Translation students’ ability to produce intralingual translation

- A comparison with communication students

By: Charlotte From Christensen (401410)
   Cand.ling.merc., English (translator/interpreter)

Supervisor: Karen Korne Zethsen

Department of Business Communication
Business and Social Sciences
Aarhus University

June, 2012
Number of characters excluding spaces, thesis: 175,718

Number of characters excluding spaces, summary: 4,013
Summary
In this thesis, the following hypothesis is tested: “Translation students can use their training to produce adequate intralingual translations; however, they will tend to be more source-text oriented than communication students.”

As such, the thesis looks into the nature of intralingual translations. This activity seems to share characteristics with interlingual translation, yet there is no consensus among translation scholars about the extent to which this translation activity should be included in the definition of translation. As such, it has not yet found its place in theory.

In order for intralingual translation to be successful, particularly in this thesis, the genre conventions and target audience play an important role. Here, this means that the intralingual translation must convey the key messages of the source text in an objective way through the use of paraphrasing because the target text is a summary. Besides this, the fact that the intralingual translation is produced for a low-tech audience within environmental issues must also be taken into account.

Even though intralingual translation is becoming more widespread and similarities between intralingual and interlingual translations have been identified, translation students are, still, primarily trained in interlingual translation. However, based on the educational background of the translation students at Business and Social Sciences (BSS), they should be able to produce intralingual translations. Nevertheless, a look into the training of both translation and communication students suggests that the translation students would be more source-text oriented than communication students.

In order to test this, 13 intralingual translations were analysed. The intralingual translations were English summaries produced by five translation students and eight students of International market communication and PR from the MA in International Business Communication programme at BSS.

The summaries were analysed in two ways. Firstly, the content, organisation and style of the translation students’ summaries were analysed to determine whether the summaries were adequate in relation to the target text genre, audience and skopos. Then, Schjoldager’s microstrategies were used to compare the translation students’ summaries on a structural and textual level with the communication students’ summaries to determine whether translation students are more source-text oriented than communication students.

Based on the analysis, the hypothesis was confirmed. The translation students did produce adequate translations considering the fact that the summaries were produced by students. Also, these students
tended to be more source-text oriented than the communication students as the communication students
used paraphrasing more frequently albeit the differences were not profound.

The results of this study mean that translation students can produce intralingual translations competently.
As such, in my opinion, their already comprehensive list of competencies is extended. In other words, it
means that they would have even more to offer their future employer and, moreover, they may broaden
their own understanding of language and translation. Although the addition of intralingual translation to
the job description of a professional translator can be viewed as a belittlement, the results are not
necessarily negative as they would mean that professional translators can use their competencies to do
more than just produce interlingual translation, and it would be a shame not to exploit this ability.

Although the study showed that communication students tended to be less bound by the source text, the
translation students’ greater source-text orientedness is not necessarily negative as it could be seen as
respect for the source text. This and the fact that the communication students’ paraphrasing was not
always more successful than the translation students’ direct transfer suggest that, perhaps, intralingual
translation is a more obvious discipline for translation students than for communication students although
more research into this is needed. An argument against this could be the mistakes found in the translation
students’ summaries. However, many of them can, in my opinion, be attributed to the circumstances under
which they were produced. In other words, the mistakes might not have been made by professional
translators or if the students received more training in the production of intralingual translations. As such,
it would be interesting to do further research into this area as well.

**Keywords:** Intralingual translation, translation students, communication students
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1. Introduction

When defining translation, translation scholars tend only to focus on interlingual translation. In doing so, they disregard another type of translation activity, i.e. intralingual translation (Jakobson, 1959). Some translation scholars even argue that intralingual translation should not be part of the definition of translation. Basically, many translation scholars simply do not consider intralingual translation relevant for translators.

Today, this point-of-view is reflected not just within the translation industry where most professional translators only deal with interlingual translation, but also at the universities where translation students are primarily trained in interlingual translation. Here, translation students often have a hard time seeing the point in learning intralingual translation, however scarce the lessons may be at the universities.

This is interesting because the elements which translation students are trained to take into account when producing interlingual translations are similar to those elements which influence the production of intralingual translations, e.g. target audience, genre and skopos. In addition, translation students are used to producing texts that are based on a source text, and intralingual translations are also based on source texts. This means that the point-of-departure for the two translation activities is the same. As such, translation students should be able to produce intralingual translation competently.

Despite of this, it seems to be a generally-held belief among translation students that intralingual translation is produced by communication students even though communication students are trained in areas where they produce texts on the basis of guidelines rather than a source text. In other words, they are being trained in producing texts without a source text as opposed to translation students who are used to working with a source text. This suggests that communication students would be less source-text oriented than translation students in the production of intralingual translations because they normally do not work with source texts.

1.1 Hypothesis

Based on the above, I hypothesise the following: “Translation students can use their training to produce adequate intralingual translations; however, they will tend to be more source-text oriented than communication students.”
1.2 Delimitation

Although Jakobson’s definition of translation also includes intersemiotic translation, this term will only be presented in the actual definition and will not be referred to in greater detail in this thesis as it is not the focal point here.

In this thesis, translation students are weighted higher than communication students because translation students make up the focal point whereas communication students are used as a comparative factor.

In relation to the educational backgrounds of both translation and communication students, only their respective study programmes at their MA in International Business Communication will be looked into for reasons of space. As such, their educational backgrounds before this level are not examined.

Also, because of the sample size of my study, I am aware that only small margins exist. As such, a majority might be made be up of one of two.

1.3 Structure

An introduction in chapter 1, i.e. the present chapter, starts off the thesis by introducing the topic, the hypothesis, and a delimitation. This is followed by information on the structure and chosen theory and methodology. The chapter ends with definitions of key terms in this thesis.

Chapter 2 presents and defines the translation activity *intralingual translation* as this is the fundamental term of the thesis. In addition, this chapter contains a discussion about translation where different translation scholars’ point-of-views on the appropriate definition of translation are presented in relation to each other. Chapter 2 will end with a sub-conclusion to sum up the key points of the chapter.

Two of the key factors in the production of intralingual translation, particularly in this thesis will be presented in chapter 3 and 4 respectively. More specifically, chapter 3 introduces the concept of *genre* and presents a definition as well as characteristics of summaries. The chapter ends with a sub-conclusion.

The second factor is *target audience*. As such, chapter 4 defines the term *target audience* and presents a division of target audiences. This chapter ends with a presentation of the target audience for the study in this thesis as well as a sub-conclusion.

After this, translation and communication students’ educational backgrounds are presented in chapter 5. This means that the chapter describes translation students’ educational background and, in doing so, it will, firstly, define *translation theories* and describe selected translation theories. This is followed by a more
specific look into the training which the translation students at Aarhus University, Business and Social Sciences (BSS) receive.

Following this, the actual educational background of communication students at BSS will be presented. When both groups’ educational backgrounds have been presented, a comparison of the two will end this chapter.

When chapter 5 has presented the reasons why the hypothesis of this thesis ought to be correct, the methodology of this study is presented in chapter 6. This will include information on material, participants, procedure, empirical data as well as the actual analysis model for the first and second part of the hypothesis respectively.

Chapter 7 contains the analysis of the empirical data for the first and second part of the hypothesis respectively. This is followed by a presentation of the results from the analysis in chapter 8. This chapter is followed by a discussion of these results and a methodology critique in chapter 9.

Finally, chapter 10 contains the conclusion, which will sum up the thesis.

1.4 Theory and methodology

In chapter 2, Jakobson’s definition of intralingual translation will be used as he introduced the term. To compliment this definition, Zethsen’s articles on intralingual translation will make up the primary sources as they present intralingual translation in more detail. The actual discussion of translation will be based on the definitions of translation from multiple translation scholars who have either addressed translation or, more specifically, intralingual translation.

The information in chapter 3 will primarily be based on Gerson and Gerson’s characteristics of summaries. As they have also presented much interesting and useful information on target audiences, they also make up the primary source of information in relation to target audiences in chapter 4.

In chapter 5, the educational backgrounds of translation students are based on translation theories. This term will be defined by Newmark and further described by Körscher, Jääskeläinen and Chesterman, who specifically talk about translation strategies. The selected translation theories presented in more detail will consist of Vinay and Darbelnet’s model, Vermeer’s skopos theory, Nord’s typology, Chesterman’s classification and Schjoldager’s macro- and microstrategies because of their focus. In relation to this, to describe the theories used by communication students in text production, the Rossiter-Percy grid and Grunig & Hunt’s two-way asymmetric and two-way symmetric communication models will be used.
In order to determine more specifically the nature of the translation and communication students’ educational backgrounds, the structure of the study programme and conversations with relevant lecturers at BSS will make up the primary sources.

The chosen methodology which is presented in chapter 6 will be heavily inspired by Ditlevsen et al., Mossop’s revision parameters and Lannon’s usability checklist for summaries in the first part of the analysis. For the analysis of the second part of the hypothesis, Schjoldager’s microstrategies will be used because they have turned various translation theories into a user-friendly and applicable model.

Naturally, the analysis is based on the qualitative empirical data collected for this particular study. This analysis will then form the basis of the results. The discussion will be based not only on these results, but also on the knowledge gained from the above-mentioned literature.

Finally, the conclusion will be based on the entire thesis.

1.5 Definitions
To avoid confusion, the following term must be defined:

- Communication students: “The students attending the International market communication and PR profile of the MA in International Business Communication study programme at Aarhus University, Business and Social Sciences.”

- ST: In the analysis, this is used to refer to the source text.


- Microstrategies: “Translation strategies used to solve specific translation problems in the text” (Schjoldager, 2008, p. 89).

2. Intralingual translation

The term intralingual translation was coined and defined by Roman Jakobson, who considers intralingual translation to be a sub-category of translation alongside interlingual and intersemiotic translation. More specifically, he distinguishes between the three translation activities in the following way:

- **Intralingual translation or rewording** is an interpretation of verbal signs by means of other signs of the same language.
- **Interlingual translation or translation proper** is an interpretation of verbal signs by means of some other language.
- **Intersemiotic translation or transmutation** is an interpretation of verbal signs by means of signs of nonverbal sign systems (Jakobson, 1959, p. 114).

In effect, intralingual translation is translation which takes place within a language with language, presumably, referring to a national language such as Danish. So, intralingual translation is “putting something into different words.” Therefore, it could be said that synonymy is a key issue in the production of intralingual translation. However, in this connection, Jakobson stated that synonymy cannot ensure complete equivalence (Jakobson, 1959, p. 114). So even though a word substitutes another word, the meaning conveyed is rarely, if ever, exactly the same. As a result, equivalence in meaning is one of the problems in the production of intralingual translation.

Intralingual translation covers many types of communication, such as localisation, expert-to-laymen communication and the production of summaries. Although these types of communication are diverse, they seem to be connected by the need for simplicity. In other words, intralingual translation is often called for because there is a need for simplification (Zethsen, 2009, p. 808). This is e.g. the case with expert-to-laymen communication as a text written by or meant for an expert is to be used by laymen, and, so, the text has to be simplified to match the knowledge and information needs of the new target audience.

The need for simplification as a frequent feature of intralingual translation was pointed out by Zethsen (2009), who, in addition to this, identified four factors that seem to be important in and, often, the reasons for the production of intralingual translation, i.e. knowledge, time, culture and space (pp. 805-807).

The four factors do seem feasible as the target audience’s knowledge about the subject in question will influence the information included, the terms used and the structure of the target text. Also, time, i.e. the actual temporal distance, becomes a factor especially when the temporal distance is great as e.g. a modern person might not fully comprehend e.g. literature written in old English.

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Culture will often, if not always, play an important role in the production of any type of translation as what is common knowledge for the source-text receiver might not mean anything to the target-text receiver. Finally, space will become relevant when the physical length of the target text is shortened or lengthened as it, once again, must be determined which and how information should be included.

Despite the fact that translation scholars and professional translators do not dispute the definition or existence of intralingual translation, not much information about the activity exists. This was also observed by Zethsen (2009), who states that research into intralingual translation is often discarded in favour of research into interlingual translation as the latter is considered to be the prototypical translation activity (p. 797). Another reason for the difficulty of finding information on intralingual translation could be that it is often examined from the point-of-view of its applications. Intralingual translation covers many different types of genres, and, thus, it seems natural to look for genre information under the hyponym instead of the hypernym, i.e. intralingual translation.

Despite the lack of literature on intralingual translation, the translation activity is becoming more widespread. As a result, it is interesting to look into where this particular translation activity is placed in the theory.

2.1 Discussion about translation

In Jakobson’s definition, the word translation is part of the phrase intralingual translation. As a result, it seems obvious that intralingual translation is, somehow, relevant for translation studies. Translation studies is defined by Holmes (1988b/2000, in Munday, 2001/2005/2006) as: “the complex of problems clustered round the phenomenon of translating and translations.” (p. 5). Hence, intralingual translation seems to be included in translation studies as it refers to translation matters.

This fact is generally accepted by translation scholars. The issue is the extent to which it should be included, and this problem arises because translation scholars cannot agree upon what actually makes up or should make up translation. It seems as though the debate is, basically, about how broad or how narrow the definition should be.

From Jakobson’s above-mentioned definition, it is clear that, according to him, a definition of translation should be very inclusive. Here, translation is seen as a process rather than a product, and all situations where language is used to reword or rework another piece of language can be considered a result of a translational process (Pym, 2010a, p. 150).

This point-of-view is further developed by Steiner (1998), who argues that human communication equals translation regardless of it being inside languages, i.e. intralingual, or between languages, i.e. interlingual (p. 401). Also, Steiner (1975, in Zethsen, 2009) acknowledges the fact that there are similarities between interlingual and intralingual translation which speak in favour of a more inclusive definition. More specifically, he refers to the problem of synonymy mentioned in section 2 which, according to him, resembles the problem of equivalence in interlingual translation where a source language term often does not have a completely equivalent target language term (p. 808).

However, Derrida (1985, in Hermans, 1997) also looked into Jakobson’s definition and, in doing so, discovered a paradox. In the definition, Jakobson had intralingually translated *interlingual translation* into *translation proper*, and because of this, Derrida claims that Jakobson must have acknowledged the fact that interlingual translation is the prototypical translation activity. Also, by using *proper*, Jakobson had already made a distinction where interlingual translation was seen as being a more prototypical example of translation than the other two translation activities. This distinction between the three activities was not supposed to be made if all three categories were to be seen as equal sub-categories of translation as suggested by the structure of the definition (p. 17).

Acknowledging and agreeing with the existence of the paradox, Hermans (1997) argues that Jakobson had mixed two domains, i.e. semiotics and the social institution of translation. He states that, from a semiotic point-of-view, translation can include intralingual translation because translation is, here, simply understood as signs being translated without being specified by a language. However, from the point-of-view of the latter domain, translation proper only includes interlingual translation as the general public only considers interlingual translation to be translation (p. 17).

According to Hermans (1997), Jakobson himself acknowledged that most people would understand translation as interlingual translation for which reason he made the definition as he did which created the paradox (p. 17). Also, it seems as if Jakobson did not want to belittle the professional translator’s job and translations, for which reason, he made such a distinction (Pym, 2010a, p. 150). This is interesting because it suggests that by expanding the possible tasks of the professional translator, the tasks, and, as a result, the job will become less important. However, in my opinion, encouraging too narrow a definition could lead to the risk of limiting the tasks which a professional translator can carry out, and, in so doing, limit the perceived competencies of a professional translator.

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3 According to Hermans (1997), the social institution of translation refers to: “the non-academic community” (p. 17).
The length of the above discussion, which only focuses on Jakobson’s definition, proves how difficult and detailed the debate on the proper definition of translation is. However, most translation scholars seem to agree that interlingual translation is the prototypical translation activity. Also, it seems that the general public has the same point-of-view as e.g. dictionaries define translation as: “the process of translating words or text from one language into another.” This definition is mirrored in translation scholars’ definitions of translation as e.g. Newmark (1999, in Zethsen, 2007) views translation as “to cause what was stated in one language to be stated in another...” (p. 288). Such definitions clearly leave no room for intralingual translation unless of course language is understood as being more than a national language.

Schjoldager (2008) is another translation scholar who has looked into the definition of translation, and although she, interestingly enough, does not dispute the relevance of intralingual translation for translation studies, she still adopts a narrow definition which, in the end, is rather similar to Newmark’s definition: “A translation is a text that expresses what another text has expressed in another language.” (p. 19). Ditlevsen et al. (2007) do similarly not dispute the relevance of intralingual translation; however, their focus is too on interlingual translation. So, it seems that Zethsen is correct in claiming that most translation scholars focus on interlingual translation.

Compared to Jakobson’s and Steiner’s point-of-views, the above definitions are rather narrow, but Zethsen (2009) argues that incorporating intralingual translation into the definition of translation could provide further insights into the act of translation (p. 809).

Toury (1995) attempted to provide further insights into translation by describing translation with a working hypothesis. He presented the working hypothesis instead of a fixed definition because he wanted to examine why something is, or is not, considered to be a translation without restricting the subject. The hypothesis focuses on assumed translations, i.e. translations which are assumed to be translations in the target culture (pp. 32-33). As stated by Chesterman (1997, p. 62), not everything can be a translation, and Toury (1995) did indeed set up three postulates for determining whether a translation is considered to be a translation: the source-text postulate, the transfer postulate and the relationship postulate. Basically, a translation is a translation if it is assumed that a source text exists in another language/culture, the translation is derived through a transfer process and there is an intertextual relationship between the target text and source text (p. 35).

According to Zethsen (2007, p. 291), Toury makes a valid suggestion with his working hypothesis, and she is drawn to it because the notion of assumed translation provides flexibility as it allows the understanding of

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what constitutes a translation to vary across time and cultures. However, Zethsen (2007) also sees a problem with the whole idea of assumed translations because not many people would consider intralingual translation to be translation (pp. 293-294). Zethsen’s point is supported when looking in dictionaries. It can be said that dictionaries reflect the general public’s perception of a term, and, as most dictionaries define translation as interlingual translation, it is probably safe to assume that most people would not consider intralingual translation part of the definition of translation. As such, intralingual translation can hardly be included in Toury’s working hypothesis.

Chesterman (1997) saw a problem with Toury’s final postulate as it is not clear which intertextual relationships count as translational. He suggests that relevant similarity should be the determining factor in such situations, but, at the same time, he acknowledges the fact that it is not easy to determine what should be considered relevant (p. 62). Despite this problem, Chesterman (1997) seems to agree with Toury as he states that: “...a translation is any text that is accepted in the target culture as being a translation.” (p. 59). This again refers to the notion of assumed translation as being a determining factor.

However, according to Pym (2010a), the issue with assumed translation is that there are no boundaries, i.e. everybody can end up with their own personal notion of what constitutes a translation, and it is necessary to have some sort of universal agreement on what makes up translation in order e.g. to carry out research (p. 76).

Zethsen (2007), who argues in favour of including intralingual translation in the definition of translation, suggests the following description of translation:

- A source text exists or has existed at some point in time.
- A transfer has taken place and the target text has been derived from the source text (resulting in a new product in another language, genre or medium), i.e. some kind of relevant similarity exists between the source and the target texts.
- This relationship can take many forms and by no means rests on the concept of equivalence, but rather on the skopos of the target text (p. 299).

This definition clearly includes intralingual translation. Zethsen (2007, pp. 300) bases the description on i.a. the notion of family resemblances as described by Wittgenstein. In doing so, she argues that there are similarities between intralingual and interlingual translations, e.g. the microstrategies adopted in the

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5 Wittgenstein coined the term family resemblances to describe how words are interconnected. Rejecting the idea that the interconnectedness is determined by sufficient and necessary conditions, Wittgenstein maintained and illustrated through the relation of games that the relationship between words is a network of similarities that overlap and criss-cross, just like family members. Biletzki, Anat and Matar, Anat (2009). Ludwig Wittgenstein. Retrieved from: http://plato.stanford.edu/entries/wittgenstein/#Lan (07.03.2012)
translation production. In her previously mentioned case study, Zethsen (2009) discovered that e.g. omission, explicitation and paraphrase could be identified in intralingual translation just like they can in interlingual translations (p. 808). Furthermore, although differences do exist, e.g. the apparent greater importance of simplicity in intralingual translation, it seems as though the difference in strategies “is a question of degree and motivation rather than kind.” (Zethsen, 2009, p. 809). In other words, the same microstrategies are applied in both activities, but it is their use and reasons for their use that vary. According to Zethsen (2009), the similarities justify a broader definition of translation (p. 795).

Zethsen’s point-of-view is supported by Ditlevsen et al. (2007, p. 279), who mention the fact that many of the aspects which hold true for interlingual translation also hold true for intralingual translation as well as Steiner’s writings (1975, in Zethsen, 2009, p. 808), where, as stated above, the problem of synonymy in intralingual translation is considered similar to the problem of equivalence in interlingual translation. Although Steiner’s point may seem contradictory in relation to Zethsen’s description where it is stated that the source text – target text relationship does not rely on equivalence, a distinction should be made as equivalence can be both a macro- and microstrategy. In Zethsen’s description, equivalence should be understood as a macrostrategy whereas Steiner uses it as a microstrategy.

Pym (2010b) also speaks in favour of a broader understanding of translation. According to him, transfer is the keyword in relation to translation because texts are only being translated because they are being transferred. Therefore, translation must depend on transfer (p. 17), which is the move from one place and time to another place and time (p. 13). In contrast to many translation scholars, Pym (2010b) does not consider the transfer between languages to be the kind of transfer that is most important for translation as this idea entails that there is a clear division between interlingual and intralingual transfer. In Pym’s opinion there can be no clear division between the two transfers because “...there are no natural frontiers between language.” (p. 24) In other words, it cannot clearly be determined where intralingual transfer stops and interlingual transfer starts. Ultimately, Pym (2010b) substitutes language, which is often used in the definition of translation, with culture which he defines as: “the points where transferred texts have to be (intralingually or interlingually) translated.” (p. 25) Pym’s focus on culture instead of language leaves room for intralingual translation, and, in line with Steiner, Zethsen and Ditlevsen et al., Pym (2010b) states that there are similarities between intralingual and interlingual translation as “the kinds of translation that can take place between idiolects, sociolects and dialects are essentially no different from those between radically distanced language systems.” (pp. 23-24).
In my opinion, Pym’s suggestion to use *culture* and not *language* as the defining factor is interesting, but in some ways, the two terms seem to be related because it could be said that a sub-culture will have its own language and, thus, language is still a factor. Also, Zethsen’s point about family resemblances does seem logical, and I agree with the argument that these so-called family resemblances justify a broader definition of translation. However, it is also clear that no universal definition of translation has yet been found, and the arguments presented in this chapter only provide a brief look into this vast discussion.

2.2 Sub-conclusion

Intralingual translation or rewording is translation that takes place within a language. Despite the growing use of this discipline, not much literature can be found on it and even though most translation scholars seem to agree that it is relevant for translation studies, there is not much agreement on the extent of its inclusion into the definition of translation.

3. Genre

Genre can be defined as “*texts which have the same combination of linguistic, social and functional characteristics.*” (Own translation) (Engberg, 2003, p. 48). In effect, texts within the same genre will have similar characteristics. These characteristics are referred to as genre conventions (Ditlevsen et al., 2007, p. 110).

Normally, a genre is recognised by its form and content where the former refers to the elements of a text which can be identified by merely looking at the text and the latter refers to how the information is structured, which subjects have been included and the register used (Mousten, 2005, pp. 67-68).

Unless unconventionality is the goal, it is important to adhere to these genre conventions because breaking too many conventions could mean that the target audience does not recognise the text as belonging to that particular genre (Andersen, 2011, p. 15). In other words, respecting genre conventions limits the risk of noise\(^6\) in the communication. Hence, it is relevant for the production of intralingual translation. Because of the nature of the study in this thesis, the genre conventions of summaries must be presented.

3.1 Summaries

A summary can be defined as: “*a condensed, coherent rendition of the most important in a written or spoken text.*” (Own translation) (Ditlevsen et al., 2007, p. 265). As a result, a summary is concerned with the

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\(^6\) Noise refers to elements that interrupt or distort a message so that it does not reach the receiver in its original form (Blundel, 2004, p. 5).
essence of a particular source text. In effect, a summary is an intralingual translation called for because the actual physical space, as mentioned in section 2, must be shortened.

A summary is often produced so that the target audience can quickly read the essential points of a source text. In other words, it aids the reader (Ditlevsen et al., 2007, p. 266). This also means that a summary has to follow certain guidelines to be successful. These guidelines would be the genre conventions of summaries.

The genre conventions of summaries are, in this thesis, influenced by the fact that summaries are commonly used in technical writing (Mousten, 2005, p. 111), which can be defined as “specific and factual information to a defined audience for a defined purpose. The information is technical in nature...” (Shelton, 1994, p. 1). However, technical does not necessarily mean that the writing is only concerned with technology because technical can also refer “… to knowledge that is not widespread, that is more the territory of experts and specialists.” In other words, technical can also be called specialised discourse terminology. Here, the two definitions of technical overlap as the specialised discourse terminology used in the source text is of a technical nature. As such, I will simply refer to this as technical.

When producing technical writing, it is necessary to keep in mind that the text is serving practical needs (Lannon, 1997/2000, p. 2) while adhering to the genre conventions of the text in question.

3.1.1 Genre conventions of summaries

As a summary is a condensed form of a source text, it is, first of all, shorter than its source text. Furthermore, it is:

- A presentation of the source material in essential parts
- A concise description
- Easy and quick to read or skim (Mousten, 2005, p. 111).

The first bullet point makes up the actual aim of a summary. In other words, a summary must include the main ideas of the source text. This means that the summary producer must be objective and convey what the source text author has written and, equally as important, how he wrote it regardless of the summary producer’s own opinion (Gerson and Gerson, 2006, p. 471). Nevertheless, this should be done without copying actual words and phrases from the source text, meaning that the summary producer must

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8 However, as stated by Ditlevsen et al. (2007), the act of selecting the main ideas will always include some degree of subjectivity (p. 269).
paraphrase. This is particularly necessary when the target text receiver does not have the same knowledge of the topic as the source text receiver.

The second bullet point calls for a summary to be concise. In other words, it must be to-the-point without wasting space on irrelevant information. As a result, it is often recommended that past histories, definitions, complex technical concepts, examples, etc. are left out (Gerson and Gerson, 2006, pp. 471-472). Although some information might seem interesting, it should be left out if it is not relevant for the reader (Blundel, 2004, p. 213). So, it all depends on the receiver and the purpose of the summary.

All these characteristics make it appealing to use a bulleted list where the main ideas of the source text can easily be stated without further consideration. However, a summary should, preferably, be a text in its own right, i.e. it should be a complete text (ibid., p. 214). This means that a summary should be structured like any other texts with an introduction, discussion and conclusion (Gerson and Gerson, 2006, p. 470).

More specifically, the introduction should start with a topic sentence, which presents:

- the primary focus of the source text,
- major points discussed in the source text and
- the source being summarised.

Following this, the discussion should, as stated above, objectively present the main ideas of the source text in the summary producer’s own words.

Finally, the conclusion can either state the source text author’s recommendations for the future, focus on key statements, highlight source text author’s conclusions, etc. (Gerson and Gerson, 2006, pp. 470-471).

Mousten’s third and final bullet point entails that the summary is reader-friendly. As stated above, a summary is normally called for because the receiver is interested in understanding the main points quickly. The style should, therefore, be accessible and simple, and it is necessary to ensure that the words and sentences are not too long and complicated for the target audience without, however, talking down to the audience (Gerson and Gerson, 2006, p. 471).

### 3.2 Sub-conclusion

It is necessary to adhere to genre conventions in the production of intralingual translations to avoid noise in the communication. Here, it means that the genre conventions of summaries must be taken into account, more specifically, summaries used in technical writing where it serves practical needs. A summary is a shorter version of its source text, and it conveys the key messages objectively and in a style that matches its target audience.
4. Target audience

In general, a target audience, or receiver, can be defined as a “particular group of people, identified as the intended recipient of an advertisement or message.” So, it is the entity that receives the text, and, therefore, the target audience is affected mostly by the text (Ditlevsen et al., 2007, p. 49). As the skopos theory (section 5.1.1.1.2) states, the target text must function in the target culture and, hence, for the target audience. As a result, it is necessary to keep the target audience in mind in intralingual translations as well.

There are quite a few ways of dividing and analysing target audiences. However, this thesis is concerned with the production of summaries within technical writing. As a result, the division of target audiences used within technical writing will be adopted. Here, the target audience is often particularly specified by the target audience’s knowledge of the subject in question (Gerson and Gerson, 2006, p. 86).

Although there seems to be agreement on the characteristics of each target audience, the terms for each audience differ depending on the author as e.g. Lannon (1997/2000) uses: experts, informed persons and laypersons (p. 24) whereas Shelton (1994) adopts technical readers (theorists and technicians), managerial readers and general readers (pp. 5-7). However, I will use the terminology proposed by Gerson and Gerson (2006) who divide target audiences into high-tech, low-tech, lay audience and multiple audience (pp. 87-93) as they provide detailed and relevant information on each audience.  

4.1 High-tech audience

A target audience is considered high-tech when it has detailed knowledge of the subject in question. In other words, it knows and fully comprehends all the technical information in a text, i.e. the audience will consist of experts within the field (Gerson and Gerson, 2006, p. 87).

When writing for this target audience, it is not necessary to include further descriptions, background information or definitions in the text because the target audience is already aware of such information. This, normally, results in a text that incorporates abbreviations, high-tech terminology and facts and figures without further consideration. Also very complex syntax can be adopted for a high-tech audience because it

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10 Obviously, the characteristics of each group are stereotypical. However, I consider such a division appropriate when more specific information about the target audiences cannot be obtained because the situation is hypothetical.
consists of experts (Mousten, 2008, p. 5\textsuperscript{11}). Nevertheless, a text should still be manageable so that it is easily understood by the target audience. As a result, a text should never be badly written or unnecessarily difficult to read (Shelton, 1994, p. 5).

4.2 Low-tech audience

The low-tech audience has a general understanding of the topic. In other words, it has some knowledge of the topic, yet it is not in-depth. As such, it does not understand all the detailed technical information (Lannon, 1997/2000, p. 25).

Obviously, it will affect the style of a text when detailed technical information is not fully understood. Writing for a low-tech audience means that some abbreviations and jargon can be included, however, some background information, definitions of technical concepts, etc. are also necessary (Gerson and Gerson, 2006, p. 88). In other words, the text becomes quasi-professional (Mousten, 2008, p. 5). Similarly, facts and figures can be used, but they should, to some extent, be explained (Lannon, 1997/2000, p. 24). Here, it is often best to use a traditional writing style (Mousten, 2008, p. 5).

4.3 Lay audience

A lay audience is non-technical. In other words, this audience has the least or no knowledge of the topic in question. As a result, a lay audience needs facts and figures explained in the simplest terms (Lannon, 1997/2000, p. 24). If technical terms and abbreviations are necessary for the text, they should be explained and defined so that the information is easily understood (Gerson and Gerson, 2006, p. 89). This should be done by using common-core English syntax (Mousten, 2008, p. 5).

Besides this, it is important to remember not to write down to people as this might offend them and disrupt the communication. The style should always be appropriate for the target audience, and, in this case, a direct and simple style with precise wording should be used (Gerson and Gerson, 2006, p. 89).

4.4 Multiple audience

This audience differs from the above-mentioned audiences because it consists of a diverse group of people. In other words, the level of knowledge can vary greatly as it can consist of both high-tech, low-tech and lay audiences. Hence, the communication gets more complex.

In such a situation, it is necessary to provide enough background information and explanations to ensure that even the least knowledgeable audience will understand the terminology. Thus, any necessary

\textsuperscript{11} Mousten’s compendium seems to have problems with the page numbers as two pages are called page five. Unless otherwise stated, the page number referred to in this thesis is the page no. 5 containing a model following page no. 9.
abbreviations should be defined, but, for the most part, technical jargon should be avoided. Besides this, the tone should be matter-of-fact because the audience is heterogeneous (Gerson and Gerson, 2006, p. 92).

Mousten (2008) provides a good overview of characteristics of each of the above-mentioned target audiences. This can be seen in appendix 1.

4.5 Target audience of intralingual translations in study
As the target audience of the intralingual translation in my study is made up of British politicians attending a conference on the environment (section 4.5), the target audience is low-tech. In other words, the politicians have some knowledge of the topic in question. However, this knowledge is about environmental issues and, most likely, not on technical details of vehicles as such. In other words, the target audience would understand specialised discourse terminology within environmental matters, but not so much within e.g. engines. Thus, when technical solutions are included, they should be explained.

Besides this, the target audience is interested in details usable for the conference. In other words, it wants an assessment of the situation mentioned in the source text with all that this entails as well as the costs of any changes.

4.6 Sub-conclusion
An intralingual translation must take its target audience’s level of knowledge into account; otherwise, the writing may be unsuccessful. There are four types of target audiences in technical writing: high-tech, low-tech, lay or it can consist of multiple audiences. As the target audience of the intralingual translations in this study is low-tech within environmental issues, it understands terminology within environmental issues and it wants an assessment of the situation mentioned in the source text.

5. Educational backgrounds
During their studies, translation and communication students are taught various theories and strategies which they can use in the production of texts. Therefore, it is necessary to look further into this to determine the reasons why translation students should be able to produce intralingual translation and why they would tend to be more source-text oriented than communication students. In other words, this chapter looks into the reasons why I think that the hypothesis is confirmable.
As this thesis is concerned with translation and communication students at Business and Social Sciences (BSS) and their respective profiles, the abbreviations adopted at BSS to refer to the students as well as their profiles will be used in this thesis. This means that translation students and the translator/interpreter profile are referred to as TT-students and TT-profile respectively whereas communication students and their profile are referred to as IMK-students and IMK-profile respectively.

5.1 TT-students
As a TT-student myself, I know that TT-students are taught within translation studies and, more specifically, within translation theories.

5.1.1 Translation theories
Translation theory is primarily concerned with determining “appropriate translation methods for the widest possible range of texts or text-categories.” (Newmark, 1988, p. 19). In other words, it is theory on how to translate, meaning knowledge of methods which can help a translator locate the translation problems in a text and, in the end, help determine how such problems should be solved (Buhl, 2005, p. 13).

The above definition uses methods to refer to the various ways of translating, but the terminology varies much (Chesterman, 1997, p. 87). In this thesis, strategies will be adopted because the term translation strategies can be defined as “a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language into another.” (Lörscher, 1991, p.76).

Other translations scholars have a different understanding of translation strategies. Jääskeläinen (1993) considers them to be: “a set of (loosely formulated) rules or principles which a translator uses to reach the goals determined by the translating situation in the most effective way.” (p. 116) whereas Chesterman (1997) sees them as “forms of explicitly textual manipulation.” (p. 89). In effect, Chesterman focuses on strategies used to solve specific problems in the text and, thus, he and Lörscher adopts a narrower

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12 BSS offers three specialisations (subject clusters) of the study programme MA in International Business Communication. In other words, students can choose the Translator/Interpreter, International market communication and PR or European studies profile. All three profiles consist of basic subjects attended by all students and various profile subjects only taught to the students of the individual profiles. (Aarhus School of Business: MA in International Business Communication: English, French, German or Spanish. Retrieved from: http://www.asb.dk/en/programmes/master/asbmasterprogrammestaughtindanish/maininternationalbusinesscommunication/ (01.04.2012))

13 TT and IMK are abbreviations of the Danish titles of the study programmes, i.e. Translatør/Tolk and International markeds Kommunikation og PR.

14 Translation problems are considered to be “objective...[...]...Translation problems will always remain problems.” (Nord, 1997, p. 64).
definition than Jääskeläinen. In my opinion, the above definition from Lörscher is particularly interesting because potential consciousness suggests that a translator makes deliberate choices in the production of translations. In my view, this might help to strengthen the idea that translation as a discipline calls for expertise and, as such, cannot be carried out by just any person.

Besides defining translation strategies, Jääskeläinen (1993) identified two types of strategies in relation to the translation of a text, i.e. global and local strategies. These two types, which function on different levels, were identified by Jääskeläinen (1993). In some ways, they make up the differences identified in the three definitions above. In my opinion, it makes good sense that translation strategies operate on two levels. As described by Chesterman (1997), global strategies answer the question of how the text should be translated whereas local strategies are concerned with how a structure, idea or item in the text should be translated (p. 90).

5.1.1.1 Selected translation theories

Just like the many names found for translation strategies, a multitude of translation theories can also be found. Although the various translation theories existing today are interesting in their own way, it is simply not possible to go through them all for reasons of space. As a result, only selected theories are presented here to provide a general understanding of their key points. They have been chosen because they provide specific translation strategies or because of the nature of their guidelines.

5.1.1.1.1 Vinay and Darbelnet’s model


If a translator adopts a direct translation, the source text’s elements are translated one by one. This translation strategy is preferable when the source- and target language have parallels. Vinay and Darbelnet (1958/1995) speak in favour of direct translation and state that oblique translation should only be adopted when a direct translation will result in an unacceptable translation (pp. 84+87). An oblique translation strategy is, thus, used when stylistic effects in the source text cannot be translated without disturbing e.g. the syntactic order of the target text (ibid., p. 84).

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15 Shifts are: “...departures from formal correspondence in the process of going from the SL (source language) to the TL (target language).” (Catford, 1965, p. 141).
According to Vinay and Darbelnet (1958/1995), there are seven translation procedures divided between the two above-mentioned translation strategies. Appendix 2 describes each procedure in further details.

The fact that Vinay and Darbelnet have narrowed down the possible translation strategies to seven strategies provides a translator with a user-friendly and practical tool when translating.

5.1.1.1.2 Vermeer’s skopos theory

Providing a conceptual framework (Schjoldager, 2008, p. 151) as opposed to identifying actual translation strategies like Vinay and Darbelnet, Vermeer (1989) holds that translation is a translational action. This idea forms the basis of the skopos theory. Because translation is considered to be an action, it has an aim, or a purpose which is referred to as the skopos. In other words, skopos is defined as the purpose of a translation (p. 221).

The skopos theory does not claim that a source-text oriented translation strategy is better than a more target-text oriented strategy. It all depends on the specified skopos of the target text in question (ibid., p. 231). This is a contrast to e.g. Vinay and Darbelnet’s point-of-view where an oblique translation is only to be used when a direct translation is not acceptable.

According to Vermeer (1989), the skopos of the target text must be clearly stated by the commissioner, i.e. the client requesting the translation before the translation can begin because it is the commissioner who, ultimately, knows what the translation is to be used for, and the skopos identified as a result of this determines how the source text should be translated, which translation strategies to use, etc. The commissioner may, however, sometimes determine the skopos together with the translator to make the skopos as clear as possible (p. 230).

In the skopos theory, the skopos rule, i.e. the belief that the target text skopos is most important is the top-ranking principle in the translation process. However, the coherence and fidelity rules are the second and third ranking principle respectively and, thus, a form of hierarchy of principles in the translation process have been set up. The coherence rule entails that the target text should be coherent enough for the target audience to understand whereas the fidelity rule means that there must be some type of relationship between the source- and target text even though the nature of this relationship is not clearly defined by Vermeer (Baker, 1998, p. 236).

The skopos theory’s focus on the target text also means that the source text is assigned a new status. Instead of being viewed as the overall determiner of the translation process, the source text, its effect and function are considered parts of the translation brief. For each translation, the specific role of the source
text should be determined by the translator because the translator is the expert. However, the skopos of the target text is the deciding factor in each situation. In other words, the translator should base his decision upon the target text’s skopos as stated in the translation brief by the commissioner (Vermeer, 1989, pp. 229-230).

5.1.1.1.2.1 Translation brief

Vermeer (1989) defines the translation brief, or commission as it is also sometimes called, as: “the instruction, given by oneself or by someone else, to carry out a given action – here, to translate.” (p. 229). In other words, it presents the translator with the conditions under which the target text is to be produced.

The brief should, preferably, include information about:

a. the goal, i.e. a specification of the target text’s skopos
b. conditions under which the translation is produced, e.g. deadline (ibid., p. 229)

Vermeer requests a brief that is detailed and explicit enough for the translator to produce the translation. However, this is not necessarily always explicitly provided as it can be apparent from the situation itself (Vermeer, 1989, p. 229). This seems to hold true for e.g. an in-house translator who will have, or can obtain, more detailed knowledge of the situation in which the target text is to be used. This is, nevertheless, rarely possible for translation students, who have to produce translations under artificial circumstances.

As a result, Nord (1997) argued that a translation brief for translation students ought to include at least:

a. the (intended) text function(s)\(^\text{16}\)

b. the target-text receivers
c. the time and place of target-text reception
d. the medium
e. the motive for the production or reception of the text (p. 60)

In my opinion, Nord provides the commissioner with much more specific information on the translation brief compared to Vermeer, who does not clearly define what information is actually needed in the translation brief.

5.1.1.1.3 Nord’s typology

Besides commenting on the nature of translation briefs, Nord also presented her skopos-theoretical documentary and instrumental translation, which was identified by Vermeer (1989/2000 in Schjoldager, \(^\text{16}\) This is the same as the skopos of the text (Schjoldager, 2008, p. 158).
The former aims at “producing in the target language a kind of document of...a communicative interaction” (Nord, 1997, p. 47) between the source-text sender and source-text audience, and the latter wants to produce “in the target language an instrument for a new communicative interaction” between the source-text sender and target-text receiver (Nord, 1997, p. 47).

In other words, a documentary translation is concerned with reproducing the source text either in form or content, whereas an instrumental translation will focus on achieving the source-text function for the target audience.

There are different types of documentary and instrumental translations (appendix 3). More specifically, a documentary translation can be interlinear, literal, philological and exoticizing whereas an instrumental translation can be equifunctional, heterofunctional and homologous (Nord, 1997, pp. 47-51).

5.1.1.1.4 Chesterman's classification

Chesterman (1997, p. 87) considers translation strategies to be translation memes, which he defines as “unit[s] of cultural transmission” (p. 5) where a meme starts out as an idea in one person’s mind and moves on to another person’s mind and, as such, it spreads within a culture. He considers translation strategies to be memes because they are widely used and to some extent accepted as tools within the translation community.

In his classification, Chesterman (1997) presents actual translation strategies as a contrast to Vermeer’s skopos theory. However, his classification is only concerned with strategies on the local level although he emphasises the fact that the decision about which strategy is best for a particular translation normally is based on the global strategy chosen by the translator (pp. 91+92+107).

Chesterman’s classification consists of three overall groups, i.e. mainly syntactic/grammatical, mainly semantic, mainly pragmatic. Syntactic/grammatical strategies refer to changes in syntax and tend to manipulate the form of the target text. Semantic strategies are primarily concerned with changes in lexical semantics, i.e. the meaning of words, and, hence, they manipulate meaning. Finally, pragmatic strategies are focused on selecting which information is included in the target text, and, thus, manipulate the actual message of the target text (ibid., pp. 94+101+107). Each group consists of many different strategies, which can be seen in appendix 4.

Although Chesterman (1997) has looked for strategies which are used by professional translators (p. 93) and, thus, provides an interesting overview, the list is, nevertheless, rather extensive and, thus, not very operational and user-friendly, in my opinion.
5.1.1.1.5 Schjoldager’s macro- and microstrategies

To some extent, Schjoldager (2008) bases her translation strategies on Vermeer’s skopos theory as it is the translator’s focus and the translation brief which determine the appropriate strategies. She divides translation strategies into macrostrategies and microstrategies. In other words, she operates on two levels like Jääskeläinen and Chesterman.

A macrostrategy is the overall method of translation (Schjoldager, 2008, p. 67). In other words, it is the translator’s overall strategy for the translation, and, as such, resembles Chesterman’s global strategies.

A macrostrategy can be either source-text oriented or target-text oriented. Which macrostrategy is most appropriate depends on the translation brief and situation. More specifically, three questions need to be answered before the translation is commenced:

1. Is the form and content of the source text or the effect of the target text most important for the translation?
2. Is the translator a communicator or mediator?\(^{17}\)
3. Is the translation overt or covert?\(^{18}\) (p. 71)

According to Schjoldager (2008) and illustrated in appendix 5, a translator should adopt a source-text oriented macrostrategy when the source text’s form and content is most important, the translator is a communicator and the translation is overt. As a contrast, a target-text oriented macrostrategy should be applied when it is the target-text’s effect on the target audience that is important, the translator is a mediator and the translation is covert (p. 71).

The second level of Schjoldager’s theory is microstrategies, which resemble Chesterman’s local strategies. Here, the focal point is specific translation problems in the text. Inspired by i.a. Vinay and Darbelnet’s strategies in section 5.1.1.1.1 (Schjoldager, 2008, p. 89), she presents 12 microstrategies which a translator can adopt when faced with specific translation problems in a text (appendix 6).

Unlike Chesterman, Schjoldager has focused on a limited number of strategies which, nevertheless, seem to cover many relevant strategies. In doing so, she has, in my opinion, ended up with a user-friendly and applicable theory on translation.

\(^{17}\) A translator is considered a communicator when he is communicating somebody else’s communication. A translator is a mediator when he is mediating communication between the primary parties of the communication. (Schjoldager, 2008, pp. 70-71).

\(^{18}\) In an overt translation, the target audience is, or should be, aware of the fact that the text in question is a translation. As a contrast, a translation is covert when the target audience is not aware, or do not care, that the text is a translation (Schjoldager, 2008, p. 31).
5.1.2 Training at Business and Social Sciences

In the above section, selected translation theories were presented because they make up some of the theories which TT-students have access to during their studies. However, it is necessary to look specifically into which translation theories, TT-students are actually being taught at BSS to understand why they should be able to produce intralingual translation and do so in a manner in which they would tend to be more source-text oriented than IMK-students.

5.1.2.1 TT-profile

From the structure of the TT study programme (appendix 7), it becomes apparent that the TT-profile focuses on translation of technical, legal, financial and general-language texts. These courses are accompanied by e.g. “English Grammar, Semantics and Pragmatics”, “Interpreting”, “Theories and Methods” and “Analysis and Production of Specialist Texts”.

Of these courses, Analysis and Production of Specialist Texts is the only course that introduces the students to other types of text production than interlingual translation. In other words, intralingual translation is also taught in this course.19 As such, the TT-profile does not exclusively focus on interlingual translations although it is clear that they are the focal point.

In a conversation with Associate Professor in Translation and Interpreting at BSS, Anne Schjoldager,20 it became clear that Theories and Methods is the only course that provides TT-students with information on different translation theories and strategies. The reason for this is the fact that the TT-profile is highly practical, and, as such, the other translation courses focus on translation within their respective fields instead of translation theory in general.

Nevertheless, there is, according to Schjoldager, more or less consensus on adopting the skopos theory in the production of translations. As such, the TT-students’ main theoretical approach in translations is focused on the relationship between a source text and a target text.

The use of the skopos theory also means that the lecturers on the TT-profile provide their students with a translation brief when they have to translate a text, but no more. In other words, TT-students are not trained in any communication model as such. Instead, focus is on the skopos theory and the translation brief. In this respect, Schjoldager states that a translation brief contains elements of communication

19 Aarhus School of Business. Studiehåndbog for cand.ling.merc i engelsk, studiestart september 2011, p. 34
20 Conversations with Associate Professor at BSS, Anne Schjoldager, in March, 2012
models, e.g. sender, receiver, medium and genre. Based on this, the TT-students are used to taking such elements into account despite the fact they are not presented with a communication model.

Besides the skopos theory, Schjoldager states that the TT-students use her theory on macro- and microstrategies (section 5.1.1.1.5).

The above-mentioned information from Schjoldager and the structure of the study programme suggest that TT-students would indeed be able to produce intralingual translation, not so much because they are introduced to it in *Analysis and Production of Specialist Texts* as this introduction is quite limited, but rather because they are used to producing texts that are based on a source text, they take the source-text – target-text relationship into account, and they are used to taking those elements into account which will affect the production of an intralingual translations as such information is present in their translation brief on which the TT-students normally rely.

Also, it is clear that TT-students are exposed to many different types of texts through their studies as they handle legal, technical, financial and general-language texts on a regular basis. As such, they are used to working with different topics, terminology and genres, which means that their English vocabulary should be extensive. The insights gained from translating these different text types will, most likely, help TT-students produce intralingual translation competently.

In order to determine why TT-students would have a tendency to be more source-text oriented than IMK-students, it is necessary to look into the main theories and strategies which IMK-students are presented for during their studies.

### 5.2 IMK-students

It is not possible to go through all the theories and strategies existing under the broad term *communication* for reasons of space. Also, the focal points of this thesis are TT-students and their production of intralingual translation whereas IMK-students are used as a comparative factor to further describe TT-students’ intralingual translations. As such, the presentation of the theories and strategies which IMK-students can use in their text production has been limited to only include the theories which the IMK-students are actually trained in using at BSS.

The structure of the IMK study programme (appendix 8) confirms the fact that communication covers many different fields and for more specific insights into the theories and strategies which IMK-students are presented with, I contacted Associate Professor in Communication at BSS, Poul Erik Flyvholm Jørgensen, and Assistant Professor in Public Relations at BSS, Leila Trapp.
For marketing communication, Flyvholm Jørgensen\textsuperscript{21} states that the primary model informing about strategies of text production is the Rossiter-Percy grid (section 5.2.1). In other words, when IMK-students are to produce texts in marketing communication, they are asked to take this model into account.

In PR, they operate on a more strategic level in relation to the purpose and context of texts. This means that in e.g. crisis communication, the students are being trained to apologise etc. instead of using a specific model. Because of this and the fact that PR covers a diverse field of disciplines, it is difficult to mention one particular model which IMK-students take into account in their text production. According to Trapp, Grunig & Hunt’s two-way asymmetric and two-way symmetric communication models (section 5.2.2) would be the most likely suggestion.

Furthermore, Trapp stated that IMK-students actually do not work on the basis of source text, but rather on the basis of guidelines.\textsuperscript{22} Also, Trapp stated that the students are assumed to already have been made aware of the importance of communication models at their Bachelor’s programmes. Thus, they are expected to take these elements into account in their text production despite the fact that these elements are not explicitly being taught during class.

\textbf{5.2.1 Rossiter-Percy grid}

The Rossiter-Percy grid (appendix 9) focuses on \textit{involvement} and \textit{motivation}, which are elements necessary to consider in the production of marketing communication as they affect a target audience’s purchase and usage behaviour (Percy and Elliott, 2005, p. 146). If the combination of these two factors is known, it will become easier to plan the rhetorical and semantic content of the communication.\textsuperscript{23}

\textit{Involvement} refers to the level of risk that the target audience perceives is in the decision to buy a product, and this involvement can be either low or a high. If the involvement is low, the target audience finds little risk in the purchase decision whereas high involvement means that the risk is perceived to be great (Percy and Elliott, 2005, p. 147).

If involvement is low, the target audience does not need to believe that the message which the brand is conveying is true. It is enough that the target audience finds the message interesting. However, when involvement is high, the target audience needs to believe that what the brand is saying is actually true if the brand is to be positively perceived and a purchase is to be made (\textit{ibid.}).

\textsuperscript{21} Email correspondence with Associate Professor at BSS, Poul Erik Flyvholm Jørgensen, in March, 2012
\textsuperscript{22} Conversation with Assistant Professor at BSS, Leila Trapp, in March, 2012
\textsuperscript{23} Email correspondence with Associate Professor at BSS, Poul Erik Flyvholm Jørgensen, in May, 2012
The second element of the model, motivation, is important because it refers to the reason why the target audience would want to buy a product. A target audience’s motivation can be negative or positive where the former is concerned with the need to solve or avoid a problem and the latter is about achieving personal satisfaction (ibid.).

In the Rossiter-Percy grid, negative motivation is referred to as informational motivation as the brand needs to provide the target audience with information on how to overcome the perceived problem. The model refers to positive motivation as transformational motivation because, here, the brand has to transform the target audience’s mood (ibid., p. 148).

As can be seen in the model, these above-mentioned elements can be combined in four ways. Firstly, there is the low-involvement informational brand attitude strategy. Here, the target audience considers the purchase decision risk to be low, and it has a problem which it is trying to solve or avoid (ibid., pp. 148-149).

Similarly in a low-involvement transformational brand attitude strategy, the target audience also considers the purchase decision to be of low risk; however, the motivation is personal satisfaction (ibid., pp. 149-150).

The next combination, high-involvement informational brand attitude strategy, means that there is a perceived risk in the purchase, and the target audience wants to solve or avoid a problem (ibid., p. 154-156).

Finally, the high-involvement transformational brand attitude strategy provides the brand with strategies in a situation where there is a perceived risk in the purchase decision and this decision is made because of the target audience’s need for personal satisfaction (ibid., pp. 155-156). Appendix 10 presents the recommended implementation strategies for each type.

### 5.2.2 Grunig & Hunt’s two-way asymmetric and two-way symmetric communication models

The two-way asymmetric and symmetric communication models form part of a typology proposed by Grunig and Hunt (1984). It consists of four phases which PR seems to have gone through over time, i.e. press agentry/publicist, public information, two-way asymmetric communication and two-way symmetric communication (pp. 13-14).

The press agentry/publicist and public information models are one-way communication, i.e. there is no dialogue with the target audience. The difference between the two lies in the truth because the former refers to a time where it was the job of PR-agents to get their clients mentioned in the headlines, normally through incomplete or distorted information (ibid., p. 21) whereas the second sought to make the
communication truthful and catch the attention of the target audience through objective information (Tench and Yeomans, 2009, p. 150).

This one-way communication was followed by the notion of two-way communication where there is a dialogue between the company and the target audience. If this communication is asymmetric, the dialogue is, nevertheless, limited. In other words, the company does not ask for feedback from its target audience in an attempt to alter and improve the company itself. Instead, the feedback is used to adopt the communication strategies to improve persuasion of the target audience (ibid., p.151).

When the two-way communication is symmetric, the feedback provided by the target audience is used to improve both the target audience’s as well as the company’s view on a matter (ibid.). In other words, the PR-agent suddenly has the role of mediator bringing the two parties closer together and creating mutual understanding (Grunig and Hunt, 1984, p. 22).

Grunig and Hunt’s two-way asymmetric and symmetric models have been criticised for i.a. being idealistic and not reflecting the true communication process (L’Etang, 1996a, in Tench and Yeomans, 2009, p. 151). Therefore, the model has been adapted (appendix 11) to represent the fact that some matters in a company are usually handled asymmetrically and others are handled symmetrically (Tench and Yeomans, 2009, p. 153).

5.3 Comparison

Comparing the educational backgrounds of TT- and IMK-students, it becomes apparent that there are similarities, but also differences.

First of all, it is clear that both groups are expected to take the elements of a communication model into account albeit a particular communication model is not presented.

Furthermore, as the profiles are specialisations of MA in International Business Communication, they have some of the same courses, i.e. “English Grammar, Semantics and Pragmatics”, “Translation of General Language Texts” and “Analysis and Production of Specialists Texts”.

Analysis and Production of Specialist Texts presents intralingual translation to the students, so both groups are exposed to this translation activity. Nevertheless, it is clear that the focal point of the TT-profile is interlingual translation, and the IMK-students’ focus is marketing communication and PR even though IMK-students are also introduced to interlingual translation because of the course Translation of General Language Texts. As such, their profiles overlap, but differ at the same time.
TT-students are trained in the skopos theory and use Schjoldager's macro- and microstrategies. So besides the basic elements of a communication model, they have to take the target text’s relation to its source text into account. In other words, they are used to choosing between a source-text oriented and a target-text oriented macrostrategy before translating a text. So, even though they are producing a text which should function on its own, this text will always be based on another text.

Meanwhile, IMK-students are trained in models such as the Rossiter-Percy grid and Grunig and Hunt’s communication models. Because of the former theory, they focus on the target audience’s behaviour in relation to a brand and, as a result, the IMK-students are trained in producing a text that matches the involvement and motivation of the target audience. Because of the latter theory, IMK-students are focused on interaction with target audiences. As can be seen, these models vary greatly from that of the skopos theory and Schjoldager’s macro- and microstrategies.

This suggests that, in theory, the students’ approaches to text production should differ somehow, particularly since TT-students work often, if not always, with a source text whereas IMK-students work with guidelines, which, basically, means that IMK-students have to produce a completely new text on their own whereas TT-students can base their texts on another. As such, IMK-students do not focus on the target-text – source-text relationship because there is no source text. Also, it could be argued that the focal points of the two IMK-theories mean that, to some extent, IMK-students would be more inclined to use creative language because they often have to sell a product to the target audience.

So, because of their educational backgrounds where TT-students always have to take a source text into account and the IMK-students are used to producing completely new texts, TT-students should tend to be more source-text oriented than IMK-students.

In this respect, however, it is necessary to mention that it is always difficult to determine the exact reasons why people do something. For this study, this means that there might be other factors which influence the way in which TT-students and IMK-students produce texts. Such factors could e.g. be the students’ personal backgrounds and their interests. It is often the case that students of a particular study programme will have similar characteristics. Although, to my knowledge, no actual study has been made into the personality of TT- and IMK-students, professional translators are sometimes referred to as passive (Risku, 2004, in Dam and Zethsen, 2008, p. 73) with a voluntary servitude (Simeoni, 1998, in Dam and Zethsen, 2008, p. 73). It could be argued that it is because of such factors that TT-students would tend to be more source-text oriented. This is naturally interesting, but, in this thesis, the focal point is their educational backgrounds as I
know many TT-students who do not consider their actual educational profile appropriate for intralingual translation for which reason I wanted to look further into this factor.

6. Methodology

To test whether the hypothesis is actually confirmable as suggested by the above chapter, the study was carried out as described below.

6.1 Material

The material used in this study consists of a source text and a brief.

The source text is the feature article “Two strokes against it” (appendix 12) by Jeffrey Winters. It was published in Mechanical Engineering, i.e. the magazine of the American Society of Mechanical Engineers (ASME).24

The brief (appendix 13) presented the participants with the assignment and stated the circumstances under which the summary was to be produced.

6.2 Participants

The respondents consisted of 13 students attending their second semester of the MA in International Business Communication, English25 at BSS. Five of these students attend the TT-profile and the remaining eight students attend the IMK-profile.

As a result, the IMK-sample is based on a slightly higher number of respondents than the TT-sample simply because more IMK-students allowed me to use their summary.

Only students attending the English profile were chosen for this study because the intralingual translations were to be based on an English source text and written in English.

6.3 Procedure

As the course Analysis and Production of Specialist Texts is one of the basic subjects of MA in International Business Communication, TT-, IMK- and European Studies students attend this course. Therefore, it was possible to administer the assignment under the same circumstances which further ensured comparability.

Through my supervisor, Professor Karen Korning Zethsen, who is teaching this particular course this semester, all the students attending the course were given the assignment on the first day of the course. As

25 The Danish title is: Cand.ling.merc i engelsk.
such, the students should, in theory, not have been introduced to the production of intralingual translations before. This was done intentionally in an effort to eliminate the possibility that the TT-students would use other knowledge of text production than that gained through their translation courses. However, I am aware of the fact that the students, most likely, would have attended some text production courses on their Bachelor programmes. As such, some students might have come across the production of the type of intralingual translation used in this study, i.e. summaries. This might also mean that their text production experiences differ. This is, as a result, a weakness in my study.

However, efforts were made to ensure that the conditions under which the summaries were to be produced were similar. As a result, the brief stated that the students were not allowed to spend more than two hours and 300 words producing the summary. Because of the content of the source text, the degree of difficulty of the assignment and the skills which a student attending a MA in International Business Communication is assumed to have, two hours were found appropriate for the production of the summaries.

When the assignment was handed out, the students were told that the assignment was individual and, as such, no collaboration was allowed. As the students produced the summaries in an uncontrolled environment, it could, however, not be ensured that the time constraint and no-collaboration restriction were adhered to. I am aware that this is a weakness in my study. It was possible to let the students produce the summaries in a more controlled environment, e.g. in the classroom during class, but 90 minutes, which is how long a class lasts, seemed too short for this assignment. Also, students might feel more under pressure when having to produce a text in a room full of people with the possible noise factors this might entail. Finally, not all students would necessarily have access to the same resources as not all students carry a laptop with them to class. All these factors could influence the result for which reason I decided that it would be best if the students were allowed to work at their own chosen location.

Initially, the students did not know that their summaries would be used as empirical data in a thesis, i.e. they thought that it was only a home assignment for the course. The fact that the students did not know that they were participating in a study is a definite advantage in my study as it means that it is ecologically valid in this respect.

After the students had handed in their summaries, Professor Karen Korning Zethsen asked them if they would allow their texts to be used in this study. A number of students from all three profiles agreed under the promise of full anonymity. The summaries from the students of European studies have, however, not been included because of the focus of my hypothesis.
Because of the promise of full anonymity, the names on the summaries have been replaced with the abbreviation of their profile followed by a number, e.g. TT1 which is sample 1 from a student attending the TT-profile whereas IMK1 is sample 1 from a student attending the IMK-profile. This is how they will be referred to in the analysis.

6.4 Empirical data

My empirical data consist of 13 intralingual translations i.e. English summaries of the source text “Two strokes against it”. Five of these 13 summaries have been produced by TT-students (appendix 14) and the remaining eight have been produced by IMK-students (appendix 15).

All summaries have been enclosed unaltered. However, as the students thought the summary was a home assignment, some of them wrote Assignment 1 on the summaries. As this is not relevant for the analysis and would not have been there in a real-life situation, the information has been deleted. Also, TT4 included his or her name as part of the actual summary. The name has been replaced with TT4 to ensure anonymity.

6.5 Analysis model

As my hypothesis is: “Translation students can use their training to produce adequate intralingual translations; however, they will tend to be more source-text oriented than communication students.”, the hypothesis consists of two parts:

1. Translation students can use their training to produce adequate intralingual translations;
2. however, they will tend to be more source-text oriented than communication students.

As a result, I have to analyse my empirical data in two ways. Nevertheless, before I decided how best to do this, I went through all 13 summaries to see if any patterns could be determined. This was done in order to ensure that I read through the summaries with an open mind instead of focusing on certain parameters from the beginning and, thus, risk leaving out important results.

6.5.1 Hypothesis - part one

Inspired by Mossop’s revision parameters (appendix 16) and Lannon’s usability checklist for summaries (appendix 17), who together provide insights into revision in translation and summaries, I have decided to test the first part of my hypothesis by looking at three different aspects of the target texts, i.e.:

- **Content**, which focuses on whether:
  - all essential information has been included. This means analysing whether:
    - the summaries contain irrelevant information
    - the summaries have left out relevant information from the source text
  - the information included is correct
the source-text message is conveyed

- **Organisation**, which focuses on whether the summaries:
  - are cohesive
  - are coherent
  - work as one piece of writing

- **Style**, which focuses on whether:
  - the summaries use appropriate terminology
  - the information is objectively stated
  - the sentences are clear and fluent
  - the summaries adhere to the English rules of grammar, spelling and punctuation

As described in section 3.1.1, paraphrasing is an important part of producing a summary. As such, this parameter should also have been included under *style*. However, as the second part of the hypothesis is focused on i.a. paraphrasing, this parameter will be included there to avoid too much overlap. Nevertheless, the results found there in relation to paraphrasing will still be used in the discussion about the first part of the hypothesis.

The hypothesis states that the summaries have to be adequate. Obviously, the best way to test this would be to test them in the actual situation stated in the brief. As stated by Vermeer (1989), a text must function in its target culture and for its target audience (pp. 222-223). However, as the summaries were produced for a hypothetical situation, this is not possible. Inspired by Ditlevsen et al. (2007, p. 275), I will, therefore, evaluate the three above-mentioned areas against:

- the genre conventions (section 3),
- the target audience (section 4) and
- the skopos of the target texts.

This means that if the summaries respect the genre conventions and take the fact into account that the target audience is low-tech and that the summary is to be used at a political conference on the environment, the summary is considered adequate.

This analysis will only be carried out on the summaries produced by TT-students as they are the focal point of the first part of the hypothesis.

**6.5.2 Hypothesis - part two**

For the second part of the hypothesis, the TT-students’ summaries will be compared to the summaries produced by the IMK-students. Although the adequacy of the IMK-summaries is not the focal point of this
thesis, the success of a microstrategy will be commented on when appropriate to add another dimension to the students’ way of producing translations.

In order to determine whether TT-students are more source-text oriented than IMK-students in their translations, I will use Schjoldager’s microstrategies to determine which microstrategies have been preferred in the students’ condensation of the source text as they are comprehensive, yet user-friendly even though she applies them to interlingual translations.

I will focus on the microstrategies used on a structural and textual level.

6.5.2.1 Structural level

Here, I will analyse which microstrategies have been adopted on a structural level by looking into how much the overall structure of the target text resembles that of the source text, e.g. whether information has been allocated a different place in the target text or has been deleted.

In an attempt to make the analysis of this level less confusing, I have outlined the structure of the source text (appendix 18). This outline is based on the fact that the source text can be divided into sections according to overall themes. The outline also contains further keywords which illustrate which information that I consider part of the theme in question. These have been structured so that they follow the move structure of the source text.

One keyword can represent multiple pieces of information stated in the source text, e.g. results from snowmobiles covers the reduction of hydrocarbon emissions as well as the reduction of carbon monoxide. This has been done to ease comparison of the texts and for reasons of space.

Such an outline has also been made for each individual TT- and IMK-summary (appendix 19) so that they can be compared to the source-text outline. This also means that the analysis will refer to the keywords and the sections instead of specific sentences from the target texts. Therefore, it is recommended that these outlines are at hand when reading the analysis.

6.5.2.2 Textual level

At this level, I will analyse which microstrategies have been used on the textual level of the translations. This is done by looking into how closely the lexis and syntax of the target texts resemble that of the source text.
Firstly, I focus on the translations of sentences from the source text which contain key pieces of information. By analysing how these differ or resemble those of the source text, I will be able to determine which microstrategies have been used in the condensation of the key information in the source text.

After that, I turn my attention to the way in which the students have translated pieces of information from the source text which are not considered to be key pieces of information, i.e. the remaining text. Doing so, I will get a full picture of how condensation has taken place in the individual translations.

Finally, the results used in both analyses will overlap. However, the reasons for using them and the focus will vary.

7. Data analysis
The examples from the source text and target texts used in the analysis have been transferred unaltered. Moreover, some examples may contain more than one interesting aspect. However, only one aspect will, to the extent possible, be addressed at a time to limit the risk of confusion.

7.1 Hypothesis - part one
In this analysis, it is not possible to include examples of the translations from all target texts for reasons of space. As such, the most telling examples will be included.

7.1.1 Content of TT-summaries
Looking at the content of the TT-students’ summaries, it becomes apparent that the students have been able to identify most of the key information in the source text, e.g.:

- The streets of Manila, Bangkok, and other South Asian cities... (ST)
- "One of these two-stroke engines produces the same amount of pollution as 50 Honda Accords,"...[...the pollution from these bikes is equal to as much as 5 billion midsize automobiles...[...accounts for as many as 2,000 premature deaths a year. (ST)
- But the fuel savings alone (the retrofitted engines are about one-third more efficient) can reclaim the cost in just one year. (ST)

All TT-students have included a translation of the above key information. As such, the TT-students have included information on where the pollution problem is found, how bad the pollution is and the sustainability of the changes made.

Besides this, the TT-students have also left out irrelevant information. All of them, except TT2, do not include information on two-stroke engines in relation to four-stroke engines. This is a good way to save words, and it takes the fact into account that the target audience is low-tech and is looking for results. Also,
the information on four-stroke engines is not key information. Another example of such irrelevant information which has been left out by the TT-students is:

- \textit{...which were first patented by the Scottish engineer Dugald Clerk in 1881. (ST)}

This clause contains background information, but given the fact that the summary has to focus on key messages and be efficient, it is necessary to leave it out.

An element that seems to have caused confusion among the TT-students producing the summaries is, however, the presentation of the key person in the source text. The source text introduces the main person in the following way:

- \textit{Bryan Willson, a professor of mechanical engineering at Colorado State University in Fort Collins and research director at the school's Engines and Energy Conversion Laboratory. (ST)}

In the summaries, TT1 and TT4 include all the above information, whereas TT2, TT3 and TT5 adopt a different strategy:

- \textit{professor of mechanical engineering, Bryan Wilson (TT2)}
- \textit{Bryan Willson, professor of mechanical engineering at Colorado State University in Fort Collins (TT3)}
- \textit{professor of mechanical engineering at Colorado State University in Fort Collins Bryan Willson (TT5)}

As can be seen, only the first part of Bryan Willson’s title has been included in the translations. It is, normally, important to provide the correct and full title of the person in question; however, in a situation where space is limited and the person’s title consists of two titles, it is justifiable to only include the most important title as done by TT3 and TT5. TT2 has shortened the title too much in that the name of the university has not been included. This is a problem because the name of the university also helps to ensure credibility. As such, the name of the university should have been included. Despite of this, however, the TT-students translations of this information are successful.

Nevertheless, some of the information included in the summaries is irrelevant for the genre, target audience and the skopos. TT1 and TT4 have e.g. both included the source text sentence:

- \textit{Manila was choking, so they modified a three-wheeler’s engine (ST)}

Obviously, this functions as a lead in the source text. For the source text, such a statement which sums up the story and catches the attention of the target audience is expected. However, such a lead is not part of the genre conventions of summaries, and, more importantly, it is not relevant for the target audience. The target audience would most likely find it odd that such a statement starts off the summary.

Besides this, TT1, TT2 and TT5 include the following information:

- \textit{...100- to 150-cubic-centimeter... (ST)}
If the target audience was high-tech and the skopos focused on the mechanics of the engine instead of the pollution caused by it, this information would have been considered key information. However, for a low-tech audience within environmental issues, it seems unnecessary to spend words on a piece of information which is not the most important piece of information and which might not help the target audience better understand the problem.

When it comes to other technical information in the source text, it can be questioned how many technical details the target audience needs. The source text states:

- *Although the engines are powerful, their simple design calls for exhaust to be flushed from the cylinder by the introduction of the fuel-air mixture to be combusted in the next cycle. Inevitably, some of the unburned fuel gets jettisoned as well, leading to clouds of blue smoke.* (ST)

This is a fairly technical description and would be expected in texts for high-tech audiences although it could be argued that such an audience would already know how a two-stroke engine functions and, thus, such a long explanation is more appropriate for a low-tech audience within engines. However, here, the target audience of the target text is low-tech within environmental issues. This means that the target audience has a general idea of how engines pollute, but it would not necessarily have knowledge about the actual process taking place inside the engine and, thus, a less technical explanation may be called for. The TT-students have taken this into account differently. Whereas TT3 and TT4 do not include any information about the reason why tuk tuks pollute, the remaining students write:

- *This means that exhaust is flushed from the cylinder by the introduction of the fuel-air mixture to be combusted in the next cycle. Inevitably, some of the unburned fuel gets jettisoned as well.* (TT1)

- *However, their simple design is also the cause of large amounts of exhaust from the cylinder. It also spits out clouds of blue smoke from unburned fuel.* (TT2)

- ...two-stroke engines, which simple design leads some unburned fuel to get jettisoned, leading to clouds of blue smoke. (TT5)

As can be seen, TT2 and TT5 have included *clouds of blue smoke* and, considering the skopos, this information is not the most essential part of the sentence. Despite the fact that TT1 does not include this particular piece of information, it is the summary containing most of the details from the source text sentence, which, as mentioned, might be too technical and irrelevant for the target audience. TT2 does not succeed in connecting cause-and-effect, meaning that the target audience is not made aware of the fact that the tuk tuk pollutes because its exhaust contains unburned fuel. Instead, it seems like an afterthought.
As a contrast, TT5 provides the target audience with an appropriate amount of information to connect cause and effect despite the information on blue smoke. In other words, it contains just enough information on the reason for the pollution without being too technical.

As the source text contains quite a few examples, it is up to the TT-students to leave out the information which is not relevant or does not provide the target audience with further knowledge. More or less, this has been done quite consistently in the summaries. However, there are a few examples where information could have been left out, e.g.:

- *(also called auto rickshaws or just tricycles)*... (TT2)
- *...and they often carry as many as 12 passengers.* (TT2)
- *...and environmentalists have tried to ban them.* (TT2)

The first example is not necessary because it is enough to just use one name. This would be less confusing for the target audience and, thus, result in more efficient writing. The second example is superfluous considering the target audience and skopos because it simply refers to the torque of the tuk tuk without being set in an environmental context. The third example is linked to information on snowmobiles and not the two-stroke engines. Hence, it does not relate to the key points of the source text and can, therefore, be regarded as irrelevant.

Clearly, the above examples come from TT2 and, thus, only one summary. As a result, it might be considered superfluous to bring it up here. However, the lack of examples from the other summaries means that the TT-students have been able to go through all the information in the source text and determine, more or less, which information is irrelevant for the target text skopos, audience and genre.

The above examples focus on the relevance of the information included in the summaries. However, just because the summaries do not contain much irrelevant information, the TT-students have not necessarily included all the important information from the source text.

With this in mind, it seems, firstly, that there has been a problem with determining how much the source text should be referenced as the summaries include varying ways of referring to the source text, e.g.:

- *Summary of the article “Two strokes against it”* (TT2)
- *The article “Two Strokes Against It”, written by Jeffrey Winter and published by the Mechanical Engineering Magazine in March 2004...* (TT3)
- *two strokes against it ...[...]... By Jeffrey Winters, Associate Editor, Summary by XX* (TT4)
From the above translations, it is clear that TT2 only states the name of the source text and a genre specification, i.e. the fact that the target text is a summary whereas TT4 also includes the source text author and the author of the summary. The name of the source text author is key information for the target audience because it can go back to the author if necessary, so it should be included. TT3 also includes this information and, in addition, provides the reader with a full reference by including the date of publication and the name of the publisher. This is a good, informative reference to the source text, and the only problem here is the incorrect spelling of the author’s name, i.e. Jeffrey Winter instead of Jeffrey Winters. Nevertheless, it seems that TT-students are aware of the fact that some reference to the source text must be made as they all include such a reference.

However, information on why the two-stroke engines in South Asia were difficult to alter has not been consistently included. The source text states:

- *Not only are many of the two-stroke engines maintained by shade-tree mechanics, which rules out high-tech fixes, but the average owner of a tuk tuk is poor by Western standards.* (ST)

The TT-students translated this into:

- *The team around Willson, which had to bear in mind that most tuk tuk owners do not have much money compared to Western standards...* (TT3)
- *Since most owners of tuk tuks are poor by Western standards, the solution would have to be cheap.* (TT4)
- *...one of the main challenges was making the solution affordable to the average tricycle owner, which is considered poor by western standards.* (TT5)

As can be seen from the above examples, the target texts only include the latter reason, i.e. the poor tuk tuk owner. As a result, they have left out the slang expression *shade-tree mechanics.* TT5 even states *one of the main challenges,* thereby, making the target audience aware of the fact that there are more reasons, but without providing the reasons. Obviously, both reasons should have been included so that the target audience does not lack important information.

Only TT1 and TT2 provide the target audience with both reasons and do so in the following way:

- *Not only are many of the two-stroke engines maintained by shade-tree mechanics, which rules out high-tech fixes...* (TT1)
- *... the mechanics do not possess vast technical skills...* (TT2)

From this it is clear that only TT2 has been able to paraphrase the slang expression so that it is appropriate for the target audience. Although TT1 does not explain the term or paraphrase, it has, nonetheless, included the information which can be considered better than leaving it out.
In addition to this example, there is a difference in the amount of information included on the experiences made and the results from snowmobiles. The source text states:

- A simple change in the cylinder head and the addition of a catalytic converter reduced hydrocarbon emissions by 99.7 percent and carbon monoxide by an astounding 99.9 percent. (ST)

TT1 does not mention snowmobiles; however, the remaining four summaries do so to varying degrees:

- Bryan Wilson, found a way to clean up the snowmobile engines by changing the cylinder head and adding a catalytic converter. This reduced hydrocarbon emissions and carbon monoxide by nearly a hundred percent. (TT2)
- ...Bryan Willson...[...].found a method to clean up snowmobile engines. These engines are in some ways similar to the ones found in tricycles and therefore a non-governmental organisation in Manila asked Willson for help. (TT3)
- They made changes in the cylinder head and added a catalytic converter, and reduced hydrocarbon emissions by 99.7% and carbon monoxide by 99.9%. (TT4)
- ...discovered a way to reduce hydrocarbon emissions by 99.7 percent and carbon monoxide by 99.9 percent on snowmobile engines. (TT5)

As can be seen, the above examples vary quite significantly in how much information they include. TT2 and TT4 include all the information from the source text as both the changes and subsequent results have been included whereas TT5 only presents the results. TT3 uses the information on snowmobiles rather like a way of creating coherence in the text by explaining to the target audience why Bryan Willson is mentioned in the article. As such, not much information on the actual experiences gained from snowmobiles has been included in TT3.

Obviously, it is difficult to determine how much of the paragraph from the source text should be included. However, at least the results of the changes ought to be mentioned as they provide the target audience with information on how successful previous attempts have been, particularly since the target audience consists of politicians who base their decisions on facts and figures. As such, the majority of the TT-translations are successful in this respect.

When it comes to the technical content, it might be too technical to include the actual changes without further explanation. Not all politicians would necessarily understand what e.g. a catalytic converter does. This suggests that TT5’s suggestion is most appropriate. However, in my opinion, the target audience may ask which changes have been made when reading TT5’s sentence. If this is the case, TT2’s and TT4’s suggestions are better in that no important information is left out despite the fact that not all terms are explained. So, although it does not save words, it might save time to incorporate all the information.
There seems to be a similar problem with explaining the new changes in the tuk tuks about which the source text states:

- ...altering the shape of the compression chamber to allow for fuller combustion, and adding a direct fuel injector. The fuel injector...[...]... delays the introduction of fuel just long enough for the exhaust to be flushed cleanly from the cylinder through the use of a blast of compressed air. (ST)

The target texts include the following information:

- Willson’s solution was to alter the shape of the compression chamber to allow for fuller combustion, and adding a direct fuel injector. This means that exhaust is flushed cleanly from the cylinder... (TT1)
- Wilson altered the compression chamber shape and added a direct fuel injector... (TT2)
- ...major changes were necessary – the addition of a direct fuel injector and the alternation of the compression chamber’s shape. (TT3)
- Willson’s team altered the shape of the compression and added a direct fuel injector. (TT4)

TT2, TT3 and TT4 present the actual changes made, which, in my opinion, is necessary in this situation if the target audience is to determine whether the solution can be used for other environmental issues. It is also relevant for the skopos of the target text. Again, however, no further explanation of what the alteration of these aspects actually means is included. In my opinion, only stating the changes would be appropriate if the target audience was high-tech. A low-tech audience needs more information, particularly a low-tech audience within environmental issues. TT1 has provided such information, and the information is easier to read than the source text version because the explanation is short and precise. TT5 does not include any information on the changes; however, as can be seen above, TT5 did also not include such information about the snowmobiles and is, hence, consistent. This suggests that TT5 has put more emphasis on the environmental issues than the technical aspects. However, some technical information is necessary if the target audience is to be able to refer to the success of the changes and evaluate future possibilities.

Another vital piece of information which most TT-students have not included in their summary is:

- Willson hopes to have test vehicles with the reconfigured engines on the streets of Manila next year. (ST)

In fact, only TT3 includes such information:

- Now, Willson wishes that it will be possible to introduce test vehicles with the reconfigured engines on the streets of Manila in 2005... (TT3)

It is interesting that the majority of the TT-students did not find it important for the target audience to know when the new changes are expected to be tested. However, a possible explanation may be that the source text does not contain any information on the publishing date and, thus, the students had to leave it
out in order to not mislead the target audience because next year should be understood in relation to the year in which the source text was published and not when the target audience of the target text is to read the summary. Nevertheless, although this might hold true for the majority of the summaries, it cannot be the case with TT5’s summary as TT5 must have found the publishing date in order to write:

- Consequently, in 2003 Wilson was approached by a non-governmental organization... (TT5)

This is a translation of the source text sentence:

- Last year, Willson was contacted by a non-governmental organization in Manila... (ST)

Again, just like in the TT3-translation, implicit information has been made explicit. The research done by TT3 and TT5 is a contrast to the strategy adopted by TT4 who translated the source text sentence into:

- Last year (?), an organization in Manila, Philippines, contacted Willson about applying the technique to tuk tuks. (TT4)

Most likely, TT4 decided to insert a question mark to alert the lecturer that the source text contained no date. So, it would probably not have been there in a real-life situation.

Generally, the way in which the TT-students decided to translate the above sentences does suggest that they did take the target audience’s need for information into account regardless of whether this happened through explicitation or deletion.

A small, but still important piece of information which the TT-students have left out is:

- The World Bank estimates that air pollution from Philippine two-stroke engines accounts for as many as 2,000 premature deaths a year. (ST)

Even though all summaries include 2,000 premature deaths a year, only TT1 and TT4 directly state that it is an estimation made by the World Bank. As a contrast, the remaining three summaries write:

- The air pollution from Philippine two-stroke vehicles alone results in 2000 premature deaths annually. (TT2)
- Air choked with smog and 2,000 premature deaths a year are the consequences. (TT3)
- ...account for as many as 2,000 premature deaths a year in the Philippines. (TT5)

Here, it is not stated where the figure came from. In other words, the target audience would have little chance of knowing if the source was trustworthy. Secondly, the above three sentences turn an uncertainty into a certainty by not hedging the amount of deaths. In other words, the translations are not completely accurate.

In relation to actual factual errors in the content of the summaries, not much can be found. Nearly all summaries include the correct figures and dates although TT2 states:
• This reduced hydrocarbon emissions and carbon monoxide by nearly a hundred percent. (TT2)

Obviously, this is not a factual error as such as the source text sentence is:
• ...by an astounding 99.9 percent. (ST)

Nevertheless, TT2’s sentence is not specific which may be an issue as politicians would, most likely, be interested in the specific figure whenever possible.

In addition to this, TT2 has translated the following piece of information incorrectly:
• ...as the tuk tuk owners are usually poor and the mechanics do not possess vast technical skills, the solution would have to be much cheaper... (TT2)

Here, the reader might get the idea that it is because the mechanics do not possess vast technical skills that the solution would have to be much cheaper, yet this is not the context in which the source text uses the latter clause as it states:
• ...shade-tree mechanics, which rules out high-tech fixes, but the average owner of a tuk tuk is poor by Western standards. Whatever the answer, it would have to be cheap. (ST)

This suggests that the solution could not be high-tech because of non-professional mechanics, and it could not be expensive because tuk tuk owners are poor. As a result, TT2 contains incorrectly presented information.

Further examples of such incorrect translations are:
• ...altered the shape of the compression... (TT4)
• These tuk tuks are sometimes twice as powerful as four-stroke engine vehicles, and therefore pollute much more. (TT2)
• In order to reduce the hydrocarbon emissions some major changes were necessary... (TT3)

The first example is clearly incorrect in that it was the compression chamber (ST) and not the compression that had been altered. The second example has a problem with cause-and-effect because the source text does not state that it is because the tuk tuks are twice as powerful that they pollute more. If anything, it is the tuk tuks’ simple design which causes the pollution problems. As these statements do not truly convey the message of the source text, they provide the target audience with incorrect information.

In relation to the third example, the source text does not specifically state that it was only the hydrocarbon emission which Manila wanted to reduce. Instead, the source text only states that it was one of the areas in which positive results were achieved. As a result, this is not a correct rendition of the source text.
Despite the above-mentioned errors, the source text’s message has, ultimately, been conveyed in that the TT-summaries all convey that Bryan Willson altered a two-stroke engine to make it less polluting.

### 7.1.2 Organisation of TT-summaries

When analysing the summaries, it becomes apparent that the TT-students have used various elements to create cohesion. In other words, cohesion between sentences and paragraphs do occur.

First of all, lexico-grammatical cohesion in the form of cohesive markers has been used, e.g.:

- *However, nonetheless, thus, so, not only....but, therefore, but, because, also, now, moreover, in order to, as a result, consequently*

Moreover, the TT-students have relied on grammatical cohesion, e.g. reference words:

- *They, their, this, that, these, them, it, his, he*

In relation to grammatical cohesion, there are also a few examples of substitution:

- *...two-stroke engines, similar to the ones in... (TT2)*
- *These engines are in some ways similar to the ones found in tricycles... (TT3)*
- *...they found a way to do so... (TT3)*

Using substitution means that it is not necessary to repeat what has already been stated. This is a good way of creating cohesion while saving words and ensuring variation.

Besides this, there are also examples of lexical cohesion through synonymy. The TT-students have particularly used multiple terms for *tuk tuks* in their summaries:

- *Small, three-wheeled vehicle, tuk tuk, three-wheeler, two-stroke engine vehicle, auto rickshaws, tricycles, two-stroke vehicles, Philippine two-stroke vehicles, Philippine tuk tuks, Philippine trike*

Although synonymy is a way of creating cohesion, it is not necessarily the best way to ensure efficient writing as will be further discussed in section 7.1.3.

The above examples show that cohesive elements have been used in the summaries. Nevertheless, there are some sentences in the summaries which are not linked by any particular cohesive element:

- *A serious problem about such a vehicle is the fact that it pollutes as much as 50 Hondo Accords. Air choked with smog and 2,000 premature deaths a year are the consequences. (TT3)*

Since there is no cohesive element between the two above sentences, the sentences have a staccato rhythm. The lacking cohesion is even more evident because of the relatively long subject of the latter sentence. Had *consequences* been the subject, it would have ensured better cohesion and a lighter sentence.
Even though the above findings suggest that cohesion has been ensured in the summaries, it does not automatically mean that the TT-summaries are coherent. Analysing the summaries, it does, nonetheless, become apparent that the students have been able to ensure coherence in their summaries.

An example of particularly good coherence is:

- **Other two-stroke vehicles – snowmobiles – cause great pollution in wilderness areas and environmentalists have tried to ban them. (TT2)**

This sentence has been highlighted as it illustrates good coherence because of the way it links snowmobiles and Bryan Willson’s expertise to the actual topic in question, i.e. two-stroke engines. This is done through comparison by first introducing the comparison, *other two-stroke vehicles*, followed by the vehicle in question, *snowmobiles*. This means that the information on snowmobiles does not suddenly appear out of nowhere, like it does in TT3 and TT4:

- **...snowmobile engines. These engines are in some ways similar to the ones found in tricycles... (TT3)**
- **...snowmobile engines, which are similar to tuk tuk engines... (TT4)**

Although the information is the same, the snowmobiles are given less attention when presented as in TT2 compared to TT3 and TT4. This is acceptable since the information on the snowmobiles is not the focal point of the summary. However, in relation to TT2’s suggestion, it should be mentioned that the use of dash as a substitution for brackets is informal (Swan, 2005, p. 463, entry 477). As the text is to be used in a formal setting, commas would have been a better option.

Generally, coherence only seems to be lacking in some parts of the summaries, e.g.:

- **However, the two-stroke engines that power these vehicles can be cleaned up with a simple $200 fix. Nonetheless, there are some set-backs. (TT1)**

Even though the two sentences in the above example have been linked with a cohesive marker, i.e. *nonetheless*, there is a problem with the semantics because of the word *set-backs* which means: “a problem that delays or prevents progress.”²⁶ In other words, the process is already happening. However, in the source text, the challenges were present before the retrofitting of the two-stroke engine began. As such, it is a mistake.

Another example of incoherence is:

- **...the solution would have to be much cheaper than the $500 per snowmobile fixes. Wilson altered the compression chamber shape and added a direct fuel injector... (TT2)**

Although these two sentences follow each other in separate paragraphs, they should have been linked to ensure coherence. It disrupts the flow when the latter sentence presents the actual solution when the former sentence ends by focusing on price instead of a solution.

A similar problem is seen in the following sentences:

- ...asked Willson for help. In order to reduce the hydrocarbon emissions some major changes were necessary... (TT3)

Here the sentence goes from informing the reader that an organisation approached Bryan Willson to presenting the challenges of reducing hydrocarbon emission. As such, there is no indication that the sentence refers to the reduction of pollution from two-stroke engines. This affects the coherence of the text.

There also seems to have been problems with introducing the information about Bryan Willson and the snowmobiles in a coherent manner as e.g. TT3 writes:

- Air choked with smog and 2,000 premature deaths a year are the consequences. In 2002, Bryan Willson...[...].. in collaboration with his students found a method to clean up snowmobile engines. (TT3)

This example goes from presenting the consequences of the pollution from two-stroke engines to introducing Bryan Willson and snowmobiles engines without a break. In other words, a blank line between the two sentences would have ensured better coherence because the target audience would then have known that there was a shift in focus.

Despite of these problems, the TT-students have used linguistic and semantic tools to ensure that the summaries are both cohesive and coherent. This has influenced the texts in that all TT-summaries work as one piece of writing. As a result, the target audience is presented with one interlinked text instead of small unrelated paragraphs.

7.1.3 Style of TT-summaries

Analysing the summaries in relation to style, it seems as though the TT-students have been aware of the fact that the target audience is low-tech within environmental issues as the students do not explain terminology which a low-tech audience of environmental issues would already understand, e.g.:

- hydrocarbon emissions, particulate matter and carbon monoxide (ST)

Except TT1 and TT3 where carbon monoxide is not included, all summaries have used the terminology above without further explanation or definition. In addition, the terms have not been abbreviated. This suggests that the TT-students did take the fact that the target audience was low-tech into consideration.
The same strategy has been adopted for the more technical terminology, i.e.:

- cylinder head, catalytic converter, compression chamber and direct fuel injector (ST)

None of the summaries present further explanations or definitions of the above terms even though the terms are technical. However, the terminology happens to be the actual names used every day to refer to the items in question. Thus, the target audience might know what the terms entail well enough to understand the information even though they are technical.

Another example of the TT-students taking their target audience into consideration is the way in which they have presented the focal point of the source text, i.e. the tuk tuks with their two-stroke engines. The source text states:

- ... small, three-wheeled vehicles. Called tuk tuks, auto rickshaws, or simply tricycle... (ST)

Here, the source text presents three names and an explanation of what a tuk tuk is. Not all information is, however, necessary for the summary if it is to be efficient. The TT-students have taken this into account as they translated it into:

- ...small, three-wheeled vehicles called tuk tuks. (TT1)
- ...with three-wheeled vehicles, called tuk tuks. (TT4)
- ...caused by the 50 to 100 million tuk tuks. The tricycles... (TT5)

All of the above translations are useful. Even though TT5 uses another term to define a tuk tuk, it still provides the reader with enough information as the term tricycles explains to the reader that it is a bicycle with three wheels.

In relation to a comparison of the two-stroke engine, TT2 is the only summary including such information:

- ...by 100- to 150-cubic-centimeter two-stroke engines, similar to the ones in large chainsaws. (TT2)

Although this gives the target audience an idea of the engine’s size, its necessity can be questioned because of the skopos of the target text which is focused on environmental issues.

Besides this, there are some examples where the TT-students could have adopted more appropriate microstrategies in the translations. Such examples are the translations of the following sentences from the source text:

- ...non-governmental organization... (ST)
- ...automobiles... (ST)

In relation to the former example, TT5 and TT3 write the term in full although TT3 has adopted British English spelling, i.e. non-governmental organisation. TT4 simply writes an organization. Surprisingly, none
of them have abbreviated the term into NGO which is a fairly common expression, particularly for politicians.

It is similarly surprising that only TT4 have translated automobiles into cars. TT2 and TT5 both adopt automobiles and, as a result, they have decided to use a rather old-fashioned term instead of cars which is commonly used today.

As previously touched upon when analysing texts for lexical cohesion in section 7.1.2, the students adopt various terms for tuk tuks throughout their summaries instead of being consistent and adhering to only one term. Examples are:

- Three-wheeler, three-wheeled vehicle, tuk tuk, tricycle, auto rickshaws, two-stroke vehicles, Philippine two-stroke vehicles

As two-stroke vehicles may include more than just tuk tuks, meaning that it is a hypernym, it makes sense to use this word alongside the chosen term for a tuk tuk if more types of vehicles are included. As for the rest of the terms, one term should have been used consistently throughout the summary to avoid confusion.

Besides this consistency issue, there are some problems with the formality of the terms used when considering the target audience. In other words, the TT-students have used some terms which may not be appropriate for the target audience, e.g.:

- ...a simple $200 fix. (TT1)
- ...Willson wishes that it will be possible... (TT3)

Even though fix might convey the correct message, it is not very formal. A more appropriate translation would e.g. be:

- ...an installed cost of $200... (TT4)

This translation is more formal than TT1’s translation and, thus, more appropriate for the target audience. In relation to the second bullet point, wish is incorrect as it refers to impossible or unlikely situations. As such, it is not used for things that are possible in the future (Swan, 2005, p. 618, entry 630(3)). As this is what the source text refers to, hopes would be a more correct term even though it would be a direct transfer.

Besides the above example, there are also other examples of informal words:

- ...choked... (TT1, TT3, TT4)
- ...shade-tree mechanics... (TT1)
*Choked* has, most likely, been adopted in the source text as a creative tool because of its secondary meaning. In effect, since *choked* is connotative, it is best to choose another term in a text genre that strives for objectivity.

The latter term, *shade-tree mechanics*, is, as mentioned above, a slang expression and, thus, not formal enough for the target audience. Also, to ensure that the target audience understands it, it is best to opt for another solution such as:

- *...since the mechanics do not possess vast technical skills... (TT2)*

TT2 has used a term that is more informative and formal and, thus, more appropriate for the target audience.

Turning to whether the summaries are objective in their writing, it seems as though this has, more or less, been adhered to. In other words, the summaries are mainly written in a factual manner without many words suggesting that the TT-student has stated his or her own opinion. However, there are a few exceptions, i.e.:

- *...in just one year... (TT1, TT5)*
- *That's just a tenth... (TT4)*
- *...in only one year... (TT3)*
- *...his successful concept... (TT3)*

More specifically, the use of the adverbs *just* and *only* and the adjective *successful* results in sentences that appear to have been coloured, i.e. that it is the TT-students’ own opinion. Most likely, *just* has been included because it is used in the source text and *only* is used as a paraphrase of this term. However, as the target audience will not be aware of the fact that they originate from the source text, it will seem as though it is the TT-student’s own opinion. Unlike *just* and *only*, *successful* is not stated in the source text, so it becomes the TT-student’s own personal opinion and, as such, it is not objective even though the concept probably would be characterised as successful. Hence, it should not be used in the target text.

In relation to the use of clear and fluent sentences, the TT-students have illustrated that they do know how to write English, i.e. the target audience should not find the sentences hard or awkward to read. This is positive considering the length of the sentences in the summaries (appendix 20). From the appendix, it is apparent that some rather lengthy sentences have been used. Indeed, some sentences consist of more than 40 words. Normally, a sentence of more than 30 words would end up being confusing to the reader.²⁷

In my opinion, the lengthy sentences would make up a larger problem in the summaries if they made up

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the majority of the sentences. However, as the appendix also illustrates, the TT-students have been good at varying the sentence length.

As stated above, the majority of the sentences are clear and fluent. Nevertheless, there are a few exceptions, i.e.:

- \[... \text{by the introduction of the fuel-air mixture to be combusted in the next cycle.} (TT1)\]

This example consists almost only of noun phrases and as the topic may be difficult enough for the target audience to understand, it would have been best if it had been loosened up through the use of verbs. Although this solution would mean more words, it would be worth it as it increases the likelihood of the target audience understanding it more quickly. Another exception is the sentence:

- \[\text{Air choked with smog and 2,000 premature deaths a year are the consequences.} (TT3)\]

As already mentioned, the subject of the above sentence is rather heavy. Although there is no actual grammatical problem, it does not flow as easily as it would have if the subject was less heavy.

Even though the majority of the sentences are clear and fluent, there are some unfortunate grammatical, spelling and punctuation problems in the summaries. A list of these can be seen in appendix 21, however, a few examples are:

- \[... \text{the average tricycle owner, which is...} (TT5)\]
- \[\text{Winter, Hondo (TT3) and Wilson (TT2)}\]
- \[... \text{chamber’s shape.} (TT3)\]

The first bullet point is an example of a grammatical mistake where the relative pronoun is incorrect since which refers to things, but as tricycle owner is a person, it should have been who (Andersen, 2006, p. 188).

The second bullet point illustrates spelling mistakes as Hondo, Wilson and Winter should have been spelled Honda, Willson and Winters. This is particularly a problem in relation to the names of the two key persons because the target audience might have a difficult time locating the correct person if their names are incorrectly spelled.

Finally, the third bullet point is an example of punctuation mistakes as the grave accent should have been an apostrophe. These mistakes can be characterised as basic mistakes.

In most cases, the above-mentioned stylistic errors do not prohibit the target audience from understanding the text. Nevertheless, they do affect the overall impression.
7.2 Hypothesis - part two

7.2.1 Microstrategies on structural level

Before analysing the summaries on a structural level, it should be mentioned that not all summaries contain the same information. This means that deletion has been used as some elements have not been included in all of the individual summaries. If a section is not included, the structure will be considered similar to the structure of the source text as long as the remaining sections follow the structure of the source text. This means that if e.g. section five is not included in a summary, the structure of the source text is adhered to as long as the remaining sections follow the structure of the source text.

Also, if a student has only included part of the information from one of the seven sections outlined in appendix 18, it will be considered representative of the section in question. Finally, for reasons of space, only selected structural changes will be highlighted. This selection has been based upon the degree and extent of the change in the summaries. As such, a structural change made by many students is preferred to that made by only one student in an attempt to describe tendencies.

As mentioned before, the individual outlines for the summaries can be seen in appendix 19, and it is recommended that these as well as the outline for the source text (appendix 18) are at hand.

Analysing both groups’ summaries in relation to the source text, it becomes apparent that they, generally, follow the overall structure of the source text. In other words, the seven sections listed in appendix 18 have not been allocated different places in any of the summaries. Thus, direct transfer has been used in this respect. Besides this, some summaries have used addition as a genre specification, a topic sentence, or both have been added. As a result, the overall structure of the summaries becomes:


In the summaries which include a topic sentence, some information has been transferred into the topic sentence. As such, permutation has taken place in e.g. TT3, TT5 and IMK6. TT3’s and TT5’s topic sentences include author which was formerly placed under formalities. TT5’s and IMK6’s topic sentences, furthermore, contain 50-100 million two-stroke vehicles and presentation of area respectively. As such, these allocations have taken place between sections where information from one section has been moved into another section. This should be seen as a contrast to allocations inside sections where information inside a section has been moved around inside that particular section.

In addition to these allocations, there are other examples of permutation between sections. Such an example is presentation of Bryan Willson, which seems to have been consistently allocated a different place...
in the summaries. In other words, both TT- and IMK-students have chosen to present Bryan Willson at a different place in the summaries compared to the source text and no tendency can be found in the way in which this has been done.

Two final examples of allocation between sections are *solution to snowmobiles* and *results from snowmobiles*. In IMK6, these pieces of information have been moved from its own section, i.e. section five to the section on tuk tuks, i.e. section six. This means that the section *snowmobiles* no longer functions as a section on its own, but is embedded in the information on *tuk tukks*. Only IMK6 made such an allocation which means that it was an IMK-student and not a TT-student who made this structural change.

Besides the above-mentioned examples, there are also allocations *inside* sections. Such allocations have particularly taken place in the fifth section of the source text, i.e. *snowmobiles*. Here, TT3 and TT4 have moved *introduction of snowmobiles* so that it follows *clean-up* as opposed to preceding it. Also, TT3 has divided the information contained in *clean-up* and placed it twice in the summary so that it surrounds *presentation of Bryan Willson*. A similar approach can be seen in TT5 and IMK5. However, in IMK5, *clean-up* surrounds *introduction of snowmobiles* and *NGO in Manila*. As a result, IMK5 has moved the information contained in *clean-up* farther from each other than TT3 and TT5. This means that the IMK-student has made a larger structural change than the TT-students although more TT-students than IMK-students have made allocations inside this section. Further allocations inside this section have taken place since TT5 and IMK3 have moved *introduction of snowmobiles* so that it follows *results from snowmobiles*. In other words, the structure of these two pieces of information has been reversed as *introduction of snowmobiles precedes results from snowmobiles* in the source text.

Another piece of information which has been allocated a different place in some of both groups’ summaries is *costs*. This has taken place *inside* section six. In the source text, this information is placed towards the end, which has also been done by the majority of the students. However, TT1, IMK1 and IMK2 have chosen a different solution. In TT1, *costs* has kept its original place. However, part of the information has been repeated so that it also precedes *challenges*. This suggests that permutation has been used. However, a possible explanation for this repetition of *costs* could be the fact that the source text includes this information twice, i.e. below the picture and towards the end. If this is the case, TT1 still follows the structure of the source text and, thus, direct transfer has been used.

In IMK1, *costs* has also kept its original position, yet the information has been split up so that part of it precedes *challenges*. As such, IMK1 has used permutation. TT1 and IMK1 both present the price of the
alteration before the challenge or the solution is presented. This has not been done in IMK2 where costs has been inserted between solution to tuk tuks and results from tuk tuks. Therefore, IMK2 also uses permutation.

Comparing their structural changes, it is clear that the changes made by IMK-students do not vary significantly from those made by TT-students.

The above-mentioned examples highlight structural differences between the target texts and the source text, yet the number of structural differences is relatively small compared to the amount of information in the source text. In other words, the majority of the students have directly transferred most of the structure of the source text so that there are hardly any allocations despite the fact that not all of the summaries contain all of the information listed in the source-text outline.

Finally, it is interesting to note that IMK5, IMK7 and IMK8 only have one allocation of information albeit not all include the same information. There are, as a contrast, no TT-summaries with only one allocation of information. This suggests that more paraphrasing on a structural level has been done by TT-students, yet this is disputed by the fact that the majority of IMK-students have three or more allocations, and IMK1 and IMK6 are responsible for the greatest structural allocations compared to both groups. As such, IMK-students have illustrated both the greatest use of direct transfer and of paraphrasing. In addition, IMK-students have been responsible for the majority of the allocations between sections which must be considered more profound than allocations inside sections because they result in greater structural differences between the source text and target texts.

7.2.2 Microstrategies on textual level

As the summaries are produced by individuals, completely identical translations can hardly be expected. In other words, there will, inevitably, be differences in the intralingual translations even though these can sometimes be classified as miniscule. Such miniscule differences are, naturally, also interesting to analyse and comment on. However, the limited number of words which I have at my disposal prevents me from illustrating all the nuances which might occur between the intralingual translations. Therefore, if a number of students display the same microstrategy in the translation of a source text sentence, and the use of that particular microstrategy only differs slightly, only those summaries displaying the most profound differences will be included. This will save words without affecting the final result as all of the microstrategies found in the translations will still be illustrated.
Also, it should be mentioned that the use of permutation has been illustrated in section 7.2.1 for which reason it will only be illustrated below to a certain extent. Furthermore, the use of syntactical paraphrasing where the syntax of a sentence differs from that of the source text will only be illustrated if the change is profound because many of the syntactical changes have taken place because the sentences from the source-text had to be translated in a grammatically correct manner. As such, these cases seem superfluous to highlight when space is limited.

7.2.2.1 Key info

The first important piece of information from the source text is the following paragraph:

- The streets of Manila, Bangkok, and other South Asian cities are choked not simply with cars and trucks, but with small, three-wheeled vehicles. Called tuk tuks, auto rickshaws, or simply tricycles, the vehicles are powered by 100- to 150-cubic-centimeter two-stroke engines, similar to the ones found in large chainsaws. (ST)

This is a rather long paragraph, and it must be condensed so that it does not take up too many words. This condensation has taken place through, first of all, direct transfer which is seen in both TT- and IMK-summaries:

- The streets of Manila, Bangkok, and other South Asian cities are choked...[...][...small, three-wheeled vehicles called tuk tuks. (TT1)
- ...vehicles are powered by 100- to 150-cubic-centimeter two-stroke engines... (IMK7)

In this respect, it is interesting to note that, in the IMK-translations, the sentence constituents which have been directly transferred are shorter than those of the TT-translations. As such, the TT-students have used direct transfer to a greater extent. This is related to the next microstrategy identifiable in the translations, i.e. deletion. Again, both groups of students have used this microstrategy. TT-students have used it particularly in relation to:

- Manila, Bangkok, not simply with cars and trucks, auto rickshaws or simply tricycles, similar to the ones found in large chainsaws.

The IMK-students have used deletion on particularly the following information:

- Bangkok, not simply with cars and trucks, auto rickshaws, 100- to 150-cubic-centimeter, similar to the ones found in large chainsaws.

As a result, most IMK-students have left out 100- to 150-cubic-centimeter whereas most TT-students have included this information despite the fact that it is irrelevant considering the target audience. Also, the way in which IMK-students have included it differs as e.g. IMK4 abbreviates cubic centimeter and, thus, uses implicitation which has not been done by any TT-student.
In addition to direct transfer and deletion, paraphrasing has also been adopted by both groups. However, it seems that TT-students have adopted primarily syntactical paraphrasing whereas IMK-students have used lexical paraphrasing as well, e.g.:

- ...the use of tuk tuk (also called auto rickshaws or just tricycles)... (TT2)
- The traffic in Manila is bad and so is the pollution – and the same goes for many other Asian big cities. One of the kinds of vehicles that is a main contributor to the pollution... (IMK5)

It is clear that TT2 has used the same lexical items in a different syntactical manner by including a parenthesis whereas IMK5 has used own words to express the message in the source text.

Besides this, IMK-students have paraphrased individual words as well:

- Choked translated into stuffed (IMK2), filled (IMK3), flooded (IMK8).
- Powered by translated into equipped with (IMK8)

Interestingly, these terms have not been paraphrased by the TT-students. It can, nevertheless, be argued that the terms in the first bullet point are not better than the one used in the source text for which reason the paraphrasing was not more useful even though the genre conventions of summaries call for paraphrasing.

The translations also show addition:

- Over-polluted (TT2), many South Asian cities (TT4)
- As never before (IMK2), major contributors (IMK8), massive pollution (IMK6)

Here, the most creative terms have been added by IMK-students. This is not to say, however, that the creative terms are better. They colour the sentences in which they appear and, actually, put emphasis on the word and context to which they are linked and, as such, it can be questioned whether this is appropriate in a formal text.

Following the above sentence, another piece of information should be briefly touched upon:

- "One of these two-stroke engines produces the same amount of pollution as 50 Honda Accords," (ST)

Some students have not included this information. More specifically, TT4, TT5, IMK1 and IMK6 do not translate it. As such, deletion has been used by both groups. Also, the syntax of the sentence has been paraphrased in all summaries as no summary includes the quotation marks. Instead, the students have mostly directly transferred the same amount of pollution as 50 Honda Accords although the same amount has been paraphrased into as much as in TT2, TT3, IMK4, IMK5 and IMK8. Unfortunately, IMK5 has paraphrased too much by writing 5 Honda Accords though this is, most likely, just a spelling mistake. Permutation has also been used:
• ...50 Honda Accords – a medium sized car. (IMK2)

With this translation, IMK2 has further explained what a Honda Accord is and, as such, it could be argued that explicitation has been used. However, the source text contains a similar piece of information which is presented later in the source text, i.e.:

• ...the pollution from these bikes is equal to as much as 5 billion midsize automobiles. (ST)

Most likely, IMK2 has simply taken midsize automobiles, paraphrased it and used permutation by placing it differently in the summary. This reasoning is further supported by the fact that IMK2 has not included another translation of this particular sentence in the summary.

Another sentence with key information mentions Bryan Willson and his title:

• ...Bryan Willson, a professor of mechanical engineering at Colorado State University in Fort Collins and research director at the school’s Engines and Energy Conversion Laboratory. (ST)

Obviously, direct transfer has taken place in all summaries because a title should not be paraphrased. However, this microstrategy has been applied to varying degrees. This means that deletion has also been used by both groups because not all students include the entire information. Although TT1, TT4 and IMK2 have transferred the entire title, the vast majority of students only include the first and, arguably, the most important title. More interesting is the fact that IMK1 and IMK6 do not provide any official title and only introduce him with:

• ...expert in cleaning up two-stroke engines...

This piece of information has been directly transferred from another sentence in the source text. As such, it is a sign of permutation as well. Despite this, it is also interesting that the IMK-students opted for this translation of Willson’s title because it does not provide the target audience with much information on the reliability of the source. In other words, Willson would probably appear more credible if his actual title was included instead of the above information.

The following sentence from the source text also contains key information:

• And because the vehicles are ubiquitous—there are an estimated 50 million to 100 million two-stroke two- and three-wheelers throughout South Asia—the pollution from these bikes is equal to as much as 5 billion midsize automobiles. (ST)

This sentence is rather long and should be condensed. TT3, IMK2 and IMK7 have condensed it the most since they have deleted it. The remaining students have also used deletion extensively and only included translations of the figures, e.g.:

• ...the estimated 50 million to 100 million two-stroke vehicles...[...]...as 5 billion midsize automobiles. (TT2)
This translation includes both figures, i.e. 50 million to 100 million and 5 billion, but, actually, some TT- and IMK-students have only included 50 million to 100 million and, thus, deleted the latter figure, i.e. 5 billion. Besides deletion, it seems that direct transfer is the primary microstrategy in those translations including a version of the source text sentence. This is particularly interesting considering the terminology used in the source text sentence, i.e. automobiles. This term should be updated and, indeed, all IMK-students have paraphrased it into cars whereas all of the TT-students use direct transfer except for TT4. The lexical paraphrasing which has been demonstrated by TT4 and the IMK-students is also seen in relation to other terms, e.g.:

- **two- and three-wheelers** translated into **vehicles** (TT2, IMK6)
- **ubiquitous** translated into **everywhere** (TT4), **ever-present** (IMK5)

In the second bullet point, there is, again, an example of an IMK-student having used a more creative term than a TT-student.

Besides the above sentence, the following sentence should be mentioned:

- **The World Bank estimates that air pollution from Philippine two-stroke engines accounts for as many as 2,000 premature deaths a year.** (ST)

Again, deletion is seen in the condensations of the source text. IMK8 does not include the information, and particularly The World Bank and Philippine two-stroke engines have been deleted from multiple TT- and IMK-summaries. Despite this, there are examples of direct transfer. In fact, IMK1 and IMK5 have directly transferred the entire sentence. Generally, however, the microstrategy is used on constituents as opposed to the entire sentence.

Besides this, the students also display paraphrasing, e.g.:

- **...an estimated 2.000 people a year may suffer from premature deaths because of pollution from Philippine two-stroke engines...** (IMK3)

- **The result of this is smog-filled streets causing...** (IMK4)

It is interesting that IMK-students simultaneously display the greatest extent of direct transfer and paraphrasing in relation to this sentence. This differs from the use of lexical paraphrasing of individual words as both TT- and IMK-students have used this microstrategy, e.g.:

- **A year** translated into **annually** (TT2), **each year** (IMK2, IMK6)
- **Philippine** translated into **in the Philippines** (TT5), **in Philippine** (IMK7)

Again, the paraphrasing is rather miniscule, but different words or combinations have been used nonetheless.

Another sentence containing key information is:
• Although the engines are powerful, their simple design calls for exhaust to be flushed from the cylinder by the introduction of the fuel-air mixture to be combusted in the next cycle. Inevitably, some of the unburned fuel gets jettisoned as well, leading to clouds of blue smoke. (ST)

This paragraph has been left out completely in the majority of the TT- and IMK-summaries. In other words, deletion has been adopted much. However, more TT-students than IMK-students have included it which means that the direct transfer is more profound in the TT-summaries than in the IMK-summaries even though the TT-translations also show deletion in relation to e.g.:

• ...by the introduction of the fuel-air mixture to be combusted in the next cycle. (ST)

Besides deletion, there are signs of explicitation, e.g.:

• ...a production of environmentally damaging clouds of blue smoke. (IMK6)

Here, IMK6 has made it clear to the reader that the clouds of blue smoke are damaging to the environment. As such, implicit information has been made explicit.

In relation to paraphrasing, this microstrategy is primarily seen on a syntactical level in the TT-summaries, e.g.:

• The engines are powerful and simple in design. (TT1)
• It also spits out clouds of blue smoke from unburned fuel. (TT2)

In TT1, two adjectives have been combined to form their own sentence. TT2’s translation ends the information from the source text in a rather rapid manner as opposed to integrate it into the other information.

Finally, a minor sign of addition is:

• ...large amounts of... (TT2)

This microstrategy has not been used in the IMK-summaries where lexical paraphrasing, however, has been used as leading has been translated into resulting (IMK4).

The following paragraph also contains important information:

• But, in 2002, Willson and his students found a way to clean up snowmobile engines. A simple change in the cylinder head and the addition of a catalytic converter reduced hydrocarbon emissions by 99.7 percent and carbon monoxide by an astounding 99.9 percent. (ST)

Deletion has been used in both TT- and IMK-summaries as TT1, IMK1 and IMK2 do not even include this information. The microstrategy is, however, also seen in other ways as many of the TT-summaries including a translation of this information have deleted:

• A simple change in the cylinder head and the addition of a catalytic converter, astounding (ST)
Besides these pieces of information, which the majority of IMK-summaries have also deleted, IMK-students have also deleted in 2002 despite the fact that this information provides the reader with important contextual information. As such, too much information has been deleted.

Besides this, the summaries show signs of paraphrasing, e.g.:

- ...changing a couple of minor parts... (IMK5)
- ...a few mechanical changes... (IMK8)
- ...great results... (IMK6)
- ...nearly a hundred percent... (TT2)

As can be seen, these translations have been produced mainly by IMK-students. The first two translations, however, give the impression that the changes were easy which was not stated in the source text. As such, it can be argued that the translations are too free. This is also the case with TT2’s translation which is not specific enough considering the target audience.

Minor examples of lexical paraphrasing can also be found in the summaries, e.g.:

- found translated into discovered (TT5), managed (IMK4)
- reduce translated into cut (IMK3), decrease of (IMK7)
- astounding translated into staggering (IMK6)

It is clear that mostly IMK-students have made such paraphrasing although it must be said that IMK3’s translation of reduce into cut is not really a more appropriate solution given the target audience. Except for this microstrategy, addition and direct transfer have also been used. Addition has been used by IMK7 with snowmobile engines’ pollution problem where pollution problem has been added, and direct transfer, which has been used to a great extent by both groups, has been used in the following manner:

- ...found a way to clean up snowmobile engines... (TT4)
- ...a simple change in the cylinder head...[...]...addition of a catalytic converter...[...]...by 99.7% and carbon monoxide by... (IMK4)

It comes as no surprise that the clauses containing the figures have been directly transferred as these terms will be understood by the target audience.

The following sentence provides the connection between snowmobiles and tuk tuk changes:

- Last year, Willson was contacted by a non-governmental organization in Manila about applying the same techniques to Philippine tricycles. (ST)

Some students from both groups have not included this piece of information in their summaries, i.e. deletion has been used in TT1, IMK4 and IMK7. Most of the students translating the information have, nevertheless, also used deletion on:
• *Last year, Philippine (ST)*

The fact that *last year* has been deleted is appropriate as the reader may end up with the impression that *last year* should be seen in relation to the summary and not the source text. An alternative approach would be explicitation. This has actually only been done by TT5 who translated it into *in 2003* which provides the reader with a necessary context.

Besides deletion, much paraphrasing has taken place, e.g.:

- *...asked Willson for help. (TT3)*
- *...cleaning up the two-stroke engines in the tuk tuks. (IMK2)*

Paraphrasing has particularly been used in relation to the final part of the source text sentence although lexical paraphrasing of individual words has also been used, e.g.:

- *Contacted* translated into *approached (TT5), asked (TT3), hired (IMK1), contracted (IMK2, IMK6)*

Despite the fact that the above translations are signs of paraphrasing, the IMK-students’ translations do not really convey the same message as the source text because *contacted* does not mean that the organisation *hired* or *contracted* Willson. As such, it can be argued that these translations are not entirely accurate.

Besides paraphrasing, direct transfer has also taken place, e.g.:

- *...non-governmental organization in Manila... (TT5), (IMK5)*

It is particularly interesting that the majority of the students have not abbreviated this information and, thus, used implicitation as the target audience would understand such an abbreviation. In fact, this has only been done by IMK3 who translated it into *NGO*.

Another paragraph from the source text which contains key information is:

- *Not only are many of the two-stroke engines maintained by shade-tree mechanics, which rules out high-tech fixes, but the average owner of a tuk tuk is poor by Western standards. (ST)*

Again, both groups’ translations show signs of deletion. IMK2 and IMK5 have deleted the information completely despite the fact that it is one of the main points in the source text.

Deletion has also taken place in those summaries which do include a translation. TT-students have primarily deleted:

- *...maintained by shade-tree mechanics, which rules out high-tech fixes... (ST)*

In other words, one of the main challenges of the engine alteration has been deleted. As a contrast, both challenges have been included in the IMK-summaries. Furthermore, the IMK-students have used paraphrasing more than TT-students, e.g.:

- *...the mechanics do not possess vast technical skills... (TT2)*
• ...maintenance of tricycles is done unprofessionally which could lower the standard of the vehicle. (IMK8)  

Obviously, these examples are translations of the first challenge mentioned in the source text. However, it is also in relation to this piece of information that most paraphrasing has been done. It should be mentioned that although IMK8 displays paraphrasing and, thus, is less source-text oriented than TT2, the accurateness of the translation can be discussed because the final clause in IMK8’s translation is not stated in the source text. As a result, the IMK-student has either failed to understand the source text or an addition has been made.

Regardless of this, there are examples of lexical paraphrasing in both groups’ summaries, e.g.:

• poor translated into do not have much money (TT3), limited financial means (IMK6)

Although the paraphrasing in both translations are successful, IMK6 has presented a more elegant and formal solution than the TT-student.

As a contrast to this microstrategy, direct transfer has also been used. This microstrategy has particularly been adopted on a lexical level by both groups, e.g.:

• shade-tree mechanics, high-tech fixes, Western standards (ST)

Finally, some lexical items have been added to the summaries, e.g. Philippine (IMK2) and combination of (IMK4).

The following paragraph from the source text also contains key information:

• ...two major changes—altering the shape of the compression chamber to allow for fuller combustion, and adding a direct fuel injector. The fuel injector, supplied by the Australian manufacturer Orbital, delays the introduction of fuel just long enough for the exhaust to be flushed cleanly from the cylinder through the use of a blast of compressed air. (ST)

It can be argued that the last sentence is too technical and irrelevant for the summaries, and the majority of the students have, indeed, found deletion appropriate in this situation. TT5 has used the microstrategy to such an extent that a translation of the above paragraph is not present in the summary. The majority of the students have deleted the last sentence, but deletion has been applied differently in the first sentence, e.g.:

• Willson’s team altered the shape of the compression and added a direct fuel injector. (TT4)

• ...changing the shape...[...]... to allow for fuller combustion, and by adding a direct fuel injector. (IMK7)
In TT4, no technical information about the consequences of the alteration has been included whereas IMK7 only includes such information about the first alteration. In other words, IMK7’s translation is hardly consistent.

IMK5, IMK6 and IMK8 have adopted a different microstrategy by alerting the reader of the fact that there are changes without stating the actual changes, e.g.:

- ...making two major changes... (IMK5)
- ...a sustainable solution... (IMK6)
- ...Wilson found a different way... (IMK8)

As such, condensation has taken place through implicitation as the reader is not informed of the actual changes.

Turning the attention to the use of direct transfer, many of the target texts have been consistent in the use of this microstrategy, particularly in relation to:

- shape of the compression chamber, fuller combustion, adding a direct fuel injector (ST)

In relation to direct transfer, IMK1 has directly transferred the entire paragraph which is remarkable considering the length and relevance of the entire paragraph.

Finally, addition has been used though only on a small scale, e.g.:

- Luckily... (IMK8)
- ...in the engines... (IMK2)

Luckily gives the reader the impression that it is IMK8’s personal opinion. That is to say, it is not an objective term. IMK2’s addition is just simple specification, but it does, nonetheless, mean that IMK2 displays less source-text orientedness.

Closely related to the above source-text sentence is:

- As a result, Willson’s team brought down hydrocarbon emissions by 90 percent and reduced particulate matter by more than 70 percent. (ST)

Deletion has been used in the translation of the above sentences to a limited extent. IMK6 has deleted the entire information, but the remaining students have primarily adopted direct transfer with a few syntactical differences. This means that paraphrasing is also only seen to some extent, e.g.:

- Brought down translated into reduced (TT3, IMK7, IMK8)

This is an example of lexical paraphrasing, yet there are also signs of syntactical paraphrasing, e.g.:

- Hydrocarbon emission reduction, particulate matter reduction (TT2)

Here, the TT-student has demonstrated abilities within linguistics as nouns have been stacked.
Another microstrategy used in the translations is implicitation as IMK4 has translated *particulate matter* into *particulates*, probably to abbreviate the term which is understandable considering the target audience.

Many of the translations of the above source text sentence have been linked to a sentence that is a translation of the following sentence:

- "All the components for this can be supplied for an installed cost of $200," Willson said. (ST)

Although such a quotation is not normally seen in summaries, there are examples of direct transfer in the TT-summaries. Indeed, TT4 has directly transferred the entire sentence. Nevertheless, the majority of both TT- and IMK-summaries use deletion by simply translating the actual amount, e.g.:

- ...for $200... (IMK1)

There are also an example of addition in both TT-and IMK-summaries, e.g.:

- ...only $200... (TT5, IMK7, IMK8)

The word *only* is, again, subjective. In other words, if it had been left out in the summaries, they would be more factual and objective. As such, both TT- and IMK-students have this problem.

Following the above sentence from the source text is:

- *That’s just a tenth of the cost of a typical Philippine trike plus a sidecar. But the fuel savings alone (the retrofitted engines are about one-third more efficient) can reclaim the cost in just one year.* (ST)

These sentences also contain key information from the source text albeit it could be argued that the first sentence is less important than the latter as the latter provides better reference to the sustainability of the solution. It does seem that this has been taken into account by the students as the majority of both TT- and IMK-students have deleted the first sentence as well as the information in the parenthesis. Indeed, only TT4 and IMK5 include a translation of the first sentence where it has been almost directly transferred. In fact, TT4 has directly transferred the entire sentence except for the information in the parenthesis. As such the contraction *That’s* has also been transferred which is hardly appropriate in a formal text.

The use of direct transfer is, in general, seen in both TT- and IMK-translations in relation to the remaining information, e.g.:

- *...fuel savings alone can reclaim the cost in just one year.* (TT1)

There are, however, also signs of paraphrasing though more IMK-students have used this microstrategy.

Examples of paraphrasing from both groups are:

- *...reclaimed in just one year due to the increased efficiency of the retrofitted engine.* (TT5)
- *Because a modified engine is about 1/3 more efficient, the extra cost can be reclaimed in one year, making it a feasible solution.* (IMK3)
Both translations show syntactical and lexical paraphrasing to varying degrees, but IMK3 has also added the final clause *making...* which seems to be IMK3's own recommendation instead of an objective piece of information from the source text. This tendency is also seen in other summaries:

- *...great...* (TT2)
- *...just...* (TT1, IMK2, IMK1, IMK6)

These words colour sentences and, thus, can hardly be considered objective.

Compared with the above sentences illustrating sentence-level paraphrasing, lexical paraphrasing of individual words is seen more extensively in both summaries:

- *Cost* translated into *sum* (TT3), *money spent* (IMK6)
- *Reclaim* translated into *regained* (TT3), *earned back* (IMK8)

Once again, the most changes are found on word-level.

The final key piece of information in the source text is:

- *Willson hopes to have test vehicles with the reconfigured engines on the streets of Manila next year.*  
  *(ST)*

Despite the importance of this sentence, the vast majority of TT- and IMK-students have used deletion as no translation of this information has been included in their translations. Of the three students actually including the information, IMK1 has made a complete direct transfer. This has, to a great extent, also been done by TT3 and IMK5; however, TT3 has also used lexical paraphrasing by translating *hopes* into *wishes* which is not appropriate considering the difference in the meaning of the two terms, as mentioned earlier. Besides this, TT3 has used explicitation by including *in 2005*, which, as a contrast, is appropriate considering the time span between the production of the source text and the summary.

7.2.2.2 Non-key information

Turning the attention towards the information in the summaries which is used to connect the key pieces of information analysed above, it is naturally relevant to start at the beginning, i.e. with the headlines used in the summaries.

Here, the majority of the students have used direct transfer and addition by including a genre specification, the headline from the source text or a combination hereof. In other words, they have adhered to the genre conventions. However, IMK5 and IMK6 have produced their own headlines:

- *Cutting down pollution in Manila* (IMK5)
- *Environmentally friendly modifications of Asian two-stroke engines* (IMK6)
This means that IMK5 and IMK6 have used paraphrasing to a great extent. Also, IMK5 and IMK6 illustrate creative writing whereas no TT-students have done so. However, such new headlines are normally not called for in the production of summaries, and it constitutes a problem in IMK5 where no reference to the source text has been provided at all which means that the target audience does not know the name of the article being summarised.

Another element of the source text included in many of the summaries is the lead:

- *Manila was choking, so they modified a three-wheeler's engine. (ST)*

Naturally, this is not relevant for the summary as mentioned earlier, yet TT1 and TT4 have made a direct transfer. IMK2, who is the only IMK-student including a translation of the lead, used direct transfer as well as addition:

- *Pollution in Asia: Manilla was choking so they modified the three-wheeler’s engine (IMK2)*

Here, *pollution in Asia* has been added which provides the reader with more context.

These pieces of information were included in the beginning of the source text and target texts. A piece of information which is included at the end of the source text is:

- *With any luck, Willson’s solution will be picked up all over South Asia. Sure, it won’t ease the traffic burdens in Bangkok or Calcutta. But it might make them a whole lot easier to take. (ST)*

This is the source text author’s own sum up of the article, and it gives the reader the impression that it is the source text author’s own opinion. Also, it is informal. Many of the TT-and IMK-students have deleted the entire paragraph, yet IMK2 has directly transferred it even though it is hardly appropriate considering the skopos, target audience and genre conventions. Deletion has also been used in different ways because IMK7 does not include the first sentence whereas IMK1 does not include the two final sentences.

In general, however, paraphrasing is the most adopted microstrategy in relation to the sentence from the source text, e.g.:

- *...his successful concept is expected to be of great interest to people all over South Asia as it can contribute to a less burdening existence of tricycles in the metropolises. (TT3)*

In TT3’s translation where addition has also been used, i.e. *successful* and *great*, there is a problem as TT3 writes *expected* which does not correlate with the source text’s *with any luck*. As such, the paraphrasing is not completely accurate.
Finally, it is worth mentioning the topic sentences which some of the TT- and IMK-students have included. More specifically, TT1, TT3, TT5 and IMK6 have added such a sentence. This means that more TT-students than IMK-students have followed the genre conventions of summaries. In TT3, there are further signs of addition:

- ...published by the Mechanical Engineering Magazine in March 2004...

As the source text, which was handed out to the students, did not include this information, I consider it to be addition. As mentioned before, the students show signs of permutation as the topic sentences contain information which was stated elsewhere in the source text, e.g.:

- ...Bryan Willson, a professor of mechanical engineering at Colorado State University in Fort Collins and research director at the school’s Engines and Energy Conversion Laboratory. (TT1)
- ...caused by the 50 to 100 million tuk tuks. (TT5)

In addition to permutation, TT1 demonstrates direct transfer, and TT5 demonstrates lexical paraphrasing. Another microstrategy expected in the production of a topic sentence is paraphrasing. The paraphrasing varies in the summaries depending on how much direct transfer has taken place. The TT-students include shorter versions of paraphrasing than the IMK-student, e.g.:

- An experiment of cleaning a two-stroke engine to make it less polluting is a success... (TT1)
- ...describes and elaborates on the subject of the heavy hydrocarbon emissions...[...]. Also it emphasizes the importance of reducing these emissions due to the environmental damage it is causing. (IMK6)

Although IMK6 has used paraphrasing to a greater extent, the focus of the topic sentence is not completely accurate when compared to the source text. IMK6’s focal point is hydrocarbon emissions whereas the source text focuses on air pollution in a wider context. There is also the risk of misunderstanding the text because the former pronoun it in the IMK6-translation refers to the article and the latter logically refers to the emissions, but grammatically to the article. As such, the paraphrasing in TT1 is more successful than IMK6 even though it is shorter.

In general, when analysing the information that remains in the target texts after all of the above information has been considered, it becomes apparent that some students include some of the irrelevant information from the source text to make the text hang together. Examples are:

- The power in these two-stroke vehicles compared to four-stroke vehicles comes from their simple design and light weight, and they often carry as many as 12 passengers. (TT2)
- The tricycles are cheap and can carry up to 12 people, but unfortunately they are extremely polluting. (IMK1)
These translations show direct transfer on particularly the lexical level, e.g. 12 passengers and paraphrasing.

Another example of direct transfer is:

- ...expert in cleaning up two-stroke engines... (TT4, IMK1, IMK5, IMK6, IMK7)

Apart from this example, not much direct transfer other than the transfer of individual words can be found in either group’s summaries in relation to this remaining information. There are more signs of paraphrasing:

- Other two-stroke vehicles – snowmobiles – cause great pollution in wilderness areas and environmentalists have tried to ban them. (TT2)
- The heavy pollution is however the predominant downside to the practical advantages. (IMK6)

In these examples, IMK6 has adopted paraphrasing more than TT2 where direct transfer on a lexical level has also taken place, e.g. in wilderness areas, ban.

The final examples of paraphrasing are:

- Nonetheless, there are some set-backs. (TT1)
- The two-stroke engines are twice as powerful as the standard four-stroke brethren, which are often seen in tricycles in South Asia, and can therefore help reduce pollution. (IMK1)

These two translations have been highlighted because of their inaccurate paraphrasing. TT1 used set-backs for challenges (ST), and these two terms do not convey the same message, as mentioned in section 7.1.2. IMK1 must have misunderstood the source text as it is not the four-stroke engines which are often seen in tricycles, and the fact that two-strokes are powerful does not mean that they can reduce pollution. In relation to this, it is worth noting that IMK1 has directly transferred brethren. This expression is used as a creative writing tool in the source text, but it should have been paraphrased in the translation because it is outdated and, thus, not appropriate in an up-to-date and formal summary.

In this analysis, many microstrategies have been identified. However, it is also clear that the overall microstrategy, or it might even be called macrostrategy in this particular intralingual translation, must be condensation as all students have condensed a source text of more than 700 words into target texts of no more than 300 words.

8. Results from analysis

8.1 Hypothesis - part one

Looking at the above analysis, it is clear that, first and foremost, TT-students have an understanding of identifying key information from a source text and incorporating these into a new text. More specifically,
the students’ summaries mainly contain information that would be considered relevant for the genre, target audience or skopos.

Nevertheless, the above ability demonstrated by the TT-students is the overall tendency found in the summaries because the analysis also shows that some irrelevant information has been included in the summaries even though this irrelevant information does not make up a large part of the summaries.

From the analysis, it becomes equally clear that the students have not incorporated all the key information from the source text. In other words, their summaries lack key information from the source text. This speaks against the students’ ability to identify key information in a source text. Despite of this, the students have clearly included most of the relevant information from the source text in their summaries.

This positive result is accompanied by the fact that there are no factual errors and only a few incorrect statements as such in the summaries, meaning that the students have stayed true to the source text which is important in relation to the genre conventions. Also, in relation to the overall message of the summaries, it becomes apparent that the message of the source text has been conveyed. As such, the summaries are adequate in this respect. This means that the TT-students understood the general message of the source text and were able to translate this into a new genre for a new target audience.

Furthermore, the students have conveyed this key message in a coherent and cohesive manner with texts that can stand and function on their own. It is quite clear that the students understand how to use different linguistic tools to create a text that hangs together because there are examples of both lexical and grammatical cohesion. In fact, there are only a few examples where cohesion has not been used or has not been used successfully. For the most part, the summaries are also coherent. The number of coherence problems is, nevertheless, higher than the number of cohesion problems. Despite these issues, the TT-students have produced intralingual translations which function as one piece of writing.

From the above results, it is apparent that, in relation to the content and organisation of the summaries, the TT-students have actually done a good job. In fact, the largest errors are seen in the style of the summaries. Although, the analysis shows that the TT-students know that their target audience is low-tech, which confirms their ability to produce intralingual translations, some of their translations, at the same time, show that the TT-students have not taken their target audience into account in the entire summary. In other words, there are a few translations where the TT-students have not been completely objective or explained, abbreviated, updated or made terms more formal when it would be appropriate considering the target audience and genre conventions. By not adapting such terms to the new target audience, the TT-
students seem to have stayed too close to the source text. This source-text orientedness is also seen in the inconsistent use of terminology.

All these problem areas in relation to the style of the TT-summaries are accompanied by errors in the grammar, punctuation and spelling of the summaries which is not expected of students at this level. Based on this, the TT-summaries do have problems in relation to their actual style. Nevertheless, their style is improved by the fact that the students have, generally, used clear and fluent sentences.

Another important area which has not really been touched upon in the first part of the analysis, but which is, nonetheless, a key feature of the genre conventions of summaries is the use of paraphrasing. From the analysis of microstrategies applied in the translations, it became apparent that, indeed, TT-students adopt much direct transfer and, as such, paraphrasing has not really been used much on a textual or structural level. This is a problem because it means that the TT-students have not really demonstrated their ability to produce a completely independent text using their own words. However, despite of their heavy use of direct transfer, they have still managed to produce a complete, coherent summary.

When all these things have been considered, it is clear that a confirmation of the first part of the hypothesis is not possible if the hypothesis had stated that the intralingual translations had to be perfect. However, the hypothesis stated that the translations had to be adequate, and the parameters of adequacy were the genre, target audience and skopos of the target text. In relation to these particular aspects, the summaries do succeed to a great extent. Also, if Mousten’s description of a summary in section 3.1.1 is recalled and applied to the summaries as a final test of their adequacy, the TT-students’ summaries can also be considered adequate. In other words, the analysis showed that the summaries generally present the source text in essential parts and do so in a concise manner which results in texts that are easy to read. This speaks in favour of a confirmation of the first part of my hypothesis.

However, I am aware that a few problems have been listed above, and, so, it can be argued that texts which contain such problems can hardly be considered adequate for which reason my hypothesis cannot be confirmed. However, the key words in response to this argument are the word texts and functionality. The problems listed above span across five individual persons’ translations. If one summary is selected, it will quickly become apparent that not all above-mentioned errors can be found to such an extent as described above.

Also, a confirmation must inevitably come down to whether the students have produced texts that will function adequately in their target situations. Although the summaries contain problems, the analysis showed that the main problems are either stylistic or related to the content of the summaries. A plausible
explanation for the stylistic errors is the individual student’s skills, and the problems found in relation to the summaries’ content can be ascribed to the fact that the identification of key messages in the source text will always be somewhat subjective.

Furthermore, there is, in my opinion, still some leeway in relation to the belief that a mistake is a mistake when the texts have been produced by students. TT-students are not yet professional translators and, thus, completely flawless summaries can hardly be expected. Therefore, adequacy should, in my view, be determined against the fact that the summaries have been produced by students where such stylistic errors are bound to appear. In other words, the summaries should be adequate on a student level.

As a result of this, I consider the first part of the hypothesis confirmed. As such, TT-students can use their training to produce adequate intralingual translations.

8.2 Hypothesis - part two

8.2.1 Structural level

Looking firstly at the microstrategies used on a structural level, it becomes apparent that both TT- and IMK-students have directly transferred most of the structure of the source text. There are, however, also signs of addition where some students have added a genre specification or a topic sentence to the summaries. These additions are expected in a summary, and although not all students have included such information, students from both the TT- and IMK-profile have added it. As such, no significant difference can be found in the two groups’ translations in this respect.

As mentioned, direct transfer has been widely adopted on the structural level in the summaries. However, permutation has also been used. This permutation has taken place between sections as well as inside sections. Despite the fact that the nature of the information which has been allocated a different place by TT- and IMK-students respectively does not differ much, IMK-students show a slight tendency to use more permutation between sections compared to the TT-students. This means that IMK-students have made greater structural changes than the TT-students. Thus, IMK-students have been less source-text oriented in this respect.

As a contrast to this, the analysis also showed that a number of IMK-students only had one allocation in the entire summary which, naturally, means that direct transfer on a structural level has taken place to a great extent in these summaries. This speaks against the IMK-students being less source-text oriented than TT-students because no TT-summaries contain only one allocation which means that TT-students have made more structural changes than IMK-students in this respect. Nevertheless, IMK-students also display the
highest number of structural differences. As such, IMK-students are responsible for both the lowest and highest number of structural changes and, thus, the lowest and highest degree of permutation and structural paraphrasing whereas TT-students are placed in the middle.

To sum up, direct transfer on a structural level has been adopted to a great extent by both TT- and IMK-students. In fact, it is the most used microstrategy on the structural level. Addition and permutation are only seen to some extent, and permutation has only been used a few more times in the IMK-summaries than the TT-summaries. So, IMK-students only show a slight tendency of being less source-text oriented on the structural level than TT-students.

**8.2.2 Textual level**

Turning to the microstrategies applied by TT- and IMK-students on a textual level, it is clear that the primary microstrategies differ depending on whether it is a translation of key information or non-key information.

**8.2.2.1 Key information**

In relation to microstrategies used in the translations of key information, condensation of the source text has taken place through primarily deletion, direct transfer and paraphrasing. Addition, explicitation, implicitation and, of course, permutation, which was mentioned above, have also taken place though to a lesser extent. As permutation has already been touched upon in the above section, it will not be mentioned here.

Focusing on deletion, it becomes clear that IMK-students have deleted more and larger pieces of information from the source text than TT-students. This means that TT-students have included more information from the source text.

Direct transfer has also taken place in both summaries. Actually, it is the most used microstrategy in relation to translation of key information. The analysis shows that both groups use direct transfer on individual constituents, particularly on a lexical level. However, the IMK-summaries tend to use direct transfer of shorter sentence constituents than the TT-summaries even though they have also transferred entire sentences to a greater extent than TT-students. As such, the IMK-summaries show the extremes of a continuum going from not source-text oriented to very source-text oriented whereas TT-summaries are staying in the middle of the continuum in this respect.

Despite the frequent use of direct transfer, paraphrasing has been applied in both groups’ summaries, but some differences in the use appear. In most translations, IMK-students display the most use of
paraphrasing, and the IMK-students’ lexical paraphrasing is greater than the TT-students’ lexical paraphrasing. Although TT-students also use paraphrasing, it is often syntactical. Both groups’ paraphrasing takes place mostly on word level as opposed to sentence level, which means that paraphrasing has actually been rather limited.

As mentioned above, addition, explicitation, implicitation and permutation were also identified in the analysis. The analysis more specifically showed that both groups use addition, and IMK-students only have a few more examples of this microstrategy compared to TT-students. Explicitation, on the other hand, has been more frequently used by TT-students whereas IMK-students are the only ones who use implicitation. As such, IMK-students have been less source-text oriented than the TT-students because, in addition to the microstrategies applied by TT-students, IMK-students also used implicitation.

Based on these results, the IMK-students have been less source-text oriented than TT-students when it comes to the translation of key information. However, the results are not clear-cut because both groups use the same type of microstrategies except for implicitation which no TT-students have used. This means that IMK-students have also adopted much direct transfer, and, in some instances, they have used it in the translations of whole paragraphs. Also, the paraphrasing has taken place on primarily word level as opposed to e.g. sentence level which means that the students have not strayed much from the source text. In other words, the differences in degree and kind between the two groups’ use of microstrategies are not profound.

8.2.2.2 Non-key information

Turning the attention to the analysis of the translations of non-key information, it becomes clear that direct transfer, paraphrasing and addition are the primary microstrategies. This means that addition has been more predominant in the translation of non-key information than key information. Deletion and permutation have also been used though much less than the first-mentioned microstrategies. Again, permutation has already been commented on in section 8.2.1 for which reason it is not included here. Finally, implicitation and explicitation have not been used by any student in the translations of non-key information.

The use of direct transfer is mostly seen in TT-summaries although both groups’ summaries display direct transfer on a lexical level. As a contrast, paraphrasing is seen more in IMK-summaries where the amount of paraphrasing is also greater, i.e. the actual changes are greater compared to the changes made by TT-students, who tend to paraphrase in a shorter manner and on word level as opposed to sentence level. The students have adopted addition and deletion without any particular differences.
If the microstrategies adopted by the TT-students in the translation of key- and non-key information are compared, it becomes apparent that, based on the analysis, the TT-students have adopted the same microstrategies except for explicitation which is not used in the translation of non-key information.

This tendency is also seen when the IMK-students’ microstrategies are compared to each other. Here, their chosen microstrategies are similar regardless of the information being key- or non-key information. Only explicitation and implicitation have not been adopted in relation to translation of non-key information.

Basically, IMK-students are less source-text oriented than TT-students in their translations of non-key information. This resembles the tendency found in the analysis of the translation of key information. Based on this, the second part of my hypothesis is also confirmed, i.e. TT-students tend to be more source-text oriented than IMK-students albeit this result is based on a not entirely convincing result because both use the same microstrategies to a great extent. Besides this, the analysis showed interesting results in terms of the success of the students’ paraphrasing. Even though this was not the focal point of the study, it does add another dimension to the students’ ability to produce intralingual translations.

**8.2.3 Success of paraphrasing**

The analysis of the summaries shows that not all microstrategies have been successfully applied. This means that even though IMK-students tended to paraphrase more and use more creative terms than TT-students, the result of the paraphrasing was not always successful.

This tendency is e.g. seen in situations where an informal word from the source text was paraphrased into an equally informal word. In such cases, the paraphrasing seems superfluous even though the genre conventions of summaries call for paraphrasing. Also, some IMK-students made new headlines, but as commented on in the analysis, such a headline is not part of, or perhaps it even goes against the genre conventions of summaries. This means that the paraphrasing has also not been successful in this case. Furthermore, the paraphrasing was not always accurate and sometimes too free as it seemed as if the IMK-student were not entirely objective.

Of course, the TT-summaries also display problems of accurateness, but the problems in the IMK-summaries have been emphasised here because they tended to be more frequent despite the fact that IMK-students have also produced some good translations through paraphrasing.

To sum up, based on the empirical data of this study, both parts of my hypothesis have been confirmed.
9. Discussion of results

As demonstrated in the above literature, many translation scholars focus on interlingual translation, and a look into the courses at the TT-profile at BSS similarly showed that interlingual translation is the focal point in the training of TT-students. Thus, it is not surprising if professional translators and people in general only consider interlingual translation part of a professional translators’ job description.

However, as the results of this study show, TT-students can produce adequate intralingual translation, and they can do so competently, meaning that the TT-students are aware of the genre conventions, target audience and skopos of their target texts. In other words, their target texts are the results of a conscious act.

From the outline of the study programme, it is clear that TT-students already get a thorough understanding of using, in this case, the English language and linguistics in interlingual translations, and the fact that they show the ability to use this knowledge on such a diverse discipline as intralingual translation just adds to their already comprehensive list of competencies. In my opinion, the results of this study demonstrate that intralingual translation is an obvious discipline for TT-students.

If this is accepted, their specialisation can become broader. As a result of this, TT-students will, in my opinion, have even more to offer their future clients or employers as they will be able to perform more diverse tasks. On a more personal level, the addition of intralingual translation to their job description might even mean that the TT-students will broaden their understanding of language and translation. As such, their work might become even better.

Although believing that the ability to produce intralingual translation means that TT-students and, thus, professional translators would have more to offer their employers, I am not interested in belittling the professional translators’ job. As a student of translation myself, I am fully aware of the skills and expertise required of TT-students and of professional translators in their jobs. Thus, I also understand why some might feel that the addition of another translation discipline is a belittlement of professional translators’ jobs because this inclusion might give people the impression that interlingual translation is not demanding or important enough to be a discipline on its own for which reason another discipline is needed to complete it. In other words, the status and image of translation might be negatively impacted by the addition of intralingual translation. Nevertheless, in my opinion, the addition of intralingual translation to the competencies of TT-students and professional translators is not negative.
The look into the TT-students’ educational background showed that they are trained in complicated grammatical aspects of English language and different types of terminology, e.g. legal, technical and financial. As such, TT-students have much knowledge about language, translation, linguistics, etc. Because of this, it would, in my opinion, be a shame to restrict the capabilities and competencies of both TT-students and professional translators to interlingual translation when their educational background provides them with so much knowledge, particularly when the study shows that TT-students actually can produce adequate intralingual translations and do so competently. Basically, I think we should exploit the competencies when they are there.

The fact that the study furthermore showed that the IMK-students were more inclined to paraphrase than the TT-students although they basically adopted the same microstrategies, is, in my opinion, also not necessarily negative. Instead, it suggests that a future employer will be offered different skills depending on which type of profile the student has. In other words, the tendencies in my study, which I would say can only be characterised as tendencies because of the relatively small sample size of this study, suggest that the students from the two profiles have different strengths albeit the differences found were small.

Where IMK-students tended to be less bound by the source text, TT-students tended to be more source-text oriented. In my opinion, this suggests that IMK-students are not afraid of producing their own texts. This speaks in favour of them being good at producing texts based on guidelines, just like they have been trained to do. However, the TT-students’ frequent use of direct transfer is, in my opinion, not negative. Although, it can be argued that this source-text orientedness sometimes resulted in consistency and terminology problems, I see it as an indication of the TT-students’ level of respect for the source text. In my opinion, the fact that TT-students seem to respect the source text only makes them more competent in the production of intralingual translation because it would, most likely, mean that much will be done to ensure that the source text message is conveyed and respected. Also, the study showed that despite their heavy use of direct transfer, the TT-students still managed to combine the directly transferred sentence constituents from the source text into a coherent and cohesive text. In other words, the work was ultimately carried out in a positive manner. In my opinion, this is an indication of the TT-students’ strengths.

There is no doubt that the creativity and paraphrasing displayed by the IMK-students is called for by the genre conventions of summaries as paraphrasing is integral to the act of summarising. However, as the analysis indicated, the IMK-students’ paraphrasing sometimes resulted in incorrect statements, or, in some cases, the paraphrasing did not result in a more appropriate result for the target situation. Even though the
TT-students’ paraphrasing also resulted in some incorrect statements, these types of mistakes were more predominant in the IMK-summaries than in the TT-summaries.

So, although the TT-students sometimes stayed too close to the source text, their chosen microstrategy tended to be more successful than the paraphrasing made by the IMK-students. This does not only suggest that the IMK-students do not fully master their paraphrasing, but also that, perhaps, intralingual translation is a more obvious discipline for TT-students than for IMK-students.

Now, I am aware that such a statement has not been fully supported in this analysis, simply because the adequacy of the IMK-summaries was not the focal point of the study. As such, the statement is only based on the tendencies seen here. Nevertheless, the results did show that, sometimes, when the IMK-students were less source-text oriented than the TT-students, it did not result in a more successful translation than the direct transfer of the TT-students. As such, it would be an interesting aspect to look further into to see if the tendencies identified here can be verified.

Another argument against the above statements is, of course, the fact that the TT-summaries did contain mistakes. Indeed, even I am personally surprised that particularly so many basic stylistic errors were made in such a short text by students studying MA in International Business Communication. However, it is important to recall that the summaries, as briefly touched upon in the presentation of the results, were produced by students and, as such, the mistakes will, at least to some extent, reflect this fact.

Students do not have the same resources as professional translators, e.g. they cannot ask experts for further information to the same extent that professional translators can. This lack of resources seems to be a major reason for the students’ mistakes because some of their content problems can be linked to a lack of understanding of the source text. This is e.g. the case with the technical content of the source text which was often directly transferred by the TT-students. If the source text had been properly understood, the translations might have been less source-text oriented in these situations.

There are also other plausible reasons for the mistakes, e.g. motivation and time. As the students were to produce the translations for class, it is possible that most of them did not do their outmost best, particularly not compared to a professional translator where payment is involved. Time is also a factor as some students may not have had that much time to spend on producing the intralingual translations despite the fact they only had to spend a maximum of two hours on them. If this was the case, it could have affected the quality of the translations.
Because of this, the problems found in the summaries might not have been there if the respondents consisted of professional translators, particularly in relation to the first part of my hypothesis. Presumably, such translators would view such an assignment differently and have different standards than students because of their experience and work incentives. Because of the nature of this thesis, it was not possible to also do research into professional translators’ ability to produce intralingual translation, but it would definitely be interesting to do research into this area to see whether professional translators are indeed competent in producing intralingual translation.

Besides motivation and time, there is the question of subjectivity. This is particular the case in relation to the content mistakes in the summaries. Despite the fact that parameters were set up to ensure objectivity, it is clear that what I consider relevant is not necessarily what another person considers relevant. As such, these mistakes are always up for debate, to some extent at least.

Naturally, these above-mentioned reasons are only possible explanations for the mistakes in the summaries as no further enquiries into this have been made in this study. Even though the mistakes speak against the TT-students’ ability to produce intralingual translation, I am convinced that, based on the nature of the mistakes, such mistakes would also be present in the students’ production of interlingual translation. As such, the mistakes cannot just be attributed to the mere fact that the students produced intralingual translations. In other words, they are not all genre specific and, thus, cannot really speak against the TT-students’ ability to produce intralingual translations, in my opinion.

To test whether this is true, it would be interesting to see how well the students would perform after more training in intralingual translation and after they fully comprehend the concept of intralingual translation. As mentioned above, the course Analysis and Production of Specialists Texts at BSS already provides TT- and IMK-students with insights into intralingual translations. However, these can, to some extent, only ever be insights because the TT-profile focuses on interlingual translation and the IMK-profile focuses on marketing communication and PR. In other words, the exposure to intralingual translation is limited at best.

If the students received more training within intralingual translation, I think there is a good chance that both of the groups will become even better and more focused in their intralingual translations. Perhaps the IMK-students would better master their paraphrasing and the TT-students would be less source-text oriented, or perhaps the TT-students would produce even better intralingual translation even though they continue to use direct transfer. This would also be interesting to research further; however, it might be difficult when intralingual translation does not make up a greater part of the students’ training at BSS.
Finally, I am aware of the fact that the results of this study do not in themselves provide evidence for the inclusion of intralingual translation into the definition of translation as it can be argued that TT-students would, most likely, also be able to produce adequate texts which are not intralingual translation, e.g. press releases. As such, TT-students’ ability to produce a text cannot be a justification for including that genre into the definition of translation.

However, the study shows that TT-students actually can produce intralingual translations and, thus, it emphasises the fact that intralingual translation is an obvious discipline for TT-students and, thus, professional translators in practice. Therefore, in my opinion, the study does support the theory that there are similarities between the two disciplines, like e.g. Zethsen, Steiner and Pym have argued before. I agree with these translation scholars about the presence of such similarities as well as Zethsen’s argument that the similarities justify inclusion of intralingual translation into the definition of translation because these similarities mean that the two translation activities are not as different as initially assumed. Basically, I think that the definition of translation should not be limited to interlingual translation, particularly considering the results of this study.

9.1 Methodology critique

Having completed the study, analysed the data and presented and discussed the results, I, first and foremost, do believe that the study has been successful to a great extent. It did produce usable translations which, in the end, were evaluated in a manner that took into consideration important factors of text production and provided valid results upon which I could base my confirmation.

However, it is equally clear that there are aspects which I would do differently if the study was to be repeated. First of all, it would be better if the sample size was larger in general, or, at least, the number of TT- and IMK-students was the same. I think it would have provided a more credible result because, as mentioned above, the differences were rather small and the tendency for IMK-students to be less source-text oriented than TT-students might have been influenced by the fact that there were more IMKsummaries.

Besides this, the fact that the students only considered the intralingual translation an assignment for class might mean that not all respondents did their outmost best or felt that they had enough time or motivation. As already mentioned, this might have affected the results.

Furthermore, the students’ educational backgrounds were examined in great detail in section 5 to show why TT-students should be able to produce intralingual translation and to illustrate the differences
between TT- and IMK-students’ focal points in text production. However, an actual link between the educational background and the differences found in the analysis has not been confirmed in this study. As such, other factors besides their educational background could contribute to the differences as touched upon in section 5.3. As mentioned, it is, however, always difficult to prove such relations, and it might not be possible within the limits of a thesis like this.

Besides this, as mentioned in section 6.3, the TT-students might have been exposed to the production of summaries on their Bachelor’s programmes for which reason intralingual translations of this type would not be new for them. To ensure that this was not the case, a questionnaire could e.g. have been used.

Finally, it is necessary to mention the fact that this study is qualitative. Although the evaluation of qualitative data always will be somewhat subjective, the present study cannot really be carried out in a quantitative manner for which reason I think that the question of subjectivity in relation to the identification of key and non-key information always will be present.
10. Conclusion

Although intralingual translation is becoming more widespread, it is a far from well-researched discipline. Besides this, a look into various definitions on translation shows that intralingual translation is not included in many of the definitions despite the fact that some translation scholars argue that the similarities between interlingual and intralingual translations justify such an inclusion.

Although its place in theory has not yet been determined, it is clear that two key elements in the production of intralingual translations in this thesis are the genre and target audience of the target text. As a result, in order to ensure adequate communication, it is necessary to take the fact into account that a summary has to convey the message of the source text objectively through the use of paraphrasing as well as the fact that the target audience is low-tech.

Intralingual translation is only briefly introduced to the translation students at BSS despite the fact that they should be able to produce adequate intralingual translations competently, as demonstrated by a look into their educational backgrounds. Their training, furthermore, suggests that they would tend to be more source-text oriented than communication students because communication students produce texts based on guidelines and, hence, do not focus on the source-text – target-text relationship like translation students.

In order to test this hypothesis, five translation students and eight communication students produced English summaries. Based on this empirical data, the results showed that the translation students did produce adequate intralingual translations on a student level. Furthermore, the analysis showed that the translation students tended to be more source-text oriented than communication students albeit the differences were not as profound as expected. As such, the hypothesis was confirmed. An interesting result also appeared as it turned out that the attempts of communication students to be free from the source text were not always successful.

In my opinion, the confirmation of the hypothesis suggests that intralingual translation is an obvious discipline for translation students in practice. Their specialisation can become broader and, thus, they will have more to offer their future employers, and the quality of their translations might improve. In other words, their ability to produce intralingual translation just adds to their already comprehensive list of competencies, in my opinion.
I am, however, not interested in belittling the professional translator’s job with this study because I am fully aware of the skills and knowledge required in the production of interlingual translations. However, I do not consider the addition of intralingual translation to the job description as a negative development.

The look into the translation students’ educational background showed that translation students have much knowledge about language, translation, linguistics, etc. Because of this, I think it is a shame to restrict the capabilities and competencies of both translation students and professional translators to interlingual translation, particularly since this study shows that translation students actually can produce adequate intralingual translations despite their source-text orientedness.

The fact that the analysis showed that communication students tended to be less source-text oriented than the translation students suggests that a future employer will be offered different skills depending on which type of profile the student has. As such, I do not necessarily consider the source-text orientedness of the translation students to be negative. Instead, I see it as respect for the source text, which might mean that they would do much to ensure that the target text conveys the meaning of the source text in a correct manner.

Also, the fact that the communication students’ use of paraphrasing was not always successful does not only suggest that the communication students do not fully master their paraphrasing, but also that, perhaps, intralingual translation is a more obvious discipline for translation students than for communication students albeit more research would have to be done in order to prove this.

Although the translation students’ mistakes might speak against the above statement, it is necessary to remember that the summaries were produced by students. As such, mistakes will inevitably be present. Based on the nature of these, the mistakes might not have been present in intralingual translations produced by professional translators, or if the students received more training in intralingual translation. As such, these are also interesting research areas.

Finally, although the results do not in themselves provide evidence for the inclusion of intralingual translation into the definition of translation, they do, in my opinion, demonstrate the fact that intralingual translation is an obvious discipline for translation students as it shows that, in practice, they can produce it in a competent manner. Therefore, in my opinion, the study does support the theory that there are similarities between interlingual and intralingual translations. In my view, these similarities justify the inclusion of intralingual translation into the definition of translation. Basically, I think the definition of translation should not be restricted to include only interlingual translation.
References


• Conversation with Assistant Professor at BSS, Leila Trapp, in March, 2012

• Conversations with Associate Professor, Anne Schjoldager, March, 2012


• Email correspondence with Associate Professor at BSS, Poul Erik Flyvholm Jørgensen, in May, 2012

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