

THESES OF DOCTORAL DISSERTATION

**THE TRANSLATOR AS TERMINOLOGIST,
WITH SPECIAL REGARD TO THE EU CONTEXT**

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1. Scope and relevance of the dissertation

It is often mentioned in the literature on terminology theory and translation studies that translators are involved in terminology work, or even act as terminologists. Most studies, however, do not go further than establishing that translators are not only end-users of the products of terminologists (appearing in the reference materials), but sometimes take over the role of terminologists. In spite of the recent focus of translation studies on translators, their role as terminologists has apparently not been the subject of any Hungarian or international research conducted so far. While the European Union could provide an excellent context for a deeper examination of this subject, it remains an unexplored territory for both translation studies and terminology theory.

Besides providing an opportunity for integrating the results of these two disciplines, a deeper examination of the issues related to the role of translators as terminologists can have great relevance in the practice and training of translators. Currently, training is made difficult by the lack of an underlying consistent theoretical framework for analysing terminology issues arising in the context of translation. Even fewer studies analyse such issues in the EU context, where the training of translators has particular relevance. Since the responsibility for translation work is transferred to the EU institutions after accession, Member States can only participate in these processes through their translators, due to the lack of national co-ordination. These considerations inspired me to focus on the terminology aspects of translation, in particular the role of translators within the EU context.

As research progressed, this focus had to be adjusted. My original and primary intention was to examine the role of translators as terminologists in the context of the EU, considering the special nature and importance of the latter. However, the initial analysis of the available literature soon made it clear that I could not rely on a consistent theoretical basis in analysing the issues relating to the translation of terms, and it is even more so in the EU context. Therefore, I had to investigate the role of translators as terminologists in general before moving on to the exploration of the special context provided by the EU. As I could not rely on the findings of earlier empirical studies, my work can be regarded as the first attempt to take a closer look at this subject.

2. Research objectives and hypotheses

The dissertation examines terminology issues arising in the translation process by focusing on translators working in the EU context. In my understanding, translators can contribute to terminology work in two ways: 1. during the translation process, while retaining their translator “status”, and 2. working as terminologists, i.e. formally occupying such positions. My starting point is that any translator can face terminology issues, because terms – as the vehicle of technical content – may appear in any text, as a result of vertical knowledge transfer. The EU context is also defined from two perspectives. From a broader perspective, it refers to the effects of the multilingual nature of the EU. Here, my assumption is that translators may experience any of these effects when translating documents. From a narrower perspective, the EU context means the set of conditions created by the EU institutions for their translators.

The objective of my research was to examine the role of translators as terminologists both in the translation process and in working as terminologists. In order to answer my research question, I attempted to identify those steps of the translation process where a translator may take decisions and act as a terminologist, and the factors which may influence such decisions. Another objective of my research was to examine, with the help of two empirical studies, the role of translators as terminologists in the EU context. The empirical studies were needed to make translators visible and to understand *how* they see the examined issues. Since the key terms of terminology theory are not used consistently, these studies required the clarification of the existing terms, as well as the introduction of new ones, and finally the development of a theoretical framework which can help to understand the role of translators as terminologists in the EU context – and may also provide a basis for further research. I formulated the following hypotheses:

- (1) Using terminology theory as a basis for understanding translation can add a new dimension to analysing translation issues;
- (2) The different interpretations of the existing key terms of terminology theory influence the role of translators acting as terminologists;
- (3) The special set of conditions characterising the EU context lead to further decision-making points and factors in the translation process, which also influence this role;
- (4) The role of translators as terminologists is also influenced by their lack of linguistic tools to describe phenomena, i.e. translators are unable to verbalise their problems.

3. The applied research methodology

I used investigative research and two empirical studies to find answers to the research questions raised in my dissertation. A detailed investigative research was made necessary by the lack of consistently used key terms in the intersection of translation studies and terminology theory. In terminology theory, the various approaches are often linked to specific languages, but the same terms tend to have different interpretations even in the same language. Therefore, I placed great emphasis on extending the investigation to a great selection of German and French works in addition to the literature available in the Hungarian and the English language. Taking such broader perspective enabled investigation beyond a specific language pair and also provided insight into the complexity of processes and the particular features of specific language pairs. As part of the exploration of the EU context, I studied the relevant EU regulations (primary sources), as well as the literature (secondary sources), because the Hungarian literature, as Szabari (2005) points it out, often provides incorrect information on the subject. As Neubert (2004) suggests, I used a number of practical examples and case studies to support my theoretical findings. These are set apart from the main body of the text by using indentation.

Additional input to the paper was provided by two empirical studies (primary sources). The study of the HUTERM forum involved the review of 2894 entries posted between 1 December 2003 and 15 December 2008 (HUTERM developments) and the categorisation of the questions asked on the forum. I also conducted structured interviews with translators working as terminologists for the European Commission, the Council of the European Union and the European Parliament. The study was limited to these three institutions (the so-called institutional triangle) because of their key role in decision-making, legislation, and therefore terminology work in the EU. I relied on the work of Iván Falus (2000) and Babbie (2000) in this study.

In both empirical studies, my hypothesis was that translators did not have adequate linguistic tools to describe phenomena, due to the gaps in the theoretical background for verbalising and solving the arising issues. This hypothesis was formulated on the basis of Gyde Hansen's (2003) thoughts on research methodology. According to Hansen, research findings are greatly influenced by the ability of the subjects to verbalise their experiences. Therefore, I also wished to study *how* translators raise issues (on the HUTERM forum) or answer questions (in the interviews).

4. Structure of the dissertation

The paper comprises eight chapters, a list of figures, tables and sources, a bibliography, and an appendix containing the interview questions.

Considering that the research was conducted at the intersection of two disciplines, i.e. translation studies and terminology theory, I provided an overview of the links between their respective domains in Chapter 2. Having described their emergence and evolution (2.1 and 2.2), I explored how terminology issues are mentioned in translation studies and how translation issues appear in terminology theory (2.3). Terminology theory was given greater emphasis, because no synthesis is available in the Hungarian literature on the subject, and the key terms used by the advocates of the different theoretical approaches are not consistent.

In Chapter 3, I analysed the key terms of terminology theory, including the term (3.1), conceptual system (3.2), terminology work (3.3) and term creation (3.4), which may be relevant for understanding the role of translators as terminologists. I defined the key terms used for describing the phenomena explored in the paper and then looked at how the different interpretations of those key terms can influence the role of translators as terminologists.

Chapter 4 focuses on translators and their role as terminologists in the translation process (4.1) and in working as terminologists (4.2). Here, I examined in detail when a translator should act as a terminologist in the various steps of the translation process, i.e. reception (4.1.2), transfer (4.1.3) and production (4.1.4), as well as the types of decisions to be made at these points.

In Chapters 5, 6 and 7, I analysed the role of translators as terminologists in the EU context. After looking at the foundations of the multilingual functioning (5.1) and translation activities (5.2) of the EU, and the implications of these on language planning (5.3), I followed the same structure as in Chapter 3 to analyse the key terms of terminology in the EU context, from term (6.1) through conceptual system (6.2) and terminology work (6.3) to term creation (6.4). In Chapter 7, I identified the additional decision-making points and factors arising from the EU context, and described the findings of the two empirical studies, one of which was conducted on the HUTERM forum (7.2) and the other by interviewing terminologists working for the EU institutions. Finally, in Chapter 8, I summarised my research findings, identifying their potential fields of relevance and indicating the possible directions of further research.

5. Research findings

The dissertation

- explored the practical and theoretical links of translation studies and terminology theory, by involving literature in the Hungarian, English, German and French language,
- analysed EU regulation on language use from the perspective of translation,
- clarified the key terms of terminology theory that are relevant for translation studies
- introduced new terms for describing terminology work and translation in the EU context,
- made a first attempt to illustrate the interconnection of conceptual systems and languages in the broader EU context graphically,
- made a first attempt to illustrate the decisions and factors translators are confronted with while translating terminology,
- explored for the first time terminology work in the narrower EU context, i.e. the EU institutions,
- analysed terminological issues from through the lenses of translators and terminologists.

In the following pages I am going to present the research findings in more details.

5.1. Exploration of the links between terminology theory and translation studies

The dissertation focused on the intersection of two disciplines, i.e. translation studies and terminology theory. I pointed out that, for a long time, terminology theory was not concerned with translation issues, and translation studies did not show any interest in terminology issues. The main reason for this was that Eugen Wüster's General Theory of Terminology, which provided the theoretical framework for approaching translation issues within terminology, did not assign great significance to translation issues. However, the first translator training programmes in the 70s and 80s revealed that the principles of Wüster's General Theory of Terminology would need updating. In other words, the practical issues arising in the course of translation work played an important role in shaping the theoretical approaches to terminology.

Any research making an attempt to integrate these two fields is made difficult by the fact, which I analyse in detail in my paper, that the current state of both disciplines is characterised by the existence of multiple approaches and a rich, multilingual literature. One of the results of the dissertation is that apart from the Hungarian and English language I studied literature in German and French language, as well. Studying this literature not only provided an overview of the current approaches but also highlighted that they are often language specific, without traversability between the languages. This applies particularly to the findings of translation oriented terminology research, which are published in German, and therefore rarely used by the authors who write in English. I found it highly important to mention these research findings in my dissertation for the very reason that they are in the intersection of the two disciplines.

The findings of my research underlined my presumption, that the EU context may provide a perfect basis and a field for further research for integrating translation studies and terminology theory. According to Kinga Klaudy (2004:36), the immense translation activity required to maintain the multilingual institutions of the EU provides translation studies a real opportunity to become the discipline of European integration. However, in the light of the findings recorded in my dissertation, this is only conceivable, if translation studies incorporate the findings of terminology theory, and terminology theory incorporates the findings of translation studies.

5.2. Exploration of the EU context

For verifying my (3) hypothesis I first had to explore in both a narrow and a broad dimension the peculiarities of the EU context. In the broad dimension, I analysed how the EU's regulation on language use affects the role of translators as terminologist. In subchapter 5.1., I showed that the regulation of language use at institutional level (the so called inside multilingualism) is based on the principle of equality. Therefore, every official language has to establish its „EU function”, i.e. create its EU terminology. However, the principle of equality usually turns out to be a *de facto* inequality, so that for most languages, the official status means a “target language status”, i.e. a translation activity. In subchapter 6.4. I also showed, that Sager's primary term creation process is in theory a simultaneous, multilingual activity but in practice, for most languages, this means a secondary (translation) activity. In other words, translation provides the framework for terminology, which shows the importance of translators in this context.

This role is enhanced by the fact that, after the accession of Member States, translation activity and terminology work are transferred to the EU institutions. In terms of language planning, this means the following: while laying down the number of official languages (in status planning), Member States have a veto right (thanks to unanimous decision making), in creating EU terminology (in corpus planning), the role of Member States is rather limited. Both empirical studies of the dissertation proved that the peculiarities of EU level language planning have a direct impact on the role of translators as terminologist.

In spite of the importance translations play in an EU context, it is quite contradictory how translation is perceived in this context. By analysing the related EU regulations (subchapter 5.2.), I came to the conclusion that in EU legal documents lay down the regulation of language use, there is no explicit reference to the activity of translation. As a consequence, this strengthens the invisible role of translators. There are also some legal reasons behind this phenomenon. In theory, EU legislation can not be carried out *with* translation, but in practice, with 23 languages, it is impossible *without* it. This may also be true for any kind of documents issued by the EU institutions. Apart from EU regulation on language use, EU multilingualism itself, i.e. the interconnection of conceptual systems and languages provides a unique framework for terminology work at EU level. This will be shown later, by analysing the key concepts of terminology theory.

5.3. Clarification of the existing key terms in terminology theory

In order to verify my hypothesis (1), I examined in detail the key terms of terminology theory and then analysed the same from the perspective of translation and in the EU context. The analysis revealed that the key terms of terminology theory did not have consistent definitions, and that new terms had to be introduced for describing the EU context. Therefore, in addition to – or as a by-product of – the verification of my hypothesis, I clarified the existing key terms and introduced some new ones.

5.3.1. *The notion of the term*

The dissertation did not aim to create its own definition for terms since the limits of the dissertation made it impossible. However, in order to analyse translation related issues, it was indispensable to first analyse the different definitions of the term.

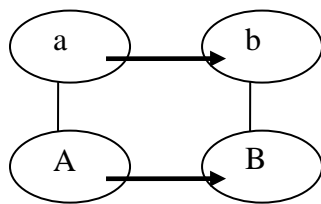
In Chapter 3, I looked at the different interpretations of “*term*”. It was shown that in literature the term is considered either as a linguistic form (designation) only, or the form (designation) and its content (concept) together. Moreover, according to the various approaches in terminology theory, the form and the content of the term bear different names in the literature. In order to follow a coherent terminology in the dissertation, I used the terms *designation* and *concept*, and considered the term as its designation. I also showed that the notion of the term has a narrower and a broader approach. The narrower approach may be traced back to the beginnings of terminology theory. At that time, in order to achieve optimal technical communication, precisely defined terms were needed. In this approach, the term is considered as the “final product” of a prescriptive, standardising process. To the contrary, the broader definition starts from the assumption that any lexical unit may become a term in a given context. This is in line with the modern terminology approaches (Heltai 2010).

I pointed out that the analysis of translation issues within terminology requires the broader approach of the term, because translators do not only face straightforward and well-defined terms, i.e. those complying with the narrow definition. This assumption was supported by the two empirical studies. However, I also demonstrated that the narrower definition should also be taken into account for understanding the role of translators as terminologists. A key question to be answered in connection with the role of translators as terminologists is whether translators *create terms*. The answer depends on whether the narrow or the broad definition is used as a starting point.

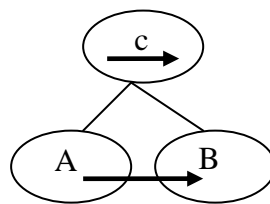
5.3.2. The conceptual system: interconnection of conceptual systems and languages

My (1) hypothesis was that terminology theory may give a new dimension for analysing translation related issues. This hypothesis was verified by the findings of the 3. and 6. chapter of the dissertation. By analysing the interconnection of languages and conceptual systems (chapter 3.2.), it was shown that translation may be looked at in the dimension of both languages and conceptual systems. As a result, translation may be carried out between *two languages and two conceptual systems* (e.g. between the German and Hungarian education system), *within one language and between two conceptual systems* (e.g. between the Austrian and Hungarian education system) and *between two languages and within one conceptual system* (e.g. the EU context).

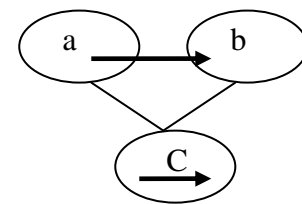
Graph 1: The translation in the dimension of languages and conceptual systems



(1) Translation between two languages and two conceptual systems



(2) Translation between two languages and within one conceptual systems



(3) Translation within one language and between two conceptual systems

Integrating the conceptual dimension in translation plays an important role due to several reasons. If translation is carried out between two languages and within one conceptual system – case (2) – this challenges the notion of translation as *intercultural transfer*. Speaking about translation, we automatically conclude that two languages also involve two different cultures, as well. This approach, especially since the cultural turn in translation studies, has been quite common in the literature of translation studies. However, the very fact that one conceptual system, and therefore one culture, may be described by more languages, questions this theory. This was also verified by the EU context analysed in the dissertation. In chapter 6., I showed that due to the European integration process, 23 languages have to describe the same reality, i.e. the EU conceptual system. This means that the translation of EU terms that designate the same EU concept in both the source and the target language is carried out *within one conceptual system*.

5.3.3. Terminology work: the notion of equivalence

In the dissertation I analysed the peculiarities of systematic and *ad hoc*, descriptive and prescriptive, as well as comparative terminology work. I came to the conclusion that, in general, the translator carries out *ad hoc* terminology work, but if reference materials do not provide any solutions, or the translators fulfil the position of a terminologist, they have to carry out systematic terminology work, as well. The end-products of prescriptive terminology work, if available to the translators, may make the translator's work easier. At the same time, the role of the translator itself may become prescriptive, which is typical for the EU context.

In analysing the concept of comparative terminology work, based on Dröβiger (2007), I pointed out that it is important to make a distinction between equivalence at the level of designation and the level of concept. The different types of equivalence at the level of designation are due to the differences or similarities between two *languages*, while equivalence at the level of concept may be attributed to the differences or similarities between *conceptual systems*.

While equivalence at the level of designation is not defined clearly in terminology theory, and some authors do not even find the issue worthy of consideration, its definition would be highly important from the perspective of translation for two reasons. Firstly, if there is a high level of similarity between the designations of the source and the target language (e.g. *Secretary of State* and *államtitkár*), then a translator might automatically treat them as equivalent terms although they are not equivalent at the conceptual level (because *State Secretary* means *külgügyminiszter*, and not *államtitkár*). Secondly, if there is a high difference between the source language and the target language, then the creation of a new equivalent might cause problems at the level of designation. This finding has particularly great significance in the EU context, where the source language is often English, which is very different from the Hungarian language. The translation of the slogan *democracy, dialogue and debate* caused significant problems in Hungarian. Therefore, the difficulties of translating EU terms may relate to the level of both concept and designation.

In contrast to equivalence at the level of designation, the available literature provides several definitions for equivalence at the level of concept. Since these definitions are not consistent, I included some clarifications in my paper. I defined what I mean by "equivalent", "functional equivalent", and "translation equivalent". (Here, "new term" refers to the case where the target language does not have an existing term designating the source language concept.) I emphasise that I use a concept-based approach to define the key terms. This means

that, in contrast to several authors, my definition of a translation equivalent does not include those translation solutions which are widely used in the target language but do not designate the same concept as that of the source language.

Figure 1: Equivalence relationships and methods of transfer

| EQUIVALENCE RELATIONSHIPS (level of concept) | <i>Full equivalence</i> (1) | <i>Overlap</i> (2) | <i>Hierarchical relationship</i> (3) | <i>No equivalence</i> (4) |
|--|---|---|---|---|
| METHODS OF TRANSFER (level of designation) | EQUIVALENT target language term designating the <i>same</i> concept in the conceptual system of the target language | Option A FUNCTIONAL EQUIVALENT existing target language term designating a <i>similar</i> concept | | TRANSLATION EQUIVALENT new target language term designating the <i>same</i> target language concept |
| | | Option B TRANSLATION EQUIVALENT new target language term designating the <i>same</i> target language concept | | |

If there is a difference between two concepts, the translation may take two decisions. If the translator wants to emphasise the similarity between the two conceptual systems, he or she has to insert a functional equivalent, which describes a target language concept that is similar to the source language concept. If, however, the translator wants to emphasise the difference between the two conceptual systems, the translator has to insert or create a translation equivalent, which does not describe a concept in the target language, i.e. only describes the source language concept.

This decision of how to translate a specific term is also relevant because this dilemma also appears in translation studies as the decision between *foreignising vs. domesticating*. The skopos theory placed great emphasis on the domesticating strategy. According to this strategy, functional equivalents should be given priority. However, if the source and target language conceptual systems are different, the use of functional equivalents may be misleading for the target audience. Therefore, both strategies, both decisions, may be justified. It is especially relevant in a field, like legal translations, where the emphasis of differences may play a significant role. From the point of view of the translator this may be also relevant since quite often dictionaries do not make any distinction between functional and translation equivalents.

5.3.4. The notion of term creation

The (3) hypothesis of the dissertation was that the different definitions and interpretations of the key terms of terminology theory may influence the role of translators as terminologists. This hypothesis was proved by my investigations concerning term creation.

By analysing the notion of term creation, I pointed out that the question to whether translators create terms, depends on the narrow or the broad definition of the term used as a starting point. Based on the broad definition, term creation only refers to those activities that lead to the creation of *new* terms (in the sense that the target language does not have an existing term designating the source language concept concerned, and therefore it needs to be newly created.) Based on the narrow definition, term creation does not only mean the creation of a new term, but also the *selection* of an existing target language equivalent. In this case, a given word or expression already used in everyday language is selected and becomes a term as a result of a prescriptive process. This can happen where the translator has a prescriptive role, i.e. his or her choice becomes widespread, instead of remaining a one-off solution. This is also typical in the EU context, as it will be shown later.

I also investigated term creation from the point of view of Sager's definition. Sager makes a distinction between primary and secondary term creation. Based on the conceptual dimension of translation, I divided Sager's secondary term creation into two cases, depending on whether translation is carried out within one conceptual system – case (3) – or between two conceptual systems – cases (1) and (2). It is the conceptual approach of terminology that makes the interpretation of translation in a conceptual dimension (within one conceptual system and between two conceptual systems) possible

5.4. Exploration of key terms in the EU context and introduction of new terms

5.4.1. The notion of the term in an EU context: EU term vs. non-EU term

Similarly to the definition of terms in general, there is no coherent definition for EU terms to be found in terminology literature. Based on the definition of Rádai-Kovács Éva (2009), I consider legal, administrative and other technical terms describing an EU concept as EU terms, regardless of the text type or register they appear in. Since I analyse EU terms from the perspective of translation and terminology work, I did not aim at providing a precise definition for EU terms. My aim was rather to analyse the impact that the distinction between EU terms and non-EU terms play on translation and terminology work. I came to the conclusion that, for the translator, it is very difficult to deal with EU and non-EU terms within the same text since these terms require different types of terminology work and translation. While the translation of non-EU terms is carried out between different conceptual systems, the translation of EU terms is carried out within one conceptual system.

5.4.2. The conceptual system in the EU context

In subchapter 6.2. that deals with the conceptual system in the EU context, it was shown that due to the European integration process a number of new concepts are born. They relate either to EU legislation covering various subject fields or to the everyday functioning of the European Union. As a result of this phenomenon, a separate EU conceptual system has been developed and is expanding constantly. Although being made up by EU concepts, it is also in close interaction with the conceptual systems of Member States. This is illustrated on3.

Since there is no common, neutral language that could describe the EU conceptual system exclusively, this task has to be carried out by the 23 official EU languages. As a result, the EU conceptual system with its 23 languages can be referred to as a *one conceptual system – more languages* relationship. It is, however, important to point out that the EU official languages are the official languages of the Member States, as well. As a consequence, EU official languages have to fulfil a double role: they have to describe both the EU conceptual system and the conceptual systems of the Member States, making terminology work in the EU context a complex activity.

5.4.3. Terminology work in an EU context: Horizontal and vertical terminology

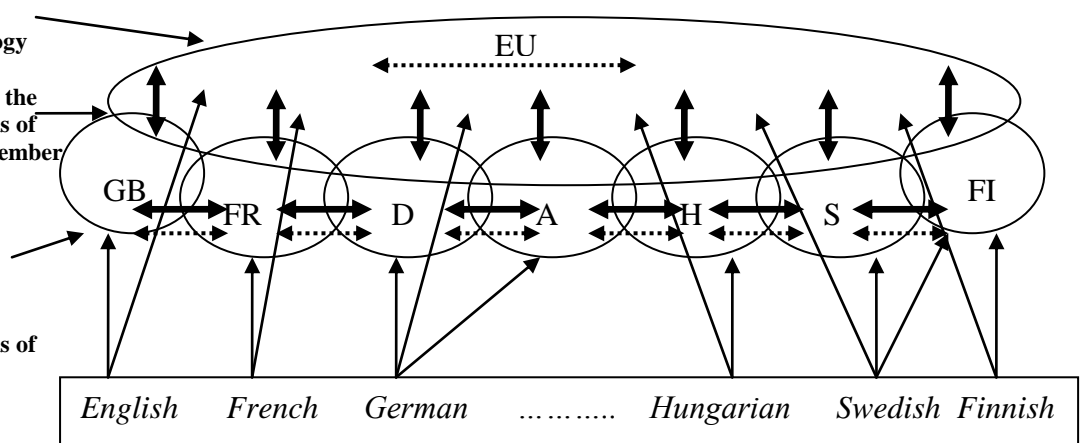
I had to introduce new terms to be able to describe these phenomena in the EU context. In addition to the emergence of an independent conceptual system, European integration has led to the multiplication of relationships between conceptual systems and languages. As translation provides the framework for terminology work in most languages, the translation of EU and non-EU terms requires different types of terminology work. If an EU term does not have an existing equivalent in a target language, then an equivalent needs to be created. In most languages, it is a translation activity, i.e. the creation of a translation equivalent. In such case, the translator needs to compare the conceptual system of the EU and the conceptual system of the Member State, constantly checking if a proposed term in the target language already designates another concept. This is what I called *vertical comparative terminology work* within a language. However, in addition to the terms relating to the EU conceptual system, EU texts may contain terms relating to the conceptual system of the Member States. As the translation of such terms is not always possible within the same conceptual system, it is necessary to compare the conceptual systems of the source language and the target language. This is what I called bilingual *horizontal comparative terminology work* in the EU context.

Graph 2: Translation and terminology work in the EU context

Translation *within* the EU conceptual system

Vertical terminology work in the target language, *between* the conceptual systems of the EU and the Member State

Translation AND horizontal terminology work *between* the conceptual systems of Member States



5.4.4. Term creation in an EU context

In Subchapter 6.4.2, I pointed out that translators play a unique role in the EU context, because their solutions can have wide ranging impact. Through EU legislation, influential documents and the IATE database, the solutions proposed by translators can be incorporated into the terminology of a subject field and become established terms in the terminology of this field. Consequently, the EU context strengthens the prescriptive role of translators. Therefore, while translators do not create *new* terms (according to the broad definition), *selection* from potential target language equivalents already created by experts can also be considered term creation (according to the narrow definition), because the selected target language equivalent becomes a term.

However, the interviews carried out with the terminologists of the three EU institutions showed that terminologists only consider their activity as term creation if it is about creating a new term. In other words, they do not consider their activity as term creation if they “only” select from already existing equivalents. This finding is especially relevant in view of the fact that, according to the interviews, their activity rather include the selection of existing terms and not the creation of new terms. As a consequence, if translators do not consider their activity, i.e. the selection of terms, as term creation, they may also tend to consider their role as less significant since, in their perception, they “only” select but not create terms. Their invisible role typical for the EU context may be strengthened by their own perception concerning their activities. Knowing that, according to the term’s narrow definition, the selection of terms may also be considered as term creation, it could also raise their awareness of their unique role in the EU context. It is evident, that these findings of the dissertation prove my (2) hypothesis.

I also pointed out that the role of translators in an EU context is not constrained to creating EU terminology. Due to the obligation of translating any kinds of EU documents, differences between the conceptual system of Member States that were hidden so far, may also be brought to surface. In this case, translation is not about EU terms but terms related to the conceptual systems of Member States. In other words, translation at EU level makes the differences between conceptual systems outside the EU conceptual system more explicit. As a consequence, the translator may take on a kind of catalyst role in creating the terminology of non-EU related subject fields, as well.

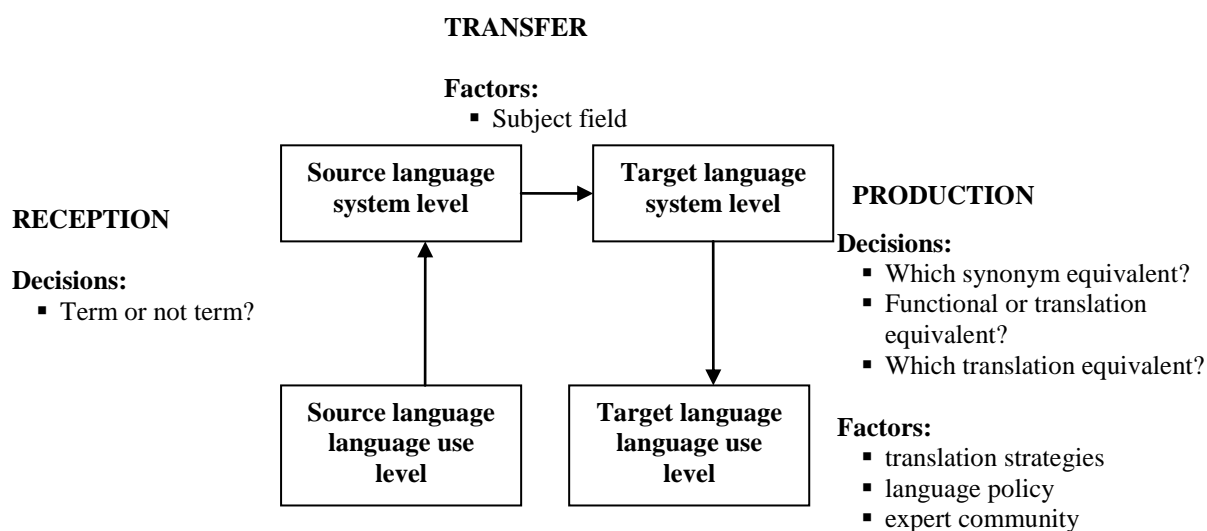
5.5. The translator as terminologist

In order to verify my (3) hypothesis, I had to expose the role of translators of terminologists in general. In subchapter 5.1. I demonstrated that in every phase of the translation process, even if translation tools are available, the translator has to take over the role of terminologist, i.e. has to carry out terminology work. The information at a system level provided by dictionaries may only be taken as a basis for decisions, but in the end, it is the translator that has to take the decision on which target language equivalent to take in a given context. In the dissertation I identified these decisions in every phase (reception, transfer, production) of the translation process. I pointed out that in the reception phase of translation it is the recognition of terms that may cause difficulties for the translator. Especially terms that were created from normal words but, as terms, have a target language equivalent that differs from the usual one, or the translation of which become bound only in a specific context. If the source and target language conceptual systems are different, the translator has to carry out a comparative terminology work in the transfer phase of translation.

In the production phase of translation, the translator has to decide whether he or she wants to emphasise the difference or the similarity between the two conceptual systems. In the former case a functional equivalent has to be used while in the latter a translation equivalent has to be inserted or created. It may also cause difficulties if one designation relates to more than one concepts. In this case the translator has to select from synonym equivalents. However, in certain cases the role of translator is not only about selecting, but also creating new terms. The translator, hence, takes over the role of terminologist also in that he or she has to create new terms (translation equivalents). In this case, the translator has to be aware of the different methods for creating terms. These decisions may also be influenced by the peculiarities of the subject field, the language policy of the country or the community that may require already established terms. Relying on Muráth (2002), these decisions are shown in Graph 3 below.

Moreover, the translator may carry out terminology work not only as a translator but also as terminologist. I pointed out that the approach of the translator and that of the terminologist may differ to a great extent, and the two approaches may require different knowledge. As a result, if the translator becomes a terminologist, he or she may have to learn different methods and procedures.

Graph 3: The translator as terminologist in the process of translation



5.6. The translator as terminologist in the EU context

I analysed the role of translator as terminologist in a narrower dimension (focusing on the EU institutions) and a broader dimension. My investigations proved that in the EU context further factors affect the activities carried out by the translators.

On the one hand EU multilingualism and the regulation of languages use at EU level provides a unique framework and conditions. Due to the interconnection of conceptual systems and languages, it is rather difficult to recognise EU terms. It is relevant because the translation of EU and non-EU terms require different types of terminology work and different decisions. While the translation of EU terms require a monolingual, vertical terminology work, the translation of non-EU terms may require a bilingual, horizontal terminology work. Moreover, the empirical studies showed that translation may also be influenced by the EU institutions' own culture. As a consequence, even in cases when translators have to translate between different conceptual systems outside the EU conceptual system, i.e. carry out horizontal terminology work, their work may be influenced by the unique EU culture.

Furthermore, the interviews carried out with the terminologists of the three EU institutions also demonstrated that the different institutions may create different conditions for terminology work. In the European Parliament, for instance, terminology work is about

creating terms directly related to the institution's internal affairs. In this case no horizontal terminology work is needed.

5.6.1. Further findings of the empirical research

The two empirical researches of the dissertation aimed not only at exploring facts but also at analysing how translators and terminologists perceive these questions. My (4) hypothesis was that the role of translators as terminologists may be influenced by the fact that they have no tools for describing phenomena they are confronted with. In other words, they are not able to verbalise them. This hypothesis was proved by both of the empirical researchers.

On the one hand, both on the HUTERM forum and in the interviews made with the EU terminologists several theoretical questions occurred that they could not answer. It was demonstrated that apart from practical, term-specific questions translators are also interested in the theoretical background of these questions. On the other hand, the empirical researches showed that translators do not make any difference between EU terms and non-EU terms, either in the narrower or broader dimension of the EU context.

This is all the more relevant since, according to the interviews, a significant part of terminological problems result from the difficulty of recognising EU terms. This is further supported by the fact that these difficulties were referred to by the terminologists as “*EU coloured terms*” or “*European constructions*” without referring to these terms as “EU terms”. Furthermore, questions such as “*how to demonstrate that the designation is something different*” or “*why do we need a different designation*” reflect the difficulty of translating in an EU context and of describing these difficulties. These research findings also support the need for theoretical knowledge.

6. The relevance of the findings in practice and further research

The research findings of the dissertation demonstrated that there are further fields to be explored. It would be important to analyse in more detail how the language-relatedness of literature affect terminology researches in Hungary. The research findings of the dissertation also showed that the EU context may provide an excellent basis for the addition links between translation studies and terminology theory since the hypotheses were verified by the EU context. Furthermore, analysing the narrow dimension of the EU context, i.e. the organisation of terminology work in the EU institutions and the relationships between EU translators and Member States in the official languages, may contribute to further findings that may be used in practice and in translator trainings. Since all of the terminologists interviewed pointed out that the approach of translators usually differs from that of experts, it maybe justified to verify this hypothesis.

Apart from further research, the findings of the dissertation may be of relevance for the training of translators and terminologists, as well. The empirical studies demonstrated that translators are interested in questions related to terminology theory. This finding is highly relevant in view of the usual critics that terminology theory may enhance the tendency to translate word by word. The findings of the research showed quite the contrary. Since translators are confronted with a number of decisions and factors during the translation process, the knowledge of these decisions and factors can make translators be aware of the complexity of the process, and not to move only at the level of words. Moreover, translators may also fulfil the position of a terminologist, which makes the knowledge of these decisions and factors inevitable. As a result, translator trainings have to prepare translators for both roles – acting as terminologist both in the translation process and in a position as terminologist.

In the EU context the role of translator trainings play a huge role, making the research findings of the dissertation in this context even more relevant. Due to the peculiarities of EU level corpus planning, Az uniós korpusztervezés sajátosságai miatt ugyanis a tagállam elsősorban a jó fordítókkal tudja biztosítani a minőséget, az európai uniós intézményekben pedig a fordító személye határozza meg a terminológus munkakör tartalmát. A megállapítások ugyanakkor a szakemberek képzésében is relevánsak lehetnek, hiszen szakemberek is kerülhetnek terminológus munkakörbe.

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