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КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ**

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**ТЕОРІЯ І ПРАКТИКА  
РЕДАГУВАННЯ І ПОСТРЕДАГУВАННЯ  
ПРОФЕСІЙНО-ОРІЄНТОВАНОГО  
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У навчальному посібнику представлено короткий огляд основних положень із курсу “Теорія і практика редагування і постредагування професійно-орієнтованого перекладу з англійської мови”, який посідає важливе місце в системі професійної підготовки студента-перекладача другого (магістерського) рівня.

Навчальний посібник є комплексною розробкою, що може служити методичним забезпеченням усіх складників навчального процесу з курсу теорії і практики редагування і постредагування професійно-орієнтованого перекладу з англійської мови, а саме: лекційного курсу, семінарських занять та самостійної роботи. Курс є важливим елементом у формуванні теоретичної та практичної складових перекладацької компетенції.

Призначено для студентів філологічних факультетів вищих навчальних закладів III та IV рівня акредитації, зокрема для студентів, які навчаються за освітньою програмою: “Перекладознавство: професійно-орієнтований переклад (англійська мова і друга іноземна мова)”. Курс також буде корисним для вже практикуючих редакторів, сприяючи підвищенню їхньої кваліфікації.

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# ПЕРЕДМОВА

Метою навчального посібника є комплексне методичне забезпечення як аудиторної, так і самостійної роботи студентів для підвищення своєї професійної компетентності з курсу “Теорія і практика редагування і постредагування професійно-орієнтованого перекладу”, який є базовим у навчальному плані професійної підготовки студентів-перекладачів магістерського рівня.

Посібник складається з трьох частин:

- лекційний матеріал, що містить основні загальнотеоретичні засади редагування та постредагування (Theoretical Fundamentals of Editing and Post-editing);
- завдання до семінарських занять з редагування перекладів тестів професійно-орієнтованого спрямування (Practical Assignments for Seminars);
- матеріал для самостійного опрацювання (Supplementary Material for Self-study).

Супровідні до лекцій матеріали розкривають базові теоретичні положення з проблем редагування перекладів та постредагування, містять тексти різних стилів та жанрів для самостійного перекладу та правки, а також перелік коректурних знаків.

Цей курс є важливим кроком у формуванні теоретичної та практичної складових перекладацької компетенції та дає можливість оволодіти навичками оцінки та виправлення як авторського так і машинного перекладу, підготовки його до видання. Різноманітні практичні завдання, проблемні запитання для самостійного розв’язання і творчі завдання спрямовано на оптимізацію засвоєння основних понять і термінів дисципліни, оволодіння теоретичними основами використання англійської мови як першої іноземної мови та української мови як мови перекладу. Студенти оволодіють професійною методикою роботи над текстом перекладу та навичками підготовки редакційних висновків.

Курс також передбачає опанування сучасними комп’ютерними програмами, застосунками та Інтернет-сервісами, які сприяють більш ефективному постредагуванню машинного перекладу.

Навчальний посібник призначено для студентів філологічних факультетів вищих навчальних закладів III та IV рівня акредитації.

Авторка навчального посібника має досвід редагування у словацькому міжнародному науковому журналі “Lege Artis” (індексованому у наукометричній базі даних Web of Science Core Collection) і є членом редакційної комісії видання CALL and professionalisation: short papers from EUROCALL 2021.

Авторка висловлює щиру подяку Д. Селвуду за безцінну допомогу і пані Надії та пану Петру за величезну підтримку. Автор з вдячністю прийме всі критичні зауваження та пропозиції спрямовані на поліпшення цього наукового доробку.

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Part I

THEORETICAL  
FUNDAMENTALS OF EDITING  
AND POST-EDITING

# THEME 1

## THEORETICAL BACKGROUND OF TRANSLATION REVISION

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### 1.1. The Basics of Revision Theory

**Revision theory** is an integral part of *editology*, which explores the methodological principles of direct preparation of messages and texts for publication and revision. In other words, it is a system of knowledge about the practice of revision, and the rules of making changes directly to the message itself.

Why is revision necessary? Why is it vitally important for somebody other than the translator to check a text before publishing it? The main reason is that every person is prone to making mistakes, be it either as an amateur translator or a fully-fledged one. A text which contains errors, or any kind of misprints provides an impression of being a non-credible source. Therefore, revisers and editors amend texts before putting them out.

The *reasons* for text / translation revision can range from poorly structured sentences to unsuitable messages. The failure to conform with society's linguistic rules can also be an issue (Mosso, 2020). When there is unnecessary ambiguity or deviation from the style or norm, the text also requires some changes. Finally, a text may conflict with the publisher's goals or stipulations.

To deal with the aforementioned problems, revisers and editors make amendments to a text: they either *correct* it (in a bid to conform to linguistic or textual rules, to comply with publisher's requirements), or *improve* it (in order to ease the understanding of the text and make the text suitable for users). That being said, it is not a simple task as editors and revisers often encounter conflicting demands and needs. There are obviously demands from clients who have ordered translation services, then there are also professional associations and standardisation bodies who set the standard for editors and revisers. At the same time, the needs of authors and readers should be met as well.

Thus, editing and revising boils down to finding defects in the text. Among them the most frequent are:

- typographical errors (*healht problems, презентация*),
- font selection errors (*1.1 Предмет договору 1.2 Умови договору*),



- unclear or contradicting sentences or passages (*Visiting relatives can be boring. My brother is jealous of me because I am an only child in the family*),
- unidiomatic word combinations (*do a speech, дана стаття*),
- complicated wording (*Conventional wisdom is a relatively new designation*),
- unclear pronoun reference (*After Paul spit in Ted's face, he hit him, so he fell*),
- inappropriate genre (using *I was completely floored* in an essay), etc.

These highlight a few examples that indicate in what ways a text or translation might be defective.

Indeed, both writing and translating texts demand a lot of precision and patience. As an example, the Nobel prize-winning author Ernest Hemingway in a 1958 interview for *The Paris Review* revealed his rewriting process (Plimpton, 1958):

**Interviewer:** How much rewriting do you do?

**Hemingway:** It depends, I rewrote the ending to *A Farewell to Arms*, the last page of it, thirty-nine times before I was satisfied.

**Interviewer:** Was there some technical problem there? What was it that had stumped you?

**Hemingway:** Getting the words right.

The same principle is applied to the process of revision. Just as Hemingway meticulously revised his writing to capture the precise meaning and emotion he sought to convey, translators and editors must carefully review and refine their text to ensure that every word is accurate, appropriate, and effective.

In translation, this process often involves multiple rounds of revision and post-editing to resolve ambiguities, correct errors, and fine-tune the language to resonate with the target audience. The goal, much like in Hemingway's rewriting process, is to "get the words right" - and to achieve a translation that not only accurately reflects the original content but also maintains the intended tone, style, and impact.

## 1.2. Types of Revision

The process of creating writing or checking the translated version of the text consists of three sequential stages: revising, editing, and proofreading (Figure 1.1).

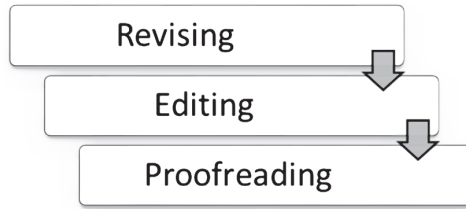


Figure 1.1. The stages of the writing / revision process

Although these three terms are often used interchangeably to denote the process of “fixing” a draft translation, they are actually distinct stages and have different goals (Figure 1.2).

The initial stage, that is **paper revising** (also *substantive editing*), is the process of reading a *draft translation* to spot errors and make appropriate structural and logical amendments. It is aimed at analysing the “big picture” to ensure that the paper is persuasive enough and the intended purpose is achieved, the transitions are smooth, no pertinent information has been omitted, and the tone of the paper is appropriate (Smith, 2003). It may demand adding or deleting material, rearranging the chapters, re-crafting sentences or conclusions. Importantly, revising is to be distinguished from *retranslating*.

The step of **editing** focuses on refining the paper in terms of lexical and grammatical facets, the length and clarity of sentences, as well as paragraph unity. Editing involves correcting any awkwardness, checking the accuracy of references, and finally making sure that sentences are logically guiding the targeted reader through the paper. The term ‘editing’ is used by some translators to refer to “*unilingual re-reading* of a translation” (Mossop, 2020), or to *revision* in general.

A final sweep through the paper is called **proofreading**. Meticulous line-by-line reading at this stage of revision will allow to inspect the text and spot some minor mistakes and technical errors you might have missed. This process is the last chance to make the text more appealing to the reader and, hence, is time intensive.

B. Mossop (2020) further subdivided **editing** into four types:

- **copyediting** is a type of correcting papers with the aim of bringing it into conformance with pre-set rules. The copyeditor’s task is to improve readability, consistency and fitness of the text for its purpose, and ensure that the paper is free of language or any other errors.
- **stylistic editing** deals with the problems of compliance with the style and involves tailoring the vocabulary and sentence structure, making sentences concise and readable.

- **structural (substantive) editing** includes reorganization of the text so as to achieve a better order of representation of the material.
- **content editing** is performed in order to make additions or subtractions from the topic coverage. This type of amending is based on changes concerning general conceptual intent, facts, mathematical and logical information, rhetorical questions, etc.

| Revising  | Editing  | Proofreading                                  |
|---|--|---|
| <input type="checkbox"/> organisation                     | <input type="checkbox"/> consistency             | <input type="checkbox"/> mechanics            |
| <input type="checkbox"/> representation of an entire text | <input type="checkbox"/> word choice             | <input type="checkbox"/> spelling             |
| <input type="checkbox"/> content                          | <input type="checkbox"/> grammar                 | <input type="checkbox"/> punctuation          |
| <input type="checkbox"/> evidence                         | <input type="checkbox"/> textual inconsistencies | <input type="checkbox"/> format               |
| <input type="checkbox"/> audience                         | <input type="checkbox"/> inappropriate style     | <input type="checkbox"/> typographical errors |
| <input type="checkbox"/> conclusion                       | <input type="checkbox"/> transitions             | <input type="checkbox"/> presentation         |
| <input type="checkbox"/> coherence                        | <input type="checkbox"/> paragraph unity         | <input type="checkbox"/> language style       |
|   |  | <input type="checkbox"/> capitalisation       |

Figure 1.2. Revising, editing and proofreading tasks

Whatever type of editing is chosen, it is a win-win scenario as it enhances the paper and helps create the best version of it. But the type of editing and revision can also depend on the client who commissions the translation and / or its rectification. Consequently, I can distinguish full revision, general revision, partial revision, and scan check. When a **full revision** is requested, the text is supposed to be checked and corrected at all levels. It can even involve editing and rewriting, in case some parts of the text are of poor quality. Unlike a full revision, a **general revision** implies the compliance with the parameters chosen by the client, for instance, spelling and punctuation revision, and appropriate usage of terminology. With a **partial revision**, a “good enough” approach is a key one. This approach is applied when either the editor is pressed for time, or the budget is not adequate for a fully in-depth revision. In both cases the accomplished translation is of greater value than its quality. Finally, when the amendments are done by checking the translated version in juxtaposition with its original, then this type of revision is called a **scan check**.

Overall, revision theory is an umbrella term for *general revision* (a discipline that studies the theory of general normative revision of messages),

*specialised revision* (a discipline that explores the revision theory of the papers of particular sphere or aspect), and *creative revision* (a discipline that explores the creative processes of optimizing messages and goes beyond eliminating deviations from social norms) (Партико, 2020). O.V. Rebrii (2010) singles out on more type – *normative revision* (the alignment of the message in accordance with certain norms).

### 1.3. The Author and the Editor in Revision Theory

The revision process can vary considerably according to the needs of the client and the type of publishing material, but in general there are three phases. Firstly, the editor carefully reads the paper checking the actual material in order to evaluate its quality and ensure the text meets the necessary requirements. Moreover, the paper can undergo a plagiarism check with the aim of assessing the originality. If there are any issues, they should be addressed immediately and then discussed with the author before the editing process starts.

The next step is the reviewing process itself. This is the process of reading every word, spotting problematic passages and then correcting them. At the editorial stage, the reviewer usually uses proofreading symbols for convenience, and to shorten the amount of time spent. *Table 1.1* shows the possible list of proofreading symbols used by an editor in a review process. However, when online editing is concerned, then these symbols are intentionally neglected. Instead, the mistakes are highlighted in the text, most commonly in yellow, and additional comments are provided. Below are the examples of paper-based (Figure 1.3) and online editing remarks (Figure 1.4).

As a result, the reviewed version of the paper is returned to the author for them to either give their consent or alter the text. It is worth mentioning that the paper can be sent back and forth numerous times until both sides are satisfied with the paper in question. Though the author's original is processed by the editor in accordance with the selected set of rules, the editor and the author may still disagree due to:

- 1) A different attitude towards the topicality of the message.
- 2) Different language codes in which similar signs designate different objects.
- 3) Different thesauruses.
- 4) They can generate and perceive the modality of the message in a different way.
- 5) Finally, they can generate and perceive the message at a different time, in different places and situations and may interpret time, place and situation differently (Рєбрий, 2010).

## Draft with Proofreader's Symbols

Style is one of the <sup>central</sup> ~~big~~ goals of a good writer. <sup>When</sup> You create a piece of Writing that accomplishes all you set out to accomplish, includes no word <sup>s</sup> that stray from your purpose <sup>and</sup> is logically coherent and graceful without excess, then you <sup>have</sup> achieved style. Notice <sup>the phrase</sup> ~~I said~~, create a piece of writing. <sup>Instead, your writing</sup> That is because ~~writing good with style~~ rarely just happens. <sup>is</sup> It has to be worked at, crafted, rewritten, revised, and rearranged. Your first draft <sup>is</sup> are like the piece of marble that sculptors <sup>select</sup> have. They look it over and see how to begin, and then they start carving with large tools like a hammer <sup>s</sup> or chisels. As the sculpture progresses, the sculptors use <sup>more</sup> fine <sup>r</sup> and <sup>more</sup> fine <sup>r</sup> tools <sup>q</sup> removing smaller and smaller pieces <sup>#</sup> of marble, until they reach the final stage, when they polish the sculpture and place it on its base for display. Marble sculpture <sup>s</sup> are beautiful to look at, completely finished, and serve the purpose of portraying a subject—a person or an object—clear <sup>y</sup> and gracefully. your writing should go through a similar process of close revision until the final product is also beautiful to look at, completely <sup>i</sup> ~~reversed~~, and serves its <sup>e</sup> purpose.



Picture available at:

Figure 1.3. Paper-based editing corrections

What is more, several reviewers, who are subject-matter experts, can be assigned to amend the text, and their comments can also be contradictory. Notwithstanding these opposing points of view, the consensus should be reached and, in most cases, it is the editor's responsibility to broker a solution. The difficulties of editor's work largely depend on whether the writer is a

professional or an amateur, as editing the writing of these two categories can be a contrast in the extreme. In cases of poor use of language, not only corrections, but alteration alterations would be required.

### 1. Introduction

Like almost every educational institution around the world, the universities in Japan and Ukraine where the authors taught had to rapidly adjust to the restrictions imposed by an unprecedented global pandemic. The immediate impact of the coronavirus (COVID-19) was the reality that traditional methods of language-learning formed around face-to-face interaction between learners and educators was no longer automatically viable (Schlichter, 2020). The response to migrating classes to an online format was necessary to reduce the spread of potential COVID (Sahu, 2019). Yet, issues relating to student welfare, and in particular their privacy, were not afforded the amount of time that such a monumental alteration to a learning process would normally require.

The technology adopted for these online learning courses was dominated by two videoconferencing software platforms, Microsoft Teams and Zoom. Both offered similar online software capability – namely the ability to interact in real time with class members in different locations via live-stream video (Clopper, Bacceti & Sjö, 2020). The university in Japan allowed individual educators to select the technology they felt best served their requirements. In this regard, the author based in Japan chose Zoom as it offered the ability to show all participants' video screens simultaneously. Teams, initially at least, limited the number of participants' video screens that were displayed concurrently. Unlike in Japan, the university in Ukraine adopted Teams as the compulsory platform for all educators and students to use. Teams was part of both universities' software contract with Microsoft, whereas Zoom cost €155 per annum. However, both programmes were free of cost for the students to use.

Perhaps allowing for more time, alternative software might have been selected that would have better fit the requirements of the online learning courses. Yet, given the need to change the learning environment rapidly and drastically, it became either simple expediency or university policy to select either Zoom or Teams.

### Method

The study was based around English language-learning courses at two universities – in Japan and Ukraine. The first sample involved 199 non-English majors from Hiroshima University enrolled in an exclusively online general English course focusing on oral communication. A 60 to 90-minute class was held once a week in a 16-week semester. Japanese students possessed low-to-high level ability with weak-to-low motivation. The other group was represented by 60 native Ukrainian-speaking English majors from Kyiv National Linguistic University, who, unlike Japanese students, had integrated online and face-to-face classes. They had 80-minute classes once/twice a week in a 15/17-week semester depending on the course they undertook and the year of study. Ukrainian students demonstrated mid-to-high level ability and mid-to-low motivation and used paper textbooks and handouts, whilst Japanese learners used eTextbooks and podcasts. The empirical research was carried out simultaneously at the

- AP Aparajita Dey-Plissonneau  
The response to migrate/move classes...
- AP Aparajita Dey-Plissonneau  
The spread of COVID.
- AP Aparajita Dey-Plissonneau  
Remove "at"
- AP Aparajita Dey-Plissonneau  
an alternative...

Figure 1.4. Online editing remarks

When dealing with already translated pieces, especially non-literary translations, difficulties tend to arise not so much in the relationship between the translator and the author, but rather between the translator and the revisor, or the translator and the client.

An edited original text that appears at the end of the editorial phase is called a publishing original. The copy of this original is, as a rule, forwarded to the author.

The author is typically considered the primary owner of the intellectual property because they created the original work. This means that the author usually retains the copyright to the text, including the rights to reproduce, distribute, and adapt the work.

In summary, revision theory highlights the complementary roles of the author and the editor. The author, as the creator, engages in self-revision to refine their ideas, while the editor, as the critical reader, provides the necessary objectivity and expertise to enhance the text. Together, they ensure that the final work is clear, coherent, and compelling.

Table 1.1

## Proofreading symbols

| IN MARGIN | IN TEXT   | IN MARGIN     | IN TEXT   |
|-----------|---|---------------|---|
| a         | Insert word or letter   | sc            | set in <u>small capital letters</u><br>(SMALL CAPITAL LETTERS)                  |
| e         | deletes; delete and   | Cap           | change from lowercase to <u>capital</u><br>(Capital)                            |
| (e)       | close up space  | ital          | set in <u>italic</u> or slanted type ( <i>italic</i> )                          |
| )         | close up space  | rom           | set in <u>Roman</u> type (Roman)  |
| #         | Insert space  | bf            | set in <u>boldface</u> type ( <b>boldface</b> )                                 |
| eg #      | equalize space;<br>make space between words<br>or lines equal | wf            | wrong front or type style or size;<br>set in <u>correct type</u> (correct type) |
| no        | begin new paragraph or<br>continue last paragraph             | ↑             | Insert comma  |
| # #       |   | ⋮             | Insert period or colon  |
| ] [ ]     | center  | ⋮             | Insert double quotation marks<br>(The Catbird Seat)                             |
| fl        | flush left  | ∇             | Insert single quotation mark or<br>apostrophe (today's newspaper)               |
| fr        | flush right   | ≡             | Insert hyphen (first class)   |
| tr        | reverses the order; transpose                                 | $\frac{1}{n}$ | Insert en dash (3-4 credits)  |
| ⋮         | ragged margin;<br>don't justify lines                         | $\frac{1}{m}$ | Insert em dash (required<br>courses--stand-alones or clusters)                  |
| ┌ └       | move text down; move text up                                  | set?          | Insert question mark<br>(Who's on first)  |
| v ^       | superscript or subscript<br>( $\pi r^2$ or H <sub>2</sub> O)  | =             | Insert equals sign (1+1=2)  |
| sp        | spell out (set in hr. as one hour)                            | ( ) [ ]       | Insert parentheses or<br>square brackets  |
| stet      | don't change;<br>go back to the original                      |               |   |
| lc        | change from capital to<br>lowercase letter (capital)          |               |   |



Picture available at:

## 1.4. Revision Methods and Techniques

Revisors and editors use a range of efficient methods and techniques which help identify different culprits in a text and, at the same time, hone their editing skills. Among the most predominantly used *methods* are analysis, synthesis, sociological study, and the method of information search, which were described by O.V. Rebrii (2010).

The prevailing method is the method of **analysis**. The essence of this method resides in the following: by comparing a text fragment with the specific norms of the regulatory framework you conduct a thorough search for deviations. This enables control of the compliance within the set of norms, whilst the correction of these errors or their reconstruction is the manifestation of the method of **synthesis**. In the process of editing, the method of **sociological study** (normally using questionnaires) is also frequently applied. A case in point is the Delphi Technique which relies on a panel of experts. It turns out to be useful in the assessment of the required amendments and while checking the correspondence between the text fragment and the norm. When there is a need to verify any data, facts or citations, then the method of **information search** is used.

Apart from the existing revision and editing methods, there are also revision *methodologies* aimed at facilitating the editing process of a *specific type* of printed materials. These are basically the detailed instructions describing how to use particular methods when editing the papers of a certain type or style. One example of this is the Paramedic Method originally developed by R. Lanham (2007) as a method for revising prose, but currently it is applied to any type of professional writing. It is a self-teaching method for transforming flabby writing into clear and concise sentences. The only hitch is that when editing, the focus should primarily be on a single sentence. So, in order to improve sentence readability, the Paramedic Method suggests following the next steps:

1. Circle the prepositional phrases
2. Put a box around the “is” and “to be” verb forms
3. Ask, “Where’s the action?” “Who’s doing what whom?”
4. Put this action into a simple active verb, making the doer the subject.
5. Do not use introductory phrases
6. Eliminate unnecessary words.

To illustrate this, look at the example in which a sentence of 37 words is reduced to the one of 17 words.



After reviewing the results of your previous research, and in light of the relevant information found within the context of the study, there is ample evidence that important, significant changes can be made to our operating procedures.



Picture available at:

*We can change our operating procedures significantly, according to earlier research results and the current study's findings* (Revision and Editing, 2022).

Ultimately, sharpening any revision skill is a long and complicated process, which presupposes mastering the revision methods first, and only after that the methodology as a whole. To acquire such skills, according to K. S. Serazhym (2012), an editor needs to know three basic methods:

- The method of analysis of the thematic organization of the text.
- The method of interpretation of the topical subject.
- The method of analysis of topic disclosure.

Namely these methods allow conclusions to be drawn in regard to whether the article is worth publishing or not.

There are also numerous *techniques* of revision, such as control, correction, search, expert evaluation, modeling, one of which could boost the effectiveness of the revision process. In fact, there is a long list of what is recommended to do during the revision process. Among the most common tips are a distance/time strategy, the technique of reading aloud, having a revision plan and receiving any feedback. Both methods and techniques of text revision help find the mistakes, but they also forestall hypothetical errors.

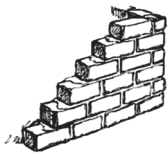
### 1.5. Models of Revision

The main paradox of the theory of revision is “the fundamental impossibility of obtaining absolutely mistake-free text and the impossibility of creating a *revision model* that would eliminate absolutely all mistakes from the text” (Рєбрій, 2010). This means that messages processed on the basis of any revision

system will always contain a number of mistakes or uncorrected chains of characters, the correctness or incorrectness of which cannot be proved within the framework of this regulatory framework. Nevertheless, to minimise any kind of inaccuracy in the final output, it is vital to engage in some planning. Thus, D. Chandler (1993) found four basic strategies that can be used. Initially, these were considered to be the writing / translation strategies, but later on they were developed into the models of revision.



The first strategy for avoiding mistakes is used by those writers (also translators and editors) who can metaphorically be called the ‘*architects*’. They usually do major planning before drafting by planning everything through carefully. They manage to produce decent messages which usually require minimal self-editing on the first draft. Admittedly, the way they edit the text can bear a slight resemblance to interlinear editing style.



The second strategy is undertaken by the ‘*bricklayers*’ who, like ‘architects’ do the major planning before drafting but perform major self-editing at the same time as they draft. Essentially, the writing strategy is analogous to laying a brick wall by hand. This means that the writer uses a sentence-by-sentence procedure and works on a paragraph-by-paragraph basis. This approach is largely sequential and the major correction of errors and linguistic slips takes place during the writing process. That is why it requires a lot of patience. This is the very aspect American novelist Tom Robbins placed a lot of emphasis on, “The reason I write so slowly is because I try never to leave a sentence until it’s as perfect as I can make it. So, there isn’t a word in any of my books that hasn’t been gone over 40 times” (Egan, 1993).



In contrast however, is the strategy used by the ‘*watercolourists*’. They attempt to produce a complete version from the first time, with minimal revision. They simply start writing with general ideas in mind, but without careful, detailed planning. What is more, they engage in little self-editing, hence, the remaining typos and mistakes can by oversight be left out.



In contrast to the ‘watercolourists’, the ‘*oil painters*’ compensate for their lack of planning by editing a fair amount of information or rearranging it both during and after drafting. Similarly to the corresponding artists, they apply as many layers as they feel to be necessary. Nevertheless, they do not consciously choose their

writing strategies. Ultimately, a mixed strategy is also possible. It depends on personal preferences and what works for the writer, translator or the editor.

The strategy that is used for the recognition of flaws in the text, according to N. Sommers (1980), depends on your expertise. Thus, a student writer is likely to stick to a *linear revision strategy* which involves pre-writing, writing, and rewriting, whilst an experienced writer opts for *recursive revision strategies*. The first type implies that the whole revision process boils down to a rewording activity. The student writer concentrates too much on the selection and rejection of words overestimating their importance and, at the same time, ignoring other aspects of the text that need modification, such as a structure, ideas, content, composition. The second type, on the contrary, involves changes on all levels and the usage of all revision operations, not only changing the words in and out. Experienced writers also take the reader into consideration. By imagining a hypothetical reader, the writer anticipates the reader's expectations and judgment, which stimulates critical thinking and re-viewing the work. In this way the writer gets a complex understanding of what should and what should not be included into the text.

The last but not least, whatever the revision model is, the editor frequently follows step-by-step instructions (Зарицький, 2004), which are provided below: 1) firstly, the foremost task is to read the reviews by somebody other than a translator; 2) secondly, read the translated text and mark unclear or contradictory passages; 3) find the solutions to the aforementioned inconsistencies by discussing them with the translator or consulting the dictionaries, encyclopaedias, or turning to specialist consultants; 4) cooperate with the translator and move towards the coordinated decisions; 5) perform the revision process; 6) do language editing and proofreading before the paper is published.

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## THEME 2

# NORMS IN REVISION AND TRANSLATION

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### 2.1. Definition of Norm in Revision. Types of Norms

Being confronted with different positions and requirements, translators and revisers need grounding in the basis for editing decisions. They are in the need of rules and regulations to be able to evaluate the paper in order to argue for corrections and changes. Such a set of requirements for the quality of paper is called the **norm**.

The concept of the ‘norm’ as the accepted standard can be applied to both revisions and translations. The **revision norm** is the set of rules which establish quality assessment criteria for translated texts, as well as the original non-translated texts. The **translation norm** is the set of requirements for the quality of translation. The current international standard is Translation Services-Requirements for Translation Services ISO 17100 issued in 2015. This standard “specifies requirements for all aspects of the translation process directly affecting the quality and delivery of translation services” (ISO 17100:2015). It covers the rules for the pre-production, production and post-production processes, and other things, like data protection. One more standard is This European Standard EN 15038:2006.

### 2.2. Norms of Translation

The **translation norms** were firstly considered by G. Toury in the late 1970s. Before this period, translations were assessed according to their correspondence with the original text. It was to Toury’s credit that he shifted attention from comparing the source and the target papers towards the relationship which exists in the completed translation in the context of literary production. The Israeli scholar emphasized the importance of three levels when evaluating the text:

- the level of competence, or “a system of potential equivalence” (whether a translator has an adequate level of competence to select the best option from the list of inventories for the given context),
- the level of performance (concerns how well a translator employs different means of rendering the text),
- norms (the options that a translator typically uses in a particular context).

G. Toury (1995, p. 56-61) singled out three major groups of norms to be considered in translation revision: *initial*, *preliminary*, and *operational norms*. The ***initial norms*** determine the overall approach of the translator to adhere to the norms embodied in the source text (a choice of *adequacy*) or follow the norms of the target language and culture (*acceptability*). It does not preclude the possibility of a contradictory choice in some parts of the text, though a combination of the two poles or a compromise between them is more likely to take place. The ***preliminary norms*** account for the *translation policy* (dealing with the choice of text-types) and the *directness of translation* and, hence, are governed by the factors external to the translation process itself. On contrast, the ***operational norms*** refer to the direct decisions made by the translator in the translation process. Thus, such norms are established by internal factors. The operational norms are further subdivided into matricial and textual-linguistic norms. While *matricial norms* govern the existence of target language material which substitutes the original information, and regulates its distribution and manipulations of textual segmentation, *textual-linguistic norms* control the selection of target language material to replace source text material. So, for instance, some omissions, additions, and changes of position may be determined by matricial norms.

There is an extensive body of translation literature describing norms. The reason for that is the fact that norms act as a *restricting* factor which helps decide on the best translation alternative available. Furthermore, norms perform a *regulating* function by setting standards and models or concepts of ideal text. Norms are considered to be binding, and compliance with norms is what makes a good translation. Hence, there have been many attempts to single out and classify translation norms.

The restricting and regulating foci mentioned above formed the basis for C. Nord's classification of norms (1991). She postulates two types of norms: ***constitutive*** and ***regulatory***. Constitutive norms determine what is or is not accepted as a translation by particular cultural community. Regulatory norms govern the ways of handling translation problems depending on the kind of equivalence a translator opts for. Consider the translation of poetry, for instance. Hardly can poems be translated word-for-word. It will be accepted as a violation by community. Thus, translators usually do not aspire to achieve lexical and grammatical similarity of source and target language poems, but rather opt for conveying the same meaning and intent – in other words, functional level of equivalence is to be established.

A more elaborate approach to grouping norms was further suggested by A. Chesterman (1993). He divided all norms into ***professional*** and ***expectancy*** ones. According to him, professional norms are established by fully-fledged, competent translator behaviour and govern accepted ways and strategies

of the translation process. The category of professional norms subsumes **accountability norms** (which involve ethics and loyalty with regard to the writer and the readership), **communication norms** (which emphasize the role of the translator as a communication intermediary), and **relation norms** (or, in other words, linguistic norms, which require an appropriate relation between the translated text and its original). The norms generated by the translation receivers' expectations are called expectancy norms. Readers have their own image of what a translation should be like, and a translator has to conform to these norms as well.

Among other classifications of norms, the linguistic one stands out, insofar as when assessing any translated piece of work the linguistic factors are prioritised. Thus, a semantic proximity of a translation to its original is obviously a central issue. Much the same can be said about genre and stylistic affiliation of both texts, as well as their pragmatic load. All these aspects of translation are of normative character. Overall, there exist five types of such regulatory requirements which constitute a translation norm: translation equivalence norms, genre and style norms, translation language norms, pragmatic norms, and conventional norms (Рєбрії, 2010). Let us take a closer look at the foregoing.

Translation **equivalence** norms regulate the adequate sense transfer from a source paper to a target paper. This parameter remains constant regardless of the text type and syntax. When the meaning in the target text is transgressed, then the translation is considered unacceptable. It is important to keep in mind that in translation equivalence is not about the "sameness", but about "approximately equal value despite some unavoidable difference" (Гетьман, 2019).

**Genre and style** norms are meant to govern the correct selection of the dominant function of the text. Correspondingly, the stylistic specificity of the source text should be retained. To illustrate, the main function of the scientific text is informative, so when translating it from English into Ukrainian, a translator should not misuse expressive means for the informative function for it to remain prevailing.

Translation **language** norms are aimed at correcting the use of language. It is a well-known fact that language systems of the translation languages can vary. Sometimes a translator, influenced by the language norms of the original text, can unintentionally violate the natural flow of the translation. Such an impact can entail the errors pertaining the combinability of words, their agreement or selection of words. For instance, the grammatical structures, namely English verbals, can undergo a false transformation when translating into Ukrainian: ... *came flying toward me before striking me directly between the eyes* (J. Clear) - *полетіла прями́сінько на мене, щоб вцілити просто межі очі.*

*Pragmatic* norms presuppose the accurate transfer of the author's intent. However, these requirements may transgress all other norms. A case in point is the use of nonce words which violate linguistic norms. Thus, a nonce word *Hoondert punt sterlink* (J. Joyce) was coined to portray the non-standard accent of the character (in contrast to *hundred Pound Sterling*).

*Conventional* norms reflect the image of an 'ideal' translation in a certain historic period. Thus, the translation norms of the 21<sup>st</sup> century regard the translation as the text bearing the maximal similarity to the original text. On contrast, in earlier periods free adaptations followed the existing norms of that time.

Summing up, the performed translation complies with the norms pertaining not only to a particular text-type, but even a certain epoch. These norms govern the quality of translation.

### 2.3. Norms of Revision

Revising the translation, as a rule, signifies assurance that a translated product is acceptable and of the required quality. To achieve this, a reviser or editor checks the draft for possible errors. However, revision can always be a "rather subjective" and intuitive process (Chakhachiro, 2005), and some psychological factors can make the editor introduce unwarranted amendments. In fact, there is no definite solution to this issue, but to some extent it can be remedied by a set of rules for a revisor.

**Revision norm** is the set of rules and regulations which "establish firm quality assessment criteria for translated text" (ISO 17100:2015) to ensure that the rendition is accurate.

Revision norms govern the procedures of the analysis of the thematic organisation of text and the topic disclosure. Hence, the editor:

- should NOT commence editing the text without having read the whole paper.
- should edit only after identifying the defects in the text, if any.
- should NOT start editing with minor spelling and language mistakes or typos.

The above-mentioned mistakes can entail concentrating on details not seeing 'the wood for the trees'. In other words, the reviser may be amending to micro-problems and not notice macro-problems, with the result that they may overlook clear-cut problems.

*Customers are reminded that the sale of tobacco products are limited to those 18 years of age and younger.*



You might notice the error in number agreement but the spot that the sentence says the opposite of what is intended. Or you might notice the meaning problem but not the grammatical one.

So overall, editing consists of prior analysis and subsequent correction of the original text. Only by analysing the message and the author's intent can the editor start eliminating detected mistakes.

The French writer Marcel Proust, who is known by his prominent novel "In Search of Lost Time", used an interesting approach to composing. In 1909 he wrote a short text of nine pages and later edited it inserting additional lines. What used to be the essay of nine pages turned into a three-hundred-sheet publication.

The reverse procedure can be applied to editing: having read a cumbersome piece of writing, the editor should be able to frame the idea or story and determine the core of the problem, and thereafter edit the text complying with revision norms.

Revision norms are aimed at achieving the accurate transmission of messages as well as providing the same pragmatic effect. They assist in verification of messages, their normalization and standardization. They improve the comprehensibility and regulate the adaptation of the information to recipients.

The **principles of revision in EU institutions** are the following:

1. Assume from the outset that the translation is of good quality and, hence, the translation is worth the editor's efforts.
2. Revision effort should be proportional to the importance of the text.
3. Inadequate translation should be given straight back to the translator.
4. The translation should not be rewritten, but edited.
5. Personal preferences of the editor should not be presented as gospel.
6. The fewer corrections, the better.
7. Make changes when you comprehend the translation only by reading the original.
8. Back up any changes that are not self-explanatory.
9. The amendments should be relevant.
10. The borderline cases should be pointed out.
11. The dialogue and co-operation with the translator are of capital importance.
12. Responsibility for all translation lies with the team, the translator and the editorial board in particular.

Initially, at the *pre-revision* stage the editor makes sure that the overall translation is needed. It is possible that the text has already been translated. If the performed translations are of poor quality or don't comply with the client's requirements, only then should a new version be requested.

In the process of revision, the editor checks whether the paper complies with the revision norms. The latter include general revision norms and specific revision ones (Figure 2.1).

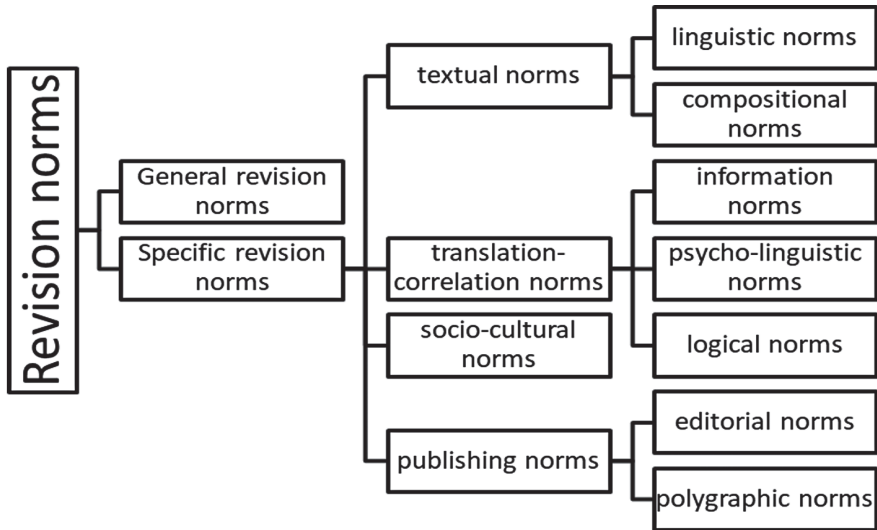


Figure 2.1. The classification of revision norms.

**General revision norms** cover the identification of the text genre and style, the adequacy of translation, the specifics of publishing design, etc. This type of norms helps the editor assess the quality of the paper in question and coordinate the demands with the translator before and during the translation process. **Specific revision norms** represent a set of precise rules in different aspects of revision, namely in terms of language and text organization (textual norms), equivalence in translation (translation-correlation norms), recipient’s expectations (socio-cultural norms) and the rules of publishing houses (publishing norms).

**Textual norms** cover *linguistic* and *compositional norms*. The first group of norms governs the selection and use of lexical, grammatical and stylistic language assets. For instance, the construction ‘only to do something’ is often mistranslated as ‘лише для того, щоб’: *She arrived at the airport only to find out that the flight was cancelled – Вона прибула в аеропорт лише для того, щоб дізнатися, що рейс скасовано*. In Ukrainian this phrase is used to express the purpose, while in English it denotes an unsatisfactory result. Hence, the sentence should be transformed into *Прибувши в аеропорт, вона дізналася,*

що її пейс скасовано. **Compositional norms** regulate the compliance with the structure and the genre of the text. In cases of the absence of the corresponding genre in the target language, some compositional manipulations are required. One example of this is Ukrainian dumas. These epic poems consist of repetitive-like passages specific only for the Ukrainian language. Thus, the translations are based on what sounds valid, rather than what is fidelity.

**Translation-correlation norms** concern adequacy in translation. For instance, the amount of new information in translation can exceed that of the original, but not by much (**information norms**). Analogously, the complexity of the translated text should coincide with that of the original (**psycho-linguistic norms**). That is why some texts are adapted to certain readers, they are simplified or shortened. To illustrate, “The Life of Gargantua and Pantagruel” by François Rabelais was adapted for children, thus a great number of new and difficult words introduced by the author were eliminated. The editions of these notes also adapted the anti-Catholic satire. If there are logical inconsistencies in the original, they should be preserved in the translation, but with remarks or footnotes (**logical norms**).

**Publishing norms** are enforced by the editorial board (**editorial norms**) and publishing houses (**polygraphic norms**). In order to be considered for publication, the paper must perform in accordance with clear-cut guidelines and regulations. As a rule, they dictate the style, structure, organization of the text, its length and format, tables and figures layout, citation style, etc. Such unification enhances the paper quality and goes hand in hand with polygraphic requirements, such as font, spacing, centering and the like.

Finally, manuscripts must not have been previously published, that is they must be a largely original text. Moreover, the translations must be published in compliance with copyright norms. If the owners of the copyright are alive or less than 70 years have passed since their death, the translation can be published only if a written agreement is concluded with them.

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# THEME 3

## ASSESSMENT CRITERIA IN TRANSLATION AND REVISION

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### 3.1. Quality assessment and quality control

Even the best translators make mistakes, but insufficient or poor quality translation can damage the reputation and the image of the translation service provider. Therefore, the prevention of errors and inadequacies through quality assurance must be the first priority.

As Mossop claims, “**quality assurance** is the full set of procedures applied before, during and after the translation process, by all the members of a translating organization, to ensure that quality objectives important to clients are being met” (2001, p. 92–93). Thus, quality control and quality assessment contribute to quality assurance.

A check of selected parts of a translation by someone other than a translator to determine the degree to which professional standards, as well as the standards of the translating organization and the client were met, with respect to one or more **parameters** is called **quality assessment**. Assessing the quality of a translation means evaluating its strengths and weaknesses and judging its acceptability and appropriateness. Such aspects as degree of equivalence and translation value must be considered. As a rule, the editor or revisor randomly selects passages with the aim of determining whether the paper meets the standards, but crucially at this juncture any the mistakes are not eliminated. Whereas, when exerting quality control, revisers improve and polish the text. So, revision, self-revision, proofreading and post-editing are all forms of quality control (Woods, 2022).

The main aim of **quality control** procedures is achieving and maintaining a certain level of quality of translated texts. Revisers are qualified translators who possess certain skills enabling them to scrutinise every sentence and offer an ultimate change to the text. If this stage is omitted, there is a chance of providing an unfavourable impression on clients and the public in general.

It is of vital importance to assess the quality of a translation before the start of the editing process, because the editor does not wish to waste unnecessary time on a paper that is of poor quality. In such a case the paper should be rejected at once.

### 3.2. Revision Parameters

The revision parameters are the defects in the text a reviser must check for. In reality, an exhaustive list of hypothetical errors can be too long and cumbersome. So, in order to make a revision process easier, Brian Mossop (2020) developed a shorter list of mistakes called parameters. They are expressed as questions and divided into 4 groups (Figure 3.1).

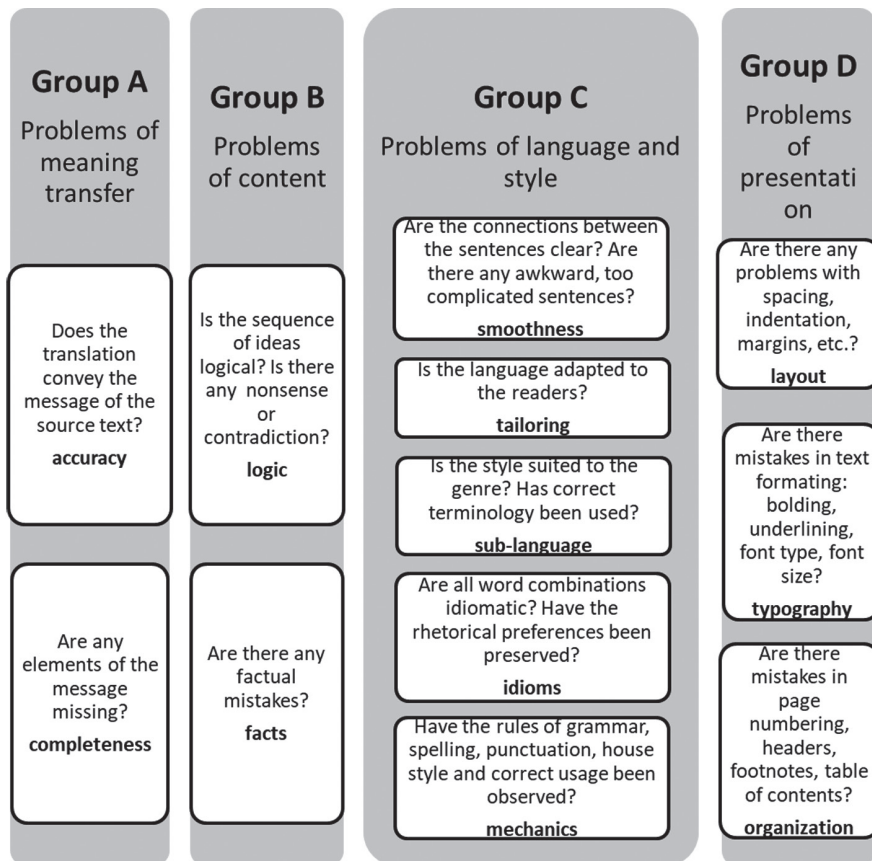


Figure 3.1. The revision parameters by Brian Mossop

The author (2020) recommends revising a paper in such an order:

- Firstly, read the entire paper / translation focusing on the problems of content, language and style.

- After that do a check for meaning transfer.
- Read the translation again and spot the mechanics, layout, consistency.
- Separately check the numbers – if they matter.
- Correct the organisation of the text.
- Run a spell check in case something still need amendment.
- Save all the changes in the doc.

Such **Checklists** vary depending on the type of text and discourse the editor works with. In order not to forget all the requirements and also to keep track of what needs to be done, the editor can use a checklist template. It ensures that all key details are run through before delivering work. It also reduces the likelihood of mistakes or inaccuracies getting overlooked. It is especially useful when multiple teams or editorial board must collaborate. As a rule, such to-do lists include points pertaining to text formatting, style and content.

### 3.3. General overview of types of mistakes.

There are numerous mistakes revisers encounter in the process of reviewing texts. These include grammar and lexicon weaknesses, misspellings and typos, punctuation errors, citation inaccuracy, word omissions and structural blunders, etc. The list of possible errors is too long, but here I will ponder on the most common deviations that distort the message.

Firstly, mistakes in the paper can be **substantial** or **unessential**. It all depends on the degree to which they influence the text comprehension. Confer the example below. After pondering the mistakes momentarily, it can be concluded that the spelling mistake in the word *свиуом* does not in any way distort the meaning, whereas the last sentence in the passage has critical influence over the reality.

Overall, researches such as Serazhym (2012) and Hetman (2019) single out the following mistakes according to their origin:

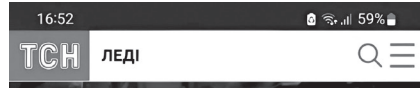
- **Information** errors, which are represented by the lack of novelty, explanation of the obvious notions, ignoring the background of the recipient, etc.
- **Modal** and **factual** oversights arise when the author a scientific hypothesis for the factual truth.
- **Temporal, local** and **situational** oversights are the results of erroneous determination of time, place and situation.
- **Semiotic** errors are further subdivided into:
  - encoding errors (dealing with various distortions),
  - reflective errors (appearing in perceiving the image),

- semantic errors (occurring due to the usage of inappropriate synonyms),
- thesaurus errors (arising when the author uses lexicon missing in the vocabulary of recipients),
- perceptual errors (taking place at the moment of initial perception of the text, but disappearing in the process of further perception),
- attention errors (happening as a result of switching recipient's attention to other objects).

When editing the text, the revisor must eliminate any mistakes referring directly to the **textual level**. On this level the revisors come across **macrostructural** and **microstructural** errors. Any text is viewed as a microstructure in comparison to a bigger system it is included in – the macrostructure.

The most time-consuming part of revising a text, includes the correction of deviations pertaining to the **levels of the language system**. Such errors are usually attributed to the lack of expertise leading to the violation of the generally accepted rules of language use. Consequently, there can be distinguished the following errors:

- **Spelling mistakes** (orphograms), among which are extra letters in the word (e.g. *usefull* instead of *useful*), or, alternatively, missing letters (e.g. *comittee* instead of *committee*), the replacement of letters (e.g. *проект* instead of *проекм*), hyphenation problems (e.g. *інтерв'ю* instead of *інтервь'ю*), or wrong word spacing (e.g. *inthe* instead of *in the*).
- **Word-building errors**, which are quite typical since our brain draws an analogy with other words (e.g. *unconsiderate* instead of *inconsiderate*).



Вчора пару знову зазаскочили папараці, коли вони залишали готель. На Вікторії був свішот і чорні легінси, які підкреслювали її неймовірно струнку фігуру. Свій лаконічний лук вона доповнила черевиками на підборах і сонцезахисними окулярами. Чоловік дизайнерки віддав перевагу футболці, штанам від Céline та сірій куртці. Також відомий футболіст вирішив одягнути білі шкарпетки зі сліпонами та сонцезахисні окуляри. У річці Девід була об'ємна сумка.



Picture available at:



- **Lexical mistakes**, mostly occur due to improper word usage (e.g. *devoted* and *dedicated*), especially paronyms (e.g. *congenial* and *congenital*), as well as confusion of interlingual homonyms (e.g. *magazine* and *магазин*).
- **Morphological errors**, that is the misuse of grammatical categories of number (e.g. *phenomenon/phenomena*), person, case, degree, tense, etc.
- **Phraseological blunders**, related to accidental modifications of phraseological units (e.g. *on the top of your head* instead of *off the top of your head*).
- **Syntactic errors**, which include inappropriate punctuation (e.g. *fish and chips* instead of one dish *fish and chips*), subject-verb agreement, missing or extra parentheses, incomplete sentence structures (e.g. *There are some biases and common mistakes which teenagers tend to forget. Commencing with financial and ending with social factors*), etc.
- **Syncretic mistakes**, which take place when one linguistic unit contains numerous deviations (e.g. *the experimental flu vaccine soaked the rate of cases...*).
- **Stylistic mistakes**, which include verbosity, using an inappropriate register, too short or too long sentences, overuse of active or passive voice (e.g. *The waste generated by such high turnover is worrying European Union officials so much that they are introducing new “take back” legislation – Кількість відходів викликана таким високим рівнем споживання, настільки турбує чиновників Євросоюзу, що вони мають намір прийняти особливий закон*).
- **Pragmatic mistakes**, which emanate from violation of author’s attitude (e.g. *After 18 months of operation, the company faced major financial crises. It was not earning enough revenue to cover its expenses, and the bad press about these financial problems was hurting its stock price – Через півтора року роботи компанія у вельми делікатному фінансовому становищі. Вона не зводила кінці з кінцями, пройди-газетарі писали про це, і вартість її акцій різко полетіла донизу*).
- **Accentuation errors**, which occur when there is no application of accent in the sentence (e.g. *He was driving the car* instead of *It was him who was driving the car*).
- **Word-order mistakes** (e.g. *I was all day at home* instead of *I was at home all day*).

Aside from the mistakes discussed above, revisers may also have to check for the violation of language use and be on the lookout for such differences:

15,000  
1.8%  
September 19, 1958 /  
19 September 1958  
... that ...

15 000  
1,8%  
19 вересня 1958 р.  
..., тому що ...

The last but not least, the editor also introduces some changes on the **graphical level** referring to formatting mistakes in the font, size, and colour, capitalisation, the alignment of the text, margins, or even multiplication of a grapheme so as to intensify the speech (e.g. *Oooops!*). Furthermore, the page layout is essential, as well as style guides like an American Psychological Association (APA) one.

When dealing with the translated text, there can occur some **translation errors**, such as mistranslations, inconsistent translation (e.g., failure to keep a consistent tone of a formal academic paper), missing context and cultural differences, machine translation without post-editing, etc. But misinformation, even subtle, is probably the most acute translation problem as it undermines the message of the text. A typical case of misinformation is connected with factual and logical fallacies (Figure 3.2), which cause misapprehension.

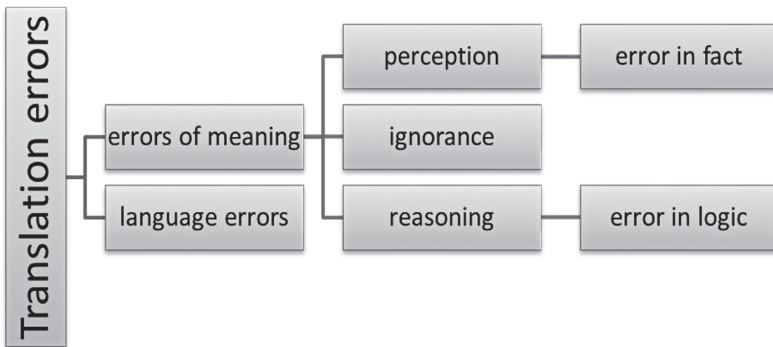


Figure 3.2. The errors of translation

### 3.4. Factual errors.

A translator can inadvertently introduce a factual error that often passes unnoticed but will be spotted immediately by subject-matter experts. In some cases, however, such mistakes are present in the source text, and it is translator's job to make corrections and ensure compliance with the client's intentions.

Hence, the main things to check are:

- Geographic, historical and political facts.
- Well-known events.
- Dates.
- Units of measurement.
- Proper names.
- Terminology.

- Toponyms.
- Figures.
- Links and references.
- Quotations; inscriptions to pictures / graphs.
- Maths formulas, etc.

Consider this bit of absurdity that crept into a translation from English: «Повалений в результаті військового перевороту і вигнаний з країни президент Гаїті відбув у поїздку по США та іншим західноєвропейським державам». The intended readers will be knowledgeable enough to figure out that America is not a Western European country.

Note that news reports starting with *Вчора відбувся один із наймасовіших обстрілів...* are likely to confuse the readers as the recipients can get the message later tomorrow, the day after tomorrow or in a week. Hence, precision is vital here.

### 3.5. Logical errors.

When there are contradictions between the sentences or cause and effect inconsistency, then the translation lacks logic. Such pitfalls arise from either poor language acquisition or tiredness and working round-the-clock.

The most common logical errors are:

- Illogical narration.
- Impossible temporal or causal sequences.
- Irrational contrast or comparison.
- Ambiguity of meaning.
- Doublespeak or substitution of notions.
- Narrowing or broadening of concepts.
- Contradictory connections.

The question of logicity also extends to checking pronoun references that are lacking in clarity and ultimately may be perplexing. In order to eliminate a pronoun-reference problem, it is better to make certain that pronouns and their antecedents agree in number and gender. For instance, *researchers should spend a lot of time pondering on their arguments to make sure they are nor superficial*. Here it is necessary to clarify the sentence by substituting *they* with *those arguments*.

At times, the use of synonyms leads to breakdowns in communication, particularly in technical discourse, creating inconsistent terminology. A case in point is when throughout a manual the terms *the emergency stop switch* and *the emergency stop button* go hand-in-hand, when the second one is merely

a mistranslation. What is more, when a synonymic equivalent precedes the notion in the sentence, the logical sequence of message delivery is violated, as in the example below.

*“Напередодні 80-х роковин цієї трагедії ми звертаємось до міжнародної спільноти з проханням дати правову оцінку Голодомору”* (Кульчицький 2010).

Failure to recognise logical functions of conjunctions can also be fraught with mistakes in logic as well. Consider the following example:

*This warranty gives you specific legal rights and you may also have other rights, which vary by jurisdiction* (Invento TV Warranty Policy).

*Ця гарантія надає вам конкретні юридичні права, і ви можете мати інші права, які різняться в залежності від юрисдикції.*

*Ця гарантія надає вам конкретні юридичні права, але ви можете мати інші права, які різняться в залежності від юрисдикції.*

### 3.6. Language Interference.

Language interference is one more factor contributing to the natural occurrence of mistakes in the translation. When a translator does not have a native-level command of English, then the first language can affect the production of translation. The intervention of elements of one language into the system of another one can mostly be observed on lexical and grammatical levels, though stylistic interference is common too. Phonology and morphology appear to be less influenced.

Language interference manifests in most translated papers regardless of the language pair. But when it comes to English-Ukrainian translation, the language misuse occurs due to two equally important reasons. Firstly, the speaker or translator finds convergences or cognates between English and Ukrainian and then consequently may unconsciously introduce some language changes. Thus, among frequent common mistakes are the following possible cases:

*у статті висвітлюється... - in this article ... are **illuminated*** (instead of *the article highlights*)

*понятійно-термінологічний апарат – concept-terminology **vehicle*** (instead of *apparatus*) (Smalko & Vorobiova, 2022).

Secondly, people living in bilingual regions are more likely to go through language shifts. When translating from English into Ukrainian, a translator may resort to **Surzhyk**, a Ukrainian-russian pidgin. In other words, it is a mixed language emanating from linguistic code-switching errors. In contemporary Ukraine such a mix is stigmatized, and people are striving to purify the Ukrainian language. While Surzhyk was previously perceived as rural and

not prestigious, when the war burst out the attitude to this phenomenon has aggravated even more.

According to L. Bilaniuk (2004), there exist five *types of Surzhyk*:

- Urbanized peasant Surzhyk.
- Village dialect Surzhyk.
- Sovietized Ukrainian Surzhyk.
- Habitual language mixing.
- Post-independence Surzhyk.

Here are some examples of Surzhyk: *вилка* (instead of *виделка*), *рибалка* (instead of *риболовля*), *бутилка* (instead of *пляшка*), *пробка* (instead of *корок*, or *затор*), *співпадати* (instead of *збігатися*), *відмічати* (instead of *відзначати*), *добиватися* (instead of *досягати*).

Summing up, a lot of translation errors appear to be driven by language interference. Using analogy, a translator can unintentionally use the same language pattern as in their mother tongue, or a mix of languages, which at first does not detract from meaning transference or the overall quality of translation. However, such inaccuracies can significantly alter the message conveyed.

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## THEME 4

# LEXICAL, GRAMMATICAL AND STYLISTIC ASPECTS OF REVISION

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When receiving the translated text, the editor commences the editing process comparing the translated version with the original text. At the same time, the editor ensures that the translated output is a self-contained paper. It must be in contextual and stylistic conformity with the authentic text, yet it should not sound like a translation.

A fully-fledged editor is aware of revision foci in prototypical scenarios and can even predict where the mistakes might occur in the translation.

By and large, editing involves checking the following aspects:

- Lexical and semantic aspects.
- Grammatical aspects.
- Genre-stylistic aspect.

However, the editor eventually checks the compliance with the publishing guidelines for authors, such as organisation of the text, text format, and content arrangement of the paper (if applicable).

### 4.1. Lexical Aspect of Revision in Translated Texts

The lexical aspect of revision in translated texts refers to the examination and modification of the vocabulary and the words used in the translated content. When translating a text from the source language to the target one, maintaining accuracy, coherence, and cultural nuances is crucial. Revision involves a careful review of the chosen words, expressions, and terminology to ensure that the translated text effectively conveys the original meaning while fitting into the linguistic and cultural context of the target language.

American Translators Association (Explanation of Error Categories, 2022) outlines language mechanics and transfer errors that can transpire at various levels. Here I will deliberate on some key aspects of the lexical revision process in translated texts.

**Translation Equivalence:** Translators aim for lexical equivalence, selecting words in the target language that best match the meaning of the source language. This involves considering not only the literal meaning but also the connotations, cultural associations, and stylistic elements of the words. Idiomatic expressions are often challenging to translate directly.

*He kicked the bucket. – Він вдарив ногою по відру.  
(instead of Він помер).*

**Faux Ami:** Faux amis, more frequently referred to as false friends of translators, are words of different languages that are easily confused owing to their similar forms. For instance, an English word *syndicate*, meaning “trade union” or “labour union,” sounds identical to Ukrainian *синдикат*, denoting one of the forms of monopoly.

**Terminology:** Lexical revision involves verifying that specialized terms are translated correctly and consistently throughout the document. When there exists the exact term appropriate to a specific subject field and it is overlooked, such an error should be eliminated. It is often the case that one English word can be interpreted in different ways in Ukrainian, e.g. an *aircraft* can be translated as *літак*, *літальний апарат*, *повітряне судно*. One more example is the word *articles* which has the following equivalents *предмети*, *товари*, *вироби*, *речі*, *артикули*. It goes without saying that only one translation is appropriate in a certain context, and all other translation options cannot synonymously substitute the term. There is one more factor to consider here. Some specialized terms may require clarification of the meaning either due to their novelty or ambiguity when translating.

**Cultural Sensitivity:** Lexical choices must be culturally sensitive to avoid misunderstandings or unintended offence. Revision considers cultural nuances, ensuring that the translated text respects the cultural norms and values of the target audience. For a native Ukrainian-language reader, the writer using misspelled words *Kiev* or *Odessa* would seem to be inconsiderate at the very least, and more likely to be deeply offending. These proper nouns were transliterated not from Ukrainian, thus their usage is becoming stigmatised.

**Borrowing:** Sometimes authors/translators want to make their text seem more scientific or well-grounded by adopting words or expressions from another language. Such aspiration leads to the excessive usage of borrowings. This artificiality notwithstanding, translators still incorporate an incredible number of foreign lexemes. Thus, it is better to substitute the words *репродукувати* (from *reproduce*), *прерогатива* (from *prerogative*), *локальний* (from *local*) with the corresponding native Ukrainian stock *відтворювати*, *перевага* and *місцевий*.

On balance, deliberate usage of borrowings can help create a certain atmosphere and yet still remain trendy. Thus, the translator incorporates borrowed words from the first sentences of the biography of a Hollywood beauty Monica Bellucci: «Там, де я народилася і виросла, привасу зовсім не було» (Бута 2022, р. 7). Borrowings can be used in order to familiarize the reader with professional aspects or facts from the past: «З появою так званих

*treatments, тобто незначних заявок на сценарій, ситуація остаточно перейшла в стадію розкладання» (Бута 2022, р. 78).*

**Addition:** An addition error means that some superfluous elements are added in the translation process, and they can alter the original meaning causing misinterpretations. Such inaccuracies may arise either when the subtleties of meaning are overlooked, or explication is provided. This covers not only adding extra words but also changing the tone. Consider the following:

*The report presents a comprehensive analysis of market trends.*

*Звіт представляє собою всебічний і детальний аналіз ринкових тенденцій.*

**Omission:** Whilst omission is widely used as a translation transformation to reduce explicit information (*This is a pertinent question to ask.* – *Це доречне запитання*), in some cases it is inappropriate. Omission mistakes occur when dropping a word or words from the source text leads to meaning alteration or loss. When some elements of the text are incomprehensible for the translator or seem inessential or redundant, it is only natural to omit such completely baffling parts.

Truth to be told, some losses are inevitable and it is up for the translator and editor to choose the best translation option. Yet this is not a problem, nor should deletions be a cause for mental entanglement. For instance, in the following translation the notion of “a sleeper hit” (“*сплячий хіт*”), which refers to a book or movie, that becomes unexpectedly successful, often surpassing expectations, but was not predicted to be so popular. Nevertheless, the translator manages to convey the meaning. “*I certainly tried to set conditions for making a sleeper hit possible, but I knew it wasn’t likely*” (Ferriss 2011, xi) – “*Я прагнув створити такі умови, які сприяли б успіху моєї книги, проте знав, що мої зусилля навряд чи дадуть бажаний результат*” (Ферріс 2017, 13).

**Indecision:** Indecision errors in translation may involve hesitation in making a clear decision on how to render a word in the target language or choosing between multiple possible meanings, thus the translator ends up providing several options. Such uncertainties produce a negative impression, as well as the feeling of ambiguity.

*The term “blue” can have various meanings in this context.*

*Термін “синій/голубий” може мати різні значення в цьому контексті.*

**Contextual Appropriateness:** The translator should consider the broader setting of the text. Words may have different meanings based on context, so choose vocabulary that aligns with the overall message.

*The team had a brainstorming session to generate innovative ideas for the project.*

*Команда мала сеанс мозкового штурму для створення інноваційних ідей для проекту.*



In the given sentence the underlined word combination must be translated as *провела нараду*, which makes more sense.

In addition to the aforementioned general lexical aspects of text revision, it is worth mentioning some *peculiarities of English-Ukrainian translation*. The lexical aspect of revision in translated texts from English into Ukrainian involves examining and refining the vocabulary choices to enhance accuracy, clarity, and cultural appropriateness. Here are key aspects to consider:

- Verbal nouns.
- Adjectives.
- Participles.
- Polysemy.
- Surzhik.

**Verbal nouns** are nouns that are derived from one verb but retain almost the same meaning with different shades of meaning. The word-formation patterns in Ukrainian allow for coining of several nouns with a seemingly negligible difference in what they designate. Т. Hetman (2019) distinguishes the words *охолодження*, *захоплення* and *охолодження*, *захоплювання* on the basis of the frequency of their usage with the first ones being more prevalent. The word *розробка* should be substituted with *розроблення*, unless it denotes the result of the process (*дослідження й експериментальні розробки*). These are only a few examples, but each single case should be under careful consideration to ensure accuracy.

Translating **adjectives** can also be challenging. There are many errors due to language interference with Russian. It is quite common when Ukrainian-language speakers draw an analogy with Russian, where there is only one way of translation, therefore forgetting about the great semantic potential of Ukrainian. Plenty of such mistranslated adjectives belong to scientific style. For example, the English word *potential* should be rendered in Ukrainian as either *потенційний* (*потенційна відповідь*) or *потенціальний* (*потенціальна енергія*). The latter relates to physics.

**Participles** is probably the major stumbling block to Ukrainian translation. Translating English participles into Ukrainian involves considering the role of the participle in the sentence, the tense it represents, and the overall context. As a rule, in Ukrainian, present participles can be translated using the endings *-ючий*, *-учий*, or *-ячий* (*walking – крокуючий*). On the contrary, English past participles often end in *-ed* or *-en*. Ukrainian past participles can be formed using different endings, such as *-ений*, *-тий*, or *-лий* (*broken – розбитий*). Such participles usually determine some quality. Ukrainian translation of perfect participles can involve using past participles with appropriate modifiers (*having finished the book – дочитавши книжку*).

However, when there is a need to emphasise a process, participles should be rendered as subordinate clauses. Compare:

*a proven medicine – перевірений препарат*

*a tested vaccine – випробувана вакцина / вакцина, яка пройшла випробування*

*a rolling stone – камінь, що котиться, not **котячий камінь**.*

So, when translating participles, attention to detail and an understanding of the grammatical and semantic functions of the participle in the source text are crucial for producing an accurate and contextually appropriate translation in Ukrainian.

Almost all English words (with the exception of pronouns) are **polysemantic**. In other words, various meanings of the word co-exist. This ability of words to possess more than one meaning stems from the nature of languages and it appears to be quite reasonable. It is way easier to translate when the main or direct meanings are used in the context, whereas peripheric and figurative meanings give rise to constraint. Let us compare the translations below:

*The device includes a battery with a high capacity.*

*Пристрій містить батарею з великим **обсягом**.*

*Пристрій оснащений акумулятором великої **ємності**.*

The same can be observed in fixed phrases and collocations with the word *train*, where one word in English will hardly have a single corresponding equivalent:

*a camel train – верблюжий караван*

*the train of thought – хід думок*

*a train station – залізнична станція*

*an elaborate dress with a long train – вишукана сукня з довгим шлейфом*  
*gravy train – синекура, годівниця, легкий заробіток (instead of підливний поїзд).*

It is even more confusing when language interference between Russian and Ukrainian takes place. It is particularly relevant when the semantic field of some Russian words is broad in sharp contrast to the Ukrainian language. For instance, the noun *область* with numerous lexico-semantic variants is conveyed in Ukrainian with different nouns, namely *галузь, сфера, зона*. Negligent attitude to the value of words causes the appearance of **Surzhik** (see Chapter 3.6).

## 4.2. Grammatical Aspect of Revision in Translation

The grammatical aspect of revision in translation involves examining and refining the grammatical structures of a translated text to ensure accuracy, clarity, and coherence in the target language. Addressing grammatical aspects

is crucial for producing a translation as “divergences in the structures of the source and target languages are so considerable” (Голуб & Роман 2017, p. 32). The translation should not only mirror the source text’s meaning but also adhere to all grammatical rules and conventions of the target language.

**Grammar errors:** Grammatical mistakes in translation boil down to the violation of morphosyntactic rules. Among grammar errors the most common are tense mistakes, incorrect inflections or word forms, and incorrect usage of articles and pronouns. As a rule, irregular nouns, pronouns, and irregular forms of adjectives and adverbs – all cause confusion about their declension, i.e., singular and plural forms *alumnus* – *alumni*.

This category also includes:

- Usage errors (*Me and my friend went to the store*).
- Verb & tense inconsistency (He *talked* about the movie and then suddenly starts discussing politics).
- Part of speech misuse (*I need some advise on which computer to purchase*).
- Word forms misuse (*She is a very good cooker*).

**Syntax error:** Syntax errors can range from misplaced modifiers to other word order pitfalls, and to incorrect syntax structures. Incoherence of words in the sentence or run-on sentences may be marked as syntax errors as well. Typical examples to illustrate this idea are: *She almost drove her kids to school every day* (where the modifier is misplaced); *I was too tired to assemble the bookcase my spouse did it* (where two independent clauses run together without proper conjunctions).

**Punctuation error:** Punctuation errors refer to the misuse or omission of punctuation marks, which can impact the clarity and correctness of a sentence. The hitch is that at times the rules governing the use of commas, periods, apostrophes, colons, hyphens and other punctuation marks in English and Ukrainian can differ significantly. Generally, Ukrainian punctuation rules are similar, but a dash, unlike in English, is bindingly used after direct speech. What is more, dashes are used in Ukrainian instead of the verb “to be” (*Київ - столиця України*). In English, however, there are fewer cases when a dash is used. When strong emotion is expressed, or put more emphasis on the writing, then dashes appear to be useful. Refer to the following:

*After a brief pause, the second baseman lunged for the ball - or, to be more precise, limped for it.*

Note that punctuation is essential in measurements. For instance, it is customary to use a dot with percentage in English (1.5%), whereas in Ukrainian the preference is given to commas (1,5%). Unclear paragraphing is also considered to be a punctuation error.

**Spelling error:** A spelling error can be defined as a mistake in the orthographic form of a word leading to potential confusion or misunderstanding. If a word contains a typo, it does not necessarily lead to a distortion in meaning. Quite often it is obvious that it is a misprint. Here's an example: *recieved a package* instead of *received a package*. However, when the text is rife with typos, the intended effect can be lost.

Fixing spelling errors is crucial for maintaining clear and accurate communication in written language. The reason for that is existence of *paronyms*, the words with similar pronunciation or spelling. Among the commonly confused words are *affect vs. effect*, *stationary vs. stationery*, *principal vs. principle*, *canvas vs. canvass*, *accept vs. except*, etc. Being aware of their distinct meanings helps avoid confusion and ensure the correct word in different contexts.

It is common knowledge that British and American English have some spelling differences, and these variations often extend to words with different suffixes, vowels, or consonants. Both spellings are generally accepted within their respective regions, and the choice often depends on the writer's or organization's preference. However, it's common to stick to one style consistently in a particular context.

In applicable cases, incorrect *capitalisation* can also occur. By capitalization it is meant that upper and lower-case usage is abandoned. For example, the pronoun "I" should always be capitalized despite its position in the sentence. Some other examples are: *The President of the United States*, *The French Revolution*, *Monday*, etc. The words in the titles of books, films, and essays are typed using upper case. Correct capitalisation helps in providing emphasis, clarity, and adherence to grammatical conventions in writing.

It is worth mentioning *diacritical marks* spelling errors as sometimes missing accents obscure the sense or just look inappropriate. E.g., *résumé*, *fiancé* and others. Some French diacritical marks are no more otiose. Hence, two spellings coexist with each other, such as *facade* and *façade*, *café* and *cafe*, *cliché* and *cliche*.

**Literal translation error:** Literalness error occurs when words or phrases are translated directly from one language to another without considering the idiomatic expressions or cultural nuances of the target language. Due to such incorrect renditions, the meaning appears to be rather clumsily expressed.

*The ball is in your court - М'яч у твоєму корті.*

In the sentence above the figurative meaning is ignored in favour of the literal one. Not only the meaning, but also grammatical structures can be translated literally. In some contexts, it is not recommended to maintain the same structure: *In the buggy were pots and cups and an umbrella frame, and*

*other things he had found* (Vonnegut, 2003). - У візку були горишки, чашки, каркас від парасолі та інші речі, які він знайшов. The underlined part of the sentence sounds awkward and should be better substituted with one noun *знахідки*.

**Logical stress error:** An emphasis or word stress error occurs when the stress pattern in a sentence is not in accordance with the normal stress patterns of the language. Logical stress errors can impact the overall rhythm and flow of spoken language and addressing them is important for clear and effective communication. It is closely tied to word order in the sentence. Confer the sentences below as an illustration.

*Повітря охолоджується спочатку, а потім нагрівається.*

*Повітря спочатку охолоджується, а потім нагрівається.*

It is clear that the latter demonstrates aligning with the natural stress pattern in Ukrainian. Notably, in English reinforcing the meaning or expressing the attitude of the speaker through certain words or grammatical structures can come in handy: *We know how hard it is for you to perform your duties with assiduity.*

**Incomplete passage error:** This type of error occurs when a passage or text abruptly ends without completing a thought or providing a conclusion. Frequently, predicates are missing in translations, which leaves readers confused. Missing titles or headings is one more mistake, especially among novice translators.

**Illegibility error:** An illegibility error takes place when a text is difficult or impossible to read due to poor handwriting, unclear printing, or other factors that hinder the readability of the content. A case in point is when examinee's handwriting is spidery, the essay may become distorted, making it difficult to read and necessitating additional efforts to understand the content. In the editing process this mistake is typical of newbie editors whose amendments and corrections to the text are difficult to make out.

**Faithfulness error:** A faithfulness error occurs when there is a deviation from the original text's meaning, intent, or tone. It involves the failure to accurately convey the nuances, cultural context, or subtleties present in the source material.

*"This was an academic who dearly despised not understanding"* (Brown, 2003, p. 36) - *"Це була людина з академічним складом розуму, яка терпіти не могла, коли їй щось було неясно"* (Браун, 2006, p. 57).

In the aforementioned example the translator resorts to explication in a bid to compensate for the lacunae in the language, on the one hand, and remain faithful, on the other hand.

**Ambiguity error:** Ambiguity refers to "any word, phrase or sentence having at least two or more interpretations (Dai, 2021). It introduces a lack

of clarity, uncertainty or vagueness in a sentence. In such cases the translator should opt for linguistic counterparts with solely one semantic interpretation to minimizing the risk of misapprehension (Vandevoorde, 2020).

Let us ponder on the following situation: *The angler went to the bank*. The translator may turn out to be prejudiced and assume that, given the profession, the person went to the bank of the river. This limitation notwithstanding, the person would normally be, hypothetically, assumed to be on their way to a financial establishment. Analogously, the sentence *She is looking for a match* is ambiguous because it's unclear what the speaker is seeking - *кохання, сірник* or *зру*.

Similarly, in the sentence *The smuggler threatened the guard with a knife* it is not clear who exactly was with the knife. Admittedly, the translator or the author may assume that the reader has prior knowledge on the subject or just accidentally introduce ambiguity. Whatever the reason, precision is of paramount importance.

**Cohesion error:** When the elements within a text are not properly connected or do not flow smoothly, the text will usually lack cohesion. Cohesion is the grammatical and lexical means by which different parts of a text are linked, ensuring that the ideas are logically organized and presented in a clear and coherent manner. Cohesive elements comprise pronouns, conjunctions, different types of substitution, reference and other linguistic means.

*The new software was installed. It was complicated. Users found it difficult to navigate. Complaints increased.*

The transition from one sentence to the next is abrupt, leading to a lack of a smooth reading flow. The reason for that is that there is an absence of cohesion between the sentences, which makes it challenging for readers to follow the logical progression of ideas. Conversely, when addressing cohesion error, the quality of the writing improves, enabling the reader to navigate within the text.

*The new software, although installed successfully, proved to be complicated. Users found it difficult to navigate, resulting in a significant increase in complaints.*

As a matter of fact, in scientific and technical discourse cohesion is achieved through the consistent use of terminology.

**Parallelism error:** A parallelism error occurs when the elements in a sentence or a series of sentences are not grammatically parallel or balanced. Parallelism is a stylistic and structural principle that helps maintain consistency in sentence construction. Errors in parallelism can affect the clarity and flow of the writing.

In order to create a balanced sentence, the writer should ensure all elements in the series follow the same grammatical structure.

*He likes hiking, swimming, and to ride his bicycle on weekends*

In this example, there is a parallelism error because the third element in the series, expressed by the infinitive, is not parallel in structure with the first two gerundial elements.

One more aspect to consider is how parallelism is manifested in translation. It is especially relevant in technical discourse text translation as it plays a crucial role in maintaining consistency and clarity. This consistency aids in conveying complex technical information accurately and facilitating comprehension for the target audience. Whether dealing with lists, procedures, or specifications, adhering to parallelism in translation helps produce a coherent and professional output.

In Jody Byrne's concept such approach to translation is called "iconic linkage", the essence of which is that "sentences which are semantically identical, but which are non-isomorphic are translated using the same target language sentence or construction" (Byrne, 2006, p. 165).

The following example is provided:

*"If you want to open a file, click Open.  
If you want to close a file, click Close."*

NOT: "*The Close button must be pressed when you want to close a file*" (Byrne, 2006, p. 165).

Consequently, translators must pay meticulous attention to the parallel structure to faithfully convey the intended meaning of technical content and uphold the standards of effective communication in the target language.

**Government error:** Among the grammatical errors which occur in translations from English into Ukrainian the government mistake is perhaps the most prevalent. This type of error refers to the relationship between a word and its dependents. Also known as "rektion", this term involves the control that one word has over the form or functioning of another word. This can include the government of verbs over their objects, prepositions over their objects, and so on. For instance, *не знати втомі, відповідь на питання, писати листа, полювання на зайців, радіти з успіхів, набувати імунітету*.

Finally, and in conclusion, the identification and rectification of grammatical errors play a pivotal role in the process of revision and translation. Be it syntactic issues, such as parallelism errors, or semantic challenges like ambiguity errors, addressing these linguistic nuances is essential for preserving the integrity and clarity of the original message.

### 4.3. Stylistic Aspect of Revision in Translation

The stylistic aspect of revision in translation is a critical dimension that goes beyond mere linguistic accuracy. It involves ensuring that the translated text not only conveys the original meaning faithfully but also captures the stylistic nuances, tone, and cultural elements inherent in the source text. A successful translation does not just mirror the words; it recreates the intended impact, register, and style in the target language.

Here are the key tenets of revision in terms of stylistic aspect:

**Text Type error:** This type of error takes place when some elements of the translated text are “either inappropriate for the implied target audience <...> or fails to comply with specifications stated in the Translation Instructions” (Explanation of Error Categories, 2022). Thus, if instructions specify that the capital of China should be rendered as *Beijing*, then the obsolete spelling *Peking* should be considered an error.

**Register and Tone:** The revision process includes evaluating whether the chosen vocabulary aligns with the appropriate register and tone for the intended audience. The style and formality of language may vary across cultures, and adjustments may be needed to ensure the text is contextually appropriate. Maintaining a formal and precise tone is crucial, most notably in a scientific article. For this reason, colloquial expressions are inappropriate. However, eliminating such spoken phrases does not always solve the problem.

*We tried out this new method, and it worked wonders!*

Such language reduces the perceived credibility and professionalism of the research presented. It would be more considerate to reformulate the whole sentence: *The experiment demonstrated a significant increase in efficiency when the new protocol was applied.*

**Style:** Stylistic mistakes as a rule involve violations of the cultural linguistic rules of how the text should be written, structured or organized. In scholarly papers written by native English-speaking writers, the author usually identifies himself/herself by means of the singular pronoun ‘I’: *In this paper, I propose a realist account of...* By contrast, in Ukrainian papers there is an unspoken norm not to refer directly to one’s own self. Hence, the plural pronoun ‘We’ substitutes ‘I’, which is perceived as more modest and appropriate: *У нашому дослідженні ми розглянемо особливості...*

Inappropriate vocabulary may undermine the authority of the author’s argument as well. When conveying the phrase *стаття присвячена* into English, it is better to avoid mistranslation *the article is devoted to* and give preference to *the article is dedicated to* / *the article highlights*, which is more stylistically accurate. Another example of a stylistic mistake is the misuse of numerals, e.g. *15 thousand* is not standard in English.



For some genres **precision** is of utmost importance, as in the case with technical texts. In such texts, it is recommended to avoid subjective statements, but indicate the criteria for quality determinations. “*The team determined that Design A was **the best***” is obviously imprecise and certainly would need reformulating into “*Design A completed the test successfully and used the lowest amount of energy.*” (Wahlin, 2024, p. 34).

**Verbosity:** Revising for verbosity involves cutting out unnecessary words, phrases, over-explanation and redundancies to make the writing more concise and to the point. Here are some examples of reducing verbosity:

*each and every - each*

*end result - result*

*provide assistance - assist*

Keep this information on file **for future reference.** - **File this information.**

The use of more words than necessary in linguistics is called **pleonasm**. For instance, the phrase *I saw it with my own eyes* contains redundancy, thus excessive words can be removed. The same applies to *black darkness* or *burning fire*.

The full list of appropriate English structures and wording was compiled by the European Commission under the title “Clear English. Tips for Translators” (European Commission, 2014).

**Readability and clarity errors:** Some mistakes may disrupt readability of the text and introduce long-winded or ambiguous passages. The task of the editor is to:

- Enhance the use of natural language,
- Simplify sentences,
- Maintain logical flow,
- Provide clear context, and
- Ensure consistency.

A case in point is when the editor needs to pay close attention to word order to improve readability. Below is an indication of how the sentence undergoes restructuring catering the needs of technical style.

*Cleaning the mop cloth every 60 minutes is recommended to ensure the water flow rate and cleaning effect.*

*Рекомендується очищати тканину для вологого прибирання після кожних 60 хвилин, щоб забезпечити достатній рівень потоку води та ефективність.*

**Structural arrangement errors:** The errors obfuscating the flow of the content or consistent voice throughout the text represent structural mistakes. To eliminate such errors, the editor must look at the big picture, namely the

organisation and structure of the whole text, the length and style of writing, the storyline, as well as the tone and scope of a document. The genre and the type of text as a rule govern the structural characteristics. An example of this is a numbering scheme connected to the headings in a scientific article.

When structural norms of the target language are broken, it leads to some syntactical errors called *solecisms*. They occur due to the translator's illiteracy or because of source language interference. Such a fallacy can be seen in the following translation: “*Nobody will witness us come back.*” “*І жоден не побачить нас повернувшись.*” (Гетьман, 2019, р. 22). Obviously, the translator meant *Ніхто нас більше не побачить*.

Finally, there are **style guidelines**, such as **APA style**, that serve as a guideline for creating a properly formatted paper. Thus, APA style applies to professional publications providing a step-by-step guide to the research in terms of article formatting, in-text citations, a reference list, mechanics of style, grammar, tables and figures formats. It is widely used in academia as it provides a foundation for effective scholarly interaction. Some other examples of style guides include the following: Oxford style (for academic publishing), AMA style (for medical sphere), CSE style (mostly for natural and physical sciences), etc.

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## THEME 5

# POST-EDITING AND THE TRANSLATION INDUSTRY

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### 5.1. Self-revision in Translation Production

Self-revision in translation production is an essential step for translators to ensure their work is accurate, clear, and of high quality. Mistakes in translation are inevitable, for example the translator may be tired, or from the outset the context might have not been sufficient. These can be an oversight, but whatever the reason, only by systematically reviewing and refining their work, can translators produce high-quality translations that meet professional standards and client expectations.

**Self-revision** is the type of editing when the author or translator usually performs the tasks of the editor. Another term denoting the same notion is ‘authorial editing.’ Self-revision, simply put, is spotting mistakes in your own writing or translation.

The European Quality Standard for Translation Services 17100 (ISO 17100:2015) states that self-revision and checking the text is an essential part of translation that should be overlooked. Skipping this stage is unprofessional.

The process of self-revision includes “internal revision” and “external revision” (Murray, 2012). The first is performed to review the work for its correspondence with the author’s conception and intent, while the second aims to proofread the writing as audience to project the perception of it by the audience.

Self-revision is usually in marked contrast to other-revision (Kasperavičienė & Horbačasienė, 2020). Self-revision is performed by the original translator / writer, whereas other-revision involves someone other than the creator (or translator) reviewing and editing the work (Figure 5.1).



*Figure 5.1.* Types of self-revision

Self-revision helps the creator polish their work initially, while other-revision provides an additional layer of scrutiny and refinement. Self-revision takes place prior to other-revision. The translator reads through their work,

identifying areas for improvement, making corrections, and enhancing the content based on their own insights and standards. After that, a peer, editor, or another external reviewer reads the work, provides feedback, and suggests or makes changes to improve the content.

Self-revision is a prerequisite to high-quality translations. However, there are some potential pitfalls of self-revision that should not be easily dismissed. There exists potential for bias, as the translator may overlook their own mistakes. The translator may lack fresh perspective, which might lead to missed opportunities for improvement. What is more, over-familiarity with the text can make it harder to spot errors or areas needing clarification. On top of that, the feeling of ownership may obstruct the objectivity of paper quality.

## 5.2. Stages of Self-Revision.

Self-revision can be approached in various ways, focusing on different peculiarities of the text and translator’s personal preferences. Some translators do not revise the text at all until it is fully translated. Only then do they polish and refine the translated text. They produce a draft version and then introduce amendments making the text impeccable. Others, on the contrary, revise the output during the production stage reframing and enhancing the paper before the complete version is ready. Hence, two *ways of self-revision* are distinguished: the revision carried out during the production and after it (Borg, 2018, p. 20) (Figure 5.2).

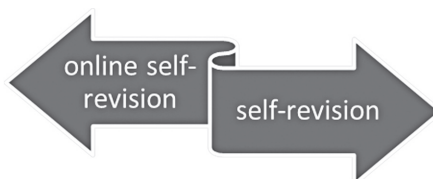


Figure 5.2. Ways for Self-revision

Experience and expertise may play a role in picking one or the other approach. It is common knowledge that the more experienced a translator is the fewer corrections they will make in the revision stage. Irrespective of the type of self-revision, the process of revising the final paper can be divided into the following steps:

- **Scanning**, with a view to assessing paper quality and spotting ideas / passages that need improvement.

- **Checklist control**, aimed at addressing potential common failures using a template.
- **Comparing** the translated text with the original text so as to check it for the correspondence of pragmatic and semantic value, the logic of narration and the effect upon the reader, and, in certain cases, terminological consistency,
- **Editing**, this involves correcting grammatical, stylistic, syntactic and other errors.
- **Proofreading**, when the translator eliminates the remaining mistakes and ensures clarity and accuracy.

Overall, self-revision is related to decision-making processes (Lehka-Paul, 2020), where the translator constantly monitors and evaluates their own writing.

### **5.3. Self-Diagnosis Techniques and Applications.**

There are numerous techniques and tools that can help identify strengths and weaknesses in your writing or translation, as well as pinpoint areas needing improvement.

1) These are checklists developed by editorial boards. They outline criteria for different aspects of writing, such as clarity, coherence, grammar, and structure. Additionally, they cover formatting norms and other appropriate requirements.

2) Focusing on one element at a time. It is recommended to revise your work multiple times, each time focusing on a single aspect, such as grammar, coherence, or style. This layered approach ensures that you thoroughly address each element without being overwhelmed by trying to fix everything at once.

3) Reading aloud can help you hear awkward phrasing, run-on sentences, and other issues that might not be obvious when reading silently.

4) Questioning technique is about self-interrogation. It may be useful to ask yourself critical questions about your translation and try to clarify the issues.

5) Mind mapping allows for identifying the ideas that are not connected. By visualizing the relationships between different parts of the text and identifying key concepts, it is easier to spot flows in the translation.

6) Break-and-distance approach. After completing the initial draft, it is worth taking a break to gain distance from the work. This helps the translator return with a fresh perspective.

Moreover, translators have various computer-assisted tools at their disposal to improve their translations independently. These applications can focus on various aspects, such as accuracy, fluency, consistency, and overall quality. Here are some key *self-diagnosis applications for translators*:

➤ Quality assurance (QA) tools

Automated QA Checks, namely [Xbench](#) and [QA Distiller](#), can run automated checks for common issues, such as terminology consistency, missing translations, punctuation errors, and formatting issues.

Integrated spell checkers and grammar checkers in word processors or Computer-Assisted Translation (CAT) tools can help catch basic linguistic errors.

➤ Terminology management tools

There are tools to extract and manage terminology from the source text, ensuring consistent and accurate use of terms. CAT tools like [SDL Trados](#), [MemoQ](#), and [Wordfast](#) store previous translations to ensure consistency and help identify errors or inconsistencies in current translations. So, by utilising concordance search features in CAT tools, the translator can find how specific terms and phrases were previously translated to ensure consistent terminology throughout translations.

➤ Style and consistency checks

A number of applications help ensure stylistic consistency and formatting across an entire document. Among them the most popular is [QuillBot](#), which can help rewrite the passages in a more formal or academic style, as well as in a more creative way.

➤ Lexicon and grammar checks

[LanguageTool](#), [GrammarCheck](#), [Grammarly](#), [Ginger Writer](#) help check the final output for lexical, grammatical and spelling mistakes. They are widely used by both translators and writers to identify inconsistencies or typos in their own piece of work.

➤ Text reducing tools

Text reducing tools are applications and techniques designed to help writers and translators shorten, condense, or summarise content without losing essential meaning. These tools can be useful in various contexts, such as meeting word count requirements, creating summaries, or making text more concise and readable. An example of such a programme is [Scribbr](#).

By leveraging these self-diagnosis applications and techniques, translators can enhance the quality of their translations, ensuring they meet high standards of accuracy, fluency, and consistency.

## 5.4. The Notion of Post-Editing.

In contemporary practice, translation is predominantly executed through computer programmes, particularly machine translation (MT) systems like [Google Translate](#) or [DeepL](#). The advent of MT programmes enabled shorter turnaround times and, consequently, the lower cost of translation services.

However, the output generated by these systems often requires refinement to meet the standards of high-quality translation. This process, known as **post-editing**, involves the meticulous review and correction of the machine-translated text to ensure accuracy, coherence, and fluency. Post-editing is essential to address the limitations inherent in machine translation, such as grammatical errors, mistranslations, and inconsistencies, thereby enhancing the overall quality and reliability of the translated material.

MT translation has given rise to new challenges for editors and revisers. One of the primary challenges is dealing with the variability in the quality of machine-generated output, which can range from nearly accurate to significantly flawed. Editors must possess a deep understanding of both the source and target languages to effectively identify and correct these errors. Additionally, the nuances and context-specific meanings often lost in machine translation necessitate careful human intervention to ensure the translation accurately reflects the intended message. Some idiomatic expressions might be translated literally. ‘False friends’ could be misinterpreted. But the biggest stumbling block for translation apps is newly coined words that are not registered in dictionaries. Only editor’s (or human translator’s) ingenuity can provide a solution.

Another challenge is maintaining consistency and coherence across large volumes of text. While MT can handle bulk translations quickly, it often struggles with maintaining uniform terminology and style. Editors and revisers must, therefore, perform extensive consistency checks and standardize terminology throughout the document.

Furthermore, the integration of MT systems in the translation workflow requires editors to be proficient in using various computer-assisted translation (CAT) tools. These tools facilitate the post-editing process but also require technical expertise to maximize their efficiency.

While MT has significantly streamlined the translation process, it has also necessitated a higher level of skill and vigilance from editors and revisers to ensure the final product meets the desired quality standards.

One of the earliest references to the term **post-editing** can be found in the 1950s in Bar-Hillel’s work, where he describes post-editing as an activity that complements MT. In this context, the post-editor acts as the “human companion” to the machine (Rico, 2022). The development of post-editing goes hand in hand with MT. In 1999 Post-editing Special Interest Group was created. However, it was only in 2017 that the standard regulating post-editing practices was published. According to ISO18587: 2017, post-editing is defined as correcting a ‘raw’ translation that has been initially produced by a MT engine by a professional translator (ISO18587: 2017). Post-editing is still a nascent branch, that is developing and evolving.



Post-editing can be performed rapidly and with minimal intervention of the post-editor or thoroughly, with an eye to every single detail. Thus, the degrees of post-editing can be outlined as follows (Figure 5.3).

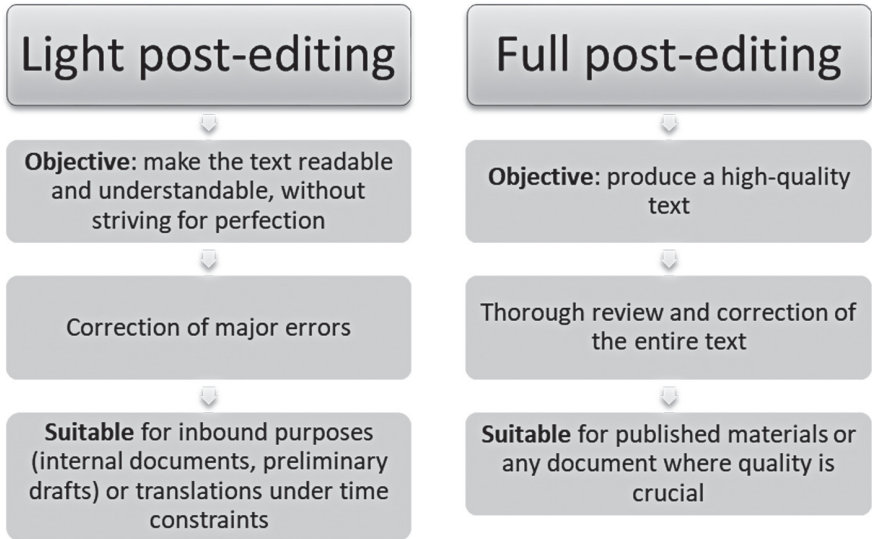


Figure 5.3. The types of post-editing

Whatever the type of post-editing, it is still faster than translating from scratch, especially for large volumes of texts. The process itself boils down to additions, deletions, some substitutions and revisions (Carmo & Moorkens, 2020). Post-editing time and efforts depend on the quality of MT. The better MT output, the less efforts are put into its post-editing. Furthermore, there are editing apps in existence that can facilitate post-editing procedures. Below some of these programmes will be highlighted.

### 5.5. Post-Editing Programmes: The Types and Effectiveness.

Post-editing programmes are crucial tools in modern translation workflows, offering a balance between automation and human expertise to achieve high-quality translations efficiently. Their effectiveness is continually improving as technology advances and more sophisticated techniques are developed.

Post-editing programmes vary in their complexity and functionality, catering to different needs and levels of quality required. Below are the main types of post-editing programmes:

### ➤ Specialised Integrated Post-Editing Programmes

These programmes are designed for specific industries or types of content, such as legal, medical, or technical translations, which require specialized knowledge and terminology. They incorporate specific lexicon into industry-specific dictionaries and terminology databases. The leading CAT tools that integrate post-editing features with translation memory and terminology management are [MemoQ](#) and [SDL Trados Studio](#).

### ➤ Basic Post-Editing Programmes

Such post-editing apps primarily assist in correcting basic errors in MT text, such as grammatical and spelling defects, as well as incorrect word choice. Applications like [CKEditor](#), [Hemingway Editor](#), and [InstaText](#) can be used for this purpose.

### ➤ Full Post-Editing Programmes

These are advanced translation tools with translation memory that offer comprehensive post-editing capabilities and language integration. [Matecat](#), for instance, apart from translation and editing options, offers editors the Comments Pane to indicate issues in a certain segment. Such feedback is useful for collaborative projects and in communication with the translator.

Each type of post-editing programme offers different levels of support and customisation, allowing users to choose the best tool based on their specific needs and the quality requirements of their translation projects.

However, post-editing programmes, while highly useful, have certain limitations that can affect their effectiveness and efficiency. Here are some of the key limitations:

- Heavily dependent on the quality of the initial machine translation (MT) output (if the original text contains mistakes, the target text will convey the wrong meaning).
- Limited handling of style and tone.
- Inconsistent terminology.
- Lack of context understanding.
- Less common abbreviations and acronyms are usually left out by the programme.
- Human expertise requirement, etc.

While post-editing programmes are valuable tools in the translation industry, their effectiveness is contingent on the quality of the machine translation, the complexity of the text, and the skill of the human post-editor. Understanding these limitations is essential for achieving the best possible outcomes in post-editing workflows.

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## Part II

# PRACTICAL ASSIGNMENTS FOR SEMINARS IN EDITING AND POST-EDITING

# SEMINAR 1

## THEORY OF REVISION. SUBJECT, METHODS AND OBJECTIVES

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### A. THEORY

1. Expand on the basics of revision theory.
2. Name the types of revision and their distinctive features.
3. Ponder on the roles of the author and the editor in revision theory.
4. Discriminate between methods and techniques used in revision theory.
5. Specify what models of revision are used to amend texts.

### B. PRACTICE.

**Task 1.** There is a missing word in each line. Mark the position of the missing word with a symbol 'Λ' and write the necessary word above it.

**Keep away or else**

|  | Notes     |
|--|-----------|
| A curse is opposite of a blessing. It            | 1. _____  |
| brings evil upon the person it directed at.      | 2. _____  |
| The Curse of the Pharaohs is supposedly          | 3. _____  |
| curse which affects anyone disturbs the          | 4. _____  |
| mummy of an Egyptian king. There great           | 5. _____  |
| excitement when some the team who first          | 6. _____  |
| entered the tomb Tutankhamen died not so         | 7. _____  |
| long afterwards. Lord Carnarvon died an          | 8. _____  |
| infected mosquito bite four months after opening | 9. _____  |
| of the tomb, and a month another man who had     | 10. _____ |
| visited the grave died of a fever. This enough   | 11. _____ |
| to fill newspapers stories of an ancient curse.  | 12. _____ |
| The deaths were probably simply coincidences,    | 13. _____ |
| some people suggested the priests of old had     | 14. _____ |
| deadly substances in the tombs punish grave      | 15. _____ |
| robbers. Certainly, the pharaohs were eager      | 16. _____ |
| protect their graves magic spells were written   | 17. _____ |
| on the walls, but no traps have found in tombs,  | 18. _____ |

certainly nothing like the hidden dangers Qin emperor's tomb is supposed to contain. An idea is that could be ancient bacteria lurking in the graves, which might be to attack someone with weak immune system. However, such explanations really unnecessary. Many tombs been opened and many mummies removed from without any bad effects. In the case of Tutankhamen's grave, of the 58 who were present its opening, 50 were still alive twelve years later, and Howard Carter, leading archaeologist, for sixteen years after that great event, finally dying in his mid-sixties, respectable age for that time. Still, a curse makes a story!

19. \_\_\_\_\_
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22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_

**Task 2.** Compare two texts (English source text and Ukrainian target text) and make necessary corrections and improvements. Use proofreader's symbols.

### Fiscal blackmail

Lessons from behavioural economics can boost tax compliance

May 24<sup>th</sup>, 2014.

The Economist

PEOPLE go to great lengths to avoid paying tax. One popular trick in the Middle Ages was to become a monk; these days, shell companies in the Caribbean are a more common retreat. The gap between what is owed and what is paid is nearly \$400 billion a year in America, and about £40 billion (\$70 billion) in Britain. To keep the shortfall in check, governments design taxes to be tough to weasel out of. The value-added tax, for instance, allows firms to deduct tax paid on inputs from their sales-tax bill, in effect encouraging them to police their suppliers. Then there are the sticks: audits and penalties. Promising new research in behavioural economics could give governments another tool for boosting payment: the psychological nudge.

Economists have long understood that psychology matters in tax systems. Studies repeatedly find that tax gaps are much smaller than one would predict given the rarity of audits and the benefits of underpayment. Many taxpayers are motivated by more than just pecuniary concerns. Feelings of patriotism

and civic duty ease the pain of paying tax (or make dodging less attractive). Guilt, or the perceived moral cost of violating social norms, also seems to enter the equation. It stands to reason that governments that exploit such emotions would save bundles of money in enforcement. They are already using such tactics to nudge people towards other desirable goals, such as saving energy or planning for retirement. Yet economists are only just beginning to test whether a similar approach could bring in more tax.

A recent working paper from America's National Bureau of Economic Research documents experiments conducted by economists from Imperial College in London and the University of Chicago, with the British government. Whereas most Britons have their income taxes automatically deducted from their pay, a few with particularly high or complicated incomes file annual returns. Some of those who report that they owe tax are nonetheless slow to pay. Since they have already admitted their debt to the taxman, they are probably not trying to evade it. But the government must go through a time-consuming and expensive collection process to get what is owed.

That is where the economists come in. The authors conducted an experiment involving 100,000 taxpayers with overdue bills. They divided the sample into groups: one was sent a boilerplate request for payment; the others received letters with additional sentences designed to tug at the recipients' heart- and purse-strings. One of the manipulative additions told the recipient what share of Britons pay their tax on time (about 90%). Another not only mentioned the share that pay on time but also pointed out that the delinquent was in the minority; a third noted that tax was vital for funding services like health care and roads.

All of the additions raised payment rates relative to the standard letter. Simply informing recipients of the share that pay on time or describing the public goods taxes fund boosted payment only modestly, by 1.3-2.1%. But the message which also underlined that the recipient was in the minority raised payments by 5.1%.

The authors reckon their insertions raised the perceived moral cost of failing to pay, which is enough to reform some delinquents. They also calculate that using the most effective wording in all the letters in the sample would have boosted the tax take, relative to the normal letter, by as much as £15.4m—all for the cost of the ink needed to print an additional sentence.

American and British experiments with taxpayer "receipts", which explain how tax is spent, play on other emotions. The receipt is designed to mollify taxpayers who see little connection between what they pay and the services they receive. The less taxpayers feel they are getting for their money, the more likely they are to avoid paying. Research into donations



to charity has reached a similar conclusion: donors are more generous when told more about how their gifts are used. Yet this strategy has its risks: if a big share of taxpayers discovers that the government's priorities are more out of step with their preferences than they had previously believed, collections may fall.

### **No taxation without manipulation**


In another new paper researchers investigate whether these receipts work as intended. They also add a twist, testing whether those who might be less likely to pay on learning how their money is spent can nonetheless be cajoled to comply if given the chance to air their views. After all, they note, Switzerland's direct democracy is associated with higher "tax morale".

In one experiment, the authors paid undergraduates to do some research, but asked them to return a share of the payment as a "lab tax". Some students were given the option of suggesting how the tax should be spent. The chance to state a preference raised compliance by 16%.

In a second test the authors surveyed people doing freelance work via an online platform. The freelancers were asked about their attitude to taxes. Some were handed a tax receipt, some were given the option to state spending preferences, some got both and some neither. Respondents were then asked whether, given the option, they would take advantage of a tax loophole for which they might not really be eligible. Those given only the receipt were more likely to exploit the loophole than those given no information at all. But allowing workers to suggest how their taxes should be used cut take-up of the loophole by 15%.

The authors reckon that giving taxpayers the ability to state their views could provide useful information while raising revenues. Until, that is, observant taxpayers begin demanding cuts to spending on behavioural economics.



(The English source text is retrieved from )

### **Як умотивувати людей платити податки?**

Переклад: проект «Ціни держави»

Уроки поведінкової економіки (напрямок економічної теорії, який займається дослідженням впливу психологічних факторів на рішення людей у різноманітних економічних ситуаціях) можуть допомогти стимулювати дотримання податкового законодавства.

Люди докладають чималих зусиль, щоб уникнути сплати податків. Популярною хитрістю в Середньовіччі було стати монахом; у наш час більш поширені підставні компанії на Карибських островах. Різниця між заборгованістю і сплатою становить близько 400 млрд дол. на рік у США та понад 40 млрд фунтів (70 млрд дол.) у Великій Британії. Для контролю дефіциту уряд впроваджує податки, від сплати яких важко ухилитися. Наприклад, податок на додану вартість дозволяє фірмам відняти суму податку, сплачену при купівлі сировини, із суми до сплати до бюджету, фактично заохочуючи їх контролювати своїх постачальників. До того ж існують такі важелі впливу, як перевірки та штрафні санкції. Багатообіцяючі новітні дослідження в поведінковій економіці можуть дати урядам інший інструмент стимулювання сплати – психологічний поштовх.

Економісти давно зрозуміли, що психологія відіграє важливу роль у податкових системах. Дослідження постійно показують, що податкові недоплати є набагато меншими, ніж можна було б спрогнозувати, беручи до уваги нечасті перевірки та переваги недоплати. Багато платників податків вмотивовані чимось більшим, ніж матеріальними факторами. Почуття патріотизму та громадянського обов'язку полегшують болючість сплати податку (або роблять ухиляння від цього менш привабливим). Провина або усвідомлена моральна ціна за порушення соціальних норм також, здається, грає роль. Отже, уряди, використовуючи такі емоції, можуть зекономити величезні суми грошей на адміністративних витратах. Вони вже використовують таку тактику, щоб підштовхнути людей до інших бажаних цілей, наприклад, до збереження енергії чи планування виходу на пенсію. Тим не менш, економісти лише починають тестувати, чи подібний підхід зможе принести більші податкові надходження.

➤ Недавній робочий документ із Національного бюро економічних досліджень США розкажує про експерименти, проведені економістами з Імперського коледжу в Лондоні та Чиказького університету з британським урядом. У більшості британців податки на доходи автоматично віднімаються від їхньої зарплати, але деякі, з особливо високими та складними доходами, подають щорічні декларації (як і в Україні). Проте, дехто з тих, хто декларує зобов'язання, не поспішають їх сплачувати. Оскільки вони вже зізналися в своїх боргах податковій, вони, ймовірно, не намагаються уникнути сплати податків. Проте уряд все ж таки повинен пройти через тривалий та дорогий процес збору того, що йому належить.

Тут і втрутилися економісти. Автори провели експеримент, включаючи 100 тисяч платників податків із простроченими рахунками. Вони розділили вибірку на групи:

- Одній було відправлено шаблонні запити для сплати,
- Інші отримали листи з додатковими реченнями, розробленими для того, щоб вплинути на психіку одержувачів:
  - Одне з маніпулятивних доповнень показувало одержувачу, яка частка британців платить податки вчасно (близько 90%);
  - Інше не тільки згадувало частку платників, які платять вчасно, а й зазначало, що порушник у меншості;
  - Третє звертало увагу на те, що податок життєво необхідний для фінансування таких послуг як охорона здоров'я та дороги.

Листи з усіма цими доповненнями виявилися більш ефективними, ніж стандартні листи. Просте інформування одержувачів стосовно частки платників, які платять вчасно, чи суспільних благ, які фінансуються за рахунок податків, підійняли сплату лише на 1,3–2,1%. Проте повідомлення, яке підкреслювало, що одержувач у меншості, збільшило надходження на 5,1%.

Автори розраховують, що їхні доповнення підійняли моральну ціну несплати, що достатньо, щоб примусити виправитися деяких порушників. Вони також підраховали, що, якщо б усі 100 тис. листів містили доповнення, – це збільшило б податкові надходження на 15,4 млн фунтів (порівняно з ефектом від звичайних листів) – і для цього не потрібно нічого, крім чорнил для друку додаткових речень.

Американські та британські експерименти із «рахунками від держави», які пояснюють, як витрачаються податки, справляють дещо інший вплив. «Рахунки» розроблені для того, щоб заспокоїти платників, які бачать слабкий зв'язок між тими податками, які вони платять, та послугами, які отримують. Чим менше платники відчують, що отримують щось за свої гроші, тим вірогідніше вони уникатимуть сплати. Дослідження щодо пожертвувань на благодійність дійшло до такого самого висновку: донори є більш щедрими, коли вони більш обізнані про використання своїх подарунків. Тим не менш, ця стратегія має свої ризики: якщо значна частина платників виявить, що нинішні пріоритети уряду не співпадають із пріоритетами, в які вони вірили раніше, то збори можуть упасти.

## **НЕМАЄ ОПОДАТКУВАННЯ БЕЗ МАНПУЛЯЦІЙ**

В іншому новому дослідженні його автори визначають, чи ці «рахунки від держави» таки працюють, як передбачалося. Вони також перевіряють, як можливість висловити свою думку впливає на тих, хто не згоден із напрямками витрачання коштів. Все-таки, зазначають вони, пряма демократія Швейцарії асоціюється з вищою «податковою мораллю».

В одному експерименті автори заплатили студентам, щоб ті зробили певне дослідження, після чого попросили їх повернути частину плати в якості «лабораторного податку». Деякі студенти мали можливість запропонувати, як лабораторія повинна розпорядитися зібраними коштами. Шанс висловити свою думку підняв сплату на 16%.

У другому тесті автори опитали людей, що займаються позаштатною роботою через онлайн-платформи. Фрілансерів запитали про їхнє ставлення до податків. Деяким вручали «рахунки від держави», деякі мали можливість висловити свої пріоритети, у деякого були обидва варіанти, а в інших – жодного. Тоді у респондентів запитали, чи вони б скористалися перевагами податкової лазівки, на яку вони, насправді, не мали б права. Ті, що отримали лише квитанції, скористалися б лазівкою вірогідніше, ніж ті, кому не надано було інформації взагалі. Проте, ухилення від сплати можуть скоротитись на 15%, якщо дозволити платникам вносити свої пропозиції.

Отже, автори вважають, що надання платникам можливості висловити свої думки може стати корисним для підвищення надходжень.



(The Ukrainian translation is retrieved from

## SEMINAR 2

### THE HISTORY OF REVISION/EDITING DEVELOPMENT

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#### A. THEORY

1. Name the major periods in the development of revision/editing.
2. Dwell upon the period of revising/editing as a practical activity.
3. Dwell upon the period of accumulating data of revising/editing activity and theory.
4. Dwell upon the period of revising as a science.
5. Dwell upon the development of revising/editing in Ukraine.

#### B. PRACTICE.

**Task 1.** Underline the wrong word and write the correct word above it.

#### The ancient origins of horoscopes

|  |           |
|--|-----------|
| <p>The practice of astrology first originated in ancient Mesopotamia in the second millennium A.D. In the city of Babylon, the stars and planets were used to interpret omens of the gods," says U.K.-based classicist and ancient world expert Jasmine Elmer.</p> <p>However, only some people are considered qualified to make these interpretations. Babylonian priests were tasked with detailing how celestial bodies would impact society, especially the king and the State. This is evidenced in the Enuma Anu Enli, the series of 70 cuneiform tablets that contains around 7,000 celestial omens.</p> <p>The Babylonians developed 11 astrological signs, some of which were later incorporated into the Western zodiac. However, it were the ancient Greeks who named these 12 star signs for constellations and linked them to specific dates based at their alignment with the sun's orbit. These signs are</p> | 1. _____  |
|  | 2. _____  |
|  | 3. _____  |
|  | 4. _____  |
|  | 5. _____  |
|  | 6. _____  |
|  | 7. _____  |
|  | 8. _____  |
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|  | 22. _____ |
|  | 23. _____ |
|  | 24. _____ |

|  |           |
|--|-----------|
| <p>Ariels, Taurus, Gemini, Cancer, Lio, Virgo, Libra, Scorpius, Sagittarius, Capricornes, Aquarius, and Pisces. Futhermore, “zodiac” originates from a Greek phrase <i>zōdiakos kyklos</i>, is meaning “circle of animal.”</p> | 25. _____ |
|  | 26. _____ |
|  | 27. _____ |
|  | 28. _____ |
|  | 29. _____ |
|  | 30. _____ |



(The original text is retrieved from )

**Task 2.** Investigate the editing functions of Microsoft Word. How to use the Comments pane in Microsoft Word?



**Task 3.** Read the source text and its translation into Ukrainian. Edit the translated version in Microsoft Word leaving the comments for the translator.

|   |   |
|---|---|
| <p><b>Removal</b></p> <ol style="list-style-type: none"> <li>(1) Remove the nuts (1-12) and the washers (1-11) that attach the reservoir top-housing (1-13) to the reservoir bottom-housing (1-7).</li> <li>(2) Identify the related position of the reservoir top-housing (1-13) and the reservoir bottom-housing (1-7). If necessary, make a pencil mark to help when you connect the two housings together. Remove the reservoir top-housing from the reservoir bottom-housing.</li> </ol> | <p><b>Зняття</b></p> <ol style="list-style-type: none"> <li>(1) Відкрутіть гайки (1-12) і шайби (1-11), які кріплять верхній корпус бака (1-13) до нижнього корпусу бака (1-7).</li> <li>(2) Визначте відповідне положення верхнього корпусу резервуара (1-13) і нижнього корпусу резервуара (1-7). Якщо необхідно, зробіть позначку олівцем, щоб допомогти при з'єднанні обох корпусів разом. Зніміть верхній корпус резервуара з нижнього корпусу резервуара нижнього корпусу.</li> </ol> |
|---|---|

|   |  |
|---|--|
| <p>(3) Remove the baffle (1-2), the seals (1-3) and (1-6), the packing seals (1-5) and (1-10) and the filter element (1-4). Discard the seals, the packing seals and the filter element.</p> <p>(4) On pre-Mod 940 Part X aircraft, remove the vent filter element (1-17) as follows:</p> <p>(a) Remove the adapter (1-19), and the gasket (1-14) from the reservoir top-housing (1-13).</p> <p>(b) Remove the ring retainer (1-15) from the adapter (1-19).</p> <p>(c) Remove the vent filter element (1-17). Discard the filter element.</p> <p><b>NOTE :</b> <i>When you replace the vent filter element (1-17) you must use a Mod 940 Part X filter element.</i></p> <p>(5) On Mod 940 Part X aircraft, remove the vent filter (1-17) as follows:</p> <p>(a) Remove the adapter (1-19) and the gasket (1-14) from the reservoir top-housing (1-13). Discard the gasket.</p> <p>(b) Remove the ring retainer (1-15) from the adapter (1-19).</p> <p>(c) Remove the vent filter element (1-17) and the O-ring (1-18).</p> <p>(6) Discard the vent filter element (1-17) and the O-ring (1-18).</p> <p>(7) Remove the cap (1-8), the ring retainer (1-1) and the inlet strainer (1-9).</p> <p>(8) Examine the inlet strainer (1-9) and clean it as necessary.</p> <p style="text-align: center;"><i>(from Aircraft Maintenance Manual)</i></p> | <p>(3) Зніміть перегородку (1-2), ущільнення (1-3) і (1-6), сальникові ущільнення (1-5) і (1-10) та фільтрувальний елемент (1-4). Утилізуйте ущільнювачі, сальники та фільтрувальний елемент.</p> <p>(4) На літаках до модифікації 940, частина X, зніміть елемент вентиляційного фільтра (1-17) наступним чином:</p> <p>(a) Зніміть перехідник (1-19) і прокладку (1-14) з верхнього корпусу резервуара (1-13).</p> <p>(b) Зніміть кільцевий фіксатор (1-15) з адаптера (1-19).</p> <p>(c) Зніміть вентиляційний фільтруючий елемент (1-17). Викиньте фільтрувальний елемент.</p> <p><b>ПРИМІТКА:</b> При заміні вентиляційного фільтруючого елемента (1-17) необхідно використовувати фільтруючий елемент Mod 940, частина X.</p> <p>(5) На літаках Mod 940 Part X зніміть вентиляційний фільтр (1-17) наступним чином:</p> <p>(a) Зніміть перехідник (1-19) і прокладку (1-14) з верхнього корпусу резервуара (1-13). Утилізуйте прокладку.</p> <p>(b) Зніміть кільцевий фіксатор (1-15) з адаптера (1-19).</p> <p>(c) Зніміть вентиляційний фільтруючий елемент (1-17) та ущільнювальне кільце (1-18).</p> <p>(6) Утилізуйте вентиляційний фільтруючий елемент (1-17) та ущільнювальне кільце (1-18).</p> <p>(7) Зніміть кришку (1-8), кільцевий фіксатор (1-1) і впускний сітчастий фільтр (1-9).</p> <p>(8) Огляньте вхідний сітчастий фільтр (1-9) і за необхідності очистіть його.</p> |
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# SEMINAR 3

## NORM IN REVISION AND TRANSLATION

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### A. THEORY

1. Give the definition of norm in revision. Expand on the types of norms.
2. Dwell on norms of equivalence in revision.
3. Comment on stylistic norms in revision.
4. Ponder on the norms of translation.
5. Indicate pragmatic norms in revision.
6. Dwell on conventional norms in revision.

### B. PRACTICE.

**Task 1.** Read the Source Text and three versions of its translation. Comment on their strong and weak points, and edit them. What norms are violated in the translations? Exemplify your answer.

#### Source Text

If you are reading this article on a printed copy of the Guardian, what you have in your hand will, just 15 years from now, look as archaic as a Western Union telegram does today. In less than 50 years, according to Clay Shirky, it won't exist at all. The reason, he says, is very simple, and very obvious: if you are 25 or younger, you're probably already reading this on your computer screen. "And to put it in one bleak sentence, no medium has ever survived the indifference of 25-year-olds." You have probably never even heard of Shirky, and until this interview I hadn't either.

When I ask him to define what he does, he laughs, and admits that often when he's leaving a party someone will say to him, "What exactly is it you do?" His standard reply – "I work on the theory and practice of social media" – is not just willfully opaque, but crushingly dreary, which is funny, because he is one of the most illuminating people I've ever met.

The people who know about Shirky call him an "internet guru". He winces when I say so – "Oh, I hate that!" – and it's easy to see why, for he is the very opposite of the techie stereotype. Now 46, his first career was in the theatre in New York, and he didn't even own a computer until the age of 28, when he had to be introduced to the internet by his mother. Arrestingly self-assured and charismatic, his conversation is warm and discursive, intently engaged yet



relaxed – but it's his rhetorical fluency which bowls you over: were he to tell you the sun actually sets in the east, you might almost believe him. At the very least, you'd probably want to – and if a guru is defined by the credulous deference he commands from others, then Shirky unquestionably qualifies.

Shirky has been writing about the internet since 1996. In 2000, following “an intuition that the internet was turning social”, Shirky turned to the fledgling phenomenon of online social networking – an obscure concept back then, but which has since evolved into MySpace, Facebook and Twitter, to become the web's primary purpose for billions of people all over the world. Shirky now teaches new media at New York University, and in 2008 published his first book, *Here Comes Everybody: How Change Happens When People Come Together*, which celebrated individuals' new power to communicate, organise and change the world via the web.

His predictions for the fate of print media organisations have proved unnervingly accurate; 2009 would be a bloodbath for newspapers, he warned – and so it came to pass. Dozens of American newspapers closed last year, while several others moved their entire operation online. The business model of the traditional print newspaper, according to Shirky, is doomed; the monopoly on news it has enjoyed ever since the invention of the printing press has become an industrial dodo. Rupert Murdoch has just begun charging for online access to *The Times* – and Shirky is confident the experiment will fail.

Unfortunately, I am precisely the sort of cynic Shirky's new book scorns – a techno-luddite bewildered by the exhibitionism of online social networking (why does anyone feel the need to tweet that they've just had a bath, and might get a kebab later?), troubled by its juvenile vacuity (who joins a Facebook group dedicated to liking toast?), and baffled by the amount of time devoted to posting photos of cats that look amusingly like Hitler. I do, however, recognise that what I like to think of as my opinions are really emotional prejudices.



(Retrieved from )

## Translation 1

10-15/201

Якщо ви зараз тримаєте в руках газету «Гардіан» та читаете цю статтю в ній, то через 15 років це здаватиметься настільки ж застарілим, як і сьогодні виглядають телеграми. За словами Клея Шірккі менше ніж за 50 років газети взагалі перестануть існувати. І причина цьому дуже проста та очевидна: якщо вам 25 років і менше, то ви, ймовірно, читаете цю статтю з екрана вашого

комп'ютера. Отже, можемо зробити висновок одним коротким реченням: «Ще не один засіб масової інформації не пережив байдужості молодого покоління». Ймовірно, ви ніколи навіть і не чули про таку людину як Клей Шірки. Чесно кажучи, до цього інтерв'ю я і гадки не мав хто він такий.

На моє запитання, чим він займається, пан Шірки засміявся та зізнався мені, що дуже часто, коли він залишає вечірку, хто-небудь у нього запитус: «А чим саме ви займаєтесь?». Його стандартна відповідь така: «Я працюю над вивченням теорії та практики соціальних засобів масової інформації». Його відповідь не те, щоб навмисно нечітка, але настільки нудна, що аж смішно, тому що він є однією з найбільш яскравих особистостей, яких я коли-небудь зустрів.

Люди, які знають Клея Шірки, називають його «гуру інтернета». Але він здригається від цієї фрази і відповідає: «Я це ненавиджу!». Дуже легко зрозуміти, чому в нього така реакція. Він є повною протилежністю тим стереотипам, які склалися про техніків. Зараз йому 46 років, а розпочинав він свою кар'єру у нью-йоркському театрі. Він не мав комп'ютера до 28 років, доки матір не навчила його користуватися інтернетом. Клей Шірки є неймовірно впевненою у собі та харизматичною людиною, розмова з ним пройшла тепло та дискурсивно. Спочатку він був зосереджений та зацікавлений, а потім трохи розслабився. Але його риторична плавність просто пронизує усе ваше тіло і, якщо він скаже, що сонце сідає на сході, то ви, скоріш за все, повірите йому. У будь-якому випадку ви б хотіли про це дізнатися: якщо гуру це та особа, якій довіряють, яку поважають та яку слухаються, то пан Шірки є саме такою людиною.

## Translation 2

13-1/201

Актуальна стаття у свіженькому примірнику «Зе Гардіан» через 15 років здаватиметься такою ж застарілою, як телеграма Вестерн Юніон сьогодні. Клей Шірки стверджує, що газета взагалі зникне по дуже простій та зрозумілій причині. Імовірно, сьогоднішня молодь читає «Зе Гардіан» лише в Інтернеті. «Відверто кажучи, жоден засіб масової інформації не може існувати, якщо ним не цікавиться молодь» - пояснює він. Можливо, ви нічого не чули про Шірки, власне кажучи, як і я до цього інтерв'ю.

На моє прохання пояснити, чим він займається, Клей Шірки сміється та розповідає, що часто, коли він вже залишає якусь вечірку хтось раптом обов'язково запитус: «То в чому ж саме полягає ваша робота?». Стандартна відповідь «Я займаюся теорією та практикою ЗМІ» звучить не просто умисно завуальовано, а вкрай нудно. І це цікаво, оскільки ця людина – одна з найяскравіших особистостей, як на мене.

Ті, хто знають Ширкі, називають його Інтернет-гуру. «Я ненавиджу, коли про мене так говорять», - каже письменник. І його не важко зрозуміти, бо він дуже далекий від загальноприйнятого стереотипу «технар». Зараз йому 46, його перша кар'єра була пов'язана з театром, а до 28 років у нього навіть не було комп'ютера, доки його мати не показала йому, що таке Інтернет. Клей Ширкі - надзвичайно впевнений у собі та харизматичний, а наша бесіда - тепла та логічна, зосереджена й цікава, і водночас ненапружена – і це завдяки його майстерності в риториці, котра справляє надзвичайне враження. Якщо він захоче вас переконати, що Земля квадратна – ви повірите. Щонайменше, Вам щиро захочеться в це повірити. І якщо гуру визначається тим, що до нього беззаперечно шанобливо ставляться інші, то Ширкі на це заслуговує.

### Translation 3

11-28/2015

Якщо ви читаете цю статтю на друкованій копії газети Гардіан, то ви тримаєте у вашій руці те, що через 15 років, буде виглядати архаїчно, як сьогодні виглядає телеграма Вестерн Юніон. Клей Ширкі вважає, що менш ніж через 50 років її уже не будуть друкувати. За його словами, причина дуже проста і очевидна: якщо вам 25 років або менше, ви, ймовірно, вже читаете це на екрані вашого комп'ютера. «І грубо кажучи, жодній людині середнього віку нехарактерна байдужість 25-річних.» Ви, напевно, ніколи навіть і не чули про Ширкі, і я до цього інтерв'ю теж.

Коли я запитую його, чим він займається, він сміється, і зізнається, що часто, коли він залишає вечірку, хто-небудь та запитає його «Так чим ви займаєтесь насправді?» Він постійно відповідає - «Я працюю у сфері теорії та практики соціальних медіа» - і це ним сказано не тільки навмисно незрозуміло, але жахливо нудно, що смішно, тому що він є одним з найбільш освічених людей, яких я коли-небудь зустрічав.

Люди, які знають Клея Ширкі називають його «інтернет-спеціалістом». Він аж здригається, коли я так говорю - «Ах, я ненавиджу, це» - і це легко зрозуміти, тому що він не та людина, яка в обох технології. Зараз йому 46, він почав будувати свою кар'єру в театрі у Нью-Йорку, і він навіть не володів комп'ютером до 28 років, до тих пір коли його матір не познайомила його з інтернет мережею. Надзвичайно самовпевнений та харизматичний, його мова приємна та змістовна, він навмисно веде себе розслаблено - але це його риторичне плавність просто збиває з пантелику: якби він скаже вам що сонце насправді сідає на сході, ви майже будете готові йому повірити. Що найменше, ви, ймовірно, захочете, - і якщо спеціаліста визначають за довірливою повагою яку він вимагає від інших то, безсумнівно-це Ширкі.

**Task 2.** Investigate the functions of text editor Grammarly. Who was it launched by? What type of application it is? What options are available?



**Task 3.** Read the essay and make revisions, edits, and corrections to improve its clarity, coherence, and accuracy using the programme Grammarly. What are the essay requirements? Are they all met in the essay below? Comment to what extent the application was useful.

### Essay

It is an undeniable fact that online work has become incredibly popular and in demand in recent years, but not everybody who want to make living from their homes take into consideration the advantages and disadvantages of freelancing.

To begin with, I'd like to say that one of the greatest advantages that freelancers can join is maintaining a good work-life balance because of flexible schedule and non-fixed working hours. It means that you can work even at night if it is easier and more convenient for you, because it is a well-known fact that some people are more productive at late hours. Not only a good work-life balance but also working from anywhere is one more advantage of making money on the Net, isn't it perfect when you work in your comfortable bed with a cup of green tea and no one bothers you and of course you don't spend your time and money on commuting through half the city through bad weather, traffic jams, and crowds of people.

While there certainly are a number of benefits to freelance work, there also are some downsides, for instance tough competition. In recent years the internet has become a very overcrowded marketplace and as a result it is more difficult to find a good source of income there. One of the most important drawbacks is isolation. It is clear that you spend hours facing the computer and it not only harms your eyes and worsens your health in general but also deprives you of socialization and real life which can negatively affect your mental health.

To sum up, I'd like to say that freelancing it is especially relevant for our time, when a pandemic is raging all over the world, and people must make a living from their homes. They also must understand the benefits and downsides of that kind of job, because nothing is perfect and we should remember it.

## SEMINAR 4

### ASSESSMENT CRITERIA IN TRANSLATION AND REVISION

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#### A. THEORY

1. Name norms of translation.
2. Discriminate between norms of translation and norms of revision.
3. Define the term 'quality assessment'.
4. Discriminate between the types of mistakes. General overview.
5. What errors are considered to be factual? Exemplify your answer.
6. What errors turn out to be logical? Exemplify your answer.

#### B. PRACTICE.

**Task 1.** Using Revision Parameters developed by Brian Mossop (see Section 3.2 of this book), assess the quality of the scientific article.

#### Концепт як об'єкт наукових розвідок у сучасному мовознавстві

Вперше слово концепт було використане у 16 столітті і походило від латинського слова *conceptum*. На сьогодні існує декілька визначень оскільки впродовж розвитку мовознавства завжди змінювалися значення певних термінів.

Так наприклад С.Аскольдов {32} визначив його як «мисленнєве утворення яке заміщує нам у процесі думання неозначену множинність предметів того самого роду» в той час як Степанов Ю.С назвав концепт осередком культури яка знаходиться у людській підсвідомості. У зв'язку з тим що сам концепт безпосередньо пов'язаний з ідеєю або думкам і не виходить за рамки нашого мислення він є важливою частиною когнітивної лінгвістики.

В.Карасик {26} розвинув цю теорію наголосивши на тому що розуміння концепту може бути зведено до лінгвокогнітивного та лінгвокультурного значення. () Він зробив таке припущення - на його думку це залежить від особистості та безпосередньо її векторів. Так наприклад люди можуть досліджувати цю проблему з різних сторін для когось лінгвокогнітивний підхід до вивчення концепту може здаватися правильним оскільки вони вважають що його визначення походить від безпосередньо свідомості людини яка і формує культуру, в той час як лінгвісти які дотримуються протилежної ідей підтримують теорію лінгвокультурного концепту .

Когнітивна лінгвістика в свою чергу визначає що концепт є всього лише інструментом який допомагає розвинути абстрактне світобачення

того як влаштований наш світ в залежності від певних факторів. На відміну від тих абстрактних об'єктів і подій які передаються з допомогою концепту , він відноситься до довготривалого виду пам'яті.

У зв'язку з тим що світобачення у кожного із людей різне варто зрозуміти , що вони по різному можуть відноситися до певних речей саме тому в більшості країн використовуються схожа методика навчання дітей із раннього віку для того аби допомогти їм приєднатися до суспільства людей які живуть в одній і тій же країні або використовують одну й ту саму мову. Таким чином вони зможуть мати однакові ідеї щодо певного поняття або явища і таким чином не будуть відрізнятися від інших людей. При контакті з однаковим для всіх словом в них в голові буде відбуватися схожий процес при якому вони будуть візуалізувати це явище.

З допомогою концепту можна буде створювати певні висновки щодо людини{31}. Так наприклад якщо проаналізувати реакцію людини на певне слово можна буде зрозуміти в якій країні проживала людина скільки років вона навчалася або працювала оскільки «концепт» не є універсальним і в деяких місцях цим користуються навмисно створюючи певне світобачення у людей з раннього дитинства для того аби використати це у власних цілях . Це може бути зроблено як свідомо так і несвідомо – наприклад це може статися в результаті певного стану подій ,наприклад під час війни або індустріального прогресу коли світобачення людей буде змінено в будь якому випадку оскільки суспільство безпосередньо зіткнеться з цим явищем, і як результат передасть своє світобачення своїм потомкам. Або ж це може бути використане свідомо під час політичних кампаній коли політики будуть використовувати людські цінності які були сформовані протягом багатьох століть для того аби змусити виборців змінити власну думку щодо певного обігу подій. В разі своєї перемоги вони зможуть деякі дрібниці з точки зору звичайної людини які насправді формують світобачення людей-зміст навчальних підручників , навчальні програми або навіть спробувати запровадити нові традиції. Саме тому як уже було мною зазначено на основі поведінки людини можна зробити так багато висновків.

**Task 2.** Investigate the functions of Google Translate and DeepL. Find close affinities and clear distinctions between them.



**Task 3.** Translate the text below via Google Translate and then via DeepL. Then edit both versions of translation. Which programme do you think coped better?

### **Abstract from the scientific article**

The general disproportion of urban development and the socio-economic crisis in Serbia, followed by a number of acute and chronic stressors, as well as years of accumulated trauma, prevented the parallel physical, mental and social adaptation of society as a whole. These trends certainly affected the quality of mental health and well-being, particularly on the vulnerable urban population, increasing the absolute number of people with depression, stress and psychosomatic disorders. This study was pioneering in Serbia and was conducted in collaboration with the Faculty of Forestry, the Institute of Mental Health and the Botanical Garden in Belgrade, in order to understand how spending time and performing horticulture therapy in specially designed urban green environments can improve mental health. The participants were psychiatric patients (n=30), users of the day hospital of the Institute who were randomly selected for the study, and the control group, assessed for depression, anxiety and stress before and after the intervention, using a DASS21 scale. During the intervention period the study group stayed in the Botanical garden and participated in a special programme of horticulture therapy. In order to exclude any possible “special treatment” or “placebo effect”, the control group was included in occupational art therapy while it continued to receive conventional therapy. The test results indicated that nature-based therapy had a positive influence on the mental health and well-being of the participants.



(Retrieved from )

**Task 4.** Find and explain factual errors using reference books and dictionaries.

1. 6 червня 2024 світ відзначав 135-ту річницю з дня народження видатного авіаконструктора – львів'янина Ігоря Сікорського. 2. Талант передається генетично – від вчителя до учня. 3. Найбільше в столиці за останні роки пожежа сталася в ніч з вівторка на четвер. 4. У 1956 році, обіймаючи посаду прем'єр-міністра Великої Британії, Черчилль отримав Міжнародну премію імені Карла Великого. 6. Робота починалася з абсолютного нуля. Тому спочатку розглядалися практично всі відомі види

зварювання з погляду їх застосовності в умовах космосу. 7. Потужний землетрус сколихнув центральну частину Італії. Місцеве ЗМІ повідомляє, що підземні поштовхи відчувалися в Мілані та Венеції.

8. Дані вчених ґрунтуються на дослідженні ізотопів лимонаду, питної води та пива в 33 американських містах. Було встановлено, що ізотопи напоїв ідентичні ізотопах питної води в даних регіонах. 9. В оформленні столів використано сервіс, виготовлений шведськими майстрами в 1991 році у зв'язку з 90-річчям Нобелівських премій. 10. Англійський актор Джейсон Стетхем, у минулому плавець, прославився завдяки фільмам Гая Річі.

**Task 5.** Find and comment on any logical errors. Edit the sentences to remove ambiguity.

1. Джеймі поплескав йому рукою по спині і крізь тонку сорочку відчув, яка вона м'яка і тепла. 2. Серце її під ажурним корсетом сильно билосся, їй хотілося швидше скинути і його. 3. Ліза увійшла в скромно обставлену кімнату. Конні, обкладена подушками, сиділа у великому кріслі. Вона була шокована її молодістю. 4. Марта обхопила себе руками, вдивляючись у далечінь, намагаючись думками притягнути спогади назад до реальності. 5. Коли вони увійшли до кімнати, Марк вирішив ігнорувати їх, але водночас його очі постійно стежили за кожним їхнім кроком. 6. Вона стояла, переглядаючи маршрут. Перша машина встала біля узбіччя. Роджер зупинився впритул до неї. 7. Він вирішив підняти важкий предмет, але його відсутність сил і витривалості не дозволяла йому навіть наблизитися до нього.



## SEMINAR 5

### LEXICAL ASPECTS OF REVISION IN TRANSLATION

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#### A. THEORY

1. Name linguistic / language mistakes. Provide your own examples.
2. Provide the examples to show how to deal with borrowings in translation and revision.
3. Expand on the notion of terms in translation and revision.
4. Explain the nature of verbal nouns in translation and revision.
5. Dwell on the issues with adjectives in translation and revision.
6. Indicate the issue of participles in translation and revision.
7. Dwell on polysemy in translation and revision.
8. Ponder on the notion of surzhik in revision.

#### B. PRACTICE.

**Task 1.** Find a translator's mistake. What type of mistake is it?

1. The scratch turned out to be nothing, just a superficial skin wound.
2. At this point, the policeman brought a woman in her thirties, an energetic looking lady, in a decent evening dress.
4. In the doorway with the mouths open in surprise stood a couple of strangers.
5. George has something omnipotent about him. People do what he wants them to do.
6. Tim's shift had already ended and all four of his partners had gone home.
7. I have never been involved in such a tragedy before.

**Task 2.** Edit the following collocations and state the meaning in which the word in bold can be used. For example, **доказуємо** теорему – доводимо теорему (доказуємо казку до кінця).

**Учбовий** заклад, **задавати** питання, **нагло** поводитися, **приймати** участь, **являємось** студентами, **відмінити** закон, **відкрити** пляшку, **вибирати** наречену, **мати** рацію, **поступати** в університет, **дурно** почуватися, **жила** площа, **смутно** згадувати, **розповсюджувати** плитки, **поверхові** знання.

**Task 3.** Investigate the functions of LanguageTool.



**Task 4.** The following paragraph has several errors in it. Identify the errors, and rewrite the paragraph correctly using LanguageTool.

As avid fotografer, its really interesting to learn about the history of fotografy, specially alongside with the life events of Mr. Muybridge<sup>1</sup>. Really amazes me how, back then, fotografy was such a inaccessible hobby, and was seen as some strangely magic that could alter the passed of time. It was also shocking how to me the fotografers has to carry the huge gigantic plates if they wanted to make prints of that size, and how they must to bring the chemicals. Nowadays, all you really need is a camera and an SD card for digital memory (and sometime tripod). In addition, I use to take for granite the ability of the shutter opening and closing for the fractions of a second, but after reading about how they use to have to remove and replace the lens cap for exposure it, I will definately treasure it more.

<sup>1</sup> Eadweard Muybridge was an early photographer, who revolutionized the field of photography with his methods of taking photographs.

(from Sokolik, Maggie (2022). *How to Write an Essay*. US: Wayzgoose Press)

**Task 5.** Underline the wrong word and write the correct word above it.

### Computers and the Workplace

|   |           |
|---|-----------|
| Round the world, computers and information technology is starting to do business in behalf of people. In fact, the importance of computers on business has grown to the point that computers networks—more such than employees—have come to represent the incorporate itself. But when the system fail, this reliance has led to some major issues. | 1. _____  |
| On November 19, there was four-hour shut down of the U.S. airline industry with nation aircraft delays. In at laest the third such interruption since   | 2. _____  |
|   | 3. _____  |
|   | 4. _____  |
|   | 5. _____  |
|   | 6. _____  |
|   | 7. _____  |
|   | 8. _____  |
|   | 9. _____  |
|   | 10. _____ |
|   | 11. _____ |
|   | 12. _____ |
|   | 13. _____ |

Round the world, computers and information technology is starting to do business in behalf of people. In fact, the importance of computers on business has grown to the point that computers networks—more such than employees—have come to represent the incorporate itself. But when the system fail, this reliance has led to some major issues.

On November 19, there was four-hour shut down of the U.S. airline industry with nation aircraft delays. In at laest the third such interruption since September 2070, the Federal Aviation Administration attributed airlining delays or cancellations across the United States to a four-hour softwaring mallfunction.

Inspite the fact that technology has come a long away, a simple software error brought some of the bigger airports in the nation to a complete halt.

To restore the irregular operation of the airline traffic control, several ten of thousands circuits and pieces of software had to been changed. «Technical difficulties are generating expected outages and presenting dangers to an air-traffic controll operations,» the Inspector Genneral said.

1. \_\_\_\_\_
2. \_\_\_\_\_
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26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_



(The original text is retrieved from )

**Task 6.** Edit the following Ukrainian phrases for them to sound natural. Give linguistic explanations why these mistakes appeared. The web resource OnlineCorrector can come in handy.



|   |   |
|---|---|
| <p>в двух словах<br/> в другой раз<br/> в значительной степени<br/> в последний раз<br/> в течении суток<br/> отеки ног появляются к вечеру<br/> под конец дня<br/> это меня не касается<br/> по результатам работы за прошлый год<br/> лекарства от ревматизма<br/> аллергия на лекарства<br/> от облысения и перхоти рекомендуют мазь<br/> один раз в месяц<br/> иметь под рукой<br/> по мере возможности</p> | <p>в двоих словах<br/> другим разом<br/> в значній мірі<br/> в останній раз<br/> на протязі доби<br/> набряки ніг з'являються до вечера<br/> під кінець дня<br/> це до мене не стосується<br/> за результатами роботи за минулий рік<br/> ліки від ревматизму<br/> алергія від ліків<br/> від облісіння та лупи рекомендують мазь<br/> раз в місяць<br/> мати під рукою<br/> по мірі можливості</p> |
|---|---|

## SEMINAR 6

### GRAMMATICAL ASPECTS OF REVISING TRANSLATED TEXTS

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#### A. THEORY

1. Ponder on literal translation as a revision challenge.
2. Define government as a grammar challenge in revision. Give your own examples.
3. Dwell on participles and participial constructions as a revision issue.
4. Expand on subject and object of the action as a translation problem.
5. Explicate logical stress as a problem in revision.
6. Outline the notion of paronyms as a revision challenge.

#### B. PRACTICE.

**Task 1.** Correct grammatical errors related to government failure.

Під час конференції він наголосив про важливість впровадження нових технологій в освітньому процесі. Вони погодилися з думкою, що потребуємо більше ресурсів для реалізації проекту. Директор звернув увагу співробітників про необхідність дотримання нових правил безпеки. Адміністрація торговельного центру зігнорувала попередженням. Вона завжди сумнівається в правильності зроблених рішень колег. У доповіді йшлося про важливість адаптації до змін в ринкових умовах. На ініціативу благодійного фонду івент відбувся у Києві. Текст контракту необхідно перекласти на англійську та іспанську мови. Почуття гумору українцям не зраджує: прикладом тому є численні мему в Інтернет мережі. Українці сповнені щастям і надією.

**Task 2.** Identify any word usage errors in the sentences and edit them.

1. Слід навчитися швидко визначати вигляд тексту. 2. Емоційну насиченість ми спостерігаємо і в області синтаксису. 3. Лінгвісти-географи відносяться вкрай негативно до діалектів. 4. Не виключено, що звертання придбає комічний відтінок. 5. На перший погляд може здатися, що вітальні звороти не служать передачі почуттів від джерела до реципієнта. 6. Джерелом мистецтвознавчого тексту являється спеціаліст-мистецтвознавець. 7. Реклама має надмірність засобів, які служать її комунікаційному завданню. 8. Аналіз усного тексту не вимагає багато часу. 9. Такі особливі засоби можуть зустрічатися у перекладі. 10.

Вивчення омонімії дозволяє акцентувати деякі моменти, що відносяться до розглядаємої тут проблематики. 11. Щире джерело тексту. 12. Адміністративні органи потребують документи для підтвердження прав і повноважень відповідних осіб. 13. Незвичайно важливе і вірне уявлення про джерело. 14. Ім'я автора вказується, щоб закріпити за певним обличчям відповідальність за інформацію. 15. Характерні риси стилю цих текстів підкоряються законам мовленнєвого жанру газетно-журнальної публіцистики.

**Task 3.** Investigate the functions of GrammarCheck.



**Task 4.** Correct the mistakes using the app GrammarCheck.

1. The team were excited about the new project, but they didn't have enough information to proceed. 2. Each of the participants were given their own set of instructions, but some still had trouble understanding it. 3. Despite the manager's efforts, the project has not meet its deadlines and the clients were unhappy. 4. The committee have reviewed the proposal and concluded that it should be revised before approval. 5. She said that neither the report nor the documents was prepared correctly for the meeting. 6. The data collected from the surveys indicate that more than one respondent feel that the new policy is ineffective. 7. He didn't know whether to accept the invitation or decline them because of the scheduling conflict. 8. The professor asked the students to submit their essays by the end of the week, but only a few has done so. 9. The company's success is attributed to the efforts of their dedicated employees and the innovative strategies they implemented. 10. If I would have known about the meeting, I would have been able to prepare the presentation more thoroughly.

**Task 5.** Edit the sentences paying attention to the incorrect forms of participles as a result of transaltion from English.

1. Економічні умови, пануючі в країні, можуть накласти відбиток на текст. 2. До цього типу настановчо-оціночної інформації може додаватися ще один – ідеологізуючий. 3. В ході розвитку історії комунікації людина

розумна виробила мовні засоби, сприяючі мобілізації контакту. 4. В Сорбонській школі перекладу поступаючим пропонують почати діалог на якусь з запропонованих тем. 5. Виступ присвячен персоналії. 6. Формули високого стилю викличуть ефект стилістичної невідповідності ( перехідний в комічний). 7. Проповідь базується на двох когнітивних стовпах, об'єднуючих джерело (священик) і реципієнт (миряни). 8. Інтерв'ю – це публічний обмін, що стосується питань та відповідей про діяльність та особисте життя інтерв'ююємого. 9. Виділена номінативність тексту – важлива перевага іменників вираження дії переважно не через дієслово, а через віддієслівні іменники з десемантизованим дієсловом. 10. Семіотичні знаки, які уявляються у свідомості тих, що говорять, виступають відозмінами одного і того ж сенсу. 11. Переклад зроблен. 12. Стаття призначена для будь-якого дорослого громадянина країни. 13. Відлагоджена і реабілітовуюча себе система навчання усного послідовного перекладу.

**Task 6.** Choose the appropriate option.

1. The scientist had to (**assess, access**) the data before drawing conclusions. 2. Her demeanor was calm, despite the (**imminent, eminent**) danger approaching. 3. The editor's job is to (**elicit, illicit**) the best writing from the author. 4. The speaker used an (**illusion, allusion**) to reference Shakespeare's work. 5. The new law will (**precede, proceed**) the current regulations next year. 6. The CEO plans to (**discreet, discrete**) the sensitive information to the board members only. 7. The manager decided to (**defer, differ**) the decision until more data was available. 8. The artist was praised for the (**aesthetic, ascetic**) quality of her work. 9. The attorney needed to (**counsel, council**) the client before the trial. 10. The historian will (**cite, site**) multiple sources to support her argument. 11. The firefighters worked tirelessly to (**quench, quell**) the raging wildfire before it spread to nearby homes.

# SEMINAR 7

## LEXICAL AND GRAMMATICAL ASPECTS OF REVISING TRANSLATED TEXTS

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### A. THEORY

1. Dwell on redundancy as a revision challenge:
  - a) the use of plain English words (Clear English);
  - b) the leave out of unnecessary words (Clear English);
  - c) the choice of parts of speech;
  - d) modality.
2. Ponder on violation of syntactic norm as a revision challenge:
  - a) the use of verbal constructions;
  - b) the use of passive constructions;
  - c) the use of conditional constructions;
  - d) sentence fragmentation and sentence integration.
3. Read the *Clear English* instruction file and develop the set of similar rules for Clear Ukrainian.

### B. PRACTICE.

**Task 1.** Comment on the suggested translations of the following article.

#### **Flexible working helps employers compete during recession**

The Personnel Today

by Jo Faragher on 20 Sep

**Greater openness towards flexible working has been a positive outcome of the recession, according to a report released today by the Recruitment and Employment Confederation's (REC) Flexible Work Commission.**

The commission interviewed 29 businesses and employer bodies from the UK and overseas about their experiences of offering flexible working and found that organisations that adopted less traditional business structures were better able to compete and regain commercial ground in the tough economic conditions.

The report highlighted increased use of freelancers, interims and temporary workers, together with a growing “projectisation” of work – where organisations hire expertise in on a project-by-project basis rather than sticking to rigid employment contracts.



It said: “The ability to respond quickly to fluctuations in demand is paramount to business survival. Employment rigidity is a significant barrier to such responsiveness and was a very real factor in the collapse of many organisations, and with them the loss of tens of thousands of jobs. Those companies that weathered the downturn best and are returning to growth the quickest are the ones where management and workers come together to develop new ways of operating.”

The report also suggested that offering workers greater flexibility can generate a positive response from employees when it comes to engagement and retention. In addition, offering different working structures was found to help attract a more diverse pool of staff – for example women returners and older workers – and is also a more scalable method of coping with fluctuations in demand.



(Retrieved from [\[QR code\]](#))

#### Translation 1.

### Гнучкий графік роботи допомагає роботодавцям конкурувати під час економічної кризи

«Персонел Тудей», автор Джо Фарагер, 20 вересня

Згідно зі звітом, який сьогодні опублікувала Комісія з питань гнучкого графіка роботи, що належить до Союзу з питань найму та зайнятості персоналу, відкритість обговорення власне цього поняття вже стало позитивним результатом під час економічної кризи.

Комісія опитала керівників 29 підприємств та організацій роботодавців Великобританії й за кордоном, які пропонували своїм працівникам вільний режим робочого дня. Результат показав, що організації, які запозичили менш традиційні бізнес-структури, були в змозі конкурувати і відновити комерційну основу в складних економічних умовах.

У повідомленні підкреслюється, що до співпраці стали частіше залучати фрілансерів, тимчасових працівників; зросла популярність проектної роботи, коли організації наймають фахівців на проектній основі, а не на основі суворого контракту.

У звіті зазначено: «Здатність швидко реагувати на коливання попиту на ринку праці має першорядне значення для збереження бізнесу. Негнучкий графік роботи – суттєва перешкода для такого реагування і це

дійсно була реальна причина розпаду багатьох організацій, що призвело до втрати десятків тисяч робочих місць. Компанії, які були найстійкішими під час погіршення економічної ситуації і найшвидше повертаються до нормального розвитку, – це ті, де керівництво і працівники доклали спільних зусиль для розробки нових способів роботи».

У доповіді також зазначено, що коли мова йде чи то про наймання на роботу, чи про продовження співробітництва, керівники пропонують своїм співробітникам гнучкий графік роботи і це викликає позитивний відгук з боку працівників. А ще виявляється, що для того, щоб залучити більш різноманітний кадровий резерв (наприклад, жінок, які повертаються на ринок праці після тривалої перерви та працівників літнього віку), потрібно запропонувати їм різні робочі графіки, а це – найбільш ефективний спосіб того, як впоратися з коливаннями попиту на робочу силу.

#### Translation 2.

Гнучкий робочий графік допомагає роботодавцям конкурувати у період економічного спаду

The Personnel Today

Джо Фарагер, 20 вересня

**Згідно із опублікованим сьогодні звітом Комісії з приводу гнучкого графіка роботи Конфедерації найму та зайнятості (REC), більша відкритість до гнучкого графіку роботи стала позитивним наслідком економічної рецесії.**

Комісія провела опитування 29 підприємств та організацій роботодавців з Великобританії та зарубіжних країн щодо їх досвіду у встановленні гнучкого робочого графіку і виявили, що організації, які перейняли менш традиційні бізнес-моделі були більш конкурентоздатними та спроможними відновити своє попереднє комерційне положення в складних економічних умовах.

У доповіді акцентують увагу на розповсюдженому використанні фрілансерів та тимчасових працівників, разом із популяризацією проектного підходу до роботи, коли організації надають перевагу найму експерта на проєктній основі, а не дотриманню сталих трудових контрактів.

У доповіді зазначається: “здатність швидко реагувати на коливання попиту є першочерговим фактором для виживання бізнесу. Жорсткі умови зайнятості являються суттєвою перешкодою для такого реагування та були цілком реальною причиною колапсу багатьох організацій, і разом

з цим – втратою десятків тисяч робочих місць. Ті компанії, де керівництво та працівники зібралися разом, щоб розробити нові методи роботи, краще пережили кризу і повертаються до зростання швидше».

У доповіді також зазначено, що пропозиція більш гнучкого графіку роботи може забезпечити позитивну реакцію від співробітників, коли справа доходить до залучення й утримання робітників. Крім цього виявилось, що пропозиція різних варіантів робочого графіку допомагає залучити більш різноманітний колектив працівників – наприклад, жінок, які повертаються на ринок праці після тривалої перерви і літніх працівників, а також є більш ефективним способом справитися з коливаннями попиту.

### Translation 3.

#### Гнучкий графік роботи допомагає роботодавцям залишатися *конкурентоспроможними* під час економічного спаду

Згідно зі звітом, опублікованим сьогодні комісією Конфедерації по підбору та зайнятості персоналу (РЕЦ), велика відкритість по відношенню до гнучкого графіку роботи мала позитивний результат під час економічного спаду.

Комісія провела опитування 29 підприємств, органів об'єднання роботодавців Великобританії та закордонних установ про їхній досвід, пропонуючи гнучкий графік роботи і виявили, що організації, які обрали менш традиційну бізнес-структуру мали змогу краще конкурувати і відновлювати комерційну основу в жорстких економічних умовах.

У звіті підкреслюється більш широке використання позаштатних, тимчасових працівників та працівників на певний проміжок часу, разом із зростаючим проектом роботи «projectisation» - де організації замість того, щоб дотримуватися жорстких трудових договорів, наймають фахівців в основному «від проекту до проекту».

Комісія повідомляє: «Здатність швидко реагувати на коливання попиту має першорядне значення для процвітання бізнесу. Жорсткість зайнятості є суттєвою перешкодою для такого реагування, реальним фактором розпаду багатьох організацій та втрати десятків тисяч робочих місць. Компанії де керівництво та робітники зібралися разом, щоб розробити нові шляхи вдосконалення роботи, пережили економічний спад найкраще і повертаються до зростання найшвидше.»

У звіті також зазначено, що керівництво пропонує своїм співробітникам велику гнучкість, яка може посприяти позитивним відгукам, особливо коли мова йде про залучення і утримання. Крім того, пропозиція різних робочих

структур допомогла залучити більше різноманітний штатних працівників - наприклад, жінок, а також залучаються працівники старшого віку – все це є масштабованим прийомом боротьби з коливаннями попиту.

**Task 2.** Investigate the functions of Мова – ДНК нації.



**Task 3.** Edit the text below using the application Мова – ДНК нації.

1. Якість дорожнього покриття на Сумщині вже давно оцінена широким спектром епітетів. 2. У парубка очі помаленько сповзають на лоба. Тиждень пропав недарма. 3. Музика була страшно приємна. 4. Увагу виборців треба відвернути, повести у вірному напрямку. 5. Для того, щоб навчити учнів німецького, треба застосовувати сучасні нові методики, які будуть ефектні для учнів. 6. Я профіль у своїй сфері. Навіть не сумнівайтесь. 7. Бажаю громадянам вдачі, натхнення та віри у швидку перемогу. 8. Фінансова обстановка знову загострилася до такої степені, що буде впливати на все. 9. Доклад на свого товариша – ница справа. 10. Вона, без сімнівів, має репутацію найфотогігієнічнішої та найстервознішої акторки на світі. 11. Одна третина випускників ніколи не приходять на зустрічі випускників. 12. У коледжі міжнародних відносин мною створена моя концепція навчання фінансовій грамотності. 13. В гуртожитку я почала дорослішати за рахунок чужого досвіду. 14. Біля сто абітурієнтів показали глибокі знання з фахових дисциплін. 15. Коучі ламають в наставників поняття про їх місто в житті. 16. Влада не в змозі покращити наш життєвий фонд. 17. Однією з завад являється проблема доцільності нововведень.

## SEMINAR 8

### STYLISTIC ASPECTS OF REVISING TRANSLATED TEXTS

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#### A. THEORY

1. Expand on the notion of language adaptation to readers.
2. Define the notion of meaning ambiguity and name the ways how to eliminate it.
3. Dwell on readability and clarity as the key tasks of stylistic revision.
4. Name the ways of dealing with verbosity in translation revision.

#### B. PRACTICE.

**Task 1.** Perform a stylistic correction of the machine translation.

|   |  |
|---|--|
| <p><b>What men and women think about their partners' careers and help at home</b></p> <p><i>Our survey shows that many people are ignorant about the reality of their partners' lives</i></p> <p>The Economist      5 October 2017</p>  | <p><b>Що чоловіки і жінки думають про кар'єру своїх партнерів і допомогу вдома</b></p> <p><i>Наше дослідження показує, що багато людей не знають про реальність життя своїх партнерів</i></p> <p>The Economist    5 жовтня 2017 року</p>   |
| <p>ACROSS the Western world, women greatly outnumber men in lower-level jobs, such as clerical and administrative positions, whereas managerial and senior jobs are mostly held by men. As our International section explains, this gender gap at work is largely due to the "motherhood penalty" that women's careers suffer after they have children. Something more subtle could be part of the problem.</p> | <p>ЧЕРЕЗ західний світ, жінки значно перевищують кількість чоловіків на робочих місцях нижчого рівня, таких як канцелярські та адміністративні посади, тоді як управлінські та старші робочі місця в основному проводяться чоловіками. Як пояснює наш Міжнародний розділ, цей гендерний розрив на роботі багато в чому обумовлений «покаранням за материнське життя», який страждає жіноча кар'єра після того, як у них є діти. Щось більш витончене може стати частиною проблеми.</p> |

|   |   |
|---|---|
| <p>Earlier this year <i>The Economist</i> and YouGov, a pollster, asked people in eight countries how they balance career and family. Men were on average only half as likely as women to think that, in their family, the majority of household and child-care duties fell on the woman's shoulders. And they were more likely than women to say that such tasks were split equally.</p>   | <p>Раніше цього року «Економіст» та YouGov опитування, запитали людей у восьми країнах, як вони балансують кар'єру та сім'ю. Лише половина чоловіків в середньому так само, як жінки, думали, що в своїй сім'ї більшість побутових та дитячих обов'язків потрапляє на плечі жінки. І вони, швидше за все, ніж жінки, казали, що подібні завдання були поділені однаково.</p>  |
| <p>We also asked which partner had scaled back at work when their first child arrived, by reducing working hours or by switching to a part-time or a less demanding job (for example, a role that required less travel or overtime). Another perception gap emerged. In each country, both men and women were less likely to say that their partner had made adjustments than members of the opposite sex were to say they had made adjustments themselves.</p> | <p>Ми також запитували, який партнер повернувся на роботу після народження їхньої першої дитини, скоротивши робочий час або перейшовши на неповний робочий день або менш вимогливу роботу (наприклад, посада, яка вимагала менше поїздок або понаднормової роботи). Інший розрив сприйняття виник. У кожній країні, як чоловіки, так і жінки менш схильні говорити про те, що їхній партнер зробив корективи, ніж члени протилежної статі, казали, що вони самі внесли корективи.</p> |
| <p>Perceptions in France differed most: 55% of women said that they, and only they, had slowed down at work, twice as high as the share of men who said that only their partners had done so. The difference was smallest in Denmark, the country in our poll that had the largest shares of both men and of women saying that neither partner had made adjustments. (Denmark has one of the world's most generous child-care systems.)</p>                     | <p>Сприйняття у Франції найчастіше відрізнялося: 55% жінок сказали, що вони, і лише вони, сповільнилися на роботі, вдвічі більше, ніж частка чоловіків, які заявили, що тільки їхні партнери це зробили. Різниця була найменшою в Данії, країні у нашому опитуванні, який мав найбільшу частку як чоловіків, так і жінок, які заявили, що жоден із партнерів не внесли корективи. (Данія має одну з найбільш щедрих у світі систем догляду за дітьми).</p>                            |
| <p>Though it is unclear whether men or women are more accurate, many people are obviously ignorant about the reality of their partners' lives. And even if men are open to doing more at home so their wives can do more at work, the necessity may not occur to them. Gender equality could be boosted by some frank kitchen-table conversations.</p>  | <p>Хоча неясно, чи чоловіки або жінки більш точні, багато людей, очевидно, не знають про реальність життя своїх партнерів. І навіть якщо люди відкриті робити більше вдома, щоб їхні дружини могли більше працювати на роботі, їм не може бути необхідності. Гендерну рівність може посилювати деякі відверті кухонні стіл розмови.</p>   |



(The source text is retrieved from

**Task 2.** Investigate the functions of QuillBot.



**Task 3.** 1) Using QuillBot amend the style of the abstract for it to be academic. Analyse the changes that have been introduced by QuillBot and whether such changes can be justified. 2) Improve the fluency and shorten the text up to 120 words.

### **Abstract**

The efficiency of bridge construction is a critical factor in infrastructure development, influencing both economic outcomes and project timelines. This study explores various methods and technologies used in bridge construction to assess their impact on overall efficiency. Key areas of focus include material innovations, construction techniques, project management strategies, and the integration of modern technology such as computer-aided design (CAD) and automated construction equipment. The analysis highlights how advancements in these areas have led to reductions in construction time, cost savings, and improvements in structural performance. Additionally, the study examines case studies of recent bridge projects to illustrate the practical applications of these methods and their benefits. Findings suggest that while traditional techniques remain effective, the adoption of innovative technologies and materials significantly enhances efficiency. The results underscore the importance of continuous research and development in bridge engineering to meet the growing demands for infrastructure development while optimizing resource utilization.

# SEMINAR 9

## STRUCTURAL AND CONTENT EDITING

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### A. THEORY

1. Define the notion of structural editing:
  - a) problems with structuring sentences and paragraphs;
  - b) problems with headings;
  - c) problems with lists;
  - d) problems with graphics;
  - e) problems with footnotes, endnotes and captions.
2. Ponder on content editing:
  - a) factual errors;
  - b) logical errors;
  - c) mathematical errors;
  - d) content revision of the source text.

### B. PRACTICE.

**Task 1.** Read the original text and after that edit its translation.

#### **Polyglot Europe**

##### **Johnson: Managing Babel**

Sep 10th 2013, 9:23 by R.L.G. | KRYNICA

IS POLITICAL unity possible without a common language? Of course it is. Switzerland (four official languages), South Africa (11) and India (22 “scheduled” languages) are just a few examples. On the other hand, many of the world’s countries were born out of waves of nationalism, and built around the idea of one state for one “nation”. The nations in question were often those that spoke the same language.

Nowhere is this truer than in Europe. Here, waves of independence (the biggest being after the first world war and after the cold war) mostly produced states based around one nation with a single language. Multi-national states like Austria-Hungary, Czechoslovakia, Yugoslavia and the Soviet Union fell apart. And in the older states, like Spain and France, linguistic minorities have long-standing and legitimate gripes.

All this should be mitigated by the European Union. Its 28 members give the union 23 official languages (Croatian is the newest). Official documents



are translated (at no small expense) into all 23, and speakers at the European Parliament may speak in any of the official languages, with simultaneous interpretation. At some forums—like within the European Commission—English, French and German serve as informal working languages. The management of all this is even more impressive when you consider the diversity in question. Among the 23 languages are members of the Romance, Germanic, Slavic, Finno-Ugric, Baltic, Celtic and even Semitic families. (Maltese is a dialect of Arabic.) The languages use three different scripts, as seen on the new five-euro banknote (with “euro” in Latin, Greek and Cyrillic letters).

This lavish multilingualism was on Johnson’s mind at a conference last week in Krynica, just inside Poland near the border with Slovakia. The annual gathering (billed as “the Davos of the east”) is a kind of showcase for today’s Europe. The conference, though heavily Polish in attendance, is officially trilingual (English and Russian materials are available everywhere), and even more multilingual in its attendees. A typical panel featured two Hungarians, one Pole, one Czech, one German and one American. On that panel, everyone spoke English. At others, Polish was the dominant language, but headsets were available for translation to and from Polish at any time.

This kind of meeting—and its accommodations for language—are just the kind of thing a multinational and multilingual Europe needs. Yet it remains obvious that language is a huge reason it has been so hard to create a true European identity. In Krynica, many panelists making their bravest effort in English were hard to understand in echoey rooms. When speakers spoke Polish or Russian, the ubiquitous interpreters did their best, but often struggled with technical terms, jokes or cultural references. Even with the best of interpretation, it is a drag to be several seconds behind the original speaker, with nearly all the vigour of the original language lost. No matter how interesting the content, the mind can wander when it is hard to pay attention.

This is unfortunate. Human beings tend to believe memorable and clear messages, even if those messages are stupid or wrong. We also tend to identify tribally with those who are more like us, and language is one of the most obvious tribal markers. This matters in connection to the euro-zone crisis, much discussed in Krynica. How long Germans and other strong economies will continue paying for the weakness in peripheral economies is an open, and serious, question. Yet (western) Germans have been paying a “solidarity contribution” to build up the former East Germany for more than two decades. The reasons for the discrepancy are obvious: even Germans from across the country, born and raised in a different state, are fellow Germans.

The various solutions to Europe’s Babel all have their drawbacks. Reducing the number of official EU languages to three or so is a political non-starter. The spread of English as an informal official language is convenient, but annoys

(formerly privileged) Francophones, and not only them. Technology is making cross-linguistic communication much easier, but even with all of the recent strides in machine translation, quality is still choppy, and remains impossible for the kind of spontaneous conversations that start friendships.

Europe's best bet is an old-fashioned one. It is multilingualism—and not just bilingualism. EU institutions should do still more to make sure European children learn early and fluently not just English, but another European language. (This goes for the British, too.) This would calm fears of English domination, and give real heft to the European idea of unity in diversity. This is expensive, and every class-hour given to language is one taken from another subject. But the alternative would be more expensive: a Europe that falls apart because its citizens simply don't see what they have in common.



(The source text is retrieved from )

### **Джонсон: управління Вавилоном**

Чи справді політична єдність можлива без спільної мови? Звісно, це - Швейцарія (чотири офіційні мови), Південна Африка (11) і Індія (22 «запланованих» мови) є лише кількома прикладами. З іншого боку, багато країн світу заснувалися на хвилях націоналізму, і побудовані навколо ідеї однієї держави для одного «народу». Часто розглядалися тільки ті країни, які говорили на одній мові.

Так справедливо до цього ставляться тільки в Європі. Тут хвили незалежності (найбільше після першої світової війни і після холодної війни), в основному, держави засновані навколо однієї нації з однією мовою. Багатонаціональні держави, такі як Австро-Угорщина, Чехословаччина, Югославія та Радянський Союз розпалися. А в старих країнах, таких як Іспанія і Франція, представники мовних меншин давно і законно оскаржують.

Все це повинно бути умиростворено Європейським Союзом. Його 28 членів надають союзу 23 офіційних мови (хорватська вважається найновішою). Офіційні документи перекладаються на всі 23 мови і доповідачі в Європейському парламенті можуть говорити на будь-якій з офіційних мов з синхронним перекладом. На деяких форумах - як в Європейській комісії - англійська, французька і німецька мови служать неофіційними робочими мовами. Управління все це ще більше вражає, якщо врахувати різноманітність в питаннях. Серед 23 мов є члени романських, німецьких, слов'янських, угро-фінських, Балтійських,

кельтських і навіть семітських сімей. (Мальтійська мова – діалект арабської мови). Мови використовують три різних сценарії, як це видно на новій банкноті у п'ять євро (з «євро» на латині, грецькій і кирилицею).

Ця щедра багатомовність була на думці Джонсона на конференції минулого тижня в Криничі, тільки в Польщі біля кордону зі Словаччиною. Щорічний збір (оголошений як «На сході Давосу») є свого роду вітриною для сьогоднішньої Європи. Конференція, хоча в великій мірі польська при виконанні службових обов'язків, офіційно тримовна (англійські і російські матеріали доступні скрізь) і ще більш багатомовними в його відвідувачах. З представників конференції було двоє угорців, один поляк, один чех, один німець і один американець. На цій конференції всі говорили англійською. У інших, польська мова переважала, але навушки для пеекладу на польську і з польської були доступні в будь-який час.

**Task 3.** Investigate the functions of Scribbr.



**Task 4.** Below you can see the list of reference sources. Organise it in an APA style format. Mind you they need to be alphebetised as well. Use Scribbr Citation Generator to help you.

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17. Борисова Л. І. Основні проблеми науково-технічного перекладу / Л. І. Борисова. – М.: МГУ, 2003. – 208 с
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19. Mott, Frank Luther. A History of American Magazines, Volume IV: 1885–1905. – Harvard University Press, 1957 Електронний ресурс – URL: <https://academic.oup.com/ahr/article-abstract/63/1/148/77087>

## SEMINAR 10

### COMPUTER-AIDED EDITING OF TRANSLATED TEXTS

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#### A. THEORY

1. Comment on computer-aided editing of translated texts. Elaborate on the programmes available.
2. Demonstrate editing functions of Microsoft Word.
3. State the peculiarities of bilingual databases: Linguee, Reverso Context, etc.
4. Analyse editing functions of DeepL.
5. Comment on Ginger Writer and other editing apps.

#### B. PRACTICE.

**Task 1.** Correct any linguistic, stylistic, grammatical and spelling errors in the text. Some of the lines do not need correction.

#### Core Values of Japanese Culture

When foreigners think of Japan, some specific images come up to mind. These images could be of a modern, high tech society, delicious food, sushis, Kimonos, Sensa fans (folding hand fans), the samurai, etc. So, what did they think of the Japanese people and what are their common traits? Much would say — polite, friendly, punctual, and shai.

But those foreigners are not wrong about their misunderstanding of Japanese society and cultural aspects. An above-mentioned traits and ideal are deeply rooted in history and tradition and wooven into the fabric of Japanese society. Of course, we see these trait in actions, but it is essential to goes deeper to understand Japan's cultural aspect and society. To begin with, lets first have a look at some of the pecuiliar traits of Japanese people and Japanese society and a core values that shaped the culture in Japan:

*Group Harmony and Respect*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_

|   |  |
|---|--|
| <p>Japan is a homogenous society that places the group above of the individual. The saying “the nail (individual) that sticks out is hammered down” rings bell and has an ideal way to describe Japanese culture and people.</p> <p><i>Silence and Subtly in Communication</i></p> <p>Japanese people don’t talk too much, accept while drinking, and are more reserved but not necessarily shy. Unspoken forms of communication in Japan are based on body language and <i>Kuki wo yomu</i>, meaning “reading the air (atmosphere)”into gauge how others feel.</p> | <p>24. _____</p> <p>25. _____</p> <p>26. _____</p> <p>27. _____</p> <p>28. _____</p> <p>29. _____</p> <p>30. _____</p> <p>31. _____</p> <p>32. _____</p> <p>33. _____</p> <p>34. _____</p> <p>35. _____</p> <p>36. _____</p> <p>37. _____</p> <p>38. _____</p> |
|---|--|



(The original text is retrieved from )

**Task 2.** Investigate the functions of Ginger Writer.



**Task 3.** Edit the text below using the application Ginger Writer.

Weapons have played a crucial role in shaping the course of human history, serving as both tools of survival and instruments of conflict. The evolution of weapons reflects the ingenuity and adaptability of human societies, from the rudimentary stone tools of prehistoric times to the sophisticated modern arsenals of today.

The development of weapons can be broadly categorized into several stages. Early humans utilized basic implements such as clubs and spears, which were primarily desinged for hunting and self-defense. As civilizations advanced, so to did their weaponry. The discovery of metalworking led to the creation of more durable and effective wepons like swords, axes, and armor, which became central to the warfare strategies of ancient empires.

The advent of gunpowder marked a significant turning point in the history of weaponry. Firearms, cannons, and explosives revolutionized combat, enabling

armies to inflict greater damage from a distance and changing the dynamics of warfare. This period also saw the rise of naval and artillery technologies, further expanding the scope and scale of military conflicts.

In the modern era, the proliferation of advanced weapons such as nuclear arms, drones, and cyberweapons has introduced new dimensions to warfare, where the consequences of conflict extend far beyond the battlefield. The ethical and strategic implications of these technologies continue to challenge global security frameworks.

As weapons have evolved, so too has the discourse surrounding their use, leading to ongoing debates about the balance between defense, deterrence, and the potential for devastating consequences in an increasingly interconnected world.

#### **Task 4.** Introduce all necessary changes.

The effect of the music was profound, as it seemed to affect a change in everyone's mood. Despite the initial illusion of clarity, the speaker's message soon became elusively clear to the audience. They conceived the concept well, though some found it difficult to perceive the deeper implications.

He alluded to several historical events without directly alluding to the more controversial aspects. As they proceeded into the main discussion, the professor made a precedence that would guide future classes. His imminent knowledge was evident, making him a truly eminent authority in the field.

The commendation between the teams was collaborative, though some felt a sense of commemoration was lacking, leaving their contributions feeling disproportionate. They debated whether to compliment the project with additional resources or simply complement the existing efforts.

As they wrapped up, the leader proscribed the next steps, ensuring that all actions were proscribed against inefficiency. The team left with a renewed sense of purpose, understanding that their collective affirmation would serve as an action of their shared goals.

# SEMINAR 11

## SELF-EDITING AND TRANSLATION

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### A. THEORY

1. Dwell on the role of self-revision in translation production.
2. Comment on the notion of self-diagnosis.
3. Ponder on stages for self-revision.
4. Name self-editing techniques.

### B. PRACTICE.

**Task 1.** Translate the text below into Ukrainian. Take a 30-minute break and do self-revision.

## Game Manual

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### 8.4 During the MATCH: AUTO

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- H401** \***Behind the lines.** During AUTO, DRIVE TEAM members in ALLIANCE AREAS and HUMAN PLAYERS in their SUBSTATION AREAS may not contact anything in front of the STARTING LINES, unless for personal or equipment safety or granted permission by a Head REFEREE or FTA.

*Violation: FOUL per item contacted.*

Pointing, gesturing, or otherwise extending across the STARTING LINE such that contact is not made with carpet or other ARENA elements is not a violation of this rule.

An example of an exception for equipment safety is if an OPERATOR CONSOLE starts to fall from, or has already fallen off of, the DRIVER STATION shelf. In that circumstance, DRIVE TEAM members may step forward to catch it or pick it up off the ground and return it to the shelf.

- H402** \***Disconnect or set down controllers.** Prior to the start of the MATCH, any control devices worn or held by HUMAN PLAYERS and/or DRIVERS must be disconnected from the OPERATOR CONSOLE.

*Violation: MATCH won't start until the situation is corrected.*

For the purposes of FIRST Robotics Competition, any device connected to the OPERATOR CONSOLE is considered a control device because REFEREES are not expected to differentiate between devices that can or cannot control the ROBOT.

- H403** \***Let the ROBOT do its thing.** During AUTO, DRIVE TEAMS may not directly or indirectly interact with ROBOTS or OPERATOR CONSOLES unless for personal safety, OPERATOR CONSOLE safety, or pressing an E-Stop.

*Violation: FOUL and YELLOW CARD*



(Retrieved from )

**Task 2.** Investigate the functions of Xbench and QA Distiller.



Xbench



QA Distiller™

**Task 3.** Translate 200-word text from the speech of a prominent personality you admire. Then do self-revision using either Xbench or QA Distiller.

**Task 4.** Using the checklist below assess your translation and introduce changes if any.

### Checklist

#### Accuracy and style

- Has all the content been successfully translated?
- Any omissions?
- false cognates
- translation of proper names
- spelling errors
- grammatical / lexical errors
- accurate terminology
- punctuation errors
- pragmatic effect

#### Formatting

- font size
- line spacing
- Does the text flow around graphics the way it is meant to?
- Has the translation been performed following client's instructions? (a style guide, reference materials, etc.)
- Did you make a backup copy?
- How do you rate the overall translation?



## SEMINAR 12

### POST-EDITING OF MACHINE TRANSLATION AND ITS EFFECTIVENESS. POST-EDITING PROGRAMMES

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#### A. THEORY

1. Define the notions of post-editing.
2. Classify post-editing programmes and state their effectiveness.
3. Find correlations between post-editing in SDL Trados Studio and MemoQ.
4. Describe editing functions of MateCat.
5. Reflect on post-editing in CKEditor.
6. Determine editing functions of Hemingway Editor.
7. Determine editing functions of InstaText.

#### B. PRACTICE.

**Task 1.** Post-edit the text translated using instant camera translation from Google Translate. Try to guess the original English phrases that were translated literary.

### ПЕРЕДМОВА ДО РОЗШИРЕНОГО І ОНОВЛЕНЕ ВИДАННЯ

4-годинний робочий тиждень відхилили 26 із 27 видавців.

Після того, як його було продано, президент одного з потенційних маркетингових партнерів, великого книготорговця, надіслав мені електронною поштою статистику історичних бестселерів, щоб чітко пояснити, що це не буде основним успіхом.

Тому я зробив усе, що знав. Я написав це, пам'ятаючи про двох своїх найближчих друзів, звертаючись безпосередньо до них та їхніх проблем – проблем, які я давно мав, – і я зосередився на незвичайних варіантах, які працювали для мене по всьому світу.

Звичайно, я намагався створити умови для того, щоб зробити можливим удар сплячого, але не знав, що це малоімовірно. Я сподівався на краще і планував гірше.

2 травня 2007 року мені на мобільний дзвонить редактор.  
«Тіме, ти потрапив у список».

Було щойно за 5 вечора. У Нью-Йорку, і я був виснажений. Книга вийшла п'ять днів тому, і я щойно закінчив серію з понад двадцяти радіоінтерв'ю поспіль, починаючи о 6 ранку. того ранку. Я ніколи не планував книжковий тур, натомість віддаючи перевагу «груповим» супутниковим радіотурам на 48 годин.

«Хізер, я тебе кохаю, але, будь ласка, не \$#%\* зі мною».

«Ні, ви справді потрапили в список. Вітаємо, містере авторе бестселерів New York Times!»

**Task 2.** Post-edit the text of contemporary fiction translated using DeepL.

### Source Text

...

The concept of a Feathery Stroker dated back to the early aughts when Jacqui had spent a disappointing night with a man who'd done nothing but stroke her in a gentle 'feathery' fashion. She'd have preferred to be flung about the bed, perhaps even to have an inexpensive item of clothing torn from her body.

Describing a drama-free, drippy man, the phrase was an instant hit. But as time passed, it widened to encompass men who noticed you'd had your hair cut, men who were good to their mothers, men who ordered a dessert that wasn't cheese and men who changed their sheets more than once a year. It was a damning diagnosis.

Time passed, though. Life happened, sensibilities softened and by the time I met Angelo, a Feathery Stroker was just the ticket – and he was peak Feathery Stroker.

Mind you, with his long hair, gaunt face, dark clothing and multiplicity of tats, he looked like trouble. But he was light-hearted, always interesting and gave me space.

And here was my favourite Feathery Stroker, back with my latte and muffin.

After the calming effects of hot milk and sugary carbs took effect, finally I opened the emails. For years, each day used to begin with me lunging for my iPad, diving head first into a pool of stress. Now I deferred anything daunting for as long as possible.

And it didn't get more daunting than this, the time around the launch of a new brand.

What happened was, over a year ago, my most important client, a heritage cosmetic brand (beloved by bony white ladies – I’ll say no more) decided they wanted in on the lucrative BIPOC market. Although they had several diffusion lines, this was the first to cross colour lines. The result, conjured up in a marketing meeting, was Yemoja, a fake ‘street’ brand aimed at black women. All the formulations had been appropriated from actual street brands, then repackaged and presented.

The unfairness had made me deeply sad. Unfortunately I was paid to be manically enthusiastic, usually something I managed even if it was as fake as my eyelashes. This time it was almost impossible. The phrase burnout had been floating in my head for a while. But whenever I tried it on for size, a voice in my head yelled, ‘Poor Anna, oh, poor, poor Anna.’ I wasn’t a nurse working in ER, I wasn’t a shelf-stacker on a zero-hours contract, I had the best job, with unlimited access to liquid exfoliators.

(Keyes, M. (2024). *My Favorite Mistake*. Michael Joseph Publisher. 608 p.



Retrieved from

### **Machine-Aided Translation**

Поняття «пернатий погладжувальник» з’явилося на початку літа, коли Жаккі провела невдалу ніч з чоловіком, який не зробив нічого, окрім того, що ніжно «пернато» погладив її. Вона б воліла, щоб її розкидали по ліжку, можливо, навіть зірвали з неї недорогий одяг.

Фраза, що описує безхарактерного, незворушного чоловіка, стала миттєвим хітом. Але з часом вона поширилася на чоловіків, які помічали, що ви підстриглися, чоловіків, які добре ставилися до своїх матерів, чоловіків, які замовляли десерт, який не був сиром, і чоловіків, які міняли простирадла частіше, ніж раз на рік. Це був проклятий діагноз.

Але час минав. Життя йшло своїм чередом, почуття пом’якшувалися, і на той час, коли я зустріла Анджело, пернатий погладжувальник був саме тим, що треба - і він був найкращим пернатим погладжувальником.

Зауважте, з його довгим волоссям, змарнілим обличчям, темним одягом і безліччю татуювань, він виглядав як неприємність. Але він був безтурботним, завжди цікавим і давав мені простір.

А ось і мій улюблений Пернатий Погляджувач повернувся з моїм лате та кексом.

Після того, як заспокійливий ефект гарячого молока і солодких вуглеводів подіяли, я нарешті відкрила електронну пошту. Протягом багатьох років кожен день починався з того, що я кидалася за своїм iPad, пірнаючи з головою у вир стресу. Тепер я відкладав усе, що мене лякало, на якомога довший час.

І не було нічого складнішого, ніж запуск нового бренду.

Понад рік тому мій найважливіший клієнт, традиційний косметичний бренд (улюблений кістлявими білими леді - більше нічого не скажу), вирішив, що хоче вийти на прибутковий ринок ВІРОС. Хоча у них було кілька дифузійних ліній, ця була першою, яка перетинала кольорові лінії. Результатом маркетингової зустрічі став Yemoja, фальшивий «вуличний» бренд, орієнтований на чорношкірих жінок. Усі формули були запозичені у справжніх вуличних брендів, а потім перепаковані та представлені.

Ця несправедливість глибоко засмутила мене. На жаль, мені платили за маніакальний ентузіазм, і зазвичай мені це вдавалося, навіть якщо він був настільки ж фальшивим, як і мої вії. Цього разу це було майже неможливо. Словосполучення «вигорання» вже давно крутилося в моїй голові. Але щоразу, коли я приміряла його до себе, голос у моїй голові кричав: «Бідна Анна, о, бідна, бідна Анна». Я не була медсестрою у відділенні швидкої допомоги, не була укладальницею на полицях з нульовим робочим днем, у мене була найкраща робота, з необмеженим доступом до рідких пілінгів.

*Translated with DeepL.com.*

## Part III

# SUPPLEMENTARY MATERIAL FOR SELF-STUDY

# TOPICS FOR SELF-STUDY

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## SUPPLEMENTARY TEXTS FOR EDITING

### Text 1

Read the original fiction story and after that post-edit its translation. Draw the conclusion as for what types of mistakes are left out in the process of MT.

| <b>The Not Date</b><br>From <i>Beach Read</i> by Emily Henry  | «Не побачення»   |
|---|--|
| I SPENT FAR TOO much of my Saturday trying to choose a perfect destination for Gus's first Adventure in Romance. Even though I'd been suffering from chronic writer's block, I was still an expert in my field, and my list of possible settings for his introduction to meet-cutes and Happily Ever Afters was endless.  | Я провела надто багато часу в суботу, намагаючись вибрати ідеальне місце для першої романтичної пригоди Гаса. Хоч я і страждала від хронічного письменницького блоку, я все ще була експертом у своїй галузі, і мій список можливих місць для його знайомства з милими хлопцями та «Жили довго і щасливо» був нескінченним.  |
| I'd pounded out another thousand words first thing in the morning, but since then I'd been pacing and Googling, trying to choose the perfect place. When I still couldn't make up my mind, I'd driven myself to the farmer's market in town and walked the sunny aisle between the stands, searching for inspiration. I picked through buckets of cut flowers, longing for the days when I could afford a bundle of daisies for the kitchen, calla lilies for the nightstand in the bedroom. Of course, that had been back when Jacques and I were sharing an apartment. When you were renting in New York by yourself, there wasn't much money for things that smelled good for a week, then died in front of you. | Зранку я вичавила ще тисячу слів, але відтоді я ходила і гуглила, намагаючись вибрати ідеальне місце. Коли я все ще не могла визначитися, я поїхала на фермерський фермерський ринок у місті і пройшовся сонячним проходом між стендами, шукаючи натхнення. Я перебирала відра зі зрізаними квітами, сумуючи за тими днями. коли я могла дозволити собі букетик маргариток на кухню, кали на тумбочку в спальні тумбочку в спальні. Звісно, це було тоді, коли ми з Жаком ми з Жаком жили в одній квартирі. Коли ти винаймала житло в Нью-Йорку сама. в Нью-Йорку, не було багато грошей на речі, які пахли б тиждень, а потім а потім вмирили у тебе на очах. |

|   |  |
|---|--|
| <p>At the booth of a local farm, I filled my bag with plump tomatoes, orange and red, along with some basil and mint, cucumbers, and a head of fresh butter lettuce. If I couldn't pick something to do with Gus tonight, maybe we'd cook dinner.</p> | <p>У кіоску місцевої ферми я набила сумку пухкими помідорами, помаранчевими і червоними.<br/>та червоними помідорами, а також базиліком і м'ятою, огірками та качаном свіжого салату з маслом. Якщо я не зможу вибрати, чим зайнятися з Гасом сьогодні ввечері.<br/>ми б приготували вечерю.</p> |
| <p>My stomach grumbled at the thought of a good meal. I wasn't big on cooking myself—it took too much time I never felt like I had—but there was definitely something romantic about pouring two glasses of red wine...</p>                           | <p>Мій шлунок забурчав на думку про смачну їжу. Я не дуже любила готувати сама - це забирало занадто багато часу, якого у мене ніколи не було, - але в тому, щоб було щось романтичне в тому, щоб налити два келихи червоного вина</p>   |

## Text 2

Compare two texts (English source text and Ukrainian target text) and make necessary corrections and improvements.

| <p><b>IBUPROFEN<br/>200MG TABLETS</b></p>  | <p><b>ІБУПРОФЕН<br/>200 МГ ТАБЛЕТКИ</b></p>  |
|--|--|
| <p><b>4. POSSIBLE SIDE EFFECTS</b><br/>Most people take Ibuprofen 200mg Tablets without any problems, but it can have side effects, like all medicines.<br/>To reduce the chance of side effects, especially if you are elderly, use the lowest effective dose for the shortest possible time.<br/><b>If you get any of the following at any time during your treatment STOP TAKING, and get medical help straight away:</b><br/><b>Allergic reactions:</b><br/>The following reactions may mean you are having an allergic reaction to this medicine:</p> | <p><b>4. МОЖЛИВІ ПОБІЧНІ ЕФЕКТИ</b><br/>Більшість людей приймають таблетки Ібупрофен 200 мг без проблем, але вони можуть мати побічні ефекти, як і всі ліки.<br/>Щоб зменшити ймовірність виникнення побічних ефектів, особливо якщо ви літнього віку, використовуйте найнижчу ефективну дозу протягом найкоротший можливий час.<br/>Якщо під час лікування у вас виникне будь-який з наведених нижче симптомів, <b>ПРИПИНІТЬ ПРИЙОМ</b> і негайно зверніться за медичною допомогою:<br/><b>Алергічні реакції:</b><br/>Наступні реакції можуть означати, що у Вас виникла алергічна реакція на цей лікарський засіб:</p> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• asthma, worsening of asthma, unexplained wheezing or shortness of breath</li> <li>• swelling of the face, lips, tongue and throat (causing difficulty in swallowing or breathing)</li> <li>• rapid heart rate, low blood pressure, collapse</li> <li>• also, there may be skin reaction (including hives, rash and itching) – very rarely these can be severe with blistering and peeling skin.</li> </ul>   | <ul style="list-style-type: none"> <li>- астма, загострення астми, незрозуміле хрипіння або задишка</li> <li>- набряк обличчя, губ, язика та горла (що спричиняє труднощі з ковтанням або диханням)</li> <li>- прискорене серцебиття, низький кров'яний тиск, колапс</li> <li>- також можуть спостерігатися шкірні реакції (включаючи кропив'янку, висип та свербіж) - дуже рідко вони можуть бути важкими з утворенням пухирів та лущенням шкіри.</li> </ul>  |
| <p><b>Skin problems:</b><br/>A severe skin reaction known as DRESS syndrome can occur. Symptoms of DRESS include: skin rash, fever, swelling of lymph nodes and an increase in eosinophils (a type of white blood cells)</p> <ul style="list-style-type: none"> <li>• A red, scaly widespread rash with bumps under the skin and blisters mainly localized on the skin folds, trunk, and upper extremities accompanied by fever at the initiation of treatment (acute generalised exanthematous pustulosis). Stop using this medicine if you develop these symptoms and seek medical attention immediately. See also section 2</li> <li>• Skin becomes sensitive to light – frequency unknown.</li> </ul> <p><b>Stomach and bowel problems</b> including:</p> <ul style="list-style-type: none"> <li>• indigestion or heartburn</li> <li>• pains in your stomach (abdomen) or other abnormal stomach problems</li> <li>• pass blood in your stools or motions</li> <li>• pass black tarry stools or motions</li> <li>• vomit any blood or dark particles that look like coffee grounds</li> <li>• worsening of bowel problems (ulcerative colitis or Crohn's disease).</li> </ul> | <p>Проблеми зі шкірою:<br/>Може виникнути важка шкірна реакція, відома як DRESS-синдром. Симптоми DRESS включають: шкірний висип, лихоманка, збільшення лімфатичних вузлів і підвищення рівня еозинофілів (тип білих кров'яних тілець)</p> <ul style="list-style-type: none"> <li>- Червоний, лускатий поширений висип з горбками під шкірою та пухирями, переважно локалізований на шкірі складках, тулубі та верхніх кінцівках, що супроводжується підвищенням температури на початку лікування (гострий генералізований екзантематозний пустульоз). Припиніть застосування цього лікарського засобу, якщо у вас з'явилися ці симптоми та негайно зверніться до лікаря. Див. також розділ 2</li> <li>- Шкіра стає чутливою до світла - частота невідома.</li> </ul> <p>Проблеми зі шлунком та кишечником, у т.ч:</p> <ul style="list-style-type: none"> <li>- розлад травлення або печію</li> <li>- біль у шлунку (животі) або інші аномальні проблеми зі шлунком</li> <li>- домішки крові у випорожненнях або калі</li> <li>- чорний дьогтеподібний стілець або випорожнення</li> <li>- блювання кров'ю або темними частинками, схожими на кавову гущу</li> <li>- загострення проблем з кишечником (виразковий коліт або хвороба Крона).</li> </ul> |

|   |   |
|---|---|
| <p><b>Blood disorders</b> which can cause:</p> <ul style="list-style-type: none"> <li>• unexplained or unusual bruising or bleeding</li> <li>• sore throat or mouth ulcers</li> <li>• fever (high temperature)</li> <li>• extreme paleness or weakness and exhaustion.</li> </ul> | <p>Захворювання крові, які можуть спричинити</p> <ul style="list-style-type: none"> <li>- незрозумілі або незвичні синці чи кровотечі</li> <li>- біль у горлі або виразки в роті</li> <li>- лихоманку (високу температуру)</li> <li>- сильну блідість, слабкість і виснаження.</li> </ul> |
|---|---|



(The source text is retrieved from )

### Text 3

Edit the text below correcting lexical, grammatical, stylistic, or other inaccuracies. What norms were violated in translation?

Я часто мав нагоду відзначати силу духу, з якою жінки витримують найнесподіваніші повороти долі. Ті катастрофи, які ламають дух чоловіка і розбивають його в пил, здається, викликають всю енергію слабкої статі, і надають їхньому характеру такої безстрашності й піднесеності, що часом що часом він наближається до піднесеності. Ніщо не може бути більш зворушливим, ніж споглядати м'яку і ніжну жінку, яка була такою слабкою і залежною. залежність, і жива до кожної дріб'язкової шорсткості, ступаючи процвітаючими шляхами життя, раптом піднімається в душевній силі, щоб бути розрадницею і підтримкою свого чоловіка в нещасті, і витримуючи з незламною tmness найгіркіші удари негараздів.

Як виноградна лоза, що здавна обвивала своїм витонченим листям дуб дуба і була піднята ним на сонячне світло, буде, коли витривала рослина буде розірвана блискавкою, обхопить її своїми пестливими вусиками і зв'яже його розтрошене гілля; так прекрасно влаштована провидінням, ця жінка, яка є лише залежною і прикраса чоловіка в його щасливі години, повинна бути його притулком і розрадою, коли його вражає раптове нещастя, забуваючись у міцні заглибини його натури; ніжно підтримуючи пониклу голову і скріплює розбите серце.

Якось я вітав друга, який мав навколо себе квітуча сім'я, пов'язана найміцнішим зв'язком. «Я не можу побажати тобі кращої долі, - сказав він з ентузіазмом, - ніж мати дружину і дітей. Якщо ви процвітаєте, то вони розділяють з вами ваш добробут. твій добробут, а якщо ні, то вони будуть розраджувати тебе». І справді, я помітив, що одружений чоловік, який

потрапляє в нещастя. нещастя, більш схильний відновити своє становище у світі, ніж неодружений; частково тому, що він неодружений; частково тому, що його більше спонукають до зусиль потреби безпорадних і улюблених істот, які залежать від нього в існуванні; але головним чином тому, що його дух заспокоюється і домашньою ласкою, а його самоповага підтримується що, хоча за кордоном панує темрява і приниження, все ж таки є маленький світ любові. все ж таки вдома є маленький світ любові, в якому він є монарх. Тоді як самотній чоловік схильний до марнотратства і самозанедбаня занедбувати себе, уявляти себе самотнім і покинутим, а своє серце занепадає, як якийсь покинутий масток, що не має мешканця.

Ці спостереження наштовхують на думку про маленьку побутову історію, свідком якої я одного разу була свідком. Мій близький друг Леслі одружився з

красиву і успішну дівчину, яка була вихована в серед модного життя. Вона, щоправда, не мала ніяких статків, але статки мого приятеля були достатніми. мого друга було достатньо, і він був у захваті від передчуття потурати їй у всіх елегантних розвагах; і задовольняти її делікатним смакам і примхам, які поширювали своєрідне чаклунство навколо «її життя, - казав він, - буде схоже на казку».

Сама різниця в їхніх характерах створила гармонійне поєднання. Він був романтичним і дещо серйозним, вона - сповненим життя і радості. Я часто помічав, з яким німим захопленням він дивився на неї в товаристві, від чого її жваві здібності робили її окрасою; і як посеред аплодисментів аплодисментів, її погляд все ще звертався до нього, так, ніби тільки в ньому одному шукала прихильності та визнання.

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