	only in class, not as homework
4.	KE	yes	yes	only with private teacher: strategies
5.	PA			German language studies in teacher training
6.	SZI	yes	yes	homework, discussed in class, no monolingual dict.
7.	SZJ	no	no	-
8.	VA	yes	yes	in class in every 3rd class, as homework, as well, dictionary skills practised

Based on information from the general and specific background data, the distribution of the students was considered to be wide enough in the major aspects that can determine

performance, for the sample to be overall representative of the real exam population, except for a dominance of Budapest in the sample.

In the table below, the participants' results are shown in a M/C anchor test (which was used to measure their ability as an indication of their grammatical competence, an independent measure) and in the two translation exam tasks used in the think-aloud translation procedure. The rank order in the table is based on their IRT ability measure.

Table 5.10: Participants' performance data (T1 and T2 translation texts and M/C test, main research)

	Name	IRT ability measure*	T1: Arctic Meltdown	T2: Mayor urged	Difference in point	Sum of the two translation scores
1.	SZJ	1.77	10	15	+5	25
2.	HO	1.62	19	14	-5	34
3.	SZI	1.48	19	23	+4	42
4.	VA	1.22	19	17	-2	36
5.	EP	0.78	19	12	-7	31
6.	PA	0.57	20	18	-2	38
7.	KE	0.57	10	9	-1	19
8.	HA	-0.10	11	4	-7	15
	Mean	**0.94**	**15,87**	**14**	**-1,87**	**28,75**

*based on an anchor test written on 18 July, 2006

As the table above shows, overall performance in the 2nd translation task (*Mayor urged*) was weaker for most of the students, except for two students (SZJ, SZI) with high IRT ability measures. The mean of the differences between the two translation scores is -1,87 points. The rank order (Spearman) correlation between the two task types (M/C test and sum of translation scores) was 0,40, low enough to show that different aspects of language ability are measured in the two task types. Correlation between the two translation tasks: 0,64, however, is relatively low for two tasks of the same task type, suggesting that differences in the two translation texts, most probably combined with the effect of the think-aloud method, affected students differently. A possible explanation based on information from the background data suggests that the two students with better performances (+5 and +4 points) in the 2nd translation tasks were more technically minded people (SZJ and SZI), with an interest in business and mathematics, and may have performed better on the *Mayor urged* task (T2) for this reason. The two students (EP and HA) with much weaker performances (-7 points), however, were from among the students with lower IRT ability measures, and with an overall weaker performance, and thus the difficulty of this translation text (T2) affected them more,

being less capable to give a consistent performance. From among them one student (EP) did not pass the real exam later.

Table 5.11: Real ex am data (main research, August, 2006)

Name	M/C test	500n	Writing	Translation	Reading comprehension	Total score	Final result
	(15)	(25)	(15)	(25)	(20)	(100)	
HO	11	20	11	22	17	81	Passed
SZI	11	22	10	21	16	80	Passed
SZJ	9	20	9	21	16	75	Passed
KE	7	16	10	22	18	73	Passed
VA	5	19	10	22	13	69	Passed
HA	5	21	10	19	13	68	Passed
EP	9	11	13	8	11	52	Failed
PA	did not take the exam						

As the table above shows, out of the eight people in the research six passed the real exam in August, 2006. One person failed, and one person did not take the exam. With these students, too, performance in the real translation task (without any recording) was much better than in the tasks when they verbalised their thoughts.

As both in the trial phase and in the main research data confirmed this tendency, especially in the case of weaker students (although different translation texts were used in the real exams from one another), the conclusion can definitely be drawn that no decision should be based on test takers' actual output as far as the quality of their translation is concerned, if they are asked to verbalise their thoughts while translating. Such data should only be used for learning about their cognitive processes, their problems in translating and the strategies they adopt to solve such problems. This phenomenon also proves that caution should be taken when generalising about findings in intermediate test takers' TAP recordings in connection with the relevance of translation at that level, as their actual performance may considerably be better if the cognitive load of verbalising is not present.

5.3.3.3 Instruments

The instruments to collect TAP data for analysis were two translation tasks: *Arctic Meltdown* (T1) and *Mayor urged* (T2), in Apendix B (pp. 67-69). The two texts were used in that order because statistical analysis has already proved the *Mayor urged* text to be the more difficult. Two tasks were used to find out if one can generalise about findings beyond the

actual task, and also to be able to explore what differences in translation strategies different tasks with different topics and with difference in difficulty can produce.

Table 5.12: Description of the two translation tasks

	T1 **Arctic Meltdown**	T2 **Mayor urged**
Topic	global warming	transport fees
Number of sentences	9	7
Number of clauses	22	15
Text type	narrative	factual
Background knowledge	biology	public transport, prices
Real exam data		
Date of exam	March, 2002	November, 2001
Test takers (persons)	9311	7695
Mean (max. 25 points)	13,7	10,17
Median	14,00	11,00
St. Dev.	5,92	6,56
Pass rate in the task	49%	30%

As the real exam statistical data in the above table and statistical analysis in the previous chapter show there was a noticeable difference in the difficulty of the two tasks, in addition to a percieved difference because of the topics. This percieved difference was confirmed by the reactions from students in the post-interviews, except for the two students who found the second text T2 (*Mayor urged*) easier to translate and performed better in it.

5.3.3.4 Types of TAP-related data collected

Data collected in the preliminary phase will not be included here. The types of data collected in the trial phase and the main research are presented in Table 5.13 and Table 5.14.

Table 5.13: TAP research data collected (trial phase and main research)

	Name	Recording 1 T1	Post interview 1	Recording 2 T2	Post interview 2
		Trial phase			
1.	MA	√			
2.	MZS	√		retrospective	
3.	VE	√		retrospective	
		Main research			
1.	EP	√	√	√	
2.	HO	√	√	√	
3.	HA	√		√	
4.	KE	√	√	√	√
5.	PA	√		√	√
6.	SZI	√		√	
7.	SZJ	√		√	√
8.	VA	√		√	

Table 5.14: Tapescripts, transcriptions of recordings and translation scripts (trial phase and main research)

	Name	Tapescripts T1	Coded transcriptions T1	Translation scripts T1	Tapescript of post-interview T1	Tapescripts T2	Coded transcriptions T2	Translation scripts T2	Tapescript of post-interview T2
					Trial phase				
1.	MA	√	√	√					
2.	MZS	√	√	√		√	√		
3.	VE	√	√	√		√	√		
					Main research				
1.	EP	√	√	√	√				
2.	HO	√	√	√	√	√	√	√	
3.	HA	√	√	√		√	√	√	
4.	KE	√	√	√	√	√	√	√	√
5.	PA	√	√	√		√	√	√	√
6.	SZI	√	√	√		√	√	√	
7.	SZJ	√	√	√		√	√	√	√
8.	VA	√	√	√		√	√	√	

5.3.3.5 Procedures

In the *preliminary phase*, students in the exam preparatory class were given translation tasks from the ITK translation corpus (*Leonardo, Madonna*), after some training in translation strategies happened in class. Three students who volunteered recorded their think-aloud processes, and post-interviews with them were recorded, as well. No transcription of the recording was done, and no translations were scripted. This phase, however, produced three important conclusions: 1) think-aloud recording from students much below the theoretical pass mark may easily prove useless, 2) think-aloud with students who are at about or somewhat higher than this pass mark can yield interesting data, even richer and more promising than had been expected by the researcher, 3) in post-interviews, even immediately after the think-aloud recording, very little information can be collected in a retrospective way about the problems in the translation process, without the researcher's prompts or the use of the printed text, which, however, was not aimed at as they were considered interfering with the basic method of tapping specific cognitive processes.

In the *trial phase (*T1: *Arctic Meltdown,* T2: *Mayor urged)*, the procedure followed consisted of steps as described below:

1. Training in translation strategies happened in class. Translation tasks were given as homework and administered as a mock exam. Individual feedback was given on translation performance in previous tasks.

2. The students were asked to volunteer and the general aim of the research was explained.

3. A short training was given to students about how to verbalise their translation processes. Technical details of recording were explained. The purpose was to make sure they understood what they were to do before recording started.

4. Three trial think-aloud recordings were done (T1: *Arctic Meltdown*) as preparation for conducting the experiment proper later. The purpose was to explore the method and to envisage problems that could come up in the main research. Recording took place in quiet classrooms, noone was present except the participant who recorded himself/herself.

5. A short follow-up interview was made with each of the students immediately after the recording, which enabled students to add any extra information they thought they had not mentioned in the recording.

6. A quick analysis of the recordings followed, and points for further clarification collected. The purpose of this step was to validate the relevance and usability of the recorded materials.

7. In the second recording (T2: *Mayor urged*), students were allowed to switch off the tape recorder if they envisaged a longer pause for any reason, and were allowed to sum up retrospectively from time to time what problem they had encountered. The aim was to perform a validity check, to make sure if more data or more relevant data could be gathered from intermediate students if the pressure of constant verbalisation was taken out of the translation process. This, however, proved to be counterproductive and resulted in much shorter recordings altogether, both from the weaker and the more proficient student. Although T2 was somewhat more difficult to translate, this combined method yielded far less usable material.

8. No post-interviews were conducted after this stage.

9. The translations were marked and corrected, and feedback on translation performance was given to students.

10. The translations were written into the computer in the form of translation scripts.

11. Transcription codes for coding the recorded data into a written form were adopted from Bernardini (2001).The three recordings of T1 (*Arctic Meltdown*) were transcribed.

12. A coding system was developed based on a problem-solving coding scheme (Gero and McNeill, 1998), to organize the transcriptions into analysable chunks. The coding scheme was designed in a way to fit Gile's (1994) sequential model of translation.

13. Transcription codes and the coding scheme were modified several times during transcribing the recorded material, with some codes dropped, new added, also new categories

inserted into the coding scheme, some of them modified and dropped later. Fit to Gile's model was constantly checked.

14. The present format of the tapescripts and coded transripts was developed.

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In the *main research phase (*T1: *Arctic Meltdown,* T2: *Mayor urged)*, the procedure followed were partly similar to, partly different from those in the initial phase.

1. No training in translation strategies was given by the researcher, thus no common background in translation strategies was aimed to be established.

2. The students were asked to volunteer and the general aim of the research was explained.

3. A short training was given to students about how to verbalise their translation processes. Technical details of recording were explained. The purpose was to make sure they understood what they were to do before recording started.

4. Nine think-aloud recordings were done (T1: *Arctic Meltdown*). Before the recording started, the students were given a piece of paper with a reminder: "Keep talking!", they had to keep it in front of them during the recording. Recording took place in quiet classrooms, noone was present except the participant who recorded himself/herself. One recording was later dropped, because of insufficiency of data from and about this particular participant. Background data was collected after the recording on a data sheet.

5. A short follow-up interview was made with three of the students immediately after the recording, which enabled them to add any extra information they thought they had not mentioned in the TAP recording.

6. A quick technical check of the recordings was done at home.

7. Based on that, technical feedback was given to the students immediately before the second recording started. They were also reminded to verbalise their thoughts instead of reflecting on the process, and to produce as much verbalisation as possible.

8. Eight recordings were done (T2: *Mayor urged*). This time the students were given a longer reminder: in addition to "Keep talking!", the following short instructions were typed out: "1. What is the problem?, 2. Why is it a problem?, 3. How to solve it?, 4. Why is it the solution?" The aim of this longer reminder was to prompt students to produce more speech, in as neutral a way as possible.

9. Three post-interviews were conducted again after this stage, mainly asking students to compare the differences between the two texts and their difficulty.

10. The two translation tasks were corrected and marked, and in a longer session feedback on translation performance was given to students. Also, a summary of successful

strategies was presented, partly as a quick result from the recordings, partly from former teaching experience. A third translation task was given to students as homework to help them practice using newly learnt strategies, and as a way of thanking them for the work and effort with which they contributed to this research. Submitted translations were corrected and marked again.

11. The translations collected in the main research were written into the computer in the form of translation scripts.

12. The tapescripts were transcribed using the transcription system developed earlier in the trial phase.

13. The transcribed text were coded in the coding system developed earlier in the trial phase.

14. Transcription codes and the coding scheme were occasionally modified, fit to Gile's model was constantly checked.

15. The coded transcriptions were analysed.

In sum, the validity check of the relevance and potential use of the TAP method was performed in the trial phase, as well as the transcription symbols and the coding system developed. They were refined in the main research phase, and more data were collected. In the data collection procedure, special care was taken to describe the research to the students in the most neutral way possible, so as to avoid creating preconceptions in the participants about the nature of the research and translation as a process.

5.3.4 Methods of data analysis

5.3.4.1 Transcription coding

The basic system of transcription codes was taken from Bernardini (2001), and was partly modified as transcribing proceeded, also new codes were added.

Table 5.15: The transcription codes

Code	Meaning
…	pause
<r >	reads text
< text>	*source or target text in italic*
st	source text
tt	target text
dict	dictionary (unspecified bilingual)
mdict	monolingual dictionary = unspecified)
bold appearence	emphasis
<p>	paralinguistic features
?	question, rising intonation
h	hesitation
1	laugh

s	sigh
c	cough
w	weep-like
f	frustration
su+	surprise (pleasant)
su-	surprise (unpleasant)
<u>	unclear verbalisation
wh	working hypothesis
wh+	wh confirmed
wh-	wh rejected
<error>	error in reading source text

Some of Bernardini's codes referring to the speed of the participants (fast, slow) were omitted, as they were not found informative in this context. On the other hand more paralinguistic codes were added (*frustration, hesitation, surprise*), as well as *working hypothesis,* which, however, proved to be somewhat problematic to apply in a reliable way. In future analysis the omission of the category of *working hypothesis* may be reconsidered, as categorisation is based on intonation and on the assumption that what is suggested as a tentative solution will be revised at a later stage, which may happen or may not,

The way the codes were applied to transcribe the text is presented below in an excerpt from a transcribed recording. Words, expressions, sentences coming either from the source text or the target text are printed in *italic*, whereas comments are not.

'Tehát a <st *fluttering*> az <tt *szárnycsapkodás, szárnycsapás, verdesés*> bár ezt a részét a fejezetnek nem nagyon értem <p:h> ...<st *they had the pictures to prove it*> ezt a mondatot vagy ezt a részét nem értem ... <u> de mindjárt megnézzük, mit jelent a <st *pictures*> <dict: *pictures*> a másik jelentése, mert gondolom, van <dict: *picture: kép*> igen, ezt gondoltam, <dict: *ábrázol, lefest, tájékoztat*> igen ... <p: h> akkor most jön a másik szótár, amit még nem használtam, megnézem, hogy hátha a <st *pictures*>-nek van már leírása is <mdict: *pictures: movie, cinema, painting, drawing, photograph ... the person or thing that is* <u> *...imagine in the mind*> <tt: *ez így elképzelés, egy kép*> <mdict: *look at the picture*> nem <mdict: *in, out of the picture*> nem <p: h> majd akkor meglátjuk, majd ehhez a részhez még visszatérek ...'

(SZJ, *Arctic Meltdown*)

5.3.4.2 The process-oriented coding scheme

As a basis, Gero and McNeill's (1998) coding scheme was taken, which was originally developed for analysing designers' think-aloud protocols when verbalising their mental processes in designing a new structure. The use of this particular coding model here could be justified as the conceptual framework shows a remarkable overlap with Gile's (1994) sequential model of translation, inasmuch as both describe an inherently problem solving type of activity (about translation as problem solving see also Lörscher, 1991; Bell 2001 and Jääskeläinen, 2001, in the literature review earlier). As reviewed earlier, Gile's model, describing the translation process itself, distinguishes two major phases in the process of

translation: a) comprehension phase and b) reformulation phase, and the translator constantly moving between these two phases in the process of translation, applying plausibility and fidelity checks (analysing meaning and solution). In Gero and McNeill's model these two phases are actually subdivided into four:

Table 5.16 : Comparison of Gile's and Gero and McNeill's models

Gile's model	Gero and McNeill's
Comprehension	Identifying problem
	Analysing problem
Reformulation	Proposing solution
	Analysing solution

As students' think-aloud verbalisations essentially proved to be problem solving, Gero and McNeill's model was found to be more dynamic and also more explicit about this aspect. Both models, although process-based, show basic conceptual similarities with Pym's product-based definition of translation (cited in Hatim, 2001, p. 169) as a combination of two skills: "the ability to generate a series of target texts from a source text, and the ability to select one from this array of texts and to propose it as a target text for a specified purpose and reader".

Gero and McNeill's original coding scheme, however, was modified and considerably extended to serve the specific needs of coding the translation process, so as to give a more detailed description of the micro-strategies that could be identified in the participants' think-aloud protocols.

The coding system was finalised following the transcription of three trial think-aloud protocols (VE, MA, MZS: *Arctic Meltdown*).

Table 5.17: The coding scheme (based on Gero and McNeill's model, 1998)

Main phases	Codes used	Meaning of codes	Example
Identifying problem (IP)	IP	Identifying the problem	"<st *cover>* ismerős a szó, de sajnos nem emlékszem …"
	EP	*Evaluating problem*	"rossz az, amikor három egymás utáni szó is ismeretlen …"
Analysing problem (AP) Understanding	AP	Analysing the problem	"valószínűleg itt a medvékre vonatkozik"
	CDict	Consulting *bilingual dictionary*	"<dict *den: barlang, odú, tanya>*"
	CDictF	*Failure in finding relevant info in dictionary*	"<dict *as … az as*-nél nem találom>"

source text	CMDict	*Consulting monolingual dictionary*	"<wh- lehet, hogy jelenthet mást is, megnézem az egynyelvű szótárban>"
	SeDictM	*Selecting meaning from dictionary*	"<dict *emerge: felbukkan, kiemelkedik a vízből, előbukkan*> ühüm tehát <wh *felbukkan*>"
	ReDictM	*Rejecting meaning offered by dictionary*	„valamint van egy másik jelentése <dict: *balek, bepaliz, becsap, rászed*> ez biztos, hogy nem ide tartozik"
	CStG	*Cosnulting source text grammar*	"passzív alak <st *are being introduced*>"
	CStW	*Consulting source text at word level*	„<p h> <st *90* ∘ >
	CStC	*Consulting source text at clause level*	"<r st *the paper, published as new bus fares are being introduced*>"
	CStS	*Consulting source text at sentence level*	"<r st *The cut in fares which would cost around 80 million a year, would initially be funded by the current 1% increase in Tube fares.*>"
	CStT	*Consulting source text at text level*	„Nekem általában szükségem van arra, ha lehetőségem van rá, hogy hangosan felolvassam mert úgy számomra még jobban érthető lesz"
	CStLB	Looking back *when consulting source text*	"mivel mögötte az van, hogy <st *6% …*>"
	CStLA	Looking ahead *when consulting source text*	"itt most az <st *overhead*>-et is meg kell keresnem ahhoz, hogy értsem ezt az egész kifejezést …"
	CEI	Consulting external information	"van olyan is, hogy Cape Town … mit jelenthet ez?"
	PD	Postponing decision *on meaning*	"majd visszatérünk rá …"
Proposing solution (PS) Hypothesis generating	PS	Proposing solution	"A címnél megállapodok magammal abban, hogy <wh *sarkvidéki olvadás*>"
	PAS	*Proposing alternative solutions*	"<wh *egy első? először?*>"
	ClS	Clarifying solution	"és akkor megállapítottam belőle, hogy a tömegközlekedés jegyárak kombinációjáról szól a szöveg, illetve gondolom az utasok mennyiségének is szerepe lesz."
	MD	Making decision	"akkor maradjunk ennél …"
	MOD	Making an opportunistic decision	"akkor legyen itt <wh *költség*> mondjuk"
Analysing solution (AS) Generating	AS	Analysing solution	*"A jegyár csökkentést*> de van egy olyan szép szó is hogy <tt *viteldíj*> " 'Még gyorsan átfutom a szöveget, hogy van-e benne nagyon magyartalan, nagyon nemzetközi szó'

target text	ASCo	Analysing solution in context	"hogy nemcsak 20 évig emelkedett, hanem a mostanra, a jelenre is kihat…"
	ChS	*Checking previous solution*	"tehát menjünk vissza a bekezdés elejére … és ezt a szörnyen hosszú mondatot próbáljuk meg magyarosítani …"
	ES	Evaluating proposed solution	"óha, ez a <wh- *formálódik* >ez nagyon nem jó ide"
	ReDictW	*Rejecting target text wording offered by dictionary*	"ezt megnézem az egynyelvű szótárban, mert olyan esetlen ez a <*wh zavaró*> szó…"
	CoS	*Confirming a previous solution*	"<tt *és fényképeket hoztak bizonyítékként* >…ühüm …"
	ReM	*Rejecting a previous solution on the level of meaning*	"<wh *medvék … melyek … rendesen …melyek rendesen felb… rendszeresen* >inkább"
	ReW	*Rejecting a previous solution on the level of target text wording*	bár nem is kell azt mondani, hogy … <wh - *évi átlagos* …>
	JS	Justifying a proposed solution	"mert ismétlés lenne az, hogy <wh- *folytatják útjukat* …>"
	PDW	Postponing decision *on target text wording*	"<wh *jelent, bejelentve*> talán, de ezt még finomítjuk"
Explicit strategies	AES	*Applying explicit strategy learnt in translation training*	"A fordításnál mi azt tanultuk, hogy meg kell keresni az alanyt és az állítmányt, hogy ez a mondat váza"
	ReES	*Rejecting explicit strategy learnt in translation training*	"de ez mondjuk abból adódik, hogy sose visszafelé kezdem a mondatot, pedig tudnom kéne, hogy onnan kéne, de valahogy mégse"
External conditions (ExtC)	ExtC	*Relating to external conditions*	"kezdek elfáradni egyébként …" "20 percem van 11-ig …" *"egy pillanat, csak iszom … itt vagyok, csak ittam, tehát …"*

in italics: terms created by Fekete

Following recommendations by Someren et al. (p. 155) for coding transcribed texts, the following outline of data and coding scheme was used:

Table 5.18 : The layout of TAP data presented

Id. no. of moves	Protocol	Analysis, comments	Coded moves	
			Main phases	Micro-strategies
Identification number of the moves in the protocol	The actual transcript of the think-aloud process	Analysis and comments other than coding		

Sequences created by joining moves

5.3.4.3 The coding procedure

In the basic segmentation of a transcribed text into *moves* some guidelines were used. Every new line in the layout contitutes a new move. A new *move* was identified when:

    a) switching from ST to TT happened,

    b) reformulation of any segment of the TT appeared,

    c) a new TT sentence started, and

    d) comments by participants were made that could be separated from the actual ST or TT.

All the symbols used to transcribe the recorded texts were preserved. Coding for strategies happened in a cyclical process:

    1) the transcribed text was segmented into moves and moves numbered,

    2) coding for the main phases (IP, AP, PS, AS, Explicit strategies, External conditions) happened,

    3) coding for micro-strategies was done, the actual categories modified and refined in sevaral steps,

    4) sequences of moves created, then modified, comments and analysis added.

5.3.4.4 Method effect

Reflecting on the difficulty of TAP data collection method for intermediate candidates, one can conclude that the method affects different students differently. As Table … below shows, data suggests that female participants find verbalisation of their thought processes easier (much longer recording, higher number of moves). The task of verbalisation may slow down the actual thought processes and increase the amount of time needed for doing the actual translation, as shown in the example below:

Example 5.1: SZJ (TAP: Arctic Meltdown)

144	így beszéd közben eléggé nehéz keresni a szavakat a szótárban …	ExtC difficulty caused by the research method	ExtC	

When they found the method too difficult to cope with, sometimes they switched off the tape recorder, which was actually allowed - although not encouraged - as in the trial phase it became clear that the implication of time (length of recording, etc.) will not be considered.

Example 5.2: VA (TAP: Arctic Meltdown)

214	most leírom külön lapra, addig kikapcsolom	Stops recording think-aloud to concentrate on the translation of the problematic sentence	ExtC	

Altogether, students found the experience challenging and interesting, first of all because they felt they could contribute to resarch in a relevant way and were helpful, and secondly, because it had been agreed before the research started that the preliminary findings would be dicussed together will all the participants, and they would get immediate feedback on what they were doing. Two examples from post-interviews show how students felt in connection with the method:

Example 5.3: SZJ (Post-interview 2)

FH: A módszer szempontjából? A múltkori felvételnél volt először ez a hangos gondolkodás, mint módszer, most már másodjára. Másodjára érezhetően más volt-e, könnyebb volt-e, hozzá lehetett-e szokni?

SZJ: Könnyebb volt, igen, mert nem volt ismeretlen, az első feladatnál nagyon koncentráltam arra, hogy mindent elmondjak, most igazság szerint kevesebbet beszéltem. Lehet, hogy pont amiatt, mert az elsőnél nem sikerült befejeznem, és amiatt hajtottam. De megpróbáltam ott is mindent elmondani.

Example 5.4: PA (Post-interview 2)

FH: Nem volt kellemetlen élmény? Mennyire volt nehéz verbalizálni azt, amit éppen csinál is az ember?

PA: Hát ez egy élmény volt számomra, hogy az előző szövegnél nagyon tudatosan próbáltam előkeresni azokat a folyamatokat az agyamban, amik történnek, és verbalizálni, és volt egy pont, amikor már azt vettem észre, hogy nem kell annyira koncentrálni, hanem így jön, és már meg tudom fogalmazni, és éreztem azt a pontot, amikor ez simábban ment, és most sokkal könnyebb volt. Azért picit zavart persze, hogy zúg mellettem a magnó, az biztos, de ennyi zavaró tényező van egy vizsgán is, amikor mellettem mások is ülnek. De mondom, egyre könnyebb volt, és már gond nélkül tudtam mondani azt, ami történt.

As the two examples above demonstrate, students felt that in the second recording they were more relaxed and confident as they had already got accustomed to the method, and it interfered with their focus on the task of translating less, they needed less effort for conscious verbalising. As a reseracher, however, I found the first recordings at least as useful as the second one, with the exception when too little was verbalised (e.g. TAP from KE: 45 moves, EP: 54 moves only).

Table 5.19: Length of TAPs compared (Number of moves/Task/Sex)

Participants	Number of moves in TAP		Difference in length T1/T2 (number of moves)
	T1 Arctic Meltdown	T2 Mayor urged	
Male participants			
EP	54	-	-
HO	273	341	longer
SZI	167	260	longer

Female participants			
HA	206	150	shorter
KE	45	415	longer
PA	621	507	shorter
SZJ	311*	279	shorter
VA	585	366	shorter

*recording not complete: no recording on Casette Side B

Differences in the two translation texts may account for this: students seemed to struggle more with the second text (*Mayor urged*), producing either shorter recordings, longer sequences, or less variety of moves.

5.3.4.5 Limitations acknowledged

In connection with the data collection and analysis phase, the following limitations have to be acknowledged:

1) When done for the first time, the think-aloud method can yield little amount of data with certain participants, who would have needed more training in the method.

2) Technical problems can occur that are not envisaged: e.g. in one recording the participant (SZJ) did not record the second half of her performance without realising it.

3) Sometimes retrospection rather than introspection happens, but both kinds of data were found useful for the present research.

4) Transcribing and coding such amount of data is extremely time consuming, can slow down reseach considerably and therefore should be done in team work, rather than in individual research.

5) Coding for moves and strategies was done in cycles, which was meant to contribute to the reliability of coding, as well. As the coding scheme and the practical use of coding seemed to be complex enough, no other researchers were approached to inspect if the coding was done consistently (would have meant too much envolvement on their part), but should be done in further research.

6) Thought patterns and individual differences in typical strategies used can easily prompt the researcher to fall into the habit of using 'fixed' coding patterns for different individuals. In the ensuing cycles of coding, however, the temptation to use such fixed patterns can be corrected, to a certain extent.

The above limitations, altogether, were not considered to be serious enough to jeopardize the relevance of the analysis and findings in the present process-based research.

5.4 Results and discussion

The length of the recordings (between 40-90 minutes) already indicated that a large amount of data can be collected from intermediate candidates using the think-aloud method. The analysis that followed proved that the data collected was relevant and useful in addressing the reseach questions in the porocess-based research part of the present translation validation research. To explore all the potential of the data collected would be beyond the scope of this present dissertation. Therefore analysis of the data will concentrate on exploring answers to the research questions only, and on summing up results in connection with the areas indicated.

5.4.1 Research question 1: The process of translation at intermediate level

As described above, two translation tasks (T1, T2) were used to elicit data using an introspective method (think-aloud), and six follow-up interviews were conducted with the participants. The aim was to provide empirical evidence to answer, first of all, the most basic question: *What does actually happen when intermediate students translate exam tasks?*

Finding 1: The texts of the transcribed and coded think-aloud protocols (TAPs) show that not every aspect of the complete translation process gets verbalised. Comparison of the translation scripts (translated texts, Appendix B, pp. 104-109) and the coded protocols (Appendix B, pp. 82-103) proves this finding, thus limitation inherent in the research method should be acknowledged. An example from a protocol and the corresponding translation script is shown below to illustrate this.

Example 5.5: SZI (TAP, Arctic Meltdown)

39	Ez megvan, akkor következő mondat…	Translates Sentence 4	PS	MD
40	Ez valami olyasmi, hogy <wh *az újság azt deklarálta,*		PS	
41	*tehát mondta,*		AS	ReW
42	*hogy egy ilyen keletkezés vagy mi>*		PS	
43	<st *opening: nyílás>*		AP	CStW
44	mindegy		PS	MOD
45	<wh *a sarki jégben valószínűleg az első ebben az 50 évben … >*		PS	
46	<st *though it was dismissed by scientists>*		AP	CStC
47	ööö bár, bár …		IP	
48	na jó, ezt nézzük meg a szótárban, ezt a szót …	„though" uses dictionary	AP	CDict
49	megvan, azt jelenti hogy <dict *though: bár, noha>*		AP	SeDictM
50	ez jó, merthogy …		PS	MD
51	<wh *noha ezt nem mondták a tudósok, nem erősítették meg>*		PS	CIS
52	mondjuk, akár így is lehet mondani		PS	MOD
53	<wh *tehát az újság azt írta, hogy egy ilyen ööö … tó a sarki jégben valószínűleg az első az elmúlt 50 évben>*		PS	
54	akkor ezt leírom.		AS	CoS
55	Megvan.		AS	

Example 5.6: SZI (Script of translated text, Arctic Meltdown)

"Az újság azt mondta, hogy ez a képződmény valószínüleg az első hasonló az elmúlt 50 évben, bár ezt a tudósok nem állították."

This confirms Jääskeläinen's (2001) observation referred to in the theoretical background to the method above that "which is conscious can be verbalised". It implies that what is not conscious is either automatic, possibly due to automatised processes (Jääskeläinen), or is not identified as a problem (e.g. due to the participant's language proficiency threshold or other problems, e.g. lack of concentration) as reflected in the recordings in this research. It also confirms Lörscher's (1991, p. 76) definition of translation strategy as only "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it". Thus translation processes that have become automatic for intermediate students cannot be researched in this way. What follows from this is that TAP type reseach can contribute to our understanding of what happens in translation processes, but has to be complemented with other research methods that can reveal automatised processes (product-based research).

Finding 2: What is described in the protocols is mainly focused on problem solving, as these moves, in an overwhelming majority, reflect the processes of working on the comprehension of the ST and the reformulation of the TT when transfer is a problem (See analysis of translation strategies below: 6.4.2)

Example 5.7: VA (TAP, Arctic Meltdown)

77	az *<st opened up>* az biztosan *<wh megnyílt …vagy felnyílt>*	„opened up"	PS	
78	…annak meg mi értelme?		AS	ChS
79	Azért kikeresem, lehet, hogy van rá valami jó magyar szó …		AP	CDict
80	most ez most … hogy ez *<wh megnyitották, vagy megnyílt magától?>*		PS	PAS
81	*<dict open up: megnyit, feltár>*		AP	CDict
82	most ez *emberi, vagy magától a természet?*		AP	
83	Lehet, hogy ennek később jelentősége lenne?		AP	
84	Hm, *magától* lesz		PS	MD
85	*<tt egy 1,5 km széles … tó nyílt meg ... 90 ... északra 90 fokkal?* <p w>		PS	
86	annak semmi értelme ...		AS	ReM
87	*<wh északon 90 fokkal?>*		AS	ReW
88	Az sem értelmes.		AS	ReM
89	Nem tudom máshogy …		AP	
90	*<tt fokkal. A tó fölött …>*		AS	CoS

What follows from the above is that TAP with intermediate students basically reveals what is problematic for the students to translate at their language proficiency level, thus the pedagogical implication is obvious.

Fiding 3: All the transcribed texts from the think-aloud recordings could be segmented into moves coming under the categories of micro-strategies (of the four phases: IP, AP, PS,

AS), explicit strategies (macro-strategies) used or considered, and self-reflective comments (on external conditions present in the process), as the coded think-aloud protocols in Appendix B (pp. 74, 82, 96) show.

Thus what happens when intermediate students translate exam tasks is *inherently not different from* how the process of *translation* is described in translation research literature (Lörscher, 1991; Gile, 1994; Bell, 2001): the translator uses a finite number of micro-strategies (at the level of clause, or under) and macro-strategies (or explicit strategies, level of text). In doing so s/he relies on background knowledge in the form of external information not given in the text to translate (information about the language, the topic, the ST or TT culture, or the world, etc.), and occasionally reflects on the translation process, itself.

Finding 4: All the micro-strategy moves found in intermediate students' think-aloud protocols can be categorised in a combined model of the translation process (Gile, 1994) and problem solving in general (Gero and McNeill's model, 1998), belonging either to the comprehension phase (identifying problem, analysing problem) or the reformulation phase (proposing solution, analysing solution) (TAPs in Appendix B, pp. 74, 82, 96).

This also confirms findings in translation research (Bell, 2001) *that problem-recognition* and *problem-solving* are the special components that make translation a specific type of human communication. This specificity is amply demonstrated in students' TAPs.

Finding 5: The translation process with intermediate students is not linear (longer translation units transferred in automatic processes), but very dynamic, with frequent and constant switches between ST and TT, in short translation units, proceeding in cycles of analysis, synthesis and revision, and returning to problems unsolved.

Example 5.8: PA (TAP, Arctic Meltdown)

342	<st *In years with a late freeze*>	Sentence 9	AP	CStC
343	<wh *éveken belül*>		PS	
344	tehát <wh *néhány éven belül...*		AS	ReW
345	*ezzel a késői fagyással ... a medvék ...*>		PS	
346	<st *captured in ... or near town*>		AP	CStC
347	<wh *a városban vagy város körül... megkétszereződik*>		PS	
348	<st *in years*>		AP	CStW
349	<p su+> ja! tehát <wh *azokban az években*>		PS	
350	<st *in years with a late freeze*>		AP	CStC
351	<wh *azokban az években, amikor későn fagy*>		AS	ReW
352	<st the *number of bears captured*>		AP	CStC
353	<wh *a medvék száma…*>		PS	
354	ühüm… tehát <wh+ *az elfogott mevék száma … *>		AS	ReW
355	<wh+ *elfogott* vagy *megtalált*?		PS	PAS
356	inkább *elfogott*>		PS	MD
357	<wh *medvék száma a városban vagy a város körül néha megkétszereződik … *>		PS	

Finding 6: The TAPs in this research (students mainly at or above the pass level in translation) show that mainly lexical items (words, noun phrases) are identified as problematic translation units (with a special focus on unfamiliar words and dictionary work) (Examples 9 and 10). Although altogether less emphasis is given to segmentation of sentences, grammatical analysis, and other macro-strategies. Some of the students who seem to have been trained so, can use such strategies (Examples 11, 12, 13, 14 below) and use them consistently (PA, KE). Further analysis should explore to what extent the above finding ab$out the dominance of lexical items is true only of particular students, ant to what extent it can be generalised to the typical student at intermediate level.

Example 5.9: KE (TAP, Mayor urged)

5	<st *mayor*> <st *tackle*> <st *influential report*> <st *rise*> <st *major*> <st *cut*> <st *in detail* > <st *grant*> <st *introduction*> <st *wider*> <st *improvements*> <st *welcomed*> <st *contribution*> <st *debate*> <st *issue*> <st *adding*> ennyi,	Lists unfamilar words in the text	IP	
6	és akkor megállapítottam belőle, hogy a tömegközlekedés jegyárak kombinációjáról szól a szöveg, illetve gondolom az utasok mennyiségének is szerepe lesz.	Sums up the main message of the text for herself	PS	CIS
7	És akkor elkezdem kikeresni a szótárból a szavakat.	Consults dictionary word by word first	AP	CDict

Example 5.10: SZJ (TAP, Arctic Meltdown)

5	most hogy másodszorra is végigolvastam kikeresem azokat a szavakat vagy aláhúzom azokat a szavakat, amiket nem ismerek	Second reading: underlines unfamiliar words	IP	
6	és megkeresem a szótárban …		AP	CDict
7	vannak olyan szavak is, amelyek ismerősek és tudom, hogy már egyszer tanultam,	Checks words that look familiar	AP	CEI
8	de a biztonság kedvéért azokat is meg kell, hogy nézzem a szótárban		AP	CDict

Example 5.11: KE (TAP, Mayor urged)

81	<tt *Az új polgármester*>	Starts Sentence 1	PS	
82	mint alany	Identifies subject	AP	CStG
83	<tt *–nak kellene megoldania… a londoni tömegközlekedés válságát,*	of the sentence	PS	
84	*a londoni tömegközlekedési válságot …>*		AS	ReW

Example 5.12: PA (TAP, Artic Meltdown)

156	<wh- nem>,		AS	ReM
157	hanem ez egy Reported Speech alak	Relies on grammar (Reported Speech)	AP	CStG
158	<st *possibly*>		AP	CStW
159	tehát a <st *was*> az nem múlt idő,		AP	CEI
160	csak a <st *declared*> szóval van egy idősíkon,		AP	CStG
161	tehát <wh *az újság azt jelentette,*		PS	
162	*azt közölte,*		AS	ReW
163	*hogy egy ilyen ... nyílás a sarkvidéki jégen ... lehetséges …<p q> **50 éven belül** …>*		PS	

Example 5.16: PA (TAP, Actic Meltdown)

513	tehát miért mondják, hogy csak <wh- *50 év múlva lehetséges?* >		IP	
514	Vagy <wh az *in 50 years* >a múltra is vonatkozhat vajon? …		PS	

In **Pattern 2:** a problem is identified (IP), analysed (AP: SeDictM) and solution is given (PS):

$$IP \Rightarrow AP \Rightarrow PS$$

Example 5.17: HA (TAP, Arctic Meltdown)

121	a <st *proceeding*>-et megnézem …		IP	CDict
122	<dict *proceed: haladni*>		AP	SeDictM
123	<tt *egyenesen a jegesbe*>		PS	

In **Pattern 3:** a problem is identified (IP), analysed (AP: CDict), a solution is given (PS), then the solution is analysed (AS: ReM):

$$IP \Rightarrow AP \Rightarrow PS \Rightarrow AS$$

Example 5.18: HO (TAP, Mayor urged)

49	megnézem mi az a <st *report*>		IP	
50	azt mondja, hogy … <dict *report: tudósítás* hát *egy befolyásos ... tudósítás* vagy *jelentés jegyzőkönyv*		AP	CDict
51	*tehát egy befolyásos tudósítás vagy jelentés ...*		PS	
52	*egy befolyásos hírt javasoltak ma*		AS	ReM

In **Pattern 4:** a problem (translation unit) is identified (IP), a solution is suggested (PS), the problem is analysed (AP: CDict), and as a result, the original solution is confirmed (AS: CoS):

$$IP \Rightarrow PS \Rightarrow AP \Rightarrow AS$$

Example 5.19: HA (TAP, Arctic Meltdown)

58	<st *with gulls fluttering overhead*>		IP	
59	<wh *gulls gulls sirály*>		PS	
60	azért megnézem		AP	CDict
61	<st *gulls*> …na, tényleg úgy van		AS	CoS

In **Pattern 5:** a solution is suggested (IP), then the problem is analysed (AP), the original solution analysed (AS: ReW) in two steps, then based on the analysis a new solution is suggested (PS).

$$PS \Rightarrow AP \Rightarrow AS \Rightarrow AS \Rightarrow PS$$

Example 5.20: HA (TAP, Artic Meltdown)

31	*A jégréteg 40 %-al vékonyabb>,<p f>*		PS	
32	<st *The sea ice the sea ice*>	Sentence 2	AP	CStW
33	A a nem a <wh - *jégréteg,*		AS	ReW
34	*a tenger jégrétege ö jégrétege*		AS	ReW
35	*40 %-al vékonyabb a tengeri jégréteg*		PS	

In the example below IP (2 moves), AP (16 moves), PS (4 moves) and AS (11) happen, and a long pattern could be drawn:

$$AP \Rightarrow IP \Rightarrow AP\ (5) \Rightarrow PS\ (2) \Rightarrow AP\ (3) \Rightarrow AS \Rightarrow AP\ (2) \Rightarrow AS\ (3) \Rightarrow AP\ (2) \Rightarrow AS \Rightarrow AP$$
$$\Rightarrow IP \Rightarrow AP \Rightarrow AS\ (2) \Rightarrow PS\ (2) \Rightarrow AS\ (2)$$

Example 5.21: HO (TAP, Mayor urged)

136	<st *initially be funded*>	"initially be funded"	AP	CStW
137	nahát, ezt nem tudom, mit jelent		IP	
138	<st *initially*> mindjárt megkeressük …		AP	CDict
139	<st *initially*>azt mondja, hogy <st *initially*> na, csak megtalálom,	"initially"	AP	
140	azt mondja hogy … <dict *initial:* kezdő, *initial:* kezdeti …> tehát <wh *initial, initially* ugye ez kezdő kezdeti,		AP	CDict
141	akkor kezdődő>		AP	SeDictM
142	<st *initially ö … funded … initially funded*>		AP	CStW
143	tehát a <wh *funded az befektet … *>		PS	
144	tehát <tt *ez az árcsökkentés, amellyel 80 millió fontot tenne ki egy évben, kezdődő befektetés lenne ö …*>		PS	
145	<st *funded*> … ö ..		AP	CStW
146	<st *be funded by the current one per cent increase in tube fares*>		AP	CStC
147	tehát <st *the cut in fares which would cost around 80 million a year* > …		AP	CStC
148	tehát <tt *az árak leszállítása 80 millió fontot tenni ki egy évben ö … egy kezdeti*>		AS	ChS
149	<st *would initially be funded ..*>		AP	CStW
150	azt modja, hogy <st *would initially …*>		AP	CStW
151	ugye,<wh az *initially* az *kezdeti* >		AS	ChS
152	a <wh *would* az *kellene* vagy *lenni fog*> , ö ..		AS	ChS
153	<wh *funded* az pedig *fund: befektet*>		AS	ChS
154	ugye ez itt <st *would be funded*>		AP	CStW
155	tehát <st *the cut in fares* > …		AP	CStW
156	tehát <tt *az árak csökkentése, amely 80 millió fontot tenni ki egy évben, egy kezdeti befektetés lenne*>		AS	ChS
157	<st *by the current one per cent increase in tube fares*>		AP	CStC
158	<st *current* >		IP	
159	meg kell néznem, az mit jelent a		AP	CDict
160	<wh *funded az befektet,*>	"funded"	AS	ChS
161	< wh *initially: kezdeti*>		AS	ChS
162	< dict *current, current: áram,* főnévként *folyam, áram,* melléknévként *forgalomban lévő általános, közhasználatú, bevett …*>		AP	CDict
163	<tt *egy kezdeti befektetés*>		AS	CoS
164	tehát <wh *az árak leszállítása 80 millió fontot tenne ki egy évben ö …*		AS	CoS
165	*kezdetben befektetett lenne ö .. a forgalomban lévő 1 %-os ár ..*		PS	
166	*1%-os metro áremeléssel*>		PS	
167	valami ilyesmi hát leírom		AS	
168	és akkor még ebből csinálunk valami mondatot	Understands parts of the sentence not the complete sentence	AS	PDW

It also follows from the above that with translation units and sentences that are not problematic only a few number of moves happen, and thus straightforward and simple patterns emerge, mostly IP $\Rightarrow$ AP $\Rightarrow$ PS, whereas with problematic translation units and

sentences very complex, complicated, long patterns can result, with all kinds of AP moves and AS moves, AP: consulting the dictionaries (bilingual and monolingual), bringing in imformation from grammar rules, trying to remember external information about the culture, PS: trying to generate hypotheses about possible meaning and AS: analysing emerging solutions in several steps, occasionally looking back in the text or looking forward for helpful information from other parts of the text.

5.4.2 Research question 2: Exploring translation strategies

A *translation strategy* is defined by Lörscher (1991, p. 76) as 'a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it', which can be micro (local) or macro (global) strategies, and interact with the translator's background knowledge (Séguinot, 1989).

The research question that is relevant to ask in connection with translation strategies in intermediate language proficiency exams is: *How can the use of think-aloud research help to understand what translation strategies are needed to produce acceptable translations at intermediate level*?

To be able to answer this research question, a) strategies were identified in the scripted TAPs, b) were grouped into two basic categories: successful and unsuccessful strategies, and c) a method will be suggested to identify the type of translation strategies needed to produce acceptable translations at intermediate level.

The strategies identified were grouped along the problem solving framework of Gile's sequential translation model, suggested in previous parts of the present dissertation. A list of the strategies presented here together with the context they were recorded can be found in Appendix B (pp. 123-127).

5.4.2.1 Successful translation strategies

When presenting successful strategies below, the focus is on one particular problem at a time, and the strategy choosen reflects that particular consideration. Other parts of the TAP may contain other translation problems that are not in the focus, but were left in the chosen example to present the context it appeared in.

I. Comprehension phase

Phase 1: Identifying a problem (IP)

- Being able to identify translation problems

    Example 5.22: SZI (TAP, Mayor urged)

197	mi ez ? <wh *social az szociális?*>	„social"	PS	
198	Nem nem nem,…		AS	ReM
199	na mi ez? <st *social*>		IP	
200	megnézem a szótárban.		AP	CDict
201	Megvan, a <dict *social:* az *társadalmi* vagy *szociális:* az is lehet, *társasági….*>		AP	CDict
202	nem		AP	ReDictM
203	igen, tehát <wh *társadalmi és gazdasági előnyöket fog hozni*>		PS	MD

- Understanding the requirements of a translation task – the need for understanding the text

    before translating it

    Example 5.23: KE (TAP, Arctic Meltdown)

28	Ez visszavezethető egy volt angol tanáromnak azon mondására, hogy azt hamarabb észreveszik, ha nem értelmes a mondat, mint azt, hogyha nem ugyanazzal a szóval fejezem ki.	AES Aware of the need for reformulation in translation	AES	

Phase 2: Analysing problem (AS)

Task management

- Not being afraid of task difficulty

    Example 5.24: EP (TAP, Arctic Meltdown)

53	Ez a szöveg ez néhány szó kivételével érthető volt, úgyhogy nem is volt sok komplikáció vele.	Evaluating difficulty of task,	AP	
54	Néhány mondat nehezebb volt, aztán második elolvasásra újra rájöttem, hogy miről szól.	could understand more difficult parts after second reading	AP	

- Taking the translation exam task seriously

    Example 5.25: HO (TAP, Arctic Meltdown)

85	<st *as much as*>	Checks meaning when uncertain	IP	
86	megnézem, mit jelent így pontosan …		AP	CDict
87	mert <u> akkor … annak nem lesz jó a vége …		ExtC	

- Remembering language and strategies learnt in class

    Example 5.26: PA (TAP, Mayor urged)

264	és … igen <st *which is expected*>		AP	
265	ezt tanultuk, hogy <*is ecpected*>		AP	
266	<ö> <tt *azt várják, azt remélik*>		PS	
267	tehát <tt *mely remélhetőleg* >		PS	MD

- Using strategies that help memory (keeps repeating unfamiliar words to activate memory)

  Example 5.27: SZJ (TAP, Mayor urged)

89	szoktam ismételgetni egyébként magukat a szavakat, hátha beugrik valamilyen jelentése …	AES Keeps repeating unfamialiar word to help herself to remember possible meaning	AP	

Textual level and discourse

- Being aware of the importance of the genre of ST

  Example 5.28: PA (TAP, Mayor urged)

23	nincsen szerző megjelölve, tehát nem tudom, hogy újságcikk, vagy miféle hír ez, szöveg …	Aware of the importance of the context/source of the source text	AP	

- Identifying the source, the genre, the register and the style of ST

  Example 5.29: PA (TAP, Arctic Meltdown))

1	Elolvasva a címet és az újság címét, amiben ez megjelent … <st *Arctic Meltdown>* a cím, és a Time magazinban jelent meg …	Aware of context for article, adressee	AES	
2	ebből gondolom, hogy valami tudományos szövegről lesz szó	Aware of text type	AES	
3	vagy legalábbis újságírói nyelvezetről,	Aware of type of language used	AES	

- Identifying register and style (newspaper language)

  Example 5.30: PA (TAP, Mayor urged)

280	és az is újságnyelv	AES aware of newspaper language	AP	CEI

Planning phases of comprehension

- Working on title after understanding the complete text – leaving title until end

  Example 5.31: EP (TAP, Arctic Meltdown)

48	Így, az egész szöveget, mivelhogy már tudom, most a címet fordítom le,	AES leaving translation of title till end	AP	
49	amit … hát szó szerinti fordításban: <tt *Sarki olvadás>*.		PS	

- Using explicit strategies learnt in class – translating titles

  Example 5.32: SZJ (TAP, Arctic Meltdown)

87	azt mondták nekem még a középiskolában és a külön angol tanárom is, hogy a címet utoljára hagyjuk …	AES leaves transalation of title until end	AES	
88	annak azért nem estem neki ...		AES	

- Spending enough time on the comprehension phase (working on meaning)

   Example 5.33: SZJ (TAP, Arctic Meltdown)

82	közben ránéztem az órára ... elég sok idő telt el ... és még sehol nem tartok a papíron való fordításnak,	Aware of time needed for comprehension phase	ExtC	
83	de most alakítom meg, ami időbe telik ...		AES	

- Consicous planning of comprehension (working on meaning) and reformulation phases

   Example 5.34 : SZJ (TAP, Arctic Meltdown)

93	az első mondatot azt most le tudom fordítani, ahhoz nem nyúlok hozzá ...	Conscious strategy to work on meaning of the whole text first before working on TT wording	AP	
94	inkább szeretném először tisztázni, hogy konkrétan mit jelent a szöveg,		AP	
95	és utána a fordítási részhez hozzányúlni ...		AP	

Comprehension – lexical level

- Working on meaning of unfamiliar words in context

   Example 5.35: SZJ (TAP, Mayor urged)

38	gyakran csinálom azt, hogy amikor aláhúzom az ismeretlen szót, megkeresem a szótárban, és több jelentéssel találkozom, akkor újból végigolvasom azt a mondatot, mondatrészt, amelyben ez az ismeretlen szó szerepel, hogy biztos legyek abban, hogy melyik a helyes,	AES Conscious strategy of checking meaning offered by dictionary by considering possible meaning in context	AES	ASCo

- Anticipating meaning in context before looking word up

   Example 5.36: PA (TAP, Mayor urged)

195	<st *a year ... initially*>	Guesses meaning before consulting dictionary	AP	
196	ezt meg kell néznem		AP	CDict
197	ez <wh *kezdeményezést*> jelenthet, vagy valami ezzel kapcsolatos dolgot, de azért megnézem,		PS	

- Anticipating meaning

   Example 5.37: HO (TAP, Arctic Meltdown)

200	a <st *freeze*>-t megnézem ...	Guesses meaning from context	IP	
201	<wh *kevesebb a fagy, melegebb van*>, valami ilyesmi a mondat értelme		PS	

- Anticipating meaning but being ready to change guesses if wrong

   Example 5.38: HO (TAP, Arctic Meltdown)

175	<error:wh *emaicated: valami felbőszült állapot*>	Guesses meaning from context „emaciated" fails to find word in dictionary	PS	
176	<*tt ahova ...*>		AS	
177	<st *emaciated* > nem tudom, mit jelent		IP	
178	<st *emaciated:* na, hol van ... *emaciated... emaciated*> meglesz ...		AP	
179	nem találom,		AP	CDictF

- Looking up meaning when needed for comprehension

    Example 5.39: SZI (TAP, Arctic Meltdown)

87	na jó, nézzük meg ezt a <st *bewildering*>-et, hátha benne van …	Looking up word when not sure in comprehending passage	IP	
88	ezt jól tettem hogy megnéztem,		AP	CDict
89	azt mondja <dict *bewilder: teljesen összavar, meghökkent*>		AP	CDict
90	na, hát ezért nem értettem		AP	

- Being suspicious of words that look familiar but have no meaning in the given context

    Example 5.40: SZJ (TAP, Mayor urged)

168	a <st *funded*> lehet, hogy azért nem értem, mert a <st *funded*>-ot, a <st *funded*>, igen, az elején, mikor elolvastam ezt a mondatot, azt hittem, hogy <wh- alapít> igének az <wh- alapít> ige, de akkor most megnézem a szótárban, hogy mit jelent, mert akkor ezek szerint nem azt jelenti …	Realises the werb „to fund" has an unfamiliar meaning for her in this context	IP	

180	akkor megnézem az egynyelvű szótárban, szerintem ez benne lesz ….		AP	CMDict
181	Na azt mondja, hogy … <st *emaciated*> itt van …		AP	
182	<mdict *emaciated*: adj having eaten …> <u>		AP	SeDictM
183	hát jó .. végül is …<wh *soványan érkeznek meg, és közben még éhesek is*>		PS	
184	tehát <wh *megérkeznek lesoványodva …*		AS	CoS
185	*megérkeznek soványan*		AS	ReW
186	*ahova … soványan és éhezve … érkeznek meg >*		AS	ReW

- Guessing meaning from context and sparing time from unnecessary dictionary work

    Example 5.41: EP (TAP, Arctic Meltdown)

36	Sok szót találok, amit nem teljesen tudok,	Can guess meaning from context	IP	
37	de szövegből ki tudom találni,		AP	CStT
38	és emiatt nem kell szótározni, nem kell időt veszítenem.		ExtC	

- Clarifying meaning for oneself by working on possible implications

    Example 5.42: VA (TAP, Arctic Meltdown)

544	<p s> most ezt, most ezt nem értem, most jó szándékkal elfogott vagy rossz szándékkal elfogott, a szőrméjéért elfogottat értik?	Guessing implied meaning	PS	CIS

Strategies for working on meaning

- Looking ahead in the sentence to understand meaning

    Example 5.43: PA (TAP, Arctic Meltdown)

75	itt most az <st *overhead*>-et is meg kell keresnem ahhoz, hogy értsem ezt az egész kifejezést …	Looks ahead to guess meaning, "overhead" identifies part of speech before looking up meaning	AP	CStLA
76	<dict *over, overhead*: főnévként … főnévként: *felső, magason, felül, magasban*> … ühüm ……<u> …		AP	CDict
77	de talán <wh *felületet*> jelenthet, vagy valami <wh felső dolgot>		AP	

- Looking ahead in the text to understand meaning

    Example 5.44: SZI (TAP, Arctic Meltdown)

72	na akkor most azt csináljuk, hogy olvassuk tovább a szöveget, hátha abból lesz valami értelme az előzőnek.	Looks ahead in the text to solve problem with meaning	AP	CStLA

- Being able to perform self-correction when a word is misread (dictionary work)

    Example 5.45: PA (TAP, Arctic Meltdown)

305	most megnéztem mégegyszer ezt a <st *customary*-t>	Realises she has misread the word 'customary' and can correct herself	AP	CDict
306	mivel hogy <st *a*> van ott és nem <wh e>,		IP	
307	ezért nem vettem észre,hogy benn van a szótárban mégiscsak, és azt jelenti, hogy <dict *szokásos*>		AP	CDict

- Being able to realise if a passage is misunderstood and perform self-correction

    Example 5.46: HO (TAP, Arctic Meltdown)

91	de közben átolvastam ezt a mondatot:	Aware of misinterpreting meaning in first version of Sentence 5	AS	CStS
92	<st *The ice forms as much as two weeks later in the autumn than it used to in Hudson bay creating …*>			
93	rossz volt, amit írtam		AS	ReM
94	<wh- *A jég hatására az ősz két hetet késett*> ez hülyeség,			
95	hanem <tt *A jég …*>	Works on new meaning	PS	
96	megnézem mégegyszer, mi az a <st *forms*> …		AP	
97	< dict *forms*: meg is van, alakít, alkot, képez, formál>		AP	CDict

- Being able to perform self-correction even if sentence has been finished

    Example 5.47: EP (TAP, Arctic Meltdown)

20	Mondatom leírása után elolvastam a következő mondatot,	Capable of self-correction, changing meaning	AP	CStLA
21	és rájöttem, hogy az egész mondatnak más az értelme,		AS	ReM
22	úgyhogy átfogalmazom újra,		PS	
23	és újra leírom.		AS	

- Bringing in knowledge about the world (geography) when working on meaning

    Example 5.48: PA (TAP, Arctic Meltdown)

443	<wh- az *északi szélességi **kör***? *nem **fok***? > <p s>	Tries to remember info from geography lessons	PS	PAS
444	szükség van a földrajz órán tanult szókincsre ezekhez a szakszavakhoz …		AP	CEI
445	sajnos nem emlékszem pontosan de talán a <wh *szélességi fok …északi szélességi fok …*> <p h>		AS	CoS

- Bringing in knowledge about the world (biology) when working on meaning

    Example 5.49: SZJ (TAP, Arctic Meltdown)

68	akkor most ezt a <st *summer dens*>	Brings in knowledge about the word	IP	
69	<tt *téli álom*> ?		PS	
70	mondjuk az érdekes lenne, mert <st *summer*>-rel kezdődik ...		AP	CStW

- Bringing in knowledge about the world (biology) when working on meaning

    Example 5.50: SZI (TAP, Arctic Meltdown)

77	a medvéknek az egy jó dolog, hogy ott találnak vizet,	Tries to bring in	AP	CEI
78	bár ennek nincs sok értelme …a medvék halásznak …	knowledge about	AP	CEI

79	hát… na jó, hát …	the world but finds it controversial	AP	PDM

- Relying on background information and knowledge about the world (geography)

Example 5.51: VA (TAP, Arctic Meltdown)

232	<wh *mint a Hudson-öbölben*>	Tries to place the North Pole and Hudson Bay geographically in her mind	PS	
233	most ez hol van? <p f>		AP	CEI
234	Északi sark …		AP	CEI
235	Hudson öböl az nem éppen az északi sark, bár Észak Kanada, attól még nem északi sark		AP	CEI

- Generating and testing hypotheses when working on meaning

Example 5.52: PA (TAP, Mayor urged)

386	mert <wh lehet, hogy a polgármesterrel készült ez a riport>	Generating hypothesis about posssible background events	PS	CIS

- Interpreting hypothesised meaning in context

Example 5.53: KE (TAP, Mayor urged)

134	aha tehát <wh ha csökkentik a busz jegyek árát az ugye új csoportokat visz be az utasok közé, és ez 40%-al több utast eredményez>	Interpretes the meaning of the sentence	PS	CIS

- Plausibility checks: real world knowledge used for reasoning

Example 5.54: KE (TAP, Mayor urged)

89	<st *to*>		AP	CStW
90	hát valószínű <wh *70 %-ra*>	Real world knowledge used for reasoning	PS	
91	<wh ha 70%-al csökkentené, akkor bajba kerülnének>		PS	CIS

- Interpreting hidden meaning: real world knowledge used for reasoning

Example 5.55: KE (TAP, Mayor urged)

410	gondolom ilyen lobbik …	Bringing in real world knowledge to interprete hidden meaning of the text	AP	CEI

- Prolonged engagement in working on meaning when uncertain

Example 5.56: PA (TAP, Arctic Meltdown)

132	még mindig bizonytalan vagyok az <st *as much as*> jelentésében …	Keeps reutrning to „as much as"	IP	
133	ez valószínűleg nem lesz jó,		AS	ReM
134	de mást most nem tudok kitalálni,		AP	PDM
135	talán még azt, hogy <wh *egyaránt 4 C fokkal emelkedett*>,		PS	PAS
136	de valahogy ez sem illik ide …		AP	ReM

- Working on meaning (comprehension phase) in cycles

Example 5.57: SZJ (TAP, Arctic Meltdown)

138	az első körben, amikor megnéztem a szavakat, azokat válogattam ki, amelyekről elképzelésem sem volt,	AES when reading text for the third time she checks words that looked familiar before but are not in the context.	AES	
139	és most így a harmadik átolvasás után azokat a szavakat nézem, amelyek ismerősek, bár nem vagyok biztos a jelentésükben ...		AES	

- Keeping up hypothesis generating until final version is finished (Move 418!) – prolonged

  comprehension phase

Example 5.58 : PA (TAP, Mayor urged)

418	igazából ezt most értettem meg, hogy <wh mindenképpen leviszik a ö buszjegy árakat, csak kérdés, hogy mennyivel és hogyan éri ez meg ö …>	Realises she finally understood the core of the message of the article	PS	CIS

- Successful use of avoiding strategies

Example 5.59: PA (TAP, Arctic Meltdown)

469	<wh *az újság azt írta …>* ez túl egyszerű lenne …		AS	ES
470	nézzük mégegyszer ezt a <st *declare>* szót		AP	CStW
471	<dict declare: *kijelent, mond, nyilatkozik, üzen* … ühüm …*nyilatkozat, kihirdetés …>*	Uses avoiding strategy	AP	CDict
472	<p s> <wh *az újság …>* nagyon egyszerű, kikerüljük ezt …		AES	
473	<wh *Az újság szerint … >*		PS	
474	és akkor ebben benne van, hogy <dict *mondta, jelentette, közölte>*		AS	JS

- Using information form text to understand title

Example 5.60: PA (TAP, Mayor urged)

338	… <u> …ként állok a címhez, ugyanis nem arról van szó, hogy a polgármestert akarták, vagy sürgette ö azt, hogy levigyék a buszárakat vagy buszjegyárakat, ö hanem ö őt kérik fel erre ö az első és az utolsó mondat is a szövegben arra utal, tehát nem a polgármester ötlete volt hanem őt kérik meg	Uses info from text to understand title	PS	CIS
339	és ezért ez talán egy hiányos, passzív szerkezet hogy<st *the mayor is urged>*	Identifies Past Participle	AP	CStG
340	és talán nincs benne az az … nem is tudom, hogy létezik-e ilyen, hogy talán kihagyják a cím miatt, hogy rövidebb legyen ö	Newspaper language	AP	CEI
341	és így sokkal értelmesebb is lenne a cím,	Making sense	PS	
342	tehát jelen időben és passzívban	Grammar	AP	CStG

Syntactic level

- Using explicit strategies learnt in class

Example 5.61: PA (TAP, Mayor urged) –

96	Angol mondatban sokszor a végén van az a bevezető tagmondat, tehát az, hogy ki mondta,	AES Uses explicit	AP	CEI
97	pont tegnap beszélgettünk erről,	strategy learnt in	AES	

| 98 | tehát a végével kezdem | preparatory class | AES | |

- Using segmentation of ST to work on meaning

Example 5.62: HO (TAP, Arctic Meltdown)

34	Hát itt az a probléma, hogy kicsit nehezem tudom összeszedni a mondatot …	Aware of complexity of sentence structure	IP	
35	<wh *aboard*:		AP	CStW
36	az a *hajón*>		PS	
37	<wh *the Russian ice breaker pedig:*		AP	CStW
38	*az az orosz jégtörő hajó, a Yamal*>		PS	
39	<st a *back from a cruise from the North Pole*>		AP	CStW
40	az pedig <wh *visszatérni egy tengeri utazásról az északi sarkról*>		PS	
41	tehát <wh *egy északi sarki tengeri utazásról való visszatérés a .. orosz jégtörő a Yamal hajó fedélzetén lévő emberek …*><p h>….		PS	

- Using segmentation of complex ST sentences

Example 5.63: HO (TAP, Mayor urged)

| 99 | Talán az volt a gond ezzel a mondattal, hogy nagyon hosszú részekből állt össze, és ezért nehezen tudtam összerakni, | Aware of complexity of sentence structure | IP | |
| 100 | de csak meglett. | | | |

- Using segmentation consicously in working on meaning

Example 5.64: KE (TAP, Arctic Meltdown)

| 18 | A fordításnál mi azt tanultuk, hogy meg kell keresni az alanyt és az állítmányt, hogy ez a mondat váza, | Refers to the strategy of analyzing main verb and subject in the sentence first, and starting translation from the end of the sentence | AES | |
| 19 | és utána a mondatot visszafele kell lebontani. | | AES | |

- Starting translating problematic sentence (complex noun phrases) at the end of ST

  sentence – problem solving

Example 5.65: PA (TAP, Arctic Meltdown)

| 271 | …ühüm… kezdjük a végéről … | „The ice forms" Goes to the end of Sentence 5 to translate problematic sentence | AES | |

- Changing order of clause

Example 5.66: SZJ (TAP, Mayor urged)

120	<tt *70 pennysre, és ezt egy befolyásos riport ajánlotta a minap*>	Changes order of clauses	PS	
121	<st *an influential report proposed today*> -el kezdem a mondat fordítást,		AES	
122	hogy <tt *egy befolyásos riport* ö *a minap* ö *azt ajánlotta,*		AS	ReW

Grammar

- Being able to identify an embedded sentence

Example 5.67: PA (TAP, Arctic Meltdown)

450	itt van ez a <tt *sirályos*> beékelt mellékmondat	Can identify an	AP	CStG
451	<st *with gulls fluttering overhead…*>	embedded sentence	AP	

- Relying on knowledge about the language (grammar) – Reported Speech

Example 5.68: PA (TAP, Arctic Meltdown)

156	<wh- nem>,		AS	ReM
157	hanem ez egy Reported Speech alak	Relies on grammar	AP	CStG
158	<st *possibly*>	(Reported Speech)	AP	
159	tehát a <st *was*> az nem múlt idő,		AP	CEI
160	csak a <st *declared*> szóval van egy idősíkon,			
161	tehát <wh *az újság azt jelentette,*		PS	
162	*azt közölte,*		AS	ReW
163	*hogy egy ilyen ... nyílás a sarkvidéki jégen ... lehetséges ...<p q> 50 éven belül ...>*		PS	

- Relying on knowledge about the language (grammar) – parts of speech

Example 5.69: KE (TAP, Arctic Meltdown)

8	Figyelek arra, hogy szerintem a szövegben ha igeként szerepel, akkor próbálok igét keresni.	AES aware of parts of speech	AP	CStG

- Relying on knowledge about the language (grammar) – parts of speech

Example 5.70: PA (TAP, Mayor urged)

211	ha melléknév, akkor mondjuk	Considers both	AP	CStG
212	<wh *elterjedt*>	options and rejects	PS	
213	tehát <st *by the current one per cent increase*>	2nd as not applicable	AP	
214	<tt *elterjedt egy százalékos emelés a ... a metro jegy árakban*>		PS	
215	ha főnév ... főnév viszont nem lehet, mert akkor nem jelent semmit,		AS	CStG
216	tehát akkor még egyszer		AP	

- Relying on knowledge about the language (grammar) – word formation

Example 5.71: PA (TAP, Mayor urged)

40	<st *decision*> lesz a következő …	"decision"	IP	
41	<dict *decision: döntés, elhatározás*>	Aware of	AP	CDict
42	itt sajnos nem tűnt föl, de most látom, hogy a <*decide*> szóval azonos tövű	information from word formation	AP	CStG
43	<dict *decision: döntés, elhatározás, határozat, ítélet, ítélet, elszántság ...*>		AP	CDict

- Relying on knowledge about the language (grammar) – transformation of Passive into Active

Example 5.72: SZJ (TAP, Mayor urged)

184	na jó, akkor megpróbálom megnézni, hogy hogy néz ki aktívban ez a mondat	turns passive into active to work on meaning	AP	CStG

Dictionary work

- Consulting dictionary in a critical way – checking context of unfamiliar word

Example 5.73: SZJ (TAP, Mayor urged)

30	aztán jön a <st *tackle*>		IP	
31	<dict *tackle: szerelés, felszerelés, kötélzet, megragad, megbirkózik, szerel*>	„tackle"	AP	CDict
32	nem tudom, hogy ide melyik a jó		IP	
33	<dict *szerelés*>		AP	SeDictM
34	<st *The new major should tackle London's public transport crisis …*> …		AP	CStC
35	lehet, hogy a <wh *megbirkózik*>		PS	
36	igen, az egy, kettő, három, négy, öt, hat, hét lehetőség közül én a megbirkózik részét választom a <st *tackl*>*e*-nek a szövegkörnyezet alapján		AS	ASCo
37	a többi az egyáltalán nem illik ide …		AS	JS
38	gyakran csinálom azt, hogy amikor aláhúzom az ismeretlen szót, megkeresem a szótárban, és több jelentéssel találkozom, akkor újból végigolvasom azt a mondatot, mondatrészt, amelyben ez az ismeretlen szó szerepel, hogy biztos legyek abban, hogy melyik a helyes,	AES Conscious strategy of checking meaning offered by dictionary by considering possible meaning in context	AS	ASCo
39	és én úgy gondolom, hogy a <wh *megbirkózik*> az tartozik ide,		PS	MD

- Consulting dictionary for possible solutions

Example 5.74: PA (TAP, Mayor ueged)

121	Megnézem ezt a <st *cut*> szót,		AP	CDict
122	hogy hogy lehetne még a <wh *mérsékel, leszállít, csökkent*> szót még szebben kifejezni		AS	
123	<dict *cut: vág, metsz, leszállított ár* ühüm, *csökkentés, megvág, elvág, levág, metsz …csökkent, leszállít, vág*>		AP	CDict
124	ühüm, akkor ennyi ajánlás van …	AES Dictionary = offers	AP	

- Using monolingual dictionary successfully

Example 5.75: PA (TAP, Arctic Meltdown)

183	most megnézem még egyszer azt a <st *claim*> szót	"claim"	IP	
184	mert közben már ott jár a szemem … ott is … és …		AP	CStLA
185	<dict claim: igény, követelés … jogalap, jogcím … hm, hm, hm … >		AP	CDict
186	<*st though that claim was dismissed by scientists*>		AP	CStC
187	<wh *bár ez az igény ...*		PS	ReW
188	*bár ezt az igényt ...ezt* a hm … *a tudósok elutasítják*> … ühüm…		PS	
189	<st *claim*>		AP	
190	<wh- lehet, hogy jelenthet mást is, megnézem az egynyelvű szótárban>	Uses monolingual dictionary successfully	AP	CMDict
191	<mdict *claim*: to ask for or demand … u … property or money .. as the rightful owner or as one's right … Did you claim on the insurance after your accident? … The prince …u … the crown with the help of a foreign army .. to call for … to serve the need …. to acquire… often in the phrase: claim attention … This difficulty claims our undivided attention … to declare to be true … to state especially in the face of opposition … maintain … Jane claims to own a car but I do not believe her … >		AP	CMDict
192	ó, most végig az igét néztem, pedig a főnevet kellett volna …		AP	CStG

193	\<dict *claim:* a demand for sg as one's own by right … a right to sg … a statement of sg as fact …The government's claim that war was necessary was clearly mistaken. His claim to know the answer was not believed. >		AP	CMDict
194	**ühüm… itt lesz valami, ami nekünk kell** …		AP	
195	< dict *claim* a statement of sg as fact>		AP	CDict
196	<wh *állítás, valaminek az állítása tényként* > …ühüm		AP	SeDictM
197	<wh *akkor ezt a tényt,*		PS	
198	*ezt az állítást elutasítják a tudósok* …hm, hm, hm <p h> …		AS	ReW
199	azt hiszem, hogy ennél többet nem tudok megtudni …		PS	MOD

- **Evaluating own work critically**

  ### Example 5.76: PA (TAP, Mayor urged)

497	Úgy érzem, hogy nem lett olyan rossz a fordítás, mint ahogy féltem tőle,	Evaluating own work	AS	ES
498	de az biztos, hogy a negyedik és az utolsó, tehát a negyedik és a hatodik bekezdés nagyon esetlen lett,	Is aware of problems in her solutions	AS	ES
499	a hatodik azért, mert nem igazán értem ezt a <st *will be up*> kifejezést,	Is aware that she did not solve the problem on the level of meaning	IP	
500	a negyedik pedig azért, mert ezt magyarul sem érteném.		IP	

Strategies relating to other factors influencing performance

- Being motivated and self-confident

  ### Example 5.77: PA (TAP, Mayor urged)

1	Annyit tudok a szövegről, hogy nehezebb, mint az előző,	Compares difficulty of the 2 texts, finds 2nd one more diffcult	IP	EP
2	és ez egy kicsit megijeszt,		ExtC	
3	viszont most jó kedvem van, mert az előző fordításom jól sikerült,	Self-cofidence because of success in the 1st translation, aware of importance of self-cofidence	ExtC	
4	és ezért nem ijedek meg annyira ettől a szövegtől, több kedvvel kezdek hozzá,		ExtC	
5	és szerintem ez számít a fordításnál.		ExtC	

- Relying on self-confidence

  ### Example 5.78: KE (TAP, Mayor urged)

360	tudtam én, hogy kitalálok erre valamit	Self confidence	ExtC	

II. Reformulation phase

Phase 3: Proposing soluation (PS)

- Making draft version of translation first
  ### Example 5.79: HO (TAP, Arctic Meltdown)

6	először piszkozatban szoktam leírni, amikor fordítok valamit,	AES writes first version	PS	
7	és utána hogyha valami nagyon nem menne, akkor még jobban átrágom magam a mondaton.		AS	

- Being aware of genre and its implications

  Example 5.80: PA (TAP, Arctic Meltdown)

103	Érzem ebből a szövegből, hogy ez egy teljesen általános bevezető adatokkal, bevezető, még nem túl elgondolkodtató információkkal …	Defines genre of text for herself	AP	CEI
104	tehát egy hasonló stílusú magyar fordításra lesz szükség …		AP	

- Being able to separate comprehension and reformulation problems

  Example 5.81: PA (TAP, Arctic Meltdown)

486	Nagyon zavar ez a mondat …	Identifies problem	IP	
487	az a problémám, hogy nem értem, hogy mit akar az újság,	in understanding	IP	
488	és mit akarnak a tudósok …	ST	IP	

- Splitting ST sentence into two to fit TT conventions better

  Example 5. 82: VA (TAP, Arctic Meltdown)

91	új mondatot kezdek, mert már túl hosszú lenne magyarul	AES uses strategy of splitting too long sentences into more sentences in Hugarain		

- Splitting too long ST sentence in TT

  Example 5.83: HO (TAP, Arctic Meltdown)

230	Itt szétbontom a mondatot,	AES	AS	
231	és az hogy <st *and they had the pictures to prove it*>	strategy of	AS	ReW
232	vagyis <r wh *a turisták ezt fényképekkel tudják bizonyítani*> azt külön mondatba veszem,	splitting long source text	PS	
233	hogy ne legyen túl hosszú a mondat.	sentence into sparate target text sentence	AS	JS

Phase 4: Analysing solution (AS)- Revision

- Separating stages of hypothesis generating and analysis

  Example 5.84: PA (TAP, Arctic Meltdown)

358	Most nézzük előről,	Works on	AES	
359	most, hogy már láttam egyben a szöveget, és tudom … tudom, hogy mit jelent .. miről szól, milyen témában mozog … azt eddig is tudtam, tehát hogy … milyen összefüggések vanak <p s>	meaning first – hypothesis generating phase separate		
360	tehát így előről kezdem a fordítást és a szöveg ismeretében, az összefüggések ismeretében	TT formulation and revision	AES	
361	megpróbálom magyarosan kifejezni ezeket a dolgokat …	phase separate: special emphasis on this phase	AES	

Revising first version

- Revising draft translation

  Example 5.85: HA (TAP, Arctic Meltdown)

176	És most hogy befejeztem a piszkozat írását,	After finishing draft works on reformulating TT version		
177	kicsit magyarosabbra fordítom.			

- Identifying aims in the revision phase

    Example 5.86: EP (TAP, Arctic Meltdown)

43	amelyet újra átfutok	AES writing final version of translation - checking final translation (for mistakes, readability) conscious of need to produce comprehensible TT text	AS	ChS
44	és leírom újra,		AS	
45	mivel hogy sok lehet benne a hiba,		AS	ReW
46	és hát elég rondán néz ki,		ExtC	
47	és megfogalmazom sokkal magyarosabban.		AS	ReW

- Checking on final version by comparing ST and TT sentence by sentence

    Example 5.87: HO (TAP, Arctic Meltdown)

214	Na, most pedig letisztázom ezt az egészet	AES rewrites draft version, checks meaning of proposed solutions comparing source text and proposed solution sentence by sentence		
215	Közben elolvasom az egész angol szöveget még egyszer,		AP	
216	hátha valamit rosszul fordítottam		AS	ChS
217	vagy rosszul értelmeztem.		AS	ChS
218	Sorba megyek a magyar mondataimon,		AS	
219	hogy mennyire értelmesek, vagy mennyire nem.		AS	

- Checking matches of tenses in ST and TT (grammar)

    Example 5.88: HO (TAP, Arctic Meltdown)

235	Közben nézem az angol szöveget is, hogy jók-e az igeidők	AES checks translation for the use of tenses	AS	ChS

- Being able to spot missing parts when checking draft version and finalising TT

    Example 5.89: HO (TAP, Arctic Meltdown)

268	Itt láttam, mikor olvastam az angol szöveget, hogy nem írtam bele, hogy <st captured in or near town>	Can spot missing part of source text	IP	
269	tehát a <tt <u> vagy a közeli városokban elejtett medvék száma>		PS	

- Being able to identify comprehension problems even in the final revision

    Example 5.90: PA (TAP, Arctic Meltdown)

508	…hát … sajnos nem értem itt az összefüggéseket …	Is aware of her comrehension problem with ST	IP	
509	úgyhogy esetlen lesz a fordítás		PS	MOD

- Changing meaning in the revision phase if needed

  Example 5.91: PA (TAP, Arctic Meltdown)

478	<st *possibly*> <p h>	Can change meaning in the revision phase	AP	CStW
479	most elbizonytalanodtam, pedig szerintem ez azt jelenti, hogy <wh *lehetséges*>		IP	
480	<dict *possibly: talán, lehet hogy …*>		AP	CDict
481	<dict **possible: az a *lehetséges*>**		AP	CDict
482	<dict **possibly: talán >**		AP	SeDict M
483	akkor egy kicsit mást jelent, hogyha <wh *talán*>		IP	EP
484	<wh *Az újság szerint az ilyen …ilyen mértékű*>		AS	ChS
485	vagy <wh *ilyen nagy nyílás a sarkvidéki jégben … talán 50 év múlva lesz >*…		AS	ReW

Stylistic level

- Finding synomys that fir the TT best

  Example 5.92: PA (TAP, Arctic Meltdown)

402	próbálgatok rengeteg szinonímát előhozni, hogy hogy hangzana szebben …		AES	

- Considering style – avoiding repetitions in TT

  Example 5. 93: PA (TAP, Mayor urged)

188	<tt *a jegyár leszállítás*>	Consciously avoids repetition in target text	PS	
189	mivel annyiszor szerepel ez a <st *cut*>,		IP	
190	valószínűleg mindegyiket ki fogom használni, minden jelentését hogy ne legyen szóismétlés		PS	
191	tehát használni fogom azt, hogy <tt *árleszállítás, árcsökkentés, ármérséklés*>		PS	

- Considering style in the reformulation phase

  Example 5.94: PA (TAP, Mayor urged)

353	de ez az <wh- *ösztönzi*> szó talán nem egy *polgármesterhez* illik	Aware of style AES can reject wording offered by dictionary to choose one that fits context better	AS	ChS
354	tehát <tt *a polgármestertől az összes buszjegy ár 70 pennire csökkentését várják*>		AS	ReW
355	ez talán már eltér az eredeti szótól, de sokkal szebben hangzik		AS	JS
356	<tt *várják*, vagy *remélik*>		PS	PAS

- Finding a good synonym that fits the context even if not found in dictionary

  Example 5.95: KE (TAP, Mayor urged)

103	<tt *Az indítványt >*	Sentence 2 Uses a synonym that fits the context better	PS	
104	ez a <st *paper*> szónak az általam kreált szinonímája		AS	JS

Revising revision

- Second revision

    Example 5.96: PA (TAP, Arctic Meltdown)

605	Most felolvasom az egészet előről, hogy hogy hangzik …	Revises the revision of the complete translation again	AES	
606	hátha találok még benne valami … ö … rosszat …			
	<r tt *A utóbbi 20 évben* > nem <r tt *Északi sarki jégolvadás … Az utóübbi 20 évben zűrzavaros helyzetet okozva …*> <p h>	Reads target text aloud to herself	AS	ChS

- Revision of finalised TT for spelling and other mistakes

    Example 5.97: HO (TAP, Arctic Meltdown)

272	Még egyszer át szoktam olvasni,	AES cheks final version for L1 spelling mistakes	AES	
273	hogy helyesírási hibák vannak-e benne, valamint egyeztetés ragokkal, személyragok illetve többes szám nehogy lemaradjon a magyarban.		AS	ChS

5.4.2.2 Unsuccessful strategies

I. Comprehension phase

Phase 1: Identifying problem (IP)

- Failing to identify comprehension problem

    Example 5.98: HA (TAP, Mayor urged)

71	<st *will be funded*>		AP	CStW
72	<wh *fog megkezdeni*>		PS	
73	<dict fund, funded: megkezdi a kincstár gyarapodását, gyarapítását ... a kincstár gyarapítását>		AP	CDict
74	<st *current, current*> nem tudom, mit jelent ...	currant vs. current	IP	
75	<dict currant: ribizke>		AP	CDict
76	<p su-> ez hogy jön ide?		AP	
77	<wh *megkezdi gyarapítását ... a napi jegy*>		PS	
78	<st *current*>		AP	
79	<wh *a napi egy százalék növekedés,*		PS	
80	*napi egy százalékkal több ...*>		AS	ReW
81	értem, de nem tudom lefordítani ...	she thinks she can understand but cannot translate	IP	

- Misreading a word in the ST

    Example 5.99: SZJ (TAP, Mayor urged)

111	<dict: *abroad: kinn, külföldön, külföldre, széltében, hosszában*>	Misreads word	AP	CDict
112	hát akkor igen, <wh abroad: külföldön>		AP	SeDictM
113	ja nem, <st *aboard*>	Realises she has misread a word	IP	
114	igen, ez meg a másik problémám, hogy néha elnézem a szavakat ...			

Phase 2: Analysing a problem (AP)

- Not relying on analysis of context of unfamiliar word for anticipated meaning

Example 5.100: SZJ (TAP, Mayor urged)

25	mindegyik jelentését kiírom,	Writes down all the meaning of words offered by dictionary and postpones decision until later	AES	
26	hogy aztán majd tudjak választani		AES	

- Completely omitting a part of sentence s/he cannot understand

Example 5.101: SZJ (TAP, Mayor urged)

247	tehát ezt a <st *could be met*>	Decides to leave out verbal phrase she cannot understand	AP	CSt
248	ezt kihagyom,		PS	MD
249	mert nem tudok mit kezdeni vele …		PS	CIS

- Not applying grammar rule properly

Example 5.102: PA (TAP, Arctic Meltdown)

570	ide nem kell az, hogy <wh- *that: melyek*>	Does not apply grammar rule well (defining vs. non-defining)	AP	ReW
571	mert ez nem egy beékelt mondat, hanem ez egy egész mondat, ez egy főmondat …		AP	CStG

Dictionary work:

- Spending unnecessary amount of time doing dictionary work

Example 5.103: SZJ (TAP, Arctic Meltdown)

191	keresem, hogy a <st *form*>-nak van más jelentése is,	„forms"	AP	
192	talán egy hibám biztos a sok közül .. biztos sok hibám van eben a fordításban a stratégiákkal kapcsolatban, amikről én nem tudok,			
193	amit biztosan tudok, hogy sokat szótározok, és nem hagyatkozom a saját érzéseimre,			
194	és evvel elmegy egy csomó idő …			

- Not focusing on anticipated meaning when doing dictionary work (time management)

Example 5.104: SZJ (TAP, Arctic Meltdown)

30	általában minden jelentését el szoktam olvasni annak a szónak a szótárban, hogy megtaláljam a legmegfelelőbbet ..	AES checks all the meaning offered by dictionary of an unfamiliar word		

- Rejecting the right meaning offered by dictionary

Example 5.105: PA (TAP, Arctic Meltdown)

515	én azt hittem, hogy az <st *in … in 50 years*> azt jelenti, hogy <wh- *az elkövetkező valamennyi évben*>,	"in 50 years"	AP	CEI
516	de lehet, hogy a múltra is vonatkozhat ?…		PS	
517	<dict *in*: hűha …*alatt, folyamán, 3 óra alatt, 3 órán belül, 3 óra múlva* > … ezt írja a szótár … hm… <p h>		AP	CDict
518	<r wh *1980-ban* >		AP	CStLB

| 519 | ez szerintem nem vonatkozhat múltra … | | AP | ReDictM |

- Not using the right meaning although found

Example 5.106: HO (TAP, Mayor urged)

47	ezt leírom		AS	CoS
48	<tt *egy befolyásos riport ...*>	"report"	AS	
49	megnézem mi az a <st *report*>		IP	
50	azt mondja, hogy … <dict *report: tudósítás* hát *egy befolyásos ... tudósítás* vagy *jelentés jegyzőkönyv*	although finds meaning of	AP	CDict
51	*tehát egy befolyásos tudósítás vagy jelentés ...*	"report" he does	PS	
52	*egy befolyásos hírt javasoltak ma*	not use it	AS	ReM
53	*befolyásos riport*		AS	ReM
54	*egy befolyásos riport azt javasolta*		AS	CoS

- Not being able to use a monolingual dictionary when needed

Example 5.107: PA (TAP, Arctic Meltdown)

258	és hogy jön ide az hogy <st *as much as*> ?	Uses monolingual	IP	
259	és mindig számok előtt …	dictionary for	AP	CStLB
260	<st *as much as*>	recurring problem	AP	CStW
261	megnézem az egynyelvűben, hátha segít …		AP	CMDict
262	<mdict *much: ... as much a*s … u ….> Hűha …	not successful in	AP	
263	itt csak egy speciális dolgot …<u>…. <st *as much as*> kifejezéssel …	using monolingual	AP	SeMDictM
264	hm …hát nem lettem okosabb …	dicitonary	AP	ReMDictM

III. Reformulation phase

Phase 3: Proposing solution (PS)

- Creating meaning from draft TT instead of working on ST meaning

Example 5.108: HO (TAP, Arctic Meltdown)

162	Nem nagyon értelmes a mondat,	Postpones decision	AS	ES
163	de amikor átírom újra, majd akkor szépen megfogalmazom.	on meaning (AP) until work on target text (AS)	AS	PDM

- Postponing decision on meaning until revising draft translation, decision is made without consulting ST

Example 5.109: KE (TAP, Mayor urged)

| 240 | majd kitalálom a piszkozatból, ha leírtam, | | AP | PDM |

- Relying on hasty draft translation instead of working on comprehension of ST

Example 5.110: KE (TAP, Mayor urged)

| 270 | és akkor most ebből a zagyvalékból kellene csinálni valami értelmeset … | ReES Creates a hasty draft first although aware that she did not understand the text properly | | |

Phase 4: Analysing solution (AS)

Revision phase

- Creating problem in the revision phase – not checking context

Example 5.111: PA (TAP, Arctic Meltdown)

609	de nem értem, hogy melyik *jégről* van szó,	Problem with	IP	
610	tehát beszúrom ide azt, hogy <tt *a jég ott*>	understanding	PS	
611	tehát az *északi sarkon* …	text	AP	

Rejecting or not properly using translation and problem solving strategies learnt in class

- Rejecting use of explicit strategy learnt in class

Example 5.112: KE (TAP, Arctic Meltdown)

20	Ezt módszert én általában akkor alkalmazom, ha nem értem a mondatot	ReES Aware of her	ReES	
21	<p l> mert egy kicsit úgy, hogyha így csinálom, akkor szerintem ilyen magyartalan mondatok születnek,	limitation in using the above strategy	ReES	

- Rejecting the use of monolingual dictionary (lack of self-confidence or practice)

Example 5.113: KE (TAP, Arctic Meltdown)

34	Igazából nem vagyok egynyelvű szótárpárti,	ReES does not find monolingual dictionaries helpful	ReES	
35	mert nem segít rajtam az, hogy megmagyarázza.		ReES	

III. Problems arising from exam constraints

- Problem with time management

Example 5.114: KE (TAP, Arctic Meltdown)

43	Az elején még gondosabban fordítok,	Aware of time	AP	
44	de a vége felé, amikor mát látom, hogy kifutok az időből, akkor már inkább hagyatkozom arra, hogy nem keresek mindennek utána pontosan,	pressure and her problem in time management	AP	PD
45	hanem csak próbálok értelmes mondatokat alkotni.		PS	

- Giving up working on meaning because of exhaustion or lack of concentration

Example 5.115: VA (TAP, Arctic Meltdown)

123	<st a *dismissed*> az …	"dimissed"	AP	
124	hm … van egy olyan műsor az MTV-n, a … csatornán, aminek ez a címe, hogy *Dismissed* és ez akkor van, amikor elküldenek valakit,		AP	CEI
125	akkor most vajon ez <wh *elvet*, hogy *elvetették a tudósok?*>		PS	PAS
126	ki kellene keresni …		AP	CDict
127	nincs kedvem …<p w>		AP	PDM

- Spending too much time on comprehension phase (problem analysis: dictionary work, which is not focused) and not having enough time for proper reformulation

Example 5.116: VA (TAP, Arctic Meltdown)

464	Én úgy szoktam fordítani, hogy először az első részekből mindegyik szót kiszótározom, meg minden, és külön leírom, hogy tudjak gondolkodni,	AES aware of her problem with time management and concentration and of doing too much unnecessary analysis inthe beginning of the translating process		
465	de a végére megunom általában, mert kissé hosszú ideig tart, és utána már ami először eszembe jut, azt rögtön le is írom,			
466	és most is ez van, <p l,f> ez a helyzet áll fenn, meguntam külön kiírogatni meg gondolkozni, és már le sem írom, amit nem tudok, mert csak úgy fordítom, aztán olyan lesz amilyen lesz,			
467	de aztán általában sokkal jobbak ezek az utolsó mondatok,			
468	ez például jobb lett, vagy értelmesebbek, mert <p l, f> nem gondolkozom rajtuk annyit, és akkor nem bonyolódok bele abba, hogy mit akarok mondani, na igen …			

- Not checking translation or lexical problems when they have previuously emerged

Example 5.117: PA (TAP, Mayor urged)

82	még hozzáteszem, hogy miközben olvastam a szöveget, észrevettem, hogy megint benne van az <st *as much as*> ami az előző szövegben kétszer is szerepelt, és elhatároztam, hogy utána nézek, vagy megkérdezem a tanárnőnket, hogy mit jelent, és nem kérdeztem meg, viszont többször is találkoztam a kifejezéssel, másképpen, hogy <*as many as*> és már sejtem, hogy mit jelent, de bosszant, hogy ennek nem néztem pontosan utána,de talán megbirkózom vele…	Remembers problematic expression from previous text that she could not solve then but is optimistic now	AP	

- Being suspicious of testing aims and testing context

Example 5.118: EP (TAP, Arctic Meltdown)

39	Megtaláltam a szövegfordításokban mindig oly jellemző nehéz mondatot,	Suspicious of testing aims	IP	
40	a szöveg vége felé, amikor az ember már alig bírja szusszal.		ExtC	

5.4.2.3 Translation strategies needed to produce acceptable translations at intermediate level

The above list of successful strategies could be suggested as a *tentative, empirically based list* of potentially successful strategies that can produce acceptable translations in intermediate translation tasks.

Based on the strategies identified, one can conclude that the above exploration of data can enrich teachers' and testers' understanding of what kind of problems students actually face when translating, and what kind of strategies they consciously follow or reject, or unconsciously use when tackling translation problems.

This tentative list of strategies (Appendix B, pp. 123-127) suggested as a result of the present investigation, could and should be supplemented by further exploration of the data available and possible further data collection and research, to make it more definitive. Also, further text types and translation topics could be explored in such successive research.

The method and the procedure one can recommend to examination centres if an even more comprehensive list based on empirical data was to be compiled is the following:

1.   approach a larger number of test takers, preferably 30-40,

2.   train volunteers in the think-aloud method in one recording session at least (you may decide not to use all of them),

3.   record students' think-aloud in performing at least two translation tasks, that are different in topic and textual features, but not task difficulty,

4.   mark the translation tasks, and select the students who passed the tasks,

5.   transcribe only recordings of students who passed the translation tasks,

6.   identify the successful strategies in their TAPs,

7.   categorise the strategies and finalise the list.

The difficulty of the translation task also matters, and one should choose tasks that best represent the level of the exam. One striking difference emerged when comparing the two data set in the present research (coded TAPs for *Arctic Meltdown* and *Mayor urged*), most obviously due to the fact that the two tasks differed in difficulty, as was evidenced by the statititcal analysis of live exam data. The first task (*Arctic Meltdown*) which was the easier, produced much more strategies in number and much more varied ones than the second task (*Mayor urged*), although there were strategies that the particular students used consistently, irrespective of the topic or difficulty of the task. One possible explanation is that when performing translation tasks that are somewhat above test takers' language proficiency level (which seemed to be the case with *Mayor urged*), their verbalisation of thought processes tends to dry up or break down more frequently than with an easier task, altogether producing less amount or less usable data.

5.4.3 Research question 3: The potential use of the think-aloud method in validating translation exam tasks

In this part the findings will be presented in connection with the potential use of the method for language examination centres when conducting validation research of their translation exam tasks.

The third research question was: *How can language testing research profit from the use of think-aloud research of translation exam tasks?*

Finding 9: *Thought patterns characteristic of the students* in the TAP research *could be established* by extensively exploring all the data collected. This observation about the potential use emerged when the data was coded for the moves. Certain thought patterns seem to be more characteristic of certain students than of other students (also tempting the

researcher to fall into coding patterns). Some students (a lower language proficiency level student in my research) e.g. tended to use meaning found in dictionaries without too much analysis (Example 22), thus producing too few moves to solve the translation problem, although higher level students can also make that mistake occasionally (Example 23). Other students (two higher level students in my research), on the other hand, tended to overcomplicate analysis of problems as well as analysis of solutions (Example 24). To establish what is typical of a student, one should be able to count and describe all the patterns of moves performed by the student and establish typical patterns afterwards, which is a potential direction for further reseach of the data collected.

Example 5.119: HA (TAP, Mayor urged)

51	az <st *increase*> nem tudom mit jelent ...		IP	
52	<dict *increase*: kiterjeszteni ...>		AP	CDict
53	akkor <wh *ki lesz kiterjesztve ...*		PS	
54	*számos busz utasnak lesz kiterjesztve ...*>		PS	

Example 5.120: PA (TAP, Mayor urged)

320	<st *will be up to the mayor*>		AP	
321	azt írja a szótár, hogy <dict *be up in Oxford: fent lenni Oxfordban*>		AP	CDict
322	tehát még azt is jelenthetné, hogy <wh *felkerül a polgármesterhez*>		PS	

Example 5.121: PA (TAP, Arctic Meltdown)

362	<wh S*arkvidéki olvadás*>	Works on best TT wording for title	AS	ChS
363	<st *arctic meltdown*>		AP	
364	ez a cím nem sokat mond, se angolul, se magyarul,		AP, AS	
365	nagyon általános, de azért mégis szebben kéne …		AS	ES
366	<wh *sarkvidéki olvadás, sarki olvadás … *>		PS	PAS
367	<p h> <st *arctic … arctic meltdown ... arctic meltdown ... arctic…*>		AP	
368	hátha van egy jobb szó erre a szótárban …		AP	Cdict
369	<dict *arctic: északi sarki, sarkvidéki*> ühüm …		AP	SeDictM
370	<st *meltdown* >…		AP	
371	ez pedig csak <wh *olvadás*> lehet… ahogy az előbb is néztem …		AS	CoS
372	<st *meltdown*>		AP	
373	<wh *északi sarki olvadás*>		PS	
374	ha nagyon elszakadnék ettől a cikktől, mondhatnám azt is hogy …		AES	
375	hát … túl figyelemfelkeltő címeket sem szabad, hogyha az ennyire általános …		AP	CEI
376	tehát akkor <wh *északi sarki olvadás, északi sarki jégolvadás? Az északi sarki jég megolvadása? *>		PS	PAS
377	hát ez így a legjobban lecsupaszított …		AS	ES
378	<wh *az északi sarki jég olvadása?*>		PS	
379	<wh *az északi sarki jégolvadás*> … mondjuk …		AS	ReW

Such pattern analysis could help testers to *profile translation strategies and thought patterns applied by intermediate students* with a) different language proficiency and b) different exam preparation background.

Also, thought patterns of intermediate and advanced students could be compared, and patterns typical of the given level profiled.

A potential use in exam preparatory class would be measuring the efficiency of teaching translation strategies by conducting TAP research of thought patterns before and after an exam preparatory course and see what strategies were successfully learnt by students and to what extent.

Finding 10: *Thought patterns seem to be modified by factors (task difficulty, language proficiency and background knowledge*. These are factors that have to be dealt with when translation tasks are validated.

Experience from the coding procedure suggested that different translation tasks a) may generate different thought patterns from the same students (Examples ..and ..), and b) may affect students with different language proficiency levels or different background knowledge differently (Examples   and …). Again, only very extensive analysis of thought patterns could produce evidential proof for the above claim.

A few examples will be brought to demonstate the above. In the examples below, whereas both lexical items ("*claim*" and "*funded*") were problematic for intermediate students, HA could altogether cope with the translation of "*claim*" in the *Arctic Meltdown* text (Example ..), as she could rely on analysis of the problem (AP) and could analyse her own solutions (AS) as well, whereas in the *Mayor urged* text her analysis of translation problem of "*funded*" completely broke down (Example), and mainly problem analysis (AP) and (often irrelevant) hypothesis generating (PS) happened.

Example 5.122: HA (TAP, Arctic Meltdown)

85	<st *though that claim*>	"claim"	AP	CStW
86	*a* <st *claim*>-*et megnézem*		IP	CDict
87	<wh *a claim az nyilatkozni*>		AP	SeDictM
88	<st *though that claim was dismissed by scientists*>		AP	CStC
89	<tt *ezt ez a jelentés a tudósok szerint*		PS	
90	*a tudósok által volt elvétve* <p *f*>		AS	ReW
81	*tehát ez a nyilatkozat*		AS	ReW
82	*ez a*>		AS	
93	<st *claim*>		AP	
94	*ez a* <wh *claim ö kijelentés*>		AP	CDictM
95	<tt *a ezt a kijelentést a tudósok elvétették*>		PS	

Example 5.123: HA (TAP, Mayor urged)

74	<st *funded*>	"funded"	AP	CStW
75	<dict fund, fund, fund funded …>	grammar	AP	CStG
76	<st *will be funded*>		AP	CStW
77	<wh *fog megkezdeni*>		PS	
78	<dict fund, funded: megkezdi a kincstár gyarapodását, gyarapítását ... a kincstár gyarapítását>		AP	CDict
79	<st *current, current*> nem tudom, mit jelent ...	currant vs.	IP	

80	<dict currant: ribizke>	current	AP	CDict
81	<p su-> ez hogy jön ide?		AP	
82	<wh *megkezdi gyarapítását ... a napi jegy*>		PS	
83	<st *current*>		AP	CStW
84	<wh *a napi egy százalék növekedés,*		PS	
85	*napi egy százalékkal több ...*>		AS	ReW

In the following two examples, the lower language proficiency student (HA) did not realise that "report" was a false friend ("riport"), and used in immediately without analysis (Example), while the higher language proficiency student (HO) analysed the problem, found the right meaning, proposed it as a solution, but for some reason went back to his original hypothesis before the analysis, thus producing the same mistake ("riport") as the other student (Example).

Example 5.124: HA (TAP, Mayor urged)

20	<st *an influential report proposed today*>		AP	CStC
21	<wh *egy befolyásos riport állította tegnap...*		PS	
22	*állítása szerint*>		AS	ReW

Example 5.125: HO (TAP, Mayor urged)

48	<tt *egy befolyásos riport ...*>		AS	ChS
49	megnézem mi az a <st *report*>		IP	
50	azt mondja, hogy … <dict *report: tudósítás* hát *egy befolyásos ... tudósítás* vagy *jelentés jegyzőkönyv*		AP	CDict
51	*tehát egy befolyásos tudósítás vagy jelentés ...*		PS	
52	*egy befolyásos hírt javasoltak ma*		AS	ReM
53	*befolyásos riport*		AS	ReM
54	*egy befolyásos riport azt javasolta*		AS	CoS

The two excerpts from post-interviews below demonstrate how different background knowledge can influence the perception of task difficulty, although not overall result.

Example 5.126: KE (Post-interview 2)

FH: Amíg friss az élmény … a két szöveget hogy hasonlítanád össze?

KE: Az egyik az egy természetvédelmi szöveg volt a klímaváltozásról, ez a szöveg pedig az angol tömegközlekedés problémáját dolgozta fel, és az az érdekes, hogy ezzel hamarabb kész lettem. Nem tudom megmondani, hogy miért, de az előző szövegnek a végét már teljesen hasból írtam, merthogy nem volt időm 11-ig megcsinálni, míg ezt a szöveget … írtam hozzá egy piszkozatot, a végét elég jól át is írtam, és be is fejeztem. Nem tudom megmondani….

FH: Mi lehet az oka?

KE: Talán az, hogy témájában a közlekedés … több olyan szó van, amit én ismerek, a *vehicle,* a *fare* meg ilyenek, nem kellett ….

FH: Tehát kevesebb szót kellett kiszótározni, és jobban ….

KE: Nem biztos, hogy kevesebbet, de úgy mégis valahogy ….

FH: könnyebb volt vonatkoztatni valamire …

KE: Igen, igen, tehát én is utazok sárga vagy Volán busszal, nem tudom …

Example 5.127: PA (Post-interview 2)

FH: Tehát inkább a téma miatt volt a másik könnyű? A háttér információ mennyire volt meg a két különböző szöveghez?

PA: A másikhoz jóval több …

FH: … tehát a sarki olvadáshoz, az általános felmelegedéshez …

PA: … amúgy sem ismerem London közlekedését, meg az ottani dolgokat, az így távolabb áll tőlem.

Table 5.20: Translation results for the two students

	Name	IRT ability measure*	T1: Arctic Meltdown	T2: Mayor urged	Difference in point	Sum of the two translation scores
6.	PA	0.57	20	18	-2	38
7.	KE	0.57	10	9	-1	19

Interest and background knowledge, however, can influence problem solving, as two examples below show. The student (KE) with more background knowledge and feeling more interested could solve the translation problem of "*funded*" in a few moves only, whereas the other student (PA) did not manage to cope with it (Example   ).

Example 5.128: KE (TAP, Mayor urged)

156	<st *fund, funded*>		AP	CStW
157	nézzük <p s><dict *fund*: …<u> *kincsesház*>	Anticipates verb as part of speech she needs and continues until she finds the verb	AP	CDict
158	inkább valami ige kell		AP	CStC
159	<dict *fund: forrás, készlet, alaptőke*>		AP	CDict
160	hm, ebből nem lesz ige sehogy …		AP	CDictF
163	<*dict finanszíroz*>		AP	CDict
164	aha, dehogynem <wh *finanszíroz*>,		AP	SeCDictM
165	tehát <tt *kezdetben meg kell finanszírozni …*> <p s>		PS	

The student (PA) with less relevant background knowledge about transport in London and transport problems in general, starts translating Sentence 4 at Move 186, continues until Move 228, then postpones. In the revision phase (Moves 440-448) she practically leaves the meaning unaltered and the translation problem of "*funded*"remains unsolved.

Example 5.129: PA (TAP, Mayor urged)

186	<st *The cut in fares which would cost around 80 million pound a year would initially be funded by the current 1% increase in Tube fares.*>	Sentence 4, reads sentence and starts translating	AP	

224	<st *would initially be funded*>		AP	
225	< tt *kezdetben vagy eleinte*><p c>		PS	PAS

226	*< tt az általánosan elfogadott 1%-os metro jegy áremelésbe fektetik>*		PS	
227	ez valahogy nem értelmes,	Identifies problem	AP	ReM
228	de menjünk tovább, majd visszatérünk rá	but postpones	AP	PDM

440	*A jegyár csökkentést>*	Finalises	PS	
441	de van egy olyan szép szó is hogy *<tt viteldíj>*	Sentence 4	AS	ReW
442	*<tt a viteldíj csökkentést,*		AS	CoS
442	*amely 80 millió fontba kb 80 millió fontba kerülne évente kezdetben*		PS	
444	*az elfogadott 1%-os metro jegyár növelésbe>*		PS	
445	vagy a *<wh megszokott?>*		AS	ReW
446	*<st current>*		AP	
447	nem, az nem jó *<wh->*		AS	ReW
448	*<tt kezdetben az elfogadott 1%-os metro jegyár növelésbe fektetnék*		PS	

To explore systematically the issues of thought patterns characteristic of levels and of students with different language proficiency within the same level, could contribute towards extablishing response validity for translation tasks produced by exam centres.

Also, analysis of different thought patterns could also reveal not only *what* translation items are problematic for certain types or levels of test takers, but also *why* they are problematic, which is also useful information for testers.

Finding 11: In TAPs, parts in the form of numbered moves (*units*) can be identified which relate to thought patterns of test takers in coping with identifiable translation units. In a kind of item analysis, these TAP units can be explored for the difficulty of the particular translation units. These units for different test takers (different language proficiency, coping strategies) can be compared.

Example 5.130 : HO (TAP, Mayor urged)

251	*<st benefits>*	"benefits"	IP	
252	mindjárt megnézzük,		AP	CDict
253	de azt hiszem, a *<wh jólét>* az jó szó lesz rá …		PS	
254	*<st benefits>*		AP	CStW
255	*<dict benefit: jótett, előny, haszon>*		AP	CDict
256	*<wh szociális és gazdasági haszonhoz? vezet …>*		PS	
257	*<wh+ gazdasági haszonhoz vezet …>*		PS	MD
258	ez így jobban illik ebbe a szövegkörnyezetbe a	Aware of	AS	JS
259	*<wh- jólét> helyett,*	context	AS	ReM
260	hogy *<tt haszonhoz vezet>*		AS	CoS

Example 5.131: KE (TAP, Mayor urged)

227	de mindenesetre szerintem *<wh a növekedéséhez vezet>*, vagy valami ilyesmi *<u>*	Anticipates meaning	PS	
228	*<tt a társadalom és gazdasági>*	"benefits"	PS	
229	*<st benefits>*		AP	CStW
230	*<wh az ilyen bevételeket … társadalom társadalmi és gazdasági>*		PS	
231	megnézzük, hogy mit mond a *<st benefit>*-re …		AP	CDict
232	*<dict benefit: előny>*		AP	CDict

233	<tt *ami állítólag emeli a társadalmi és gazdasági* >		PS	
234	<dict: *haszon, segély, juttatás, hatékonyság, jót tesz, használ* > hm …		AP	CDict
235	<tt *gazdasági és társadalmi*>		PS	
236	hű, pedig ez olyan izé magyarul is használják <u> ö …	Postpones decision until working on wording of final target text	AP	CEI
237	hát mindegy, <wh *növekedéshez vezet*><u>		PS	
238	valami <wh *jólét* talán *jótékonyság* > lehet, valami ilyen kéne nekem, csak		PS	
239	<dict: *előnyére van, elősegítés*> <p s>		AP	CDict
240	majd kitalálom a piszkozatból, ha leírtam,		AP	PDM

Example 5.132: KE - Problem solving continued in the revision phase:

359	*szolgáltatás javulást nagyfokú társadalmi … < u> nagyfokú társadalmi …>*	"benefits"	PS	
360	tudtam én, hogy kitalálok erre valamit	Self confidence	ExtC	
361	<tt *társadalmi és gazdasági előnyök*>	Continues Sentence 6	AS	ChS
362	akkor mondjuk <tt *előnyöket*		AS	ReW
363	*előnyökhöz vezethet*		AS	ReW
364	*előnyökhöz vezet*>		AS	ReW
365	igen		AS	ES

As seen from the above examples (HO, KE), the translation unit of *"benefits"* was tackled by the first student (HO) in *10 moves* and produced an acceptable solution at intermediate level in the given context of the text, whereas the other student (KE) tried to solve it in *14 moves* first, postponed it and finally proposed an approximation in further *7 moves.* From both solutions a tester can see that the translation unit/item "*social benefits*" was a difficult one for these intermediate students, and may be considered an item that discriminates better among test takers with higher intermediate or advanced language proficiency.

Finding 12: When comparing the difficulty of translation exam tasks, TAP can be very useful in exploring in how many major phases the translation happens and how long these phases are when   students cope with translation exam tasks (time constraint should be introduced in this case). Two examples below show how such phases and their length as well, could be profiled.

Table 5.21: Number of moves - HA (TAP, Arctic meltdown)

Moves ID.	Number of Moves	Stages in the translation process
1	1	Reads ST
2-19	17	Reads ST again and underlines unfamiliar words
21-24	4	Translates title
25-30	6	Translates Sentence 1
31-39	9	Translates Sentence 2
41-70	10	Translates Sentence 3

71-95	25	Translates Sentence 4
96-109	14	Translates Sentence 5
110-136	17	Translates Sentence 6
137-146	10	Translates Sentence 7
147-167	11	Translates Sentence 8
168-175	8	Translates Sentence 9
180	1	Revision of title
181-185	5	Revision of Sentence 1
186-188	3	Revision of Sentence 2
189-192	4	Revision of Sentence 3
194	1	Revision of Sentence 4
194	1	Revision of Sentence 5
195-201	7	Revision of Sentence 6
202	1	Revision of Sentence 7
203-205	3	Revision of Sentence 8
206	1	Revision of Sentence 9

The first student (HA) reads the ST first, underlines unfamilar words when reading ST for the 2nd time, then starts translating while looking up the unfamilar words and formulating TT paralelly. The pattern that frequently repeats itself is IP $\Rightarrow$ AP $\Rightarrow$ PS $\Rightarrow$ AS in the draft translation phase, proceeding relatively linearly in the translation process, and a separate revision phase follows to check on the draft translation.

The second student (PA) starts in a similar way, reading the ST and underlining unfamiliar words. What follows, however, is a longer (Moves 33-82) of dictionary work, when she works on the comprehension phase without writing down a draft translation. Then follows a longer draft translation period (Moves 84-338), which is followed by three revision phases (Moves 336-483, 484-496, and 501-506). The final version is written down only as the 507th Move.

Table 5.22: Nuber of moves - PA (TAP, Mayor urged)

Moves ID.	Number of Moves	Stages in the translation process
1-5	5	Introductory comments
6-23		Works on the title
24-26		Reads the text and underlines unfamiliar words
27-32		Comments
33-82		Looks up unfamiliar words in the dictionary
84-93	10	Translates title
94-124	31	Translates Sentence 1
125-162	38	Translates Sentence 2
163-185	23	Translates Sentence 3
186-228	43	Translates Sentence 4
229-285	57	Translates Sentence 5
286-297	12	Translates Sentence 6
298-338	31	Translates Sentence 7

338-360	23	1st Revision of title
361-401	41	Revision of Sentence 1
402-434	32	Revision of Sentence 2
435-438	4	Revision of Sentence 3
439-448	10	Revision of Sentence 4
449-456	8	Revision of Sentence 5
457-462	6	Revision of Sentence 6
463-483	21	Revision of Sentence 7
484-496	13	2nd Revision of TT
497-500	4	Comments
501-506	6	3rd Revision of TT
507	1	Writing down final version

In the final example the third student starts translating only in the 243rd Move.

Example 5.133: SZJ (TAP, Arctic Meltdown)

243	tehát az első mondat <tt *Az elmúlt két évtizedben az átlagos éves hőmérséklet>*	Starts translating Sentence 1	PS	

5.5 Summary of findings and conclusions

What emerged from my prolonged engagement in TAP research in connection with its potential use for exam centres is three considerations: a) TAP reseach method can yield very promising data about and the methodology to work on what actually happens when test takers translate exam tasks, b) this method seems to offer new dimensions for exploring students' translation strategies and thought patterns, thus it offers enourmous research potential, and c) it can contribute with new and promising findings to translation validation research for the construct validation phase in internal validation of exam systems.

In the present research the following findings emerged in the three research questions:

Research question 1 sought to find out *what actually happens when intermediate students translate exam tasks.*

Finding 1: Not everything gets verbalised in TAP, automatic processes with intermediate students cannot be researched in this way. For that TAP reseach has to be complemented with other research methods that can reveal automatised processes (e.g. product-based research).

Finding 2: What gets verbalised is inherently problem solving.

Finding 3: What happens when intermediate students translate exam tasks is *inherently not different from* how the process of *translation* is described in translation research literature (Lörscher, 1991; Gile, 1994; Bell, 2001): the translator using micro-strategies (at the level of clause, or under) and macro-strategies (or explicit strategies, level of text). In doing so s/he relies on background knowledge (external information not given in the text: information about

the language, the topic, the ST or TT culture, or the world, etc.), and occasionally reflects on the translation process, itself.

Finding 4: All the moves could be categorised in a combined model of the translation process (Gile, 1994) and problem solving in general (Gero and McNeill's model, 1998), belonging either to the comprehension phase (identifying problem, analysing problem) or the reformulation phase (proposing solution, analysing solution).

Finding 5: The translation process with intermediate students is not linear (longer translation units transferred in automatic processes), but very dynamic, with frequent and constant switches between ST and TT, in short translation units, proceeding in cycles of analysis, synthesis and revision, and returning to problems unsolved.

Finding 6: Mainly lexical items (words, noun phrases) are identified as problematic translation units (with a special focus on unfamiliar words and dictionary work. Less emphasis is given to segmentation of sentences, grammatical analysis, and other macro-strategies. Some students (relying on previous training) use such explicit strategies and can use them consistently. Further analysis of the TAP data collected could quantify the above observations.

Finding 7: Findings 1-6 apply to TAPs of both translation tasks, and thus were not found as text specific.

Finding 8: Thought patterns can be identified in the coded protocols, and thought pattern formulas created (e.g. IP $\Rightarrow$ PS, 2 moves only, Example 16) that can characterize problem solving strategies and particular test takers. Thus the problem solving strategy used by different test takers can be compared both for types of moves and number of moves (e.g. the translation unit identified as *"initially be funded"* is attempted in 36 moves, but not finished).

Research question 2 addressed the issue of translation strategies and wanted to find out *how the use of think-aloud research can help to understand what translation strategies are needed to produce acceptable translations at intermediate level.*

To be able to answer this research question, a) strategies were identified in the scripted TAPs, b) were grouped into two basic categories: successful and unsuccessful strategies (Appendix B, pp. 123-127), and c) a method was suggested to identify the type of translation strategies needed to produce acceptable translations at intermediate level.

The suggested list should be considered as a *tentative, empirically based list* of potentially successful and unsuccessful strategies that can produce acceptable translations in intermediate translation tasks. Further exploration of the data and further research is needed,

to make it more definitive. Also, further text types and translation topics could be explored in such successive research.

Research question 3 aimed to explore *how language testing research can profit from the use of think-aloud research of translation exam tasks.*

Finding 9: Thought patterns characteristic of particular students can be established by extensively exploring all the TAP data collected. To establish what is typical of a student, one should be able to count and describe all the patterns of moves performed by the student and establish typical patterns afterwards, which is a potential direction for further reseach of the data collected.

Finding 10: Thought patterns seem to be modified by factors (task difficulty, language proficiency and background knowledge). These are factors that have to be dealt with when translation tasks are validated.

*Finding 11***:** By the help of comparing numbered moves for the same translation units with different test takers (higher level and lower level students), their problem solving strategies and thought patterns can be compared. In a kind of item analysis, these TAP units can be explored for the difficulty of the particular translation units.

Finding 12: TAP can be very useful in exploring in how many major phases the translation happens and how long these phases are when students cope with translation exam tasks. By comparing the number of phases and the number of moves they include, both the difficulty of translation texts can be compared, if the same students translate different texts, and individual students can also be profiled for the major structure and macro-strategies used in their translation process.

Limitations, however, to TAP findings at intermediate level in general, and to the list of successful and unsuccessful strategies in particular, should be acknowledged. First of all, male and female participants tend to verbalise differently, female participants tend to provide a lot more data and more strategies, thus findings will tend to be based on female participants' contribution, whereas male participants tend to me more successful in translation tasks (Statistical analysis in Chapter 4 also confirmed that). Secondly, any such list of successful and unsuccessful strategies should be considered as a collection of options and suggestions only, as TAP research indicates that thought patterns in problem solving tend to be characteristic of individuals, thus no 'uniform' solutions could be recommended. Thirdly, the present research is only a first step to explore the potential of the method, and an exhaustive listing of all possible strategies used by students in the amount of data collected was not possible. Fourthly, in two translation tasks not all possible translation problems appear, thus the type and nature of the two texts determined the scope of strategies explored.

5.6   Implications

The two translation texts (*Artic Meltdown* and *Mayor urged*) that were chosen as research instrument for the present TAP research have been analysed from a statistical point of view in Chapter 4, and were found to behave very differently. The issue of male test takers achieving better scores in translation tasks was also raised.

By the help of TAP research exam centres can explore why and how such translation tasks behave differently. The analysis of TAP showed that although the *Artic Meltdown* was used in the first recording when the research method was new, it generated more verbalisation and more useful data in connection with translation strategies than the *Mayor urged* text. TAP research showed that the difficulty level demonstrated in the *Mayor urged* text can result in thought processes that tend to break down (e.g. very long and unsuccessful TAP units in tackling a translation unit). Thus findings from the TAP research confirm findings in the statistical analyses that translation tasks at intermediate level should be above the difficulty level identified in the *Mayor urged* translation task.

The amount of work and resources involved in TAP research indicate that it cannot be routinely done in translation validation on an every day basis. The present research design with two tasks and eight participants, however, has proved that even research on this scale can yield enormous reserach potential for construct validation purposes, especially from the point of view of response validity (Weir and Shaw, 2005), investigating, what actually students do when they translate.

As statistical analysis has confirmed, construct validation with particular tasks cannot be regarded as valid for ever. TAP research also suggests that different topics, different difficulty levels and diffferent participants interact in a way that call for prolonged engagement in such research.

Chapter 6: Method 3: Product-based research of translation: towards scoring validity

6.1 Introduction

Both the statistical analysis of exam data and the introspective research of the translation process have revealed aspects of the tasks and the performance, the research of which was beyond the possibilities of product-based methods. This method, however, can further add to our understanding of the construct of translation at intermediate level.

The emphasis in this chapter is again on exploring the potential of the research method, and on suggesting ways how it can contribute to construct validation done at exam centres.

6.2 Theoretical background to product-based research

6.2.1 Theoretical background to corpus linguistics

By the simplest definition corpus linguistics is "the study of language based on examples of 'real life' language use" (McEnery et al, 1996, p. 1), i.e. an empirical approach to the description of language (Kenny, 2001b). In another definition corpus linguistics is a branch of linguistics that studies language on the basis of corpora, i.e. "bodies of texts assembled in a principled way" (Johansson, 1995, p. 19). A text, in turn, can be defined as "an instance of language in use, either spoken or written: a piece of language behaviour which has occurred naturally, without the intervention of a linguist'"(Baker, 2001, p. 50). In Horváth's definition corpus linguistics offers quantitative studies of language use (1999). In Leech's argument it is also a scientific method as "it is open to objective verification of results" (McEnery et al.,1996, p. 13).

The most important characteristic features of corpus research is that it is data-driven and the data is verifiable, thus results from corpus research could contribute to definition attempts of translation, itself. Corpus data are kept and are accessible in machine readable forms, this is the distinctive feature of the corpus research method that makes it possible to access quantitative aspects of large amount of text-based data. An obvious limitation to corpus research is that a corpus is always finite as opposed to a natural language which is infinite.

As far as a short historical background to the research method is concerned, early corpus linguistics, or pre-electronic corpus research in another term, goes back to the 1940s (McEnery et al., 1996; Horváth, 1999). At the time field linguists and linguists of the structuralist tradition used a basic methodology that was based on recording and observing real language data produced by speakers of a language community rather than on introspection by linguists on the nature of language use and language competence. The 1950s marked a period of discontinuity in corpus research because of theoretical and technical reasons. In linguistics, a move away from

empiricism was urged and corpus methodology was critically examined. Before the advance of computer technology, recording and analysing large amount of naturally occurring data was extremely tiresome and time consuming because of its technical aspects, which impeded corpus research for some time. In the 1960s and 70s corpus research remained a "somewhat minority methodology" (McEnery et al., 1996, p. 11).

With the advance of computer technology in the1980s, however, corpus studies started to boom and the advantages of the corpus based method were generally recognised. So much so that today the definition of a corpus is " a body of language material which exists in electronic form, and which may be processed by computer for various purposes such as linguistic research and language engineering" (Leech, 1997, p.1).

6.2.2 Background to learner corpora

Granger (1996, p. 4) observes that despite the developments in corpus linguistics, current Second Language Research is mainly based on introspective data and language use data of the elicited type. It was not until the early 1990s that the theoretical and practical potential of computer learner corpora was recognised and several major learner corpora projects launched. Among them the most prominent ones are: the International Corpus of Learner English (ICLE) and the Longman's Learner Corpus (LLC), both are corpora of learner English from several mother tongue backgrounds, and the Hong Kong University of Science and Technology (HKUST) Learner Corpus, which is learner English produced by Chinese speakers. Horváth (1999, Chapter 2) mentions other written corpora as well.

The link between corpus linguistics and the ELT world was established in the early 1990s with the Collins Cobuild project of introducing authentic native English into the design of dictionaries, which set a trend in teaching materials design (Granger, 1996, p. 6). Another development was the recognition that „native corpora cannot ensure fully effective EFL learning and teaching, mainly because they contain no indication of the degree of difficulty of words and structures for the learners" (Granger, 1996, p. 7). Non-native speaker data can highlight what is difficult for language learners in general, and for specific groups of learners in particular.

Two publications overview issues in learner corpora research (Wichmann, Fligelstone, McEnery & Knowles (Eds.), (1997) and Granger (Ed.), (1998). Horváth (1999) focuses on issues in written learner corpora before describing the design and the use of his JPU Corpus of Hungarian students' academic writing in English. He also mentions Hungarian linguists: Andor

et al, (1998), Csapó (1997) and Hollósy (1996, 1998), involved in learner corpus research with Hungarian learners.

With the appearance of user-friendly, relatively cheap or even free concordance programmes, it is technically more and more feasible for researchers or even teachers of languages to conduct small scale research or investigation into specific areas of language learning. One can only share Sinclair's enthusiasm about the potential importance of learner corpora: "Language corpora are becoming available cheaply, sometimes freely. The likely impact on language teaching will be profound – indeed the whole shape of linguistics may alter at speed" (Sinclair, as cited in Horváth, 1999, Chapter 2).

Researchers also note that corpus linguistics, by its nature, has its limitations, as a corpus is always finite, findings are dependant on the relevance and representativeness of the corpus as well as the relevance of the interpretation by the analyst of the corpus (Clear, 1996, p. 21), therefore the number of possible research questions is also limited by the method. Thus they call for a combination of the two approaches, the use of empirical research of the corpus type and intuition (McEnery et al., 1996; and Horváth, 1999, Chapter 2)

6.2.3 Developments in translation corpora

The entry on "Corpora in translation studies" in the *Encyclopedia of Translation Studies* (Kenny, 2001b, p. 50) observes that "dissatisfaction with the use of introspection by translation theorists" resulted in using corpora in descriptive translation studies, adding computational and statistical aspects to translation studies. Following Baker's (1995) terminology, Kenny distinguishes among three types of corpora*: parallel, multilingual and comparable* corpora.

A *parallel corpus* consists of texts originally written in one language alongside their translation into another language. Such parallel corpora have been compiled in English –French, English-Italian, English-Norwegian and English-German (Kenny, 2001b). My present research interest was to create such a type of corpus in English-Hungarian. The main focus of a parallel corpus is "to provide information on language-pair specific translational behaviour, to posit certain equivalence relationships between lexical items and structures in source and target languages" and "to study the phenomenon of translationese" (Kenny, 2001b, p. 51). The alignment techniques and procedures used provide explicit links between source text (ST) sentences and target text (TT) sentences, ST words and TT words, compare ST and TT language sentence length and the use of predefined lexical correspondences between ST and TT languages. They may include information about the translators' background.

The two other types: *multilingual corpus* and *comparable corpus* are not relevant in the present research, therefore will not be overviewed here.

The Second International Conference on Current Trends in Studies of Translation and Interpreting, *Transferre necesse est …,* (Budapest, 1996) has already emphasised that translation studies proceed from a prescriptive to a descriptive paradigm. King (1996), Kohn (1996) and Laviosa-Braithwaite (1996) presented new developments in translation corpus research, with Laviosa-Braithwaite concluding that "corpus-based methodology will make a notable contribution to the development of Translation studies as an independent discipline with solid empirical foundations" (Laviosa-Braithwaite, 1996, p. 60).

A quick search of the Internet (yahoo) showed 97 600 web sites containing the words: "translation, corpus", 11 700 sites containing "learner, corpus", and 3370 sites containing "translation, learner, corpus". Another search programme (googles) showed 2,740 sites for "translation, learner, corpus". Although not all of the sites may be relevant from the point of view of research, a quick general review of the sites still reveals that research in these fields: 'translation', 'corpus' and 'learners', combined to different extent, has been going on for some time from the Scandinavian countries to Portugal, from Cambridge to China, from Poland or the Czech Republic to Japan. Some of these projects involve research on L2 –L1 translation using corpus research methods, with several task types involved in this research, as well as the use of L1 corpora in foreign language teaching when looking for the L2 equivalent of an L1 lexical item.

6.2.4 Corpus research in language testing

Language testing has also started to explore the potential of researching quantitative aspects of anonymised examination scripts from test takers. The UCLES's web site in 2001, describing the Cambridge Learner Corpus (CLC) project, summed up their mission statement as follows:

a) to provide research material for improving the adequacy of exam materials:

Each script is coded with information about the student's first language, nationality, level of English, age, etc. This means we can focus in on particular types of learner and see what they get right and what they get wrong. This helps us to produce more specifically targeted materials for these learners with more help just where they need it! (UCLES website, 2001)

b) to be able to check on the validity and reliability of the exams over the years:

Cambridge ESOL use the data from the CLC to answer questions about the way students learn at different levels. They also use it to check that the assessment of students' exams is done consistently from country to country and from year to year. (UCLES website, 2001)

c) to be able to do statistics on the types and frequency of learner errors in the exam tasks:

A unique feature of the CLC is that over 5 million words or about 15,000 scripts, have been coded with a Learner Error Coding system devised by Cambridge University Press. This means that we can see which words or structures produce the most errors in Learner English. It also means that we can search for particular errors and always find plenty of examples. (UCLES website, 2001)

This UCLES web page did not contain information on what kind of analyses were done based on corpus data, therefore from this aspect my research cannot be compared to the CLC research. Another difference is a technical aspect: CLC uses a specially devised programme for counting and displaying frequency data on items, whereas I could use a freely available concordance programme (*Concordance 2.0.0*) only, which does not provide this function, and therefore counting had to be done by hand.

6.2.5 Corpus design and basic processing

Corpora are built „according to explicit design criteria for a specific purpose" (Atkins et al, 1992). As Kenny (2001b) suggests, the conceptualisation of envisaged use is essential before the corpus is designed. The corpora based on the design criteria should be representative of the features examined. Actual texts can be chosen randomly, or chosen according to „increasingly specific criteria".

Once they are represented in electronic form, basic or higher-level *mark-up* can happen. In basic level mark-up, main divisions in a text are indicated, or descriptive headers can be added. In higher level mark-up, part-of-speech tagging for every word in the corpus can happen, syntactic or semantic annotation added.

Raw corpora, i.e. untagged and unmarked corpora, can be used for basic level mark-up. Based on the frequency occurrence of sequences of characters, several features related to the texts can be examined, e.g. the *type-token ration* (variety of the vocabulary used in the corpus), *lexical density* (the percentage of lexical and grammatical words), or significant collocates (recurring patterns in the context for the key words). The basic processing involves discovering

features of the corpus based on frequency counts and counts of regularities in the co-occurrences of certain sentence constituents.

6.2.6 Threats to validity

Corpora and the software programmes for processing are powerful tools only, and have to be used with caution, as Kenny (2001b), referring to Malmkjær (forthcoming), warns. One threat is that the mere bulk of the statistical evidence for certain aspects of the corpus may tempt the researcher to ignore marginal, problematic cases within the same corpus. A second threat is that the selection of the texts for inclusion can affect or limit what the observer notices to an undesirable degree. And a final warning is that in order to get explanations for issues raised and to go beyond the mere statistics of the texts, the analyst has to explore the context for the texts in some depth, as well, a feature that is not possible to search or display on the computer.

6.3   The product-based research: the potentials of translation corpus analysis

The potential use of corpus-based research for translation exam tasks has already been explored by Fekete in two unpublished PhD assignments. Some of the key issues will be revisited here, in a different context, new aspects and new examples added.

6.3.1 The research questions

Research question No. 1.: *How can basic statistical properties of translation exam corpora add to testers' understanding and comparison of the overall difficulty of translation exam tasks?*

Research question No. 2.: *What aspects of translation exam performances can be examined by the help of corpus research that would not be feasible to do in another way?*

Research question No. 3.: *How can the difficulty of translation units identified in the text be statistically evaluated by the help of quantifiable aspects of a translation exam corpus?*

Research question No. 4: *How can the research of quantifiable aspects of a translation exam corpus help to establish the validity of a marking scheme and contribute to exploring alternative marking schemes?*

Research question No. 5: *How can corpus research contribute to exploring successful and unsuccessful translation strategies?*

6.3.2 The research design

Translation scripts from real exams (ITK ORIGÓ, intermediate written exams in English) will be used for corpus-based analyses, from one marker, from the three specific exam dates analysed in Chapter 4 (March, 2001, November, 2001, March, 2002). The three translation texts for analysis were chosen to explore the potential of product-based analysis of the performances elicited by the three instruments (translation exam tasks). The methodological implications of corpus-based research for language proficiency exam centres will be emphasised.

6.3.3 Method of data collection and sampling

6.3.3.1 Types of data collected

The data collected in this part of the research were empirical data in the form of translated texts, translated by real test takers in live exams, marked, and background data on the same test takers were added.

Data was collected from three separate ORIGÓ intermediate exam dates, in three translation exam tasks between March, 2001 and March, 2002, from different geographic locations, from among papers that I marked as a marker. In sampling complete groups were chosen for analyses from the separate batches each time, no (random or other) sampling procedures were followed. This was done partly because of convenience reasons, partly because more coherence was expected between performances in individual sub-populations within a specific geographic locations.

6.3.3.2 Background data on the test takers and their performance

The basic statistical data on the real exam population are summed up in the table below:

Table 6.1: Basic data on the three exam tasks* (corpus research)

Text /Title	Size of exam population	Exam date	Pass rate in the task
Mayor urged	7695	November, 2001	30%
Leonardo	9858	March, 2001	48%
Arctic Meltdown	9340	March, 2002	49%

*data from ITK ORIGÓ statistical archives

The basic statistical data on the corpus is as follows:

Table 6.2: Basic data on the corpora

Text /Title	Exam date	Number of scripts	Marker
Leonardo	March, 2001	115	Fekete, H.
Mayor urged	November, 2001	120	Fekete, H.
Arctic Meltdown	March, 2002	100	Fekete, H.

In order to check whether the sampling was close enough to represent the real exam population in a reliable way, the statistical data for central tendency were compared.

Table 6.3: Descriptive statistics for the three exam tasks comparing the real exam population and the corpus population

Text /Title	Mean 1	Mean 2	Median 1	Median 2	Standard deviation 1	Standard deviation 2
1. Leonardo	12.87	12.3	14.00	14.00	7.2	5.81
2. Mayor urged	10,17	7.55	11.00	7.00	6.56	5.27
3. Arctic Meltdown	13.71	13.04	14.00	14.00	5.92	4.61

1= exam population data   2 = marker's corpus data

The table above shows that with the *Mayor* text, the corpus population produced considerably weaker exam performance than the real exam population (Mean2 and Median2 3-4 points lower than Mean1 and Median1), thus based on this corpus findings should not be generalised beyond the scope of the given corpus population. With the two other tasks (*Mayor urged* and *Arctic Meltdown*), the Means and the Medians are close, thus the representativity for task difficulty can be deemed acceptable. In both cases the Standard deviation is lower for the corpus populations, which indicates that performance altogether is more homogenous in the corpus than in the real exam population.

This comparison also shows that the most difficult translation task from among the three was T2 (*Mayor urged*), and the easiest was T3 *(Arctic Meltdown)*, both in the real exam and the corpus population. Leonardo (T1) was very close to *Arctic Meltdown* in task difficulty (Mean, Median), although the Standard deviation is the lowest for this task (discriminated the least between good and weak performances).

6.3.3.3 The instruments

All the three translation tasks (Appendix B, pp. 67-69) are authentic texts written in English (year of publication is not given). The source for texts is British journals and magazines. The test production procedure a text has to go through before it becomes a translation task is described in

Fekete, 2001c. The genre is descriptive type of newspaper article. The length of the texts is between 1200-1500 n. Originally five successive exams were chosen for corpus research purposes, but only analysis from three sub-corpora will be presented here. All the three texts chosen are fairly neutral descriptive texts not heavily marked by the characteristic features of newspaper language.

The topics are very different in the three texts, as shown below:

Table 6.4: Description of the three translation tasks

	T1 Leonardo	T2 Mayor urged	T3 Arctic Meltdown
Topic	paintings	transport fees	global warming
Number of sentences	10	7	9
Number of clauses	15	15	22
Text type	descriptive	factual	narrative
Background knowledge	paintings, restoration	public transport, prices	biology

The textual features in the three texts also differ to some extent (number of sentences, number of clauses), as well as the type of background knowledge one may rely on (global warming, a change in transport fees, restoration of masterpieces).

6.3.3.4 The procedures for data collection

Data collection was done in the following steps:

1. The exam papers were marked, and photocopied. For identification purposes the texts were code numbered as they followed one another in the original exam paper pile, beginning with T^1 and up to the final script, e.g. T^{113}

2. Background data on candidates (sex, age, place of residence, their scores in two exam tasks and their final scores) were collected from the exam centre's administration data base.

3. The texts were fed into the computer in *.txt* format by students working part time on the project. Extreme care was used to make sure all the candidate errors and spelling mistakes appeared in the computerised scripts the way they did in the original scripts.

4. A coding scheme was designed for adding the background data on test takers.

5. The background data were added to the translation scripts in a separate phase.

As, in ORIGÓ's marking practice, the exam papers are anonymous, no consent from candidates was sought, as it is generally understood that the papers will be analysed and researched after the exam. Anonymity was preserved throughout the research.

6.3.3.5 Coding and annotation

All the scripts were fed into the computer and were tagged adding the background information. To maximise the potential use of background information, an experimental 'annotation' procedure was used.

"1 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> szöveg"

(where **1** = text No. 1., and ***szöveg*** = script)

Table 6.5: Coding for background information added in the form of annotation

Code	Type of information	Research consideration
Q	score in the translation task	the basis for rank ordering examinees for item analysis
W	total score	to show if the examinee passed the exam
T	M/C test score	to show the examinee's score in a grammar test
X	age	to show age, to be able to do discrimination analysis for age
Y	gender	to be able to see discrimination for gender
Z	place of residence	to be able to see discrimination for place of residence

Every sentence in a translation performance is numbered, in this way choosing the sentence numbers as *headwords* all the translations of the same sentence can be seen on the screen, printed and analysed at the same time. The background information on the text takers is always added after the serial number for the given sentence in the above coded form, thus information from the background data is always present with every part of the sentence.

6.3.4 Method of data analysis

6.3.4.1 Data processing

Data processing was done by the help of a freely downloadable concordance software (*Concordance 2.0.0,* in 2001 and *Concordance 3.2,* in 2007). The programme does automatic frequency counts for types and tokens. Also, one can select a headword and analyse the context of the chosen word for collocations. By using the '*sort by'* → '*reference category'* function, it is also possible to sort the texts by using any reference category from among the ones included. In this way the sentences can be sorted e.g. to show the script with the lowest score for the translation task, or the highest overall score, or the versions produced by all the females, etc. One restriction, however, is that only one type of background information can be sorted at a time and combined sorting is not possible.

Figure 6.1: Concordance programme showing background information in the form of annotation (reference) - headword: 'polgármesteren'

Context...	Word	...Context	Line	Reference
7 A kormány szóvivője szívesen I...	polgármesteren	fog múlni.	22	<Q 07><W 40><T 05><X 18><Y 2><Z Budapest>
7 A kormány szóvivője örömmel f...	polgármesteren	múlik.	44	<Q 18><W 62><T 11><X 23><Y 1><Z Hódmezővásárhely>
7 A kormány egyik szóvivője azt ...	polgármesteren	múlik.	184	<Q 02><W 48><T 09><X 20><Y 2><Z Tarján>
7 A kormányzat szóvivője úgy üd...	Polgármesteren	múlik.	195	<Q 09><W 47><T 05><X 17><Y 1><Z Budapest>
7 A kormányszóvivő a jelentést é...	polgármesteren	múlik (hatásköre).	315	<Q 24><W 56><T 05><X 41><Y 1><Z Budapest>
7 A kormány szóvivője a cikket a ...	polgármesteren	múlik.	380	<Q 18><W 62><T 08><X 26><Y 2><Z Budapest>
7 Egy kormányszóvivő üdvözölte ...	polgármesteren	múlik.	543	<Q 15><W 60><T 06><X 26><Y 2><Z Budapest>
7 Egy kormányi szóvivő a beszá...	polgármesteren	áll!	1007	<Q 15><W 78><T 14><X 19><Y 2><Z Budapest>
7 Egy kormányszóvivő üdvözölte ...	polgármesteren	áll.	1018	<Q 12><W 52><T 08><X 17><Y 1><Z Budapest>
7 A kormány szóvivője kedvezőe...	polgármesteren	fog múlni.	1050	<Q 08><W 41><T 08><X 19><Y 2><Z Vác>
7 A kormányszóvivő úgy üdvözöl...	polgármesteren	múlik.	1171	<Q 19><W 75><T 12><X 26><Y 1><Z Nyergesújfalu>
7 A kormányszóvivő a tudósítást ...	Polgármesteren	múlik.	1193	<Q 08><W 51><T 08><X 26><Y 2><Z Budapest>
7 A kormány szóvivője a témával ...	polgármesteren	múlik.	1270	<Q 11><W 61><T 10><X 17><Y 2><Z Érd>

The basic method exploited the use of frequency counts of certain linguistic phenomena, combined with background information provided by the above experimental form of annotation. In processing and analysing the data, the following steps were taken:

1. scripts fed into the computer and tagged for background data,

2. *Concordance* programme run (main functions used: *select by headword, context - sort by nth word before/after the headword, collocations, rank order by reference categories, print selected headword* showing the result of the selected function),

3. counting done by hand in printed versions,

4. potential use of the method explored.

Warning has to be expressed here, however, as to the objectivity of what is considered acceptable translation of an L2 item in the corpus at present, as, for the time being, it is based on one marker's decision, bringing an element of inevitable 'subjectivity' into the evaluation of learner performance. Although the markers are always trained to mark the given tasks, rely on a detailed marking scheme finalised in team meetings, and marking is always double marked in some form (routinely in the sensitive interval below the cut-off point and randomly in other intervals), proper double marking for all the translation performances will have to be done for a finalised translation corpus.

6.3.4.2 Counting

As there is no additional function in the two *Concordance* versions to give automatic percentages for frequencies (except in the *collocation* function), or to do combined sorting of co-occurrences of patterns, to be able to do the analyses the translated sentences had to be printed out and the counting done by hand.

Based on such counting the following indexes can be calculated:

1. facility index of certain 'translation items',

2. a type of discrimination index for the item,

3. frequency and types of particular learner errors when translating these items,

4. frequency and types of good learner translations of particular 'translation items',

5. the most typical words in the collocation of certain translation items ('the typical'
learner translation created).

Caution is needed however, when doing frequency counts for a translation item, as the concordance programme lists all the different forms of the same Hungarian word as separate head words. Also totally different word forms have to be checked from the total list of words for the complete variety of translations offered by candidates. A marker's familiarity with the possible versions is an advantage.

6.4 Results and discussion

6.4.1 Research question 1: Overall difficulty of translation exam tasks

Research question No. 1.: How can basic statistical properties of translation exam corpora add to testers' understanding and comparison of the overall difficulty of translation exam tasks?

Table 6.6: Corpus properties vs. descriptive statistics for the 3 corpus texts

	Mayor	**Leonardo**	**Arctic Meltdown**
Words/sentence ratio	10.82	14.5	10.58
Types/token ratio	6.69	8.74	7.61
Mean	7.55	12.3	13.04
St. dev.	5.27	5.81	4.61

As the above table with data on three sub-corpora shows, there is no linear tendency either between the difficulty of the texts and their words/sentence ratio as a possible indicator, or the types/token ratios as another possible indicator. Thus these types of corpus properties do not give

automatic indicators for overall task difficulty. The Standard deviation does not show any strong relationship with either of these indices, either (the figures are too few to do proper correlation).

6.4.2 Research question 2: Variety and types of learner translations

Research question No. 2.: What aspects of translation exam performances can be examined by the help of corpus research that would not be feasible to do in another way?

Example 6.1 : Variety of learner solutions (for title)

One fascinating aspect of translation is the great variety of the idiosyncratic use of the mother tongue when still conveying the same message. The analysis of titles is a very good example for this richness as titles are often 'condensed' summaries of the meaning of the article, as was the case in the Leonard text.

The title of the Leonardo text "One Leonardo to stay" was chosen for analysis. It is only people with experience in correcting large numbers of papers who would suspect that even this short title can inspire a great variety of translations.

As frequency counting of translations offered by test takers show there were altogether 72 different solutions (49 acceptable, 23 unacceptable) (Appendix C, p. 133). In the table below only the ones with the highest frequency counts will be shown:

Table 6.7: The most frequent translations of the title "One Leonardo to stay"

Translations of the title	Frequency
"Egy Leonardo marad"	(10)
"Egy Leonardo megmarad"	(7)
"Hogy egy Leonardo megmaradjon"	(4)

Other solutions included truly inspired translations, e.g. "Egy Leonardo az örökkévalóságnak", or " Egy Leonardo kép a jövőnek" among the acceptable ones, and quite surprising solutions among the unacceptable ones: e.g. "Egy Leonardo állomás", "Leonardo az egyetlen ki kitartott/ megmaradt", "Csak egy Leonardo maradt".

Exploring the variety of acceptable and unacceptable translations by the help of corpus research could contribute to demystifying the dilemma between 'word for word translation' candidates are told examiners want in the exam, or 'free translation' they feel their teachers encourage them to give, thus it could contribute to better face validity and also to better response validity of the translation task.

Example 6.2: Variety of learner solutions (for problematic lexical items)

The most problematic noun phrases in the Arctic Meltdown text were: '*natural resource workers*' and '*dart gun*'. The first is a difficult term for Hungarians to translate as there is no accepted equivalent term, and the most successful strategy was to paraphrase it. The list of frequency counts for the L1 versions is as follows:

Example 6.3: Variety of types ('natural resource workers')

természetvédők (21)	természetbúvárok (1)	erőforrások (1)
munkások (15)	természet barátok (1)	kutatók (1)
dolgozói (15)	kollégák (1)	segélycsapatok (1)
dolgozók (13)	természetvédelmisek (1)	kincs-munkások (1)
vadőrök (3)	védők (1)	segélydolgozók (1)
természetkutatók (3)	őrök (1)	

The list very well demonstrates the variety, thus the difficulty of the concept to translate into Hungarian. For an analysis of acceptable versions the *collocation* function of the concordance programme could be used, or the printed list of all the translated sentences analysed.

Another difficult noun phrase was 'dart gun', and here all the students who did not rely on their common senses could really be misled by dictionary meanings, as quite often the mistranslations suggested that the bears were killed with all sorts of weapons and bullets, instead of being tranquilized momentarily. The frequency count for the phrase is as follows:

Example 6.4: Variety of types ('dart gun')

nyílpuskával (13)	dárdával (11)	fegyverrel(7)	lövedékkel (6)
puskákkal (4)	nyugtatólövedék (2)	puskával (2)	dárdapuskával (2)
dárdákkal (2)	dárda (2)	altatólövedékkel (2)	altató (6)
dart fegyverrel (1)			

Example 6.5: Typical learner translation (for sentences)

Frequency counts in corpus analysis can be used to identify the typical translation of a word or a translation unit by using the *sort by* → *word after headword* function, and counting the frequency of the types of solutions given. The most typical solution (61) was to start the Hungarian sentence with exactly the same words as in the English sentence, and try to squeeze in all the rest of the information after the subject of the sentence, whereas it would have been easier for a Hungarian speaker to put some of the information before the subject and make the sentence

more readable and understandable in Hungarian. Another 4 persons added an adjective before the subject 'jég' (ice) but followed the previous strategy and continued with the rest of the information after the subject..

Example 6.6: Typical starting of Sentence 5

A jég / jégtömeg / jégtakaró / a jég formája …. (61)
A különböző jégformák /etc. ………………. (4)
Két héttel később …. …(12)
Other information …….(15)
A Hudson-öböl…………(8)

Altogether there were 65 people out of 100 who tried to keep the original 'subject + verb' word order (not necessarily mistranslating it), and only 35 people who tried to break with L2 word order (not necessarily producing good translations). Using explicit translation strategies (segmentation, re-grouping information) could have produced more natural Hungarian sentences.

Example 6.7: Typical learner translation created (for the complete text)

Using the Concordance programme (→ *'collocations'* function), a typical learner version can be created: a) select one key headword (in this case: 'héttel'= 'weeks': 85 people used the word in this form), and b) then select the most frequent occurrences before and after the headword from the collocations (4 words are offered by the programme both before and after the headword). Relying on frequency counts we can recreate the following typical learner version of the sentence:

A (21) jég (15) két (72) héttel (85) később (73) ősszel (33) mint (10) a (20) Hudson …….

If continued, typical translations of units from the whole translated text could be reconstructed in this way, and combined into one empirically evidenced typical learner translation. Although it is quite time consuming and needs a marker's insight from the actual marking of the text, such feedback to candidates and teachers would be valuable information.

The most useful function of recreating the typical translation would be pedagogic: to give feedback about problematic sentences to both candidates and teachers who prepare students for the exam. It would also be useful for testers to see evidence as to what extent these units were problematic.

6.4.3 Research question 3: Difficulty of translation units

Research question No. 3.: How can the difficulty of translation units identified in the text be statistically evaluated by the help of quantifiable aspects of a translation exam corpus?

Example 6.8: Item difficulty for a translation item (passive in the title)

Often the facility index is given as an indirect indicator of the difficulty of an 'item', showing the ratio of the good solutions compared to all the answers. If one considers a translation unit as a 'translation item', e.g. the sequence of "*Mayor urged*" (a passive structure) in the title of the *Mayor urged* text, then by listing all possible answers in the corpus one can count the ratio of right/wrong answers (for all the answers and the counting, see Appendix C, p. pp. 141-142). The title reads as follows: "*Mayor urged to cut all bus fares to 70p*".

Table 6.8: Translation item "Mayor urged"(passive structure)

Passive structure	Number of answers	Percentage
Right	22	19%
Wrong	77	65%
No answer	19	16%
Total	118	100%

The above table shows that the facility index is 0.19 (22/118), indicating that the passive in the title "*Mayor urged to cut all bus fares to 70p*", proved to be too difficult for intermediate test takers in the corpus to get the meaning right.

Example 6.9: Item difficulty for a false friend ("report")

'False friends' can also be researched. From among the 118 possible answers 13 people translated "report" by using the Hungarian false friend "*riport*" (see Appendix C, p. 143): the *facility index* of the item is 0,89, which shows this particular item to be an easy one at intermediate level. If we examine how this item 'discriminated' among good and weak students then we find that none of the test takers who used the 'false friend' reached the theoretical pass mark (15 points) for the task. The scores were: 12 points = 3 people, and 11 points = 2 people, and the other translation scores ranged between 2-10 points. If counting is done in a systematic way, then proper discrimination indices could also be counted for translation items.

Example 6.10: Item difficulty and discrimination for controversial content words ("social")

The translation item "*social*" in the *Mayor urged* text proved to be controversial. From among the possible 113 answers, 62 people used the word "*szociális*", and 42 people used "*társadalmi*"(altogether 104 answers). Interestingly, the item shows little discrimination (0.14) between those who translated it as "*társadalmi*" and those who used the word "*szociális*" (if one takes "*társadalmi*" as the right answer and counts the discrimination index for this right answer from among the total of 104 answers with this item). One possible reason may be that the meaning of the word in the ST context is 'under-defined', not enough context is given for the translator to decide in the Hungarian translation which meaning of "*social*" is implied. The implication for validating a translation task marking scheme is that such types of items should not carry too much weight compared to other items.

Example 6.11: Item difficulty for key translation units ("The ice forms…")

One of the most problematic part of the *Arctic Meltdown* translation task was Sentence 5:

"The ice forms as much as two weeks later in the autumn than it used to in Hudson Bay creating a bewildering situation for some of the local wildlife."

This translation unit was felt by markers as central to the understanding of the whole text, and thus a very good indicator whether the candidate was really 'at intermediate level'. Exploring the real item difficulty for such items can confirm or reject such assumptions made by testers.

Table 6.9 : Item analysis ("The ice forms …")

	No. of answers	Translation scores	No. of people	Percentage
Right answer:	32	20 – 25 points	8	0.78
		15-19 points	17	
		0-14 points	6	0.19
Wrong answer	63			
Total (N)	85			

The table above shows that the 'facility index' for this translation item is: 0,38 (for the 85 people involved, the rest of the answers are not analysed here), which is somewhat below the real exam pass rate of 49% (0.49). This may indicate that not all the students who 'passed' the translation task could get this 'translation item' right. From among those, however, who gave the 'right' answer, 78% reached the theoretical pass mark (15 points) in the translation task, thus the discriminating power of this particular item was very high. Altogether the statistical analysis (N=85) of this particular item showed that the item was somewhat more difficult than testers assumed after marking the papers, but its discrimination power confirmed testers' general impressions about its discriminating value.

Example 6.12: Item difficulty for conjunctions ("before)

The conjunction "*before*" proved to be problematic in Sentence 6, as well as the translation unit of "*onto the ice*":

Polar bears that ordinarily emerge from their summer dens and walk north up Cape Churchill **before** proceeding directly **onto the ice** now arrive at their customary departure point to find open water.

Choosing the head word: "*mielőtt*" ("*before*") (N= 73 people used it in their sentences) and having printed the translations we can count the frequency of good and bad translations with both 'items', and find the following:

Example 6.13: Item facility

before   = 16 people had a good translation (22% out of 73)

onto the ice = 28 people had a good translation (38% out of 73)

The matrix in Table 6.10 below shows the relationship between getting the item right and reaching a 'theoretical pass' in the translation task, a form of discrimination.

Table 6.10: Discrimination matrix for the item "*before*"

	right answer	passed the task	N (people)	Per cent (N = 73)	
right answer + passed	√	√	13	18%	55 (75%)
wrong answer + no pass	0	0	42	57%	
wrong answer + passed	0	√	15	21%	18 (25%)
right answer + no pass	√	0	3	4%	

total N size= 73

In the table above one can see that 13 people (18%) who had the translation item right 'passed' the task, and 42 (57%) people who did not get the item right, did not 'pass' the task. Thus in the case of 75% of the answers the discriminating power is clear, and strong. 15 people (21%) who did not get the item right still passed, and 3 people (4%) who gave the right answer still did not pass, constituting 25% of this sub-population (N=73).

Altogether only 16 people (22% of the 73 people) understood the right time sequence indicated by the conjunction "*before*", thus this item could be considered a difficult one (facility index 0.22). '*Onto the ice'* was easier, 38% got it right (facility index 0.38).

Table 6.11: Discrimination for the item "*before*"(summative table)

	(N) people	**Passed (N)**	**Percentage of pass**
Right answer	16	13	81%
Wrong answer	57	15	26%

Out of these 16 people 13 people (81%) passed the task, and only 3 (19%) did not. At the same time there were 57 people who did not get the meaning right, out of these 57 people 42 (74%) did not pass and only 15 (26%) passed. Thus the discriminating power for this translation item proved to be high. In sum, this was a difficult translation item with low facility index (0.22) and high discriminating power.

Proper discrimination index for all the types of solutions can also be counted for any particular translation item. To be able to do that one has to have all the translations of the sentence in which the particular item can be found (Appendix C, pp.151-155), and do the calculation for all the types of translations of that particular item (by establishing the rank order for the candidates based on their translation scores and then checking if they gave the right answer to the particular translation item. Such calculation method is obviously not feasible or practical to do on a large scale, but for research purposes it is informative.

6.4.4 Research question 4: Exploring alternative marking schemes

Research question No. 4: How can the research of quantifiable aspects of a translation exam corpus help to establish the validity of a marking scheme and contribute to exploring alternative marking schemes?

Relying on analyses of corpora, alternative marking schemes could be tested. Based on the frequency of errors it could be estimated to what extent a new marking scheme would modify the scores, or would discriminate differently between good and weak candidates.

At the moment, ORIGÓ's operationalisation of translation competence does not penalise translations that do not comply with Hungarian language norms from a stylistic point of view. As it is not a criteria for marking at the moment, it would be very difficult or impossible for markers to decide, on an empirical basis, how the introduction of a new analytical scale for stylistic mistakes would influence the pass rate, unless hundreds of papers are remarked again.

A concordance analysis of certain features can be useful in providing focused empirical data for such research.

Example 6.14: Alternative marking for stylistic error (*Leonardo* text)

In the Hungarian language, the sentence does not require a subject to be grammatically correct, as verbs can be marked (conjugated) to express who the subject is/are. Thus including the translation of a relative pronoun in the subject position when conjugating the verb to express the same idea, is considered as not complying with Hungarian language norms. It is especially striking when instead of '*azok*' the personal relative pronoun '*ők*' is used, which can refer only to people. In Sentence 2 '*they*' in '*they* are not changing at all' refers to the word '*paintings*' in Sentence 1 (Appendix C, p. 156). Also, the same word in Sentence 5 '*they* age a little faster' refers to the word '*paintings*' in Sentence 3. Frequency analysis shows that in the two sentences '*ők*' , which should not be in either sentence, was used in 20 cases (by 11 people, see Appendix C, p. 156). If it were penalised, 10% of the candidates would lose points for that, within that

1 person	for	4 occurrences
2 persons	for	3 occurrences
2 persons	for	2 occurrences
6 persons	for	1 occurrence.
11 persons		20 occurrences

As far as the discriminating function of such an alternative marking scheme, 6 out of the 20 above occurrences can be found in candidates' translations who scored 17 (3 people, all above the pass rate). The mean translation score for the rest of the 11 people (8 persons, 72%) is 5,5 points, which is very low. Five of them got 0 points for their translation task.

Thus one can conclude that with the help of a concordance programme it is possible to collect empirical data on the volume of change if an analytical scale for marking Hungarian stylistic mistakes were introduced. In this corpus it would have made the translation task more

difficult for 10% of the candidates, within that it would have discriminated more against weak translations (72%) than against good translations (28%). Analysis also shows that 50% of the candidates tend to repeat this mistake within the same translation.

Example 6.15: Alternative marking for a translation unit (*Arctic Meltdown*)

If corpus analysis was done in the pre-testing phase, alternative marking schemes for the real exam could also be pre-tested. One example is the title of the *Arctic Meltdown* text: if lack of reference to the *North Pole* (=*Arctic*) would have been penalised, then 62,5% of the candidates would have lost 1 point from their total scores. When the pass rate for the task is checked, it is possible to calculate to what extent it could have lowered the pass rate for this particular group. In this case there are only 2 candidates whose result would have changed from the pass mark of 15 points to below the pass mark: 14 points.

6.4.5 Research question 5: Exploring translation strategies

Research question No. 5: How can corpus research contribute to exploring successful and unsuccessful translation strategies?

Similarly to a coding system for types of translation errors, types of translation strategies in a corpus could be coded and analysed by the help of a concordance programme. Creating such an annotated corpus would make the analysis of translation strategies much more feasible than it is at the moment, with the present counting method.

Two examples could demonstrate what results such analysis could bring.

Example 6.16: Explicitation (*Arctic Meltdown*)

In Sentence 3, the text had the following passage:

> '… a 1.5 km wide lake had opened up at 90 north, with gulls fluttering overhead, and they had pictures to prove it.'

In their translations, 20 people gave the exact Hungarian equivalent of "*pictures*" writing "*képekkel*", but 17 people used the word "*fényképekkel*" ("*photos*"), which makes explicit what is meant in the context. It is interesting to see that 8 people (40%) passed of those 20 who stuck to the original word, whereas the pass rate was higher: 9 people out of 17 (53%) among those who made the word more explicit by adding that it was a photo the tourists had, to prove the existence of the lake.

Example 6.17: Transforming the syntactic structure (*Arctic Meltdown*)

Another example from the same Sentence 3 is the phrase: "*with gulls*". 17 people kept the original part of speech and used "*with*" in the Hungarian sentence, whereas 78 people transformed it into a new clause and had the word "*gulls*" in the position of the subject of the sentence, which sounds more natural in Hungarian and is the strategy a teacher would teach students to do. Interestingly enough, the pass rates for both groups are very similar: 6 people (35%) out of the 17 passed, whereas 30 people (38%) out of the 78 in the other group. This means that this particular strategy did not discriminate too well between the good and weak students.

The use of corpus research for exploring the product-based aspect of successful and unsuccessful translation strategies could possibly prove to be the most fruitful for future research concerning the theory-based validity of the translation task, as well as its response validity. The exploitation of the background data for age, sex and other information would make it possible to research what impact these factors have on translation strategies.

6.4.6 Limitations acknowledged

If proper annotation was done in such a translation corpus, than the problem arising from different forms of the same Hungarian headword could be avoided. Without annotation one has to search for all the different forms of the same word offered by candidates' translations, and may not find all of them, or, instead of searching, just simply print out all the translations of that particular sentence and do the counting by hand. If, instead of frequency counts in the two examples above, these strategies would have been annotated or tagged for the particular translation strategy, analysis beyond exploring the potential of the method had been made possible. In the future a hopefully more automatic counting could simplify processing and analysis.

6.5 Conclusions and interpretations

Corpus-based research of translation scripts seems to offer the long awaited empirical basis for researching, on a larger scale, what happens in the translation task at the level of translation units, and to do statistically substantiated research on such translation items. The automatic *frequency counts* and the *sort by* functions of a concordance programme makes analysis of particular translation items feasible and reasonably manageable even on the scale of a 100 scripts or more.

The research questions focused on the potential of exploiting a concordance programme for empirically supported analysis of translation scripts.

The hypothesis in *Research question 1*, as to any high correlation exists between the overall statistical properties of the corpus and the overall difficulty of the translation task, had to be rejected as neither the word/sentence ratio nor the type/token ratio seems to be an indicator of overall task difficulty, when compared to data from descriptive statistics.

In *Research question 2*, the potential of frequency counts relating to the variety and types of learner errors and good translations, as well as the possibility of creating a typical learner translation of a sentence, or even of the whole text, were examined. Data analysed proves that an incredible variety exists of both acceptable and unacceptable translations of translation units, providing empirical evidence for the idiosyncratic nature of translation. Pym's (2002a) definition of translation seems to be substantiated in the context of intermediate test takers' translation of translation exam tasks: translation potentially means generating an infinite number of target text versions and deciding on the most appropriate one. If exam centres published such analyses, it could help both the teachers who prepare candidates for the exam, and the candidates themselves, as it could demonstrate what type of performance a typical candidate can give at that particular level in that task. It would also be useful for item writers or test developers as they could properly map the difficulty of particular parts of the text. Such a typical learner translation would be based not on impressions or notes from marked papers but statistically supported evidence from real papers

Research question 3 focused on the potential of item analysis for translation items. It was found that, based on *sort by headword* function of a concordance programme and frequency counts, a particular translation item can be analysed for item difficulty and discrimination. That kind of corpus-based evidence, if routinely provided, could end endless debates between markers as to what really constituted difficulty for the candidates in the given translation task, and to what extent. In addition to its extreme use for test developers and item writers, such analysis, if made public, could also help teachers and candidates to better understand what constitutes real difficulty in translation tasks, and could contribute to demystifying the translation exam task.

Frequency counts can also be the basis for trying out alternative marking schemes (*Research question 4*), either in the pre-testing period or before finalising the marking scheme, as well as in the development of new tests or in reform periods. By the help of frequency counts it is possible to foresee to what extent certain modifications would change the overall task difficulty

or the pass rate, as well as whether they would discriminate against the weaker or the better candidates.

The most exciting area is doing large scale empirically supported research on translation strategies (*Research question 5*). Minimal analysis is already possible based on frequency counts and insight from the researcher. If, however, proper annotation for strategies was added, successful and unsuccessful translation strategies could be explored extensively, and thus could contribute to our understanding of what translation strategies test takers use when producing good translations.

The present research undertook to explore the potential use of the corpus research method in validating translation exam tasks from a product-based research aspect. More detailed analyses and possibly generalisable findings will hopefully be given in further research.

6.6 Recommendations

Depending on resources available, the present design of 100 translation scripts/exam session processed by the help of a Concordance programme as a tool, seems to be feasible for large exam centres to do routinely, even if not for every exam session.

The areas in the task production phase where such analyses could be valuable are: a) the pre-testing phase before finalising a marking scheme, b) the post-exam period for checking on the relevance of the marking scheme, c) the periods when major changes in the evaluation system are planned, and d) the development of new exams with translation tasks. If routinely done, detailed item analysis of these translation tasks could also work toward building stronger consensus among item writers about what really constituted a problem for the candidates, and to what extent, and could contribute to more awareness of level and difficulty of texts when preparing such translation tasks. Exam centres therefore could be encouraged to consider exploring the possibility of regular use of corpus research techniques for the above purposes.

Such corpus analysis of translation exam tasks could contribute to establishing aspects of construct validity: mainly scoring validity by examining the variety of responses and checking item difficulty and discrimination for translation items, as well as response validity by analysing the product-based aspect of translation strategies used. The use of such analyses could add an extra source for validation: large scale statistical analyses of real exam scripts at the level of translation units.. Therefore exam centres may consider using corpus research for validating their translation tasks. Publishing the results of such validity studies for the public could also improve the face validity of this controversial exam task in Hungary, as well.

Translation theory could also profit from such research as, with the help of annotation for translation strategies, researched from the product-based approach, it would be possible to break down the translation skill for its graded elements by mapping what strategies candidates with defined performance level use.

Chapter 7: Summary and conclusions from the present research

In this chapter the findings and conclusions, as well as the implications will be summed up again, in a somewhat shortened form, to present a final overview of the issues raised in the present research.

7.0   Summary of the introduction – the need for the present research

The question of the relevance of testing mediation, including translation as an exam task, became a controversial issue in Hungary in the 80s and 90s, with competing approaches aiming at restructuring the scene of testing foreign language proficiency in Hungary. Criticism of mediation, and translation (from L2 to L1) as an exam task, mainly concentrated on validity and reliability issues, most of them concerning theoretical and methodological aspects of construct validity. The main doubts about the pedagogical use of translation for language testing centred on doubts a) if translation can fit the context of communicative language teaching, b) if it measures something else than foreign language proficiency, c) if assessment of translation performance can be done on a valid and reliable basis, d) if performance in the translation exam tasks needs strategies the teaching of which do not necessarily enhance foreign language proficiency in general. Thus the question that concerned testers and teachers alike was if the use of the mother tongue in testing foreign language competence, within that L2 to L1 translation was desirable and justifiable in an exam construct.

The need for validation studies into the construct of pedagogic translation was further emphasised by the fact that accredited foreign language exams in Hungary have started the process of linking their exam levels to Common European Framework levels, the process of which needs internal and external validation. Thus the challenge for exam boards using translation as an exam task in Hungary is to find the theoretical foundation and methodological answers to the construct validation of their translation exam tasks.

The primary aim of the present research was to contribute to the construct validation of translation through a) exploring key aspects of the construct of translation in translation research literature, b) giving an overview of key concepts in the assessment of translation performance that concern construct validity, c) exploring exam data for relevant theoretical and methodological issues of construct validity, d) probing into new methodologies (think-aloud method and corpus-based research methods) that can contribute to the theoretical and methodological issues of construct validation.

The general aim of the present research is to sensitise teachers and test developers to key theoretical issues behind pedagogical translation and to enable them to engage in meaningful

and theoretically better founded discussions about the role of translation and mediation in language testing.

7.1 Summary of the literature review on test validation

7.1.1 Summary of findings (Chapter 1)

Validity, in short, is systematic gathering of empirical and non-empirical evidence that, in a justifiable way, support the claims testers make in connection with the construction, administration, evaluation and use of their tests.

In the past one or two decades the importance of Messick's unified notion of construct validity has been emphasised in validation literature, which notion has led to the acceptance that there is no *one* best way to validate inferences to be made from test scores for a particular purpose (Alderson and Banerjee's, 2002). Instead there are a *variety* of different perspectives from which evidence for validity can be accumulated. These types of validity today are seen as subsumed into construct validity (Brown, 2000). The concept of construct validity is explored in depth in Bachman's (1991) seminal work on language testing. Construct validity, in his technical definition, "is concerned with identifying the factors that produce the reliable variance in test scores". In a construct validation procedure first a theory is needed that specifies language abilities that one wants to measure, then the constructs are operationalised in the form of task types in a justifiable way, and finally the relationship between elicited test performance and our hypothesised construct of abilities or traits has to be examined and evidenced.

Evidence gathered in construct validation can be *quantitative* and *qualitative* (Bachman, 2001). The quantitative types of evidence are: *correlational evidence* (correlation, factor analysis, multitrait-multimethod matrix) and experimental evidence. The qualitative types of evidence include *analysis of the process underlying test performance* (e.g. protocol analyses). The interpretation of Bachman's model suggests that construct validity is, in fact, 'constructed' in a validation process that accounts, in a justifiable way, for legitimate sources of variance in the test performance.

Approaches to organising validity procedures into conceptual frameworks vary (Bachman and Palmer, 1996; Mislevy et al., 2002; Manual, 2004; Weir and Shaw, 2005). The closest to reflecting the actual process of the test design and evaluation cycle is Weir and Shaw's (2005) *theoretical socio-cognitive framework for an evidence-based validity approach*, which offers a *temporal frame* for exam centres to know *what* to do and *when* to do it in complex validation designs, at the same time emphasising the symbiotic nature of such validity aspects.

7.1.2 Implications

Construct validation is a complex procedure that involves both theory-based and empirical research, as well as a research design that reflects the unitary concept of construct validity in one design in a comprehensive way. To be able to address internal validation required for well grounded linkage of mediation exam tasks to CEF levels, first the theory-based relevance of integrating mediation and translation into communicative language testing has to be justified on an evidential basis (construct validation), and only then can the actual linkage of performance levels in mediation (translation included) be aimed at.

7.2   Summary of the theoretical background to the construct of translation

7.2.1 Summary of findings (Chapter 2)

Translation research literature has proliferated in the past few decades (as evidenced by St. Jerome Publishing, listing 27 categories in which the bibliography of translation studies itself is divided), thus there is ample literature on translation to turn to.

The "science of translation" or "translation studies" covers the whole spectrum of research and pedagogical activities, from developing theoretical frameworks to conducting individual case studies, and to engaging in practical matters such as training translators and developing criteria for translation assessment (Baker, 2001). In the history of translation research different periods can be distinguished (Klaudy, 2004): the linguistic period (1950s and 1960s), the interdisciplinary period (1970s and 1980s) and the empirical period (from 1990s). All these periods have formulated different answers to the basic questions in translation research: a) what is actually translated?, b) for whom?, and c) in what context?

These historical periods have brought along their specific focuses (overviewed by Hatim, 2001), specific terminologies (discussed by Chesterman, 2005), distinct research methods (studies in RETS, 2001) and different models (overviewed by Hatim, 2001; discussed by Kiraly, 2005). What can be recognised and is emphasised by several scholars (Pym, 2002a, 2002b, 2003; Kiraly, 2005) is the changing social need for translation that also calls for the need to redefine basic concepts in translation research, bringing along new research methods to explore the new concepts. These historic periods have resulted in an abundance of concepts, terms, definitions and models that have all enriched our understanding of the complexity of the translation process (as reflected on in Hatim, 2001; and Kiraly, 2005) but have also brought about terminological confusion in the area of definitions of terms and concepts (reflected on by Chesterman, 2005; Kiraly, 2005).

In the literature, several types of frameworks and models for conceptualising translation can be identified: *theoretical models* (linguistic, semantic, pragmatic, communicative, intercultural and trans-systemic approaches) vs. *analogue models* (Hermans, 2001); *minimalist approaches* (Pym, 2002a), *reductive models* (Koller, 1993; Gile, 1994) *comprehensive models* (Toury, 1984; Neubert, 1994; Campbell,1998), and finally *multicomponential models* (Wilss, 1982); *competence-based* models vs. *performance-based* descriptions. From a functional perspective Campbell's (1998) approach to the concept of translation (based on Holmes, 1972) distinguishes between *process-based approach* of psychological modelling of the translation process, b) a *product-output based* approach that comes from translation quality assessment, and c) a *translation pedagogy based approach* (translator training), a basic distinction applied throughout the present research in this dissertation.

Among recent theoretical approaches three major directions could be distinguished: *competence based approaches* (e.g. Campbell, 1998; the PACTE model, 2003), *minimalist approaches* (e.g. Pym), and *socio-cognitive approaches* (CEFR, 2001; Kaiser-Cooke, 2002; and Risku, 2002), with socio-cognitive approaches taking ground. Kiraly (2005) suggests that the basic distinction today is between the mainstream approach to translation as based on a first generation "information processing" view of the mind and the more contemporary "situated cognition" perspective, which "takes a dynamic, situationally embedded view of mental processing, focusing on social, physical and emotional phenomena that extend far beyond the macro- and micro-strategies of the individual mind".

In translation research today the interdisciplinarity nature of translation research has been widely accepted and emphasised (Baker, 2001; Klaudy, 2004) and, together with the socio-cognitive view of translation, it can be expected to come even more to the foreground, researching cognitive processes and the working of the translator's mind (Kaiser-Cooke, 2002; Risku, 2002). Such research can satisfy the need for data-based definitions of translation as opposed to speculative models, a need voiced by Campbell (1998).

As far as the explicit recommendations for translation pedagogy are concerned, Kiraly (2005) suggests that behind disparate approaches to translation (e.g. Pym, 2002a; Kaiser-Cooke, 2002; Risku, 2002) the same concern is expressed: to empower students by making them proactive agents of their own learning which translator training can contribute to.

As far as the facets of the definition of translation, the following emerged:

1) translation has been increasingly defined as a *form of communication* between cultures through the language,

2) the *componentiality* of translation competence has to be addressed,

3) the *directionality* of translation (from L2 into L1 or vice versa) may have an effect on the definition of the competence and on performance,

4) there is no consensus on what the primary aim of pedagogic translation is (language teaching vs. translator training)

5) the *distance between language pairs* is an issue,

6) a *hypothesised language proficiency threshold* may exist for teaching and testing translation competence,

7) *research methods* in translation studies *vary* (process-, product-, and pedagogic-based approaches),

8) *new research methods* are expected to result in data-based definitions of translation,

9) an *increase in real life needs for teaching intercultural communication* at earlier levels than professional translator training is expressed in a more mobile European context,

10) a clear-cut distinction between 'school translation' and 'real translation' might be replaced by the idea of a *continuum of translation competence* from lower proficiency levels to professional translators.

7.2.2 Implications

In the literature review *changing* (variable) and *constant* (invariable) parameters used in defining the concept of translation were identified. *The changing parameters* (from a historical perspective) could include: terms used to define the concept, approaches and conceptual frameworks to define the concept, the number of the facets of the concept identified, social demand set in connection with the use of translation, the views on the role and usefulness of translation in language teaching, and finally research methods used.

The constant parameters could include the basic triangle of *translator, source text, target text*, the trichotomy of *text, task, translator*, a definition attempt at *what is translated* (linguistic elements, message, information, etc.), focus on the *effect of translation on the reader* (recipient of a social artefact), focus on the role of the *translator as a mediator* between cultures (source text culture and target text culture) and the definition of the purpose of translation (constraints of the *context*).

From the point of view of test validation, or scale development describing translation performance levels, any conceptualisation of translation as a theoretical construct should address what is constant in definition attempts throughout the time, rely on what has been explored in the form of changing parameters throughout the time, and address present educational and social needs in the form of a relevant definition that can function in the given social and educational context.

7.3 Summary of the literature review on the assessment of translation

7.3.1 Summary of findings (Chapter 3)

The central criteria for quality assessment in translation are "equivalence" and "translation norms", both controversial and complex issues. Typologies of the notion of "*quality*" in translation literature include: anecdotal and subjective approaches, response-oriented psycholinguistic approaches ("equivalent response") and text-based approaches ("equivalent text") (House, 2001). House suggests a *functional-pragmatic model* (House, 1981, 1997), adding that quality assessment is inherently product-based. Introspective studies of the translation process, (psycholinguistic-cognitive approaches, think-aloud protocols), however, can help develop empirically verifiable criteria for quality assessment through large-scale empirical research into translator behaviour, thus the present researched combined both product-based and process-based reseach.

In defining *equivalence* (Kenny, 2001a) *rank*-based (word, sentence or text level) and *meaning*-based approaches are distinguished. In Koller's (1995) meaning-based framework *referential or denotative, connotative*, *text-normative*, *pragmatic* and *formal* levels of equivalence are identified. Later the notions of *textual equivalence* (Baker, 1992) and *functional equivalence* (Newman,1994) were added. The *criteria* for defining the nature of equivalence can be *extralinguistic* (Catford, 1965, 1994) and *linguistic* (Pym, 1992). No matter how levels of equivalence are defined, however, they are created step by step in a process (Malmkjaer, 2001). In *source-text approaches* equivalence is mainly linguistic and text-based, whereas in *target-text approaches* the emphasis is on transformation to the particular needs of the audience (matching cultural models, meeting social needs).

The idea of equivalence is rejected by Dollerup (2005), and the notion of *approximation* is offered as no perfect translation exists, and quality assessment in reality means comparing approximations. Instead of assessing the quality of individual translations, *translation norms* should be observed (Baker, 2001, referring to Toury, 1995). Within norms Chesterman (1993) distinguishes between "professional norms" and "expectancy norms", the first relating to professional translations, the latter to expectancies of the target text reader's.

Others reject the relativisation of equivalence saying this is the only category that distinguishes translation from non-translation (Kenny, 2001a), and the question is only what *type* of equivalence exists between ST and TT, and to what *degree* (Toury, 1980).

Thus when the quality of translation is addressed, linguistic and source text-based approaches seem to concentrate on some kind of definition of *equivalence* to establish relationship between ST and TT, whereas target-text and process-based approaches

concentrate on the translator as observing accepted *norms* in using translation strategies and decision making. As in a complex and comprehensive framework to the definition of translation one can see translation as both a process and the product of such a process. In establishing the quality of any translation one can only accept the simultaneous use of both conceptual frameworks for quality assessment (equivalence as a text-based category and norms as a process-based category).

Translatability should not be dealt with as an absolute term, and a pragmatic approach to the concept is suggested in translation research (Pym and Turk, 2001), i.e. examining translatability in concrete texts and utterances. In doing so, one should adopt a dynamic approach to the relevance of the criteria for assessing efficiency and the relevance of the translation offered, allowing, at the same time, for the imprecise nature of any natural language on the first hand, and redundancy present in utterances and texts (Hatim, 2001), on the other hand, that help deconstruction of meaning.

Typical contexts for translation assessment in Hungary seem to be: a) the language teaching scene (with no aim at qualifying translators), language proficiency from A1 to C2 levels, b) the LSP translator courses scene in higher education (with basics of professional translator skills taught), levels supposedly from B2 to C2, and c) the professional translator courses scene, language proficiency levels C2 and above. These different contexts call for different considerations in assessment, different constructs underlying the notion of what is to be measured, and therefore different sets of assessment criteria for assessment (the concept of construct validity addressed) (Dróth, 2001).

On the scene of language teaching, the *social need* for performing job related translation tasks seems to have faded, and exams are increasingly targeted at secondary school and university students' perceived needs, thus the function of the translation task is changing. On the scene of LSP translator courses criteria suggested for assessment (Dróth, 2001) seem to be a combination of two approaches: translation training proper and pedagogic translation. On the scene of professional translator training, the functional approach holds (Vermeer, 2001): the ultimate aim is to properly prepare trainees "to fulfil a functional task" in real life, which is provided by a commissioner. Linguistic skills are seen as part of a more basic cultural competence in handling source text and target text communicative contexts. Kiraly (2005) calls for "situated translator education", with authentic learning situations aimed at in translator courses.

In assessment literature recent tendencies take into account the purpose of translation rather than abstract criteria (Horguelin, 1985; Melis and Albir, 2001). Melis and Albir call for

establishing in Translation Studies and validation of assessment schemes the kind of research and experimental practices which are now commonplace in other sciences.

The concept of *error* is more focused on in applied linguistics (foreign language acquisition) than in translation research literature. Pym's (1992) categorisation of binary and non-binary errors is an exception. Any level of teaching language or translation training will have binary as well as non-binary errors to account for and remedy, and taxonomies that make a clear cut distinction between the two should be done away with (Pym, 1992; Hatim, 2001). Melis and Albir (2001) suggest that error should be approached from a functionalist perspective. In their terminology *partial assessment* (not taking into account all the factors involved in a translation) is practised in the teaching context.

The notion of *unit of translation* is defined in the process-based approach as a relative term: "the stretch of source text on which a translator focuses attention at a time" (Lörscher, 1993). Observations from both process (Lörscher, 1993) and product-based (Toury, 1986) empirical studies suggest that there are pedagogic implications of what is identified as a translation unit (single word lexical units vs. phrases, clauses or sentences), and also how long these translation units are. Malmkjaer (2001) suggests that the clause seems to be the generally accepted unit for translation, although the need to select a reasonably sized portion of the text for attentional focus at any time is the same, whatever that unit is called. The process-based research of intermediate translation tasks in Chapter 6 confirms Malmkjaer's observation that selective attention, however, does not mean attention to units in isolation from the rest of the linguistic, cultural, or textual world in which the units are situated.

Finally studies on translation as a testing devise were overviewed, finding that the theoretical background to translation as a proficiency exam task is practically non-existent. No comprehensive validity studies seem to have been published in testing journals so far. The studies published mainly focus on specific tasks or testing problems within testing translation or mediation. These foci vary from statistical validation of translation as an exam task (Buck, 1992) to the washback effect of grammar translation questions on teaching methods (Watanabe, 1996), from the role and problems of pedagogic translation in high-stake exams (Heltai, 1997) to the face validity of the mediation tasks vs. other tasks in the ORIGÓ exams (Katona, 2001), and from the role of translation in the language teaching of teacher trainees (Dékány, 2002) to communication strategies in a written mediation task (Benke, 2003), among others. Although several important key issues and interesting details have been focused on and researched, overall and comprehensive validity studies into the use of translation as a testing device are still to follow.

7.3.2 A tentative model of the construct of pedagogic translation

Based on some basic considerations from the literature review to test validation (Chapter 1) and translation research literature (Chapter 2 and Chapter 3), a *tentative model* could be suggested for the *construct of pedagogic translation* in language proficiency exams.

The assumptions the model is based on were derived from the exploratory reading of the literature to translation research (Chapter 2 and 3) and can be found in Chapter 3.6. The model is an adaptation of Bachman's (1991) model, in which the facets of language proficiency testing are accounted for.

Figure 7.1: A tentative model for the construct of pedagogic translation in language proficiency exams
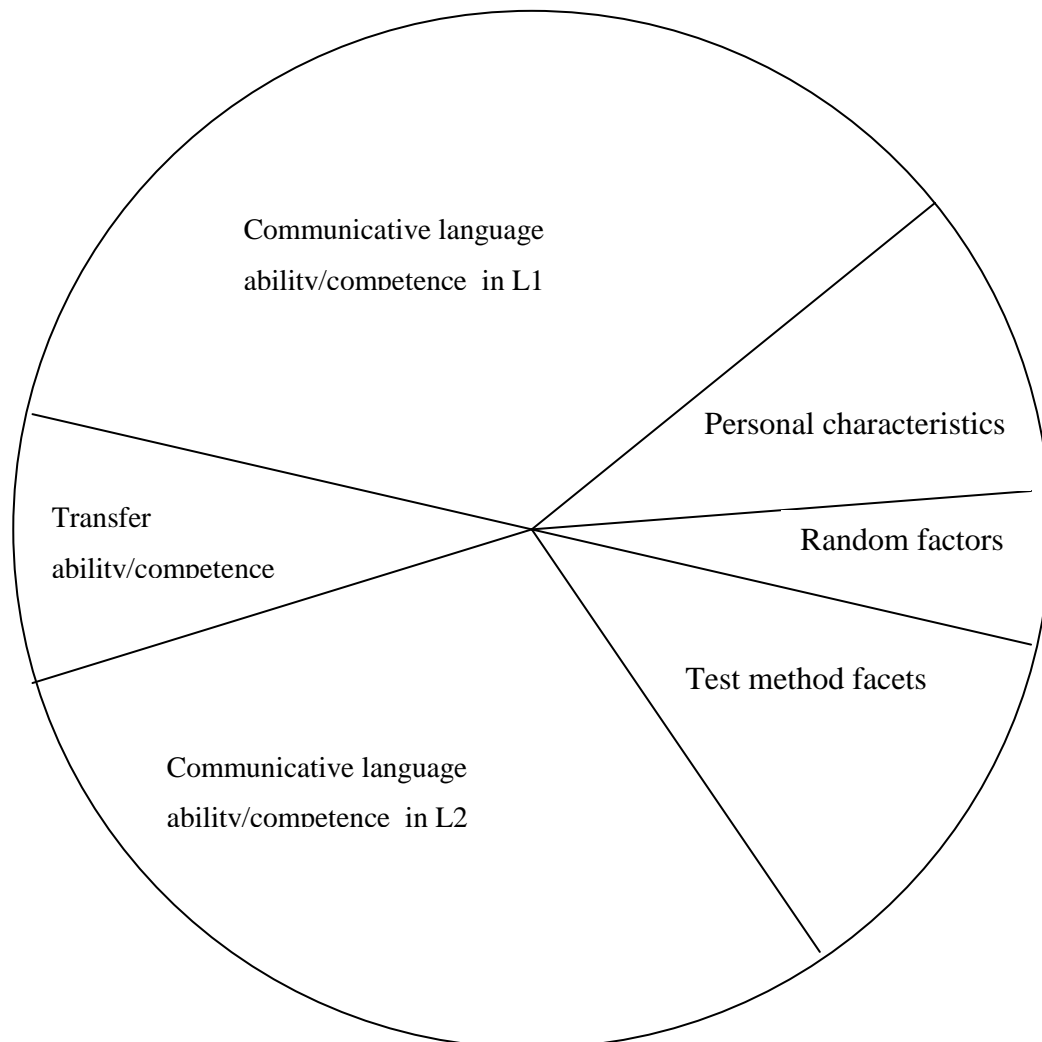
7.3.3 Implications

A list of the key aspects of translation from translation research literature was identified for the construct validity of pedagogic translation (Chapter 2) and key concepts explored in the assessment of translation performance that can contribute to construct validity (Chapter 3). Thus the *theoretical outcome* of the present research is the exploratory type of critical reading of the concept of translation and of key terms in assessment of translation, both contributing to the theory-based aspects of construct validation. The *practical outcome* of the above research is the preliminary model of the construct of pedagogic translation suggested for the purpose of internal validation for exam centres.

The issues explored in connection with criteria for assessing the "quality" of translation ("equivalence" and "translation norms") as well as the concepts of "error" and the "unit of translation" are all central categories in creating performance scales for assessing levels of performance in translation exam tasks. Another important factor in developing assessment scales is the educational and situational context for assessment (different scenes in teaching translation and translator training). As such scales have not been developed as part of the CEFR, the present research can contribute to such development as a theoretical starting point.

7.4   Summary of quantitative research

7.4.1 Summary of findings from statistical analysis and conclusions

In this chapter the main research question from the point of view of construct validation was: *To what extent does the translation task measure the same or different foreign language competence as other task types in the intermediate exam? Is there anything else measured in the translation task than language proficiency?*

Data from real exams (ITK ORIGÓ, intermediate written exams in English) were used for analyses, from two sources: annual data from academic years between 2000 – 2006 and specific exam data from three separate exam dates. The types of data used were scores in the five tasks, the total score, test takers' sexes and their age. In the analyses, the effect of six variables were examined: task difficulty, the effect of the sexes of test takers (m/f), the effect of age, task types, and underlying traits. The methods used were: Descriptive statistics Compare means, T-Test, Correlations (Pearson), Reliability analysis (Cronbach alpha), a modified Multitrait-Multimethod matrix, Multipe regression, Principal component analysis and Principal factor analysis.

Research question 1 aimed to find out how the difficulty of translation as a task type compared to the difficulty of the other task types in the intermediate ORIGÓ exam of English.

First the sizes of the intermediate English exam population in the given six academic years were compared and the issue of the consistency of parameters that describe the population was raised. *Translation* together with *Reading Comprehension* have been found to be consistently the least two difficult task types in the six academic years, with the tendency for *Translation* to become increasingly easier. Considerable differences (19,5% difference in pass rates) were found between individual translation tasks administered at specific exam dates (rank order varying between 5 - 1) that cannot be interpreted in the light of the much more stable statistical parameters for the other task types in the same exams.

   Research question 2 aimed to examine how the sexes of test takers (male/female) affected translation performance. Both the annual data and the specific exam data showed constant differences in the Means ranging between 0,96 – 2,22 p (4%-9%) of the maximum points available), both in the annual and the specific exam data. T-tests for the three *Translation* texts in the specific exams showed that a significant difference was found with the three texts (*Leonardo*, *Mayor urged* and *Arctic Meltdown*). The implication is that women may need more training in exam preparatory classes.

   Research question 3 aimed to explore what effect age had on translation performance. Practically hardly any correlation was found between age and performance in the three translation tasks, as all the correlation coefficients (Pearson) were close to 0, or sometimes even minus (worse performance as age increases). The effect of age was not found automatic or linear, but parabolic. When test takers were grouped into three major groups: aged (14-19), (20-25) and (26-31), then it was found that different translation texts resulted in differences of Means to a different extent. Weighted Means showed the oldest age group (26-31) to perform constantly the best. The differences of Means between test takers aged (14-19) and those aged (19 and above), were found to be significant with two texts (*Leonardo and Arctic Meltdown*), and not significant with the *Mayor* text, a different finding from the effect of the sexes (male/female) on performance.

   Research question 4 addressed the question how reliable the measures of translation performance are in ORIGÓ intermediate exams. The overall reliability measures in the three sets of tasks are within the preferable range (above 0.6000). Overall reliability of the exam would not increase if translation were deleted from the exam, thus test developers' claim that *Translation* does not decrease overall reliability in ORIGÓ exams was confirmed. Further measures of reliability showed that *Translatio*n figured as the 2nd (*Mayor urged*), 3rd (*Arctic Meltdown*) and 4th (*Leonardo*) most reliable task in the exam, indicating that the reliability of *Translation* depends on other factors than the task type.

Research question 5 examined what kind of relationship exists between performance in the translation exam task and performance in other tasks (types), and also, to what extent translation determines the overall performance in the exam. As the *Correlation* (Pearson) between *Translation* and the other tasks/skills are all within the range of < 0.584 but > 0.408, being all moderate, one can conclude that this moderate strength of association suggests: the *Translation* tasks do not measure the same aspects of language proficiency as the other tasks (types) do. The tendency is for the *Reading comprehension* and the *Inverse Translation* to produce somewhat higher correlation with *Translation* than *M/C Te*st and *Writing* do.

From the *modified MTMM matrices,* in which the concept of construct validity was explored with the help of convergent and discriminant validities, only a very weak pattern has emerged that can confirm assumptions in the construct that *Translation* and *Reading comprehension* as well as *M/C Test* and *Inverse translation* and finally *Inverse Translation* and *Writing* measure aspects of language proficiency that are more related than other combinations of these five task types. With the *Mayor urged* translation text especially, the correlation between two task types (*Translation* and *Inverse translation*) that are not supposed to be closely related was found to be unexpectedly high (0.584) as compared to the other correlations, suggesting that the directionality of translation may not be as important with certain texts as underlying assumptions in the construct suggest.

From *Multiple Regression* analysis the conclusion is that all the five tasks (predictor variables) in all the three exams are significant, none of them were removed from among the predictor variables that significantly increase the predictive power of the model. The Standardised Beta coefficients showed the relative contribution of the tasks (predictor variables) to the model (predicted variable), and *Translation* was found among the first two best predictors of performance in the exam.

Research question 6 sought to find out how many principal factors or components can be identified in the overall exam structure. In *Principal Component Analysis* (Stepwise method) of the exam structure for the five task (types) it was found that in all the three exams only one principal component was extracted. The first 4 components account for ~ 93% of the total variance, thus one task could easily be deleted from the exam for practical considerations, if pedagogic considerations also justified such a decision. When the analysis was run again with 2 principal components hypothesised, then a second principal component was extracted (*Translation* and *Reading comprehension* loading on a second principal component in two exams), indicating that an underlying pattern tends to exist in the data, although not with all *Translation* texts (*Mayor urged* an exception).

Principal Axis Factoring (Varimax rotation) was run with 7 variables entered: the 5 tasks, plus *Age* and the *Sexes*, as two additional variables. The purpose of the analysis was to find out how many factors/underlying traits can be detected in the exam structure. In the 1st exam data (March, 2001 – *Leonardo* text) only 1 factor was extracted, the 5 tasks all loaded on this one factor (language proficiency). In the second exam data (November, 2001 – *Mayor urged*) 2 factors were extracted: Factor 1 = all the five tasks (language proficiency), and Factor 2 = *Translation* and *Age*. In the third exam (March, 2002 – *Arctic Meltdown*) 3 factors were attempted: Factor 1 = all the five tasks (language proficiency), Factor 2 = *Translation* and *Reading comprehension*, while the *Sexes* had a relatively high and negative factor loading on this factor, and Factor 3 = *Age*. Thus analysis from Principal Axis Factoring suggests that certain translation tasks (not the task type) have an impact on the construct of the exam, and may function as a second factor.

7.4.2 Implications and recommendations

Methodological implications and recommendations concern the potential use of recommended validation techniques and procedures for language exam boards in construct validation.

Before analysis is done for construct validation, the stability of the exam population size and of overall performance should be analysed first. Then the effect of variables such as task type, task difficulty, sexes and age can be explored by the help of descriptive analysis of pass rates, differences of means, correlation between task types, between performance and sexes as well as performance and age. The consistency of data for pass rates across task types and within task types should also be checked, as well as the overall reliability of the sets of tasks and reliability of individual tasks within the sets. The relationship between task (types) can be explored by the help of Multiple regression, a modified MTMM matrix, whereas the two types of Factor analysis: Principal Component Analysis and Principal Axis Factoring can identify the principal components and the number of underlying traits measured in the exam. Results from the analyses might be contradictory, but they should be seen as exploring the complexity of the relationships among the variables and should be interpreted in one complex final claim in construct validation.

Research implications suggests that certain aspects of the relationship between the variables as well as more profound understanding of the contradictory findings in statistical research call for other research methods and approaches to complement findings in statistical analyses. Such issues identified are differences between the performance of males and females in the intermediate translation tasks, the non-linear interaction between age and

performance in the translation task, and the reason why translation (together with reading comprehension, age and occasionally the sexes) tends to emerge as a second weak factor in explaining variance in the exam performances, thus the basic exam structure.

Pedagogic implications mainly concern a) the hypothesised effect of age and b) the relationship between task types measuring different aspects of language proficiency. Statistical analysis indicates that although no linear relationship was found between age and translation performance, and also correlation between them was very low, factor analysis indicated that it still might be considered as a weak second factor in explaining variance in the scores. On the other hand, however, translation was consistently found to be in the two easiest task types (together with reading comprehension) in the intermediate exam, although individual translation tasks may differ considerably in their difficulty and other measures, as well as in their interaction with age and the sexes. As the correlation between task types was found to be consistently moderate, and principal component analysis as well as initial factor analysis confirmed that there is one principal component or factor in the exam structure, test developers' claim that translation does not measure some underlying trait different from language proficiency measured in the other task types can be confirmed. When the variables of Age and the Sexes were added, however, Translation tended to emerge as a weak second factor. Further research would be needed to explore the reasons for that.

Until further reasons for the contradictory findings are revealed from other types of research, the methodological recommendation is to include all the statistical analyses in actual construct validation, and do it routinely with high-stake exams. All the more so, as analyses in this chapter confirm that validity of an exam is not found but established through analysis and valid inferences, and should be done for all sets of tasks to establish their individual validity, for test developers to be able to draw the necessary consequences form analyses.

7.5   Summary of process-based research

7.5.1 Summary of findings from think-aloud protocols and conclusions

What emerged from my prolonged engagement in TAP research in connection with its potential use for exam centres is three considerations: a) TAP research method can yield very rich and promising data, b) this method seems to offer new dimensions for exploring students' translation strategies and thought patterns, offering enormous research potential, and c) it can contribute with new and promising findings to translation validation research.

In the present research the following findings emerged in the three research questions:

Research question 1 sought to find out *what actually happens when intermediate students translate exam tasks.*

It was found that not everything gets verbalised in TAP, automatic processes with intermediate students cannot be researched in this way. Other research methods are needed to reveal automatised processes (e.g. product-based research). What gets verbalised is inherently problem solving. What happens when intermediate students translate exam tasks is *inherently not different from* how the process of *translation* as described in translation research literature (Lörscher, 1991; Gile, 1994; Bell, 2001): the translator using micro-strategies (at the level of clause, or under) and macro-strategies (or explicit strategies, level of text), relying on background knowledge (external information not given in the text: information about the language, the topic, the ST or TT culture, or the world, etc.), and occasionally reflecting on the translation process, itself.

All the moves could be categorised in a combined model of the translation process (Gile, 1994) and problem solving in general (Gero and McNeill's model, 1998), belonging either to the comprehension phase (identifying problem, analysing problem) or the reformulation phase (proposing solution, analysing solution). The translation process with intermediate students is not linear (longer translation units transferred in automatic processes), but very dynamic, with frequent and constant switches between ST and TT, in short translation units, proceeding in cycles of analysis, synthesis and revision, and returning to problems unsolved. Mainly lexical items (words, noun phrases) are identified as problematic translation units (with a special focus on unfamiliar words and dictionary work). Less emphasis is given to segmentation of sentences, grammatical analysis, and other macro-strategies. Some students (relying on previous training) use such explicit strategies and can use them consistently. Further analysis of the TAP data collected could quantify the above observations. Thought patterns can be identified in the coded protocols, and thought pattern formulas created (e.g. IP $\Rightarrow$ PS, 2 moves only, Example 16) that can characterise problem solving strategies and particular test takers.

Findings 1-6 apply to TAPs of both translation tasks, and thus were not found as text specific.

Research question 2 addressed the issue of translation strategies: *how the use of think-aloud research can help to understand what translation strategies are needed to produce acceptable translations at intermediate level.*

First strategies were identified in the scripted TAPs, then grouped into two basic categories: successful and unsuccessful strategies (Appendix C, pp. 123-127), finally a method was suggested for further research. The list of strategies suggested should be considered as a *tentative, empirically based list* of potentially successful and unsuccessful strategies that can produce acceptable translations in intermediate translation tasks. Further

exploration of the data and further research is needed, to make the list more definitive. Such further research should involve further text types and translation topics.

Research question 3 aimed to explore *how language testing research can profit from the use of think-aloud research of translation exam tasks.*

Thought patterns characteristic of particular students can be established by exploring all the TAP data collected. To establish what is typical of a student, one should be able to count and describe all the patterns of moves performed by the student and establish typical patterns afterwards, which is a potential direction for further research of the data collected. The thought patterns explored seem to be modified by factors (task difficulty, language proficiency and background knowledge). These are factors that have to be dealt with when translation tasks are validated. By the help of comparing numbered moves for the same translation units with different test takers (higher level and lower level students), their problem solving strategies and thought patterns can be compared. In a kind of item analysis, these TAP units can be explored for the difficulty of the particular translation units.

The number and length of major phases in which the translation happens when students cope with translation exam tasks can be identified in TAPs. By comparing the number of phases and the number of moves these phases include across tasks and across students, both the difficulty of translation texts can be compared - if the same students translate different texts-, and individual students can also be profiled for the major structure and macro-strategies they use in their translation process.

Limitations, however, to TAP findings at intermediate level in general, and to the list of successful and unsuccessful strategies in particular, should be acknowledged. First of all, male and female participants tend to verbalise differently, female participants tend to provide a lot more data and more strategies, thus findings will tend to be based on female participants' contribution, whereas in the final analysis of outcome male participants tend to be more successful in translation tasks (Statistical analysis in Chapter 4 also confirmed that). Secondly, any such list of successful and unsuccessful strategies should be considered as a collection of options and suggestions only, as TAP research indicates that thought patterns in problem solving tend to be characteristic of individuals, thus no 'uniform' solutions could be recommended. Thirdly, the present research is only a first step to explore the potential of the method, and an exhaustive listing of all possible strategies used by students in the amount of data collected was not possible, because of lack of time. Fourthly, in two translation tasks not all possible translation problems appear, thus the type and nature of the two texts may have determined the scope of strategies explored.

7.5.2 Implications

By the help of TAP research exam centres can explore issues identified in statistical research: why and how certain translation tasks behave differently. The analysis of TAPs showed that the easier task (*Arctic Meltdown*) generated more verbalisation and more useful data in connection with translation strategies than the more difficult task (*Mayor urged*) text. TAP research showed that the difficulty level demonstrated in the *Mayor urged* text can result in thought processes that tend to break down. Thus findings from the TAP research confirm findings in the statistical analyses that translation tasks at intermediate level should be above the difficulty level identified in the *Mayor urged* translation task.

The amount of work and resources involved in TAP research indicate that it may not be routinely done in translation validation on an every day basis. The present research design with two tasks and eight participants, however, has proved that even research on this scale can yield enormous research potential for construct validation purposes, especially from the point of view of response validity (Weir, 2005), investigating, what actually students do when they translate.

As statistical analysis has confirmed, construct validation with particular tasks cannot be regarded as valid for ever. TAP research also suggests that different topics, different difficulty levels and different participants interact in a complex way, the exploration of which calls for prolonged engagement in such research.

7.6 Summary of product-based research

7.6.1 Summary of findings from corpus analysis and conclusions

Corpus-based research of translation scripts seems to offer the long awaited empirical basis for researching on a larger scale what happens in the translation task at the level of translation units, and to do statistically substantiated research on such translation items. The automatic *frequency counts* and the *sort by* functions of a concordance programme makes analysis of particular translation items feasible and reasonably manageable even on the scale of a 100 scripts or more.

The research questions focused on the potential of exploiting a concordance programme for empirically supported analysis of translation scripts.

The hypothesis in ***Research question 1,*** as to any high correlation exists between the overall statistical properties of the corpus and the overall difficulty of the translation task, had to be rejected as neither the word/sentence ratio nor the type/token ratio seems to be an indicator of overall task difficulty, when compared to data from descriptive statistics.

In ***Research question 2***, the potential of frequency counts relating to the variety and types of learner errors and good translations, as well as the possibility of creating a typical learner translation of a sentence, or even of the whole text, were examined. Data analysed proves that an incredible variety exists of both acceptable and unacceptable translations of translation units, providing empirical evidence for the idiosyncratic nature of translation. Pym's (2002) definition of translation seems to be substantiated in the context of intermediate test takers' translation of translation exam tasks: translation potentially means generating an infinite number of target text versions and deciding on the most appropriate one. If exam centres published such analyses, it could help both the teachers who prepare candidates for the exam, and the candidates themselves, as it could demonstrate what type of performance a typical candidate can give at that particular level in that task. It would also be useful for item writers or test developers as they could properly map the difficulty of particular parts of the text. Such a typical learner translation would be based not on impressions or notes from marked papers but on statistically supported evidence from real papers

Research question 3 focused on the potential of item analysis for translation items. It was found that, based on the *sort by headword* function of a concordance programme and also frequency counts, a particular translation item can be analysed for item difficulty and discrimination. That kind of corpus-based evidence, if routinely provided, could end endless debates between markers as to what really constituted difficulty for the candidates in the given translation task, and to what extent. In addition to its extreme use for test developers and item writers, such analysis, if made public, could also help teachers and candidates to better understand what constitutes real difficulty in translation tasks, and could contribute to demystifying the translation exam task.

Frequency counts can also be the basis for trying out alternative marking schemes (***Research question 4***), either in the pre-testing period or before finalising the marking scheme, as well as in the development of new tests or in reform periods. By the help of frequency counts it is possible to foresee to what extent certain modifications would change the overall task difficulty or the pass rate, as well as whether they would discriminate against the weaker or the better candidates.

The most exciting area is doing large scale empirically supported research on translation strategies (***Research question 5***). Minimal analysis is already possible based on frequency counts and insight from the researcher. If, however, proper annotation for strategies was added, successful and unsuccessful translation strategies could be explored from a product-based approach, revealing automatized strategies process-based research cannot tap.

The present research undertook to explore the potential use of the corpus research method in validating translation exam tasks from a product-based research aspect. More detailed analyses and possibly generalisable findings will hopefully be given in further research.

7.6.2 Implications

Depending on resources available, the present design of 100 translation scripts/exam session processed by the help of a Concordance programme as a tool, seems to be feasible for large exam centres to do routinely, even if not for every exam session.

The areas in the task production phase where such analyses could be valuable are: a) the pre-testing phase before finalising a marking scheme, b) the post-exam period for checking on the relevance of the marking scheme, c) the periods when major changes in the evaluation system are planned, and d) the development of new exams with translation tasks. If routinely done, detailed item analysis of these translation tasks could also work toward building stronger consensus among item writers about what really constituted a problem for the candidates, and to what extent, and could contribute to more awareness of the level and difficulty of texts when preparing such translation tasks. Exam centres therefore should consider exploring the possibility of regular use of corpus research techniques for the above purposes.

Such corpus analysis of translation exam tasks could contribute to establishing aspects of construct validity: mainly scoring validity by examining the variety of responses and checking item difficulty and discrimination for translation items, as well as response validity by analysing the product-based aspect of translation strategies used. The use of such analyses could add an extra source for validation: large scale statistical analyses of real exam scripts at the level of translation units. Therefore exam centres should consider using corpus research for validating their translation tasks. Publishing the results of such validity studies to the public could also improve the face validity of this controversial exam task in Hungary

Translation theory could also profit from such research as, with the help of annotation for translation strategies, researched from the product-based approach, it would be possible to break down the translation skill for its graded elements by mapping what strategies candidates with defined performance level use.

7.7   A general final overview of the present research

The expected theory-based outcome of the present research was a) a list of the key aspects of translation from translation research literature that can be identified for the

construct validity of pedagogic translation, b) a preliminary model of the construct of pedagogic translation, and c) key concepts explored in the assessment of translation performance that can contribute to construct validity. The expected outcome from empirical research in the present dissertation was methods explored for a) analysing exam data for construct validity and reliability, b) probing into the potential of think-aloud protocols in addressing response validity (a part of construct validity) and c) probing into the potential of corpus-based research for contributing to scoring validity (a part of construct validity).

The *Introduction* presented the context of the testing scene in Hungary, with competing approaches to testing, focusing on the use of mediation (within that translation) in communicative language proficiency exams, and the need for the present research because of the conspicuous absence of complex validity studies into controversial issues about the validity and reliability of translation as a communicative language proficiency testing instrument.

Chapter 1 emphasised the general acceptance of Messick's (1989) unitary concept of validation in language testing, presented Bachman's concept of construct validation in more depth, which subsumes several types of validities in one theoretical framework. For practical reasons, Weir and Shaw's (2005) theoretical socio-cognitive framework for an evidence-based validity approach was identified, which offers a temporal frame for exam centres when complex validation procedures are carried out in practice. Weir and Shaw's framework breaks down Bachman's concept of construct validation into manageable steps and units. These units constituted the general research design in the present research.

In *Chapter 2 and 3* the theoretical background to the concept of translation was explored from a somewhat historical perspective, and as a result a list of the key aspects of translation was identified for the construct validity of pedagogic translation, a preliminary model of the construct of pedagogic translation was suggested, and key concepts were explored in the assessment of translation performance that can contribute to the construct validity of pedagogic translation.

Chapter 4, 5 and 6 focused on statistical, process-based and product-based methods within empirical research. Data from ORIGÓ intermediate written exams of English were used for exploring the construct of the exam for aspects of construct validity and reliability, some claims about the validity of the translation task at intermediate level were confirmed, but also some problematic issues identified (Chapter 4). The potential of think-aloud protocols in addressing response validity (a part of construct validity) was probed into through the analysis of think-aloud protocols recorded with students performing the translation of ORIGÓ intermediate translation tasks (Chapter 5), and a tentative list of

empirically evidenced translation strategies used by intermediate level test takers suggested. The potential of corpus-based research in contributing to scoring validity (a part of construct validity) was explored using data from three ORIGÓ translation exam corpora (Chapter 6), and new techniques for doing item analysis type of investigation of translation units were suggested. In addition to concrete findings, the outcome of the empirical research should be seen, first of all, as contributing to the methodological aspects of construct validation in three areas: recommending the methodology for statistical analyses in the construct validation of translation tasks, the methodology to explore translation strategies and the actual translation process with intermediate test takers, and finally the methodology to enable exam centres to explore aspects of scoring validity in large numbers of translation scripts.

Based on the theory-based and empirical research in the present dissertation, the final answers about the pedagogical use of translation for language proficiency testing are:

a) pedagogic translation can fit the context of communicative language teaching, as both theory-based and empirical research provided evidence for that,

b) translation at intermediate level does not measure any other factor than foreign language proficiency (correlation, multitrait-multimethod matrix, principal component analysis), although with difficult translation tasks it emerges as a second weak factor (principal axis factoring),

c) new research methods in construct validation can contribute to increasing the validity and reliability of the assessment of translation performance,

d) performance in the translation exam tasks does not need strategies the teaching of which could not be placed within the context of teaching foreign language proficiency in general.

7.8   Final recommendations

Both the theoretical and the methodological outcome of the present research could contribute to the construct validation part of internal validation that language proficiency exam centres are going through at the moment in Hungary, when working on establishing validity for their exams in linking their levels to CEFR levels. Both the theoretical and the methodological outcome of the present research could contribute to developing translation performance scales in Hungary for the purpose of linking translation to CEFR levels again, thus contributing to an area in language testing (the validation of mediation) that has been under researched in mainstream language testing literature so far.

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Appendices

1. APPENDIX A - STATISTICAL ANALYSIS (CHAPTER 4)

1.1   Annual data (2000-2006)

        Descriptive statistics, Compare means (sexes)

1.2   Specific exam data (*Leonard. Mayor urged, Artic meltdown*)

        Descriptive statistics, Compare means (sexes),

        Compare means (age), Correlations (task types), Reliability

1.3   T-test (sexes) - specific exam data

1.4   Correlations (task types - age) - specific exam data

1.5   T-test (age) - specific exam data

1.6   Multiple regression - specific exam data

1.7   Principal component analyses - specific exam data

1.8   Principal axis factoring - specific exam data

2. APPENDIX B - PROCESS-BASED RESERACH (CHAPTER 5)

2.1   Background information – questionnaire

2.2   The three translations texts

        Leonardo - March, 2001

        Mayor urged - November, 2002

        Arctic meltdown - March, 2002

2.3   Trial phase

        Bernardini's coding scheme

        Transcript of recording (M.A.)

        Gero and McNeill's coding scheme

        Coded think-aloud protocol – *Arctic meltdown* (M.A)

2.4   Main research:

        Transcript of recording – *Mayor urged* (V.A.)

        Coded think-aloud protocol - *Arctic meltdown* (P.A.)

        Coded think-aloud protocol – *Mayor urged* (H.O.)

        Translation scripts *(Arctic meltdown, Mayor urged)*

        Post-interviews

2.5   List of translation strategies (successful and unsuccessful strategies) from TAP research

3. APPENDIX C - PRODUCT-BASED RESEARCH (CHAPTER 6)

Appendix A - Statistial analysis

Annual data
Academic year 2000-2001 - Descriptive statistics

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	szülév	nemek
N	Valid	38748	38748	38748	38748	38748	38748	38747	38748
	Megfelelési %:	41,4 %	28,6 %	42,7 %	44,4 %	33 %	35,5 %	-	-
Mean		7,64	10,87	7,98	12,35	9,17	48,00	1979,48	1,60
Std. Error of Mean		,016	,030	,015	,035	,024	,092	,030	,002
Median		8,00	11,00	8,00	13,00	9,00	50,00	1982,00	2,00
Mode		9	13	8	0	9	60	1983	2
Std. Deviation		3,070	5,906	2,929	6,864	4,706	18,176	5,972	,491
Variance		9,423	34,879	8,577	47,115	22,147	330,349	35,660	,241
Range		15	25	15	25	20	97	84	1
Minimum		0	0	0	0	0	0	1903	1
Maximum		15	25	15	25	20	97	1987	2
Percentiles	25	5,00	7,00	6,00	7,00	6,00	36,00	1978,00	1,00
	50	8,00	11,00	8,00	13,00	9,00	50,00	1982,00	2,00
	75	10,00	15,00	10,00	18,00	13,00	61,00	1983,00	2,00

Ratio of the sexes

nemek

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15626	40,3	40,3	40,3
	2	23122	59,7	59,7	100,0
	Total	38748	100,0	100,0	

Compare means (sexes)

Report

nemek		teszt	a500n	írás	fordítás	szövért	összpont
1	Mean	7,46	10,82	7,91	13,07	9,40	48,65
	N	15626	15626	15626	15626	15626	15626
	Std. Deviation	3,082	5,984	3,057	6,798	4,722	18,205
2	Mean	7,76	10,91	8,02	11,86	9,02	47,56
	N	23122	23122	23122	23122	23122	23122
	Std. Deviation	3,056	5,852	2,838	6,866	4,689	18,143
Total	Mean	7,64	10,87	7,98	12,35	9,17	48,00
	N	38748	38748	38748	38748	38748	38748
	Std. Deviation	3,070	5,906	2,929	6,864	4,706	18,176

Academic year 2001-2002 - Descriptive statistics

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	szülév	nemek
N	Valid	39278	39278	39278	39278	39278	39278	39276	39278
	Megfelelési %:	37,8 %	31,1 %	42,6 %	45,2 %	50,4 %	38,5 %	-	-
Mean		7,38	10,97	7,92	12,83	11,01	50,12	1980,12	1,60
Std. Error of Mean		,016	,031	,014	,033	,024	,091	,030	,002
Median		7,00	11,00	8,00	14,00	12,00	51,00	1983,00	2,00
Mode		5	0	8	0	13	60	1984	2
Std. Deviation		3,244	6,224	2,866	6,455	4,728	18,114	6,044	,490
Variance		10,521	38,732	8,215	41,667	22,355	328,105	36,534	,240
Range		15	25	15	25	20	98	52	1
Minimum		0	0	0	0	0	0	1936	1
Maximum		15	25	15	25	20	98	1988	2
Percentiles	25	5,00	6,00	6,00	9,00	8,00	38,00	1978,00	1,00
	50	7,00	11,00	8,00	14,00	12,00	51,00	1983,00	2,00
	75	10,00	16,00	10,00	18,00	15,00	63,00	1984,00	2,00

Ratio of the sexes

nemek

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15746	40,1	40,1	40,1
	2	23532	59,9	59,9	100,0
	Total	39278	100,0	100,0	

Compare means (sexes)

Report

nemek		teszt	a500n	írás	fordítás	szövért	összpont
1	Mean	7,19	10,92	7,84	13,92	11,43	51,30
	N	15746	15746	15746	15746	15746	15746
	Std. Deviation	3,288	6,293	2,969	6,298	4,678	18,045
2	Mean	7,51	11,01	7,97	12,11	10,73	49,33
	N	23532	23532	23532	23532	23532	23532
	Std. Deviation	3,208	6,176	2,794	6,457	4,741	18,117
Total	Mean	7,38	10,97	7,92	12,83	11,01	50,12
	N	39278	39278	39278	39278	39278	39278
	Std. Deviation	3,244	6,224	2,866	6,455	4,728	18,114

Academic year 2002-2003 - Descriptive statistics

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	szülév	nemek
N	Valid	31760	31760	31760	31760	31760	31760	31758	31760
	Megfelelési %:	35,9 %	40,5 %	43,7 %	48,7 %	55,9 %	44,5 %	-	-
Mean		7,25	12,47	8,00	13,27	11,62	52,61	1980,85	1,59
Std. Error of Mean		,019	,035	,016	,037	,024	,105	,035	,003
Median		7,00	13,00	8,00	14,00	12,00	54,00	1984,00	2,00
Mode		5	14	8	0	13	60	1985	2
Std. Deviation		3,415	6,279	2,875	6,666	4,352	18,727	6,266	,492
Variance		11,662	39,420	8,267	44,432	18,937	350,705	39,261	,243
Range		15	25	15	25	20	98	49	1
Minimum		0	0	0	0	0	0	1940	1
Maximum		15	25	15	25	20	98	1989	2
Percentiles	25	5,00	8,00	6,00	9,00	9,00	41,00	1979,00	1,00
	50	7,00	13,00	8,00	14,00	12,00	54,00	1984,00	2,00
	75	10,00	18,00	10,00	19,00	15,00	66,00	1985,00	2,00

Ratio of the sexes

nemek

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13131	41,3	41,3	41,3
	2	18629	58,7	58,7	100,0
	Total	31760	100,0	100,0	

Compare means (sexes)

Report

nemek		teszt	a500n	írás	fordítás	szövért	összpont
1	Mean	7,12	12,27	7,83	13,97	11,85	53,04
	N	13131	13131	13131	13131	13131	13131
	Std. Deviation	3,539	6,446	3,019	6,658	4,333	19,113
2	Mean	7,35	12,62	8,11	12,78	11,46	52,31
	N	18629	18629	18629	18629	18629	18629
	Std. Deviation	3,321	6,154	2,763	6,627	4,357	18,445
Total	Mean	7,25	12,47	8,00	13,27	11,62	52,61
	N	31760	31760	31760	31760	31760	31760
	Std. Deviation	3,415	6,279	2,875	6,666	4,352	18,727

Academic year 2003-2004 - Descriptive statistics

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	szülév	nemek
N	Valid	21716	21716	21716	21716	21716	21716	21716	21716
	Megfelelési %:	24,4 %	33,9 %	39,4 %	39,8 %	46,2 %	32,5 %	-	-
Mean		6,32	11,38	7,70	11,86	10,63	47,90	1981,49	1,59
Std. Error of Mean		,021	,043	,019	,045	,030	,123	,045	,003
Median		6,00	12,00	8,00	13,00	11,00	49,00	1985,00	2,00
Mode		5	0	8	0	13	60	1986	2
Std. Deviation		3,142	6,401	2,873	6,629	4,426	18,156	6,677	,492
Variance		9,870	40,977	8,255	43,938	19,586	329,634	44,584	,242
Range		15	25	15	25	20	96	47	1
Minimum		0	0	0	0	0	0	1943	1
Maximum		15	25	15	25	20	96	1990	2
Percentiles	25	4,00	7,00	6,00	7,00	8,00	36,00	1979,00	1,00
	50	6,00	12,00	8,00	13,00	11,00	49,00	1985,00	2,00
	75	8,00	16,00	9,00	17,00	14,00	61,00	1986,00	2,00

Ratio of the sexes

nemek

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8954	41,2	41,2	41,2
	2	12762	58,8	58,8	100,0
	Total	21716	100,0	100,0	

Compare means (sexes)

Report

nemek		teszt	a500n	írás	fordítás	szövért	összpont
1	Mean	6,14	11,28	7,66	12,75	10,84	48,67
	N	8954	8954	8954	8954	8954	8954
	Std. Deviation	3,195	6,446	2,993	6,607	4,442	18,231
2	Mean	6,45	11,45	7,73	11,24	10,49	47,35
	N	12762	12762	12762	12762	12762	12762
	Std. Deviation	3,097	6,369	2,786	6,572	4,408	18,084
Total	Mean	6,32	11,38	7,70	11,86	10,63	47,90
	N	21716	21716	21716	21716	21716	21716
	Std. Deviation	3,142	6,401	2,873	6,629	4,426	18,156

Academic year 2004-2005 - Descriptive statistics

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	szülév	nemek
N	Valid	20135	20135	20135	20135	20135	20135	20135	20135
	Megfelelési %:	22,4 %	38,8 %	42,3 %	51,6 %	52,9 %	41,1 %	-	-
Mean		5,98	12,24	7,94	13,70	11,30	51,15	1983,20	1,59
Std. Error of Mean		,022	,044	,019	,046	,032	,129	,047	,003
Median		6,00	13,00	8,00	15,00	12,00	53,00	1986,00	2,00
Mode		5	16	8	0	14	60	1987	2
Std. Deviation		3,140	6,208	2,723	6,576	4,497	18,287	6,626	,493
Variance		9,861	38,539	7,413	43,249	20,227	334,431	43,907	,243
Range		15	25	15	25	20	97	47	1
Minimum		0	0	0	0	0	0	1944	1
Maximum		15	25	15	25	20	97	1991	2
Percentiles	25	4,00	8,00	6,00	9,00	8,00	40,00	1981,00	1,00
	50	6,00	13,00	8,00	15,00	12,00	53,00	1986,00	2,00
	75	8,00	17,00	10,00	19,00	15,00	64,00	1987,00	2,00

Ratio of the sexes

nemek

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8348	41,5	41,5	41,5
	2	11787	58,5	58,5	100,0
	Total	20135	100,0	100,0	

Compare means (sexes)

Report

nemek		teszt	a500n	írás	fordítás	szövért	összpont
1	Mean	5,87	12,24	7,89	14,26	11,48	51,75
	N	8348	8348	8348	8348	8348	8348
	Std. Deviation	3,153	6,254	2,792	6,542	4,441	18,178
2	Mean	6,06	12,24	7,98	13,30	11,16	50,74
	N	11787	11787	11787	11787	11787	11787
	Std. Deviation	3,129	6,175	2,672	6,572	4,533	18,354
Total	Mean	5,98	12,24	7,94	13,70	11,30	51,15
	N	20135	20135	20135	20135	20135	20135
	Std. Deviation	3,140	6,208	2,723	6,576	4,497	18,287

Academic year 2005-2006 - Descriptive statistics

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	szülév	nemek
N	Valid	8115	8115	8115	8115	8115	8115	8115	8115
	Megfelelési %:	22,8 %	44,6 %	49,4 %	59 %	50,1 %	46,3 %	-	-
Mean		5,87	13,34	8,24	14,79	11,06	53,30	1980,84	1,59
Std. Error of Mean		,037	,067	,032	,075	,052	,210	,088	,005
Median		5,00	14,00	8,00	16,00	12,00	55,00	1983,00	2,00
Mode		5	16	9	20	14	60	1987	2
Std. Deviation		3,341	6,028	2,888	6,786	4,682	18,954	7,921	,492
Variance		11,161	36,333	8,342	46,054	21,923	359,270	62,747	,242
Range		15	25	15	25	20	99	47	1
Minimum		0	0	0	0	0	0	1945	1
Maximum		15	25	15	25	20	99	1992	2
Percentiles	25	3,00	9,00	7,00	11,00	8,00	41,00	1977,00	1,00
	50	5,00	14,00	8,00	16,00	12,00	55,00	1983,00	2,00
	75	8,00	18,00	10,00	20,00	15,00	67,00	1987,00	2,00

Ratio of the sexes

nemek

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3340	41,2	41,2	41,2
	2	4775	58,8	58,8	100,0
	Total	8115	100,0	100,0	

Compare means (sexes)

Report

nemek		teszt	a500n	írás	fordítás	szövért	összpont
1	Mean	5,89	13,39	8,22	15,50	11,38	54,37
	N	3340	3340	3340	3340	3340	3340
	Std. Deviation	3,509	6,137	3,077	6,880	4,686	19,362
2	Mean	5,86	13,30	8,26	14,30	10,84	52,56
	N	4775	4775	4775	4775	4775	4775
	Std. Deviation	3,218	5,951	2,749	6,676	4,667	18,630
Total	Mean	5,87	13,34	8,24	14,79	11,06	53,30
	N	8115	8115	8115	8115	8115	8115
	Std. Deviation	3,341	6,028	2,888	6,786	4,682	18,954

Intermediate English - March, 2001 (Leonardo)

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	neme	szülév
N	Valid	9917	9917	9917	9917	9917	9917	9917	9917
	Megfelelt:	38,9%	25,1%	40,8%	47,8%	38,2%	35,3%	0	0
Mean		7,4564	10,4625	7,8141	12,7163	9,7206	48,1699	1,5916	1979,7505
Std. Error of Mean		,03006	,05833	,02913	,07122	,04893	,18647	,00494	,05412
Median		8,0000	11,0000	8,0000	14,0000	10,0000	50,0000	2,0000	1982,0000
Mode		8,00	13,00	7,00	,00	9,00	60,00	2,00	1983,00
Std. Deviation		2,99311	5,80923	2,90079	7,09219	4,87236	18,56919	,49156	5,38922
Variance		8,959	33,747	8,415	50,299	23,740	344,815	,242	29,044
Range		15,00	25,00	15,00	25,00	20,00	94,00	1,00	49,00
Minimum		,00	,00	,00	,00	,00	,00	1,00	1938,00
Maximum		15,00	25,00	15,00	25,00	20,00	94,00	2,00	1987,00
Percentiles	25	5,0000	6,0000	6,0000	8,0000	6,0000	35,0000	1,0000	1978,0000
	50	8,0000	11,0000	8,0000	14,0000	10,0000	50,0000	2,0000	1982,0000
	75	10,0000	15,0000	10,0000	18,0000	13,0000	61,0000	2,0000	1983,0000

Compare means (sexes) - Leonardo

Report

neme		teszt	a500n	írás	fordítás	szövért	összpont
1,00	Mean	7,2163	10,4294	7,7800	13,6719	9,8469	48,9444
	N	4050	4050	4050	4050	4050	4050
	Std. Deviation	2,97344	5,85037	2,99473	6,91009	4,84150	18,40728
2,00	Mean	7,6221	10,4854	7,8376	12,0568	9,6334	47,6352
	N	5867	5867	5867	5867	5867	5867
	Std. Deviation	2,99566	5,78106	2,83415	7,14160	4,89206	18,66296
Total	Mean	7,4564	10,4625	7,8141	12,7163	9,7206	48,1699
	N	9917	9917	9917	9917	9917	9917
	Std. Deviation	2,99311	5,80923	2,90079	7,09219	4,87236	18,56919

Correlations between task types - Leonardo

Correlations

		teszt	a500n	írás	fordítás	szövért
teszt	Pearson Correlation	1	,612**	,499**	,442**	,465**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	9917	9917	9917	9917	9917
a500n	Pearson Correlation	,612**	1	,577**	,519**	,481**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	9917	9917	9917	9917	9917
írás	Pearson Correlation	,499**	,577**	1	,441**	,430**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	9917	9917	9917	9917	9917
fordítás	Pearson Correlation	,442**	,519**	,441**	1	,544**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	9917	9917	9917	9917	9917
szövért	Pearson Correlation	,465**	,481**	,430**	,544**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	9917	9917	9917	9917	9917

**. Correlation is significant at the 0.01 level (2-tailed).

Compare means (age) - Leonardo

Report

fordítás

szülév	Mean	N	Std. Deviation
1938,00	15,0000	1	.
1943,00	10,0000	1	.
1944,00	11,5000	2	2,12132
1945,00	14,0000	3	1,73205
1946,00	18,0000	2	,00000
1947,00	21,0000	3	2,00000
1948,00	9,8333	6	8,79583
1949,00	20,0000	2	5,65685
1950,00	17,5000	4	4,35890
1951,00	14,3750	8	4,86790
1952,00	16,6000	10	9,25203
1953,00	10,7143	14	8,25021
1954,00	13,6667	15	7,50873
1955,00	13,6471	17	7,82577
1956,00	13,9231	13	6,14358
1957,00	11,3571	14	7,20691
1958,00	13,1111	18	6,99486
1959,00	12,0625	16	7,06606
1960,00	11,7273	22	7,07229
1961,00	13,4400	25	7,59430
1962,00	13,9048	21	6,98502
1963,00	11,1786	28	8,44614
1964,00	13,2581	31	8,01652
1965,00	14,6250	32	7,44767
1966,00	14,1190	42	7,22868
1967,00	13,4000	50	7,48059
1968,00	13,1500	60	7,53933
1969,00	14,5833	72	7,19497
1970,00	13,0870	69	7,51027
1971,00	13,4353	85	6,85643
1972,00	11,5893	112	7,72448
1973,00	14,8250	120	6,82637
1974,00	14,0262	191	7,25435
1975,00	13,1912	251	6,97390
1976,00	12,4912	342	7,32318
1977,00	13,0379	449	7,26728
1978,00	12,9008	514	7,47601
1979,00	12,1811	497	7,15436
1980,00	11,8990	515	7,36840
1981,00	11,6809	818	7,14612
1982,00	12,3263	1983	6,98918
1983,00	12,4241	2167	6,96540
1984,00	13,9349	967	6,64330
1985,00	14,6970	264	6,16804
1986,00	14,7436	39	6,53621
1987,00	15,5000	2	2,12132
Total	12,7163	9917	7,09219

Reliability - Leonardo

Reliability Statistics

Cronbach's Alpha	N of Items
,796	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
teszt	40,7135	273,579	,629	,767
a500n	37,7074	200,283	,674	,725
írás	40,3559	277,986	,604	,773
fordítás	35,4536	177,217	,621	,770
szövért	38,4493	230,539	,612	,747

Intermediate English - November, 2001 (Mayor urged)

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	szülév	nemek
N	Valid	7695	7695	7695	7695	7695	7695	7693	7695
	Megfelelési %:	37,9 %	31,7 %	40,3 %	30 %	53,2 %	35 %	-	-
Mean		7,28	11,03	7,77	10,18	11,42	47,69	1980,18	1,61
Std. Error of Mean		,037	,070	,033	,075	,047	,208	,066	,006
Median		7,00	12,00	8,00	11,00	12,00	49,00	1983,00	2,00
Mode		8	0	8	0	12	60	1983	2
Std. Deviation		3,243	6,176	2,934	6,565	4,100	18,233	5,814	,487
Variance		10,519	38,139	8,610	43,105	16,809	332,451	33,807	,237
Range		15	25	15	25	20	96	51	1
Minimum		0	0	0	0	0	0	1936	1
Maximum		15	25	15	25	20	96	1987	2
Percentiles	25	5,00	6,00	6,00	5,00	9,00	35,00	1978,00	1,00
	50	7,00	12,00	8,00	11,00	12,00	49,00	1983,00	2,00
	75	10,00	16,00	10,00	15,00	14,00	61,00	1984,00	2,00

Compare means (sexes) - Mayor urged

Report

nemek		teszt	a500n	írás	fordítás	szövért	összpont
1	Mean	7,11	11,11	7,68	11,50	11,64	49,04
	N	2971	2971	2971	2971	2971	2971
	Std. Deviation	3,239	6,211	3,051	6,471	4,116	18,248
2	Mean	7,39	10,99	7,83	9,35	11,28	46,84
	N	4724	4724	4724	4724	4724	4724
	Std. Deviation	3,241	6,154	2,857	6,488	4,084	18,175
Total	Mean	7,28	11,03	7,77	10,18	11,42	47,69
	N	7695	7695	7695	7695	7695	7695
	Std. Deviation	3,243	6,176	2,934	6,565	4,100	18,233

Correlation between task types - Mayor urged

Correlations

		teszt	a500n	írás	fordítás	szövért
teszt	Pearson Correlation	1	,653**	,520**	,482**	,433**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	7695	7695	7695	7695	7695
a500n	Pearson Correlation	,653**	1	,573**	,584**	,456**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	7695	7695	7695	7695	7695
írás	Pearson Correlation	,520**	,573**	1	,472**	,402**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	7695	7695	7695	7695	7695
fordítás	Pearson Correlation	,482**	,584**	,472**	1	,521**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	7695	7695	7695	7695	7695
szövért	Pearson Correlation	,433**	,456**	,402**	,521**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	7695	7695	7695	7695	7695

**. Correlation is significant at the 0.01 level (2-tailed).

Compare means (age) - Mayor urged

Report

fordítás

szülév	Mean	N	Std. Deviation
1936	18,00	1	.
1942	7,50	2	10,607
1944	18,00	2	1,414
1945	5,00	2	7,071
1946	12,33	3	10,970
1947	13,33	3	4,509
1948	14,60	5	6,348
1949	13,83	6	6,432
1950	8,20	5	6,496
1951	10,88	8	7,357
1952	12,47	15	8,079
1953	10,08	12	7,103
1954	10,55	11	7,285
1955	12,21	19	6,795
1956	11,80	10	6,033
1957	14,17	12	5,982
1958	10,14	14	6,904
1959	12,00	12	8,464
1960	13,95	20	5,256
1961	15,13	8	5,768
1962	12,35	17	7,088
1963	15,20	10	5,245
1964	12,12	26	6,192
1965	12,47	19	5,551
1966	12,43	30	6,663
1967	13,03	29	6,208
1968	11,47	49	6,618
1969	12,47	64	6,709
1970	13,16	44	6,706
1971	12,56	54	5,801
1972	10,90	93	7,054
1973	12,62	102	6,888
1974	12,32	143	6,782
1975	11,26	189	6,646
1976	11,55	276	6,905
1977	11,20	351	6,482
1978	10,92	380	6,632
1979	10,61	460	6,557
1980	10,11	358	6,483
1981	8,98	341	6,569
1982	9,19	452	6,277
1983	9,22	1691	6,341
1984	9,54	1680	6,360
1985	10,82	534	6,596
1986	10,27	107	6,949
1987	11,67	24	7,335
Total	10,18	7693	6,565

Reliability - Mayor urged

Reliability Statistics

Cronbach's Alpha	N of Items
,809	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
teszt	40,41	253,836	,659	,773
a500n	36,65	176,921	,715	,738
írás	39,92	265,302	,612	,788
fordítás	37,51	175,164	,657	,769
szövért	36,27	243,311	,566	,783

Intermediate English - March, 2002 (Arctic meltdown)

Statistics

		teszt	a500n	írás	fordítás	szövért	összpont	szülév	nemek
N	Valid	9326	9326	9326	9326	9326	9326	9326	9326
	Megfelelési %:	33,6 %	28,2 %	40,5 %	49,5 %	44 %	35,6 %	-	-
Mean		7,11	10,40	7,77	13,71	10,14	49,13	1980,32	1,60
Std. Error of Mean		,031	,066	,029	,061	,049	,183	,057	,005
Median		7,00	11,00	8,00	14,00	11,00	51,00	1983,00	2,00
Mode		8	0	8	16	13	60	1984	2
Std. Deviation		2,948	6,337	2,848	5,916	4,749	17,627	5,553	,491
Variance		8,690	40,153	8,111	35,004	22,557	310,698	30,833	,241
Range		15	25	15	25	20	97	50	1
Minimum		0	0	0	0	0	0	1938	1
Maximum		15	25	15	25	20	97	1988	2
Percentiles	25	5,00	6,00	6,00	10,00	7,00	37,00	1978,00	1,00
	50	7,00	11,00	8,00	14,00	11,00	51,00	1983,00	2,00
	75	9,00	15,00	10,00	18,00	14,00	62,00	1984,00	2,00

Compare means (sexes) - Arctic meltdown

Report

nemek		teszt	a500n	írás	fordítás	szövért	összpont
1	Mean	6,84	10,12	7,74	15,03	10,85	50,57
	N	3764	3764	3764	3764	3764	3764
	Std. Deviation	2,973	6,421	2,924	5,695	4,637	17,528
2	Mean	7,29	10,59	7,79	12,81	9,66	48,16
	N	5562	5562	5562	5562	5562	5562
	Std. Deviation	2,916	6,272	2,795	5,896	4,766	17,628
Total	Mean	7,11	10,40	7,77	13,71	10,14	49,13
	N	9326	9326	9326	9326	9326	9326
	Std. Deviation	2,948	6,337	2,848	5,916	4,749	17,627

Correlation between task types - Arctic meltdown

Correlations

		teszt	a500n	írás	fordítás	szövért
teszt	Pearson Correlation	1	,655**	,478**	,426**	,423**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	9326	9326	9326	9326	9326
a500n	Pearson Correlation	,655**	1	,554**	,476**	,431**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	9326	9326	9326	9326	9326
írás	Pearson Correlation	,478**	,554**	1	,408**	,402**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	9326	9326	9326	9326	9326
fordítás	Pearson Correlation	,426**	,476**	,408**	1	,546**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	9326	9326	9326	9326	9326
szövért	Pearson Correlation	,423**	,431**	,402**	,546**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	9326	9326	9326	9326	9326

**. Correlation is significant at the 0.01 level (2-tailed).

Compare means (age) - Arctic meltdown

szülév	Mean	N	Std. Deviation
1938	19,00	1	.
1940	9,00	1	.
1945	17,00	1	.
1947	12,33	3	6,110
1949	14,78	9	6,438
1950	12,00	2	1,414
1951	15,80	10	5,493
1952	9,57	7	7,390
1953	12,08	12	6,022
1954	13,38	13	6,049
1955	16,13	15	7,150
1956	13,45	11	6,251
1957	10,00	12	7,398
1958	15,00	14	5,738
1959	11,31	16	6,560
1960	12,79	19	5,412
1961	11,19	16	6,337
1962	12,86	22	6,089
1963	12,57	21	5,715
1964	15,43	30	5,691
1965	15,03	32	5,451
1966	15,63	41	4,857
1967	14,31	48	5,427
1968	13,88	64	5,800
1969	14,76	86	5,360
1970	14,76	54	5,736
1971	13,21	73	6,910
1972	13,90	100	5,880
1973	15,30	123	5,618
1974	14,64	155	6,613
1975	14,69	218	5,941
1976	14,30	303	6,047
1977	14,73	401	6,053
1978	13,78	482	6,440
1979	13,61	557	6,071
1980	13,57	495	5,863
1981	12,94	486	5,893
1982	13,23	585	5,925
1983	13,02	1786	5,972
1984	13,43	1890	5,678
1985	14,66	878	5,490
1986	15,47	206	5,236
1987	12,76	25	6,372
1988	10,00	3	9,539
Total	13,71	9326	5,916

Reliability - Arctic meltdown

Reliability Statistics

Cronbach's Alpha	N of Items
,789	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
teszt	42,02	242,783	,645	,752
a500n	38,73	164,414	,653	,730
írás	41,36	249,922	,585	,766
fordítás	35,42	180,710	,597	,747
szövért	38,99	208,777	,578	,746

T-Test (sexes) - Leonardo

Group Statistics

	neme	N	Mean	Std. Deviation	Std. Error Mean
fordítás	1,00	4050	13,6719	6,91009	,10858
	2,00	5867	12,0568	7,14160	,09324

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fordítás	Equal variances assumed	24,723	,000	11,217	9915	,000	1,61509	,14399	1,33285	1,89733
	Equal variances not assumed			11,285	8886,456	,000	1,61509	,14312	1,33455	1,89564

T-Test (sexes) - Mayor urged

Group Statistics

	nemek	N	Mean	Std. Deviation	Std. Error Mean
fordítás	1	2971	11,50	6,471	,119
	2	4724	9,35	6,488	,094

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fordítás	Equal variances assumed	2,566	,109	14,222	7693	,000	2,158	,152	1,861	2,456
	Equal variances not assumed			14,231	6323,066	,000	2,158	,152	1,861	2,456

T-Test (sexes) - Arctic meltdown

Group Statistics

	nemek	N	Mean	Std. Deviation	Std. Error Mean
fordítás	1	3764	15,03	5,695	,093
	2	5562	12,81	5,896	,079

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fordítás	Equal variances assumed	14,538	,000	18,063	9324	,000	2,217	,123	1,977	2,458
	Equal variances not assumed			18,185	8261,561	,000	2,217	,122	1,978	2,456

Correlations - Leonardo (scores/age)

Correlations

		teszt	a500n	írás	fordítás	szövért	összpont	totalminford	age
teszt	Pearson Correlation	1	,612**	,499**	,442**	,465**	,721**	,771**	-,058**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000
	N	9917	9917	9917	9917	9917	9917	9917	9917
a500n	Pearson Correlation	,612**	1	,577**	,519**	,481**	,826**	,876**	-,104**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000
	N	9917	9917	9917	9917	9917	9917	9917	9917
írás	Pearson Correlation	,499**	,577**	1	,441**	,430**	,698**	,739**	-,120**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000
	N	9917	9917	9917	9917	9917	9917	9917	9917
fordítás	Pearson Correlation	,442**	,519**	,441**	1	,544**	,827**	,621**	,019
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,063
	N	9917	9917	9917	9917	9917	9917	9917	9917
szövért	Pearson Correlation	,465**	,481**	,430**	,544**	1	,763**	,774**	,006
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,570
	N	9917	9917	9917	9917	9917	9917	9917	9917
összpont	Pearson Correlation	,721**	,826**	,698**	,827**	,763**	1	,954**	-,052**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000
	N	9917	9917	9917	9917	9917	9917	9917	9917
totalminford	Pearson Correlation	,771**	,876**	,739**	,621**	,774**	,954**	1	-,082**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000
	N	9917	9917	9917	9917	9917	9917	9917	9917
age	Pearson Correlation	-,058**	-,104**	-,120**	,019	,006	-,052**	-,082**	1
	Sig. (2-tailed)	,000	,000	,000	,063	,570	,000	,000	
	N	9917	9917	9917	9917	9917	9917	9917	9917

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations - Mayor urged (scores/age)

Correlations

		teszt	a500n	írás	fordítás	szövért	összpont	totalminu strans	age
teszt	Pearson Correlation	1	,653**	,520**	,482**	,433**	,754**	,799**	-,082**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000
	N	7695	7695	7695	7695	7695	7695	7695	7693
a500n	Pearson Correlation	,653**	1	,573**	,584**	,456**	,860**	,895**	-,082**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000
	N	7695	7695	7695	7695	7695	7695	7695	7693
írás	Pearson Correlation	,520**	,573**	1	,472**	,402**	,708**	,741**	-,085**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000
	N	7695	7695	7695	7695	7695	7695	7695	7693
fordítás	Pearson Correlation	,482**	,584**	,472**	1	,521**	,837**	,657**	,120**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000
	N	7695	7695	7695	7695	7695	7695	7695	7693
szövért	Pearson Correlation	,433**	,456**	,402**	,521**	1	,709**	,718**	,111**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000
	N	7695	7695	7695	7695	7695	7695	7695	7693
összpont	Pearson Correlation	,754**	,860**	,708**	,837**	,709**	1	,962**	,012
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,299
	N	7695	7695	7695	7695	7695	7695	7695	7693
totalminustrans	Pearson Correlation	,799**	,895**	,741**	,657**	,718**	,962**	1	-,043**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000
	N	7695	7695	7695	7695	7695	7695	7695	7693
age	Pearson Correlation	-,082**	-,082**	-,085**	,120**	,111**	,012	-,043**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,299	,000	
	N	7693	7693	7693	7693	7693	7693	7693	7693

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations - Arctic meltdown (scores/age)

Correlations

		teszt	a500n	írás	fordítás	szövért	összpont	totalminu strans	age
teszt	Pearson Correlation	1	,655**	,478**	,426**	,423**	,737**	,779**	-,007
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,502
	N	9326	9326	9326	9326	9326	9326	9326	9326
a500n	Pearson Correlation	,655**	1	,554**	,476**	,431**	,835**	,885**	-,097**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000
	N	9326	9326	9326	9326	9326	9326	9326	9326
írás	Pearson Correlation	,478**	,554**	1	,408**	,402**	,686**	,720**	-,137**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000
	N	9326	9326	9326	9326	9326	9326	9326	9326
fordítás	Pearson Correlation	,426**	,476**	,408**	1	,546**	,791**	,597**	,024*
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,023
	N	9326	9326	9326	9326	9326	9326	9326	9326
szövért	Pearson Correlation	,423**	,431**	,402**	,546**	1	,743**	,735**	,045**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000
	N	9326	9326	9326	9326	9326	9326	9326	9326
összpont	Pearson Correlation	,737**	,835**	,686**	,791**	,743**	1	,963**	-,038**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000
	N	9326	9326	9326	9326	9326	9326	9326	9326
totalminustrans	Pearson Correlation	,779**	,885**	,720**	,597**	,735**	,963**	1	-,060**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000
	N	9326	9326	9326	9326	9326	9326	9326	9326
age	Pearson Correlation	-,007	-,097**	-,137**	,024*	,045**	-,038**	-,060**	1
	Sig. (2-tailed)	,502	,000	,000	,023	,000	,000	,000	
	N	9326	9326	9326	9326	9326	9326	9326	9326

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

T-test (age) - Leonardo

Group Statistics

	szülév	N	Mean	Std. Deviation	Std. Error Mean
fordítás	>= 1981,00	6240	12,6413	6,95588	,08806
	< 1981,00	3677	12,8436	7,31692	,12067

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fordítás	Equal variances assumed	16,206	,000	-1,372	9915	,170	-,20228	,14744	-,49129	,08673
	Equal variances not assumed			-1,354	7397,663	,176	-,20228	,14938	-,49510	,09055

T-Test (age) - Mayor urged

Group Statistics

	szülév	N	Mean	Std. Deviation	Std. Error Mean
fordítás	>= 1981	4829	9,52	6,424	,092
	< 1981	2864	11,28	6,654	,124

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fordítás	Equal variances assumed	3,921	,048	-11,456	7691	,000	-1,759	,154	-2,060	-1,458
	Equal variances not assumed			-11,354	5844,291	,000	-1,759	,155	-2,063	-1,455

T-test (age) - Arctic meltdown

Group Statistics

	szülév	N	Mean	Std. Deviation	Std. Error Mean
fordítás	>= 1982	5373	13,55	5,800	,079
	< 1982	3953	13,93	6,064	,096

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
fordítás	Equal variances assumed	10,188	,001	-3,062	9324	,002	-,379	,124	-,622	-,137
	Equal variances not assumed			-3,042	8297,005	,002	-,379	,125	-,624	-,135

Multiple regression - Leonardo (Enter method)

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	fordítás[a]	.	Enter
2	a500n[a]	.	Enter
3	szövért[a]	.	Enter
4	teszt[a]	.	Enter
5	írás[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: összpont

Model Summary[f]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,827[a]	,684	,684	10,43277	,684	21498,982	1	9915	,000
2	,949[b]	,900	,900	5,87840	,215	21316,185	1	9914	,000
3	,982[c]	,964	,964	3,50498	,065	17973,671	1	9913	,000
4	,993[d]	,985	,985	2,26060	,021	13918,280	1	9912	,000
5	1,000[e]	1,000	1,000	,00000	,015	.	1	9911	.

a. Predictors: (Constant), fordítás

b. Predictors: (Constant), fordítás, a500n

c. Predictors: (Constant), fordítás, a500n, szövért

d. Predictors: (Constant), fordítás, a500n, szövért, teszt

e. Predictors: (Constant), fordítás, a500n, szövért, teszt, írás

f. Dependent Variable: összpont

Excluded Variables[e]

						Collinearity Statistics		
Model		Beta In	t	Sig.	Partial Correlation	Tolerance	VIF	Minimum Tolerance
1	a500n	,543[a]	146,001	,000	,826	,730	1,370	,730
	szövért	,444[a]	88,349	,000	,664	,704	1,420	,704
	teszt	,442[a]	99,207	,000	,706	,805	1,243	,805
	írás	,414[a]	87,833	,000	,662	,805	1,242	,805
2	szövért	,315[b]	134,066	,000	,803	,650	1,538	,618
	teszt	,245[b]	74,943	,000	,601	,604	1,655	,548
	írás	,226[b]	69,226	,000	,571	,640	1,564	,580
3	teszt	,189[c]	117,976	,000	,764	,582	1,718	,535
	írás	,183[c]	118,947	,000	,767	,626	1,598	,559
4	írás	,156[d]	.	.	1,000	,607	1,647	,482

a. Predictors in the Model: (Constant), fordítás

b. Predictors in the Model: (Constant), fordítás, a500n

c. Predictors in the Model: (Constant), fordítás, a500n, szövért

d. Predictors in the Model: (Constant), fordítás, a500n, szövért, teszt

e. Dependent Variable: összpont

Multiple Regression - Leonardo (Stepwise method)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	fordítás	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
2	a500n	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
3	szövért	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
4	írás	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
5	teszt	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).

a. Dependent Variable: összpont

Model Summary[f]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,827[a]	,684	,684	10,43277	,684	21498,982	1	9915	,000
2	,949[b]	,900	,900	5,87840	,215	21316,185	1	9914	,000
3	,982[c]	,964	,964	3,50498	,065	17973,671	1	9913	,000
4	,993[d]	,985	,985	2,24976	,021	14148,401	1	9912	,000
5	1,000[e]	1,000	1,000	,00000	,015	.	1	9911	.

a. Predictors: (Constant), fordítás

b. Predictors: (Constant), fordítás, a500n

c. Predictors: (Constant), fordítás, a500n, szövért

d. Predictors: (Constant), fordítás, a500n, szövért, írás

e. Predictors: (Constant), fordítás, a500n, szövért, írás, teszt

f. Dependent Variable: összpont

Excluded Variables[e]

Model		Beta In	t	Sig.	Partial Correlation	Tolerance	VIF	Minimum Tolerance
1	teszt	,442[a]	99,207	,000	,706	,805	1,243	,805
	a500n	,543[a]	146,001	,000	,826	,730	1,370	,730
	írás	,414[a]	87,833	,000	,662	,805	1,242	,805
	szövért	,444[a]	88,349	,000	,664	,704	1,420	,704
2	teszt	,245[b]	74,943	,000	,601	,604	1,655	,548
	írás	,226[b]	69,226	,000	,571	,640	1,564	,580
	szövért	,315[b]	134,066	,000	,803	,650	1,538	,618
3	teszt	,189[c]	117,976	,000	,764	,582	1,718	,535
	írás	,183[c]	118,947	,000	,767	,626	1,598	,559
4	teszt	,161[d]	.	.	1,000	,565	1,771	,482

a. Predictors in the Model: (Constant), fordítás

b. Predictors in the Model: (Constant), fordítás, a500n

c. Predictors in the Model: (Constant), fordítás, a500n, szövért

d. Predictors in the Model: (Constant), fordítás, a500n, szövért, írás

e. Dependent Variable: összpont

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	20,626	,215		95,896	,000	20,205	21,048					
	fordítás	2,166	,015	,827	146,625	,000	2,137	2,195	,827	,827	,827	1,000	1,000
2	(Constant)	11,855	,135		87,640	,000	11,590	12,120					
	fordítás	1,427	,010	,545	146,522	,000	1,408	1,446	,827	,827	,466	,730	1,370
	a500n	1,736	,012	,543	146,001	,000	1,713	1,760	,826	,826	,464	,730	1,370
3	(Constant)	7,271	,088		82,998	,000	7,099	7,442					
	fordítás	1,095	,006	,418	173,501	,000	1,083	1,108	,827	,867	,329	,618	1,618
	a500n	1,462	,007	,457	198,081	,000	1,447	1,476	,826	,893	,375	,674	1,484
	szövért	1,201	,009	,315	134,066	,000	1,183	1,219	,763	,803	,254	,650	1,538
4	(Constant)	2,604	,069		37,978	,000	2,469	2,738					
	fordítás	1,031	,004	,394	252,155	,000	1,023	1,039	,827	,930	,307	,607	1,647
	a500n	1,206	,005	,377	231,968	,000	1,196	1,217	,826	,919	,282	,559	1,788
	szövért	1,099	,006	,288	188,986	,000	1,087	1,110	,763	,885	,230	,636	1,572
	írás	1,171	,010	,183	118,947	,000	1,152	1,191	,698	,767	,145	,626	1,598
5	(Constant)	-3,1E-014	,000		.	.	,000	,000					
	fordítás	1,000	,000	,382	.	.	1,000	1,000	,827	1,000	,297	,604	1,657
	a500n	1,000	,000	,313	.	.	1,000	1,000	,826	1,000	,217	,482	2,073
	szövért	1,000	,000	,262	.	.	1,000	1,000	,763	1,000	,206	,618	1,618
	írás	1,000	,000	,156	.	.	1,000	1,000	,698	1,000	,122	,607	1,647
	teszt	1,000	,000	,161	.	.	1,000	1,000	,721	1,000	,121	,565	1,771

a. Dependent Variable: összpont

Multiple Regression - Mayor urged (Enter method)

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	fordítás[a]	.	Enter
2	a500n[a]	.	Enter
3	teszt[a]	.	Enter
4	szövért[a]	.	Enter
5	írás[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: összpont

Model Summary[f]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,837[a]	,701	,701	9,978	,701	17997,936	1	7693	,000
2	,954[b]	,909	,909	5,491	,209	17713,937	1	7692	,000
3	,972[c]	,945	,945	4,276	,036	4993,499	1	7691	,000
4	,992[d]	,984	,984	2,290	,039	19126,753	1	7690	,000
5	1,000[e]	1,000	1,000	,000	,016	4E+016	1	7689	,000

a. Predictors: (Constant), fordítás

b. Predictors: (Constant), fordítás, a500n

c. Predictors: (Constant), fordítás, a500n, teszt

d. Predictors: (Constant), fordítás, a500n, teszt, szövért

e. Predictors: (Constant), fordítás, a500n, teszt, szövért, írás

f. Dependent Variable: összpont

Excluded Variables[e]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	a500n	,563[a]	133,094	,000	,835	,658	1,519	,658
	teszt	,456[a]	93,930	,000	,731	,768	1,302	,768
	szövért	,374[a]	62,923	,000	,583	,728	1,373	,728
	írás	,402[a]	74,659	,000	,648	,777	1,287	,777
2	teszt	,253[b]	70,665	,000	,627	,558	1,792	,478
	szövért	,270[b]	98,487	,000	,747	,694	1,442	,576
	írás	,226[b]	66,342	,000	,603	,643	1,554	,545
3	szövért	,241[c]	138,300	,000	,845	,677	1,477	,473
	írás	,185[c]	69,239	,000	,620	,615	1,626	,442
4	írás	,161[d]	2E+008	,000	1,000	,609	1,643	,440

a. Predictors in the Model: (Constant), fordítás

b. Predictors in the Model: (Constant), fordítás, a500n

c. Predictors in the Model: (Constant), fordítás, a500n, teszt

d. Predictors in the Model: (Constant), fordítás, a500n, teszt, szövért

e. Dependent Variable: összpont

Multiple Regression - Mayor urged (Stepwise method)

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	a500n	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
2	fordítás	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
3	szövért	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
4	teszt	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
5	írás	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).

a. Dependent Variable: összpont

Model Summary[f]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,860[a]	,740	,740	9,306	,740	21842,860	1	7693	,000
2	,954[b]	,909	,909	5,491	,170	14406,639	1	7692	,000
3	,980[c]	,960	,960	3,652	,051	9699,686	1	7691	,000
4	,992[d]	,984	,984	2,290	,024	11869,728	1	7690	,000
5	1,000[e]	1,000	1,000	,000	,016	4E+016	1	7689	,000

a. Predictors: (Constant), a500n

b. Predictors: (Constant), a500n, fordítás

c. Predictors: (Constant), a500n, fordítás, szövért

d. Predictors: (Constant), a500n, fordítás, szövért, teszt

e. Predictors: (Constant), a500n, fordítás, szövért, teszt, írás

f. Dependent Variable: összpont

Excluded Variables[e]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	teszt	,335[a]	50,149	,000	,496	,573	1,745	,573
	írás	,321[a]	52,744	,000	,515	,672	1,488	,672
	fordítás	,508[a]	120,028	,000	,807	,658	1,519	,658
	szövért	,400[a]	85,358	,000	,697	,792	1,262	,792
2	teszt	,253[b]	70,665	,000	,627	,558	1,792	,478
	írás	,226[b]	66,342	,000	,603	,643	1,554	,545
	szövért	,270[b]	98,487	,000	,747	,694	1,442	,576
3	teszt	,211[c]	108,948	,000	,779	,545	1,836	,473
	írás	,193[c]	104,380	,000	,766	,632	1,582	,533
4	írás	,161[d]	2E+008	,000	1,000	,609	1,643	,440

a. Predictors in the Model: (Constant), a500n

b. Predictors in the Model: (Constant), a500n, fordítás

c. Predictors in the Model: (Constant), a500n, fordítás, szövért

d. Predictors in the Model: (Constant), a500n, fordítás, szövért, teszt

e. Dependent Variable: összpont

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	19,673	,217		90,565	,000	19,247	20,099					
	a500n	2,539	,017	,860	147,793	,000	2,505	2,573	,860	,860	,860	1,000	1,000
2	(Constant)	14,985	,134		111,843	,000	14,722	15,248					
	a500n	1,663	,012	,563	133,094	,000	1,638	1,687	,860	,835	,457	,658	1,519
	fordítás	1,410	,012	,508	120,028	,000	1,387	1,433	,837	,807	,412	,658	1,519
3	(Constant)	6,242	,126		49,628	,000	5,996	6,489					
	a500n	1,480	,009	,501	173,868	,000	1,463	1,497	,860	,893	,397	,627	1,595
	fordítás	1,120	,008	,403	134,043	,000	1,103	1,136	,837	,837	,306	,576	1,736
	szövért	1,201	,012	,270	98,487	,000	1,177	1,225	,709	,747	,225	,694	1,442
4	(Constant)	3,337	,083		40,081	,000	3,174	3,500					
	a500n	1,147	,006	,389	186,601	,000	1,135	1,159	,860	,905	,267	,473	2,116
	fordítás	1,062	,005	,383	201,800	,000	1,052	1,073	,837	,917	,289	,570	1,753
	szövért	1,070	,008	,241	138,300	,000	1,055	1,085	,709	,845	,198	,677	1,477
	teszt	1,188	,011	,211	108,948	,000	1,167	1,210	,754	,779	,156	,545	1,836
5	(Constant)	-1,5E-013	,000		,000	1,000	,000	,000					
	a500n	1,000	,000	,339	4E+008	,000	1,000	1,000	,860	1,000	,225	,440	2,274
	fordítás	1,000	,000	,360	4E+008	,000	1,000	1,000	,837	1,000	,270	,560	1,785
	szövért	1,000	,000	,225	3E+008	,000	1,000	1,000	,709	1,000	,184	,670	1,493
	teszt	1,000	,000	,178	2E+008	,000	1,000	1,000	,754	1,000	,129	,524	1,907
	írás	1,000	,000	,161	2E+008	,000	1,000	1,000	,708	1,000	,126	,609	1,643

a. Dependent Variable: összpont

Multiple regression - Arctic meltdown (Enter method)

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	a500n[b]	.	Enter
2	fordítás[a]	.	Enter
3	szövért[a]	.	Enter
4	teszt[a]	.	Enter
5	írás[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: összpont

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	,835[a]	,697	,697	9,711	,697	21401,690	1	9324	,000
2	,947[b]	,897	,897	5,658	,200	18145,686	1	9323	,000
3	,982[c]	,964	,964	3,367	,067	17005,986	1	9322	,000
4	,992[d]	,983	,983	2,277	,020	11050,475	1	9321	,000
5	1,000[e]	1,000	1,000	,000	,017	.	1	9320	.

a. Predictors: (Constant), a500n

b. Predictors: (Constant), a500n, fordítás

c. Predictors: (Constant), a500n, fordítás, szövért

d. Predictors: (Constant), a500n, fordítás, szövért, teszt

e. Predictors: (Constant), a500n, fordítás, szövért, teszt, írás

Excluded Variables[f]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance	VIF	Minimum Tolerance
1	fordítás	,509[a]	134,706	,000	,813	,773	1,293	,773
	szövért	,471[a]	117,211	,000	,772	,814	1,228	,814
	teszt	,333[a]	49,594	,000	,457	,570	1,753	,570
	írás	,323[a]	53,950	,000	,488	,693	1,443	,693
2	szövért	,317[b]	130,407	,000	,804	,664	1,506	,631
	teszt	,239[b]	64,166	,000	,554	,554	1,806	,523
	írás	,225[b]	67,547	,000	,573	,666	1,502	,618
3	teszt	,191[c]	105,121	,000	,737	,541	1,848	,516
	írás	,182[c]	116,408	,000	,770	,651	1,536	,605
4	írás	,162[d]	.	.	1,000	,639	1,565	,470

a. Predictors in the Model: (Constant), a500n

b. Predictors in the Model: (Constant), a500n, fordítás

c. Predictors in the Model: (Constant), a500n, fordítás, szövért

d. Predictors in the Model: (Constant), a500n, fordítás, szövért, teszt

e. Dependent Variable: összpont

Multiple Regression - Arctic meltdown (Stepwise method)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	a500n	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
2	fordítás	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
3	szövért	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
4	írás	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).
5	teszt	.	Stepwise (Criteria: Probability-of-F-to-enter <= ,050, Probability-of-F-to-remove >= ,100).

a. Dependent Variable: összpont

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,835[a]	,697	,697	9,711	,697	21401,690	1	9324	,000
2	,947[b]	,897	,897	5,658	,200	18145,686	1	9323	,000
3	,982[c]	,964	,964	3,367	,067	17005,986	1	9322	,000
4	,993[d]	,985	,985	2,149	,022	13550,783	1	9321	,000
5	1,000[e]	1,000	1,000	,000	,015	.	1	9320	.

a. Predictors: (Constant), a500n

b. Predictors: (Constant), a500n, fordítás

c. Predictors: (Constant), a500n, fordítás, szövért

d. Predictors: (Constant), a500n, fordítás, szövért, írás

e. Predictors: (Constant), a500n, fordítás, szövért, írás, teszt

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	24,988	,193		129,288	,000	24,609	25,367					
	a500n	2,322	,016	,835	146,293	,000	2,290	2,353	,835	,835	,835	1,000	1,000
2	(Constant)	11,205	,152		73,648	,000	10,907	11,503					
	a500n	1,647	,011	,592	156,693	,000	1,627	1,668	,835	,851	,521	,773	1,293
	fordítás	1,517	,011	,509	134,706	,000	1,495	1,539	,791	,813	,448	,773	1,293
3	(Constant)	7,016	,096		73,031	,000	6,828	7,204					
	a500n	1,452	,006	,522	225,803	,000	1,440	1,465	,835	,919	,447	,732	1,367
	fordítás	1,101	,007	,370	148,450	,000	1,087	1,116	,791	,838	,294	,631	1,585
	szövért	1,175	,009	,317	130,407	,000	1,157	1,192	,743	,804	,258	,664	1,506
4	(Constant)	2,455	,073		33,728	,000	2,312	2,597					
	a500n	1,234	,005	,443	273,116	,000	1,225	1,242	,835	,943	,345	,605	1,653
	fordítás	1,036	,005	,348	217,173	,000	1,027	1,045	,791	,914	,274	,622	1,608
	szövért	1,073	,006	,289	184,522	,000	1,062	1,085	,743	,886	,233	,649	1,540
	írás	1,127	,010	,182	116,408	,000	1,109	1,146	,686	,770	,147	,651	1,536
5	(Constant)	-6,8E-014	,000		.	.	,000	,000					
	a500n	1,000	,000	,359	.	.	1,000	1,000	,835	1,000	,246	,470	2,128
	fordítás	1,000	,000	,336	.	.	1,000	1,000	,791	1,000	,264	,618	1,617
	szövért	1,000	,000	,269	.	.	1,000	1,000	,743	1,000	,215	,638	1,567
	írás	1,000	,000	,162	.	.	1,000	1,000	,686	1,000	,129	,639	1,565
	teszt	1,000	,000	,167	.	.	1,000	1,000	,737	1,000	,122	,531	1,882

a. Dependent Variable: összpont

Excluded Variables[e]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	teszt	,333[a]	49,594	,000	,457	,570	1,753	,570
	írás	,323[a]	53,950	,000	,488	,693	1,443	,693
	fordítás	,509[a]	134,706	,000	,813	,773	1,293	,773
	szövért	,471[a]	117,211	,000	,772	,814	1,228	,814
2	teszt	,239[b]	64,166	,000	,554	,554	1,806	,523
	írás	,225[b]	67,547	,000	,573	,666	1,502	,618
	szövért	,317[b]	130,407	,000	,804	,664	1,506	,631
3	teszt	,191[c]	105,121	,000	,737	,541	1,848	,516
	írás	,182[c]	116,408	,000	,770	,651	1,536	,605
4	teszt	,167[d]	.	.	1,000	,531	1,882	,470

a. Predictors in the Model: (Constant), a500n

b. Predictors in the Model: (Constant), a500n, fordítás

c. Predictors in the Model: (Constant), a500n, fordítás, szövért

d. Predictors in the Model: (Constant), a500n, fordítás, szövért, írás

e. Dependent Variable: összpont

Principal component analysis - Leonardo (initial)

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,835
Bartlett's Test of Sphericity	Approx. Chi-Square	17698,944
	df	10
	Sig.	,000

a. Based on correlations

Total Variance Explained

	Component	Initial Eigenvalues[a]			Extraction Sums of Squared Loadings		
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Raw	1	81,833	65,383	65,383	81,833	65,383	65,383
	2	20,419	16,314	81,697			
	3	13,271	10,603	92,300			
	4	5,308	4,241	96,541			
	5	4,329	3,459	100,000			
Rescaled	1	81,833	65,383	65,383	2,788	55,763	55,763
	2	20,419	16,314	81,697			
	3	13,271	10,603	92,300			
	4	5,308	4,241	96,541			
	5	4,329	3,459	100,000			

Extraction Method: Principal Component Analysis.

a. When analyzing a covariance matrix, the initial eigenvalues are the same across the raw and rescaled solution

Component Matrix[a]

	Raw	Rescaled
	Component	Component
	1	1
teszt	1,937	,647
a500n	4,640	,799
írás	1,811	,624
fordítás	6,370	,898
szövért	3,564	,731

Extraction Method: Principal Component Analysi

a. 1 components extracted.

Principal component - Leonardo (2 factors hypothesised) - Oblimin rotation

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,835
Bartlett's Test of Sphericity	Approx. Chi-Square	17698,944
	df	10
	Sig.	,000

a. Based on correlations

Total Variance Explained

	Component	Initial Eigenvalues[a]			Extraction Sums of Squared Loadings			Rotation
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
Raw	1	81,833	65,383	65,383	81,833	65,383	65,383	67,759
	2	20,419	16,314	81,697	20,419	16,314	81,697	71,442
	3	13,271	10,603	92,300				
	4	5,308	4,241	96,541				
	5	4,329	3,459	100,000				
Rescaled	1	81,833	65,383	65,383	2,788	55,763	55,763	2,697
	2	20,419	16,314	81,697	,653	13,061	68,824	2,072
	3	13,271	10,603	92,300				
	4	5,308	4,241	96,541				
	5	4,329	3,459	100,000				

Extraction Method: Principal Component Analysis.

a. When analyzing a covariance matrix, the initial eigenvalues are the same across the raw and rescaled solution.

b. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Component Matrix[a]

	Component	
	1	2
teszt	,781	-,289
a500n	,831	-,236
írás	,759	-,341
fordítás	,756	,438
szövért	,747	,467

Extraction Method: Principal Component Analysi

a. 2 components extracted.

Principal component analysis - Mayor urged (initial)

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,835
Bartlett's Test of Sphericity	Approx. Chi-Square	14522,345
	df	10
	Sig.	,000

a. Based on correlations

Total Variance Explained

	Component	Initial Eigenvalues[a]			Extraction Sums of Squared Loadings		
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Raw	1	78,599	67,074	67,074	78,599	67,074	67,074
	2	17,761	15,157	82,231			
	3	10,663	9,100	91,331			
	4	5,673	4,841	96,172			
	5	4,486	3,828	100,000			
Rescaled	1	78,599	67,074	67,074	2,879	57,576	57,576
	2	17,761	15,157	82,231			
	3	10,663	9,100	91,331			
	4	5,673	4,841	96,172			
	5	4,486	3,828	100,000			

Extraction Method: Principal Component Analysis.

a. When analyzing a covariance matrix, the initial eigenvalues are the same across the raw and rescaled solution

Component Matrix[a]

	Raw	Rescaled
	Component	Component
	1	1
fordítás	5,800	,883
a500n	5,384	,872
teszt	2,273	,701
szövért	2,683	,654
írás	1,899	,647

Extraction Method: Principal Component Analysi

a. 1 components extracted.

**Principal component - Mayor urged (2 factors hypothesised)
Oblimin rotation**

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,835
Bartlett's Test of Sphericity	Approx. Chi-Square	14522,345
	df	10
	Sig.	,000

a. Based on correlations

Total Variance Explained

	Component	Initial Eigenvalues[a]			Extraction Sums of Squared Loadings			Rotation
		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
Raw	1	78,599	67,074	67,074	78,599	67,074	67,074	68,822
	2	17,761	15,157	82,231	17,761	15,157	82,231	68,722
	3	10,663	9,100	91,331				
	4	5,673	4,841	96,172				
	5	4,486	3,828	100,000				
Rescaled	1	78,599	67,074	67,074	2,879	57,576	57,576	2,677
	2	17,761	15,157	82,231	,532	10,642	68,217	2,322
	3	10,663	9,100	91,331				
	4	5,673	4,841	96,172				
	5	4,486	3,828	100,000				

Extraction Method: Principal Component Analysis.

a. When analyzing a covariance matrix, the initial eigenvalues are the same across the raw and rescaled solution.

b. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Component Matrix[a]

	Raw		Rescaled	
	Component		Component	
	1	2	1	2
fordítás	5,800	-2,906	,883	-,443
a500n	5,384	2,815	,872	,456
teszt	2,273	,919	,701	,283
szövért	2,683	-,517	,654	-,126
írás	1,899	,525	,647	,179

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Principal component analysis - Arctic Meltdown (initial)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,806
Bartlett's Test of Sphericity	Approx. Chi-Square	16107,939
	df	10
	Sig.	,000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,926	58,518	58,518	2,926	58,518	58,518
2	,749	14,989	73,507			
3	,538	10,762	84,269			
4	,457	9,146	93,415			
5	,329	6,585	100,000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component
	1
teszt	,788
a500n	,827
írás	,742
fordítás	,741
szövért	,723

Extraction Method: Principal Component Analysi

a. 1 components extracted.

Principal component analysis - Arctic Meltdown (2 factors hypothesised) - Oblimin rotation

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,806
Bartlett's Test of Sphericity	Approx. Chi-Square	16107,939
	df	10
	Sig.	,000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2,926	58,518	58,518	2,926	58,518	58,518	2,645
2	,749	14,989	73,507	,749	14,989	73,507	2,253
3	,538	10,762	84,269				
4	,457	9,146	93,415				
5	,329	6,585	100,000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Component Matrix[a]

	Component	
	1	2
teszt	,788	-,325
a500n	,827	-,309
írás	,742	-,271
fordítás	,741	,459
szövért	,723	,514

Extraction Method: Principal Component Analysi

a. 2 components extracted.

Factor Analysis (tasks, age, sexes) - Leonardo (rotation: Varimax)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,825
Bartlett's Test of Sphericity	Approx. Chi-Square	18289,630
	df	21
	Sig.	,000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,015	43,073	43,073	2,596	37,084	37,084	2,592	37,035	37,035
2	1,090	15,572	58,645	,370	5,291	42,375	,374	5,340	42,375
3	,975	13,921	72,567						
4	,612	8,744	81,311						
5	,498	7,114	88,425						
6	,453	6,467	94,893						
7	,358	5,107	100,000						

Extraction Method: Principal Axis Factoring.

Factor Matrix[a]

	Factor	
	1	2
a500n	,799	-,180
fordítás	,738	,413
teszt	,714	-,189
írás	,681	-,157
szövért	,658	,140
neme	-,014	-,220
age	-,074	,197

Extraction Method: Principal Axis Factoring.

a. Attempted to extract 2 factors. More than 25 iterations required. (Convergence=,002). Extraction was terminated.

Rotated Factor Matrix[a]

	Factor	
	1	2
a500n	,791	,211
fordítás	,754	-,384
teszt	,706	,217
írás	,674	,184
szövért	,663	-,114
neme	-,023	,219
age	-,066	-,200

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 3 iterations.

Factor Analysis (tasks, age, sexes) - Mayor urged (rotation: Varimax)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,812
Bartlett's Test of Sphericity	Approx. Chi-Square	15522,596
	df	21
	Sig.	,000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,050	43,574	43,574	2,658	37,969	37,969	2,632	37,600	37,600
2	1,150	16,434	60,008	,459	6,551	44,520	,484	6,920	44,520
3	,989	14,133	74,141						
4	,570	8,143	82,284						
5	,494	7,051	89,335						
6	,431	6,159	95,494						
7	,315	4,506	100,000						

Extraction Method: Principal Axis Factoring.

Factor Matrix[a]

	Factor	
	1	2
a500n	,821	-,170
fordítás	,778	,389
teszt	,743	-,230
írás	,674	-,158
szövért	,609	,179
age	-,010	,348
nemek	-,042	-,218

Extraction Method: Principal Axis Factoring.

a. 2 factors extracted. 23 iterations required.

Rotated Factor Matrix[a]

	Factor	
	1	2
a500n	,834	-,080
teszt	,763	-,148
fordítás	,731	,471
írás	,688	-,084
szövért	,586	,244
age	-,047	,345
nemek	-,018	-,221

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 3 iterations.

Factor Analysis (tasks, age, sexes) - Arctic meltdown (rotation: Varimax)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,791
Bartlett's Test of Sphericity	Approx. Chi-Square	17211,596
	df	21
	Sig.	,000

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,932	41,886	41,886	2,530	36,148	36,148	2,433	34,761	34,761
2	1,162	16,598	58,485	,524	7,486	43,633	,570	8,149	42,910
3	1,006	14,371	72,856	,269	3,844	47,477	,320	4,567	47,477
4	,606	8,656	81,512						
5	,520	7,423	88,935						
6	,448	6,405	95,340						
7	,326	4,660	100,000						

Extraction Method: Principal Axis Factoring.

Factor Matrix[a]

	Factor		
	1	2	3
a500n	,796	,230	-,002
teszt	,750	,227	,219
fordítás	,698	-,379	-,059
írás	,657	,137	-,163
szövért	,640	-,273	,023
nemek	-,048	,359	,145
age	-,055	-,231	,411

Extraction Method: Principal Axis Factoring.

a. Attempted to extract 3 factors. More than 25 iterations required. (Convergence=,001). Extraction was terminated.

Rotated Factor Matrix[a]

	Factor		
	1	2	3
a500n	,815	-,039	-,140
teszt	,800	-,134	,064
írás	,643	,078	-,241
fordítás	,610	,507	,066
szövért	,583	,368	,100
nemek	,033	-,389	-,015
age	-,037	,032	,473

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 5 iterations.

APPENDIX B - PROCESS-BASED RESEARCH (CHAPTER 5)

2.1 BACKGROUND INFORMATION - QUESTIONNAIRE

Adatlap [Background information - questionnaire]

Név [Name]:

Iskola [School]:

Osztály [Grade]:

Hány éve tanul angol nyelvet? [How many years have you been studying English]:

Heti hány órában ? [No. of hours/week]:

Nyelvvizsgával próbálkozott-e ? [Previous attempt at language exam]:

Milyen eredménnyel? [Result of language exam]:

Órán fordított-e már középfokú nyelvvizsga szöveget? [Have you translated intermediate exam tasks in English classes before]:

Része volt-e a nyelvóráknak szöveg fordítása angol nyelvről magyar nyelvre? [Have you been taught in language classes how to translate texts from English into Hungarian]:

Milyen formában? [In what form]:

2.2 TRANSLATION TASK

TEXT 1: Leonardo, March, 2001

INSTRUCTION: **MAXIMUM POINTS: 25**
Translate the following text into Hungarian.

One Leonardo to stay

Paintings come and go most of the time in super slomo*. It's so slow, in fact, that we think, they're not changing a all, that once the paint has dried, they'll be around in the same state for ever. But like everything else in the universe, paintings deteriorate. Even in the most hushed and pristine museums, they darken, fade, crack and crumble. And when they're subjected to horses' being stabled in the same room, Napoleon's bored troops throwing bricks at them and the fumes of a million Fiat wafting in from the streets, they age a little faster. That's what happened to Leonardo da Vinci's "The Last Supper". The six restorations of the 30-foot mural consisted of hamhanded** overpainting and, in 1953, a coat of rock-hard transparent glue. They were enough to keep the tourists coming and the souvenir T-shirts printed. But "The Last Supper" continued to disintegrate.

In 1978 Italian authorities closed the door on the masterpiece and let restorer Brambilla Barcilon begin what would become a 21-year, $ 7.7 million, centimeter-by-centimeter rehabilitation involving electronic microscopes, water-based paint and neutral beige to fill in totally unretrievable areas.

Newsweek

-slow motion
**awkward in using the hand

TRANSLATION TASK

TEXT 2: Mayor urged, November, 2001

INSTRUCTION: **MAXIMUM POINTS: 25**

Translate the following text into Hungarian.

Mayor urged to cut all bus fares to 70p

The new Mayor should tackle London's public transport crisis by cutting all bus journeys to 70 pence, an influential report proposed today.

The paper, published as new bus fares are being introduced, says that reducing both Tube and buses fares would result in only a small rise in public transport use. But a major cut in bus fares, combined with extra services and new routes, could increase the number of bus passengers by as much as 40 per cent.

The cut in fares, which would cost around Ł80 million a year, would initially be funded by the current one per cent increase in Tube fares.

In the long-term the cost could be met by the introduction of a Ł5 per cent day fee for vehicles in central London, which is expected to generate Ł250 million a year.

A package of cheaper bus fares combined with wider service improvements is alleged to lead to major social and economic benefits.

A government spokesman welcomed the report as an 'interesting contribution' to the debate on the issue, adding that any decision on new charges will be up to the Mayor.

TRANSLATION TASK

TEXT 3: Arctic Meltdown, March, 2002

INSTRUCTION: **MAXIMUM POINTS: 25**

Translate the following text into Hungarian.

Arctic Meltdown

In the past two decades, average annual temperatures have climbed as much as 4 C° in Alaska, Siberia and parts of Canada. Sea ice is 40% thinner and covers 6% less area than in 1980.

Back from a cruise to the North Pole aboard the Russian icebreaker Yamal, tourists told the New York Times that a 1.5 km wide lake had opened up at 90° north, with gulls fluttering overhead, an they had the pictures to prove it. The newspaper declared that such an opening in polar ice was possibly a first in 50 years, though that claim was dismissed by scientists.

The ice forms as much as two weeks later in the autumn than it used to in Hudson bay, creating a bewildering situation for some of the wildlife. Polar bears that ordinarily emerge from their summer dens and walk north up Cape Churchill before proceeding directly onto the ice now arrive at their customary departure point to find open water. Unable to move forward, the bears turn left and continue walking right into town, arriving emaciated and hungry. Natural resource workers tranquilize the bears with a dart gun and move them 16 km north. In years with a late freeze the number of bears in or near town sometimes doubles.

Time

2.3 TRIAL PHASE

Bernardini's (2001) coding scheme

TRIAL PHASE - TRANSCRIPT OF RECORDING
M. A.
ELTE ITK course
16 May, 2006

Első látásra úgy tűnik, nem túl nehéz, aztán lehet, hogy tele lesz ismeretlen szavakkal. Először is el fogom olvasni végig, és aláhúzom azokat a szavakat, amelyeket nem ismerek, vagy ismerősnek tűnik, de nem vagyok benne biztos, és ezt ki fogom szótározni…. Aláhúztam azokat a szavakat, amelyeket nem ismerek, és ezeket most megnézem az Országh szótárban. <st *average*> ebben nem vagyok biztos, de a szövegkörnyezetből nagyjából következtetek. Ezt most megnéztem a szótárban, és ide az illik, hogy <tt *átlagos*> <st *average annual temepatures*> <st *átlagos évi hőmérséklet*> akkor a másik az a <st *cruise*> ezt megnézem most a következő szó a cruise volt, amit megnéztem, szintén az Országh szótárban, és ez szerintem <wh *tengeri körutazás*> a szövegkörnyezetből ítélve a következő szó a <st *board*>, hát ezt nem tudtam, ezt majd megnézem szövegkörnyzetből, meg majd még egyszer megnézem a szótárban. A következő ismeretlen szó a <st *gulls*> az <tt *sirály*> az egyértelmű volt <st *fluttering*> ezt sem tudtam, ez <tt *röpköd*>, <st *to prove*> az <tt *bizonyít*> ezt sem tudtam van még a <st *climb*> ez is kérdéses, ezt még meg kell néznem <u> <st *bewildering*> ezt sem tudtam, ez <tt *zavaró*> akkor <st *emerge*> az <tt *felbukkan*> <st *dens*> az <tt *barlang*> <st *Cape Churchill*> erre gondoltam, hogy valami földrajzi hely, ez a <st *cape*> ez <tt *fok*>, akkor ez a <tt *Churchill fok*> lesz, a <st *proceeding*> az <tt *folytatja útját*> <st *customary*> <tt *szokásos*> <st *forward*> az ismerős volt, a levelek végén írjuk, hogy <st *looking forward*> ez <tt *előre*> <st *emaciated*> <tt *lesoványodott*> akkor a <st *natural resource workers*> ez <wh valami *munkások*>, ez szerintem ilyen <wh *természetvédők*> lesz, <st *tranquilize*> ezt így olaszból tudom, hogy a <Italian: *tranquil*> az <tt *nyugodt*> és akkor a <st *tranqzuilize*> <tt *megnyugtat*> ö igen, egyelőre ennyi. Na most a szöveg, az nagyjából összeállt, hogy miről szól, hogy felmelegedett az éghajlat, és ö itt medvék vándorlási útjáról, nagyjából erről szól. Ö, na most megpróbálom lefordítani az egészet. … Az első mondattal nem volt különösebb problémám, ö a <st *temperatures have climbed*> a <dict: *climbed* az *hegyet mászni*>, ahogy a hőmérséklet <st *as much as*> <tt *majdnem 4 fokkal emelkedett*> most a következő mondat, ez megint csak nem okozott különösebb problémát a <st *thinner*> az <tt *vékonyabb jégréteg*>, úgyhogy ezt is le tudom fordítani egyből… A következő mondat az elég hosszú, és itt egy részt egyelőre nem tudok összerakni, úgyhogy ezt még egyszer még kell nézni a szótárból, vagy lehet, hogy megpróbálom kikövetkeztetni. <st *Back froma cruise to the North Pole aboard the Russian icebreaker Yamal*> tehát hogy ez az <st *aboard*> mi akar lenni, ezt meg fogom nézni most mégegyszer az egynyelvű szótárban fogom megnézni a vessző után a mondat következő része megint csak nem okoz problémát … a következő rész sem … igen, ez az <st *aboard*> okoz csak problémát, ezt megnézem még egyszer a szótárban … megnéztem az <st *aboard*> szót, de még most sem vagyok biztos benne, úgyhogy megpróbálom összerakni a mondatot, anélkül, hogy biztos lennék benne, mit is jelent … most az <st *aboard*> szót nem sikerült megfejteni, úgyhogy enélkül fordítottam le a szöveget, úgy, hogy kikövetkeztettem, mi lehet, ö … most itt az, hogy <tt *egy másfél km széles tó nyílt fel*>, azt úgy értelmeztem, hogy itt a jégmezőn egy másfél km széles tó nyílt meg, és hogy 90 fokra északra. <tt *A sirályok*> <st *fluttering*> én azt így fordítottam, hogy <tt *sirályok röpködnek felette*>, ö több problémám ezzel nem volt, most nézem a következő mondatot … Igen, a következő mondat, hogy a <st *declared*> az szerintem <wh *jóváírta vagy jóváhagyta az újság*, hogy már volt egy ilyen, hogy *megnyílt a jég*> na most itt van a mondatban a második felében a mondatnak hogy <st *claim*> ez nem tudom, hogy mit jelent, úgyhogy ezt meg fogom nézni még egyszer az Országh szótárban … no, hát a <st *claim*>, még mindig nem vagyok biztos benne, hogy mi jelent, szerintem <wh *bizonyíték*> lesz a <st *declared*> ebben sem vagyok pontosan biztos, hogy hogy fordítsam, úgy fordítom, hogy <wh *állítja, az újság azt állítja*> <st *such an opening in polar ice*> most ebben szintén, hát tudom, hogy arra utal, hogy az előző mondatban volt az, ugye, hogy <tt *egy másfél km széles tó nyílt a jégmezőn*>, itt arra utal, hogy ilyen <tt *jégmező nyílás megnyílás*>, csak ez magyarul mondjuk elég nehéz elmondani, ö és akkor ezt végül is így megoldottam, lefordítottam. … Hát a következő mondat hát azt, azt nem

igazán tudom, hogy hogy tegyem össze az <st *ice forms*> hogy az itt mi akar lenni, a <st *form*>-nak a többes száma, hogy <wh *jég alakok*>, vagy <wh *a jég formál*> hát ezt nem tudom, fogalmam sincs, hogy ezt hogy fogom összerakni <st *as much as*> <wh *annyira, mint két héttel ezelőtt?*> … <st *used to*> <wh *ahogy a Hudson bay-ben történt?*> … na, hát ezt nem tudom, hogy fogom összerakni, mert tulajdonképpen minden szót ismerek, kivéve, hogy a <st *forms*> most itt melyik, ez most egy ige, főnév, ezt nem tudom kikövetkeztetni, mindegyik szót ismerem, csak nem tudom összerakni a mondatot … hát nem tudom, megpróbáljuk … hát azt hiszem, rájöttem, <st *the ice forms, as much as two weeks later*>, ezt akár ki is lehetne hagyni, szerintem, hogy <wh *a jég zavaró szituációkat teremt?*> Nem, nem vagyok benne biztos … A következő mondat, amikor a <tt *jegesmedvék ugye felbukkannak a nyári barlangjaikból*>, ezt a mondatot nem tartom nehéznek és ezt le is tudom egyből fordítani … leírtam, és most elolvasom még egyszer, mert nem vagyok benne biztos, hogy jól raktam össze és egyelőre elég értelmetlennek tűnik… nahát, javítottam benne, mert nem hangzott elég értelmesen, és azt hiszem, így lesz a jó … most a következő monda, hogy <tt *a medvék képtelenek előre haladni, ezért balra fordulnak*>, hát ez nem tűnik egyáltalán nehéznek, úgyhogy ezt most le tudom egyből fordítani … most ennél a mondatnál, amire azt mondtam, hogy könnyű lefordítani, lefordítani ugyan könnyű, csak nem tudom, hogy a medvék miért nem tudják folytatni az útjukat? <p su-> és miért fordulnak el balra a város felé, most azért, mert a jég megtört, úgy értve, hogy keletkezett rajta egy nagy tó, vagy azért, mert zárt a jég, itt valami értelmi problémáim vannak ezzel kapcsolatban … a következő mondat, hogy ezek <wh *a természetvédő munkások ezek lenyugtatják a medvéket valamilyen lövedékkel*>, ez a <st *dart*> ez nem tudom, mi lehet, úgyhogy én <wh *nyugtató lövedék*>re gondolok, de nem biztos, úgyhogy ezt lefordítom, ezt a mondatot, <st *natural resource workers*> szerintem ez <wh *természetvédők*> magyarul… Az utolsó mondatban ez elég nehéznek tűnik <st *in years*> ez nem tudom, hogy ez itt konkrétan mit jelent, az utóbbi években? Ez így azt jelentené? És ez a <sttt *late freeze*> ez a <tt *késői fagyás*>? Ebben sem vagyok biztos, ezt is meg kell nézni a szótárban, az Országh szótárt én valahogy jobban szeretem használni, könnyebben kiigazodok rajta, és ez a captured, ez sem tudom, mit jelent, ezt is meg kell néznem … most itt az in years ezt én külön akartam fordítani, de én szerintem ez, hogy in years with a late freeze, ez egybe tartozik, és ez ugye azt jelentené, hogy <wh *azokban az években, amikor a fagy késik*>? vagy *késői a fagy* ? szerintem ez így lesz … meg kell néznem, hogy a <st *captured*> az mi lehet … <dict *capture: elfog, zsákmányol*> na, megnézzük ezt …megvan ez a <st *captured*>, ez azt jelenti, hogy <tt *a medvéket elfogják*>, és akkor <st *in or near town*> <tt *a városban, vagy közel a városhoz*> ö néha <wh *kétszeres annyit*>, szerintem, úgyhogy akkor ezt a mondatot is össze tudom tenni … Most végigolvasom újra a lefordított szöveget, hogy összefüggő legyen, és értelmes, azt megnézem… hát, elolvasta a szöveget még egyszer, van egy-két homályos pont, amit egyszerűen nem tudok tisztázni, még mindig ez az <wh *orosz Yamal jégtörő visszatért az északi sarkról*>, de hogy ez az <st *aboard*> hogy kerül ide, és hogy <wh *ezen voltak-e a turisták?*> , vagy hogy hogy függ ide a turisták, ezt nem tudtam, egyszerűen nem tudom kisilabizálni, hogy hogy lehet … abban sem vagyok még mindig biztos, hogy amikor arról van szó, <wh *a Hudson-bay –el kapcsolatban, hogy a jég formált olyan zavaró szituációt*>, vagy vagy … még mindig nem vagyok biztos, hogy jól fordítottam-e … igen … Hát akkor most megpróbálom a címet lefordítani, így, hogy most már tudom, miről szól a cikk, meg kell néznem a szótárban, mert <st *Artic*> nem tudom <st *meltdown*> ezt mind a kettőt megnézem a szótárban … a címet meg sem próbáltam lefordítani, mielőtt nem fordítottam le az egész cikket, mert egyáltalán nem tűnt lefordíthatónak, most próbálkozom … lefordítottam a címet is, és készen vagyok.

TRIAL PHASE

Gero and McNeill's (1998) process-oriented coding scheme

TRIAL PHASE - CODED TAP
M. A.
ELTE ITK course
16 May, 2006

Id. no. of moves	Protocol	Analysis, comments	Coded move	
1	Első látásra úgy tűnik, nem túl nehéz,			EP
2	aztán lehet, hogy tele lesz ismeretlen szavakkal			EP
3	Először is el fogom olvasni végig	AES using strategy of reading text first and working on meaning before translation	AES	
4	és aláhúzom azokat a szavakat, amelyeket nem ismerek		AES	
5	vagy ismerősnek tűnik, de nem vagyok benne biztos		AES	
6	és ezt ki fogom szótározni		AES	
7	Aláhúztam azokat a szavakat, amelyeket nem ismerek	checking text for unfamiliar words	IP	
8	és ezeket most megnézem az Országh szótárban		AP	CDict
9	<st *average*> ebben nem vagyok biztos, de a szövegkörnyezetből nagyjából következtetek	guessing meaning from context	IP PS	CStT
10	Ezt most megnéztem a szótárban, és ide az illik, hogy <tt *átlagos*>		AP PS	Cdict MD
11	<st *average annual temperatures*> <tt *átlagos évi hőmérséklet*>		AS	CoS
12	akkor a másik az a <st *cruise*> ezt megnézem	guessing meaning from context	IP	CDict
13	most a következő szó a <st *cruise*> volt, amit megnéztem, szintén az Országh szótárban		IP	CDict
14	és ez szerintem <tt *tengeri körutazás*> a szövegkörnyezetből ítélve		PS	CStT
15	a következő szó a <st *board*>	failing to find relevant info in dictionary but confident in using other strategies	IP	
16	hát ezt nem tudtam, ezt majd megnézem szövegkörnyzetből		AP	CdictF PDM
17	meg majd még egyszer megnézem a szótárban		AP	
18	A következő ismeretlen szó a <st *gulls*>	confidence in finding relevant info in the dictionary	IP	
19	az <tt *sirály*> az egyértelmű volt		AP PS	CDict
20	<st *fluttering*> ezt sem tudtam		IP	
21	ez <tt *röpköd*>,		AP PS	CDict
22	<st *to prove*>		IP	

23	az <tt *bizonyít*> ezt sem tudtam		AP PS	CDict
24	van még a <st *climb*>		IP	
25	ez is kérdéses, ezt még meg kell néznem		AP	Cdict PD
26	<st *bewildering*> ezt sem tudtam		IP	
27	ez <tt *zavaró*>		AP PS	CDict
28	akkor <st *emerge*>		IP	
29	az <tt *felbukkan*>		AP PS	CDict
30	<st *dens*>		IP	
31	az <tt *barlang*>		AP PS	CDict
32	<st *Cape Churchill*>		IP	
33	erre gondoltam, hogy valami földrajzi hely		AP PS	CEI
34	ez a <st *cape*>		IP	
35	ez <tt *fok*>		AP PS	CDict
36	akkor ez a <tt *Churchill fok*> lesz		AP	CoS
37	a <st *proceeding*>		IP	
38	az <tt *folytatja útját*>		AP PS	CDict
39	<st *customary*>		IP	
40	<tt *szokásos*>		AP PS	CDict
41	<st *forward*> az ismerős volt, a levelek végén írjuk, hogy <st *looking forward*>	bringing in related meaning, guessing	IP AP	CEI
42	ez <tt *előre*>		AP PS	CDict
43	<st *emaciated*>		IP	
44	<tt *lesoványodott*>		AP PS	CDict
45	akkor a <st *natural resource workers*>		IP	
46	ez <wh valami *munkások*>, ez szerintem ilyen <wh *természetvédők*> lesz,		AP PS	CStT
47	<st *tranquilize*>	bringing in knowledge from another foreign language guessing	IP	
48	ezt így olaszból tudom, hogy a <Italian: *tranquil*> az <tt *nyugodt*>		AP	CEI
49	és akkor a <st *tranqzuilize*> <tt *megnyugtat*>		PS	
50	ö igen, egyelőre ennyi			
51	Na most a szöveg, az nagyjából összeállt, hogy miről szól	AES		

52	hogy felmelegedett az éghajlat, és ö itt medvék vándorlási útjáról, nagyjából erről szól.	summarizing the main idea for herself		
53	Ö, na most megpróbálom lefordítani az egészet			
54	… Az első mondattal nem volt különösebb problémám			EP
55	ö a <st *temperatures have climbed*>		IP	
56	a <dict: *climbed* az *hegyet mászni*>		AP	CDict
57	ahogy a hőmérséklet <st *as much as*> <tt *majdnem 4 fokkal emelkedett*>		PS	
58	most a következő mondat, ez megint csak nem okozott különösebb problémát			EP
59	a <st *thinner*>		IP	
60	az <tt *vékonyabb jégréteg*>,		AP PS	CDict
61	úgyhogy ezt is le tudom fordítani egyből			EP
62	A következő mondat az elég hosszú, és itt egy részt egyelőre nem tudok összerakni,	aware of complexity of sentence, envisages relying on guessing	IP	EP
63	úgyhogy ezt még egyszer még kell nézni a szótárból,		IP	CDict
64	vagy lehet, hogy megpróbálom kikövetkeztetni		IP	CStS
65	<st *Back from a cruise to the North Pole aboard the Russian icebreaker Yamal*>		IP	
66	tehát hogy ez az <st *aboard*> mi akar lenni,		IP	
67	ezt meg fogom nézni most mégegyszer az egynyelvű szótárban fogom megnézni		AP	CDict M
68	a vessző után a mondat következő része megint csak nem okoz problémát			EP
69	a következő rész sem			EP
70	igen, ez az <st *aboard*> okoz csak problémát	accepting hypothesized meaning resulting from guessing as final solution	IP	
71	ezt megnézem még egyszer a szótárban…, … megnéztem az <st *aboard*> szót,		AP	CDict
72	de még most sem vagyok biztos benne,		AP	CDictF
73	úgyhogy megpróbálom összerakni a mondatot, anélkül, hogy biztos lennék benne, mit is jelent		PS	
74	most az <st *aboard*> szót nem sikerült megfejteni…, úgyhogy enélkül fordítottam le a szöveget, úgy, hogy kikövetkeztettem, mi lehet		PS	CStS

75	most itt az, hogy <tt *egy másfél km széles tó nyílt fel*>		IP	
76	azt úgy értelmeztem, hogy itt a jégmezőn egy másfél km széles tó nyílt meg, és hogy 90 fokra északra.		AP PS	
77	<tt *A sirályok*> <st *fluttering*>		IP	
78	én azt így fordítottam, hogy <tt *sirályok röpködnek felette*>,		AP PS	CDict
79	ö több problémám ezzel nem volt			EP
80	most nézem a következő mondatot			
81	Igen, a következő mondat, hogy a <st *declared*>		IP	
82	az szerintem <wh *jóváírta vagy jóváhagyta az újság* hogy már volt egy ilyen, hogy megnyílt a jég>		PS	
83	na most itt van a mondatban a második felében a mondatnak hogy <st *claim*>	double checking in dictionary	IP	
84	ez nem tudom, hogy mit jelent, úgyhogy ezt meg fogom nézni még egyszer az Országh szótárban		IP AP	CDict
85	no, hát a <st *claim*>, még mindig nem vagyok biztos benne, hogy mi jelent		AP	CDictF
86	szerintem <wh *bizonyíték*> lesz		PS	
87	a <st *declared*> ebben sem vagyok pontosan biztos, hogy hogy fordítsam		IP	CDict
88	úgy fordítom, hogy <wh *állítja, az újság azt állítja*>		PS	
89	<st *such an opening in polar ice*> most ebben szintén,	using related info from previous sentence	IP	
90	hát tudom, hogy arra utal, hogy az **előző mondatban** volt az, ugye, hogy <tt *egy másfél km széles tó nyílt a jégmezőn*>,		AP	CStLB
91	itt arra utal, hogy ilyen <tt *jégmező nyílás megnyílás*>		PS	
92	csak ez magyarul mondjuk elég nehéz elmondani		IP	EP
93	ö és akkor ezt végül is így megoldottam, lefordítottam. …		PS	
94	Hát a következő mondat hát azt, azt nem igazán tudom, hogy hogy tegyem össze	aware of problem that can change the meaning of the sentence	IP	EP
95	az <st *ice forms*> hogy az itt mi akar lenni,		IP	
96	a <st *form*>-nak a többes száma, hogy <wh *jég alakok*>,		AP	CStW PAS
97	vagy <wh *a jég formál*>		AP	
98	hát ezt nem tudom, fogalmam sincs, hogy ezt hogy fogom összerakni		AP	EP PDM
99	<st *as much as*>		IP	
100	<wh *annyira, mint két héttel ezelőtt?*>		AP PS	CDict
101	<st *used to*>		IP	
102	<wh *ahogy a Hudson bay-ben történt?*>		PS	

103	na, hát ezt nem tudom, hogy fogom összerakni, mert tulajdonképpen minden szót ismerek, kivéve, hogy a <st *forms*> most itt melyik, ez most egy ige, főnév, ezt nem tudom kikövetkeztetni, … mindegyik szót ismerem, csak nem tudom összerakni a mondatot	aware of problem that can change the meaning of the sentence	AP PS	PAS EP
104	hát nem tudom, megpróbáljuk …		PS	MD
105	hát azt hiszem, rájöttem, <st *the ice forms, as much as two weeks later*>, ezt akár ki is lehetne hagyni, szerintem, hogy <wh *a jég zavaró szituációkat teremt?*>		AS PS	MD
106	Nem, nem vagyok benne biztos …		AP	PDM
107	A következő mondat, amikor a <tt *jegesmedvék ugye felbukkannak a nyári barlangjaikból*>,		IP	
108	ezt a mondatot nem tartom nehéznek és ezt le is tudom egyből fordítani …		IP PS	EP
109	… leírtam		(PS)	
110	és most elolvasom még egyszer, mert nem vagyok benne biztos, hogy jól raktam össze és egyelőre elég értelmetlennek tűnik…	AES going back on her own translation, changing first solution	IP	EP
111	…, nahát, javítottam benne, mert nem hangzott elég értelmesen,		AES AS	ReM? ReW?
112	és azt hiszem, így lesz a jó …		AS	ES
113	most a következő mondat, hogy <tt *a medvék képtelenek előre haladni, ezért balra fordulnak*>,		IP	
114	hát ez nem tűnik egyáltalán nehéznek, úgyhogy ezt most le tudom egyből fordítani …	AES looking for relevant info by going back in the text and by bringing in external info to understand meaning	IP PS	EP
115	most ennél a mondatnál, amire azt mondtam, hogy könnyű lefordítani, lefordítani ugyan könnyű, csak nem tudom, hogy a medvék miért nem tudják folytatni az útjukat? <p su->		IP AP	EP
116	és miért fordulnak el balra a város felé		AP	CStLA
117	most azért, mert a jég megtört, úgy értve, hogy keletkezett rajta egy nagy tó, vagy azért, mert zárt a jég,		AP	PAS CStLB
118	itt valami értelmi problémáim vannak ezzel kapcsolatban …		IP	EP
119	a következő mondat, hogy ezek <wh *a természetvédő munkások ezek lenyugtatják a medvéket valamilyen lövedékkel*>,	rejecting word for word translation, aware of context	IP PS	
120	ez a <st *dart*> ez nem tudom, mi lehet,		IP	
121	úgyhogy én <wh *nyugtató lövedék*>re gondolok, de nem biztos,		PS	
122	úgyhogy ezt lefordítom, ezt a mondatot,		(PS)	
123	<st *natural resource workers*> szerintem ez <wh *természetvédők*> magyarul…		IP PS	
124	Az utolsó mondatban ez elég nehéznek tűnik <st *in years*> ez nem tudom, hogy ez itt konkrétan mit jelent,	aware of text organisation	IP	
125	<wh *az utóbbi években*>? Ez így azt jelentené?		PS	
126	És ez a <st *late freeze*>		IP	
127	ez a <wh *késői fagyás?*>		PS	

128	Ebben sem vagyok biztos, ezt is meg kell nézni a szótárban,		AP	CDict
129	az Országh szótárt én valahogy jobban szeretem használni, könnyebben kiigazodok rajta,	ReES Preferring bilingual dictionary to monolingual ones		
130	és ez a <st *captured*>,		IP	
131	ez sem tudom, mit jelent, ezt is meg kell néznem …		AP	CDict
132	most itt az <st *in years*> ezt én külön akartam fordítani,		IP PS	ReS
133	de én szerintem ez, hogy <st *in years with a late freeze*>, ez egybe tartozik,		AP	CStW
134	és ez ugye azt jelentené, hogy <wh *azokban az években, amikor a fagy késik? vagy késői a fagy?*>		PS	
135	szerintem ez így lesz …		PS	MD
136	…, meg kell néznem, hogy a <st *captured*> az mi lehet …		IP	
137	<dict *capture: elfog, zsákmányol*> na, megnézzük ezt …		AP	Cdict
138	megvan ez a <st *captured*>, ez azt jelenti, hogy <tt *a medvéket elfogják*>,		AP PS	CStS
139	és akkor <st *in or near town*>…,		IP	
140	<tt *a városban, vagy közel a városhoz*>		PS	
141	ö néha <wh *kétszeres annyit*>, szerintem,		PS	
142	úgyhogy akkor ezt a mondatot is össze tudom tenni …		AS	ES
143	Most végigolvasom újra a lefordított szöveget, hogy összefüggő legyen, és értelmes, azt megnézem…	AES checks the whole translated text after finishing translation		
144	hát, elolvasva a szöveget még egyszer, van egy-két homályos pont, amit egyszerűen nem tudok tisztázni, még mindig	AES identifies problems not solved yet in the translation	IP	
145	ez az <wh *orosz Yamal jégtörő visszatért az északi sarkról*>,		IP	
146	de hogy ez az <st *aboard*> hogy kerül ide,		IP	
147	és hogy <wh *ezen voltak-e a turisták?*>, vagy hogy hogy függ ide a *turisták*, ezt nem tudtam, egyszerűen nem tudom kisilabizálni, hogy hogy lehet …		AP PS AP	CStS PDM
148	abban sem vagyok még mindig biztos, hogy amikor arról van szó, <wh *a Hudson-bay* –el kapcsolatban, hogy *a jég formált olyan zavaró szituációt*>, vagy vagy … még mindig nem vagyok biztos, hogy jól fordítottam-e … igen …		IP PS AP AS	PDM

149	Hát akkor most megpróbálom a címet lefordítani, így, hogy most már tudom, miről szól a cikk,	AES leaves translation of title till end		
150	meg kell néznem a szótárban, mert <st *Artic* nem tudom *meltdown*> ezt mind a kettőt megnézem a szótárban …		IP AP	CDict
151	a címet meg sem próbáltam lefordítani, mielőtt nem fordítottam le az egész cikket, mert egyáltalán nem tűnt lefordíthatónak,	AES leaves translation of title till end		EP
152 153	most próbálkozom … lefordítottam a címet is, és készen vagyok.		(PS)	

2.4 MAIN RESEARH - TRANSCRIPT OF RECORDING
Name: V. A.
Mayor urged
ELTE ITK Summer intensive course
July 2006

Elolvastam, elkezdem fordítani. <u> Hát végül is ez arról szól, hogy Londonban a polgármester a busz használatát vagy a busz viteldíját akarja emelni, és ezt sürgeti, és akkor erről szól a szöveg. Elkezdem fordítani. A cím … ez a <st *cut*> ez a <tt *vágni*>, ennek biztos van valami átvitt értelme, kikeresem … úristen, egy oldalnyi <wh *csökkenti?*> akkor a <dict *cut*: az *csökkenti*>, azt hittem, hogy ez valami negatív dolog, szegény polgármesterrel szemben, de akkor nem. Akkor az a cím, hogy a <tt *Londoni polgármester sietteti*> vagy <st *alleged*> hogy <tt *belső kényszert érez valamit csinálni*> <u> <tt *A polgármester sietteti a busz viteldíjának 70 pennire való csökkentését*> elég bonyolult, na mindegy. Még mindig a címmel vagyok elfoglalva. Ez a <tt *sietteti*> ez szerintem nem valami jó, de lehet, hogy a végén ez marad, azért most kikeresem ezt a szót. Hátha van valami jobb kifejezés magyarul … <dict *urge*: *siettet, előrehaladásra késztet, serkent, ösztönöz, vmire késztet, vmit nyomatékosan javasol, sürgeti, sürget*> hát ez jó lesz akkor <tt *A londoni polgármester sürgeti a buszok viteldíjának 70 pennire való lecsökkentését*> akkor ezt most leírom… Leírtam, akkor most elkezdem fordítani az első mondatot, elolvasom, <p s>. Ennek az a lényege, hogy az új polgármester London ö tömegközlekedési krízisét kéne, hogy megoldja ez a <st *tackle*> de majd kikeresem <u> de majd mindegy <u> azzal, hogy lecsökkenti a busz utak díját 70 pennire.> Ezt a második mondatot ezt valahogy nem értem, ezt a tagmondatot, ki kell teljesen keresni … <wh *megjelent*> aha egy cikkben vagy nem tudom … na, akkor most ezeket elkezdem keresgetni, ezt a <st *tackle*>-t először, <dict tackle: emelő, csigasor, megbirkózik vmivel, leküzd, megküzd, megbirkózik vmivel, elintéz, nekifog, vállal, vitába száll … hát végül is ez mind jó ide <p f l> <tt *az új polgármesternek*> akkor ezt leírom, és kikeresem a többi szót is, hogy értsem teljesen, akkor mit írjak ki: <dict: megbirkózik, <u> meg kéne ezzel birkóznia, elintéz>, ez az <tt *elintéz*>, ez még jobb, < p s > <st *influential*> mondjuk ezt is tudom, hogy tudom, csak most nem <p f l> <dict *influence, influential*> most ezt keresem … <dict *influential: befolyásoló … befolyásoló, befolyásos …*> hm … <st *report proposed*> <wh közli, egy befolyásos … > azért kikeresem … <dict *report: beszámoló, tudósítás*> gondolom, a pletyka az nem lehet befolyásos, … befolyásos az ember szokott lenni, vagy hatásos legyen inkább ez az <st *influential*>, nem tudom, <p s> <dict *tudósítás, közlemény*> <st *proposed*> hát pedig … <dict *propose: javasol,* <u> … jaj istenem, ez nagyon … <wh *egy befolyásos vagy hatásos közlemény*> hol van ez? …<dict *javasol, ajánl, tervez, szándékol* >… ühm … akkor <tt *az új polgármesternek a … a busz busz árcsökkentése ö busztutak díjának 70 pennire 70 pennivel*> nem? <u> <tt *70 pennire*> azért az is elég sok ajaj <tt *70 pennire való csökkentésével kéne megoldani kéne megoldani*> <wh+ *megoldani*> lesz, nem érdekel, nem <wh- *megbirkózni*> <tt *megoldani London tömegközlekedési krízisét, ahogy* >… ez valahogy most nem egyezik a címbenivel, ahol azt mondja ez a nem tudom mi, úgy <wh *kéne megoldania*>, a címben viszont az áll, hogy <wh *ő maga akarja megoldani, nem más készteti rá*>, na mindegy <tt *a polgármesternek a buszutak 70 pennivel való csökkentésével kellene megoldania a londoni tömegközlekedés krízisét egy ahogy egy … amint azt egy hatásos hatásos cikk? tudósítás hatásos közlemény tudósítás cikk*> lenne ö ez <wh *egy hatásos cikkben tervezgetik már*> <st *today*> <wh *amint azt egy hatásos cikkben tervezgetik …*> ennek nincs semmi értelme <wh *tervezik egy újságban egy mai újságban egy hatásos cikkben tervezgetik, feszegetik szándékoznak*>, na mindegy , <u> leírom a mondatot …Szerintem rájöttem, hogy ez a késztetés ez műveltetés a címben, szóval nem ő magát, hanem őt sürgetik csak ezt most elmondom, azért javítottam át, mert most jöttem rá. Leírtam a második bekezdést. <tt *A lap úgy jelent meg …*> nem tudom, <wh *úgy jelent meg, mint*>, vagyis olyan címmel, gondolom, <st *as new fares are being introduced, says that reducing both tube …*> akkor ez arról, arról szól, hogy még ha le is csökkentenék valamennyivel a metro és busz viteldíjakat, akkor is ez csak egy kis emelkedést mutatna abban, hogy a a közlekedést használóknak vagy hogy hívják ezeket? az utazók számában kis növekedés lenne várható … hát akkor megpróbálom. <tt *A lap ami …*> azt nem tudom, végül is nem az a címe <u> <tt *új*> ö nem tudom, na, nem tudom. <wh *A lap, amely új buszjegyeket vezetnek be címmel jelent meg*> ez is elég idiótán hangzik, de most nem tudok jobbat összehozni <wh *állítja, hogy a metro és busz jegyek lecsökkentése ö ö csak egy ö* > jaj, nem tudom összeszedni magam <wh *lecsökkentése*> ö tudom, hogy mit akarnak mondani, csak nem tudom magyarul összerakni a mondatot <wh *a metro és busz jegyek lecsökkentése csak kis a … lecsökkentése nem mutatna csak egy kis növekedést mutatna a ö a tömegközlekedést használók körében lecsökkentése csak kis csak csekély eredményt? eredményt csak csekély csekély növekedést eredményezne a …*> ez meg nem fejezi ki, nem ezt akarom mondani <wh *A lap, ami az*

új <u> címmel jelent meg, állítja, hogy a metro és busz jegyek lecsökkentése csak csekély növekedést eredményezne> a azt akarom írni, hogy nem használnák ki lényegesen többen <p f> a metrot vagy a buszt vagy buszokat, ha levinnék az árukat, csak ezt nem tudom összerakni normális mondatba, na most gondolkozok… Na, összehoztam valamit, de szerintem ez még mindig nem fejezi ki azt, amit akarok. *<tt A lap, ami az új buszjegyeket vezetnek be címmel jelent meg …>* ez inkább *<wh cikk>*, na mindegy *<tt állítja, hogy a metro és busz jegyek lecsökkentése csak lényegtelen növekedést eredményezne a tömegközlekedést használók számában>*, nem *<wh- körében>*, hanem *<wh+ számában>*, hogy nem növekedne sokkal vagy nem használnák többen a tömegközlekedési eszközöket, ha lecsökkentenék valamennyivel. Most leírom a mondatot. Leírtam, jön a következő mondat. *<wh De ha nagyobb árleszállítás lenne, vagy nagyobb csökkentés jelentkezne a az árakban ám a nagyobb csökkentés az árakban plusz kombinálva extra jutalékokkal? vagy extrákkal <f> extra…>* ilyen nem *<wh- extrákkal>* és *<wh új utakkal az növekedést jelenthetne vagy növekedést mutatna a busz utasok számában hogy 40 %-al 40%-os növekedést mutatna a busszal közlekedők számában>*… *<wh De egy nagyobb csökkentés jelentkezne a jegy árak-ban>* itt minden – ban lesz *<wh De egy nagyobb csökkentés jelentkezne a jegy árak-ban ö ö és ez ezek tartalmaznák tartalmaznának extra juttatásokat … <u> … szolgáltatást? extra szolgáltatást … szolgáltatás …* hát végül is itt van olyan, hogy *<dict rendszeres, menetrendszerinti, vasúti rendszeres szállítás, forgalom, extra szállítás>* <u> hm, hm *<wh extra … extra kiszállításokat>* hogy *<wh haza vinnék? vagy mit szeretnének?>* ….<u> *<wh jelentkezne a jegy árakban és ezek tartalmaznának extra tartalmaznák az extra extra szállításokat is, extra szállításokat és új utakat vezetnének be … akkor akár 40%-os növekedést mutatna a busszal közlekedők száma>* hát ezt most leírom… A következő mondat: *<wh A jegyár csökkentések, amik 80 millió forintba kerülnének egy évben>* ez most hm, hm az államnak lenne ez veszteség, vagy annyit hozna be nekik? … ezt most nem tudom, most hogyan derítsem ki? *<wh A jegyár csökkentések, amelyek 80 millió font veszteséget jelentenének az államnak>*, ö, *<st initially>* az ilyen *<wh kezdetben kezdet, kezdetben>* most nem fogom kikeresni … *<st funded by the current 1 per cent increase in tube fares>* ezt kikeresem *<st funded>* *<dict find, found>*, ez valami múlt idő … *<dict fund az befektet>*, *<dict fund alap, pénzalap, tőke, pénzösszeg, készlet>* *<st by>* … nem tudom, ez a *<st current>* ezt is, annyiszor találkoztam már vele, és egyszerűen nem vagyok képes megjegyezni, hogy ne kelljen kikeresni mindig <p f> <u> *<dict current: folyó, ár…>* ezt nem értem … most megint kikeresem ezt a *<st fund>*-ot … ezt nem értem … <p s> … ezt nem értem, nem értem <p w> *<st by the current 1 per cent increase in tube fares>* …*<wh kezdetben befektetni>* ezt nem értem, egyszerűen nem értem <p f> semelyik szó nem kapcsolódik a másikhoz *<wh 1%-os növekedés lenne>* most itt miért növelik, amikor az előzőt meg … akkor azt akarják, hogy lecsökkentik a busz díjakat, 1%-al meg növelik a metro jegy árát? és az akkor a 80 millió az nem 80 millió lenne, hanem 79 <p l> vagy nem tudom *<st cut in fares …>* na jó, most akkor sem tudom kitalálni, valamit összerakok … < wh *a jegyár csökkentések ö 80 millió>* *<st pounds>* mi ez? ilyen *<wh veszteséget okoznak az államnak, ezért kezdetben ö a busz jegyárak csökkentése a busz a buszjegy árainak csökkentése 80 millió font veszteséget okozna az államnak, ezért kezdetben ö ö a metro a metro jegyek árának 1 %-os>* ezt nem tudom magyarra lefordítani <p w> *<wh a busz jegy árainak csökkentése 80 millió font veszteséget okozna az államnak, mondjuk ez sehol nincs benne, de azért leírom, ezért kezdetben a metro jegyek 1 % ö ezért kezdetben a metro jegyek 1%-al többe kerülnének?* Vagy na, azért ezt még ki kell találnom, hogy egy mondattal ennyit szenvedjek … nincs is sok idő, a busz jegy árainak ö csökkentése ezt először leírom … a buszjegyek árcsökkentése … ezért ezért kezdetben a metro jegyek ára 1%-al emelkedne? na, jó az … metro jegyek … na, jól van. Következő mondat *<st In the long term the cost would be met by the introduction …>* Na, most gondolkozok. Következő mondat. Ez a *<st long term>* , ez nem tudom mi, valami *<wh napközben?>* erről már tanultunk, ezt kellene … congestion charge vagy nem tudom hogy kell kimondani szóval ez az 5 font egy napra, ha belépek London belvárosába … 5 fontos díjat kell fizetni, napidíjat, külön leírom a mondat részleteket, hogy azután össze tudjam rakni, mert <p f> mert ez így nem …*<wh ami 205 milliót hoz be egy évben>* a *<st generate>* szakszava magyarul kikeresem …*<dict generate létrehoz, előállít, fejleszt, termel, behoz>,* ami ehhez az *<st expect>* *<wh ami reméljük, hogy annyit hoz hogy hogy* <p w> …megint ez a *<st by the introduction>* vagy nem tudom, ez is az, hogy kezdetben, nem? gondolom, azért kikeresem … *<dict introduction: bevezetés, bemutatás>* hát, akkor nem akkor *<wh bevezetéskor bevezetéskor …>* *<st in the long term>* ez napközben, de már semmiben nem vagyok biztos … long long, hát nem talált *<dict long term: hosszú hosszú távra>* *<wh számított tervezet …>* *<wh hosszú lejáratú?>* <u> ez a *<st could be met by>* ez is ilyen összetett, hogy *<wh elérheti, lehet hogy …>* … <p w> üh, nem tudom *<wh hosszú hosszú távra tervezett ö ö>* tehát *<wh ez a hosszú távra tervezett tervezett adó>* nem is tudom *<wh adó bevezetéskor bevezetéskor egy>* <p w> már elég volt, nem tudok gondolkodni ez a *<st goverment spokesman>* ez olyan, mint a Batiz, nem? csak ennek mi a neve ö ö … <u> késő van *<st in the long term the cost could be met by the introduction of a 5 pound >* … elfelejtettem a szavakat … ezt nem tudom <p f> már megint nem tudom, hosszú távra tervezett most

egyelőre beírom <wh *kezdetben ez a hosszú távra tervezett adó … bevezetés ez a hosszú távra tervezett adó bevezetéskor 5 5 font ö 5 fontos napidíj <p w> egy hosszú távra tervezett egy hosszú …a gépkocsikra tervezett hosszú hosszú mi ez? hosszú távra szánt>* mi ez <wh *számított hosszú távra tervezett gépkocsikra vonatkozó>* aj, ez nem jó <wh *vonatkozó vonatkozó hosszú távra … távra tervezett adó a London belvárosába belépő a London a londoni belvárosba …be haladó be érkező autókra vonatkozik, ami bevezetésekor 5 fontos napidíjat jelentene a gépkocsikra vonatkozó hosszú távra tervezett adó a londoni belvárosban ö kocsi autókra … autók … vonatkozik <p s>* a gépkocsikra vonatkozó a gépkocsikra vonatkozó hosszú távra tervezett adó a londoni belvárosba belépő autók autókat érinti autókat érinti .. akiknek … ö a bevezetéskor az adó bevezetéskor 5 fontos napidíj napidíjat kell befizetniük … amivel <u> valami mondat *a gépkocsikra vonatkozó hosszú távra tervezett adó … összeválogatva … a London belvárosába menő autókat érinti, akiknek az adó bevezetéskor 5 fontos napidíjat kell fizetniük, ezzel 250 millió fontot fontot hoznak az államnak ezzel ö ezzel az adó ezzel remél ezzel ezzel … <p w>* a gépkocsikra vonatkozó hosszú távra tervezett adók ez végül is adó, nem? végül is a London belvárosába belépő autókat érinti, akiknek autósokat autót érinti, amik után amik után amik után az adó bevezetéskor 5 fontos napidíjat kell befizetni> jó, ezt leírom. Jön a következő <st *A package of cheaper bus fares combined with wider service improvements is alleged …>* ah, hm <p f> szóval <tt *egy köteg vagy csomag olcsóbb ö buszjegy kombinálva ilyen szélesebb>* <st *improvements>* <wh *improve az az előállít, nem?>* kikeressük, mindent kikeresünk <st *improve>* … <dict *improve: megjavít, kihasznál, javul* > tényleg <dict *improvement ó, ó …kihasználás javulás, tökéletesítés>* <wh *kihasználás, javulás>* az <st *alleged>* az megvan, <tt *állít vagy állítják, állítólag>* mihez vezetne? <st *major>* <wh *társadalmi és gazdasági>* <wh *bejövetel>* … haszon> … <u> <p w> egy <wh *tömb>* vagy minek mondják ezt nálunk? <wh *tömb>*nek, nem? egy <wh *csomag>* <p f> az nem jó egy <wh *tömb>* <wh *szélesebb körű* > … <wh *egy tömb olcsóbb ö busz jegy jegy ö szélesebb körű>* mi volt a <st *service>*-re <wh *extra szélesebb körű szolgáltatásokkal … kombinálva kombinálva ö ö <p w> társadalmi és gazdasági és gazdasági haszonhoz vezethet >*… hát ezt most leírom … közben rájöttem, hogy a Batíz kormányszóvivő <wh *A kormányszóvivő úgy üdvözölte>* vagy úgy ö ö mit csinálnak úgy úgy <wh *kommentálta>* nem <wh- *üdvözli>* <wh+ *kommentálta a cikket, mint egy érdekes>* <st *contribution>* kikeresem <dict *hozzájárulás, közlemény>* <wh mint egy érdekes közleményt> <dict ö *adó, sarc <p l> közlemény>* <p s> <wh *A kormányszóvivő úgy kommentálta a cikket, mint egy egy érdekes a kormányszóvivő egy érdekes közleményként kommentálta vagy jellemezte jellemezte a cikket>* <st *to the debate on the issue, adding that any decision on new charges will be up to the Mayor.>* <p f> <st *debate>* <dict *debate vita, tárgyalás, vitatkozás>* … <wh *tanakodik>* hm … <wh *A kormányszóvivő érdekes közleményként jellemezte a cikket, és hogy ö ö ami ö a kormányszóvivő érdekes ö érdekes közleményként olyan érdekes közleményként jellemezte a cikket, ami amit meg kell fontolni ami megfontolásra ad okot a kormányszóvivő olyan érdekes …-ként a cikket, ami megfontolandó ö megfontolandó és hogy bár és hogy a döntést az izé fogja meghozni, a polgármester a kormányszóvivő olyan érdekes közleményként jellemezte a cikket, ami ami ami megfontolásra ad okot … okot … >* hát, nem tudom <wh *egy olyan érdekes közleményként jellemezte a cikket, ami megfontolásra ad okot ö … hozzá ö hozzá téve hozzá és hozzá tette hogy bármilyen döntéseket hogy a a a>* <p w> ö nem tudom <p s> <wh *és hozzá tette ….>* <p w> nem tudom <wh a *kormányszóvivő olyan érdekes közleményként jellemezte a cikket, ami megfontolásra ad okot, és hozzá tette, hogy és hozzá tette hogy hogy az új hogy a döntést hogy az új adókról?>* vagy mi ez? <wh *az új új adókról a döntést a polgármester fogja meghozni …>* hm, nem teljesen ugyanaz, most leírom, aztán vége <tt *a kormányszóvivő szóvivő érdekes közleményként jellemezte a cikket, ami szerinte megfontolásra szerinte megfontolandó, és hozzá tette, hogy az új adókról a döntést a polgármester a kormányszóvivő ér-de-kes …- ként jellemezte a cikket, ami szerinte megfontolandó>* <u> ezt akarta kifejezni … és …<tt *adókról a döntést döntést a pol …>* na kész vagyok, még egyszer elolvasom, pont időben, még van pár perc a végéig, elolvasom és aztán kész.

recording time: 55 mins.

MAIN RESEARCH - CODED THINK-ALOUD PROTOCOL
Name: P. A.
Artic Meltdown
ELTE ITK Summer intensive course
July 2006

Id. no. of moves	Protocol	Analysis, comments	Coded move	
1	Elolvasva a címet és az újság címét, amiben ez megjelent … <st *Arctic Meltdown*> a cím, és a Time magazinban jelent meg …	Aware of context for article, adressee	AES	
2	ebből gondolom, hogy valami tudományos szövegről lesz szó	Aware of text type	AES	
3	vagy legalábbis újságírói nyelvezetről,	Aware of type of language used	AES	
4	ami nehézzé teszi majd a szöveget …	Predicts problem connnected with type of text	IP	EP
5	A cím… nem vagyok benne biztos,	Works on the meaning of title first "meltdown" grammar	IP	
6	de talán <wh *a sarki jéghegyek olvadását*> jelentheti …		PS	
7	még a szöveg elolvasása előtt kikeresem a szótárban a <st *meltdown*> szót		IP	
8	<dict> … <dict *melt down: beolvaszt, megolvaszt, szétfolyik* igeként,		AP	CDict
9	főnévként valószínűleg ezt az *olvadást* jelentheti>		AP	CStG
10	ezután elolvasom a szöveget …	AES Reads complete text first	AES	
11	<r st *In the past …doubles.*>	reads text aloud	AP	
12	Ahogy a saját hangomat hallom olvasás közben, megállapítom, hogy nagyon nehéz nekem ez a szöveg …	Evaluates difficulty of text	IP	ES
13	rengeteg ismeretlen szó van, amit se lefordítani, se megérteni, se kiejteni nem tudok…<p: s>	Identifies potential problems	IP	ES
14	Ezután … látom, hogy sok munkám lesz …	Predicts hard work	IP	ES
15	először aláhúzom a számomra teljesen ismeretlen szavakat …	Identifies unfamiliar words first	AES	
16	<r st *cover, cruise, aboard, gull, fluttering, overhead, though, clean, dismissed, bewildering, emerge, den, proceed, customary, emaciated, tranquilize, dart, gun, captured, double*>	List of unfamiliar words	IP	
17	Ezután ezeket úgy keresem ki a szótárban, hogy időt spóroljak, hogy ránézek a szövegre és ami a … tehát ABC sorrendben	ABC order: time sparing method of dictionary work	AES	
18	<st *aboard*>	"aboard" guesses meaning based on dictionary work, tries to remember meaning of word	IP	
19	a kétnyelvű szótárban keresgélek …<dict *aboard: hajón, replülőgépen*> ezt írja a szótár,		AP	CDict
20	de gondolom, azt is jelentheti hogy <wh *fedélzeten*>		PS	
21	mert eszembe jutott a *board* szó, ami ha jól emlékszem, *fedélzetet* jelent		AP	CEI
22	ezután megkeresem a …<st *bewildering*> szót …	Guesses meaning before dictionary work, "bewoldering" guesses meaning based on grammar	IP	
23	először arra gondolok, hogy a <wh *wild* azt jelenti*: vad, bewild:* talán *vadítani, vadítás*> ilyesmit jelenthet …		PS	
24	<dict *bewilder: megzavar*>		AP	CDict
25	<wh *bewildering* akkor talán *zavart vagy zavaró,* inkább *zavaró* az –ing képző miatt>		PS	CIS
26	<st *claim*> ez lesz a következő… <p c>	Realises	IP	

27	<dict *claim: igény, követelés*> mindkettő lehet, <r *igény, követelés*>	difference in meaning:"claim"	AP	PDM
28	<st *cover*> ismerős a szó, de sajnos nem emlékszem …		IP	
29	<dict> <dict *cover: igeként: fed, takar, borít, leplez, palástol, véd*>	Relies on context for selecting the right TT wording	AP	CDict
30	mivel mögötte az van, hogy <st *6% …*>		AP	CStLA
31	tehát valószínűleg <wh *borítja*> a jég ezt a területet …		PS	
32	<st *cover*> <tt *borít, befed*>		AS	CoS
33	<st *capture*> … <p c>	"capture"	IP	
34	<dict *capture: elfogás, zsákmányolás, igeként: elfog, bevesz, megragad, **foglyul ejt***>		AP	CDict
35	< st *dart gun*> …	Brings in knowledge of the world "dart"	IP	
36	itt a *darts* jut eszembe, mint játék, tehát valami hasonló lehet …		AP	CEI
37	<dict *dart: azt írja, hogy dárda*>		AP	CDict
38	talán egy <wh *nyílpuska* > lehet <p c>		PS	
39	<dict *double: kétszeres*>	"double" checks unfamiliar as a verb	AP	CDict
40	hát ez eszembe juthatott volna, csak megzavart a végén az '–s'		IP	
41	valószínűleg itt a medvékre vonatkozik		AP	
42	<p c> hogy kétszeresét is foglyul ejtik bizonyos mennyiségnek		PS	
43	aztán <st *customary*>	Misreads "customary" for ' "customer"	IP	
44	<wh *customer az vásárló*> …		AP	CEI
45	mi lehet a <st *customary*> <p q>		AP	
46	<dict *customary*> szótárban ez a szó pont nincs benne,		AP	CDictF
47	de mivel főnév,		AP	CStG
48	lehet ez a szó <wh *fogyasztás, vásárlás*>		PS	
49	majd visszatérünk rá		PDM	
50	<st *den*> …	"den"	IP	
51	<dict *den: barlang, odú, tanya*>		AP	CDict
52	<wh *summer den* akkor az **nyári tartózkodási hely** vagy **nyári odú** lehet>		PS	
53	<st *emerge*> …	"emerge"	IP	
54	<dict *emergency az vészhelyzet*>		AP	CEI
55	<wh *emerge* valami hasonló lehet>		AP	
56	<dict *emerge: felbukkan, kiemelkedik a vízből, előbukkan*>		AP	CDict
57	ühüm tehát <wh *felbukkan*>		AP	SeDictM
58	< st *dismissed*>	Relies on grammar rule (word formation)	IP	
59	az <wh valami negatív jelentésű szó lehet a *miss* és a *dis-* miatt is>		AP	CStG
60	<dict *dismiss: elbocsát alkalmazottat, elenged, elutasít, elűz*>		AP	CDict
61	mivel utána az van, hogy <st *by scientists*>		AP	CStLA
62	valószínűleg azt jelenti, hogy <wh *elutasítják* ezt a *követelést*>		PS	
63	<st *cruise*>	"cruise"	IP	
64	<dict *cruise: tengeri utazás*> …		AP	CDict
65	ühüm <dict *tengeri utazás ... hajóút*>		AP	SeDictM
66	<st *flutter*>	skips unfamiliar word	IP	
67	nem <st *emaciated*>	"emaciated"	IP	
68	teljesen ismeretlen szó számomra<p c>		IP	EP
69	<dict *emaciate: lesoványít, lefogyaszt*> <p su+>		AP	CDict
70	<wh *emaciated: lefogyott, sovány*> …		AP	Cdict
71	< st *fluttering*><p s>	"fluttering"	IP	
72	<wh *flutter*> <wh az talán valamilyen hangutánzó szó lehet>		AP	
73	… mindig jár az agyam, ha meglátok egy szót, hogy mire emlékeztet …	use of conscious memory search	AES	
74	<dict *flutter*: valóban <p su+> szárnycsapkodás, verdesés, lebegés> …		AP	CDict
75	itt most az <st *overhead*>-et is meg kell keresnem ahhoz, hogy értsem ezt az egész kifejezést …	Looks at context for guessing meaning, "overhead"	AP	CStLA
76	<dict *over, overhead: főnévként … főnévként: felső, magason, felül, magasban*> … ühüm ……<u> …		AP	CDict
77	de talán <wh *felületet*> jelenthet, vagy valami <wh *felső dolgot*>	identifies part of speech before looking up meaning	AP	

78	akkor megkeresem még ezt a <st *gull*> szót is,	Looks at context for guessing meaning	IP	
79	ami szintén szerepel ebben a kifejezésben		AP	CStLA
80	<dict *gull: …*>		AP	CDict
81	rossz az, amikor három egymás utáni szó is ismeretlen …		IP	EP
82	<dict *gull: sirály*>		AP	CDict
83	akkor rosszul sejtettem,	Can reject her first guess on a part of speech	AS	ReM
84	<wh- az *overhead* az nem főnév itt, hanem határozószó>		AS	JS
85	tehát <wh *magasban*>		PS	
86	és akkor <wh *a sirályok …*>…	Postpones decision on meaning	PS	
87	<st *with gulls fluttering overhead*>		AP	CstC
88	<wh *a sirályok szárnycsapkodása a magasban*> …		PS	
89	hát erre még visszatérünk, ez egy kicsit nehéz most …		AP	PDM
90	<dict *though*: azt jelenti, *habár, ámbár*>	"though"	AP	CDict
91	<dict *tranqulise: megnyugtat, lecsendesít, lecsillapít*> …	"tranqulise"	AP	CDict
92	<st *proceed*> kimaradt …	"proceed"	IP	
93	<wh *proceed: procedura, folyamat* jut eszembe>		AP	CEI
94	<dict *proceed: halad, előre megy, folytatódik*>		AP	CDict
95	<wh *folytatás* talán … *folytatás, eljárás*>		PS	
96	… most megvannak azok a szavak is, amelyek teljesen ismeretlenek voltak számomra,	Finishes checking unfamiliar words	AES	
97	de még előfordulhat olyan, amit az adott kifejezésben nem értek …	Prepared to check further words that may be unfamiliar in context	AES	
98	A címnél megállapodok magammal abban, hogy <wh **sarkvidéki olvadás**>,	Starts by translating title	PS	
99	de lehet, hogy ezt még finomítani fogom,		AS	PDW
100	mert nem hangzik valami magyarosan …		AS	ES
101	Első bekezdést olvasom	Aware of text organisation	AES	
102	<r st *In the past two decades … in 1980*>	Reads first paragraph	AP	
103	Érzem ebből a szövegből, hogy ez egy teljesen általános bevezető adatokkal, bevezető, még nem túl elgondolkodtató információkkal …	Defines genre of text for herself	AP	CEI
104	tehát egy hasonló stílusú magyar fordításra lesz szükség …		AP	
105	viszont észrevettem, hogy a <st *climb*> még ismeretlen számomra …	"climb"	IP	
106	<dict *climb: emelkedés, emelkedik*> …		AP	CDict
107	<st *In the past two decades*>	Starts translating Sentence 1	AP	
108	<wh *az utóbbi két évtizedben*> …		PS	ReW
109	<wh *az utóbbi húsz évben*>		PS	
110	< st *anual temperature*>		AP	CStW
111	<wh az *átlagos évi hőmérséklet*>		PS	
112	<wh szerintem ez az *évi közép… közepes hőmérsékletet* jelentheti>		AS	JS
113	<st *have climbed*>		AP	
114	<wh *emelkedett 4 C fokról*>		PS	
115	<wh- nem …>	Works on the meaning of "as much as"	AS	ReM
116	<*as much as*>		AP	CStW
117	ezt a kifejezést sajnos nem ismerem, tehát ezt is muszáj lesz megnézni …		AP	Cdict
118	<dict *as … az as*-nél nem találom>		AP	CDictF
119	megnézem a <st *much*> szót …		AP	CDict
120	<dict *as much as: annyi mint, ugyanannyira, ugyanúgy* … >		AP	SeDictM
121	<dict *as much as … ugyanannyira mint, ugyanúgymint, annyi mint …*>		AP	CDict
122	most elgondolkodtat …		AP	
123	de ha <p s> Alaszkáról, Szibériáról és Kanada egyes részeről van szó,		AP	CStC
124	akkor talán ezeket vonja össze ez a szó, hogy <wh *ugyanannyira emelkedett mindegyik területen, 4C fokkal a hőmérséklet …*>	Looks ahead at Sentence 2 to work on the meaning in	PS	
125	megnézem tovább …		AP	CStLA
126	<st *Sea ice*>		AP	CStW
127	<wh *tengeri jég*>		PS	

128	*<wh 40 %-al lett vékonyabb és 6 %-al kevesebb területet borít, mint 1980-ban>* …	Sentence 1	PS	
129	megpróbálom ezt egy … jelentésszerűen megfogalmazni		AS	ChS
130	*<tt Az elmúlt húsz évben az évi átlagos középhőmérséklet 4 C –al emelkedett Alaszkában, Szibériában és Kanada egyes részein is>* …		PS	
131	most leírom, hogy lássam is …		AS	ChS
132	még mindig bizonytalan vagyok az *<st as much as>* jelentésében …		IP	
133	ez valószínűleg nem lesz jó,		AS	ReM
134	de mást most nem tudok kitalálni,		AP	PDM
135	talán még azt, hogy *<wh egyaránt 4 C fokkal emelkedett>*,		PS	PAS
136	de valahogy ez sem illik ide …		AP	ReM
137	*<p s>* A következő mondat *< tt A tengeri jég 40 %-al lett …véko … vékonyodott és 6 %-al kevesebb területet borít, mint 1980-ban.>*	Sentence 2	PS	
138	nézzük a következő bekezdést …	Reads Paragraph 2	AES	
139	*<st Back from a cruise to the north … scientists.>*		AP	
140	*<st Back from>*		AP	CStW
141	*<wh visszatérv … egy északi sarki útról … a … jégtörő>*	Aware of text organisation Sentence 3	PS	
142	… hogy is hívják ezt … *<st ice breaker>* …		AP	CStW
143	nem egy szép magyar szó,		AS	ES
144	és talán nem is *<wh- a jégtörő>*		AS	ReM
145	… de *<wh+ a jégtörő>*		AS	CoS
146	*<wh a jégtörő Yamal orosz hajó fedélzetén … a turisták azt mondták a New York Times-nak, hogy egy 1,5 km széles .. tó nyílt .. az északi … szélesség 90 fok fölött, … ahol sirályok szárnyalnak a magasban …és … lefényképezték ezt, … hogy bebizonyítsák, amit … mondtak>*	Draft version	PS	
147	Esetlenül hangzik azért ez még bőven …		AS	ES
148	*<st declare, declare>* ismerős szó,	"declare"	AP	CStW
149	de sajnos nem vagyok benne biztos …		IP	
150	hogy *<wh declare: jelentették … közölték>*		PS	
151	… itt mi lehet ?		AP	
152	*<dict declare: kijelent, mond, nyilatkozik … nyilatkozik … >*		AP	CDict
153	*<wh Az újság azt nyilatkozta, vagy azt jelentette, hogy egy ilyen>*	Sentence 4	PS	
154	*<st opening>*		AP	CStW
155	*<tt… egy ilyen nyílás … a sarkvidéki jégen … lehetséges volt … 50 éve>*		PS	
156	*<wh- nem>*,	Relies on grammar (Reported Speech)	AS	ReM
157	hanem ez egy Reported Speech alak		AP	CStG
158	*<st possibly>*		AP	CStW
159	tehát a *<st was>* az nem múlt idő,		AP	CStG
160	csak a *<st declared>* szóval van egy idősíkon,		AP	CStG
161	tehát *<wh az újság azt jelentette,*		PS	
162	*azt közölte,*		AS	ReW
163	*hogy egy ilyen … nyílás a sarkvidéki jégen … lehetséges …<p q>* **50 éven belül** …>		PS	
164	*<st is possibly>* …	Works on the meaning of "a first"	AP	CStW
165	*<st a first>*		AP	CStW
166	*<p q>* … ez olyan furcsán hangzik így együtt		IP	EP
167	*<st a first>* …		AP	CStW
168	hát ez nagyon megzavart, meg kell néznem …*<dict first: …>*		AP	CDict
169	miért van ott az az *<st a>* ? …		AP	CStW
170	hát … itt nem találtam meg a kétnyelvű szótáramban,		AP	CDictF
171	bár itt szerintem az egynyelvű sem sokat segítene,		AP	
172	de próbálkozzunk …		AP	CMDict
173	mert ez szerintem valami jelentésmódosító lesz, és fontos ezt megkeresni		AP	CStW
174	*<dict first: … >*		AP	CMDict
175	az egynyelvű szótárban sem szerepel így, hogy *<st a first>*,		AP	CMDictF
176	és ez mostmár nagyon zavar engem …		IP	EP
177	mégpedig azért zavar, mert az *<st a first>* szerintem itt határozószó …		AP	CStG
178	miért van itt az, hogy *<st a>* ….		AP	CStG
179	*<wh egy első? először?>*		PS	PAS
180	ez a dolog nagyon furcsa …		IP	EP

230	*<wh ezt a tényt>*,		AS	ChS
231	elég az, hogy *<tt ezt>*		AS	ReW
232	*<wh a tudósok elutasítják>*		AS	ChS
233	vagy ...*<wh **cáfolják** …>*		AS	ReW
234	vagy *<wh nem fogadják el >*		AS	ReW
235	Most jön a leghosszabb bekezdés …	Aware of text organisation	IP	EP
236	két részletben fogom olvasni …		AES	
237	*< st The ice forms as much as 2 weeks later … >*	Reads 2 sentences in Paragraphs 3	AP	CStS
238	… megint szerepel ez az *<st as much as>*		IP	
239	*<st in Hudson bay … water.>*		AP	CStS
240	Hűha …	"bay"	IP	EP
241	Megnézzük az a *<st bay >* szót		IP	
242	*<dict bay: öböl>* ühüm …		AP	SeDictM
243	*<wh+ Hudson öböl>*		PS	
244	jó, így sejtettem		AS	ES
245	mot megnézzük azt is *<st Cape>*	"cape"	IP	
246	van olyan is, hogy Cape Town … mit jelenthet ez?		AP	CEI
247	*<dict cape*: hegyfok … u… >		AP	CDict
248	lehet, hogy ez az *<wh északi fok …>*… mondjuk		PS	
249	… mindegy …		AP	PDM
250	tehát *<wh The ice forms …>*	Starts translating Sentence 5 "the ice forms"	AP	CStC
251	*<tt formálódik, alakul …>*		PS	
252	*<st as much as two weeks later in the autumn than it used to? in Hudson bay>*		AP	CStC
253	*<wh A jég … két héttel később formálódik …>*		PS	
254	vagy *<wh ősszel két héttel később formálódik>*		AS	ReW
255	*mint ahogy az a Hudson öbölben …>*		PS	
256	óha, ez a *<wh- formálódik >*ez nagyon nem jó ide		AS	ES
257	*<dict form: ige kialakít, formál … u … alakul, alakzatban fönnáll … >* hm …		AP	CDict
258	és hogy jön ide az hogy *<st as much as>* ?	Uses monolingual dictionary for recurring problem	IP	
259	és mindig számok előtt …		AP	CStLB
260	*<st as much as>*		AP	CStW
261	megnézem az egynyelvűben, hátha segít …		AP	CMDict
262	*<mdict much: … as much as … u ….>* Hűha …		AP	EP
263	itt csak egy speciális dolgot …*<u>*…. *<st as much as>* kifejezéssel …	not successful in using monolingual dicitonary	AP	SeMDictM
264	hm …hát nem lettem okosabb …		AP	ReMDictM
265	*<wh A jég … a jég … ősszel … két héttel később … alakul … mint ahogy az a Hudson öbölben szokott >*	Starts Sentence 5 again	AS	ChS
266	*<st creating a bewildering situation for some of the wildlife>*		AP	CStC
267	*< wh zavaró … zavaró … zavaró szituáció, zavaró helyzet …>* *<p h>* hm…		PS	PAS
268	*<wh creating ...>*		AP	CStW
269	*<tt alakít>*,		PS	
270	de most inkább azt fogom mondani, hogy *<wh okoz>*, vagy *<wh hoz magával>*		AS	ReW
271	…ühüm… kezdjük a végéről …	Goes to the end of Sentence 5 to translate problematic sentence	AES	
272	*< wh a helyi ...>*	"for some of the local wildlife"	PS	
273	*<st local wildlife>*		AP	CStW
274	… hűha … *<tt a helyi ...>*		PS	
275	*<st wildlife…>*…		AP	CStW
276	ezt inkább megkeresem …		AP	CDict
277	*< dict wildlife: vadvilág>* hm…		AP	SeDictM
278	*<st for some of the local wildlife>*		AP	CStW

279	hogyha <st *some*>		AP	CSTW
280	akkor nem biztos, hogy <wh *vadvilágnak*> kell …		AS	ReW
281	lehetne úgy is, hogy *vadak*>		PS	
282	<wh *a helyi vadak … némelyike számára … zavaró helyzetet … okozva*>		PS	
283	…de ezt majd még átalakítjuk …		AS	PDW
284	<st *polar bears*>	Sentence 6	AP	CSTW
285	<wh *a sarki medvék …*>	"polar bears"	PS	
286	mondjuk azt hogy <wh *jegesmedve?*>		AS	ReW
287	vagy mondjuk <wh *a sarki jegesmedvék*>		AS	ReW
288	<wh *medvék … melyek … rendesen …melyek rendesen felb…*	Proceeds in Sentence 6	PS	
289	*rendszeresen* >inkább		AS	ReM
290	<tt *rendszeresen … felbukkannak …*>		AS	CoS
291	<wh *a … nyári .. odú*		PS	
292	*lak … a nyári lakjukból?* >		AS	ReW
293	< wh *és … Churchill fok*>		PS	
294	azt jelentheti talán a <st *Cape Churchill*>		PS	CIS
295	<wh *és észak felé sétálnak …Cape Churchill fölé … * >		PS	
296	<st *before*>		AP	CStW
297	<tt *mielőtt*>		PS	
298	<st *proceeding directly onto the ice …*>		AP	CStC
299	ühüm <wh *közvetlenül*		PS	
300	… *mielőtt … közvetlenül folytatnák …útjukat … útjukat a … jégre …most …* > jajaj		PS	
301	beilleszkedik még ide egy olyan, hogy nemcsak az, hogy <st *to find open water*>		AP	CStW
302	<tt *hogy nyílt vizet találnak*>,		PS	
303	hanem <st *to arrive at their customary departure point*>		AP	CStW
304	< st *now arrive at their customary departure point to find open water*>		AP	CStC
305	most megnéztem mégegyszer ezt a <st *customary*-t>	Realises she has misread the word 'customary' and can correct herself	AP	CDict
306	mivel hogy <st *a*> van ott és nem <wh *e*>,		IP	
307	ezért nem vettem észre,hogy benn van a szótárban mégiscsak, és azt jelenti, hogy <dict *szokásos*>		AP	CDict
308	tehát … a <wh *a szokásos kiindulási pontjuk …*		PS	
309	*megérkeznek a szokásos indulási vagy kiindulási pontjukhoz …*>		PS	
310	hm, na jó, ezt szerintem most hagyom … továbbmegyek		AS	PDW
311	<st *unable*>	Sentence 7, relies on grammar (prefix –*un*)	AP	CStW
312	<wh *lehetetlen…*>		PS	
313	able = lehetséges, képes, *unable* fosztóképzővel <wh *lehetetlen*>		AP	CStG
314	< st *to move forward*>	Proceeds with Sentence 7	AP	CStW
315	<wh *előre mozogni tehát előre menni, előre menniük*>		PS	
316	<st *to turn left*>		AP	CStW
317	< wh *balra fordulnak* >		PS	
318	< st *and continue walking right into town*>		AP	CStC
319	<wh *és folytatják útjukat …*>		PS	
320	<st *right into town*>		AP	CStW
321	hogy jön ide ez a <st *right*>? ajaj		IP	
322	…tehát <wh *a városba*> …		PS	
323	miért <st *right, right into town*>?		AP	CStW
324	<dict *right* megfelelője: *alkalmas, igazi, helyesen, … egyenesen* <p su+>		AP	SeCDictM
325	<wh *egyenesen a városba*>		PS	
326	ühüm …<tt *egyenesen a városba*>		AS	CoS
327	<st *arriving emaciated*>…		AP	CStW
328	<tt *lefogyva és éhesen érkeznek meg* <p su+>		PS	
329	<st *Natural resource workers*>	Sentence 8 "natural resource workers"	AP	CStW
330	<wh *resource … az valami kutatás*>		PS	
331	ezt nem méztem meg …		IP	
332	<dict *resource … erőforrás, segélyforrás … natural resource* <p su+> *természeti kincsek, erőforrások*>		AP	CDict

333	ühüm … <wh *natural resources: természeti kincsek, erőforrások*> …		AP	SeDictM
334	<p s> <wh *dolgozók?*> <wh talán *természetvédők?*>		PS	PAS
335	<wh megnyug*tatják a medvéket* …>		PS	
336	<p su++> nem <wh- *megnyugtatják* … >		AS	ReW
337	*<wh* **elaltatják,** *elaltatják a medvéket* ...		PS	
338	*egy nyílpuskával*>		PS	
339	tehát <wh *egy altató lövedékkel*>		AS	ReW
340	<st *and move them*>		AP	CStC
341	<wh *és el… költöztetik őket …16km-rel északra*>		PS	
342	<st *In years with a late freeze*>	Sentence 9	AP	CStW
343	<wh *éveken belül*>		PS	
344	tehát <wh *néhány éven belül…*		AS	ReW
345	*ezzel a kései fagyással … a medvék …*>		PS	
346	<st *captured in … or near town*>		AP	CStW
347	<wh *a városban vagy város körül… megkétszereződik*>		PS	
348	<st *in years*>		AP	CStW
349	<p su+> ja! tehát <wh *azokban az években*>		PS	
350	<st *in years with a late freeze*>		AP	CStW
351	<wh *azokban az években, amikor későn fagy*>		AS	CoS
352	<st *the number of bears captured*>		AP	CStC
353	<wh *a medvék száma…*>		PS	
354	ühüm… tehát <wh+ *az elfogott mevék száma* … >		PS	
355	<wh+ *elfogott* vagy *megtalált?*>		PS	PAS
356	inkább *elfogott*>		PS	MD
357	<wh *medvék száma a városban vagy a város körül néha megkétszereződik* … >		PS	
358	Most nézzük előről,	Works on meaning first – hypothesis generating phase separate	AES	
359	most, hogy már láttam egyben a szöveget, és tudom … tudom, hogy mit jelent .. miről szól, milyen témában mozog … azt eddig is tudtam, tehát hogy … milyen összefüggések vanak <p s>			
360	tehát így előről kezdem a fordítást és a szöveg ismeretében, az összefüggések ismeretében	TT formulation and revision phase separate: special emphasis on this phase	AES	
361	megpróbálom magyarosan kifejezni ezeket a dolgokat …		AES	
362	<wh *Sarkvidéki olvadás*>	Works on best TT wording for title	AS	ChS
363	<st*Arctic meltdown*>		AP	
364	ez a cím nem sokat mond, se angolul, se magyarul,		AP, AS	
365	nagyon általános, de azért mégis szebben kéne …		AS	ES
366	<wh *sarkvidéki olvadás, sarki olvadás* … >		PS	PAS
367	<p h> <st *arctic … arctic meltdown … arctic meltdown … arctic…* >		AP	CStW
368	hátha van egy jobb szó erre a szótárban …		AP	Cdict
369	<dict *arctic: északi sarki, sarkvidéki*> ühüm …		AP	SeDictM
370	<st *meltdown* >…		AP	CStW
371	ez pedig csak <wh *olvadás*> lehet… ahogy az előbb is néztem …		AS	CoS
372	<st *meltdown*>		AP	CStW
373	<wh *északi sarki olvadás*>		PS	
374	ha nagyon elszakadnék ettől a cikktől, mondhatnám azt is hogy …		AES	
375	hát … túl figyelemfelkeltő címeket sem szabad, hogyha az ennyire általános …		AP	CEI
376	tehát akkor <wh *északi sarki olvadás, északi sarki jégolvadás? Az északi sarki jég megolvadása?* >		PS	PAS
377	hát ez így a legjobban lecsupaszított …		AS	ES
378	<wh *az északi sarki jég olvadása?*>		PS	
379	<wh *az északi sarki jégolvadás*> … mondjuk …		AS	ReW
380	tehát azt mondtam előbb, hogy <wh *az elmúlt 20 évben az évi közepes*> …	Revision of Sentence 1	AS	ChS
381	nem <wh- *elmúlt,*		AS	ReW
382	*az utóbbi 20 évben*		PS	
383	*az évi közepes átlaghőmérséklet …*>		AS	ChS

384	nem, <tt *az évi átlagos középhőmérséklet*>... ühm ...		AS	ReW
385	<st *have climbed*> present perfect	relies on grammar (present perfect)	AP	CStG
386	<wh *emelkedett ... emelkedett,emelkedett*		PS	
387	*... emelkedik, emelkedik*		AS	ReW
388	még most is talán, legalábbis még most is kihat ...		AP	CStG
389	tehát akkor <wh ***megemelkedett*** > vagy ...ühm		PS	
390	vag*y* <wh- *felemel...*> nem ...		AS	ReW
391	*az utóbbi 20 évben az évi átlagos középhőmérséklet 4 fokkal nőtt,*		AS	ChS
392	*4 fokkal emelkedett*>		AS	ReW
393	ühüm...<wh *az évi közepes átlaghőmérséklet 4 fokkal emelkedett* >...		AS	CoS
394	azért gondolokozom most ennyit, mert ezt a Present Perfectet akarom valahogy kifejezni,		AP	CStG
395	hogy nemcsak 20 évig emelkedett, hanem a mostanra, a jelenre is kihat…		AS	ASCo
396	vagy kéne egy igekötő: <wh *emelkedett **meg** vagy nőtt **meg**>*		AS	ReW
397	de úgy meg nem hangzik szépen		AS	ES
398	tehát <wh *az utóbbi 20 évben az évi közepes átlaghőmérséklet ... 4 C fokkal ... 4 C fokkal növekedett* >	Starts revision of Sentence 1 again	PS	
399	<wh *az utóbbi 20 év ...*		AS	ReW
400	*az utóbbi két évtized folyamán ...*		AS	ReW
401	*az utóbbi két évtizedben* >		AS	ReW
402	próbálgatok rengeteg szinonímát előhozni, hogy hogy hangzana szebben …		AES	
403	<wh *az utóbbi 20 évben az évi átlag …*	Starts revision of Sentence 1 again	AS	ChS
404	*átlagos középhőmérséklet*>		AS	ReW
405	bár nem is kell azt mondani, hogy … <wh - *évi átlagos …*>		AS	ReW
406	<wh+ ***az évi középhőmérséklet*** >		PS	
407	mintha így rémlene biológiából, nem, földrajzból <p l>		AP	CEI
408	<wh *az évi … az évi közepes ...*		AS	ChS
409	*az évi középhőmérséklet*>		PS	
410	ühüm, <wh *évi középhőmérséklet 4 C fokkal … >*		PS	MD
411	lehet, hogy itt kéne nagyon tudnom, hogy mi az az <st *as much as*> de sajnos nem értem …	'as much as'	IP	EP
412	<tt *az évi középhőmérséklet 4 fokkal emelkedett Alaszkában, Szibériában és Kanada egyes részein*>		AS	ChS
413	akkor maradjunk ennél …		PS	MD
414	<tt *Az utóbbi 20 év során?*		AS	ReW
415	*… az utóbbi 20 évben ...* > mondjuk ...<tt *az évi középhőmérséklet 4 C fokkal emelkedett Alaszkában, Szibériában … >*		AS	ReW
416	de mivelhogy elég messze van azért *Alaszka és Szibéria,*		AP	CEI
417	ezért igazán összevonhatjuk őket az <wh *egyaránt >*szóval		PS	
418	tehát <*az utóbbi 20 évben az évi középhőmérséklet **egyaránt** 4 C fokkal emelkedett Alaszkában, Szibériában és Kanada egyes részein ... egyes részein* ><p h>		PS	MD
419	azt írtam, hogy <wh *A tengeri jég 40 %-al vékonyodott és 6 %-al kevesebb területet borít, mint 1980-ban*>	Revision of Sentence 2	AS	ChS
420	tehát ugye <wh+ *20 évvel ezelőtt* >		AP	CStLA
421	<tt *A tengeri jég ... 40*		AS	ChS
422	*... a tengeri jég? ... 40%-al vékonyodott …*>		AS	ChS
423	de azt szoktuk használni, magyarul, hogy <wh- *vékonyodik a **jégpáncél***>		AS	JS
424	<wh- *a tengeri jégpáncél … vagy az óceán? >…*		AP	
425	nem <wh+ *a tengeri jégpáncél 40%-al vékonyodott …*>		PS	
426	tehát <wh *emelkedett,... vékonyodott*>		AS	ChS
427	és <tt *6%-al kevesebb ... 6% al kisebb területet ... borít, mint 1980-ban*>		AS	ChS
428	tehát nézzük meg eddig <r tt *Az utóbbi 20 évben ...*	Revision of title, Sentences 1-2	AS	ChS
429	*Az északi sarki ... Az északi sarki jégolvadás ...Az utóbbi 20 évben az évi középhőmérséklet egyaránt 4C fokkal emelkedett Alaszkában, Szibériában és Kanada egyes részein. A tengeri jégpáncél 40%-al vékonyodott, és 6%-al kisebb területet borít, mint 1980-ban.*>		AS	ChS
430	… hát nem a legszebb, de mondjuk azt, hogy elmegy …		AS	ES
431	ezt már véglegesnek lehet mondani…		AS	CoS

432	Jön a második bekezdés …	Revision of paragraph 2, aware of text organisation	AES	
433	Azt írtam, hogy <r wh *az északi sarkról visszatérő orosz Yamal jégtörő fedélzetén utazó turisták azt jelentették a New York Time-nak … New York Times-nak,*>	Revision of Sentence 3	AS	ChS
434	<wh *arról számoltak be a New York Times-nak* >… hogyan mondjuk ezt?		AS	ReW
435	<r tt *az északi sarkról … visszatérő … orosz Yamal jégtörő …* >		AS	ChS
436	pedig nekem akkor is úgy rémlik, hogy van egy szebb magyar szó ezekre a <wh- *jégtörő hajókra …*		AS	ES
437	*jégtörő …* lehet, hogy nincs>		AS	CoS
438	< r tt *az orosz Yamal jégtörő hajó fedélzetén utazó turisták … arról számoltak be a New York Times-nak … hogy egy másfél km széles tó nyílt a 90 szélességi fok fölött …* >		AS	ChS
439	várjunk csak… <p h> <st *up at 90° north* >	Relying on knowledge about the world " *up at 90° north*"	AP	CStW
440	ühüm …<wh- *északi szélesség … tehát a 90° északi szélesség*>		AS	CoS
441	nem kell az hogy <wh ***fok*** …>		AS	ReW
442	de <wh+ *hogy egy másfél km-es tó nyílt az 90° északi szélességi fok fölött*>		AS	ReW
443	<wh- *az északi szélességi **kör**? nem **fok**?* > <p s>		PS	PAS
444	szükség van a földrajz órán tanult szókincsre ezekhez a szakszavakhoz …		AP	CEI
445	sajnos nem emlékszem pontosan de talán a <wh *szélességi fok …északi szélességi fok …*> <p h>		PS	CIS
446	<wh- úgy is mondják, csak simán, hogy *északi szélesség*>		AS	ReW
447	<wh+… *nyílt a 90° északi szélesség fölött …*		PS	
448	*90° északi szélességi fok fölött …*>		AS	ReW
449	nem, maradjon <wh+ ***fok*** talán>		AS	CoS
450	itt van ez a <tt *sirályos*> beékelt mellékmondat	Can identify an embedded sentence	AP	CStG
451	<st *with gulls fluttering overhead…*>		AP	CStC
452	<wh *sirályok … ühüm … ahol sirályok repdesnek a magasban*> …		AS	ChS
453	hát ez így nem hangzik jól, de *most* nem tudok jobbat …		AS	PDW
454	<tt *ahol sirályok repdesnek a magasban*>		AS	CoS
455	<st *and they had the pictures to prove it*>	Continues revision of Sentence 3	AP	CStC
456	és <wh *fényképeket hoztak … fényképeket hoztak … hoztak … hogy igazolják …állításukat …*		AS	ChS
457	vagy *fényképeket hoztak igazolásképpen*>		AS	ReW
458	mondjuk <wh… *fényképeket hoztak igazolásképpen …*>		AS	CoS
459	<st *to prove it*> …		AP	CStW
460	egy szóba vonom: <wh *igazolásképpen vagy bizonyításképpen …*>		AS	ReW
461	<wh *bizonyítékként*> mégjobb …<wh+ *bizonyítékként …* >		AS	ReW
462	<tt *és fényképeket hoztak bizonyítékként* >…ühüm …		AS	CoS
463	<r wh *Az újság …*>	Revision of Sentence 4	AS	ChS
464	<st *declared*> …		AP	CStW
465	<rwh *…azt közölte*>		AS	ChS
466	nem … <p s> <wh *az újság azt írta*>, egyszerűen?		AS	ReW
467	itt volt az, hogy <r tt ***bizonyíték***		AS	ChS
468	*… fényképeket hoztak bizonyítékként …* >		AS	CoS
469	<wh *az újság azt írta …*> ez túl egyszerű lenne …		AS	ES
470	nézzük mégegyszer ezt a <st *declare*> szót		AP	CStW
471	<dict *declare: kijelent, mond, nyilatkozik, üzen … ühüm …nyilatkozat, kihirdetés …*>	Uses avoiding strategy	AP	CDict
472	<p s> <wh *az újság …*> nagyon egyszerű, kikerüljük ezt …		AES	
473	<wh *Az újság szerint …* >		PS	
474	és akkor ebben benne van, hogy <dict *mondta, jelentette, közölte*>		AS	JS
475	<tt *Az újság szerint … ilyen mértékű …* >	Starts revision of Sentence 4 again	AS	ChS
476	hogy írtam az előbb … <r wh *Az újság … hogy egy ilyen rés a sarki jégen először 50 év múlva lehetséges*>		AS	ChS
477	<r wh *Az újság szerint … ilyen mértékű nyílás … a sarki jégen … …*>		AS	ReW
478	<st *possibly*> <p h>	Can change	AP	CStW

479	most elbizonytalanodtam, pedig szerintem ez azt jelenti, hogy <wh *lehetséges*>	meaning	AP	
480	<dict *possibly: talán, lehet hogy …*>		AP	CDict
481	**<dict possible: az a *lehetséges*>**		AP	CDict
482	**<dict possibly: talán >**		AP	SeDictM
483	akkor egy kicsit mást jelent, hogyha <wh *talán*>		IP	EP
484	<wh *Az újság szerint az ilyen …ilyen mértékű*>		AS	ChS
485	vagy <wh *ilyen nagy nyílás a sarkvidéki jégben … talán 50 év múlva lesz* >…		AS	ReW
486	Nagyon zavar ez a mondat …	Identifies problem in understanding ST	IP	
487	az a problémám, hogy nem értem, hogy mit akar az újság,		IP	
488	és mit akarnak a tudósok …		IP	
489	Tehát a végéről kezdem …<p c>	Goes to the end of sentence again to translate problematic sentence	AES	
490	<r wh *bár ez a tény …*	Conscious of meaning of grammar (passive)	AS	ChS
491	*ezt a tényt elutasítják a tudósok>*		AS	ReW
492	itt Passive-ban van,		AP	CStG
493	de hát magyarul nem mondjuk, hogy <wh- *el van utasítva*>,		AS	JS
494	tehát … <wh *bár a tudósok elutasítják ezt a tényt*>		AS	CoS
495	vagy <wh *elutasítják ezt … nem fogadják el ezt …*>		AS	ReW
496	de hogy jön ide az, hogy <r wh *talán*>?		IP	
497	<p c> <wh *Az újság szerint egy ilyen … ilyen nagy nyílás a sarkvidéki jégben …*>	Starts revision of Sentence 4 again	AS	ChS
498	<st *is possibly*>		AP	CStW
499	<wh *… lehet, hogy … talán 50 év múlva van … *>		AS	ChS
500	hogy jön ide az, hogy <st ***is*** >		IP	
501	<st *is possibly… *> <p c> <p c>		AP	CStW
502	< wh *az újság szerint egy ilyen nagy nyílás a sarki jégen 50 … talán 50 év múlva lesz …*> mondjam jövő időben? <p h> …		AS	ChS
503	<wh *50 év múlva*>		AS	ChS
504	<st*… in 50 years …*>		AP	CStW
505	<wh *50 év múlva* vagy *50 éven belül …* <p c>		PS	PAS
506	<st *had opened*> …		AP	CStW
507	tehát < *ez a rés, ez a nyílás* <p s>		AS	ChS
508	…hát … sajnos nem értem itt az összefüggéseket …	Is aware of her comrehension problem with ST	IP	
509	úgyhogy esetlen lesz a fordítás		PS	MOD
510	<wh *Az újság szerint ilyen nagy nyílás a sarki jégen talán 50 év múlva lesz … *>	Starts revision of Sentence 4 again "in 50 years"	AS	ChS
511	Dehát miért mondja ezt, azt nem értem, az a problémám, hogy miért mondja ezt az újság,		IP	
512	mikor <r tt *fényképeket hoztak a turisták erről a tóról,*>		AP	CStLB
513	tehát miért mondják, hogy csak <wh- *50 év múlva lehetséges? *>		IP	
514	Vagy <wh *az in 50 years* >a múltra is vonatkozhat vajon? …		PS	
515	én azt hittem, hogy az <st *in … in 50 years*> azt jelenti, hogy <wh- *az elkövetkező valamennyi évben*>,		IP	
516	de lehet, hogy a múltra is vonatkozhat ?…		PS	
517	<dict *in*: hűha …alatt, folyamán, 3 óra alatt, 3 órán belül, 3 óra múlva > … ezt írja a szótár … hm… <p h>		AP	CDict
518	<r wh *1980-ban* >		AP	CStLB
519	ez szerintem nem vonatkozhat múltra …		AP	ReDictM
5220	<r wh *ilyen nagy nyílás a sarki jégen talán 50 év múlva lesz … bár ezt a tudósok cáfolják … *>		PS	
521	<r wh *az újság szerint ilyen nagy nyílás a sarki jégen talán 50 év múlva lesz, bár ezt a …*		AS	ChS
522	*ilyen nagy … sarki jégen … először talán … >*		AS	ChS
523	<error st *…at first … at first* >		AP	CStW
524	<wh *… 50 év múlva lesz …*		AS	ChS

525	*talán először 50 év múlva lesz>*		AS	ReW
526	itt kiválthatjuk az <wh *előszört>* úgy, hogy <wh *csak>*		AS	ReW
527	<wh *talán csak 50 év múlva lesz, bár ezt a tudósok cáfolják>* <p c>		AS	CoS
528	<r wh *A jég ősszel 2 héttel később alakul …>*	Revision of Sentence 5	AS	ChS
529	és ezt az <wh *alakul>* szót mostmár … ühm. …		AS	ChS
530	tehát <wh *a jég alakul …>*		AS	CoS
531	ezt kiválthatjuk azzal, hogy <wh *fagy,>*		AS	ReW
532	hiszen ahogy jön az ősz, úgy … úgy …		AP	CEI
533	tehát itt a *fagyásról* van szó, hogy <wh *két héttel később... két héttel később fagy meg,>*		PS	CIS
534	és ezért még … vizet találnak a medvék …		AP	CStLA
535	tehát az, hogy <wh *a jég alakul>,*		AS	ChS
536	az sokkal szebben hangzana úgy, hogy ...<wh *ősszel két héttel később következik be a fagyás …*		AS	ReW
537	vagy *két héttel elhúzódik a fagyás …>*		AS	ReW
538	nem, mert <wh- *két héttel később …*		AS	ReW
539	*A jég ősszel két héttel később fagy meg … >*		AS	ReW
540	<r wh *A jég ősszel két héttel később fagy meg … mint ahogy a Hudson öbölben szokott … >*		AS	ChS
541	<wh - …*a helyi vadak … vadak?,*		AS	ChS
542	*a helyi állatok …*		AS	ReW
543	vagy *az ott élő állatok …>*		AS	ReW
544	<wh *az ott élő állatok némelyike ... némelyikének ...zavaró helyzetet okozva ..*		AS	ChS
545	ühüm ... *némelyikének …>*		AS	CoS
546	<st *bewildering situation>*		AP	CStW
547	<wh *zavaró…>*		AS	ChS
548	<r wh *A jég ősszel két héttel később fagy meg, mint ahogy a Hudson öbölben szokott, az ott élő állatok némelyikének … zavaró helyzetet okozva …>*		AS	ChS
549	<wh *bewildering … zavaró>*		AS	CoS
550	ezt megnézem az egynyelvű szótárban,	Uses monolingual dictionary	AS	ReDICTW
551	mert olyan esetlen ez a <wh *zavaró>* szó…		AS	JS
552	<mdict *bewildering, bewilder>* csak az van itt <mdict *to confuse, especially by the ...<u>... of lots of ... things at the same time ... bewildering traffic in a big city...a bewildered look … >*		AP	CMDict
553	pedig ez <wh *zavar>*		AS	CoS
554	<wh *az ott élő állatok némelyikének … >*		AS	ChS
555	de hogy ne legyen ilyen semleges ez a szó, legyen inkább úgy, hogy <wh *zűrzavaros helyzetet okozva,>*		AS	ReW
556	talán a <wh *zűrzavarnak>* jobb a stílusértéke …		AS	JS
557	< r wh *A jég ősszel két héttel később fagy meg, mint ahogy a Hudson öbölben szokott az ott élő állatok némelyikének ...*		AS	ChS
558	vagy *néhány ott élő állatnak … néhány ott élő állatnak zűrzavaros helyzetet okozva … >*		AS	ReW
559	ez se a legjobb, de mondjuk …. elfogadjuk …		AS	ES
560	<r wh *A sarki jegesmedvék, melyek szokás szerint ... >*	Revision of Sentence 6	AS	ChS
561	nem is <wh- *felbukkannak>*		AS	ReW
562	<wh+ *előbújnak, előbújnak, >* ez lesz a jó		PS	MD
563	<tt *a sarki jegesmedvék, melyek szokás szerint előbújnak a nyári …>*		AS	ChS
564	vagy <wh *kibújnak,* nem?		AS	ReW
565	*előjönnek >* <p h>		AS	ReW
566	ha tudnám, hogy hol laknak nyáron a jegesmedvék, akkor tudnám, hogy milyen szó jön ide…		AP	CEI
567	tehát most az a problémám, hogy nem tudom pontosan, hogy hogyan élnek nyáron a jegesmedvék, és hogy mi lenne ide a szép szó …		IP	
568	<r dict: *emerge: felbukkan, előbukkan>* <p s> hajaj …<p c>		AP	CDict
569	<wh *előbukkannak, előjönnek … a sarki jegesmedvék, amelyek szokás szerint>*		AS	ChS

570	ide nem kell az, hogy <wh- *that: melyek*>	does not apply	AP	ReW
571	mert ez nem egy beékelt mondat, hanem ez egy egész mondat, ez egy főmondat …	grammar rule well (defining vs. non-defining)	AP	CStG
572	<wh *a sarki jegesmedvék szokás szerint előjönnek …nyári … nyári tartózkodási helyükről … >* hűha …	Continues revision of Sentence 6	AS	ReW
573	<tt *A sarki jegesmedvék szokás szerint előjönnek nyári tartózkodási helyükről, … és elsétálnak>*		AS	CoS
574	*nem <wh-* elsétálnak …>		AS	ReW
575	<wh **vándorolnak…> <…u…>**		PS	
576	< tt *északra a… Churchill fok felé … fok felé>*		AS	ChS
577	<r tt *A sarki jegesmedvék szokás szerint előjönnek nyári tartózkodási helyükről és elvándorolnak északra a Churchill fok fölé>*		AS	ChS
	ezt én itt két mondatba szedném …	Breaking a long sentence into two	AES	
578	<tt *mielőtt>*	Continues revision of Sentence 6	AS	ChS
579	<st *before proceeding directly onto the ice …>*		AP	CStC
580	<tt *mielőtt folytatnák útjukat … útjukat, közvetlenül …* ühüm *… a jégen …>*		AS	ChS
581	<st *before proceeding … before proceeding directly onto the ice … >* … ….		AP	CStC
582	tehát <p s> <r tt *mielőtt folytatnák útjukat közvetlenül a …<p c> … mielőtt folytatnák útjukat közvetlenül a jégen, most a szokásos kiindulási pontjukra érkezve …*		AS	ChS
583	*a szokásos kiindulási pontjukhoz érkezve … nyílt vizet találnak … nyílt vizet találnak … >*		AS	ReW
584	<p c> *Mivel nem tudnak tovább menni*	Revision of Sentence 7	AS	ChS
585	*… mivel lehetetlen tovább menni, … tovább menni …*		AS	ReW
586	*a medvék … balra fordulnak, és folytatják útjukat … egyenesen a város felé … a város felé… ahová lesoványodva lesoványodva és éhesen érkeznek meg…>*		AS	ChS
587	<wh *Natural resource workers>*	Revision of Sentence 8	AP	CStW
588	hát az egyszerűen úgy van, hogy <wh *a természetvédők>*		AS	ChS
589	<tt *a természetvédők … elaltatják a medvéket … >*		AS	ChS
590	vagy …lehet, hogy van erre egy másik szó is <wh- *elaltatják … elaltatják…> <wh megbénítják? >*		AS	ReW
591	<wh+ *megbénítják>* inkább …<wh *megbénítják a medvéket >*		AS	CoS
592	<wh *egy … egy … nyílpuska segítségével …*		AS	ChS
593	*nyílpuskával … megbénítják a medvéket …*		AS	ReW
594	*bénító lövedékkel …elaltatják a medvéket …>*		AS	ReW
595	hát nem <wh- *a nyílpuskával altatják el őket>*		AS	ReW
596	*annak a lövedéke tartalmazza az altatót,*		AS	JS
597	tehát <wh *természetvédők elaltatják a medvéket egy nyílpuskával …*		AS	CoS
598	*egy lövedékkel …*		AS	ReW
599	*a természetvédők … nyílpuska lövedékével megbénítják a medvéket>* mondjuk … <wh *a medvéket…>*		AS	ReW
600	<wh*…és… elviszik őket,*		AS	ChS
601	*elköltöztetik őket>*		AS	ReW
602	nem <wh *inkább elviszik őket 16 km-re északra…>*		AS	ReW
603	<tt *Azokban az években …amikor későn fagy … a … az elfogott medvék száma…>*	Revision of Sentence 9	AS	ChS
604	nem… <tt *a városban vagy város környékén elfogott medvék száma …, a városban vagy város környékén elfogott medvék száma … környékén elfogott medvék száma … néha megkétszereződik … megkétszereződik>*		AS	ChS
605	Most felolvasom az egészet előről, hogy hogy hangzik …	Revises the revision of the complete translation again	AES	
606	hátha találok még benne valami … ö … rosszat …		AES	

607	<r tt *A utóbbi 20 évben* > nem <r tt *Északi sarki jégolvadás ... Az utóübbi 20 évben az évi középhőmérséklet egyaránt 4 C fokkal emelkedett Alaszkában, Szibériában és Kanada eges részein. A tengeri jégpáncél 40 %-al vékonyodott, és 6%-al kisebb területet borít, mint 1980-ban. Az északi sarkról visszatérő orosz Yamal jégtörő hajó fedélzetén utazó turisták arról számoltak be a New York Times-nak, hogy egy 1,5 km széles tó nyílt a 90 északi szélességi fok fölött, ahol sirályok repdesnek a magasban. Fényképeket is hoztak bizonyítékként. Az újság szerint ilyen nagy nyílás a sarki jégen talán csak 50 év múlva lesz, bár ezt tudósok cáfolják. A jég ősszel két héttel később fagy meg, mint ahogy a Hudson ölbölben szokott, néhány ... ott élő állatnak ... zűrzavaros helyzetet okozva ...*> <p h>	Reads target text aloud to herself	AS	ChS
608	<wh *néhány ott élő állat számára ... zűrzavaros helyzetet okozva...* >		AS	ReW
609	de nem értem, hogy melyik *jégről* van szó,	Problem with understanding text – miscorrecting meaning	IP	
610	tehát beszúrom ide azt, hogy <tt *a jég ott*>		PS	
611	tehát az *északi sarkon* …		PS	CIS
612	<tt *ősszel két héttel később fagy meg, mint ahogy a Hudson öbölben szokott, néhány ott élő állat számára zűrzavaros helyzetet okozva. A sarki jegesmedvék szokás szerint előjönnek nyári tartózkodási helyeükről, és elvándorolnak északra a Churchill fok fölé. Mielőtt folytatnák útjukat a ...*>	Continues to read TT text to herself	AS	ChS
613	<wh *Mielőtt közvetlenül a jégen folytatnák útjukat … *>	Changes TT wording	AS	ReW
614	…vagy … <wh *Mielőtt folytatnák útjukat közvetlenül a jégen,*>		AS	ReW
615	<r tt *most a szokásos kiindulási pontjukhoz érkezve nyílt vizet találnak. Mivel lehetetlen tovább menni, a medvék balra fordulnak ... és ... egyenesen ...és egyenesen a város felé* **haladnak**> ,	Changes TT wording	AS	ChS
616	mert ismétlés lenne az, hogy <wh- *folytatják útjukat …*>		AS	JS
617	<r tt *egyenesen a város felé haladnak, ahova lesoványodva és éhesen érkeznek meg. A természetvédők nyílpuska lövedékkel megbénítják a medvéket, és elviszik őket 17 ... 16 km-re északra. Azokban, az években, amikor későn fagy, a városban vagy a város környékén elfogott medvék száma olykor ...*>	Continues reading TT to herself	AS	ChS
618	nem, az <wh *néha ...*>	Changes TT wording	AS	ReW
619	<wh+ *olykor megkétszereződik.* >		AS	ReW
620	<p s> Most úgy érzem, hogy ez a legtöbb, amit ki tudok hozni magamból …	Finishes feeling that she has done her best	AS	ES
621	úgyhogy én most befejeztem ezt a fordítást.		AS	ES
	(recording time: 90 mins)			

MAIN RESEARCH - CODED THINK-ALOUD PROTOCOL
Name: H.O.
Mayor urged
ELTE ITK summer intensive
July, 2006

Id. no. of moves	Protocol	Analysis, comments	Coded move	
1	Második szöveg fordítása.			
2	<st *Mayor urged to cut all bus fares to 70p*>	Reads title	AP	CStS
3	Először elolvasom angolul az egészet,	AES	AES	
4	és utána kezdem el fordítani.	Reads complete text first before starting trans.	AES	
5	Addig a magnót kikapcsolom.	ExtC	ExtC	
6	Elolvastam a szöveget egyszer,	Translates title first	AES	
7	most kezdem a mondatokat		AES	
8	hát, ugye, a fordítást, először a címmel:		AP	
9	<st *Mayor urged to cut all bus fares to 70p*><st *70 p*>		AP	CStS
10	az <st *urge*>		AP	CStW
11	ugye <tt *siettet* vagy *serkent* valamint *hangsúlyoz*>		PS	
12	<st *to cut all bus fares*>		AP	CStW
13	ugye az <tt *leszállítani a buszok viteldíját*>		PS	
14	<st *p*>		AP	CStW
15	az ugye <pence> az mit jelent?	"pence"	IP	
16	Mindjárt megnézzük <dict *pence:* lásd *penny*-nél:		AP	CDict
17	akkor ugye az a <st *penny*> lesz …		AP	Cdict
18	még az <st *urge*> megnézem,	"urge"	AP	CDict
19	hogy más jelentése van-e még, amit lehetne használni …		AP	
20	<dict *urge: ösztönöz, kiemel, hagsúlyoz*>		AP	CDict
21	tehát akkor olyasmi, hogy a <tt *polgármester hangsúlyozta, kiemelte, hogy leszállítja a buszok viteldíját 70 pennire*>		PS	
22	ezt leírjuk …		PS	
23	<tt *a polgármester … a polgármester hangsúlyozta vagy kiemelte*>		PS	PAS
24	hát nem is tudom, mi lenne a jobb szó ide, talán a <tt *hangsúlyozta*		PS	MD
25	*a polgármester hangsúlyozta hogy70 pennire szállítja le a buszok viteldíját*>		AS	ChS
26	<st *fares*>	"fares"	AP	CStW
27	ugye az a <tt *viteldíj*>		PS	
28	megnézem, hátha ott van valami kifejezés ezzel kapcsolatosan …		AP	CDict
29	<tt *viteldíj*>		AP	SeDictM
30	akkor a <st *cut* <u> … :		AP	CStW
31	<tt *leszállítja az árakat*>		PS	
32	ezt fel lehet használni erre is a <tt *polgármester hangsúlyozta, hogy 70 pennire szállítja le a buszok viteldíjait*>		AS	ReW
33	<st *tackle*> nem tudom, mit jelent, úgyhogy ezt megnézem …	Sentence 1	IP	
34	<r st *The new Mayor should tackle London's public transport crisis by cutting all bus journeys to 70 pence, an influential report proposed today*>	Reads complete sentence	AP	CStS
35	ez valami olyasmi hogy <wh *a polgármesternek … a polgármesternek úgy kellene megoldani a londoni tömegközlekedést, hogy leszállítja a busz útért a viteldíjat 70 pennire …ezt javasolta ma egy valamilyen …*<u> …*>	Sums up meaning for himself	PS	CIS
36	azt mondja, hogy <dict *tackle: sújt, megragad, megküzd, megbirkózik …*>		AP	CDict
37	<wh *megbirkózik*> ez lesz ide a legjobb szó		AP	SeDictM
38	<tt *megbirkózik a polgármester azzal, hogy megoldja a … a londoni tömegközlekedés krízisét azáltal, hogy leszállítja a busz utakért járó viteldíjat 70 pennire*>		AS	ASoC

39	<st *an influential report proposed today*>	"propose"	AP	CStC
40	<wh *propose* az azt hiszem, *javasolni*>		PS	
41	de megnézem pontosan		IP	
42	<dict *propose: szándékol, tervez, javasol …javasol … >*		AP	CDict
43	<st *an influential report*>		AP	CStW
44	azt hiszem, megnézem, mi az az <st *influential*>		AP	CDict
45	…keresem … <dict *influential: befolyásos*> …		AP	SeDictM
46	<wh *egy befolyásos riport azt javasolta ma… egy befolyásos riport azt javasolta ma, hogy az új polgármesternek meg kellene birkóznia ma a londoni tömegközlekedés krízisével azáltal, hogy ö… azáltal, hogy a buszutakért járó viteldíjat 70 pennire csökkenti*>	Sums up meaning of Sentence 1 again	AS	ASCo
47	ezt leírom		AS	CoS
48	<tt *egy befolyásos riport …*>		AS	ChS
49	megnézem mi az a <st *report*>	"report"	IP	
50	azt mondja, hogy … <dict *report: tudósítás* hát *egy befolyásos … tudósítás* vagy *jelentés jegyzőkönyv*	although finds	AP	CDict
51	*tehát egy befolyásos tudósítás vagy jelentés …*	meaning of	PS	PAS
52	*egy befolyásos hírt javasoltak ma*	"report" he does	AS	ReM
53	*befolyásos riport*	not use it	AS	ReM
54	*egy befolyásos riport azt javasolta*		AS	CoS
55	*egy befolyásos riport azt javasolta ma, hogy az új polgármesternek polgármesternek meg kellene birkóznia a londoni tömegközlekedés krízisével azáltal, hogy azáltal hogy minden buszutazásért utazásért 70 pennit kérjenek csak.*>	Continues Sentence 1	AS	ASCo
56	Tehát <wh *egy befolyásos riport azt javasolta ma, hogy az új polgármesternek meg kellene birkóznia a londoni tömegközlekedés krízisével azáltal, hogy minden buszutazásért 70 pennit kérjenek csak.*		AS	ChS
57	*Az újság* vagy *a javaslat* vagy *hír …*	Sentence 2	PS	PAS
58	*a hír publikálta …*>		PS	
59	<st *introduce*>		AP	CStW
60	meg kell néznem, mit jelent a szó …	"introduce"	IP	
61	<dict *introduce: bemutat*><p s>		AP	SeDictM
62	<r st *the paper, published as new bus fares are being introduced*>		AP	CStC
63	<wh *a hír publikálta, hogy az új buszárak … az új buszárak…*>		PS	
64	<st *introduce*>		AP	CStW
65	<tt *bemutat*>		PS	
66	hol van? … <r dict *bevezet?*>		AP	SeDictM
67	<wh *a hír publikálta, hogy az új buszárakat bevezetik …*>		AS	ReW
68	<r st *says that reducing both Tube and bus fares would result in only a small rise in public transport use.*>		AP	CStC
69	na, ez egy jó kis mondat	"reduce"	IP	EP
70	a <st *reduce*>		AP	CStW
71	azt mondja, hogy <dict *reduce: csökkent, leszállít csökkent …*>		AP	CDict
72	tehát azt mondja, hogy <wh *az újság publikálta, hogy az új árakat be is vezetik, ami csökkentést jelent mind a tube és mind a busz áraknál,*	Sums up meaning for himself	PS	
73	*hogy ez a csökkentés mind a tube és mind a busz áraknál eredményezni fog csak egy kicsi emelkedést*		PS	
74	*ez a csökkenés csak egy kis emelkedést fog eredményezni a tömegközlekedés használatában*>		AS	ReW
75	vagy valami hasonló		AS	PDW
76	<st *tube*>	"tube"	AP	CStW
77	meg kell néznem micsoda,		IP	
78	megkeresem azokat a szavakat, amiket nem igazán tudok, illetve hogy össze …		AES	
79	ez a <wh *metro*>		PS	
80	<st *tube*>		AP	CStW
81	azokat a szavakat megkeresem, amikkel le tudom fordítani a mondatot, mert nem mindet ismerem,		AES	
82	most a <st *result*> jön, …	"result"	IP	
83	<dict *result: eredmény*, következmény, eredmény, következmény, eredményez … <u>		AP	CDict

84	tehát <tt *eredményez*>		AP	SeDictM
85	tehát < tt *a hír publikálta, hogy az új buszárakat be is vezetik ö … ez egy csökkentés mind a metró áraknál és mind a buszáraknál csak egy kis emelkedést fog …*	Sums up meaning again	AS	ASCo
86	*ez a csökkentés mind a metrónál és mind a buszáraknál eredményezni fog egy kicsi>*		PS	
87	<st *rise*>	"rise"	AP	CStW
88	azt mindjárt … na mindjárt megnézzük		IP	
89	<st *rise*>		AP	CStW
90	mintha ez <wh *emelkedni, felkelni …*>		PS	
91	<dict rise*: felemelkedik, felszáll, feltámad, fellázad, nagyobbodik … emelkedés, magaslat, … szaporodás*		AP	CDict
92	tehát <wh *ez csak egy kisebb növekedést fog eredményezni a tömegközlekedés használatában*>	Clarifying solution for himself	PS	
93	tehát akik többet fogják használni a tömegközlekedést,		PS	CIS
94	<wh *ennek a… ennek a ö … használata a tömegközlekedés használata csak kicsit fog növekedni.*		AS	ReW
95	*A hír publikálta, hogy az új buszárakat be is vezetik, ö .. és ez a csökkentés és ez a csökkentés mind a metro mind pedig a buszáraknál buszáraknál eredményezni fog buszáraknál eredményezni fog*	Sums up sentence again	AS	ChS
96	*eredményezni kellene >*		AS	ReW
97	hiszen <wh *would*>		AP	CStG
98	<wh *eredményezni kellene*>	grammar	AS	CoS
99	<tt *egy kis növekedést kis növekedést a tömegközlekedés használatában a tömegközlekedés használatában.*>		AS	ChS
100	Talán az volt a gond ezzel a mondattal, hogy nagyon hosszú részekből állt össze, és ezért nehezen tudtam összerakni,	Aware of complexity of sentence structure	IP	
101	de csak meglett.		AS	ES
102	<tt *A hír publikálta, hogy az új buszárakat be is vezetik és ez a csökkentés mind a metro, mind a buszáraknál eredményeznie kellene egy kis növekedést a tömegközlekedés használatában. >*	Reads final version to himself	AS	ChS
103	<r st *But a major cut in bus fares, combined with extra services and new routes, could increase the number of bus passengers by as much as 40 per cent.*>	Reads Sentence 3	AP	CStS
104	Ö … <tt *De a polgármester … de a polgármester leszállítja, leszállítja a busz viteldíját >*		PS	
105	<st *combined with extra services and new routes*>		AP	CStC
106	tehát < tt *kombinálva extra szolgáltatásokkal és új >*		PS	
107	<st *routes*> azt nem tudom, mit jelent,	"routes"	IP	
108	talán <wh *út*> vagy valami hasonló,		PS	
109	de nem vagyok benne biztos,	Guesses meaning from context first before checking in dictionary	IP	
110	ezért ezt megnézem		AP	CDict
111	<st *routes*> na, hol vagy?		AP	CDict
112	<dict *route: csődület ? <p su> járat, útvonal*>		AP	CDict
113	tehát <tt *de a polgármester leszállítja a busz viteldíjait, kombinálva … kombinál...*		PS	
114	tehát <tt *de a polgármester leszállítja a busz viteldíjait … ö>*		AS	ChS
115	<st *combined*>	"combined"	AP	CStW
116	megnézzük, hátha van rá valami jobb magyar szó, mint amit én mondtam		AS	ChS
117	<dict *combined*: na hol vagy? *combined: egyesítve, vegyít … >*		AP	CDict
118	tehát <tt *a polgármester leszállítja a busz viteldíjait, valamint >*		PS	
119	írom … <tt *valamint valamint extra szolgáltatásokat … szolgáltatásokat és új útvonalakat hoz létre, ezek tudják*>		PS	
120	<st *could increase*> …		AP	CStW
121	<tt *valószínűleg ezek képesek lesznek növelni a … az utasok számát 40 %-al.*>		PS	CIS
122	Tehát <tt *a polgármester nemcsak leszállítja a busz viteldíjait*>	Expresses impled meaning	AS	ReW
123	így lesz a legjobb		AS	ES
124	<tt *nemcsak leszállítja a busz viteldíjait, ö … hanem extra szolgáltatásokat és új útvonalakat hoz létre ezek tudják növelni*		AS	ChS

125	*ezek képesek lesznek növelni*		AP	ReW
126	*ezek növelni tudják majd ezek növelni tudják*		AP	ReW
127	<st *passenger: utas*>		PS	
128	<tt *az utasok számát ö … 40 %-al.*>		PS	
129	Tehát <st *The cut in fares*>	Sentence 4	AP	CStW
130	<tt *Az árak ö .. megvágása vagy leszállítása*>	Reads	PS	PAS
131	<r st *The cut in fares which would cost around 80 million a year, would initially be funded by the current 1% increase in Tube fares.*>	Sentence 4 to himself first	AP	CStS
132	Tehát … ö … <st *cut in fares*>		AP	CStW
133	<tt *az árak leszállítása leszállítása 80 millió fontot az árak leszállítása 80 millió fontot* >		PS	
134	< st *which would cost*>		AP	CStC
135	< tt *az árak leszállítása, amely 80 millió fontot tenne ki egy évben*>		PS	
136	<st *initially be funded*>		AP	CStC
137	nahát, ezt nem tudom, mit jelent	"initially be funded"	IP	
138	<st *initially*> mindjárt megkeressük …		AP	CDict
139	<st *initially*>azt mondja, hogy <st *initially*> na, csak megtalálom,		AP	CDict
140	azt mondja hogy … <dict *initial: kezdő, initial: kezdeti …*> tehát <wh *initial, initially* ugye ez kezdő kezdeti,		AP	CDict
141	akkor <tt *kezdődő*>		AP	SeDictM
142	<st *initially ö … funded … initially funded*>		AP	CStC
143	tehát a <wh *funded az befektet … *>		PS	
144	tehát <tt *ez az árcsökkentés, amellyel 80 millió fontot tenne ki egy évben, kezdődő befektetés lenne ö …*>		PS	
145	<st *funded*> … ö ..		AP	CStW
146	<st *be funded by the current one per cent increase in tube fares*>		AP	CStC
147	tehát <st *the cut in fares which would cost around 80 million a year* > …		AP	CStC
148	tehát <tt *az árak leszállítása 80 millió fontot tenni ki egy évben ö … egy kezdeti*>		AS	ChS
149	<st *would initially be funded ..*>		AP	CStC
150	azt modja, hogy <st *would initially …*>		AP	CStW
151	ugye,<wh *az initially az kezdeti* >		AS	ChS
152	a <wh *would az kellene* vagy *lenni fog*> , ö ..		AS	ChS
153	<wh *funded az pedig fund: befektet*>		AS	ChS
154	ugye ez itt <st *would be funded*>		AP	CStC
155	tehát <st *the cut in fares* > …		AP	CStW
156	tehát <tt *az árak csökkentése, amely 80 millió fontot tenni ki egy évben, egy kezdeti befektetés lenne*>		AS	ChS
157	<st *by the current one per cent increase in tube fares*>		AP	CStC
158	<st *current* >		AP	CStW
159	meg kell néznem, az mit jelent a		IP	
160	<wh *funded az befektet,*>		AS	ChS
161	< wh *initially: kezdeti*>		AS	ChS
162	< dict *current, current: áram, főnévként folyam, áram, melléknévként forgalomban lévő általános, közhasználatú, bevett …*>		AP	CDict
163	<tt *egy kezdeti befektetés*>		AS	CoS
164	tehát <wh *az árak leszállítása 80 millió fontot tenne ki egy évben ö …*		AS	CoS
165	*kezdetben befektetett lenne ö .. a forgalomban lévő 1 %-os ár ..*		PS	
166	*1%-os metro áremeléssel*>		PS	
167	valami ilyesmi hát leírom		PS	MOD
168	és akkor még ebből csinálunk valami mondatot	Understands parts of the sentence not the complete sentence	AS	PDW
169	<tt *az árak leszállítása, amely 80 millió fontot tenne ki egy évben ö .. ö kezdeti .. befektetett*>	Continues Sentence 4	AS	CoS
170	<st *would be funded*>		AP	CStC
171	<tt *befektetett*		AS	CoS
172	*befektetnék*>		AS	ReM
173	<st *would initially be funded by the currrent 1% incresase in tube fares*>		AP	CStC

174	*<tt kezdetben be lenne fektetve a forgalomban levő*		AS	CoS
175	*vagy az általános az általános az általános 1%-os>*		AS	CoS
176	*<st 1 % increase>*		AP	CStW
177	*<tt az 1%-os emelés>*		AS	CoS
178	tehát *<tt az árak leszállítása, amely 80 millió fontot tenne ki egy évben kezdeti kezdetben befektetnék az általános 1%-os>*		AS	ChS
179	*<st 1% increase>*		AP	CStW
180	*<tt a metro díjakba>* …		AS	ChS
181	na, ezt majd a végén …	Postponing decision on meaning	AP	PDM
182	tehát *<r st In the long term the cost would be met by the introduction of a Ł5 per day fee for vehicles in central London, which is expected to generate Ł250 million a year.>*	Sentence 5	AP	CStS
183	tehát *<st in the long term>*		AP	CStW
184	az nem tudom, mit jelent …		IP	
185	*<st long term>*		AP	CStW
186	j, k l … tehát *<dict in the long term: a közeljövőben, a közel … jövőben …>*		AP	CDict
187	*<r st In the long term the cost would be met by the introduction of a Ł5 per day fee for vehicles in central London, which is expected to generate Ł250 million a year.>*	Reads complete Sentence 5 to himself	AP	CStS
188	tehát *<tt a közeljövőben >* ugye		PS	
189	*<wh a long term az közeljövőben>*		PS	
190	*<tt a kiadás* vagy a költség a költség>		PS	PAS
191	*<st could be met>*		AP	CStC
192	*<tt találkozhatna találkozhatna a. .. London közepében bevezetett …*		PS	
193	*London közepében a költség találkozhatna*		AS	ReW
194	*vagy elérhetné elérhetné*		AS	ReW
195	*találkozhatna a London közé …*		AS	ReW
196	*a belvárosban a belvárosban bevezetett a belvárosban bevezetett*		PS	
197	*5 fontos autó jármű díjjal jármű díjjal találkozhatna*		PS	
198	*az 5 fontos per nap bevezetett*		AS	ReW
199	*naponta*		AS	ReW
200	*belvárosban naponta 5 fontos járműdíjjal, amely amely>*		AS	ReW
201	*<st which is expected to generate >*		AP	CStC
202	*<tt amelyről azt várják* vagy amiről amiről >		PS	PAS
203	*<st which is expected to generate >*		AP	CStC
204	*<tt amelyről azt várják* vagy elvárják,		PS	PAS
205	*hogy 250 millió fontot hozzon egy évben*		PS	
206	*amiről azt várják, hogy 250 fontot hozzon egy évben.>*		AS	CoS
207	*<r st A package of cheaper bus fares combined with wider services improvements is alleged to lead to major social economic benefits.>*	Sentence 6	AP	CStS
208	tehát *<st a package of cheaper bus fares>*		AP	CStW
209	a *<st package>* az nem tudom, mit jelent	"a package"	IP	
210	*<st package, package>* azt mondja, hogy … keresem, keresem, keresem		AP	Cdict
211	*<dict package: csomag>*		AP	SeDictM
212	tehát *<tt a buszdíjak>*		PS	
213	tehát *<st package of cheaper bus fares combined with wider services improvements>*		AP	CStC
214	*tehát .. ö <tt ez a csomag>* tehát *<tt ez a csomag*		PS	
215	*az olcsóbb ö… ö... az olcsóbb ö buszdíj csomag kombinálva kombinálva szélesebb>*		PS	
216	*<st service improvements service…>*	"service improvements"	AP	CStW
217	*<tt az ellátás>*		PS	
218	*<st improvements>*		AP	CStW
219	azt nem tudom …		IP	
220	mindjárt megkeresem a szótárban*<st improvements, improvements, imporvements>*		AP	CDict
221	*<dict improvement haladás, tökéletesedés, javulás>*		AP	CDict
222	*<tt a szélesebb szolgáltatás javulása>* hm …		PS	

223	*<r dict: haladás, javulás, tökéletesítés>*		AP	CDict
224	tehát az úgy lenne jó, hogy *<tt az olcsóbb buszdíj ö csomag, az olcsóbb buszdíj csomag, kombinálva a kombinálva a szélesebb ellátás ö javulásokkal szélesebb ellátás …ö a szélesebb ellátás ö .. javulásával>*		PS	
225	mit írtam az előbb a *<st service>* -re?		AS	CTtLB
226	Azt írtam, hogy *<r tt szolgáltatás>*		AS	CoS
227	*<tt a szélesebb szolgáltatások ö .. szolgáltatások javulásával javulásával>*		PS	
228	*<st is alleged>*	"is alleged"	AP	CStW
229	hát azt nem tudom, mit jelent,		IP	
230	megnézem a szótárban …		AP	CDict
231	i,i,j,k, l *<dict alleged>* azt mondja, hogy….		AP	CDict
232	*<dict alleged javulásával egy állítólagos … állítólagos …>*		PS	
233	*<st is alleged to lead ..>*		AP	CStC
234	tehát *<tt az olcsóbb buszdíjcsomag, kombinálva a szélesebb szolgáltatások javulásával egy állítólagos>*	Sums up previous 2 steps	AS	ChS
235	a *<st lead>*	"lead"	AP	CStW
236	megnézzük, mit jelent …		IP	
237	*<dict lead, lead: .. vezet>*		AP	SeDictM
238	*<st lead to major >*		AP	CStW
239	tehát *<dict lead: vezet, útba igazít>*		AP	CDict
240	*<st to lead to major>*		AP	CStW
241	tehát *<tt ez az olcsó buszdíjcsomag kombinálva a szélesebb szolgáltatások javulásával egy állítólagos szociális és gazdasági>*	Sums up again	PS	
242	*<st benefits>*		AP	CStW
243	*<tt javuláshoz vezet>*		PS	
244	*<st alleged to lead to major social and economic benefits …A packgage of cheaper bus fares combined with further sevice improvements is alleged … to lead to major social and economic benefits…>*	Reads Sentence 6 again	AP	CStS
245	a *<st major>*-t mindjárt megnézzük, hogy mit jelent így pontos j-vel …	"major"	IP	
246	*<dict major: nagyobb >*		AP	SeDictM
247	*<tt egy állítólagos ö… >*		AS	ChS
248	*<dict major: nagyobb, fontosabb, idősebb>*		AP	CDict
249	tehát egy talán *<wh magasabb, nagyobb …ö>*		PS	PAS
250	tehát *< az olcsóbb buszdíjcsomag, kombinálva a szélesebb szolgáltatások javulásával egy állítólagos nagyobb szociális és gazdasági jóléthez vezet>*	Sums up again	PS	
251	*<st benefits>*	"benefits"	AP	CStW
252	mindjárt megnézzük,		AP	CDict
253	de azt hiszem, a *<wh jólét>* az jó szó lesz rá …		PS	
254	*<st benefits>*		AP	CStW
255	*<dict benefit: jótett, előny, haszon>*		AP	CDict
256	*<wh szociális és gazdasági haszonhoz? vezet …>*		AS	ChS
257	*<wh+ gazdasági haszonhoz vezet …>*		PS	MD
258	ez így jobban illik ebbe a szövegkörnyezetbe a	Aware of context	AS	JS
259	*<wh- jólét>* helyett,		AS	ReM
260	hogy *<tt haszonhoz vezet>*		AS	CoS
261	*<tt a kormány szóvivője>*	Sentence 7	PS	
262	*<st A government spokesman welcomed the report>*		AP	CStC
263	*< tt A kormány szóvivője úgy fogadta a hírt, mint egy >*		PS	
264	*<st interesting contribution>*		AP	CStW
265	*<tt mint egy érdekes>*		PS	
266	*<st contribution>*	"contribution"	AP	CStW
267	nem tudom, mit jelent a szó,		IP	
268	ezért megnézem		AP	Cdict
269	*<st contribution><dict contribution: közreműködés>*		AP	SeDictM
270	*<tt mint egy érdekes hozzájárulás vagy közreműködés?>*		PS	
271	leírom mindkettőt, és majd eldöntöm,	Aware of context	AS	PDW
272	a szövegkörnyezettől függ		AS	ASCo
273	*<tt közreműködés, hozzájárulás>*		AS	ChS
274	*<st to the debate on the issue>*		AP	CStW
275	na, ezt is meg kell néznem, hogy ez mit jelent		IP	

276	<dict *debate: megvitat, vitatkozik*>		AP	Cdict
277	<tt *ez egy érdekes hozzájárulás ö…*>		PS	
278	<tt *A kormány szóvivője úgy fogadta a hírt mint egy érdekes közreműködést … közreműködést, hogy megvitassák …*>	Sums up Sentence 7	AS	ASCo
279	<wh *issue: álláspont*>	"issue"	PS	
280	vagy valami ilyesmi, mindjárt megnézem …		IP	
281	<dict *issue: kibocsátás, kifolyás, eredmény*>		AP	CDict
282	ö .. tehát <tt *a kormányszóvivő úgy fogadta a hírt, mint egy érdekes hozzájárulás, hogy .. >*		AS	ChS
283	<st *to the debate >*…		AP	CStW
284	<tt *hogy megvitassák, hogy megvitassák a kérdést megvitassák a kérdést és hozzátette és hozzátette, hogy hogy bármilyen döntés >*		PS	
285	<wh *new charges* azt hiszem, *árak*>		PS	
286	tehát <st *adding that any new decision on new charges will be up to the mayor*>		AP	CStC
287	tehát <tt *hozzátette, hogy bármilyen döntés gondolom az árakról a polgármestertől fog függni*>		PS	
288	a <st *charge* …>	"charge"	AP	CStW
289	megnézem, mit jelent		IP	
290	<dict *charge:* …>…		AP	CDict
291	Tehát <tt *bármilyen döntés az új árakkal kapcsolatban*>		AS	ChS
292	hát itt megtaláltam a <dict: *charge* azt jelenti, hogy *költség*>		AP	SeDictM
293	tehát, <tt *a döntés az új árakkal kapcsolatban a polgármestertől fog függni.*>		AS	ReW
294	Most elolvasom az egészet, hogy mennyire értelmes magyarul	AES	AES	
295	utána leírom a piszkozatról …	checks target text	AES	
296	közben nézem az angol szöveget is,	draft first, copies and finalises Hungarian draft before comparing source text and target text, writes final target text	AES	
297	és amíg leírom az egyes mondatokat, addig a magnót kikapcsolom.	ExtC		
298	Tehát <r tt *A polgármester hangsúlyozta, hogy 70 pennyre szállít … A polgármester hangsúlyozta, hogy 70 pennire szállítja le a buszok viteldíjait, A polgármester kiemelte … A polgármester kiemelte, hogy 70 pennyre szállítja le a buszok viteldíjait.*>	Checking Title	AS	ChS
299	A következő mondat a <st *The paper published* > kezdetű	Checking	AP	
300	<r tt *A hír publikálta, hogy az új busz árakat be is vezetik, így ez a csökkentés mind a metró mind a busz áraknál eredményezni kellene egy kis növekedést a tömegközlekedés használatában.*	Sentence 2	AS	ChS
301	*De a polgármester nemcsak leszállítja a busz viteldíjait, hanem extra szolgáltatásokat és új útvonalakat hoz létre. Ezek növelni tudják az utasok számát 40 %-al. >*	Checking Senctence 3	AS	ChS
302	Ez is így jó, ezt is leírom.		AS	ES
303	<st *The cut in fares which would cost …*>	Checking	AP	
304	Talán ez a legnehezebb hiszen <tt *az árleszállítás, amely 80 millió font kiadást … amely 80 millió font kiadást … 80 millió körül font kiadás egy évben*>	Sentence 4 Finds this part the most difficult	AS	ChS
305	<st *would initially be funded*>		AP	CStC
306	<tt *kezdetben be lesz fektetve az általános 1 %-os növekedés s metró díjaknál,*		AS	ChS
307	*vagy a metró díjaknak …*		AS	ReW
308	vagy *árleszállítás 80 millió körüli font kiadás egy évben kezdetben be fogják fektetni az általános egy százalékos növekedést a metró díjakba …*>		AS	ReW
309	hát ezt nem tudom magyarra lefordítani szépen	Still postpones	AS	ES
310	úgyhogy végül is majd a végén visszatérek majd erre a mondatra…	decision	AS	PDW

311	tehát leírtam, …		PS	
312	<u> ezzel a két mondattal nem volt problémám	Checking Sentence 6 and 7	AS	ES
313	visszatértem erre <st *The cut in fares which would cost around L80 million a year, would initially be funded by the current one per cent increase in Tube fares.*>	Returns to Sentence 4 Read ST Sentence 4 again	AP	CStS
314	<st *The cut in fares*>	Checking Sentence 4 in smaller translation units	AP	CStW
315	ugye <tt *az árleszállítás*>		AS	CoS
316	<st *which would cost around 80 million pound a year*>		AP	CStC
317	<*amely 80 %-os 80 millió fontos kiadás egy évben*>		AS	CoS
318	<st *would initially be funded*>		AP	CStC
319	<tt *kezdetben be lesz fektetve*>		AS	CoS
320	<st *by the current 1% increase in tube fares*>		AP	CStW
321	<tt *az általános 1%-os metro díj emelés által*>		AS	ReW
322	… hát valami ilyesmi, ilyesmit írok le		AS	ES
323	<tt *az árleszállítás, amely 80 millió font körüli kiadás lenne egy évben kezdetben be lesz fektetve az általános 1%-os metro díjak növelésébe*	Aware of incomplete understanding of sentence	AS	CoS
324	*vagy metró díjak emelésébe* >		AS	ReW
325	hát ennél jobbat nem tudok ebből kibogozni		AS	ES
326	<st *the cut in fares*>	Starts checking Sentence 4 again	AP	CStW
327	<tt *az árleszállítás*>		AS	CoS
328	<st *which would cost around 80 pound million a year*>		AP	CStC
329	<tt *amely 80 millió kiadás költség egy évben*>		AS	Cos
330	<st *would initially be funded*>		AP	CStC
331	<tt *kezdetben be lesz fektetve*		AS	CoS
332	*amely évi 80 millió kiadás ezért kezdetben az 1 %-os metró áremelés*		PS	CIS
333	*általános 1 %-os metró áremelés be lesz fektetve*>		AS	Cos
334	talán valami ilyesmi	Writes down alternative versions of problematic part of sentence	AS	ES
335	leírom ezt is, ezt a változatot,		AS	PDW
336	hogy <tt *az árleszállítás az árleszállítás amely 80 millió körüli fontos fontos kiadás lenne egy évben, a metró*	Continues chekcing Sentence 4	AS	CoS
337	*az általános metro*		AS	ReW
338	*az általános 1 %-os metro díj emelés kezdetben be lesz fektetve*		AS	ReW
339	*tehát az árleszállítás, amely kezdetben egy 80 millió font körüli kiadás lenne egy évben, ezért az általános 1%-os metró díjemelés be lesz fektetve*		AS	ReW
340	*vagy be lesz fektetve az 1%-os metró díj emelésbe*>		AS	CoS
341	hát valami ilyesmi<u> hát <p s> majd meglátjuk.	Finishes translation	AS	ES

MAIN RESEARCH - TRANSLATION SCRIPTS
Arctic Meltdown
ELTE ITK summer intensive course
July 2006

Script 1
H. A.

Északisarki felmelegedés

    Az elmúlt két évtizedben az évi átlaghőmérséklet 4C-al emelkedett Alaszkában, Szibériában, és Kanada egyes részein. A tengeri jégtakaró 40%-al vékonyabb lett és 6%-al kevesebb felületet takar, mint 1980-ban.
    Egy északisarki utazásból visszajövet az orosz Yamal jégtörő fedélzetére szállva a túristák azt nyilatkozták a New York Times-nak, hogy egy 1,5 km széles tó nyílt a 90 északi szélességi fok környékén, fölötte szálldogáló sirályokkal, és képeik is voltak bizonyságul. Az újság azt nyilatkozta hogy a sarki jégréteg megnyílása 50 év múlva volt várható, tehát ezt a kijelentést a tudósok elvétették.
    A jégformációk két héttel később ősszel a Hudson öbölben megváltoztatták a helyi vadvilág helyzetét. A jegesmedvék egyszerű szokás szerint a nyári barlangjaikból felvándoroltak északra Cape Churchillbe mielőtt egyenesen megérkeznének arra szokás szerinti találkozópontra a jégmezőn, ahol nagy víz felületet találnak. A medvék képtelenek voltak előre menni így balra folytatták útjukat egyenesen a város felé lesoványodottan és kiéhezetten. A természetvédők nyugtató lövedékkel lenyugtatták és 16 km-re Északabbra szállították őket. A felmelegedés éveiben sok medve lett elfogva a város környékén néha duplaannyi is.

Unfamiliar words (underlined): 17
cruise, icebreaker, gulls, fluttering overhead, declared, claim, dismissed, bewildering, emerge, dens, proceeding, onto, customary, emaciated, transquilize, dart gun, captured

Script 2
V. A.

Az északi-sarki olvadás

Az elmúlt kér évtizedben az átlagos évenkénti hőmérséklet növekedés 4 C-kal nőtt Alaszkában, Szibériában és Kanada egyes részein. A jég 40%-al vékonyabb és 6%-al kevesebb területet fed mint a 1980-ban. Visszatérve egy északi-sarki úrtól, az orosz jégtörőhajó a Yamal turistái beszámoltak a New York Times magazinnak hogy egy másfél km széles tó nyílt meg északon 90-kal. A tó fölött sirályok repkednek és a túristák képekkel is tudták ezt bizonyítni. Az újság szerint 50 éven belül ez az első ilyen nagy kiterjedésű nyílt jégtábla a Földön, bár ezt az állítást a tudósok elvetik.
A jég az elmúlt két hét alatt annyit formálódott ősszel mint a Hudson-öbölben szokott. Ezáltal megtévesztő helyzetet keltett néhány ott élő helyi vadállat számára. A jegesmedvék, akik általában a nyári barlangjukból bukkannak fel és északra a Churchill-hegyfok felé indulnak folytatva útjukat a jég felé, mire megérkeznek szokásos helyükre ahol nyílt vizet találnak. Mivel képtelenek előre haladni, kénytelenek visszafordulni és a város felé folytatni útjukat, ahova lefogyva és éhesen érkeznek meg. A természetvédők elaltatják a medvéket nyugtató lövedékkel és 16 km-rel északra szállítják őket. Azokban az években amikor a fagy későn következik be, a városokban vagy a városok közelében elfogott medvék száma a kétszeresére is nőhet.

Unfamilar words (underlined): 9
as much as, declared, claim, emerge, dens, departure, emaciated, tranqulize, captured

Script 3
Sz. J.

- *Az elmúlt 2 évtizedben az átlagos éves hőmérséklet Alaszkában, Szibériában és Canada egyes részein annyi mint 4 celsius fokot emelkedett. A tengeri jég 40% vékonyabb és 6% kevesebb területet fed le, mint 1980-ban.*
- *Azok a túristák, akik az Északi Srakról egy tengeri utazásrból jöttek vissza és egy Yamal nevű orosz jégtörő hajón utaztak azt mondták a New York Times-nak, hogy 90 –al északra egy 1.5 km széles tó szabaddá vált, a jégtakarótól és a felszínén sirályok szárnyalnak. Nekik megvan az elképzelésük, hogy ezt hogyan bizonyítják be.*
  Az újsághír kijelentette 50 éve ez az első ilyen jellegű sarki jégtakaró megnyílása.
- *A jég két héttel előbb olvad fel, mint összel szokott, Hudson bay-ben, ezzel zavart okozva/megzavarva néhány helyi vadállat helyzetét.*
  Sarki medvék, melyek szokásosan előbújnak az ő nyári barlangjukból és északnak sétálnak, Cape Churchillbe, mielőtt egyenesen elérnének a jéghez, most a szokásos indulásuk célja az, hogy nyílt vizet találjanak.
  Képtelenek tovább haladni, balra fordulnak a medvék és folytatják a sétájukat egyenesen a városba, ahova soványan és éhezve érkeznek.
  Vadőrök a medvéket nyílpuskával nyugtatják és 16 km-re keletnek viszik őket.
  Éveken belül egy korai fagy számos medvét ejtett fogságba és ez közeli városokban néha megduplázódik.

Unfamilar words (underlined): 14
decades, cruise, fluttering, pictures, declared, bewildering, emerge, dens, proceeding, customary, departure, emaciated, tranquilize, dart gun

Script 4.
E. P.

Sarki olvadás

Az elmúlt két évtizedben az átlagos évi hőmérséklet több mint 4 C-al növekedett Alaszkában, Szibériában és Kanada egyes részein. A tengeri jégtakaró 40%-al vált vékonyabbá és 6%-al kevesebb területet borít be.
Ez északi sarki hajóút után a Yamal jégtörő fedélzetén lévő turisták úgy számoltak be a New York-i Times-nak hogy az északi 90 –nál egy 1,5 km széles nyílás található a sarki jégen sirályok szárnycsapkodásaival és fotóik is vannak hogy szemléltessék ezt. Az újság kijelentette hogy valószínűsíthetőleg ez az első nyílás a sarki jégen 50 éven belől, melyről a tudósok máshogy vélekedtek.
A Hudson öbölben napjainkban két héttel később formálódik jég, ugyanakkora területet beborítva, ősszel mint annak idején ezzel zavarva a helyi élővilágot. A sarki medvék akik ilyenkor vándorolnak vissza a nyári párzási területükről, fel északra a Churchill fokra, korábban csak rámentek a jégre és egyenesen átvándoroltak most viszont megérkeznek az állandó kiindulási helyükre és nyílt vizet találnak. Nem mehetnek előre ezért balra fordulnak és folytatják utukat egyenesen a városba ahova lesoványodva és éhesen érkeznek.
Az erdészek lenyugtatják a medvéket altató puskával majd 16 km-rel északabbra viszik őket. Azokban az években mikor a fagyás lassan történik a medvék száma melyeket a városokban vagy a közelükben kapnak el néha duplája is lehet.

No underlined unfamiliar words

Script 5.
K. E.

Sarki jégolvadás

Az elmúlt 2 évtizedben, Alaszkában, Szibériában és Kanada egye területein átlagosan az éves hőmérséklet 4 C-al megemelkedett. A tenger jégrétege 40%-kal vékonyabb, és a kiterjedése 6%-kal kisebb, mint 1980-ban volt.

A Yamal nevű orosz jégtörő – amely egy északi-sarki körútjáról tért vissza – fedélzetén lévő turisták elmondták a New York Timesnak, hogy egy 1,5 km széles folyosót törtek a jégben az északi szélesség 90. Fokánál, hogy sirályok repültek a fejük fölött, és bizonyítékul le is fényképezték a madarakat. Az újság tudósítása szerint ilyen jégtörő akciók először 50 éve voltak lehetségesek, gondoljunk arra, hogy .....

A jég alakja nem sokkal mint 2 héttel később, ősszel, mint ahogy korábban a Hudson-öbölben elképesztő hatással van a helyi élővilágra. A jeges medve szokásos megjelenése a nyári élőhelyéről mielőtt az északi Churchill fok irányába haladna tovább a jégen keresztül átkelőhelyén nyílt vizet talál. Képtelen előre menni, így balra fordul és elindul a város felé ahová lesoványodva és éhesen érkezik. A természetvédők egy nyílpisztollyal elaltatják, és elviszik 16 km-re északra. Ebben az évben a város közeléből elvitt medvék száma az utolsó fagyás óra megkétszereződött.

Unfamilar words (underlined): 29 (31)
average, climbed, cruise, aboard, gulls, fluttering overhead, prove, claim, dismissed, ice forms, creating a bewildering situation, ordinarily, emerge, dens, Cape, proceeding, onto, customary, unable to move forward, arriving emaciated, natural-resource, tranquilize, dart, captured, doubles

Script 6.
P. A.

Az északi-sarki jégolvadás

Az utóbbi húsz évben az évi középhőmérséklet egyaránt 4C-al emelkedett Alaszkában, Szibériában és Kanada egyes részein. A tengeri jégpáncél 40%-al vékonyodott és 6%-al kisebb területet borít, mint 1980-ban.

Az északi-sarkról visszatérő orosz Yamal jégtörő hajó fedélzetén utazó turisták arról számoltak be a New York Times-nak, hogy egy 1,5 km széles tó nyílt a 90-dik északi szélességi fok fölött, ahol sirályok repdesnek a magasban. Bizonyítékként fényképeket is hoztak. Az újság szerint ilyen nagy nyílás a sarki jégen talán csak 50 év múlva lesz, bár ezt a tudósok cáfolják.

AA jég ott ősszel két héttel később fagy meg, mint ahogy a Hudson-öbölben szokott, néhány ott élő állat számára zűrzavaros helyzetet okozva. A sarki jegesmedvék szokás szerint előjönnek nyári tartózkodási helyükről és elvándorolnak északra a Churchill fok fölé. Mielőtt folytatnák útjukat közvetlenül a jégen, most a szokásos kiindulási pontjukhoz érkezve nyílt vizet találnak. Mivel lehetetlen továbbmenni, a medvék balra fordulnak és egyenesen a város felé haladnak, ahová lesoványodva és éhesen érkeznek meg. A természetvédők nyílpuskalövedékkel megbénítják a medvéket és elvisizik őket 16 km-re északra. Azokban az években, amikor későn fagy, a városban vagy a város környékén elfogott medvék száma olykor megkétszereződik.

Unfamilar words (underlined): 20
climbed, covers, cruise, aboard, gulls, fluttering overhead, though, claim, dismissed, bewildering, emerge, dens, proceeding, customary, emaciated, tranquilize, dart gun, captured, doubles

Script 7.
H. O.

Északsarki jégolvadás

Az elmúlt két évtizedben az évenkénti átlagos hőmérséklet 4C-ot emelkedett Alaska, Szibéria, valamint Canada partjainál. A tengeri jég 40%-kal vékonyabb és 6%-kal kevesebb területet fed le, mint 1980-ban. Visszatérve egy északi tengeri utazásról, az orosz jégtörő hajó, a Yamal turistái elmondták a New York Timesnak, hogy egy 1,5 km tó keletkezett az észak sark 90 fokánál, ahol sirályok lebegnek a tó felett. A turisták fényképekkel tudják bizonyítani. Az újság kijelentette, hogy ez a nyílás a jégen talán az első az elmúlt 50 évben, habár ezt az állítást a tudósok cáfolták.
Ez a jég 2 héttel később ősszel, ahogy lenni szokott, Hudson-öbölben megtévesztő szituációt okozott néhány helyi vadállat esetében. A jegesmedvék, akik rendszerint felbukkannak a nyári odujukból és északra Cape Churchill felé sétálnak mielőtt szokás szerint egyenesen elérnék a jeget és most megérkeznének/megérkeznek szokásos állomásukra, de most nyílt vizet találnak. Képtelenek előre haladni balra fordulnak és folytatják útjukat egyenesen a város felé, ahova lesoványodva és éhesen érkeznek meg. A természetvédők lecsendesítik/nyugtatják a jegesmedvéket nyugtató puskákkal/lövedékekkel és elszállítják őket 16 km-re északra. Azokban az években amikor kisebb a fagy, a mi illetve a szomszédos városban elejtett medvék száma néha megduplázódik.

No underlined unfamiliar words

Script 8.
Sz. I.

Sarki olvadás

Az elmúlt két évtizedben az évi középhőmérséklet 4 fokkal emelkedett Alaszkában, Szibériában és Kanada egyes részein. A tengereket borító jég 40%-al vékonyabb és 6%-al kisebb területet fed le mint 1980-ban.
Az északi sarkról az orosz Yamal jégtörőn visszatérő turisták azt mondták a New York Times-nak, hogy egy tó keletkezett az északi sarknál, és fölötte sirályok köröztek, és ezt képekkel is tudták bizonyítani. Az újság azt mondta, hogy ez a képződmény valószínüleg az első hasonló az elmúlt 50 évben, bár ezt a tudósok nem állították. Ezek a jég formák, mint a Hudson öböl beli, két héttel később teljesen összezavarták a helyi vadállatok egy részét. A nyári barlangjukból előjövő sarki medvék, akik észak felé mennek egészen Cape Churcill-ig, mielőtt tovább haladnának a jégen, elérkeznek egy ponthoz ahol nyilt vizet találnak. Mivel nem tudnak tovább menni, balra fordulnak, és egészen a városokig mennek. Mire megérkeznek, már nagyon soványak és éhesek. A környezetvédők egy nyílpuskával megnyugtatják a medvéket és 16 km-re északabbra szállítják őket. Azokban az években, amikor a hideg idő későn érkezik, a városokban és körülöttük befogott medvék száma akár meg is duplázódik.

No underlined unfamiliar words

MAIN RESEARCH - TRANSLATION SCRIPTS
Mayor urged
ELTE ITK summer intensive course
July 2006

Script 1
V. A.

A londoni polgármestert a buszok viteldíjának 70 pennyre való lecsökkentésével sürgetik

Az új polgármesternek a buszutak díjának 70 p-re való lecsökkentésével kéne megoldania London tömegközlekedési krízisét, amint azt egy hatásos cikkel a mai újságban feszegetik. (javasol)
A lap, ami az „Új buszjegyeket vezetnek be" címmel jelent meg, állítja, hogy a metró-, és buszjegyek lecsökkentése csekély növekedést eredményezne a tömegközlekedést használók számában.
Ám ha nagyobb csökkenés jelentkezne a jegyárakban, és ezek pluszban tartalmaznának extra szállításokat és új utakat vezetnének be, akkor akár 40% növekedés is tapasztalható lenne a busszal közlekedők számában.
A buszjegyek árcsökkentése 80 millió font veszteséget okozna az államnak, ezért kezdetben a metrójegyek ára 1%-kal emelkedne.
Egy gépkocsikra vonatkozó, hosszú távra tervezett adó a londoni belvárosba beérkező autókat érinti, amik után a tulajdonosaiknak 5 Ł-os napi díjat kell kifizetni. Az adó bevezetésével az állam évi 250 millió Ł-os bevételre számít.
Egy tömb olcsóbb buszjegy szélesebb körű szolgáltatásokkal kombinálva társadalmi és gazdasági haszonhoz vezethet.
A kormányszóvivő „érdekes közleményként (kezdeményezés, hozzájárulás) jellemezte a cikket ami szerinte megfontolandó, és hozzátette, hogy az új adókról a döntést a polgármester fogja meghozni.

Unfamiliar words (underlined): 3
be funded by, the cost could be met by, will be up to

Script 2
H. A.

A vezetőség arra ösztökélt, hogy csökkentse a buszviteli díjat 70 f-ra

Az új vezetőnek meg kell birkóznia a londoni tömegközlekedés krízisével hogy csökkenti az össze buszviteldíjat 70 f-ra, ahogy egy benfentes riport nyilatkozta ma.
Az irat amin az új viteldíjakat tették közre, ami megmondja az összes metró és buszviteldíj redukálását, csak kismértékben növeli majd tömegközlekedés használatát. De a fő viteldíjcsökkentést kombinálva az extra szolgáltatásokkal és szabályokkal szét lesz terjesztve számos utasnak, úgy a 40%-uknak.
A viteldíjak csökkenése, ami kb 80 millió Ł-ba fog kerülni egy évre, megkezdi a napi 1%-kel több metró használattal.
Hosszú idő múlva az ár majd találkozik a napi 5Ł-os díjjal a közlekedési járműveken London szívében, ami várt gyarapodás kb 250 millió Ł egy évben.
A buszviteldíj csomag kombinálva a szélesebb körű szolgáltatásokkal, fejlesztésekkel eléri azt, hogy fontos szociális és gazdasági bevétel legyen.
A kormányszóvivőt meghívták az „érdekes hozzájárulás című problémaelemzővitára, hozzátéve hogy bárminemű határozatról az új viteldíjakról csak a vezető dönthet.

Unfamiliar words (underlined): 10
tackle, increase, initially, funded, current, in the long term, fee, expected, alleged, benefits

Script 3
Sz. J.

Polgármestert kérték/ösztönözték, hogy csökkentse a busz útiköltséget 70 pennire

Egy befolyásos riport a minap azt ajánlotta, hogy az új polgármesternek úgy kellene megküzdenie a Londont érintő tömegközlekedési krízissel, hogy minden busz utazás/út útiköltség díját 70 penny-re csökkenti.
A cikk, amely Az új busz díjak/útiköltség címen jelent meg, azt mondja, hogy mind a Tube és a busz díjainak/útiköltségének a csökkentésének az eredménye csak kis mértékben növelné meg a tömegközlekedés használatát. De egy nagyobb busz díj csökkentés extra szolgáltatással és új útvonalakkal 40%-al megnövelné a busszal járók számát.
A díjak/útiköltség csökkentése, ami körülbelül évente 80 millió fontba kerülne, egy kezdeti anyagi alap lenne a Tube díjainak jelenlegi 1%-os növelésére.
A hosszú időszakban az árakat bevezethetik úgy, hogy a járművek használatáért napi 5 font lenne a díj London központban, mely várhatóan 250 millió fontot eredményezne évente.
Az olcsóbb útiköltség díjak csomagja tartalmaz egy szélesebb körű szolgáltatást, mely a nagyobb szociális és gazdasági előnyök javulásához vezet.
A kormányzat szóvivője szívesen fogadta a riportot, úgy mint egy érdekes hozzájárulást, megvitatják az ügyet, és hozzá tette még, hogy bármilyen döntés az új díjakkal kapcsolatban a polgármestertől függ.

Unfamiliar words (underlined): 8
tackle, proposed, combined, routes, initially, alleged, contribution, debate

Script 4
E. P.

A kormány fontosnak tartja minden buszjegy árát 70 penire csökkenteni

Az új kormány úgy akar megbirkózni a londoni tömegközlekedési krízissel hogy le akarja csökkenteni a buszon való utazást 70 penire, értesült a javaslatról az újság a mai nap.
Az újság, aki nyilvánosságra hozta az új jegyárakat a buszokon, azt írta hogy az árak csökkenése a metrón és a buszokon csak nagyon kicsi növekedést fog okozni a tömegközlekedést használók között. De a nagy csökkentés a buszjegyek árában, kiegészítve extra szolgáltatásokkal és új utakkal, akár 40%-al is megnövelheti a buszokon utazók számát. A jegyárak csökkentése, ami közel 80 millió fontnyi költséget jelent évente, kezdetben a metro jegyek 1%-os növekedésével fogják visszaszerezni.
Hosszú távon pedig a költséget abból a törvényből befolyó pénzekből fogják kifizetni amely kimondja hogy 5 fontot kell annak a járműnek fizetnie büntetésül egy nap ha bemegy London központjába ami körülbelül 250 millió bevételt fog csinálni évente.
Az olcsóbb busz kedvezményes jegyárak csomag kiegészítve a széleskörű szolgáltatások javulásával állítások szerint hatalmas szociális és gazdasági haszonhoz fog vezetni.
Az állami szóvivő örült a jelentésnek mint egy „érdekes hozzájárulás" a vita tárgyához néhány döntését kiadva a kormánynak hogy hogyan akarja felszámolni az új költségeket.

Unfamiliar words (underlined): 8
mayor, initially, introduction, imporvements, contribution, debate, decision, charges

Script 5
K. E.

A polgármester ösztönzése a 30%-os viteldíj csökkentésre

Egy ma megjelent nagy érdeklődésre számot tartó jelentés szerint az új polgármesternek úgy kellene megoldania a londoni tömegközlekedési válságot, hogy 70%-ra csökkenti az összes busz jegyárát.
A jelentés – ami egy új viteldíjak bevezetése címen jelent meg – kimondja, mind a metro mind a viteldíjak csökkenése kis mértékben növeli a tömegközlekedést használók számát. De egy nagyobb arányú csökkenés a viteldíjak és az extra szolgáltatások, csoportos jegyek esetében 40% növelné az utasok számát. A viteldíjcsökkenést – 80 m Ł-ba kerül évente – kezdetben lehetne finanszírozni az 1%-os metróviteldíjnövekedésből. Hosszú távon a költségek kiegyenlítődnek a London központjában bevezetendő 5 Ł napidíj miatt, ami 250 M Ł bevételt jelent egy évben.
Az olcsóbb viteldíjról szóló rendelkezés együttes széleskörű szolgáltatás javulást, nagyfokú társadalmi és gazdasági előnyökhöz vezet.
A kormányszóvivő úgy üdvözölte a polgármesterhez eljuttatott javaslatot, mint egy érdekes kezdeményezést, ami egy új adalék a téma megvitatásához és eldöntéséhez.

Unfamiliar words (underlined): 19
urged, mayor, should tackle, influential, small rise, major, new routes, would initially, current, introduction, a package of cheaper, wider, improvements, is alleged, welcomed, contribution, to the debate, on the issue, adding

Script 6
P. A.

A polgármestertől az összes buszjegy 70 pennyre való csökkentését várják

Egy ma megjelent nagyhatású riport indítványa szerint az új polgármesternek úgy kéne megbirkóznia a londoni tömegközlekedés válságával, hogy minden buszjegyárat leszállít 70 pennyre.

Az újság, bejelentve, hogy új buszjegyárakat vezetnek be, azt írja, hogy a metró- és buszjegyek árának leszállítása csak kismértékű növekedést eredményezne a tömegközlekedés kihasználtságában. De egy nagyobb jegyármérséklés külön szolgáltatásokkal és új utak építésével kombinálva akár 40%-kal is növelhetné a buszok számát.

A viteldíjcsökkentést, megy kb 80 millió fontba kerülne évente, kezdetben az elfogadott 1%-os metrojegyárnövelésbe fektetnék.
Hosszú távon megtérülhetnének a költségek a London belvárosában az autósok számár bevezetett 5 fontos napidíj által, mely remélhetőleg évente 250 millió fontot fog hozni.
A kedvezőbb buszjegy árak széleskörű szolgáltatás fejlesztésekkel kombinált csomagja állítólag nagyobb szociális és gazdasági javuláshoz vezet.
Egy kormányszóvivő a vitában való érdekes közreműködésként üdvözölte a hírt, hozzátéve, hogy a jegyárakról történő bármely döntés felkerül a polgármesterhez.

Unfamiliar words (underlined): 17
urged, tackle, influential, proposed, tube, result, initially be funded, current, long-term, cost, met, fee, wider, spokesman, contribution, debate, decision

Script 7
H. O.

A polgármester kiemelte, hogy 70 pennyre szállítja le a buszok viteldíjait

Egy befolyásos hír ma azt javasolta, hogy az új polgármesternek meg kellene birkóznia a londoni tömegközlekedés krízisével, azáltal, hogy leszállítja a busz utazást 70 pennyre.

A hír publikálta, hogy az új busz árakat be is vezetik és azt mondja, hogy a csökkentés mind a metro és mind a busz áraknál eredményeznie kellene egy kis növekedést a tömegközlekedés használatában. De a polgármester leszállítja az árakat kombinálva extra szolgáltatásokkal és új útvonalakkal, amely 40%-os utas növekedést tud okozni.

Az árleszállítás amely 80 millió (körüli) fontos kiadás lenne egy évben, kezdetben be lesz fektetve az általános 1%-os metro díjak növelésébe/emelésébe*.

A közeljövőben a költség találkozhat a belvárosban bevezetett naponta 5 fontos járműdíjjal, amitől 250 millió fontos éves bevételt várnak. Az olcsóbb buszdíj csomag kombinálva a szélesebb szolgáltatások javulásával egy állítólagos nagyobb szociális és gazdasági haszonhoz vezet.

A kormány szóvivője úgy fogadta a hírt, mint egy érdekes közreműködést hogy megvitassák a kérdést, és hozzátette hogy bármilyen döntés az új árakkal kapcsolatban a polgármestertől fog függni.

*Az árleszállítás amely 80 millió körül fontos kiadás lenne egy évben az általános 1%-os metro díj emelés be kezdetben be lesz fektetve.

Unfamiliar words (underlined): 7
tackle, reduce, tube, result, initially, funded, lead

Script 8
Sz. I.

A polgármester arra buzdít, hogy a tömegközlekedés árát csökkentsék 70 penny-re

Egy befolyásos jelentés szerint az új polgármesternek úgy kell megküzdenie London tömegközlekedésének krízisével, hogy a busz utak árát 70 penny-re csökkenti.
A jelentés szerint, amit az új busz viteldíjak bevezetésével együtt hoztak nyilvánosságra a metro és busz viteldíjak együttes csökkentése csak egy kis emelkedést okozott volna a tömegközlekedést használók számában. De a busz viteldíjak csökkentése kombinálva extra szolgáltatásokkal és új útvonalakkal, 40%-al növelheti a busszal utazók számát.
Ez az árcsökkentés, ami évi 80 millió fontba kerülne, kezdetben a jelenlegi 1%-os metró áremelkedésből lenne finanszírozva.
A távoli jövőben ezt a költséget a London belvárosában a járművekre bevezetendő 5 fontos napidíjból akarják fedezni, ami várhatóan 250 millió fontot fog hozni egy évben.
Azt állítják, hogy az olcsóbb buszviteldíjak és a szolgáltatások széleskörű fejlesztéséből álló csomag jelentős társadalmi és gazdasági előnyökkel bír.
A kormány szóvivője a kérdésről folyó vitához „érdekes hozzájárulásként" üdvözölte a jelentést. És hozzáadta, hogy a végleges döntés az árakkal kapcsolatban a polgármesteré.

Unfamiliar words (underlined): 10
mayor, urged, tackle, influential, funded, long-term, alleged, social, debate, issue

POST INTERVIEWS 1 - AFTER „ARCTIC MELTDOWN"
K. E.
Post interview 1
18 July, 2006
ELTE ITK summer intensive course

FH: Tegnap készült el a think-aloud protocol, tehát a hangos gondolkodással a fordítás, és ma végig mennénk, a lefordított szöveg után utólag értékelnénk, hogy milyen fordítási problémák voltak, milyen szövegrészek voltak problémásak, milyen szavak, és milyen stratégiával mit hogyan oldottál meg, tehát hogyan döntöttél … hogy döntötted el, hogy ez lesz a végleges megoldás. Egy-két perc szükséges-e, hogy átfusd a szöveget, és emlékezz rá?

KE: Nem

FH: Akkor azt a folyamatot kellene rekonstruálni, hogy onnan kezdve, hogy elolvastad a szöveget, mi történt?

KE: Elolvastam, vele párhuzamosan aláhuzigáltam az ismeretlen szavakat, és utána elkezdtem angol-magyar kétnyelvű szótárból kikeresgélni a szavakat.

FH: Milyen szavak voltak ismeretlenek?

KE: Általában az igék, ez érdekes …

FH: Nézzük meg, hogy milyen szavakat kellett kiszótározni!

KE: <st *climbed, cruise, gulls, fluttering overhead, to prove, dismissed, form, creating, bewildering situation, directly onto, customary, arriving, emaciated, natural resource workers, tranquillize, captured, doubles*>, ami azért kellett, mert elsőre nem értettem, hogy hogy kapcsolódik, azután kitaláltam. Tehát ezek a szavak voltak. Általában az első néhány jelentésüket szoktam megnézni, ha hosszú, akkor sem szoktam kifejezésenként, és általában kettőt minimum odaírok hozzá, hogy a szövegkörnyezet eldöntse, hogy mi az, ami szükséges, de van, amikor egy harmadikat fogok beírni fejből, nem feltétlenül ragaszkodom ahhoz, amit a szótár mondott. Mi úgy tanultunk fordítani, hogy alanyt meg állítmányt kell keresni a mondatban, és ha ez a kettő megvan, a mondatot visszafelé kell lebontani, ami általában jó, ha piszkozatot írok, szoktam ezt a módszert alkalmazni, de ha nem, akkor nem, mert ilyen módszerrel nálam kicsit magyartalan mondatok születnek. Inkább azt szoktam csinálni, hogy igyekszem megtalálni a jelzőket, és utána saját magamtól fogalmazok egy mondatot, mert azt mondta a tanár nálunk, és ebben végül is igaza van, hogy fontosabb az, hogy ha végigolvassa az ember a szöveget, vagy akár a javító tanár végigolvassa, akkor értelmes magyar mondatokat lehessen kapni. Nem annyira fontos, hogy szóról szóra azt fordítsa az ember, amit éppen az angol szó jelent, mert akkor magyarul nem lesz értelmes, és nem lehet ár sok pontot kapni.

FH: Akkor menjünk most végig a szövegen, és mindegyik esetben, amikor alá van húzva, megpróbálnád rekonstruálni, hogy hogy döntötted el, melyik jelentését választod?

KE: Itt a <st *climb*>-nál a <tt *felmegy*>-et írtam, de a fordításban emelkedett lett, mert a Celsius fok magyarul emelkedik, a *felmegy*-et csak azért írtam oda, hogy tudjam, hogy mit jelent, de amikor a mondatot fogalmaztam, magamtól írtam egy másik szót. Aztán volt ez a <tt *tengeri útként*> fordított <st *cruise*>, amit én <tt *északi sarki körút*>-ként fordítottam a mondat miatt. Aztán volt az <st *aboard*>, ami <tt *fedélzet*> volt, és így maradt. A <st *gulls*> az <st *sirály*> volt, ezen nem volt mit gondolkozni, csak egyszerűen nem ismertem, mint kifejezést, a <st *fluttering*> <st *overhead*>, ez <tt *csapkod, verdes a fejük fölött*>, ezt <tt *repülnek*> fordítottam, mert úgy szebben hangzott. Bizonyít <st *prove*>, én is azt írtam, hogy bizonyságul lefényképezték, tehát végül is nem főnévi igenévként használtam, de ugyanazt jelentette. A <st *dismiss*>-el emlékszem, bajaim voltak, már csak azért is, mert nem találtam meg a szótárban. Kikerestem az egynyelvűben, ez volt az egyetlen szó, amit az egynyelvűben kerestem, és valami olyasmi volt, hogy munkahelyéről kidob, eltanácsol, iskolából is eltanácsol, ez volt az angol mondat, ez még mindig nem segített rajtam ebben a szituációban, és ki is hagytam nem írtam bele, de valami olyasmi, hogy 50 évvel ezelőtt még megvalósíthatatlan volt a tudománynak, vagy valami hasonlót kellene, hogy jelentsen, az, hogy ugye jégtörőket alkalmaz. <st *Creating a bewildering situation*>, ott arra fordítottam, hogy <tt *elképesztő, meghökkentő* >– pillanat, mindjárt megtalálom – <tt *elképesztő hatással van a helyi élővilágra*>, ezt végül is én egybe fordítottam.

FH: <st *The ice forms*> ezt a részét hogy sikerült fordítani?

KE: Én teljesen szó szerint, <tt *a jég alakja a jég alakjának*> fordítottam, azzal nem csináltam semmit.
FH: A <st *forms*> az itt ige, arra nem sikerült rájönni, hogy …

KE: Én úgy raktam bele a mondatba, hogy a <tt *jég alakja nem sokkal, mint két héttel később ősszel*> – igen, tehát nem raktam igét a magyar mondatba, idáig írtam piszkozatot, és az látszik is, ha végigolvassa majd a tanárnő a magyar fordítást, egészen idáig értelmes, és onnantól kezdve már annyira nem …igen, mert kifutottam az időből. Jön ez a medvés rész, aminél a < *dense*> volt, ami még problémás szó volt, arra emlékszem, sűrű, tömött kifejezésnek találtam, és sehogy ….

FH: Az <*dense*> de ez itt <st *dens*> …

KE: Nem tudtam igazából, hogy ezzel a szóval itt mit kezdjek.

FH: <tt *Barlang, odú*> a jelentése.

KE: Hát igen, ilyen oknál fogva végül is gondot okozott. Ez a <st *proceeding directly onto the ice*> egyenesen továbbhaladni, szerintem ez nagyjából stimmel, a <tt *szokásos nyári*>, hülyén hangzik, de <tt *nyaraló helye*> felé, ebben a mondatban csak ez a <st *dens*> volt, amit nem értettem, és nem tudtam hova tenni. Innentől kezdve nagyjából értelmes a mondatom. <st *Unable to move forward*> az nem tudott előre haladni. <st *Emaciated*> – <tt *lesoványodva és éhesen érkezik a város felé, mert nem tud felmenni északra*>. Ami még nehézséget okozott a természetvédőnek a lefordítása, amit természetvédőnek fordítottam, de ez a kifejezés egy kicsit bonyolultan van oda írva. Végül a <st *dart guns*> azt még valamilyen <tt *fegyvernek*> írtam, <tt *nyílpisztolynak*>, ami megint végül is visszaadja, amit lehet. Végül is megoldottam ezt a kétszer annyit is, mert az volt a lényeg, hogy a kései végül is most már rájövök, hogy nem fagyás, hanem talán inkább olvadás, talán a túl sok mérvű olvadás következménye az, hogy kétszer annyi medve megy a városokba, mint amennyi előző évben volt.

FH. Jó. A szöveg összességében mi volt az az információ, amit úgy érzékeltél, hogy nem tudod megoldani? Részenként esetleg olyan információ, ami ellentmond a szöveg egészének, vagy nem értetted, vagy nem tűnt logikusnak. Nem volt ilyen rész?

KE: Nem. Elsőre végigolvastam, és nagyjából megértettem, hogy a klímaváltozásról szól, és hogy a példa az a medve viselkedése. Ebből kiindulva igyekeztem úgy megírni a mondatokat, hogy még ha volt is benne egy-két-három szó, ami nem passzolt, vagy valamilyen szinten nem sikerült lefordítani, azért kapcsolódjon ehhez a témához. Nem írtam olyan mondatot, ami nagyon kilógna ebből a sorból.

FH: Akkor nem maradt benne olyan információ, amiről úgy érezted, hogy esetleg ellentmond a környezetének…

KE: Nem. A tudósoknak ez a művelete volt az, amit nem tudtam beilleszteni, mert nem értettem azt a kifejezést, hogy tulajdonképpen mit csináltak, ez a <st *dismiss*>-es rész. Tulajdonképpen kihagytam azt a félmondatot, de nem volt le a szövegből, nem okozott ellentmondást, csak egyszerűen nem értettem.

FH: A <st *dismiss*>-nél voltak még további jelentések, és azokat miért nem nézted meg, vagy csak ezt találtad?

KE: Úgy volt, hogy a <st *dismiss*> az Országh féle szótárban nem szerepelt. *Miss*-ként megnéztem, de ez nem segített rajtam, hiába gondoltam, hogy fosztóképzős alak lett volna, egyáltalán nem szerepelt, nem találtam hozzá jelentést, és az egynyelvű szótárban ez találtam hozzá …

FH: Nem is volt több, minden példát mérlegeltél …

KE: Nézegettem a példákat, úgy voltam vele, hogy majd kitalálok valamit, azután meg nem lett idő rá, hogy kitaláljak valamit, és ennyiben maradt, mert végül is 1 óra alatt csináltam, és az kevés nekem.

FH: Miközben dolgoztál vele, milyen érzés volt? Az volt-e az érzésed, hogy ez kb. olyan nehézségű, amit középfoktól elvárnál …

KE: Ezen nem gondolkoztam, örültem, hogy értem, tehát …

FH: És így összességében utólagos benyomásként?

KE: Hasonlóak voltak, amiket már csináltunk, az egyik ilyen földrengéses szöveg volt, az is természeti jelenség, a másik meg az angoloknak a nyaralási, házvásárlási szokásuk, az ilyen ismeretterjesztő jellegű szöveg volt, valami ilyesmit vártam, de azt nem tudom konkrétan, hogy milyen legyen.

FH: Nem volt benne semmi meglepő vagy szokatlan vagy ilyesmi?

KE: Nem volt. Azt tudtam, hogy egy fordításban általában sok ismeretlen szó van, időigényes, így körülbelül az.

FH: A korábbi nyelvtanulás során volt … Mondtad, hogy a nyelvtanár azt mondta, hogy végig kell olvasni a szöveget, igére, alany-állítmányra figyelni, …

KE: Ezt segítségként mondta, de én igazából ezt akkor alkalmazom …

FH : … egyéb stratégiákat is mondott, amit még tudatosan a fordításra vonatkozik?

 KE: Például azt, ha egy főnév vagy egy olyan kifejezés, aminek bővítményei vannak, akkor azokat hogy lehet fordítani. Ez a beékelt mondat története, ez megbontja az alany és állítmány közötti különbségeket, de hogy hova teszem. Az ugye egy alap sorrend az angolban, hogy alany, állítmány, tárgy, határozók, idő, hely meg mód, de azt magyarban nem … mondta, hogy nem kell földhözragadtnak lenni ilyen szempontból, hanem legyek inkább bátor, és ez közelebb is áll hozzám, mert talán könnyebb az, ha nem pont azt a szót írom.

FH: Szótárhasználattal kapcsolatban milyen tanácsokat adott?

KE: Azt, hogy használjak kétnyelvű szótárakat, amit én nem fogadok meg, ilyen szempontból nem vagyon jó diák.

FH: És miért nem?

KE: Vettem egy Oxford szótárt, kb. ilyen vastag, nem olyan jellegű volt, a mit a tanárnő is adott, hanem valami komplexebb, és ott olyan megfogalmazások vannak, ami több ismeretlen szót ad meg, min amennyit … igazából nem tudom gyakorlatilag használni azt a szótárt, mert még nem tudok hozzá eleget. Vagy kellene szereznem egy kicsit alap szintűbbet, vagy nem használom, és inkább a B variáció mellett vagyok. Igazából nem használok, csak két nyelvűt, amit meg igyekszem gyorsan fogatni. Az ugye természetes ….

FH: Akkor a stratégia mindig az, hogy előbb az egész szöveget megpróbálod megérteni, és utána próbálod lefordítani.

KE: Igen, mert úgy csinálom, először aláhuzogatom az ismeretlen szavakat, kikeresem, hogy amikor elkezdem írni a mondatot, már ne legyenek benne olyan szavak, amiket nem értek. De van úgy, hogy hiába kerestem ki előre, valami miatt nem passzol, és akkor kikeresem még egyszer, és akkor az plusz munka, de ha ügyesen csináltam elsőre, akkor ez mér nem jellemző. Aláhúztam pl. hogy <st *average*>, de aztán rájöttem, hogy ismerem ezt a szót, és mégsem kellett kikeresni. Vagy nem húztam alá azt a szót, hogy <st *aboard*>, de aztán rájöttem, hogy mégis csak alá kell, mert mégsem tudom, tudom, hogy ismerem azt a szót, és mégsem jutott eszembe.

FH: Igen, abban a kontextusban nem feltétlenül …

KE: Nem egyszerűen nem jutott eszembe, és amikor első ránézésre végigfutottam, bennem volt, hogy ezt tudom, de amikor ott tartottam, hogy a mondatot meg kell írni, akkor mégsem ugrott be. Végül is ennyi.

FH: Maradt-e olyasmi a szövegben, amiről úgy érzed, nem oldottad meg, nem sikerült, vagy amit írtál, az talán nem a legjobb megoldás?

KE: A feléig van az, hogy piszkozatom is van, tudom, hogy addig magyarosak és szépek a mondataim, a másik felét meg első blikkre írtam, és nem olvastam vissza, ott bizonytalan … valószínűleg nem mindig van rendben az alany állítmány egyeztetés, nem sikerült visszaolvasni …

FH: De értelmileg úgy érzed, sikerült mindent megoldani. ..

KE: Én megértettem, de hogy milyen lett, végül is nem olvastam vissza, tehát valószínűleg ha visszaolvasom, beleírok egy-két igét, egyeztetem a többes számot, meg a …
 FH: De az már inkább a stílus javítása lenne. Értelmileg mindenképpen úgy érzed, hogy nem maradt elvarratlan rész.

KE: Igen, megértettem.

FH: Tudtad mindig érteni és kapcsolni az információt… Jó. Nagyon szépen köszönöm.

KE: Szívesen.

Post interview 2
Ecsédi Péter

FH: Hogy kezdett tegnap a fordítási feladathoz hozzá?

EP: Először is elolvastam az egész szöveget, és miután elolvastam, neki kezdtem a fordításnak, és a címet meghagytam a legvégére. Miután az egész szöveget lefordítottam, sokkal jobban értem az egészet, és úgy le tudom fordítani a címet magyarosra.

FH: Az első elolvasás után vagy közben húzott alá ismeretlen szavakat, megjelölte-e …

EP: Igen, egy-két szót megjelöltem, például a vége felé ez a <st *tranquilize*>, meg valahol itt van, <st *bewildering*>, igazából nem olyan sokat, mert annyira nem volt sok ismeretlen szó benne, csak ezek a bonyolultabbak …

FH: Volt-e szókincsen túl bármi problémája a szöveggel első olvasás után?

EP: Nem, érthető volt, csak a magyaros lefordításnál voltak kisebb problémák, mert tükörfordításban nem olyan jó az egész. Azután elkezdtem lefordítani az első mondattal …

FH: Volt-e olyan részlet, ahol gondolkozni kellett, hogy igazából hogy áll össze, mit akart jelenteni, információban nincs-e valami ellentmondás …

EP: Nem igazán. Ez a <st *decades*> ezen csak gondolkodnom kellett, mert tudtam, hogy mit jelent, csak éppen nem ugrott be, de egyébként más probléma nem volt. A második mondatban, ott sem volt semmi különösebb.

FH: Tehát első olvasásra azonnal egyértelmű volt, hogy miről szól, és sikerült meg is fogalmazni.

EP: Ezt az első két mondatot simán, ez könnyű volt. A második bekezdésnél az első mondatnál a magyaros lefordításra kellett odafigyelni, mert …

FH: Melyik részénél volt nehéz?

EP: Itt, amikor be kellett csatlakoztatni az orosz jégtörőt, <tt *Yamal orosz jégtörőt*>, és az <tt *ezen a jégtörőn ülő turisták nyilatkozták a New York Times-nak azt a dolgot, hogy találtak egy nyílást az északi sarkon*>, és ennek a magyaros megfogalmazása volt kicsit problémás …

FH: És miért? Hogy jelenik meg az eredeti szövegben, és magyarul ez miért más?

EP: Mert az angolban egy kicsit egybe sűríti az egészet, magyarul egy kicsit jobban ki kell fejezni, hosszabban, hogy érthető legyen … de kisebb gondolkodás után rájött az ember, hogy hogyan lenne szép magyaros. Volt néhány szó, amikor elbizonytalanodtam az ezután lévő mondatban …

FH: Melyik szavaknál?

EP: A <st *claim*> nem jutott eszembe, tudtam, de meg kellett néznem.

FH: És melyik jelentését választotta?

EP: Hogy a tudósok máshogy vélekednek, az egész mondatot lefordítva. Itt gondolkodnom kellett, hogy a <st *possibly*> milyen jelentésében található meg, mert a lehetséges, az annyira … kicsit más jelentést választottam neki, mert az úgy jobban hangzott, és erre azt választottam, hogy <stt *valószínűsíthetőleg ez az első nyílás a sarki jégen 50 éven belül*>, itt voltak problémáim, mert kicsit nem volt érthető, el kellett gondolkodnom rajta. Utána mentem tovább, a következő mondat könnyű volt, le lehetett… ezt az egy szót, amit az előbb mondtam, meg kellett néznem, <st *bewildering ...*>

FH: És hogy indul a mondat eleje?

EP: <tt *A Hudson öbölben napjainkban két héttel később formálódik a jég …*>

FH: Akkor sikerült megtalálni, hogy ez egy ige, hogy a <st *forms*> az ige. Ez nem okozott semmi gondot, rögtön világos volt …

EP: Igen, tanultam a <st *forms*>-ot, és ez ment, így már láttam. Utána itt van ez a mondat, úgy jellemző szokott lenni ezután a mondat után, hogy beraknak egy jó nehezet, sűrítve, amiben vannak szavak, de aztán azt is kiszótároztam, amiket nem tudtam …

FH: A legnehezebb egyébként ez a rész volt, <st *the ice forms*>, 100 dolgozat értékelése alapján, a többség nem vette észre, hogy ez ige, tehát a jégformákkal próbáltak valamit csinálni, és hiányzott az állítmány, ez neked ment ...

EP: Én a következőt tartottam nehéznek, nagyon szakszavak voltak, és amiatt…

FH: Például?

EP: Pl. <st *dens*>, ami a <tt *költőhely*>, akkor a <st *proceeding*>, most fejből nem is tudom, mindjárt megkeresem …. Most nem találom …

FH: Tehát sok volt az ismeretlen szó …

EP: Szerintem egy kicsit sok szakszó volt ebben a mondatban, és ezért volt nehezebb, ezért kellett sokat szótározni, szerintem. A következő az már könnyű volt, normális mondat sokat használt szavakkal …

FH: És még ebben az előző hosszú mondatban sikerült minden részt logikailag összeilleszteni? Nem volt ellentmondás, teljesen világos volt a szöveg?

EP: Igen, igen. Azokat a szavakat lefordítottam, összeraktam, átgondoltam magyarosan, hogy néz ki, és nem is biztos, hogy beleírtam mindegyik szót, mert kicsit értelmetlen lett volna, szerintem.

FH: Volt-e ennél a mondatnál olyan, hogy előző mondathoz visszacsatolt, vagy következő mondatra előre kellett menni ahhoz, hogy a jelentés világos legyen?

EP: Igen, pl. a második bekezdésnél, miután elolvastam a <st *The newspaper declared*> kezdetű mondatot, azután át kellett alakítanom az első mondatot, mert rájöttem, hogy úgy nem áll össze, ha úgy hagyom a fordításában.

FH: És ennél a mondatnál, hogy <st *proceeding onto the ice*> nem volt ilyen, hogy visszafele vagy előre csatolni kellett?

EP: Nem, nem, mert gondolom a Hudson öbölnél kelnek át, és azért van előtte ez a mondat, és így összeillett szerintem. Úgy emlékszem, hogy jól írtam. Utána már a vége az könnyebb volt, ezt a <st *tranquilize*> szót kellett megnézni, ami lenyugtat vagy megnyugtat, és utána már könnyedén le lehetett fordítani, mert hallották is az emberek, néztek egy filmet az északi sarkról, biztos hallották, hogy mi történik a jegesmedvékkel, amikor bemennek egy városba …

FH: Ühüm, egy ilyen filmet látott már, és volt olyan információ, amihez kötni lehetett. A <st *dart gun*> nem okozott gondot?

EP: A lenyugtatás igéből gondoltam, hogy ez <tt *lenyugtató pisztoly vagy puska*> lehet, és ezért nem is néztem meg. Szóval ezt így kilogikáztam.

FH: És a legutolsó szó, a <st *doubles*>?

EP: Az <tt *megduplázni*>, az tanultam legalábbis, azt tudtam.

FH: Összességében visszagondolva, mi volt a legnehezebb a fordításban?

EP: Összességében? Az a néhány szakszó, szerintem, meg magyarul kifejezni magát az embernek, mert néha voltak olyan mondatok, amelyek angolban jól hangzottak, de magyarul nagyon át kellett őket alakítani, az okozta a nehézséget, néhány mondat magyarosítása.

FH: Amikor magyarosít, hogyan magyarosít, milyen eljárásokat követ, van-e valami tudatos valami …

EP: Gondolkodom a jó szavakon …

FH: Tehát próbálgatja, és ami jól hangzik …

EP: Igen, próbálgatom, melyik a legjobb. Megpróbálom egy kicsit komolyabb nyelvre átültetni, mert ha leírnám a saját szavaimmal, annyira nem lenne jó, főleg, hogy ez egy szakszöveg, valószínű, mert hát igen, egy hír is lehet egy újságban, és ezért próbálom egy kicsit magasabb szintre vinni.

FH: Tehát egy újságnyelvi szókincset választani

EP: Igen, mert ezek valószínűleg valami újságcikkből lehetettek kivágva …

FH: Ami szakszónak tűnik, az miért tűnik szakszónak?

EP: Hát, talán azért, mert evvel a témával foglalkozik, és nagyon nem tanulnak az iskolában az emberek pont erre szakosítva semmit, és ezért az ehhez tartozó szakszavak nehézséget okozhatnak.

FH: És melyek azok a szavak, amelyek ebben a szövegben szakszónak tűnnek?

EP: Hát igazából ez a <tt *költőterület, vándorlás* >… hát ezek kicsit hierogliával kapcsolatosak, szerintem … hát ez a lenyugtatás ez nem, de mondjuk még nem nagyon láttam ezt a szót. Igazából csak ebben az egy mondatban találtam, ebben a hosszúban, amikor elvándorolnak a medvék és vízzel találkoznak, nem jéggel …

FH: Tehát háttérismerete volt hozzá, mert látott ilyen témájú filmet, ezért valószínűleg könnyebb volt kezelni …

EP: Igen, igen.

FH: A tanításnak része volt-e a fordítás oktatás bármilyen szinten? Itt látom, hogy igen (*megjegyzés: adatfelvételi kérdésekben szerepelt). Egy szöveget kellett összesen …

EP: Nem, én kéttannyelvűbe járok, és elég sokat fordítunk emiatt, akadnak fordítási feladataim, sok nagyon …

FH: Akkor azt ideírjuk hogy kéttannyelvű gimnázium. Tehát 2 éve tanul, heti 8 óra.

EP: Hát igen, 4 óra csak szókincsfejlesztés lenne, egy amerikai tanárnővel, csak vele nem csinálunk semmit, csak úgy benn vagyunk és …

FH: Beszélgetnek, gondolom.

EP: Hát, ha még az lenne, de nem … Bejön a tanár, ad nekünk egy lapot, azt csináljuk meg, igazából írunk, nem csinálunk semmit.

FH: Anyanyelvűvel?

EP: Igen.

FH: És a magyar tanárral?

EP: Ő viszont nagyon jó tanárnő, ővele nyelvtanozunk, de nagyon jó, tényleg nagyon jó.

FH: És fordítás típusú feladatok, ami hasonlít hozzá, milyen fordult elő a nyelvoktatásban?

EP: Most tizedik év végén csináltunk egy szintfelmérőt, hogy kb. hol áll az osztály, és Rigó utcai jellegű szövegeket tudott behozni a tanárnő, és azokat fordítottuk ezen a szintfelmérőn.

FH: És előtte volt valami instrukció, hogy hogyan kell fordítani, milyen szótárt kell használni …

EP: Hogy milyen szótárat, azt nem, hát jó szótárat, ilyenre nem, hogy szótárat … Azt tanácsolta mindig, hogy olvassuk el teljesen a szöveget, és a címet hagyjuk mindig a legvégére. Meg a tanárnő mondta azt is, hogy a vége, amikor már kezd az ember elfáradni, beraknak egy jó nehéz mondatot, hogy nehezebb legyen kicsit … De ez szerintem igaz, amilyen tapasztalatom van, … és hogy húzzuk alá a szavakat első olvasásra, meg hogy próbáljunk meg kevesebbet kiszótárazni, és többet rájönni, kilogikázni, mert akkor nem veszít az ember annyi időt vele …

FH: Tehát a szövegösszefüggésből kikövetkeztetni a jelentést. Erre volt valami tanács, stratégia?

EP: Hát nem, mindenkin magán múlik, hogy mennyire tud rájönni. Nem, ilyenekről nem volt szó.

FH: És utána kiértékelték közösen a fordításokat?

EP: Igen, igen. Az iskolának van egy ilyen rendszere, hogy ő hogyan szokta nézni…

FH: De a pontszámon túl, megbeszélték, hogy mi volt a jó fordítás, variációkat …

EP: Igen, igen.

FH: Tehát kapott részletes visszajelzést a fordításról?

EP: Igen, igen.

FH: Volt-e bármi meglepő a cikkben? Amit úgy érzi, nem sikerült megoldani, vagy bizonytalan benne.

EP: Hát úgy az egészben bizonytalan vagyok, de amúgy nem, szóval …

FH: De nem maradt meg semmilyen részlete úgy, mint amivel nem sikerült megbirkózni ?

EP: Nem, nem, szerintem ez egy lefordítható szöveg középszinten, könnyedén.

FH: Tehát minden információ helyére került, logikus …

EP: Igen, igen. Lehet, hogy a magyar fordításban akadnak bajok, de a szöveg maga érthető, azt értem teljes mértékig, hogy miről szól.

FH: Bármi más fordítással kapcsolatban?

EP: Nem …

FH: Köszönöm.

Post interview 3
Horváth Ottó

HO: Először elolvasom a szöveget, magamban az egészet, ezáltal valami már összeáll. Már láttam, hogy melyek a nehezebb mondatok, melyek a könnyebbek. Az első mondatban nem is volt problémám. A második mondattal vaciláltam a legtöbbet, ugye, ez egy összetett mondat volt, ezért tudtam nehezebben lefordítani …

FH: Melyik része okozott gondot?

HO: Az eleje, hogy hogy írjam le, hogy milyen utazás, egy északi sarki utazás, egy hajón, egy jégtörő hajón, a Yamalon, a turisták, szóval ezt meg kellett magyarosan fogalmazni. A fejemben összeállt, csak úgy értelmesen legyen magyarra is ..

FH: Minden információ érthető volt …

HO: Igen, érthető volt, csak magyarul hogyan jelenik meg, hogy értelmesen vissza tudjam adni, ez volt talán a legnehezebb. A következő mondattal nem volt problémám. Majd a <st *the ice forms*> mondattal vaciláltam, hogy az igeként megy-e, esetleg főnévként, azt hiszem, főnévként írtam, de igeként megy …

FH: És miért írta főnévként?

HO: Nem tudom, azért nem írtam igeként, mert úgy nem tudtam volna értelmes mondatot kirakni belőle, nem tudtam, hogy hova tegyem be a jelentését, hogy alakít, formál, nekem nem passzolt volna ...

FH: Tehát tárgyas igeként kezelte volna … hogy a jég alakít valamit … és a tárgyat nem találta hozzá …

HO: Igen. és ezért nem értettem ezt a mondatot jónak, és ezért kihagytam a mondatból.

FH: Az egészet? És anélkül is értelmes volt a mondat?

HO: Azt hiszem, úgy írtam, hogy <tt *ez a jég később ősszel, ahogy lenni szokott a Hudson öbölben, megtévesztő szituációt okozott néhány helyi vadállat életében.*> Így kicsit megkerültem szerintem azt az igét. És még a végén volt ez …

FH: Menjünk lassabban. A következő mondat …

HO: A következő mondatban nem volt probléma, ott mindent tudtam, igen. Itt volt, hogy amikor megérkeznek a jéghez, a régi központjukhoz, most vizet találnak. Először úgy írtam, hogy megérkeznének, tehát azt hiszem, feltételesben írtam. Igen, itt is úgy írtam, hogy megérkeznek a szokásos kiindulási helyükre, és most vizet találnak. Így alakítottam át, hogy a meglepődés szempontja, hogy mennek, mennek, ők nem tudnak róla semmit, a medvék, és amikor oda érnek, meglepődnek, hogy vizet találnak. Mert talán hamarabb bekövetkezik az a cselekvés, hogy elindultak, mint hogy odaértek, és vizet találnak. Aztán a következő mondattal egyáltalán nem volt problémám, hogy nem tudnak egyenesen tovább menni, ezért elindulnak a város irányába, ahova megérkeznek, kiéhezve, illetve éhesen, <st *emaciated*>, ezen gondolkodta, hogy lesoványodva, tehát ilyen lesoványodottan, vagy éhesen. Az utolsó mondattal volt még, hogy <st *tranqulize the bears with a dart gun*>, tehát itt gondolkodtam, hogy hogy lehet ezt szépen magyarra, már angolról, hogyha lefordítjuk a szavakat, nem úgy jön ki, mint ahogy írtam, én azt írtam, hogy <tt *lenyugtatják őket nyugtató lövedékkel vagy lecsillapítják őket nyugtató lövedékekkel*>, mert az magyarul is érthető, mert azt írja, hogy <st *darts*> <tt *pisztolyok*>, valami nyilakat lő ki, olyannal csillapítja őket, ezért írtam, hogy nyugtató puskákkal, mint ahogy az állatorvosok szokták, ha vadállatok vannak, akkor nyugtató lövedéket kapnak, és ezen ismeretek alapján gondoltam, hogy inkább így írnám. És a végén volt még annyi észrevételem, hogy a piszkozatban rosszul írtam, hogy az elfogott medvék a saját illetve a közeli városokban, megduplázódik. Először csak úgy írtam, hogy a városokban, nem írtam, hogy a közeli városokban, tehát a szomszédos városokban, úgy írtam, <tt *Azokban az években, mikor kisebb a fagy, ami illetve a szomszédos városokban elejtett medvék száma néha megduplázódik.*> Így. Tehát ezek volta, a <st *back from cruise*> mondatban, <st *the ice forms*> mondat volt számomra a legnehezebb, a többi, az úgy érthető volt. Meg azért szoktam elolvasni elején az egészet, mert he elkezdem fordatani, lehet, hogy a következő egy régebbi múlt időben van, és akkor az adott szót is múlt időbe kell tennem, hogy passzoljon a magyar nyelvtan, hogy értelmes legyen az egész szöveg, valamint a szövegkörnyezet. Miután leírtam, általában piszkozatra szoktam írni, hogyha nincs időm, akkor látom, hogy egyből írom lapra, akkor többet gondolkodom rajta, hogy értelmes legyen, és a végén elolvasom még egyszer magyarul, hogy lehagyok esetleg tárgyragot vagy személyragot, többesszám jelet, vagy egy i-t lehagyok, és az északi tengeri az észak-tengeri utazás lesz, meg szélesebb helyet széleget írtam, lemarad, ha az ember gyorsan ír, ezeket szoktam átírni, hogy magyaros legyen.

FH: Az összetett mondatokra van-e valami tudatos stratégia, hogy olyankor mit csinál, tehát ha valami nagyon hosszú …

HO: Ha nagyon hosszú, és szét lehet bontani úgy, hogy két mondatra veszem, akkor azt szét szoktam, és úgy is értelmes marad az angol is, meg a magyar is, tehát megérthető. Ezt csináltam ezzel a mondattal is, szétbontottam az utolsó mondatot, <st *and they had the pictures to prove it*> itt behoztam még egyszer a cselekvőket, azt írtam, hogy a turisták rendelkeznek képekkel, amikkel tudják bizonyítani azt, hogy egy tó keletkezett, ami fölött sirályok keringenek, és egy külön mondatba írtam, hogy a turisták ezt fényképekkel tudják bizonyítani. Ezt külön vettem. Lehetett volna vesszőt rakni, vagy pontos vesszőt, de túl hosszú lett volna már a magyar mondat, és talán jobban érthető, hogyha ott írunk egy kisebb bővített mondatot, szerintem.

FH: Volt-e olyan szó, aminek a jelentésével így a szövegkörnyezetben nem sikerült megbirkózni?

HO: Nem, nem volt. Nagyjából ismerősek voltak a szavak, egy-kettő ilyen, hogy <st *bewildering, dents*>, nem tudtam, volt, amire emlékeztem, csak nem voltam benne biztos, a <st *natural resource workers*> tudtam, hogy <tt természetvédő>, nem természetvédelmi munkások vannak, az már egy kicsit sok, <st természetvédők>, csak simán – meg az is, hogy <st *average annual temperature*> az ember sokszor találkozott ezzel, és akkor nem kell kikeresni, hogy évi átlagos hőmérséklet, hanem már tudja használni.

FH: Volt-e háttérismerete hozzá, tehát ilyen témában akár olvasott, akár természetvédelmi …

HO: A jegesmedvékről láttam természetfilmet, innen van, meg sokáig állatorvosnak készültem, most már kikötöttem a bölcsészkaron, teljesen ellentétes kar, meg vannak otthon állataim, és sok ismerettel rendelkezem az állatok szempontjából, meg olvasni is szoktam róluk, meg velük kapcsolatban. Megnézem a tévét is, a Discovery-t meg a Spektrumot, természetfilmeket, ami érdekel, meg szoktam nézni, innen volt egy-két ismeret.

FH: Volt-e ebben olyan új információ, ami meglepő volt, vagy nehéz volt a többi mondatrészhez illeszteni?

HO: Nem, nem volt. De erről nem hallottam, hogy nyílt tó keletkezett, ez azért érdekes, hogy ennyire olvad. Azt tudtam, hogy olvad, de hogy ennyire, hogy 40%-al vékonyabb, és 6%-al kevesebb jég van, mint 1980-ban, azt nem

tudtam. Azt tudtam, hogy emelkedik olyan 4 fokot átlagosan 10-20 évente, de azt nem tudtam, hogy ennyit vékonyodik, tehát az iszonyú sok, az a 40%.

FH: Bármi a fordítással kapcsolatban elvben vagy konkrétan …

HO: Nem, ez volt ami …

FH: Korábbi nyelvtanulásában nem volt semmi fordításoktatás?

HO: Nem igazán volt, fordítottunk ugyan szövegeket, de nem kimondottan középfokú szövegeket, a GCSE, abban vannak szövegek, …<u> ezeket fordítottuk, de így konkrétan Rigós szöveg nem volt. Meg nem tanulok már két éve angol, viszonylag régebben tanultam angolt.

FH: És a 8 éves tanulás …

HO: Elkezdtem általános iskolában, harmadik-negyedikben, de azt nem mondanám igazán tanulásnak.
Utána 8 osztályos gimnáziumban .. olyan heti 3-és 5 óra között, talán. Volt, amikor volt heti 5 óránk is, dupla óránk volt, de nem angol spec.-esek voltunk, átlagos, normális osztály voltunk, Tatabányán a Bárdos László Gimnázium, ez egy 8 osztályos gimnázium,… Voltam Angliában is, a bátyámmal, amikor ő elsős egyetemista volt, én meg 11. -es, mert Christ Church Tatabánya testvérvárosa, és ott ismertük a polgármester asszonyt, és nála voltunk kinn 5 hétig… Dél-Angliát körbe jártuk … az azért nyelvtanulás szempontjából jó volt …

FH: És fordításra szüksége van, érezte valaha, valamilyen élethelyzetben, hogy szüksége van …

HO: Tanulmányaimhoz kell, a magyar-történelem szakhoz, inkább történelemhez szokott kelleni angol, ugye angolul van minden, oda használtam egyszer, történelem szakdogához kellett, akkor raktunk bele angol felhasznált irodalmat is, és így. De nem igazán jellemző. Magyar-történelem szakon, tanár leszek 2-3 év múlva. Nem igazán kell, szerintem. Kell idegen nyelv ismeret mindenféleképpen, diplomához kell egy középfokú, meg kell majd egy alapfokú is.

Vége

POST-ITNERVIEWS 2 - AFTER „MAYOR URGED"

Post interview 1
P.A.

FH: A két szöveget összehasonlítva, mi volt a különbség, melyik volt könnyebb, melyik nehezebb és miért?

PA: Az első volt könnyebb, a téma miatt, a szókincs miatt, mert közelebb állt hozzám, meg szerintem a legtöbb emberhez a környezetvédelem, a földrajzi folyamatok, mint egy ilyen gazdasági, jogi folyamatokkal teletűzdelt szöveg. Nyelvtanilag szerintem azonos szinten volt a kettő, tehát nem volt benne túl sok nehézség.

FH: Tehát inkább a téma miatt volt a másik könnyű? A háttér információ mennyire volt meg a két különböző szöveghez?

PA: A másikhoz jóval több …

FH: … tehát a sarki olvadáshoz, az általános felmelegedéshez …

PA: … amúgy sem ismerem London közlekedését, meg az ottani dolgokat, az így távolabb áll tőlem.

FH: Konkrét fordítási problémákra visszagondolva, azokat volt könnyebb megoldani, ami a szövegben konkrétan jelentkezett, … van-e valami erős élményed?

PA: Ez most frissebb élmény, de a másik, az könnyebb volt, mert itt pl. volt egy egész tagmondat, amivel nem tudtam mit kezdeni, meg volt kifejezés is, amit szótárban megtaláltam, de nem tudtam odailleszteni a szöveghez, ez volt mindenképpen nehezebb.

FH: Megfogalmazás szempontjából és a szöveg összeállítása szempontjából a kettő közötti különbség?

PA: Munka mind a kettővel volt, de most arról van szó, hogy hogyan hangozzon magyarul? Szerintem ilyen szempontból is ez volt a nehezebb, de nem sokkal. Inkább a szókincs volt nehezebb.

FH: És bármilyen más stratégiabeli különbség, amit itt máshogy kellett csinálni?

PA: Ezt próbáltam minél hivatalosabban megfogalmazni, bár a másik is újságcikk volt, azt is úgy kellett …

FH: köznyelvi stílusban …

PA: itt pedig próbáltam hivatalosabban.

FH: Fordítás szempontjából amilyen műveleteket igényel, szótározás, stb. nem volt valami, amit tudatosan máshogy csinált itt az ember?

PA: Nem, a technika nem volt más.

FH: tudatosan ugyanazokat a stratégiákat használtad, ugyanazt csináltad?

PA: nem is tudnék mást taktikát használni

FH: nem volt olyan megoldás, amit speciálisan ez a szöveg hívott volna elő?

PA: egy dolog jut eszembe, amikor azzal a tagmondattal nem tudtam boldogulni szótár meg mindenféle tudásom segítségével, akkor fogtam, és az egészet átvariáltam, ahogy jól hangzik … most ez nem tudom, milyen technika, szerintem semmilyen, de ezt használtam.

FH: tehát az egész mondat szórendjét …

PA: a szavakat is …

FH: tehát a jelentését is változtattad.

PA: bár próbáltam megőrizni a jelentését, amennyire lehetett, de eléggé elszakadtam az eredetitől, azért, hogy meg tudjam oldani, de úgy, hogy illik a szövegbe, de nem biztos, hogy azt jelenti.

FH: Nem volt kellemetlen élmény? Mennyire volt nehéz verbalizálni azt, amit éppen csinál is az ember?

PA: Hát ez egy élmény volt számomra, hogy az előző szövegnél nagyon tudatosan próbáltam előkeresni azokat a folyamatokat az agyamban, amik történnek, és verbalizálni, és egy volt egy pont, amikor már azt vettem észre, hogy nem kell annyira koncentrálni, hanem így jön, és már meg tudom fogalmazni, és éreztem azt a pontot, amikor ez simábban ment, és most sokkal könnyebb volt. Azért picit avart persze, hogy zúg mellettem a magnó, az biztos, de ennyi zavaró tényező van egy vizsgán is, amikor mellettem másik is ülnek. De mondom, egyre könnyebb volt, és már gond nélkül tudtam mondani azt, ami történt.

FH: Nagyon szépen köszönöm.

PA: Szívesen.

Post interview 2
K.E.

FH: Amíg friss az élmény … a két szöveget hogy hasonlítanád össze?

KE: Az egyik az egy természetvédelmi szöveg volt a klímaváltozásról, ez a szöveg pedig az angol tömegközlekedés problémáját dolgozta fel, és az az érdekes, hogy ezzel hamarabb kész lettem. Nem tudom megmondani, hogy miért, de az előző szövegnek a végét már teljesen hasból írtam, merthogy nem volt időm 11-ig megcsinálni, míg ezt a szöveget … írtam hozzá egy piszkozatot, a végét elég jól át is írtam, és be is fejeztem. Nem tudom megmondani….

FH: Mi lehet az oka?

KE: Talán az, hogy témájában a közlekedés … több olyan szó van, amit én ismerek, a *vehicle,* a *fare* meg ilyenek, nem kellett ….

FH: Tehát kevesebb szót kellett kiszótározni, és jobban ….

KE: Nem biztos, hogy kevesebbet, de úgy mégis valahogy ….

FH: könnyebb volt vonatkoztatni valamire …

KE: igen, igen, tehát én is utazok sárga vagy Volán busszal, nem tudom … olyan szempontból többször átírtam a mondatokat, hogy körmondatok voltak, és sok ilyen beillesztés volt benne …

FH: beékelt mondat…

KE: igen, ilyen beékelt mondat, és ö és tanultuk a fordítás technikát, hogy a végéről kell kezdeni, de én sose kezdem a végéről, és ezért egy csomószor … végül is a piszkozat után felfogtam, hogy miről kell szólni a mondatnak, utána kénytelen voltam átírni, hogy a beéklet mondatokat is valahogy belepasszírozzam az alapmondatba, így végül is ilyen szempontból ezzel többet dolgoztam, de valahogy mégis hamarabb kész lett, nem tudom …

FH: És akkor ez egy biztosabb élmény, tehát ..

KE: Olyan szempontból igen, hogy tudtam rá piszkozatot írni, most direkt nem olvastam végig még egyszer, mert akkor tudom, hogy még 5 dolgot kijavítanék, meg még 6 dolgot, most már így kész van, és én úgy gondolom, hogy ez jobban sikerült.

FH: Általában milyen témákban legkönnyebb fordítani, saját szókincsed szempontjából?

KE: Én úgy gondolom, hogy azokban a témákban, amiről magyar is tudok valamit.

FH: Melyek ezek a témák?

KE: Én alapból egy humán beállítottságú ember vagyok, tehát ha nekem az autó mechanizmusáról kellene fordítani, azzal nagyon bajban lennék, viszont ilyen történelmi témájú … alapban ilyen kevésbé bonyolult téma, mint a közlekedés az így közelebb áll, de ami az augusztusi nyelvvizsgán volt nekem, azon a só élettani hatásai voltak, nahát én én meg a kémia az úgy messze …

FH: Ez a műszaki egyetemen?

KE: Igen, a Műszaki Egyetemen, szóval azzal a fordítással megszenvedtem, az nehéz volt

FH: Speciális volt valamiért …

KE: Ha valami műszaki, fizikai vagy kémiai akármi, azokkal nehezebben boldogulok, de mondjuk egy törrténelmi vagy irodalmi téma … Szövegértésből csináltunk például egyet, a Voctor Hugo szöveg, az például nem kellett magyarul sokat kiszótároznom, mert magyarul tudtam a Victor Hugo életrajzot …

FH: Háttérismereted volt hozzá …

KE: Igen, és ki tudtam tölteni úgy a kérdéseket, hogy tulajdonképpen nem kellett mellé olvasni az angol szöveget, mert ment saját fejből is. Az olyan szöveget könnyű, amiről alapban magyarul is tudok valamit.

FH: És a fordításban, amiről már volt visszajelzésed: mi az, ami könnyen megy, és mi az, ami nehezen, mi szokott típushiba lenni a saját fordításodban?

KE: Azt múltkor a tanárnő is kiszúrta, hogy van amikor egy olyan szóról, ami tudom, hogy mit jelent, tehát alapban ismerem a szót, nem feltétlenül olyan mondattani szerepben használom, mint amilyenben kell, pl. igeként van a mondatban, de én pedig főnévként írom be, és aztán ha nem olvasom vissza, nem lesz ige a mondatban, mert nem raktam bele, például ezt … erre most igyekeztem odafigyelni, de mondjuk nem biztos, hogy olyannak használom, ahogy az angol mondatban benne van, aztán meg mindig megszenvedek a kötőszavakkal. Tehát a mondat kötőszavak, amiket az esetek többségében nem is úgy használok, ahogy …

FH: Tehát a jelentése módosul?

KE: Igen, tehát azt jelenti az a mondat, amit jelent, de csak én nem ugyanazzal a … az alany meg állítmány az legtöbbször muszáj, de a többi szó, pl. egy melléknév jelzőként van írva, és határozóként teszem be, valahogy úgy …

FH: De ez okoz jelentésbeli problémát?

KE: Van amikor okoz, és akkor gondolkozom … azzal a szóval nem tudom bele tenni, mert valahogy nem tudom úgy fordítani, és akkor egy kicsit gondolkozni kell rajta, vagy ha azt a szót használom pont, akkor meg nem ugyanazt a mondatrészt fogja jelenteni tehát ha meg nem ugyanazt, akkor meg át kell változtatnom a szót valahogy …. Tehát például a *majority*, nem tudom, hogy ejtik, ezzel voltam így, hogy tudom ezt a szót, megnéztem a szótárban, és mégse segített, de végén találtam aztán egy harmadik kifejezést magamtól, ami odapasszol a szövegbe, és valami hasonlót is jelent.

FH: És mi az, ami jól szokott menni a fordításban?

KE: Hát szerintem az, hogy viszonylag könnyen fogalmazok, és ha van egy mondat, aminek a darabjait értem, akkor abból viszonylag gördülékeny magyar mondatot tudok képezni, tehát nem kell gondolkoznom azon, hogy úristen, hogy írjam, hogy jól hangozzon, nem azt mondom, hogy olyan, mint egy magyar fogalmazás, de viszonylag gördülékenyen lehet olvasni azt, amit írok, én úgy gondolom legalábbis.

FH: Köszönöm szépen.

Vége

Post interview 3
Sz. J.

FH: Milyen volt ez a második fordítási szöveg az elsőhöz képest? Ha a két szöveget összehasonlítjuk …

SZJ: Szerintem egy szinten volt a kettő.

FH: Azonos nehézségek voltak-e benne, vagy különböző nehézségeket kellett megoldani, különböző jellegű …

SZJ: A másikra már nem emlékszem, azt tudom, hogy ebben sok passzív volt, és mondtam is a felvételen, hogy azzal volt problémám, hogy nem tudtam hogyan lefordítani. Viszont úgy éreztem, hogy ezt időben befejeztem, tehát nem kellett sietnem.

FH: Könnyebb volt-e érteni részleteiben vagy összességében ezt a másodikat az elsőhöz képest? Értési szinten melyik okozott több nehézséget?

SZJ: Ezt jobban megértettem, a medvéknél volt egy-két nehézségem, hogy hogy vándorolnak a jégen keresztül… azt nem igazán értettem, ezt könnyebb volt …

FH: Melyikben volt több ismeretlen szó, esetleg az értés ezzel függött össze, vagy …

SZJ: A medvésben több ismeretlen szó volt.

FH: Tehát ez első olvasásra egyértelműbbnek tűnt, mint a másik szöveg? Érdekes. Mindenki más fordítva érezte. Megfogalmazásbeli különbségek a kettő között, mihelyt megértette az ember, hogy szöveg mit akar mondani, melyiket volt emlékei szerint könnyebb megfogalmazni?

SZJ: Szerintem ezt könnyebb volt. Mind a kettőben volt olyan, amit nehéz volt lefordítani, de ez én szerintem jobban sikerült. Ez ilyen saját érzés.

FH: Így visszagondolva a múltkori szövegre és most erre, melyek azok a kiemelkedő pontok, amelyekkel kifejezetten sokat kellett dolgozni? Tehát az első szövegben, amit nehéz volt megérteni, sok munkát igényelt?

SZJ: Az első szövegben a címet nem fordítottam le, elfelejtettem, nem is maradt időm a végére. Ennél sikerült, nem tudom. Nem igazán emlékszem, hogy az elsőben hogy volt konkrétan.

FH: És ebben, ami kiemelkedően nehéz értési pont volt?

SZJ: A passzív.

FH: És információban? Tehát olyan mondat, amiben az információt nehéz volt összehozni?

SZJ: Igen, volt két olyan, azt hiszem az utolsó előtti, amelyiken gondolkodni kellett, és nem raktam össze jól a mondatot, meg az utolsó előtti előtti, de ebben nem vagyok biztos, ha előttem lenne meg tudnám mondani, hogy hol.

FH: Azon túl, hogy a passzívak okoztak nehézséget ebben a második szövegben, volt-e olyan jellegzetessége annak a szövegnek és ennek, amelyek különbséget jelentettek, különböző módon kellett a fordítási szöveghez emiatt hozzá állni? A fordítás szempontjából más jellegű volt-e a két szöveg?

SZJ: Nem tudom.

FH: Mind a kettő szöveg volt … Megfogalmazásban? Mihelyt az ember az értési szinten túljutott, és meg kellett fogalmazni a dolgot, melyik volt könnyebb?

SZJ: Ez.

FH: A módszer szempontjából? A múltkori felvételnél volt először ez a hangos gondolkodás, mint módszer, most már másodjára. Másodjára érezhetően más volt-e, könnyebb volt-e, hozzá lehetett-e szokni?

SZJ: Könnyebb volt, igen, mert nem volt ismeretlen, az első feladatnál nagyon koncentráltam arra, hogy mindent elmondjak, most igazság szerint kevesebbet beszéltem. Lehet, hogy pont amiatt, mert az elsőnél nem sikerült befejeznem, és amiatt hajtottam. De megpróbáltam ott is mindent elmondani.

FH: Tehát érezhetően gördülékenyebb, könnyebb volt … kevesebb erőfeszítést igényelt már másodjára használni a módszert …

SZJ: Igen.

FH: Van-e még valami a szövegekkel, vagy a módszerrel kapcsolatban?

SZJ: Csak mégkerdezném, hogy az első az milyen lett?

FH: Majd megbeszéljük holnap részletesen.

Vége

2.5 LIST OF SUCCESSFUL AND UNSUCCESSFUL STRATEGIES FROM TAP RESEARCH

A) Successful translation strategies

I. Comprehension phase

Phase 1: Identifying a problem (IP)

- Identifying translation problems
- Understanding the requirements of a translation task – the need for understanding the text before translating it

Phase 2: Analysing problem (AS)

Task management

- Tackling task difficulty
- Taking the translation exam task seriously
- Remembering language and strategies learnt in class
- Using strategies that help memory (keeps repeating unfamiliar words to activate memory)

Textual level and discourse

- Identifying the genre of ST
- Identifying the source, the genre, the register and the style of ST
- Identifying register and style (newspaper language)

Planning phases of comprehension

- Working on title after understanding the complete text – leaving title until end
- Using explicit strategies learnt in class – translating titles
- Spending enough time on the comprehension phase (working on meaning)
- Consicous planning of comprehension (working on meaning) and reformulation phases

Comprehension – lexical level

- Working on meaning of unfamiliar words in context
- Anticipating meaning in context before looking word up
- Anticipating meaning
- Anticipating meaning but being ready to change guesses if wrong
- Looking up meaning when needed for comprehension
- Suspecting words that look familiar but have no meaning in the given context
- Guessing meaning from context and sparing time from unnecessary dictionary work

- Clarifying meaning for oneself by working on possible implications

Strategies for working on meaning

- Looking ahead in the sentence to understand meaning

- Looking ahead in the text to understand meaning

- Performing self-correction when a word is misread (dictionary work)

- Realising if a passage is misunderstood and performing self-correction

- Performing self-correction even if sentence has been finished

- Bringing in knowledge about the world (geography) when working on meaning

- Bringing in knowledge about the world (biology) when working on meaning

- Bringing in knowledge about the world (biology) when working on meaning

- Relying on background information and knowledge about the world (geography)

- Generating and testing hypotheses when working on meaning

- Interpreting hypothesied meaning in context

- Performing plausibility checks: real world knowledge used for reasoning

- Interpreting hidden meaning: real world knowledge used for reasoning

- Prolonged engagement in working on meaning when uncertain

- Working on meaning (comprehension phase) in cycles

- Keeping up hypothesis generating until final version is finished (Move 418!) – prolonged comprehension phase

- Using successful avoiding strategies

- **Using information from text to understand title**

Syntactic level
- Using explicit strategies learnt in class

- Using segmentation of ST to work on meaning

- Using segmentation of complex ST sentences

- Using segmentation consicously in working on meaning

- Starting translating problematic sentence (complex noun phrases) at the end of ST sentence – problem solving

- Changing order of clause

Grammar

- Identifying an embedded sentence - grammar

- Relying on knowledge about the language (grammar) – Reported Speech

- Relying on knowledge about the language (grammar) – parts of speech

- Relying on knowledge about the language (grammar) – parts of speech
- Relying on knowledge about the language (grammar) – word formation
- Relying on knowledge about the language (grammar) – transformation of Passive into Active

Dictionary work

- Consulting dictionary in a critical way – checking context of unfamiliar word
- Consulting dictionary for possible solutions
- Looking ahead in the text to understand meaning, relying on knowledge about the language (grammar) in dictionary work
- Using monolingual dictionary successfully

Evaluating own work critically

Strategies relating to other factors influencing performance

- Relying on motivation and self-confidence
- Relying on self-confidence

II. Reformulation phase

Phase 3: Proposing solution (PS)

- Making draft version of translation first
- Identifying genre and its implications
- Separating comprehension and reformulation problems
- Splitting ST sentence into two to fit TT conventions better
- Splitting too long ST sentence in TT

Phase 4: Analysing solution (AS)- Revision

- Separating stages of hypothesis generating and analysis

Revising first version

- Revising draft translation
- Identifying aims in the revision phase
- Checking on final version by comparing ST and TT sentence by sentence
- Checking matches of tenses in St and TT
- Spotting missing parts when checking draft version and finalising TT
- Identifying comprehension problems even in the final revision
- Changing meaning in the revision phase if needed

Stylistic level

- Finding synomys that fit the TT best

- Considering style – avoiding repetitions in TT

- Considering style in the reformulation phase

- Finding a good synonym that fits the context even if not found in dictionary

Revising revision

- Doing second revision

- Doing revision of finalised TT for spelling and other mistakes

B) Unsuccessful strategies

I.Comprehension phase

Phase 1: Identifying a problem (IP)

- Failing to identify comprehension problem

- Misreading a word in the ST

Phase 2: Analysing a problem (AP)

- Not relying on analysis of context of unfamiliar word for anticipated meaning

- Completely omitting a part of sentence s/he cannot understand

- Not applying grammar rule properly

Dictionary work:

- Spending unnecessary amount of time doing dictionary work

- Not focusing on anticipated meaning when doing dictionary work (time management)

- Rejecting the right meaning offered by dictionary

- Not using the right meaning although found

- Not being able to use a monolingual dictionary when needed

II. Reformulation phase

Phase 3: Proposing solution (PS)

- Creating meaning from draft TT instead of working on ST meaning

- Postponing decision on meaning until revising draft translation, decision is made without consulting ST

- Relying on hasty draft translation instead of working on comprehension of ST

Phase 4: Analysing solution (AS)

Revision phase

- Creating problem in the revision phase – not checking context

Rejecting or not properly using translation and problem solving strategies learnt in class

- Rejecting starting to translate long English sentences with complex noun phrases from the end of the sentence

- Rejecting the use of monolingual dictionary (lack of self-confidence or practice)

III. Problems arising from exam constraints

- Failing to observe time constraints (problem with time management)

- Giving up working on meaning because of exhaustion or lack of concentration

- Spending too much time on comprehension phase (problem analysis: dictionary work, which is not focused) and not having enough time for proper reformulation

- Not checking translation or lexical problems once they have previuously emerged

- Suspecting testing aims and testing context

APPENDIX C - PRODUCT-BASED RESEARCH (CHAPTER 6)

3.1 TRANSLATION SCRIPTS - PROBLEM ORIENTED TAGGING

LEONARDO TEXT

Student's script tagged for background information
Script No. 8.

8 <Q 24> <W 72> szöveg

cím <Q 24> <W 72> Egy Leonardo kép a jövőnek

1 <Q 24> <W 72> A festmények az idő folyamán nagyon lassú változáson esnek át.

2 <Q 24> <W 72> Ez tulajdonképpen olyan lassú, hogy azt gondolhatnánk egyáltalán nem változnak és ha egyszer a festék megszáradt, örök időkre változatlan marad.

3 <Q 24> <W 72> De mint minden a világon a festmények állapota is romlik.

4 <Q 24> <W 72> Még a legzavartalanabb és legősibb múzeumokban is sötétebbé válnak, kifakulnak, megrepedeznek és porlani kezdenek.

5 <Q 24> <W 72> Ha a tárolásukra használt terem lóistállóként is működik, Napóleon unatkozó katonái téglákkal dobálják őket és milliónyi Fiat ontja az utcáról kipufogógázait, a képek kissé gyorsabban öregednek.

6 <Q 24> <W 72> Ez történt Leonardo da Vinci "Az utolsó vacsora" című képével is.

7 <Q 24> <W 72> A 30 láb hosszú falfestmény első hat felújítását hozzá nem értő kezek végezték és 1953-ban egy átlátszó, kőkemény réteggel vonták be.

8 <Q 24> <W 72> Ez elég volt ahhoz, hogy továbbra is látogassák és ajándékpólókat nyomtassanak róla.

9 <Q 24> <W 72> De "Az utolsó vacsora" egyre és egyre rosszabb állapotba került.

10 <Q 24> <W 72> 1978-ban az olasz hatóságok megtiltották a mestermű látogatását és egy restaurátor, Brambilla Barcilon megkezdte a 21 évig tartó, 7,7 millió dollárt felemésztő helyreállítást, melyet centiméterről centiméterre végeztek elektromikroszkópos technika felhasználásával és vízfestékkel, semleges bézs színnel töltötték ki a helyre nem állatható részeket.

MAYOR TEXT

Student's script tagged for background information
Script No. 1.

1 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> szöveg
cím:<Q 15><W 65><T 10><X 22><Y 2><Z Göd> A polgármestert a buszdíjjak 70 pennyre
való csökkentésére buzdítják

1 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> Egy befolyásos riport ma azt javasolta,
hogy az új polgármesternek az összes buszútvonaldíjának 70 pennyre való
csökkenésével kell megállítania a londoni tömegközlekedés krízisét.
2 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> Az újság, melyet azért adtak ki, mert új
buszdíjak kerülnek bevezetésre, azt állítja, hogy a   földalatti és a
buszdíjak csökkentése a tömegközlekedés használatával csak   igen kevés
növekedését eredményezné.
3 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> De egy nagyobbszabású csökkentése a
buszdíjaknak, extra szolgáltatásokkal és új útvonalakkal bővítve, 40 százalékkal
növelhetné a buszutasok számát.
4 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> A díjcsökkentés, amely körülbelül 80
millió fontba kerülne évente, kezdetben a földalatti díjak jelenlegi 1
százalékkal való növelésére támaszkodna.
5 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> Hosszútávon a kiadás egyesülne a London
központjában lévő járművekre kirótt naponkénti 5 fontos díj bevezetésével, ami
250 millió fontot hozna várhatóan.
6 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> A szélesebbkörű szolgáltatások
tökéletesítésével kombinált olcsóbb buszdíjakból álló csomag állítólag nagyobb
szociális és gazdasági haszonhoz vezet.
7 <Q 15><W 65><T 10><X 22><Y 2><Z Göd> Egy kormányszóvivő a riportot a témával
kapcsolatos vita "érdekes cikke"-ként üdvözölte, és hozzátette, hogy az új
kiadásokkal kapcsolatos bármely döntés a polgármestertől függ.

ARCTIC MELTDOWN TEXT

Student's script tagged for background information
Script No. 45.

3.2 TYPE-TOKEN RATIO

1. Leonardo translations.txt file

2. Mayor urged translations .txt file

3. Arctic meltdown translations .txt file

3.3 TRANSLATIONS OF TITLE - LEONARDO

Variety of learner translations ("One Lenoardo to stay")

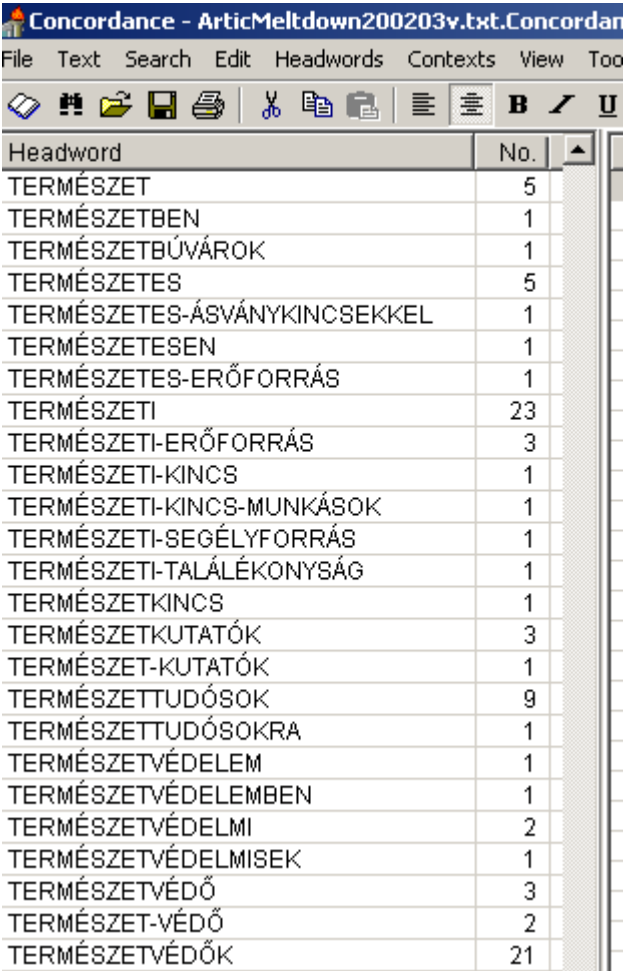**Acceptable translations of the title:**

1. Leonardo marad
2. Leonardo egy alkotása megmarad
3. Egy Leonardo az örökkévalóságnak
4. Egy Leonardo fennmaradása
5. Egy Leonardo fennmaradásáért
6. Egy Leonardo festmény megtartása
7. Egy Leonardo festmény megmarad
8. Egy Leonardo festmény története
9. Egy Leonardo festmény megmentése
10. Egy Leonardo festmény megóvása
11. Egy Leonardo festmény fennmarad
12. Egy Leonardo festménynek maradnia kell
13. Egy Leonardo helyreállítása
14. Egy Leonardo, hogy maradjon
15. Egy Leonardo kép a jövőnek
16. Egy Leonardo kép megőrzése
17. Egy Leonardo kép fennmarad
18. Egy Leonardo kép marad
19. Egy Leonardo kép megmaradásáért
20. Egy Leonardo kép fönnmaradása
21. Egy Leonardo kép utókornak való fennmaradásáért folytatott harc
22. Egy Leonardo kép fennmaradásáért
23. Egy Leonardo kép megmaradt
24. Egy Leonardo kép megmentése (2)
25. Egy Leonardo kép pusztulásának megakadályozása
26. Egy Leonardo marad (10)
27. Egy Leonardo maradjon (3)
28. Egy Leonardonak maradnia kell
29. Egy Leonardo megmarad (7)
30. Egy Leonardo megmaradt (3)
31. Egy Leonardo-mű megmarad
32. Egy Leonardo megmaradása
33. Egy Leonardo megmaradásáért
34. Egy Leonardo megmaradjon
35. Egy Leonardo megmentése
36. Egy Leonardo megőrzése
37. Egy Leonardó mű ami megmaradt
38. Egy Leonardo (mű) marad
39. Egy Leonardo művet fenntartani az utókor számára
40. Hogy egy Leondardo megmaradjon (4)
41. Hogy egy Leondardo maradjon
42. Hogy megmaradjon egy Leonardo
43. Hogy egy Leondardo-mű fennmaradjon
44. Hogy megmentsék az egyik Leonardo képet
45. Hogyan marad meg egy Leonardo-kép?
46. Megtartani egy Leonardo festményt
47. Marad egy Leonardo
48. Maradjon egy Leonardo
49. Maradjon Leonardo egy csodálatos alkotása

Unacceptable translations of the title:

1. Egy Leonardo állomás
2. Leonardo az egyetlen ki kitartott/megmaradt
3. Egy Leonardo helyzete
4. Az egyetlen, hogy Leonardo maradjon
5. Egyetlen Leonardo kép maradt
6. Egy Leonardo kép helye
7. Egy Leonardo kép kitartása
8. Egy Leonardo késleltetése
9. Függőben a Leonardo festmény jövője
10. Csak egy Leonardo maradt
11. Egy Leonardo maradt (3)
12. Az eredeti Leonardo maradjon
13. Egy változatlan Leonardo
14. A megmaradt Leonardo mű
15. Hogy egy Leonardo kép látogatható legyen (?)
16. Egy Leonardo maradványai
17. Egy Leonardo marasztalása
18. Egy Leonardot megállítani
19. Egy Leonardo megmutatja
20. Leonardo ezt mondaná
21. Egyik Leonardo mondja
22. Egy Leonardo van hátra
23. Leonardo de Vinci egy műremeke

3.4 TRANSLATIONS OF "NATURAL RESOURCE WORKERS" - ARCTIC MELTDOWN

Frequency counts for "természeti"

Headword	No.
TERMÉSZET	5
TERMÉSZETBEN	1
TERMÉSZETBÚVÁROK	1
TERMÉSZETES	5
TERMÉSZETES-ÁSVÁNYKINCSEKKEL	1
TERMÉSZETESEN	1
TERMÉSZETES-ERŐFORRÁS	1
TERMÉSZETI	23
TERMÉSZETI-ERŐFORRÁS	3
TERMÉSZETI-KINCS	1
TERMÉSZETI-KINCS-MUNKÁSOK	1
TERMÉSZETI-SEGÉLYFORRÁS	1
TERMÉSZETI-TALÁLÉKONYSÁG	1
TERMÉSZETKINCS	1
TERMÉSZETKUTATÓK	3
TERMÉSZET-KUTATÓK	1
TERMÉSZETTUDÓSOK	9
TERMÉSZETTUDÓSOKRA	1
TERMÉSZETVÉDELEM	1
TERMÉSZETVÉDELEMBEN	1
TERMÉSZETVÉDELMI	2
TERMÉSZETVÉDELMISEK	1
TERMÉSZETVÉDŐ	3
TERMÉSZET-VÉDŐ	2
TERMÉSZETVÉDŐK	21

3.5 "*SORT BY*" → "*WORD AFTER HEADWORD*" FUNCTION

3.6 "*COLLOCATIONS*" FUNCTION (Headword: "héttel")

1 right	No.		2 right	No.		3 right	No.		4 right	No.	
Később	73		Ősszel	33		Mint	10		A	20	
Az	3		Alakult	5		A	7		Hudson	7	
Későbbi	2		A	3		Ki	6		Mint	6	
Korábban	2		Alakul	3		Ősszel	4		Ősszel	5	
Egy	1		Kezdődik	3		Be	3		Ahogy	4	
Előbb	1		Mint	3		És	3		Jég	3	
Fagy	1		Ősz	3		Olyan	3		Korábban	3	
Mint	1		Az	2		Ahogy	2		Az	2	
Ősz	1		Fagy	2		Át	2		Helyzetet	2	
			Keletkezik	2		Formálódik	2		Olyan	2	

4 left	No.		3 left	No.		2 left	No.		1 left	No.	
A	21		Jég	15		Mint	13		Két	72	
Jég	13		A	13		Ősszel	8		2	13	
Budapest>	5		2><z	6		Budapest>	4				
18><y	2		Több	5		Hudson-öbölben	4				
28><y	2		1><z	4		Jég	4				
Az	2		Mint	4		Ahogy	3				
Hudson	2		Ősszel	3		Mintegy	3				
Jégformák	2		-	2		A	2				
Nem	2		Hudson	2		Formája	2				
Ősszel	2		Jégtakaró	2		Formálódik	2				
Ugyanolyan	2		Akkora	1		Olvadása	2				
17><y	1		Alakja	1		Alakja	1				
19><y	1		Alakul	1		Alig	1				
2><z	1		Annyi	1		Állaga	1				
20><y	1		Átalakul	1		Amennyire	1				
24><y	1		Az	1		Ami	1				
31><y	1		Bekövetkezése	1		Átalakul	1				
45><y	1		Budapest>	1		Bayben	1				
Amelyeket	1		Csak	1		Budakeszi>	1				
Bag>	1		Eddigieknél	1		Csaknem	1				
Bay-ban	1		Formája	1		Éppen	1				
Bay-ben	1		Formák	1		Formái	1				
Diósd>	1		Halmazállapota	1		Formák	1				
Gödöllő>	1		Jegesedés	1		Gyöngyös>	1				
Helyzetet	1		Jégforma	1		Hogy	1				
Hudson-öbölben	1		Jobban	1		Hónapokban	1				
Jégalakok	1		Kevesebb	1		Jégalakzat	1				
Jégképződés	1		Kialakulása	1		Jégdarabok	1				
Jégtáblák	1		Lévő	1		Jégformát	1				
Jégtömeg	1		Öbölben	1		Jégréteg	1				

Collocations of HÉTTEL

[Orientation] [Export] [Help] [Close]   ☑ Auto-resize

3.7 TRANSLATIONS OF SENTENCE 5: "*THE ICE FORMS*" ARCTIC MELTDOWN TEXT

3.8 TRANSLATIONS OF TITLE: "*MAYOR URGED*"

MAYOR URGED TEXT

3.9 TRANSLATIONS OF FALSE FRIEND: "*REPORT*"

MAYOR URGED TEXT

3.10 TRANSLATIONS OF "SOCIAL"
MAYOR URGED TEXT

3.11 TRANSLATIONS OF SENTENCE 6: "*BEFORE*" AND "*ONTO THE ICE*" ARCTIC MELTDOWN TEXT

3.12 STYLISTIC PROBLEMS - "ŐK"

LEONARDO TEXT

3.13 TRANSLATIONS OF "PICTURES"
ARCTIC MELTDOWN TEXT