

Google Translate, Translation Quality and Translator Proficiency

An Empirical Analysis of Expert and Layman Translator Proficiency



Sara Hollænder Schousboe

cand.ling.merc Tolk og Translatør (engelsk)

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Vejleder: Henrik Køhler Simonsen

Department of International Business Communication

Copenhagen Business School

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Resumé

Google Translate, oversættelseskvalitet og oversætterkompetencer

En empirisk undersøgelse af eksperters og lægmænds oversætterkompetencer

I forbindelse med at verden er blevet mere globaliseret, og nødvendigheden for succesfuld interkulturel kommunikation ligeledes er steget, er behovet og interessen for maskinoversættelse vokset markant (Allen, 2003 og Fiederer & O'Brien, 2009). Dette har medført at gratis online oversættelsesprogrammer som fx Google Translate er blevet betydeligt bedre i løbet af det sidste årti. Maskinoversættelse er således blevet en mere integreret del af både almindelige menneskers liv samt professionelle oversætteres hverdag. Maskinoversættelse tilbyder en hurtig oversættelsesløsning, men hvordan er kvaliteten?

Udgangspunktet for dette speciale er at give et indblik i hvordan automatisk maskinoversættelse (Google Translate) påvirker henholdsvis statsautoriserede translatører og lægmænds oversættelsesproces og endelige resultat. Områder som søges belyst i denne sammenhæng omfatter oversættelseshastighed, oversættelseskvalitet samt forbindelsen mellem disse og respondenternes uddannelsesbaggrund. Ydermere inddrages emner som kildeteksternes kompleksitet i forhold til Google Translate's oversættelsesevner.

Den valgte metode til belysning af disse problemstillinger er et spørgeskema indeholdende en oversættelse og åbne spørgsmål som blev sendt til 25 respondenter. Af disse var 15 statsautoriserede translatører (dansk/engelsk) og 10 var lægmænd. For at give et bredere indblik i sammenhængen mellem respondenternes oversætterfærdigheder og uddannelsesbaggrund, omfattede de valgte lægmænd fire forskellige fag: ikke-sproglige kandidatstuderende, håndværkere, gymnasieelever samt ufaglærte (folkeskole som højest afsluttede uddannelse). Respondenterne blev inddelt i fem grupper i to eksperimenter; eksperiment A indeholdt gruppe A1 og A2 som kun bestod af professionelle translatører, mens eksperiment B bestod af tre grupper – to lægmændsgrupper (B1 og B2) og én ekspertgruppe (B3). Lægmændsgrupperne omfattede hver to kandidatstuderende og én af hver af de resterende lægmændskategorier.

Respondenterne i eksperiment A fik en kompleks juratekst som de skulle oversætte hvorimod respondenterne i eksperiment B fik en mere simpel økonomisk virksomhedstekst. I begge eksperimenter blev den ene gruppe bedt om at oversætte med Google Translate (A1, B1 og B3) og den anden uden (A2, B2).

Da oversættelseskvalitet er svært at måle, blev fem fejlkategorier udvalgt fra FEMTI-modellen (*Framework for the Evaluation of Machine Translation*): grammatik/syntaks, terminologi, korrekthed, læsbarhed samt stil/register. I forbindelse med belysningen af forholdet mellem oversætterfærdigheder og uddannelsesbaggrund blev Bakers (2011) teori om oversættelsesækvivalens inddraget.

Analysen af den indsamlede empiri påviste tydelige tendenser: i eksperiment A klarede gruppe A1 sig markant dårligere i alle fejlkategorier end gruppe A2. Grunden til dette var en ofte klar negativ påvirkning af Google Translate som translatørerne ikke formåede at "se igennem".

I forbindelse med lægmandsgrupperne var resultatet det omvendte: her var respondenterne i gruppe B1 betydeligt bedre end dem i gruppe B2. Dette var ikke kun tilfældet for respondenterne med lavere uddannelsesstatus; selv de kandidatstuderende klarede sig bedre med hjælp fra Google Translate. Lægmandene imellem, var kvaliteten af de kandidatstuderendes oversættelse betragteligt bedre end de andres (efterfulgt af gymnasieeleverne). Med dette sagt, var det tydeligt at ingen af lægmændenes oversættelser var tæt på at være af samme kvalitet som translatørernes i gruppe B3, selvom analysen indikerede at disse ligeledes var blevet negativt påvirket af Google Translate.

Med hensyn til oversættelseshastighed var samtlige respondenter med Google Translate hurtigere end dem uden. Dog var respondenterne i gruppe A1 kun ca. 14. min. hurtigere i gennemsnit end A2, hvilket rejser spørgsmålet om den lille forbedring i tid er den betydelige forringelse i kvalitet værd.

Google Translate klarede sig klart bedst i oversættelsen af den mindre komplekse kildetekst, men ingen af teksterne ville kunne udgives uden indgående revidering af en professionel oversætter. Med det sagt, var Google Translate's oversættelser betydeligt bedre end forventet, hvilket bekræfter at oversættelsværktøjets kvaliteter ikke kan ignoreres fuldstændigt.

Således påviser dette speciales undersøgelser at Google Translate påvirker personer både negativt og positivt alt efter deres sprogfærdigheder samt at kvalitet i oversættelse således er afhængig af oversætterens uddannelsesbaggrund.

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Abbreviation overview

LSP	Language for specific purposes
GT	Google Translate
MT	Machine translation
GTT	Google Translate Toolkit
HT	Human translation
TT	Target text
ST	Source text
PE	Post-editing
TMS	Translation Memory System
TL	Target language
SL	Source language
BE	British English
AE	American English
BNC	British National Corpus

1. Introduction

As the world has become increasingly globalized during the past decades, the need for successful cross-cultural communication has risen as well. Areas which has benefitted from this are those of translation and localization as many companies have realized the necessity of communicating with their various audiences in their own languages and not merely in e.g. English.

This increase in global business has provided a greater and more urgent need for direct translation which is available within a short timeframe. An obvious tool which has been created to help accommodate this need is free online machine translation. Machine translation was first introduced in the 1940s (Hutchins, 2001, p. 5; Calude, 2004, p. 69), and up until 1997 it was a service only available to paying customers. In 1997, Babel Fish was launched as the first machine translation website providing internet users and the public with instantaneous translation between two languages free of cost (Hampshire & Porta, 2010, p. 200). Google Inc. followed with their popular Google Translate in 2006 (Anonymous (a), "Google Translate", *Wikipedia*, n.d.) which now services translation between 58 different languages (Anonymous (b), "What Languages does Google Translate Support?", n.d.).

Naturally, the launch of these free machine translation websites accommodates individuals and companies alike with a range of opportunities within the field of translation. People who may normally be hesitant to communicate in writing with English speaking relatives or colleagues are now able to consult these sites for support. Likewise, the free machine translation sites may facilitate international trade – at least on an individual level – in the respect that a buyer from one country may feel more secure shopping on a another country's website which is not in his/her first language with the instant aid of a machine translation website. Consequently, it is safe to say that the free machine translation providers indeed do assist people in many helpful ways.

With this being said, there are certainly also critical questions to be asked in relation to these free machine translation websites. One thing is that it is a fast and easy way to have a text translated, but what about the quality of the translation? Machine translation is known to experience certain problem areas, such as e.g. cultural idioms, which often result in grammatically and syntactically incorrect translations (Calude, 2004, p. 70). If these errors are not detected (i.e. post-edited) by a human translator the result can be devastating – e.g. in legal matters.

The research area of this master's thesis is inspired by an article from the online edition of the Danish newspaper Politiken (Anonymous (c), "Gymnasieelever får lov at bruge Google Translate til eksamen", *Politiken*, 2012). Briefly described, the article tells of the announcement of the right to use Google Translate (and the internet) for the exam in written English in the Danish gymnasiums (equivalent to high schools) from 2014. The Danish Ministry of Education's argument for this is that it reflects the way people find information nowadays, and consequently this makes the exam more realistic to a real-life situation. The obligatory translation from Danish into English will be discarded, as it, according to the article, does not make sense to include since the students can use Google Translate.

I find, however, that this poses a series of possible issues for the students' overall language training and proficiency. As stated above, Google Translate can be a helpful tool in some translation situations, but it is of utmost importance that it be not trusted in blindly. If the students are allowed to use Google Translate at such an early stage in their education, it poses the risk that they will not develop and mature basic language skills such as grammar, spelling and syntax.

It is important to recognize translation (and language training in general) as an academic field of study because an ever increasing part of global communication relies on successful information sharing between people from different cultures and countries. Professional translators are a good choice for this task because they are trained in both the linguistic and communicative aspects. In some countries, e.g. Denmark, a master degree from a university is required to be a certified translator – this cements the fact that translation should be viewed as a respected academic field. Finally, translators who specialize in language for specific purposes (LSP) have extensive background knowledge of their field, which gives them profound insight into the meaning of the text/message and simultaneously enables them to detect the culturally bound similarities and differences present in both the source language (SL) and target language (TL).

Taking all this into account, this study seeks to examine to what extent Google Translate may be a help or a hindrance in the translation process taking into account parameters such as time and translation quality. As stated above, there are numerous translation situations which have different requirements, and consequently, it is of interest to assert in which ways a free machine translation tool such as Google Translate affects the translation process and final output of both professional translators and laymen.

Normally, Google Translate is not a tool connected to the area of professional translation, but it should not be ignored that Google Translate provides instantaneous translation and thus challenges the time and efforts the professional translator spends on his/her work. In a time with economic instability it may be assumed that factors such as speed and price preside over quality.

This is of course an unfortunate development for the professional translators, who might see themselves rejected in favor of cheaper solutions, e.g. bilingual secretaries or undergraduate students. On the other hand, the incorporation of Google Translate as a standard translation aid may provide the professional translators with an advantage as they can reduce the time spent on the translation of a text.

Consequently, it is in the interest of this study also to focus on the role and importance of the Danish professional translator through investigating whether there is indeed a recognizable difference in quality between translations made by professional translators with and without the aid of Google Translate along with translations made by laymen with and without Google Translate.

2. Problem

Based on above introduction, the research questions of this master's thesis are:

To what extent and in what ways does Google Translate affect the translation process for professional translators and laymen, respectively?

Does translation quality become better or worse with the use of Google Translate and in what ways is this connected to the general language proficiency and/or educational background of the translator (expert vs. layman)?

In connection with the research questions, the following hypotheses will be examined:

- a) Translators who use Google Translate are faster than translators without Google Translate**
- b) The translation quality of Google Translate depends on the complexity of the text genre**
- c) Translators who use Google Translate are in danger of Google Translate bias and pitfalls which, as a result, affects the translation quality**
- d) The final output of professional translators is of higher quality than that of laymen – regardless of the use of Google Translate**
- e) Translators, both laymen and experts, who use Google Translate will obtain higher translation quality than translators without because Google Translate provides them with a solid textual foundation**
- f) Google Translate is more useful for laymen with a limited educational background than laymen studying at university**

3. Delimitation

Initially, it should be clarified that since the words “machine translation” and “Google Translate” occur extensively in this paper, the former will be abbreviated MT and the latter GT. These abbreviations are aimed at facilitating reader and writer alike.

As defined in the introduction, to become a state-authorized translator in Denmark requires an academic master’s degree. However, in the US for example, translators do not necessarily need this certification. In order not to cause any confusion, the term “translator” in this paper refers to the Danish title state-authorized translators. The Danish master’s program focuses on translation of language for specific purposes (LSP), which includes text genres such as legal, technical, medical and economic languages. Consequently, the study of LSP text books is an integrated discipline of the Danish translator and interpreter master’s program, which aims to provide the students with an academic advantage compared to the uncertified translators. On the basis of this, literary translation will not be discussed in this paper.

GT was chosen because it is one of the most popular and comprehensive free online MT systems which appeals to many people. It was important to use a website which most people are familiar with and can relate to – regardless of educational and social status. This is also the reason why the “regular” GT was chosen for the experiments instead of the more “professional” Google Translate Toolkit (GTT) which is aimed at the target group “the educated/motivated bilingual” (García, 2010, pp. 8, 9). Consequently, GTT does not fit into this survey as the respondent groups for one of the two experiments contain laymen who do not fall into the above-mentioned category. Furthermore, García (2010) elaborates that GTT is not targeted at the professional translator (p. 9), which concludes that GTT does not fit into the other respondent groups of this survey either. Please see further details about the experiments and the respondent groups in the methodology chapter below.

It should be clarified that the use of GT in the experiments of this master’s thesis is restricted to full copy/paste of source text (ST) into the online GT program thus providing a fully translated raw GT target text (TT). Consequently, references to the use of GT as a translation aid are with this specific form of use in mind and not the use of GT as e.g. a dictionary for single words/phrases. It is the usability and quality of GT as a full-scale translation tool that is of principal interest for this study.

As the two texts included in the conducted surveys are within the legal and economic (more general business oriented) text genres, focus will be on the specific characteristics of translation of these two text types and not all text types in general. For example, in relation to legal translation it is of vital importance that no errors occur since this could have serious (legal) consequences for the parties involved.

Due to the limited scope of this master's thesis, it has only been possible to conduct the two experiments with respondent groups consisting of each five individuals (a total of 25 respondents). Naturally, five respondents do not provide exhaustive and conclusive answers to the research problems stated in the previous chapter, but they do give indications of various tendencies. In order to make further and more extensive conclusions on the subject, it would be necessary to conduct the experiments on a larger scale.

The world of MT changes rapidly and this can cause literature on the subject to be at risk of being outdated relatively fast. Therefore, I have sought to incorporate literature which is not older than 12 years, i.e. not published before 2000. However, it should be noted that some of the theories applied by the various authors and scholars cited in this thesis may be older than this timeframe. Moreover, it should be noted that GT undergoes constant development as well meaning that the instant translation output obtained in this thesis' experiments may not be identical to the output obtained at a later point.

The default language of this paper is International English; the spelling is American, but the grammar, terminology, and sentence structure is that of British English.

4. Methodology

As the main purpose of this thesis is to discuss the implications and effects of translation with and without the aid of GT, the foundation of this study will be a series of self-completion questionnaires which contain a translation part and open-ended questions.

Bryman (2008) explains that this method entails respondents answering questions by completing a questionnaire themselves. The self-completion questionnaire method is usually used within the area of quantitative research, because it can hold a relatively large number of closed questions and has many similarities with the structured interview (Bryman, 2008, p. 217).

However, the nature of this study is qualitative; there is a limited number of respondents (25) and no statistical data. The characteristics of the qualitative method include emphasis on words and points of views of participants as opposed to the quantitative method which focuses on numbers and hard, reliable data (Bryman, 2008, p. 393, table 16.1). Consequently, the self-completion questionnaire in this study has been created in such a way that it fulfills the characteristics of the qualitative method rather than the quantitative method; i.e. few, open questions with focus on the attitude of the respondent. More about the design of the questions below.

The self-completion questionnaires for this thesis were sent to the respondents via email. In relation to email surveys, Bryman (2008) distinguishes between two kinds; the embedded and attached questionnaire (p. 644). The embedded questionnaire is included in the email body itself, whereas the attached questionnaire is attached to the email which introduces the survey (Bryman, 2008, p. 644). The latter version was chosen for this survey as the content of the questionnaire itself was approximately four pages in Word including the text to be translated. It was deemed that the respondents would have an easier and more manageable task dealing with an attached document rather than an extensive email body. In addition, by providing the respondents with an attached document (rather than a lengthy email) that can be easily printed, the collecting, reading, and highlighting of data would be facilitated for the author.

Bryman (2008) expresses that it can be more difficult to get respondents to answer an attached questionnaire because some might be afraid that it contains a virus or the like (p. 644). However, such hesitation did not seem relevant in this case, since in the initially established contact with each

respondent the person was explicitly told how the self-completion questionnaire would look like, how long time it would take (approximately) and whether s/he could agree to these terms. The persons who did received a personal email with the attached questionnaire shortly afterwards. Thus direct and personal contact with each respondent was performed in order to provide him/her with a sense of commitment and encouragement, which finally should secure the needed response rate.

Reasons for choosing to send the questionnaires via email and not postal mail include expenses, geographic location, and allocated time/resources. During the writing of this thesis, I was situated outside of Denmark, and consequently, postal mail (including return postage for each respondent) would have been an expensive form of communication. Moreover, email is a fast way of communicating and sharing documents as opposed to the time and effort it takes for the respondent to manually post the return letter. Finally, the respondent groups include several younger participants to whom email must be asserted to be the preferred type of communication in most settings. Also it was assumed that the professional translator respondents would be fully acquainted with electronic document sharing, regardless of their respective age, due to the high level of computer involvement in their field of work.

Motives for choosing the self-completion questionnaire as opposed to the semi-structured interview include the same arguments as described above. Due to the different geographic locations of author and respondents, it was deemed to be too exhausting and expensive to travel back and forth to interview the respondents live. Moreover, it could not be guaranteed that the respondents would all be available in the same period of time, and considering the length of a semi-structured interview, it was very doubtful whether all respondents could be fit into one weekend or week. Lastly, the relatively limited scope of this master's thesis caused me not to choose to take on 25 semi-structured interviews plus transcription on my own; the amount of empirical data would become too extensive for one person to handle alone within the time frame provided.

Bryman (2008) acknowledges these above-mentioned reasons to be advantageous compared to using the (semi)-structured interview. However, he also notes that there are certain disadvantages; the researcher cannot probe, researcher does not know who answers, difficult to ask a lot of questions, and lower response rates (Bryman, 2008, pp. 218-19). I find the major disadvantage of these to be the fact that I cannot probe into the respondents' answers. It is true that it is difficult to ask a lot of questions with this type of research method if you do not want to lose your respondent due to "respondent

fatigue”, but since this is a qualitative study, I find that too many questions would not have benefitted the questionnaire – indeed, more questions would have provided me with more data, but at the same time the set limits of this thesis compels me to stay focused and select the most relevant questions.

Regarding the possible issues “it is unknown who answers the questionnaire” and “lower respondent rates”, I find, as stated above, that considerations have been made in order to avoid these pitfalls. By contacting the respondents personally and asking them if they would like to participate, I ensure that only respondents who really want to participate become part of the respondent groups. Thus I know exactly who responded. Finally, the issue concerning “respondent fatigue” will hopefully not be a major problem, as the respondents chose to participate voluntarily and for more than half of them (the professional translators), the very subject of this thesis is assumed to be of interest in relation to their profession.

4.1 Experiments

The empirical foundation of this thesis consists of two experiments (A and B). Both experiments are carried out in accordance with the above-mentioned methodology, but they vary in composition and number of respondent groups. Both experiments entail a translation from Danish into English as all respondents are Danish. All the state-authorized translators are translators in Danish/English. The text to be translated was approximately 200 words long; it was important not to make it too long for it not to impose “respondent fatigue”, but at the same time it had to be of some length in order to provide enough accessible and consistent data. All respondent groups were asked to write down the exact amount of time that they had spent on the translation. Moreover, the layman respondent groups B1 and B2 were asked to provide their level of education (last completed school program).

The total number of respondents is 25 divided into 5 groups (A1, A2, B1, B2, B3). Groups A1 and A2 consist solely of state-authorized translators who were randomly selected through official website of the Danish Association of State-Authorised Translators and Interpreters¹.

¹ www.translatorforeningen.dk

Groups B1 and B2 each contain five laymen; two non-linguistic master students, one craftsman, one high school student, and one unskilled worker. These respondents were chosen according to their various educational backgrounds in order to provide an insight into the relationship between GT, level of education, and translation quality. As with groups A1 and A2, group B3 consisted solely of state-authorized translators (selected in the same way as in A1 and A2). It was important to include group B3 in experiment B along with the layman groups, since the translation results of B3 would be used as a benchmark in relation to i.a. translation quality.

4.2 Texts

The experiments included two different texts; the respondents in experiment A received a legal text of high complexity, whereas the groups in experiment B were to translate a general business text of lower complexity. Due to the nature of this thesis, it was important to test two different text types in order to determine differences/similarities in connection with i.a. GT efficiency, overall translation quality, and time. Moreover, it was not deemed realistic to provide laymen with a complex legal text, whereas, contrarily, a general business text was deemed too unproblematic in experiment A. Both texts A and B, however, include metaphors and culturally rooted Danish expressions along with challenging terminology in order to ensure that GT (as well as the respondents) would be put to the test and consequently uphold the realism of the experiments. Finally, in order to ensure the quality and readability of the Danish STs, texts A and B have both been used as translation exercises during my master's program at Copenhagen Business School (CBS). More details further below.

4.3 Validity of experiments

As explained above, all information (including the self-completion questionnaire) was sent to the respondents via email. The respondents were asked to return the completed questionnaire via email as well, but all my contact details (phone and address) were posted on the instruction form in case another form of contact was preferred.

In order to make the experiment as fair and trustworthy as possible, all respondents were limited to use the same free online dictionaries². The quality of these dictionaries is a point for discussion, but it was necessary to impose this requirement in order to secure the validity of the experiments. Consequently, the professional translators were not allowed to use e.g. Trados or other traditional aids. The effect of this in relation to the quality of the final product is a point of discussion as well.

All this information was enclosed in the attached document that each respondent received via email. The instructions were written in Danish in order not to cause any confusion or misunderstandings for the respondents whose English proficiency may be a bit lower (see Appendices 1-2).

Finally, the document included 7-10 open questions for each respondent to answer (depending on which respondent group the individual belong to) after s/he had completed his/her translation. Among other things, these questions related to the respondent's attitude towards GT and how satisfied the respondent was with his/her output (see Appendices 8- 32 for full answers and 36-40 for condensed overview).

4.4 Carrying out the experiments

Experiment A was carried out by two respondent groups (A1 and A2) – both consisting of five state-authorized translators. The text translation for both groups was a legal text; the reason for this being that the text had to have a certain level of complexity as the respondents were all trained professional translators. Consequently, the text could have been a “real life” translation task, which ensures the realism of the experiment.

Respondent group A1 was asked to translate the text with the aid of GT. They were instructed to paste the entire text into GT, and then post-edit the raw output until they were satisfied with the product. Respondent group A2 was asked to translate the text in the traditional way – i.e. not using GT.

Experiment B was carried out in the same way as experiment A, but instead of two respondent groups it contained three (B1, B2 and B3) – all consisting of five individuals. The text translation for all three groups was a general business text within the area of economics. Due to the fact that not all the

² <http://www.hurray.dk/overs%C3%A6ttelser/> and <http://www.logosdictionary.eu/>

respondent groups consisted of state-authorized translators this text was not as complex as the legal text in experiment A. Since groups B1 and B2 contained laymen (more on the respondent selection below), it was not realistic to include a highly complicated (legal) text in experiment B, but rather a more “normal” and accessible text which the layman respondents could have been exposed to in “real life”.

As was the case with respondent group A1, group B3 consisted of five state-authorized translators, who were asked to translate the given text with the aid of GT, thus post-editing the raw output until satisfied. Groups B1 and B2 consisted of laymen; group B1 were asked to use GT like group A1 and B3, whereas B2 was instructed to translate the text the traditional way (just like A2).

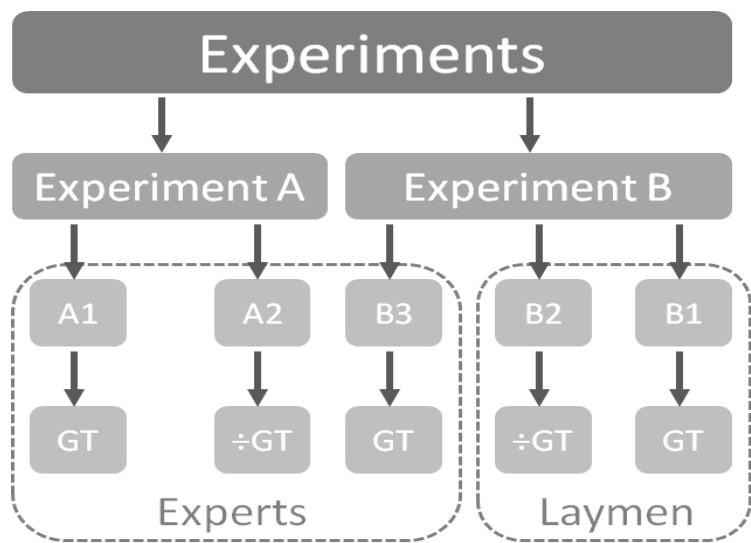


Table 1: Experiments overview

As described above, all respondents were required to answer 7-10 open questions, including ranking their own output, after they had completed the translation.

4.5 Selection of respondents

The 25 respondents were chosen on the basis of the following criteria. As explained above, the respondents were divided into five different groups (A1, A2, B1, B2, B3) before the questionnaires were sent out. Groups A1, A2 and B3 consisted of state-authorized translators (a total of 15); most of these were found and contacted through the official website of the Danish Association of State-Authorised

Translators and Interpreters. Only Danish state-authorized translators and interpreters can become members of this association³, and consequently, this was a mark of quality and assurance that all the 15 professional translator respondents in fact are certified. A few others were located through personal contacts – all of these hold positions in large Danish corporations with an in-house translation department which would require the translator to be certified.

The laymen of groups B1 and B2 were selected on various criteria. Each group contained two master students within academic fields not pertaining to linguistics and/or communication as such. Their fields of study included business law, engineering, natural sciences, and political management. Their respective universities are Roskilde University Center (RUC), Technical University of Denmark (DTU), and CBS. Consequently, these respondents can be deemed laymen as their degrees do not focus on language studies, but rather on technical, natural, and business matters.

The other layman categories pertaining to groups B1 and B2 were skilled craftsman, gymnasium (high school) student, and unskilled worker (highest level of education being elementary school). Each group contained one person from each category. It was essential to find layman respondents who covered a broad spectrum; as a result, the empirical data would encompass not only one particular layman type, but several ones thus presenting a more nuanced picture and providing the possibility of comparing the different groups.

³http://translatorforeningen.dk/fileadmin/user_upload/documents/Indmeldelsesblanket_Translatoerforeningen.pdf

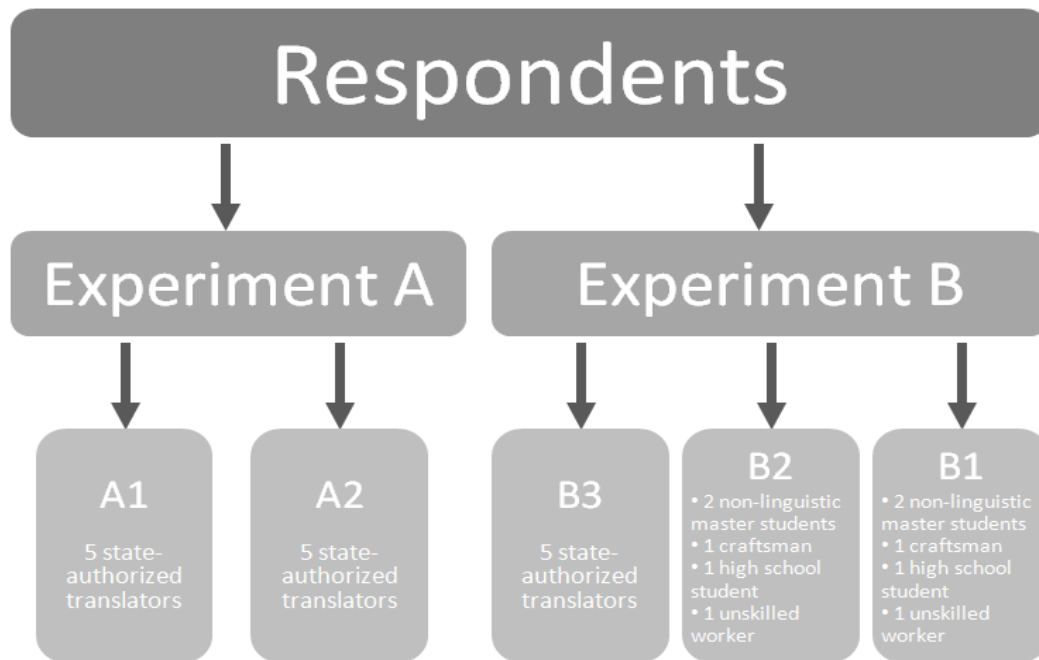


Table 2: Respondent overview

It was a challenge to assert which layman categories should be included in the study, but conclusively it was decided that the ones chosen represented four very different kinds of educational backgrounds, which was crucial in order to determine any similarities/disparities in the collected data.

All the layman respondents were found through assorted personal contacts and social networks. Finding 10 respondents with various educational backgrounds can be challenging, so the social networks were deemed a good source as they usually provide basic information of each individual. As a result, the process of finding eligible respondents was facilitated greatly, which provided a larger time frame for the respondents to prepare the self-completion questionnaire.

Due to the limits of these experiments, it was not possible to include more than five respondents in each group. As a result, it was decided to put increased focus on the master students by choosing to include two in each layman group instead of merely one as is the case with the other three respondent types. The reason for focusing slightly more on the academic category is that it is highly relevant to look into the English proficiency of master students in non-linguistic programs – and thus the results of the experiments may then (hopefully) say something about the importance (or lack of) of providing language degrees at the universities.

Naturally, 25 respondents are not representative for the entire population – far from. However, they do provide an insight into some tendencies which might be true for a larger part of the population. As stated in the delimitation chapter, one would need to conduct further research on a larger scale in order to say something more general about the various tendencies.

5. Theoretical framework

Due to the different nature of the variables to be measured, analyzed, and discussed in this master's thesis, a number of academic areas will function as its theoretical basis. Before determining which parameters will be measured (including how and why), a brief introduction to human translation (HT) and MT – based on Hutchinson (2001) – will be presented. This should provide the reader with an overview and general understanding of the differences between the two along with their mutual relationship.

As mentioned in the previous chapter, text A is a legal text. Due to the fact that legal language is a complex area of translation, a general description of this text genre (in relation to translation) will be discussed subsequently in order to provide the reader with an understanding of the textual features and challenges that exist within this genre. Thereafter, the specific parameters to be measured in connection with the respondents' translations will be classified.

Following this classification, and taking the nature of the experiments of this master's thesis into consideration, an introduction to and definition of the concept of post-editing (PE) as a theoretical tool – greatly inspired by Allen (2003) and with input from Fiederer & O'Brien (2009) – will be presented. Finally, the theory of linguistic equivalence, presented by Baker (2011), will be explained for the purpose of determining translation quality and general language proficiency of the expert and layman respondents, respectively.

5.1 Human (vs.) machine translation

Ever since MT was first initiated in the 1950's, the debate about whether MT might be an aid or a threat to the business of translators has been controversial issue (Hutchins, 2001). Historically, translators (and others with an interest in the business) have supported the general attitude that MT could be of little or no use to a professional translator who works with high translation quality. True, MT has been known to be notoriously flawed, but since the infancy of MT and up until now, major technological improvements have affected the overall quality and usability of MT creating a positive shift in attitude of the professionals of the business. One of these positive developments is the Translation Memory (TM)

system, e.g. TRADOS Workbench, which has become an integrated – often even required – and extremely helpful part of most professional translators' work life. But, as Carl, Dragsted, Elming, Hardt, & Jakobsen (2011) point out, an elementary resistance existed among translators to use these TM systems too (p. 131). This shows that despite initial skepticism within the translator community, (certain) computer aids have evolved to become the translator's ally rather than enemy. This supports Hutchins' (2001) argument that:

computer-based translation systems are not rivals to human translators, but they are aids to enable them to increase productivity in technical translation [...] (Hutchins, 2001, p. 5).

Note that Hutchins specifies the increase in productivity to be within the field of technical translation and not within translation as a whole. Traditionally, MT has been regarded to be of greater aid when translating technical texts rather than more "creative" texts as technical texts usually contain domain specific terminology and (normally) have a certain relatively fixed textual sentence structure that would be easier for an MT program to process. Moreover, the issue of style in technical texts is not considered as pivotal as in other genres, e.g. literary or legal language. Consequently, it is interesting to investigate to what extent MT is helpful in connection with translations that fall out of this category (cf. the research question of this master's thesis).

In relation to understanding MT (and its limits), Hutchins (2001) emphasizes that it is essential to distinguish between various levels of MT:

- (1) MT which aims to undertake the whole translation process, but whose output must be post-edited;
- (2) computer aids for translators; and
- (3) translation systems for the "occasional" non-translator user (raw MT output to aid comprehension) (Hutchins, 2001, p. 5).

The experiments of this thesis call upon all three levels of MT aid – but to a varying extent. Due to the nature and requirements of their profession, professional translators would always post-edit raw MT output, whereas this cannot necessarily be expected of laymen. Both groups can use the (2) option as aid in the translation process – either as dictionary or for entire sentence suggestions. Option (3) pertains only to laymen and cf. the nature of the experiments of this master's thesis, is of little relevance. Yet option (3) could be relevant to experts as well in cases where the translator had to translate a text that was not his/her first foreign language. Nevertheless, this belongs to another area of research.

Concerning option (1), Hutchins elaborates that all current MT systems produce output that must undergo post-editing if it is to attain publishable quality, and that only if the customer of the translation accepts raw MT output can it be left unedited (Hutchins, 2001, p. 6). It must be taken into consideration that Hutchins' article is more than 10 years old, and consequently, it raises the question whether this is still the case.

More about the process of and attitude towards post-editing below.

In the discussion of the relationship between HT and MT, it is important to recognize that there is no such thing as a "perfect" translation. Evidently, this comes as no surprise regarding MT, but the same idea applies to HT in that no two translators translate a text in the exact same way. Each translator has his/her personal style, which inevitably affects the TT product. Thus, according to Hutchins, the use of MT is contingent upon its cost effectiveness, and should be regarded as a means to an end in the particular translation situation (2001, p. 9).

Finally, Hutchins argues that MT and HT cannot be compared since the way in which the two parties translate is utterly different. He claims that MT is arguably not translation at all, but merely a "manipulator[s] of symbols", whereas traditional HT involves using cultural and linguistic skills in order to achieve a TT of high quality (2001, p. 11).

5.2 Translating legal texts

One of the most complex translation tasks is the translation of legal texts. As stated above, since text A is such text, this part seeks to elucidate why this is indeed so.

In order to address the issue of MT and legal translation, Yates (2006) made a research article in which she evaluated how well a MT system (Babel Fish) translated two different legal texts. In connection with this, she presents reasons why legal translation indeed is such a complicated matter. She draws upon Tiersma (1999), who writes that:

[Legal language]diverges in many ways from ordinary speech, far more than the technical languages of most other professions (Tiersma, 1999, p. 49).

According to Yates (2006), Tiersma (1999) discusses many of the characteristics of legal English that set it apart from ordinary language. Naturally, many of these characteristics are specific to the English language, but numerous others are universal in most legal languages (Yates, 2006, p. 486). Moreover, Yates (2006) points out that Tiersma's (1999) observation of English legal language having long and complex sentences with unusual word order which contributes to making it hard to comprehend, is a feature which is evident in the Mexican and German legal ST(s) which she analyzed as well. This characteristic applies to Danish legal language as well.

As many scholars agree on, e.g. Lundquist (2005) and Schjoldager (2008), comprehension of the ST is vital in order to translate any text successfully. Taking Tiersma's above observation into consideration, this is exactly why it can be so challenging to translate legal material – the basic understanding of the text is a challenging task in itself which requires solid background knowledge of both the source- and target legal systems. As mentioned in the introduction, this is a major reason why a company wishing to engage in such translation tasks should choose state-authorized translators since these have received thorough education on the subject⁴.

In addition to the linguistic nature of legal language, Yates (2006) notes that one of the largest obstacles to successful translation of legal texts is the lack of one-to-one correlation between concepts and terms in the SL and TL (p. 486). She refers to Šarčević (1997) who notes that law, unlike e.g. medicine and computer science, remains first and foremost a national phenomenon (Šarčević, 1997, p. 13). Consequently, these independent (national) law systems have their own specific terminology, concepts, methods etc., and Šarčević adds that:

Due to differences in historical and cultural development, the elements of the source legal system cannot be simply transposed into the target legal system. As a result, the main challenge to the legal translator is the incongruenc[e] of legal systems (Šarčević, 1997, p. 13).

Because of the precision required in legal language, an extremely high quality standard is necessary when translated texts are to be used in actual legal practice (Yates, 2006, p. 491). In support of this, all of the above-mentioned aspects are aspects which deal with the specific expertise of traditional HT in that cultural and linguistic proficiency is indeed highly needed in order to translate a legal text

⁴ As described in the delimitation chapter, the state-authorized translators referred to in this master's thesis are the ones educated at the 2-year master's program at Copenhagen Business School.

successfully (see above). Consequently, it will be of great interest to determine to what extent GT aids or hinders this process.

5.3 Parameters to be measured – the FEMTI model

The parameters of interest to this study include time spent on translation, quality of translation, and the differences between the expert and layman respondent groups, along with the differences between the layman types respectively, in relation to varying English proficiency, educational background and more.

While time is easily measured (all respondents were asked to provide their exact time spent on the translation), quality is not. Consequently, it was necessary to establish a framework including various parameters to be measured. The model chosen for this was FEMTI (*Framework for the Evaluation of Machine Translation*). Back in the nineties, the EU and the American National Science Foundation collaborated on initiating and financing an international project called ISLE (*International Standards for Language Engineering*). The goal of ISLE is to support HLT (*Human Language Technologies*) projects, as well as national projects, by developing standards for language resources and the tools to prepare these (ISLE, 2000).

The ISLE project's standards for evaluation of MT are compiled in FEMTI. The strength of FEMTI is that it covers many different categories (such as e.g. grammar and style), which makes it possible for the evaluator to focus not only on the translation itself – but also on the context and purpose of the translation (ISLE, 2003). For these reasons, FEMTI is a useful tool to evaluate translation quality.

FEMTI covers an array of evaluation categories, but due to the (limited) length of this master's thesis, five specific categories have been singled out in order to measure the quality of the respondents' translations. These categories were chosen on the basis of relevance and usability (in relation to the specific experiments) and include⁵:

- 1) Grammar/syntax (FEMTI 2003: 2.2.1.3.3):

⁵ For a full list of categories, please see: <http://www.isi.edu/natural-language/mteval/framed-glossary.html>

- *Degree to which the output respects the reference grammatical rules of the target language*

2) Terminology (FEMTI 2003: 2.2.1.2.3)

- *Correct translation of various terms*

3) Correctness (FEMTI 2003: 2.2.1.2.1)

- *Measurement of the correctness of the information transferred from the source language to the target language⁶*

4) Readability (FEMTI 2003: 2.2.1.1.1.1)

- *The extent to which a sentence reads naturally, i.e. the clarity of the translation to the reader.*

5) Style/register (FEMTI 2003: 2.2.1.1.2.2)

- *This is a subjective evaluation of the correctness of the style of each sentence⁷. This quality is also commonly referred to as "register" and includes features such as degree of formality, tone, and lexical choices.*

Grammar/syntax is vital as error category because it encompasses (basic) errors related to the respondents' language abilities. In this master's thesis, common areas covered by this category are subject-verb agreement, position of adverb(s), verb tense, commas (and lack of), and date format. Finally, spelling mistakes fall into this category as well.

Terminology covers the respondents' choice of words; both technical terms and more common ones. It is an important category in relation to the two texts of the experiments because both of them contain technical terminology which must be translated correctly in order to provide the reader with the best possible understanding of the content.

⁶ Halliday in Van Slype's Critical Report: <http://www.issco.unige.ch/en/research/projects/isle/van.slype.pdf>

⁷ In Van Slype, G. 1978. Evaluation of the 1978 Version of the SYSTRAN English-French Automatic system of the Commission of the European Communities. <http://www.isi.edu/natural-language/mteval/refs.html#VAN78>

Correctness deals with whether the TT renders the same meaning as the ST. Consequently, something translated/written in a gibberish manner falls into this category. Covered by this category are also ST words (or parts of) which have not been translated at all along with typing errors.

Readability is a less “severe” error category, as it pertains to how well the sentence/text reads on an overall level and not specific grammar/terminology errors. Thus a given sentence may be grammatically correct, but not necessarily a pleasure to read. Readability, however, is quite difficult to measure specifically as it is based on the reader’s personal impression of the text and not merely laid-down grammatical rules; readability can be argued to be a mix of all the categories together since it assesses the overall “accuracy/functionality” of the text – this is why it is a significant parameter for these experiments. It is important to note that a text can be grammatically correct, but still not read well. This indicates that not only must the translator know the linguistic rules of both ST and TT languages/he must also be an apt writer.

Style/register concerns many of the same areas as readability. Simultaneously, as noted in FEMTI (2003), this category differs from readability since a text can be highly readable but in an inappropriate style/manner. Due to the finesse connected to this parameter, style and register is one of the last things one learns to master – and consequently interesting to measure on. In connection with the experiments of this master’s thesis, it is a central category because of the (relative) complex nature of the texts – especially regarding the legal text (A). In order to be able to translate LSP texts successfully, it is necessary to possess the ability to apply the appropriate register in order to ensure that the text/translation fulfills the stylistic expectations of the given genre. Thus one of the major elements of this category is level of formality – which is closely connected to the terminology parameter as well. Finally, it provides an indication of the linguistic level of the person translating. All these aspects contribute to making style/register an essential error category in relation to this thesis’ experiments.

As the keen reader will have noticed, FEMTI focuses on the evaluation of MT, and as stated in the this (and the previous) chapter(s), this master’s thesis does not deal specifically with the evaluation of MT as such, but rather with the overall translation process of laymen and experts with and without MT aid (in the form of GT), respectively. However, despite FEMTI being an evaluation tool for MT, I find that the categories set up in FEMTI are highly relevant to any kind of translation – whether it be (traditional) HT or MT, or a mix. Consequently, I see no reason why the FEMTI model cannot be applied to measure the translation quality of this thesis’ respondents.

5.4 Post-editing

Having established the specific parameters that are to be measured on in connection with the quality of the respondents' translations, the process of PE will now be ascertained. The concept of PE is relevant for this master's thesis because all the respondents were involved in it – some performed it on a MT output, while others had to post-edit (or rather review/proofread) their own HT. What can be assumed, however, is that some respondents probably did it to greater extent than others.

In connection with MT in general, PE is also highly relevant since the combination of the two provides the translator with the opportunity to increase his/her translation output on a whole due to a reduction in translation time (however, as discussed above, it is highly debatable whether MT is suitable for all text genres). This is closely related to the experiments of this master's thesis, as some of the hypotheses stated in the introduction chapter seek to ascertain whether MT with PE can achieve the same (or higher?) quality of traditional HT.

As described in the beginning of this chapter, the clarification of the PE concept will be based on Allen (2003). He is internationally known for his studies on MT and PE, and consequently he is ideal to use as the foundation for this theoretical part.

In his article, Allen draws on other scholars in order to provide a definition of the term PE, saying that it is *“a term used for the correction of machine translation output by human linguists/editors”* (Veale & May, 1997) and that *“post-editing entails correction of a pre-translated text rather than translation “from scratch””* (Wagner, 1985). As Allen puts it:

The task of the post-editor is to edit, modify and/or correct pre-translated text that has been processed by an MT system from a source language into (a) target language(s) (Allen, 2003, p. 297).

As to the question why PE is important enough to be recognized as a field of its own, Allen (2003) refers to the subject of MT explaining that due to globalization, MT has become an essential part of the translation and localization businesses. Companies have expanded to far-off markets, and it is no longer possible to base one's commercial expectations on a single language as the sole medium of communication. Consequently, the expansion of the localization industry is a result of globalization, and for companies to be successful they must present themselves in a multilingual way. In relation to documents that are to be published, this results in the appliance of PE on MT output, assuming that MT

quality on its own is still insufficient, making PE an essential part of the translation and localization process (Allen, 2003, p. 299-300).

Fiederer and O'Brien (2009) agree with Allen (2003); in their article they present several reasons why the interest in, and demand for, MT increases; the wish to penetrate new markets, the requirement to publish SL material into TL material instantly, and the on-going requirement to reduce translation costs (Fiederer and O'Brien, 2009, p. 52). They support Hutchins' (2001) statement that "*MT systems produce output that must undergo post-editing if it is to attain publishable quality*"⁸ by asserting that if used for publication purposes, the MT translation (normally) requires some level of PE (Fiederer & O'Brien, 2009, p. 53). This illustrates that a similar interest in, and demand for, should be attributed to PE.

According to Allen (2003), PE can be performed on various levels ranging from "minimal post-editing" to "full post-editing". Naturally, minimal PE should not be applied in cases where the document is to be published – Allen (2003) explains that the term itself is a fuzzy wide-range category because it often depends on how the individual translator/post-editor defines and implement the "minimum" amount of changes to the MT output (p. 304).

Full PE, on the other hand, implies a high level of quality of the resulting texts, and the question is then whether it would be faster for the translator to post-edit the raw MT output or simply translate the document from scratch (Allen, 2003, p. 306). Consequently, PE is based on the purpose of the text (internal vs. external communication), and a common issue is to strike the right balance between editing too much vs. too little (ergo, spending too much or too little time on the PE process).

In addition to this is the notion of MT bias meaning that the translator may settle for the MT solution because s/he is "blinded" by it. Contrarily, the translator may correct a MT suggestion which was initially accurate simply because s/he is suspicious of the abilities of MT system on beforehand.

In connection with above-mentioned PE concerns, Fiederer and O'Brien (2009, p. 57) comment on the specific issue of style in a post-edited MT text supporting that translators are at the risk of being "seduced" by the MT output and thus merely "accept" what the computer offers. In order to elucidate the professional translator's relationship to style and MT, they draw on Hutchins and Somers (1992), who argue that:

⁸ See Human (vs.) machine translation above

Translators are naturally reluctant to be responsible for what they consider an inferior product. Their instinct is to revise MT output to a quality expected from human translators, and they are as concerned with “stylistic” quality as with accuracy and intelligibility (Hutchins and Somers, 1992, p. 173).

This statement relates back to the issue concerning minimal vs. full PE and the issues a translator must deal with when s/he receives a MT text to be post-edited.

In their study, Fiederer and O’Brien (2009) analyzed MT with PE compared to HT. One of the parameters to be measured was “style”, and it was in fact the only one on which HT won. The other two parameters were “clarity” and “accuracy” and in both cases MT with PE were on the same level (even slightly better in one case) as HT (p. 63). The text genre investigated was a user guide.

The study carried out by Carl et al. (2011) indicated the same results; the PE process resulted in a modest improvement in quality compared to HT and the translation speed was somewhat faster (p. 131, 141). The texts used in the experiment were news paper articles⁹.

Since some of the hypotheses of this master’s thesis seek to investigate some of the same issues as the above-mentioned ones, the results that these articles present are highly relevant – not to say remarkable. To refer back to Hutchins’ (2001) notion about MT and HT not being in competition, but rather completion, along with the fact that MT with PE is here to stay, they should consequently be implemented in the translation/localization business (to a discussable degree) rather than discarded completely. As proved in the studies of Fiederer & O’Brien (2009) and Carl et al. (2011), MT (with PE) has evolved greatly during the last decade and cannot be disregarded as an entirely unprofessional translation method. It will be interesting to clarify to what degree this is pertinent to the different text genres of the experiments along with the various educational backgrounds of the respondents of this master’s thesis.

5.5 Linguistic and cultural equivalence

The final theoretical framework to be included in this thesis is that concerning equivalence in translation, i.e. equivalence between the SL/ST and TL/TT. The theory of equivalence is relevant for this

⁹ This genre shares similarities with the genre of text B in this master’s thesis’ experiment (general business text).

master's thesis because it concerns the translation process (that is, how do people/translators translate, which factors influence this process, and which devices can the authors draw on in order to overcome linguistic/cultural obstacles). Consequently, this theoretical framework will be an aid in determining the English proficiency of the laymen and expert respondents of this thesis, respectively.

There are many well-known scholars who have dealt with equivalence, e.g. Vinay and Darbelnet (1995), Nida and Taber (1969; 1982), Catford (1965), and House (1977), but the reason for choosing Baker (2011) for this master's thesis is that she combines the notions of linguistic and cultural equivalence and thus does not stick to merely one or the other – in doing so, she recognizes that the art of translation is not only performed on word level but also on context/communicative level. Moreover, Baker (2011) writes in a clear and straightforward way along with providing many practical examples, which makes it easier to understand the facets of the theory.

Baker (2011) provides a detailed description of equivalence which entails mainly four classifications (or rather levels); equivalence at and above word level; grammatical equivalence; textual equivalence; and pragmatic equivalence. Thus the organization of her theoretical presentation is hierarchical and based on a straight-forward principle: it starts at the simplest level and grows in complexity (Baker, 2011, p. 4).

Please note that in her book on translation equivalence, Baker is very elaborate, but due to the limited length of this thesis it will not be possible to deal with all her terms, concepts, and examples. Therefore, only the most relevant ones will be included in this theoretical presentation.

5.5.1 Equivalence at and above word level

According to Baker (2011), non-equivalence at word level means that the TL has no direct equivalence for a word which occurs in the ST (p. 18). As Baker points out, it cannot be assumed that there (always) is a one-to-one relationship between word and meaning across different languages. She provides an example with the English word *type* which translates into Spanish as *pasar a maquina* (p. 10) – one word in the SL translates into three in the TL. An example in English/Danish is *make a mistake/tage fejl*; *make* and *tage* are two different verbs with two different meanings (i.e. not a direct translation), but the outcome represents the same meaning in both languages, respectively. Moreover, the English version contains an article, which is not the case in the Danish one.

In addition to this, Baker (2011) adds that culture-specific concepts may prove difficult to translate as it is necessary to know the meaning and function of the SL word and then provide an equivalent (and/or explanation hereof) in the TL. Baker (2011) gives the example of *Speaker* (of the House of Commons) which is a term specifically connected to the British political system and consequently cannot (necessarily) be translated directly into the TL.

Equivalence above word level, on the other hand, goes a step further and relates to the combination of words to create stretches of language (Baker, 2011, p. 51). As she explains, words rarely occur on their own, they almost always occur in company with other words. The essential thing to note here is that words are not strung together at random in any language; there are always restrictions concerning the ways they can be combined to create meaning (Baker, 2011, p. 51). Baker elaborates to say that restrictions which have no exceptions – particularly those which apply to classes of words rather than individual ones – are usually written down in the form of rules. An exemplification of this is the rule that a determiner can never come after the noun in English. Some restrictions cannot be expressed in the form of rules; nevertheless they can be identified as recurrent patterns in the language (Baker, 2011, p. 51). Equivalence above word-level deals with this lexical patterning and includes the “likelihood” of certain words occurring with other words. Consequently, the translator must be aware of the differences in the lexical patterning of both the SL and the TL, respectively. Areas of complexity include idioms and fixed expressions since a high level of linguistic proficiency is required by the foreign language speaker in order to fully understand their meanings and way of use.

5.5.2 Grammatical equivalence

Grammatical equivalence refers to the diversity of grammatical categories across languages. According to Baker (2011), grammar is:

the set of rules which determine the way in which units such as words and phrases can be combined in a language [...] (Baker, 2011, p. 92)

Syntax is a focal part of a language’s grammar. It covers the grammatical structure of groups, clauses, and sentences, i.e. how the specific language is “built up”. The syntactic order of a language imposes restrictions on the way messages may be organized in that specific language (Baker, 2011, p. 120). Consequently, syntax deals with the linear sequences of classes of words such as noun, verb, adverb,

and adjective (and functional elements such as subject, predicator, and object) which are allowed in a given language (Baker, 2011, p. 93).

Baker (2011) notes that grammatical rules may vary across languages and that this may pose problems in terms of finding a direct correspondence between the SL and the TL. In relation to this, Baker (2011) claims that different grammatical structures in the SL and TL may cause changes in the way the information or message is carried across. These changes may include either adding or omitting information in the TT because of the lack of a particular grammatical category in the TL itself (Baker, 2011, p. 95-96). According to Baker, grammatical categories which may cause problems in translation are number, gender, person, tense and aspect, and voice.

5.5.3 Textual equivalence

Textual equivalence deals with the equivalence between a SL text and a TL text in terms of information, organization, and cohesion. Whereas equivalence above word level dealt with word order (see above), textual equivalence deals with the sentence structure and choice of word(s). Thus this level concerns whether sentence sequences fit into the given context and the surrounding textual environment (Baker, 2011, p. 135). According to Baker (2011), cohesion is:

The network of lexical, grammatical and other relations which provide links between various parts of a text (Baker, 2011, p. 190).

She elaborates that these relations organize and create a text because they create reference to other words and expressions in the surrounding sentences and paragraphs. Contrarily to coherence, cohesion is a surface relation; it connects the actual words and expressions that we can see (Baker, 2011, p. 190). An example of this is e.g. conjunctions.

Textual equivalence also refers to whether a translation conforms to the ST- or TT patterns of cohesion; this depends on the analysis of the purpose of the translation along with the amount of freedom a translator is given in relation to re-ordering the structure of the text. By following SL norms, the translator may not change much in the overall meaning, but simultaneously, noticeable deviation from typical TL information and signaling patterns may result in a TT that sounds unnatural (Baker, 2011, p. 210). Obviously, this is not to be aimed for by (professional) translators.

To sum up, in order for the translator to establish the proper cohesive links in a TT, it is vital that s/he understands the nature of both SL and TL. Moreover, as to ensure the appropriate style of the TT, the text type must be taken into consideration during the translation process.

5.5.4 Pragmatic equivalence

According to Baker (2011), this (final) level of equivalence concerns if and how a text “makes sense” for the target audience. Consequently, pragmatic equivalence goes beyond the textual level of connecting sentences and paragraphs along with identifying various textual features (p. 230). Thus pragmatic equivalence deals with the meaning and communicative situation of a text in a given context. Simply put, pragmatics is the study of language in use and is extremely relevant in relation to cross-cultural communication (Baker, 2011, p. 230).

One notion in pragmatics is coherence. Like cohesion, coherence is a network of relations which organizes and creates a text, but whereas cohesion was the network of surface relation (see above), coherence is the network of conceptual relations which underlie the surface text (Baker, 2011, p. 230). Baker elaborates that a text can easily contain cohesive markers (such as conjunctions), but if these markers do not refer back to a meaningful unit, the reader will fail to make sense of the text (the text will be cohesive but not coherent). Thus coherence pertains to the reader’s evaluation and understanding of the text, and this is highly affected by the person’s expectations and experiences of the world; different societies have different perspectives of the world and how things are related to each other (Baker, 2011, p. 232).

Context is another essential part of pragmatics. Context is the language user’s sense of what is socially and textually appropriate in a given (linguistic) situation and concepts such as politeness are thus included here (Baker, 2011, p. 252).

Finally, the notion of background knowledge is relevant as well. An example of this is that translators have to decide whether to omit or add information based on their assumption of the level of the background knowledge of the target audience. Naturally, this can be a challenging task.

In conclusion, Baker (2011) explains that cohesion is a problematic notion because of the diversity of the (non-)linguistic factors which can influence it. She explains how the mistranslation of a single item can

obstruct the entire meaning of the sentence and thus affect coherence negatively. The fact that many of these factors are language- and/or culture-specific only adds to the complexity of the problem (Baker, 2011, p. 262). Consequently, in order to produce a successful translation it is of utmost importance that the translator understands both the world (culture) of the SL and the TL.

In connection with Baker's hierarchical approach, it goes without saying that persons engaging in translation must master the previous levels in order to master this one; it is not possible to ensure cohesion and coherence if the basic grammatical rules of the TL are not complied with.

As stated in the beginning, Baker is vital for this study because her levels of equivalence can give an insight to some of this master's thesis' hypotheses concerning linguistic proficiency between laymen/experts and laymen/laymen, respectively.

6. Analysis and discussion

6.1 Overview

This chapter seeks to analyze and discuss the empirical data and subsequent results obtained from the translation exercises and self-completion questionnaires of the 25 respondents. In order to facilitate the reader and create an overview, this chapter is made up of several separated (but interdependent) parts.

Initially, a brief introduction to the practical hands-on analysis of the collected data along with a preliminary explanation of nature of the associated tables will be laid out.

Following this, the raw GT translations will be discussed with regards to translation quality and text genre complexity – all conceptualized by relevant theory.

The main body of this chapter consists of the analysis of the respondents' translations in experiments A and B, respectively. The results will be presented in tables and discussed accordingly, but due to the limits of this study, the errors chosen specifically for discussion are presented in Appendices 33-35.

Despite the logic in presenting the experiments in alphabetical order, I have chosen to start with the analysis and discussion of experiment B. The main reason for this is that experiment B contains laymen and a simpler ST. Consequently, the initial focus is on translation on a “lower” level than that of professional state-authorized translators. Next to dealing with the less complex text first, this contributes to give the reader a sense of hierarchy; as with the organization of Baker's (2011) theories on equivalence, it is a straight-forward principle: it starts with the less advanced text type and finishes with the more difficult one.

Following the presentation of the empirical data concerning the respondents' translations, the results will be put in a theoretical perspective drawing on the theory presented in the theory chapter above. This ensures close correlation between the practical and theoretical aspects of this master's thesis. Finally, this will seek to provide an insight into (a possible) connection between language proficiency, educational background, and translation quality.

The second empirical part of this master's thesis, the self-completion questionnaires, will be analyzed and discussed hereafter. The results of the self-completion questionnaires – full and condensed versions

– may be found in Appendices 8-32 and 36-40.

The answers provided by the respondents will be assessed and combined with the empirical translation data evaluated in the previous part(s). Thus the various attitudes of the respondents will be presented taking into consideration a comparison of and/or correlation between the actual empirical translation data and the respondents' personal attitudes towards GT, their final product, and more.

Finally, all the above-mentioned aspects will be employed and assessed to either refute or support the hypotheses of this master's thesis.

6.2 Introduction to empirical data

In order to analyze the collected empirical data and create an overview of the results, the raw GT translation output of texts A and B were thoroughly proofread. With reference to the chosen error categories of the FEMTI model (described in the theory chapter above), the errors found in the raw GT translations were color marked; grammar/syntax = pink, terminology = blue, correctness = grey, readability = green, and style/register = yellow (see also Appendices 5-6). The colors do not carry any value but were simply chosen at random.

Subsequently, all the respondents' translations were assessed and the located errors were color marked in the same way as in the raw GT output (see Appendices 8-32). In the end, all errors were counted and inserted in tables in order to facilitate an accessible overview (see table 3). Consequently, there are tables showing translation speed (including post-editing) (see tables 6-8), individual/total errors as well as tables specifically concerning the B1 and B2 layman groups (see tables 4-5).

Pertaining to both experiments, a number of reoccurring errors have been singled out for in-depth analysis (see Appendices 33-35); these will consequently form the foundation of the analysis and discussion of the empirical translation data. Due to the limited nature of this master's thesis, it was not possible to perform such analysis on all errors made by the respondents. With this in mind, the tables in Appendices 33-35 are made up of four columns; one showing the actual error, one describing how many and which respondents made the error in question, one depicting the type of error (related to the five chosen FEMTI categories), and the last one containing preliminary observations and comments.

Naturally, some errors are of more interest and relevance than others, so the same amount of time and effort will not necessarily be spent on all of them. For the purpose of facilitation, all the singled-out errors will be arranged according to error category (grammar/syntax, terminology, correctness, readability, style/register). Please note, however, that when an error belongs to more than one category, it falls under “multiple error” – the exact error categories are then described in the comments column.

Due to the overall readability and comprehension of these tables, some error entries are inserted in their Danish SL form instead of the English TL.

In connection with the self-completion questionnaires, the individual answers of the respondents were divided according to respondent group. This means that the answers provided by the various layman types in groups B1 and B2, respectively, are all collected in one table with no regard to the specific type of layman (see Appendices 36-40). Considering the nature of the questionnaires (each specifically targeted at layman/expert with/without GT), this was the most logical and manageable way to categorize the answers.

The answers of all 25 respondents were reviewed and condensed with the purpose of presenting the overall meaning in well-arranged tables. Moreover, the respondent no. was added to facilitate which respondent(s) said what.

6.3 Raw GT texts A and B

The respondents of both groups A and B who were to translate with the aid of GT were asked to copy/paste the entire ST into GT with DA-ENG settings. Subsequently, they were to copy/paste the entire raw translation back into a Word document with the purpose of reviewing/post-editing the result until they were satisfied. The Danish ST version of text A consisted of 189 words and text B of 183 words. The two English TT texts contain 200 and 194 words, respectively.

As explained in the methodology chapter, text A is a legal text (letter rogatory/letter of request/*retsanmodning*) whereas text B is a more general (economic) business text. Consequently, the two vary with regards to the complexity of terminology, sentence structure etc. It was important to include both levels of text types in order to accommodate laymen and experts alike. If the experts would

have been given only the simpler business text, it would not reflect their real life work situation properly. Simultaneously, it would not have been realistic to ask laymen to translate a highly complicated legal text. Moreover, including two different text types would test the abilities of GT better than if only one was chosen.

As stated above, both of the raw texts were analyzed and color marked according to the five selected FEMTI categories. Below is the overview of the total amount of errors that each respondent group had along with the raw GT outputs.

Error categories	Respondent groups					Raw GT outputs	
	A1	A2	B1	B2	B3	Text B	Text A
1) Grammar/syntax	38 (av. 7.6)	23 (av. 4.6)	85 (av. 17)	115 (av. 23)	34 (av. 6.8)	19	29
2) Terminology	56 (av. 11.2)	42 (av. 8.4)	62 (av. 12.4)	65 (av. 13)	26 (av. 5.2)	10	21
3) Correctness	6 (av. 1.2)	3 (av. 0.6)	8 (av. 1.6)	11 (av. 2.2)	1 (av. 0.2)	5	5
4) Readability	24 (av. 4.8)	6 (av. 1.2)	32 (av. 6.4)	36 (av. 7.2)	17 (av. 3.4)	8	10
5) Style/register	43 (av. 8.6)	32 (av. 6.4)	61 (av. 12.2)	85 (av. 17)	39 (av. 7.8)	16	13
Total amount of errors	167	106	239	309	117	56	78
Average per respondent	33.4	21.2	47.8	61.8	23.4	56	78

Table 3. Total error overview of all groups

As can be seen from table 3 above, the total number of errors amounted to 78 for text A without performing any PE. Of these

- 29 were related to grammar/syntax;
- 21 to terminology;
- 5 to correctness;
- 10 to readability;
- and 13 to style/register

The errors of text B were a total of 56 and included:

- 19 grammar/syntax;
- 10 terminology;
- 5 correctness;

- 8 readability;
- 16 style/register

For the sake of convenience, grammar/syntax and style/register will be referred to as simply grammar and style onwards. Looking at these results, it is evident that the amount of errors in each text follows the same pattern; there is a clear majority of grammar errors (29 and 19, respectively) whereas correction errors are relatively limited (both texts contain 5). In connection with the three other categories (terminology, readability, style), both texts have app. the same number of errors (proportional to the total amount of errors). Looking at the number of errors isolated, it can be argued that there is a connection between the complexity of the ST and the GT translation quality of the TT. This correlates to Yates (2006), who argues that there are textual and non-textual features which make legal texts more difficult to translate than common texts (cf. theory chapter, p. 23).

It is obvious that GT's major translation difficulties are related to grammar and subsequently terminology and style. However, the number of correctness errors should not be underestimated as, cf. the error definition in FEMTI in the theory chapter, p. 25, these errors are the most "serious" ones in that they distort the original meaning of ST elements in the TT. Style and readability, on the other hand, are connected to the surface linguistic finish of a text. However, it should be noted that a TT which misrepresents the meaning of the ST stylistically may fail to get the intended ST message across, e.g. if the style of the TT does not comply with the text genre. This may cause confusion for the reader. Regarding the relatively low number of readability errors, it is important to stress that readability is difficult to measure on in a concrete manner and consequently, the TT may read "worse" than the number of errors indicates. This applies to the respondents' translations as well, but more on this below.

In relation to Baker's (2011) theory of equivalence, both texts A and B have problems obtaining a high degree of equivalence – this pertains to all levels, i.e. equivalence at and above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence. The raw GT translations manage to convey the overall meaning of the ST, which indicates that they do in fact reach fairly decent equivalence at and above word level. However, the number of grammar errors results in limited grammatical equivalence. In spite of the problems with grammatical equivalence, both texts reach some level of textual equivalence in that they transfer most information to an understandable degree. Simultaneously, nevertheless, there are multiple examples of incorrect sentence structure which affects the overall readability of the TT. Moreover, the choice of words in the TT does not match the ST in several cases –

both stylistically and terminology wise.

Another significant factor which affects the overall translation equivalence negatively is the conspicuous mistranslation of elements such as the headline in text B (*“Sighted Black American Consumer, hopeful?”*), failure to translate the Danish word *“vanskeligere”* entirely along with the translation of *“Byretten i Tåstrup”* to *“the Court on the outskirts”*. Despite the fact that the number of readability and terminology errors are relatively low, blunders like these – amusing as they may be – cause a low pragmatic equivalence between ST and TT because the reader of the TT will have a hard time understanding what is being said. Accordingly, GT fails to convey culturally specific terms successfully in a number of instances.

With all of the above-mentioned being said I must confess, however, that I was positively surprised by the capabilities of GT’s abilities to translate these texts – I had expected a much poorer result (especially considering that respondent groups B1 and B2 all reach a number of errors which is either higher or very close to that of GT. More about this below). An example of a positive GT surprise is its solutions *“inaugurate”* and *“initiatives to boost the economy”* in text B and in text A GT almost gets the name of the convention correct.

With foundations like these it is actually imaginable that GT can provide an OK base from which the translator can post-edit (and thus save time). Nevertheless, taking the actual translation quality of the raw GT outputs into consideration, it must be concluded that Hutchins (2001) is still right when it comes to MT: MT texts must be post-edited by a human translator in order to obtain publishable quality.

6.4 Empirical data and results; experiments A and B

As stated above, the amount and type of errors, the singled-out errors, along with translation time, will form the foundation of the analysis and discussion of the empirical data and results derived from the respondents’ translations.

6.4.1 Experiment B

6.4.1.1 Respondent groups B1 and B2

Following above-mentioned method concerning a straight-forward approach starting with the “simplest” unit and then moving on to the more advanced ones, layman groups B1 and B2 will be analyzed first. The “professional” group B3 containing five state-authorized translators will then be presented accordingly.

Experiment B is special in the way that it contains both laymen (groups B1 and B2) and experts (group B3). Furthermore, groups B1 and B2 are subsequently divided into four different kinds of laymen; two non-linguistic master students, one craftsman, one high school student, and one unskilled worker (per group). B1 was asked to use GT, B2 to translate the traditional way (without GT).

As can be seen from table 3 on p. 39 above, B2 has more errors than B1 in every single error category resulting in a total number of errors of

- 239 (av. 47.8) for B1;
- and 309 (av. 61.8) for B2;
- i.e. 70 errors more for B2 than B1 in total (see table 3 above).

Especially the two categories grammar and style show great variance with a difference of

- 30 errors in grammar (115 vs. 85) and
- 24 in style (61 vs. 85)

The other three categories (terminology, correctness, readability) only differ with 4, 3 and 4 errors, respectively.

The overview of the specific number of errors of the layman groups can be seen below in tables 4 and 5. Please note that each group table is divided into respondent type in order to elucidate the amount of errors per type and not just per group as a whole. By doing so, it will be easier to ascertain if there is a link between translation quality and educational background.

Each error category will be dealt with separately below.

Group B1						
Type of respondents	Errors					
	Grammar	Terminology	Correctness	Readability	Style	Total
1) Master students (no. 16+17)	27 (av. 13.5)	23 (av. 11.5)	1 (av. 0.5)	12 (av. 6)	18 (av. 9)	81 (av. 40.5)
2) Craftsman (no. 20)	22	8	3	8	15	56
3) High school student (no. 22)	12	13	1	7	14	47
4) Unskilled worker (no. 24)	24	9	3	5	14	55
Total	85	53	8	32	61	239

Table 4. Specific B1 error table

Group B2						
Type of respondents	Errors					
	Grammar	Terminology	Correctness	Readability	Style	Total
1) Master students (no. 18+19)	34 (av. 17)	29 (av. 14.5)	3 (av. 1.5)	11 (av. 5.5)	29 (av. 14.5)	106 (av. 53)
2) Craftsman (no. 21)	44	12	1	7	15	79
3) High school student (no. 23)	19	7	2	8	20	56
4) Unskilled worker (no. 25)	18	9	5	10	26	68
Total	115	57	11	36	90	309

Table 5. Specific B2 error table

The following part will contain an analysis and discussion of selected errors arranged according to each error category (the overviews of the selected errors are shown in Appendices 33-35). Please note that not all error categories necessarily are represented and that errors which belong to more than one category are discussed in the “Multiple error” part. Finally, due to the limits of this master’s thesis, all errors in the below table could not be discussed in detail and as a result, only the most interesting, relevant and frequent errors will be commented on. Therefore, the table contains more error entries than will necessarily be discussed below.

Grammar

As pointed out above, the grammar error category is one of the categories with the highest number of

errors – for both groups B1 and B2. The grammar errors to be discussed include “*in December*”, “*in/on the market*”, “*their jobs/job*”, and “*on 20 January*”.

As stated in the comments column of Appendix 33, the first error, “*in December*”, counts as an error because of the position of the adverb. According to Swan (2005), the position of the adverb in English (as opposed to Danish) should be front position (see Swan 22.6). In the raw GT output, GT translates this incorrectly and puts the adverb in mid-position. All B1 and 4/5 B2 respondents do the same.

Consequently, in connection with B1, it can be claimed that they all fall victim to GT bias. In relation to the B2 respondents, a possible reason for making this mistake is that they lean against the Danish ST too closely and thus transfer the Danish word order instead of the English one. Finally, it may also suggest that 9/10 of the layman respondents do not possess sufficient language proficiency to detect and determine that “*in December*” (the adverb) should be front positioned in the English TT.

The error “*in/on the market*” is a preposition error; the correct one to use in this case would be “*for the market*”¹⁰. As was the case above, GT makes this mistake resulting in 4/5 B1 respondents making it as well. Only one corrects it, and consequently, the possibility of GT bias is highly relevant here as well. Equally, it seems that the majority of the B2 respondents are too influenced by the Danish ST. To be fair, however, the Danish preposition “*på*” (arbejdsmarkedet) is incorrect as well; it should be “*for*”. Due to this fact, it is plausible that GT and the respondents may have translated the preposition differently/correctly.

As opposed to above errors, the error “*their jobs/job*”, is actually an example of positive GT bias. The error pertains to the distributive plural, and according to Swan (2005) the distributive plural in English prefers a plural noun in connection with people doing the same thing or if there are possessives (which is the case here) (see Swan 530). Probably because GT translates it correctly, no B1 respondents make this error. Contrarily to English, in Danish the singular version “*job*” would be the right choice, and thus it is a positive surprise that only one B2 respondent fails to translate this correctly.

The last error, “*on 20 January*” does not pertain to the position of the adverb (both front and end position is possible), but rather to the date format, i.e. the difference between British (BE) and American English (AE). In BE, the date is written as above, whereas in AE it would be “*on January 20*”. Both should

¹⁰ See British National Corpus, <http://bnc.bl.uk/saraWeb.php?qy=the+prospects+for&mysubmit=Go>

be without “*of*” and “*th*” after the number. The problem with the date format arises because the word “*labour/labor*” is present in the TT (different AE and BE spellings). Consequently, it counts as an error if the respondent fails to ensure correlation between the use of the noun and date: ergo, if the American “*labor*” is used (as is the case in the raw GT translation), then “*on January 20*” must be applied as well and vice versa. Moreover, it counts as an error as well if “*of*” or “*th*” is added or if the month has been incorrectly abbreviated. 3/5 B1 and all B2 make this mistake. Based on this, I would not say that there is an overwhelming GT bias, but I would like to point out that a simple search on the internet would have come up with an answer. Based on this, it may be assumed that the respondents who make this error either are too certain of their own language abilities, are too indifferent, or they simply do not realize that searching the internet may be a helpful tool when translating.

Terminology

The errors to be discussed in this part include “*consumer confidence/trust*”, “*home prices*”, and “*inaugurate*”.

In connection with the terminology errors, there are examples of both positive and negative GT bias. The error “*consumer confidence/trust*” is an example of the first; only one B1 but 4/5 B2 choose the wrong term “*trust*”. Consequently, it is obvious that GT actually helps the B1 respondents getting the correct term. An example of a negative GT bias, however, is GT’s translation “*home prices*” instead of e.g. “*house prices*”. In this case, no B2 respondents make a mistake, but 3/5 B1 do.

Another example of positive GT bias is the term “*inaugurate*”. GT actually provides the correct technical term, but strangely enough 2/5 B1 respondents choose to change it. A possible reason for this could be that they are not familiar with the term, but in this case a simple search on the internet would provide them with a definition of the word. As was the case with the date issue above, searching the internet may not seem a potential help for laymen in a translation setting. Concerning the B2 respondents, not a single one of them comes up with “*inaugurate*”. A reason for this could be limited vocabulary and/or the limited online dictionaries provided for this experiment; after all, “*inaugurate*” is a complex technical term.

Style

Next to grammar, style is the category with the second largest amount of errors. It is difficult to pin-

point style errors in a text and/or translation, and consequently, the style errors in these experiments are often closely connected to other error categories, e.g. readability. For this reason this part does not contain a large number of individual errors, but contrarily, the below part discussing “multiple errors” include a number of style-related errors.

The errors to be discussed in this part include the selected style errors “*very*” and “*so*”. These errors cannot be said to be of a serious nature, but the point is that even small units of a sentence and/or text contribute to the readers overall perception of it.

All B1 and 4/5 B2 respondents choose to employ (or for B1’s part keep) the word “*very*”. The word in itself is not wrong to use in this connection, but the level of formality attached to it must be considered low. There are many alternatives (e.g. “*greatly*”) which could have been found by looking “*very*” up in a synonym dictionary¹¹.

The same applies to the word “*so*” which 4/5 B1 and 3/5 B2 respondents write; it is not a serious error, but as with “*very*” the level of formality expected of a text type such as text B simply requires a more formal alternative (e.g. “*resulting in/consequently*”). Besides the obvious role GT plays in connection with creating a (negative) bias, both of these entries suggest a limited linguistic register of the respondents in question.

Multiple

As stated above, the multiple error category encompasses errors which belong to more than one category. These types of errors count for the number of errors which they belong to; e.g. an error which is both a style and readability error (written: style/readability error) counts as both a style and a readability error in the final summation of errors.

The headline of the raw GT output (“*Sighted Black American Consumer, hopeful?*”) has already been categorized as the biggest blunder of the entire translation. Not only does it not make much sense to an English reader, but it also carries hints of racism; this is obviously disastrous for a text type seeking to convey an earnest socially relevant message.

All B1 and B2 respondents make some sort of error in the headline – being it correctness, style, terminology, or something minor as a comma. Only B1 respondent no. 20 (craftsman) and B2

¹¹ E.g. the free online www.thesaurus.com

respondent no. 18 (master student) get the headline wrong to a highly unacceptable level. The only element the craftsman changes is putting “*black*” in front of “*sighted*” – naturally this solution is not less racial than GT’s version. The master student comes up with “*dark sighted*” as equivalence to the Danish “*sortsynede*”; the English choice of words is suspiciously close to the GT version, but it is not possible to tell whether s/he cheated and used GT as help or if s/he simply could not come up with anything better. After all, “*dark sighted*” does resemble the Danish “*sortsynede*” word-for-word to a high degree, so it is likely the result of a direct translation gone wrong.

The error “*November month*” is a classic example of unsuccessful direct translation; in Danish it is perfectly normal to say the name of the month followed by the word “*måned*” (“*month*”), but this does not apply to English. In some instances, it would be OK to say “*the month of November*”, even if this choice sounds a bit old-fashioned and rusty. Based on this, this error carries three errors in one: grammar, readability, and style.

A staggering 4/5 B1 respondents and only one B2 write “*November month*”, and considering that the raw GT translation does the same, there are well-based suspicions of another GT pitfall.

Another error which carries the resemblance of a bad word-for-word translation is the translation of “*træde til som præsident*” (“*take office*”); GT does not successfully translate the Danish expression, and consequently comes up with the blunder “*comes soon, as president*”. This possibly influences the fact that no B1 respondents get the term correct either. Instead, various forms of re-writing is employed. That no B2 respondents get the term correct either is a bit surprising – true, “*take office*” is a specific (technical) term, but at the same time it suggests the possibility of limited vocabulary (both layman groups). Simultaneously, the limited dictionaries allowed for these experiments could play a part as well.

The multiple error category contains several errors which, like the style category, deal with the level of formality. Examples of these are “*in order to*” and “*therefore*”. As with the other style-related errors, both of these are not serious errors. However, taking the text type into consideration, I definitely find that the insertion of “*in order to*” in the last line contributes to increasing the level of formality of the text so it resembles the Danish ST better. Moreover, it improves the overall readability of the sentence. The same applies to “*therefore*”; I have determined it an error because I do not find the term to be formal enough – and it does not read very well either. Personally, I would have written “*consequently*” or “*based on/as a result...*” which carries a higher degree of formality (in addition, these expressions

start a sentence better than “*therefore*”). Due to these arguments, both of these errors are marked as both style and readability errors.

Summation of results

Looking at tables 4 and 5, and following above analysis and discussion of the selected errors, it is apparent that GT actually has a positive effect on laymen’s translation quality in that GT e.g. provides terminology which the laymen would not have come up with themselves. On average per person, the total number of errors of the layman respondent group who used GT (B1) was “merely” 47.8 errors compared to a staggering 61.8 of the layman group who translated the traditional way (B2). Personally, I find this to be utmost astonishing, as, before the experiments were undertaken, I had expected without a doubt that MT in the form of GT could be of no competition to HT – even if the persons translating were laymen and not experts. Consequently, the fact that the B2 group has even more errors in total on average than the raw GT output (61.8 vs. 56) is an even bigger surprise (see table 3).

As stated several times, the layman groups were divided into four different respondent types according to educational background. As is evident from the tables 4 and 5, there is apparent correlation between number of errors and educational background; the master students of both groups B1 and B2 perform better than all other respondent types followed closely by the high school students.

In B1 (with GT), the craftsman and unskilled worker perform almost equally, while in B2 (no GT), the unskilled worker perform considerably better than the craftsman. In this particular case, however, it is essential to note that the respondent categories only contain one respondent each (except for the master student category which contains two). Consequently, if a respondent has a naturally better linguistic instinct than the one in the other group, that will likely determine the outcome and thus speak for the entire group category. Moreover, it is interesting to note that respondent no. 21 in B2 (craftsman) is incredibly poor in the grammar category (44 errors) – if it had been a different respondent with a better ear for language, the result could have been different (this pertains to all respondents).

Relating back to my personal surprise over the laymen using GT being considerably better in every category (and thus aggregate) than the laymen translating the traditional way, I was most surprised by the fact that the master students without GT performed more poorly than their peers with GT (40.5 vs. 53 errors). Prior to these experiments, it was my conviction that being enrolled in a master program,

regardless of the subject, would provide the student with some level of training in English resulting in a fairly decent command of the language (or at least a better command than GT).

What is even more surprising, however, is that despite their 5 year longer education, this experiment's master students without the aid of GT performed worse than the high school student with GT. This suggests that people with lower educational background (but still with academic affiliation) will experience increased performance applying GT resulting in an overall better output compared to people who do not use GT but have been in the university system for several years.

This indication, however, does not apply to the other two respondent types, craftsman and unskilled worker. In these cases, the master students perform consistently better than they did. This supports the suggestion that it indeed requires some level of English proficiency (and/or academic background) to understand and improve a raw MT output.

With this in mind, it was not surprising that the unskilled worker with GT performed better than the one without (55 vs. 68 errors). The definition of the unskilled worker in this master's thesis is a person with no higher education than elementary school, and consequently, this means that the unskilled workers only have been taught English for a limited amount of years and thus their English proficiency cannot be expected to be as evolved as e.g. high school students. Hence, it is plausible that using GT on a translation increases the translation quality of this group.

Finally, when comparing the raw GT output with that of the layman respondents, it gives food for thought that with its total of 56 errors, GT performs (almost) equal to or better than ALL respondents in B2 (no GT) and the craftsman and unskilled worker in B1 (with GT) when it comes to the final summation of errors (see table 3). Despite this, it is important to recognize that these errors do not necessarily carry the same level of "gravity"; some may obstruct the meaning more than others etc. This matter will be dealt with further below in the theoretical perspective part.

6.4.1.2 Respondent group B3

Respondent group B3 consists of five state-authorized translators, i.e. this is the expert group in experiment B. All respondents in the group were asked to use GT – just as the laymen group B1.

The total amount of errors for the B3 respondent group containing five state-authorized translators is 117 (av. 23.4 per respondent). As was the case with the layman groups, the majority of these are

- style (39 / av. 7.8) and;
- grammar (34 / av. 6.8)

Terminology errors follow closely with

- 26 (av. 5.2)

whereas the correctness errors are virtually non-existent:

- 1 (av. 0.2) (see table 3).

Based on this, it is obvious that there is great difference in quality between the translations of the B3 respondents and the raw GT output (117 / av. 23.4 vs. 56 errors). Comparison between the layman groups and B3 follows further below.

Following the same pattern as with the layman groups above, some of the selected errors will be analyzed and commented on in the following part. Many of the errors commented on in connection with the layman groups will be included in the analysis of B3's errors. This is due to the relevance and frequency of these errors.

Grammar

The errors to be presented in this part are: *"in December"*, *"in/on the market"*, and *"on January 20"*.

3/5 B3 respondents fail to get the adverb position correct in connection with *"in December"* (See Swan 22.6). A total of 9/10 layman respondents made the same error, but considering the expected difference in language proficiency, I find it surprising that so many experts make the error as well. Considering their educational background, I do not think that the experts make the error because they do not know better, I find that, rather, the explanation is that they fall victim to GT bias.

In connection with the error *"in/on the market"*, almost all of the B3 respondents (4/5) fail to get the preposition correct. Again, I hardly believe they make the error because they do not realize that *"for"* is the correct one to apply – consequently, as above, my preferred explanation is negative GT bias.

It comes as a big surprise that even 2/5 B3 respondents do not type the date format accordingly after they chose to keep GT's American "*labor*". One thing was that 8/10 layman respondents did not accomplish this – they may not realize that there is a difference between BE and AE, but this is most certainly something that professional translators are trained to know. As a result, I would blame GT bias for this error as well.

Terminology

In this part, the errors to be discussed are: "*U.S./American*" and "*a net of*".

In the raw GT output, GT does not settle on one specific term, but instead it translates the Danish "*amerikansk(e)*" into both "*U.S.*" and "*American*" at random. I have counted this as an error because one should always be consistent when translating thus choosing either one or the other adjective. Using both results in a seemingly unorganized TT which on an overall basis affects readability as well. Based on this, I find it surprising that a staggering 4/5 B3 respondents either forget to change this or simply choose to do so on purpose. In case of the first option, the reason is obviously GT bias.

In connection with the "*a net of*" error, GT bias is a possible reason for 3/5 B3 respondents do not getting this right; GT, and most of the respondents, forget to include "*of*".

One respondent (no. 13) chooses to leave the entire term out completely, which results in a correctness error as net is not the same as gross (in relation to unemployment, the number of people unemployed would differ whether it was counted as net or gross¹²) and consequently it should be transferred to the TT. I consider "*a net of*" to be a complex technical term, and therefore the allowed online dictionaries may simply be too limited to provide any help.

Style

In connection with the experts in group B3, style is the category with the biggest amount of errors. As described in the layman part above, it is difficult to pin-point style errors in a text and/or translation, and consequently, the style errors in these experiments are often closely connected to other error categories, e.g. readability. For this reason this part does not contain a large number of individual errors, but contrarily, the below part discussing "multiple errors" include a number of style-related errors.

¹² See e.g. <http://www.dr.dk/P1/Detektor/Udsendelser/2011/08/29103156.htm>

The errors to be discussed in this part include “*very*”, “*so*”, and “*the Fed*”.

“*Very*” and “*so*” were elaborately discussed in the layman part above, and therefore, I will not repeat the nature of these errors here. More importantly, I would like to put emphasis on the number of B3 respondents (all (“*very*”) and 4/5 (“*so*”) B3, respectively) who chose not to provide an alternative for these GT solutions. As stated in the layman part, both of these words do not carry the level of formality required by this text genre. Due to the translators’ expert background, I am fairly confident that they would not have chosen these words if they had not been exposed to them by GT, i.e. both of these style errors are probably GT pitfalls.

The same applies to “*the Fed*”; if the B3 respondents would have had to translate the text from scratch, I am positive that they would have chosen to write the full title and not simply the colloquial version as 2/5 do. Again, pertaining to the level of formality, the full title should be the obvious choice.

7/10 layman respondents chose to change GT’s “*the Fed*” to e.g. “*Central Bank*” (with capital letters) – this counts as a terminology error because the official name of the central bank of the U.S. is the Federal Reserve. I wonder if they chose to change it because they are not familiar with the term “*the Fed*” and consequently leaned on the Danish source term (“*centralbank*”) for support. Whatever the reason, a simple search on the internet (e.g. Wikipedia) would have provided the correct term in seconds. Despite the above-mentioned errors, it is impressive that GT can decipher the correct term (colloquial as it may be) from the Danish source words “*amerikanske centralbank*”.

Multiple

As stated above, the multiple error category encompasses errors which belong to more than one category. These types of errors count for the number of errors which they belong to; e.g. an error which is both a style and readability error (written: style/readability error) counts as both a style and a readability error in the final summation of errors.

The multiple errors to be analyzed are the headline, “*November month*”, “*therefore*”, and “*in order to*”. I realize that these are the same that were discussed in the layman part, but as a significant number of the expert respondents fail to get these correct as well, I find that they are essential to present in this part as well.

All B3 respondents have some kind of error in their headline; most are relatively insignificant (e.g. comma error), but on an overall scale it seems that all fall victim to GT bias to some extent. Personally, I would suggest “*light at the end of the tunnel*” instead of e.g. “*hope ahead*” which is a clumsy direct translation of the Danish “*håb forude*” and consequently does not have an English ring to it (only respondent no. 12 comes up with the “*tunnel*”-solution). Based on this, the various headline suggestions of the B3 respondents belong to the error categories grammar, terminology, readability, and style. Fortunately, none of the experts make a serious blunder as was the case with two of the laymen (and the raw GT text).

The grammar/readability/style error “*November month*” is an error for the same reasons as described in the layman part. Even though only 2/5 B3 respondents actually make this error, it is worth discussing simply because it is an error not to be expected from expert translators. For this reason, the only two possible explanations are either incompetence or GT bias. Personally, I lean more towards the latter.

The last two errors, “*therefore*” and “*in order to*”, pertain to the formality level and readability of the text – as was the case in the layman part. In relation to the laymen, I was not surprised that they would not add “*in order to*” and chose to employ “*therefore*” instead of another more formal expression, but I am surprised that only one B3 respondent choose to include “*in order to*” and only 2/5 choose a more formal alternative to “*therefore*”. Again, there are two possible reasons: lack of register or GT pitfalls. As above, I believe that it is most reasonable to categorize both errors as the latter since, based on their educational background, there is a possibility that the translators would have expressed themselves differently if they had not been affected by the GT text.

6.4.1.3 Respondent groups B1/B2 vs. B3

As stated above in the summation of results part, it is obvious that the master students of both layman groups perform significantly better than the rest. Since this was expected before the onset of the experiments, a feature that I wanted to research on was whether master students majoring in a non-linguistic program (both with and without the aid of GT) could obtain a translation quality close to or at the same level as the professional translators in group B3.

Studying the results in tables 3-5 provides a very clear answer: no.

The master students in B1 and B2 have an average of 40.5 and 53 errors, respectively, while the state-authorized translators in B3 only have 23.4. Thus the master students with GT have almost twice as many errors as the experts, and the master students without GT have app. two and a half times as many. Not only are the non-linguistic master students very far from obtaining the translation quality of the professional translators, but the students who use GT perform significantly better than the ones without thus coming closer (but still far from) the quality of the experts. With these results, and considering that the master students were the ones performing best, there is no reason to compare with the other layman categories.

Naturally, it is essential to discuss the nature of the errors – and not simply the amount – as some errors may be more significant than others¹³. Moreover, as the keen reader will have observed, several of the marked (and analyzed) errors are present in both the B1/B2 groups and B3. Hence, one may argue that the translation quality of the laymen cannot be that much inferior – however, this argument relates back to the “nature” of the error; the respondents may make some of the same errors, but their reasons for doing so may be entirely different (depending on i.a. educational background). As a result, in the analysis above, I have deemed most of the B3 errors to be a result of negative GT bias.

The essence of this discussion pertains to Baker’s (2011) equivalence theories and will consequently be presented further below in the theoretical perspective chapter.

The results of this master’s thesis’ experiments presented so far indicate that there is indeed a need for educating language students with the aim to become translators as the translation quality of the non-linguistic master students (and the other laymen) are of fundamentally inferior quality – both with and without the aid of GT.

6.4.2 Experiment A

As explained in the beginning of this chapter, the method of this chapter was to employ Baker’s notion about a straight-forward hierarchical approach starting with the lesser complicated units and then finishing with the more complex ones. In this sense, complex relates to the complexity of the text types (text B is less complex than text A), but it also concerns the level of education in the sense that being a

¹³ Cf. the comments on the style and readability errors above and in the methodology chapter under FEMTI

professional translator with a university master's degree and years of experience results in the possession of more advanced language abilities than the laymen.

6.4.2.1 Respondent groups A1 and A2

Experiment A consisted of two respondent groups containing 5 state-authorized translators each; group A1 with GT and A2 without. Both were given the same legal text, and as with the laymen of B1, A1 were asked to use GT and then review/post-edit it till they were satisfied. A2 was to translate the traditional way. With respect to the validity of the experiments, groups A1 and A2 were also only allowed to use the free online dictionaries provided.

As can be seen from table 3, p. 39 above, A1 (with GT) has more errors than A2 (no GT) in every single error category resulting in a total number of errors of

- 167 (av. 33.4) for A1;
- and 106 (av. 21.2) for A2;
- i.e. 61 errors more for A1 than A2 in total (see table 3 above).

Four of the error categories (grammar, terminology, readability and style) show great variance with a difference of

- 15 errors in grammar (38 vs. 23);
- 14 errors in terminology (56 vs. 42) and
- 18 errors in readability (24 vs. 6)
- 11 errors in style (43 vs. 32)

The last category (correctness) differs with 3 errors (6 vs. 3) which in itself may be considered quite a bit as it is twice the amount.

Not surprisingly, it is obvious that there is great difference in quality between the translations of the A1 and A2 respondents and the raw GT output (273/av. 27.3 vs. 78 errors) (see table 3).

Following the pattern of experiment B, selected errors will be analyzed and discussed using below table. Please note that due to the limits of this master's thesis it will not be possible to deal with all the errors.

As was the case in connection with experiment B, the errors to be presented are selected on the basis of relevance, interest, and frequency.

Grammar

The errors to be included herein are: “*For*” vs. “*to*”, “*From*” vs. “*by*”.

The preposition error “*For*” vs. “*to*” is found in the first sentence (see Appendices 5 and 8-17). The reason that this is an error is that when something is intended to be given to someone (which is the case here) “*to*” is the correct choice (see e.g. Cambridge Dictionaries Online¹⁴). The fact that the formal salutation “*to whom it may concern*” employs “*to*” as well, supports this.

3/5 A1 respondents write “*for*” instead on “*to*”, whereas no A2 respondents do. This suggests that the majority of the respondents using GT (which writes “*for*”) thus falls victims to GT bias.

The next error, “*From*” vs. “*by*”, is a preposition error as well. In this case “*from*” is the correct choice as it denotes receiving something from someone else (which is the case here) (see e.g. Cambridge and Merriam Webster online dictionaries and British National Corpus (BNC)¹⁵). The raw GT output actually gets this one correct resulting in positive GT bias as no A1 respondents but 2/5 A2 make this error.

Terminology

The errors to be discussed in this part are “*English/British*”, the name of the convention, and “*Holland/Netherlands*”.

All A1 and 4/5 A2 respondents make the error “*English/British*”. Some use both terms while others stick to one. The reason why “*English*” is better to use than “*British*”, in this case, is because of the Danish ST; it specifies by saying “*engelske*” and not “*britiske*”, and consequently it must be assumed that the defendant is English and not British. In support of this, the Court of Appeal in London (which is mentioned in the text) hears appeals from the County Courts across England and Wales – hence defendants may be English or Welsh and not British¹⁶.

¹⁴ <http://dictionary.cambridge.org/>

¹⁵ <http://www.merriam-webster.com/> and <http://www.natcorp.ox.ac.uk/>

¹⁶ See <http://www.justice.gov.uk/courts/rcj-rolls-building/court-of-appeal>

In connection with the name of the convention ("*European Convention on Mutual Assistance in Criminal Matters of 20 April 1959*"), the raw GT output almost gets it correct; its only mistake is that it puts the date after "*convention*". Naturally, this does not distort the overall meaning, but when dealing with legal texts it is of utmost importance that legal references are entirely correct. Almost all of the respondents of both groups fail to get this correct (4/5 A1 and 4/5 A2). Seeing that GT comes up with a very good suggestion, it is highly plausible that the A1 respondents who make the error do so because of GT bias. However, the A2 respondents without the influence of GT should all have gotten it correct as it can be found easily by searching the internet¹⁷. Naturally, it goes without saying that the respondents with GT aid should have double-checked as well – indeed in their case it is probably even easier to do so as they get a relevant suggestion from GT.

Style

This part only contains one error, "*indføre*". However, as in experiment B, please note that several of the multiple errors contain errors which are related to style. See below.

4/5 A1 and 4/5 A2 respondents translate the Danish term "*Indføre*" with either "*import*", "*bring*" or even "*smuggle*". This is considered a style error (and not a terminology error) because the words themselves are not incorrect, but the level of formality attached to them is simply too low considering the text type. Moreover, "*import*" is connected to "*export*" and thus carries an alternate meaning. Alternatives of a more "legal" could be "*enter*" or "*introduce*" – GT even proposes the latter (!). Consequently, I find it astonishing that almost all the A1 respondents choose not to keep this term since they should know that "*introduce*" is a perfect option in this connection. The A2 respondents may have had to look "*indføre*" up in the dictionaries and therefore the limited scope of these may be the explanation of the amount of errors.

Correction

This part contains only one error as well, "*by car*". 2/5 A1 and 2/5 A2 respondents make this error. The reason why I consider this to be an error is because of the Danish ST; it says nothing about the cannabis being transported into Denmark by car. True, it does say that it was driven ("*kørt*"), but this is not equivalent to it being by car (it could have been via truck, transporter, train etc.). As was the case above,

¹⁷ See e.g. <http://www.publications.parliament.uk/pa/ld199900/ldselect/lddeucom/93/9308.htm>

this does not distort the overall meaning of the text, but it does imply something that may not have happened and that is a grave issue in legal matters.

Multiple

The errors to be discussed in this part include “*relevant/competent*”, *lovhenvisninger*/reference to legislation, and “*med henblik på videresalg*”.

All A1 and A2 respondents fail to get the position of the adjective “*relevant/competent*” correct. The reason why it should be placed after the noun “*authorities*”, instead of in front, is to ensure that focus is on “*authorities*” and not “*relevant/competent*”. Based on this, the error is a grammar/style error; grammar because of the incorrect adjective position, but also style because it violates the norms of legal writing¹⁸. In Danish we put the adjective first (“*vedkommende myndigheder*”) and consequently I suspect a ST bias – note that GT fails to translate “*vedkommende*” entirely thus ruling out the possibility of a GT pitfall.

The next error pertains to references to legislation (“*lovhenvisninger*”). As is evident from the raw GT output (see Appendix 5), GT does not succeed in translating the Danish legislation references. To be fair, this could not be expected as this is highly technical and requires thorough background knowledge of the translator. The error falls under both terminology, style, and readability. The first two are obvious as the terminology is incorrect (e.g. “*paragraph*” instead of the correct “*sentence*”), and, e.g. the (lack of) parentheses causes the English TT to be stylistically incorrect. The reason why I chose to include readability as an error category as well is that people who are familiar with legal texts will have a harder time reading a text with incorrect references to legislation; i.e. the overall readability is distorted because the references do not follow the pattern the reader is accustomed to.

Surprisingly, all A1 and 4/5 A2 respondents do not get this right. Especially respondent no. 1 is clearly negatively biased by GT (see Appendix 8) and the rest might be as well to some extent. However, that almost all the A2 respondents are unsuccessful as well is a bit more worrying. There are indeed various ways that references to legislation may be written, but these deviations are all minor (and have not been counted as errors).

An explanation of the number of unsuccessful translations could be that the respondents do not work

¹⁸ See e.g. the BNC and http://ec.europa.eu/ewsi/UDRW/images/items/docl_990_33236126.pdf

with legal language on a regular base. However, I would argue that considering CBS's master's program in translation and interpreting which focuses greatly on legal language, this cannot be used as a valid excuse; Danish state-authorized translators should know how to transfer legislation references. If it is a matter of memory, the internet can always be used to find parallel texts in the TL.

The final error to be presented is "*henblik på videresalg*" ("*intend to supply*"). This error is mostly a style error in that some of the respondents' solutions are not incorrect per se, they simply are not formal enough. Some respondents receive a terminology error as well because of too heavy GT bias (e.g. respondent no. 1). 4/5 A1 and 4/5 A2 respondents receive an error mark on this, which I find surprising. As said, GT bias may be an explanation for the A1 respondents, but I would expect the A2 respondents to perform better.

Summation of results

With reference to Appendices 33-35, and following above analysis and discussion of the selected errors, it is apparent that GT has a negative effect on experts' translation quality in connection with a legal text. This correlates with the general attitude that MT cannot compete with HT found among many translators (cf. Hutchins (2001) and Carl et al (2011)).

As I initially analyzed the results of experiment A and B, I was astonished to find that GT proved to be a significant aid for laymen in terms of translation quality. Combined with my surprise over the (relative) quality of the raw GT outputs –regarding both texts A and B – I was actually expecting the A1 respondents (with GT) to perform better. Consequently, I was surprised to learn that the total error difference between the two groups was a staggering 61; an average of 12.2 errors more per respondent. This number is not that far from the difference between the two layman groups B1 and B2 – theirs was 70 in the favor of the group not using GT (see table 3, p. 39). Conclusively, this shows that the laymen perform significantly better with GT (on a general business text), but the experts with GT perform distinctively worse than their peers who translate the traditional way in all error categories (on a legal text).

Following the above analysis, a major reason for this is GT bias and pitfalls. The respondents are simply seduced by GT's suggestions, and as a result they "forget" to think for themselves and/or double-check. I am surprised of the level of GT bias as I had expected that professional translators would be able to "see through" this. On basically all error areas, GT bias played a significant role in deteriorating the

translation quality of the expert respondents. This raises the question whether MT (in the form of GT) with PE is an area worth investing in. More about this below in the theoretical perspective part.

With this being said, it is obvious that GT's raw translation is no match for those of all the respondents in experiment A. This was to be expected and once more supports Hutchins' (2001) claim that all MT texts that are to reach publishable quality must be post-edited.

6.4.2.2 Respondent groups A1/A2 vs. B3

Another essential aspect to look at when determining translation quality and GT bias, is the complexity of the text.

The expert respondents in group B3 translated the general business text which was of lesser complexity than the legal text which the A1 and A2 respondents received. It is quite likely that this factor plays a determining part in the total number of errors the groups between; A2 performs best with 106/av. 21.2, B3 comes second with 117/av. 23.4, and A1 is by far the last with 167/av. 33.4.

These results could indicate that expert translators without GT perform better than translators with GT in any of the two text genres. Naturally, this cannot be documented as there is no "B4" respondent group (experts translating the business text without GT). See more about this in the points of criticism chapter below).

The difference in complexity between the two text genres could be a reason why B3 performs better than A1; it is easier to translate a more simple text than a complex one – regardless whether the translator is human or a machine. Consequently, there is an indication that there is correlation between the complexity of the text and the performance of GT resulting in GT being better at processing an "easier" text. This is supported by the fact that the raw GT text A had 78 errors vs. 56 errors of the raw GT text B.

In addition to the reoccurring pattern of negative GT bias in connection with the expert translators, it is apparent that the (limited) quality of the dictionaries allowed plays a vital part as well. Both texts A and B contain technical and genre specific terms and consequently it is plausible that not being allowed to use advanced dictionaries have affected the translation quality. This is a major point for discussion, which pertains to the laymen as well, and will be discussed below in the points of criticism chapter.

6.4.3 Translation time

Another important part of the experiments of this master's thesis is the respondents' translation speed. As explained in the methodology chapter, all respondents were asked to indicate the exact time they spent on the translation – post-editing and reviewing inclusive. Table 6 below provides an overview of all the respondent groups' translation time, both total and on average per person. Tables 7 and 8 show the specific translation time of the various respondent types. Following the method of the evaluation of the respondents' errors, the translation speed of the layman groups will be discussed initially followed by groups B3 and A1/A2.

Group	Time in min. (respondent no.)					Total	Av./respondent
A1	70 (no. 1)	60 (no. 2)	30 (no. 3)	52 (no. 4)	15 (no. 5)	227 min.	45.4 min.
A2	70 (no. 6)	55 (no. 7)	35 (no. 8)	120 (no. 9)	19 (no. 10)	299 min.	59.8 min.
B1	20 (no. 16)	40 (no. 17)	20 (no. 20)	24 (no. 22)	45 (no. 24)	149 min.	29.8 min
B2	42 (no. 18)	45 (no. 19)	52 (no. 21)	48 (no. 23)	60 (no. 25)	247 min.	49.4 min.
B3	45 (no. 11)	10 (no. 12)	45 (no. 13)	40 (no. 14)	39 (no. 15)	179 min.	35.8 min.

Table 6. Total translation time for all respondent groups

Group B1			
Type of respondents	Time in min. (respondent)	Total min.	Av./respondent
1) Master students	20 (no. 16) and 40 (no. 17)	60 min.	30 min.
2) Craftsmen	20 (no. 20)	20 min.	20 min.
3) High school students	24 (no. 22)	24 min.	24 min.
4) Un-skilled workers	45 (no. 24)	45 min.	45 min.

Table 7. Overview of B1 (laymen) translation time

Group B2			
Type of respondents	Time in min. (respondent)	Total min.	Av./respondent
1) Master students	42 (no. 18) and 45 (no. 19)	87 min.	43.5 min.
2) Craftsmen	52 (no. 21)	52 min.	52 min.
3) High school students	48 (no. 23)	48 min.	48 min.
4) Un-skilled workers	60 (no. 25)	60 min.	60 min.

Table 8. Overview of B2 (laymen) translation time

6.4.3.1 Respondent groups B1 and B2

As can be seen from the above tables, the B1 respondents (with GT) spend app. 20 min. less than their B2 (no GT) counterparts. Pertaining to above analysis, not only is the B1 respondents a great deal faster but they even perform significantly better in terms of translation quality than B2 (239 vs. 309 errors).

Taking the various respondent categories into consideration, the most significant time difference occurs with the craftsmen and high school students, respectively: the craftsman with GT spends 32 min. less on his translation compared to the one without GT, and the high school students follow the same pattern; the one with GT is 24 min. faster than the one without (see tables 7 and 8 above). Normally, I would suggest that the more time spent on a translation the better the outcome, but in relation to the laymen, this is not true in any of the categories. All laymen are faster with GT and at the same time the translation quality is higher as well; consequently, for the laymen of this experiment, spending more time on the translation does not ensure translation quality as much as using GT.

Contrarily to above respondent groups, the difference in translation speeds of the master students and unskilled workers with and without GT, respectively, are merely 13.5 min. and 15 min. This suggests that these two groups spent app. the same amount of time translating whether with or without GT, but what differs is rather the translation quality which in both cases is considerably better with GT. Consequently, as above, translation time cannot be said to have a decisive factor on the outcome of the quality, whereas the use of GT can.

6.4.3.2 Respondent groups A1/A2 and B3

The expert group B3 (with GT) spends an average of 35.8 min. per respondent which is slower than B1 (with GT) but faster than B2 (no GT) (see table 6 above). A plausible explanation for this could be that the expert translators spend more time on post-editing/reviewing the draft before they are satisfied, whereas the laymen are more easily content with the final output. In connection with B1 and B3, who both used GT, there is correlation between time spent on translation and translation quality (cf. my assumption above).

Respondent group A1 spends an average of 45.5 min. per respondent as opposed to A2 which spends 59.8 min. on average per person. This is app. 14 min. faster with GT, but on the other hand A1 has a total of 61 errors more than A2. Based on this, my above theory applies; A2 spent more time on the final output and reached a higher level of translation quality. However, this does not take the influence of possible GT bias into consideration, and therefore this comparison cannot be fully documented.

Another point which should be elucidated is that of all the respondents in experiment A, the one who spends most time on his/her translation is A2 respondent no. 9 (see table 6 above): s/he spends a whole 120 min. which naturally deducts the average translation speed of the entire group. As can be seen from table 6, most A2 respondents are only slightly slower than their peers in A1. Consequently, the results of this study suggest that translating a legal text with GT plus performing PE is not noticeably faster than translating “from scratch” (and the quality of the human translations is higher). Conclusively, this raises the question whether MT (GT) with PE, as opposed to traditional HT, is worth implementing in connection with complex legal translation.

The results of A1 and A2 do not correspond with the ones in B1 and B2; in this case the fastest laymen were also the ones performing the best. A1 are faster, but their performance is inferior to that of A2. This could suggest that laymen with GT perform better in terms of both time and quality than laymen without GT, whereas professional translators perform better without GT than with GT when it comes to quality – not time, after all.

Of all the respondent groups, A2 (no GT) spends most time on the translation (59.8 min.). Second is B2 (no GT, 49.4 min.) and third is A1 (with GT, 45.4 min.). This indicates that there is correlation between translation speed and text complexity; the simpler the text, the faster the translation. Even with the speed aid of GT, the A1 respondents still need a large amount of time to post-edit the MT output. This

could be related to the reason why B3 is second fastest (35.8 min.); they translated a less complex text type.

In conclusion to the relationship between translation speed and translation quality, it is not surprising that people translating with GT are always faster than the ones without. What is surprising, however, is that in connection with the expert experiment, the respondents with GT were only app. 15 min. faster on average than their peers without GT, but the former's number of errors was 61 higher. Consequently, this poses the question whether the time saved using GT is worth the distinct increase in errors. I would expect any translator to say no. Whether the customer/business paying for the translation would agree, is a different question.

Unfortunately, the relationship between the translation quality/time of a general business text translated with and without GT by expert translators remains unclear (see points of criticism chapter below).

6.5 Results in a theoretical perspective

This part seeks to combine the empirical data and results analyzed and discussed above with the theory presented earlier.

6.5.1 Legal language

The first theoretical notion to be conceptualized is that of the nature of legal language. In her research article, Yates (2006) drew on several other researchers in order to explain why legal language is a difficult area to deal with in relation to translation. Her key factors include the linguistic nature of how legal language is written; long complicated sentences with unusual word order which can be difficult for the reader to process. In addition, the notion that law first and foremost is a national phenomenon with SL specific terminology and concepts which do not necessarily translate into the TL, contributes to challenge the translator as s/he must have a good understanding of the legal systems of both SL and TL. Lastly, since legal texts (and translation of) may be used in actual legal practice, a high degree of precision and translation quality is required.

With these factors in mind, it is apparent that the raw GT output of text A cannot be considered to fulfill the linguistic and non-linguistic requirements of the text genre. True, GT does indeed perform better than expected (e.g. good terminology suggestions), but the amount of grammar errors alone is a staggering 29 (see table 3 above). Moreover, a greatly important feature of legal language is style and in relation to this category the raw GT output does not perform satisfactorily. Finally, the number of readability errors is a determining factor as well as these obstruct the overall functionality of the text along with the correctness errors which distort the meaning itself. As stated in the beginning of this chapter, it is obvious that GT's translation lacks the expertise and background knowledge of professional human translators; GT does not succeed in translating cultural specific elements and consequently all five error categories are affected negatively.

The translators who translated text A without the aid of GT must be considered to have performed to a satisfactory level; they only have an average of 21.2 errors per person. Of these correctness and readability were minimal (only 0.6 and 1.2 on average per person, respectively). This shows that the translators were able to understand the message of the ST and thus translate it into a successful TT. As previously explained, it is of vital importance that the translator comprehends the ST in order to produce a TT of high quality.

The amount of terminology and style errors is relatively high, but as stated in the analysis and discussion of errors above this is likely to pertain to the limited quality of the online dictionaries allowed.

The respondents with GT, however, were clearly affected by GT's (faulty) suggestions and style, and consequently they performed significantly worse than their peers without GT (33.4 errors per person on average). The most noteworthy difference is the amount of readability and correctness errors; A1 (with GT) had four times as many errors as A2 (no GT) in the former and double the amount in the latter. Along with the errors of the other three categories, it can be argued that the A1 respondents did not fulfill the linguistic and non-linguistic requirements of the legal text genre to a sufficient extent. Naturally, the notion of the limited dictionaries applies to these translators as well, but it is obvious that the A1 respondents often "settled" with the GT words/phrases thus contributing to making the translations of inferior quality.

In conclusion, it is evident – from these experiments – that in connection with legal texts, GT (both with and without PE) cannot match human translators.

6.5.2 Post-editing

As stated earlier in the theory chapter, the concept of PE (based on Allen (2003)) is relevant for this master's thesis because all the respondents were involved in it – some performed it on a MT output, while others had to post-edit (or rather review/proofread) their own HT. It was assumed that some respondents would post-edit to a greater extent than others; pertaining to the discussion concerning the respondents of experiment B, this seemed to be true indeed in that the layman groups came nowhere near the translation quality of the experts. Naturally, the educational background of the respondents must be considered to be the decisive factor, but the fact that the translation speed of the expert group B3 was slower than that of B1 (with GT) indicates that B3 spent more time post-editing the GT output. The extra time spent on PE probably comes as a result of the experts' education – they have been taught to be more critical and self-evaluating and thus this comes natural to them whereas the laymen (for good reason) do not have the same affiliation with the process of translating.

One of the aims of this master's thesis was to examine whether MT with PE could reach the same (or higher) level of quality as HT. In relation to translation speed, it is apparent that all respondent groups who employed GT with PE were faster than the groups who did not. Consequently, MT with PE wins in this respect.

Concerning the question of translation quality, however, MT with PE did not win on all accounts. In connection with experiment A there was no doubt that traditional HT performed significantly better than GT with PE – in every error category. This does not correlate with the studies of Fiederer & O'Brien (2009) and Carl et al. (2011); their results showed that MT with PE resulted in a modest improvement in quality compared to HT (except with style; HT performed better in this regard).

A factor which could be fundamental in this discrepancy is that my experiment A concerned a legal text and the studies of Fiederer & O'Brien (2009) and Carl et al. (2011) were centered around more general text genres (user guide and news paper article). This supports the notion of legal language being considerably more difficult to translate than common language.

In connection with the layman experiments, however, there is indeed correlation between the results of Fiederer & O'Brien (2009) and Carl et al. (2011) and the performance of the laymen with and without GT: in all error categories and with all respondent types, the laymen with GT performed distinctively better than the ones without.

Conclusively, from the results of this master's thesis, it can be said that people who do not have a language degree perform better on all parameters with the use of GT with PE in relation to a common text type, whereas a complicated text genre such as legal language simply seems too complex for GT to successfully translate – even with the PE skills provided by state-authorized translators. Therefore, according to this study, it is still too early to implement GT in a professional translation setting in connection with this text type, even if it does reduce the translation time somewhat. The translators simply fall victims to GT bias and pitfalls to a too high degree.

Whether it is justifiable to implement GT in a professional translation setting in connection with a more common text type unfortunately remains unclear, as this study did not include a respondent group with professional translators who translated a common text (text B) without the aid of GT.

6.5.3 Linguistic and cultural equivalence

The last theoretical aspect to be conceptualized with the empirical data is that of translation equivalence set forward by Baker (2011). One of the reasons to include this theory was that Baker's (2011) notion of translation equivalence pertains to four different levels (equivalence at and above word level; grammatical equivalence; textual equivalence; and pragmatic equivalence) and for this reason it provides a base for determining which factors affect the translation process along with the language proficiency of the laymen and experts, respectively.

As described above in the part concerning the raw GT texts, it is apparent that the raw GT outputs reach a relatively good equivalence at and above word level. The same pertains to all the respondents of both groups A and B. This shows that the respondents have been successful in obtaining the general meaning of the ST and subsequently managed to get this message across in the TT (some more than others).

As Baker (2011) points out, culture-specific concepts may prove difficult to translate as it is necessary to know the meaning and function of the SL word and then provide an equivalent (and/or explanation hereof) in the TL. An example of this is the direct translation of "*sortsynede*" and "*forude*"; most of the respondents of experiment B (both laymen and experts) struggled with the translation of the Danish headline in text B to various extents and ultimately this caused errors in all five error categories. The same applies to the translation of the title "*Politimesteren i Glostrup*" in the Danish text A – it proved a

challenge for most experiment A respondents to find the official title in English. The meaning was successfully transferred in all cases, but to find the exact cultural and linguistic equivalent at word level was difficult.

Moving up to the next parameter, grammatical equivalence was a bit more complicated than equivalence at and above word level. Especially the layman groups had a great amount of grammar errors (200 in total, 20 per person on average).

In connection with experiment B, examples of lack of grammatical equivalence include e.g. the position of the adverb; all layman respondents failed to get this consistently correct which indicates that they are not aware of this lexical difference between Danish (SL) and English (TL). Some professional translators failed to get this correct as well, but pertaining to the above analysis and discussion, it is assumed that this error relates to GT bias and not lack of language proficiency.

Regarding experiment A, the grammar errors of the expert respondents were minor and infrequent which indicates that the professional translators have a great understanding of both SL and TL. The respondents with GT (A1) had a total of 15 (av. 3) additional grammar errors, but most of these are contributed to GT bias/pitfall.

Based on this, it is obvious that there is a major difference between the laymen and the state-authorized translators when it comes to grammatical equivalence. This could only be expected but is nevertheless a positive conformation as it supports the need to educate language students.

In connection with the layman groups between, the master students performed distinctively better than the laymen of the other groups. In group B1, the laymen who performed most poorly were the craftsman and the unskilled worker. Likewise, in group B2, the craftsman and high school student (closely followed by the unskilled worker) were the ones with the highest amount of errors. These results suggest that there is indeed correlation between level of education and language abilities; the ones who have received extensive education (even in non-linguistic programs) have a better command of the TL (in this case English) and consequently they obtain higher grammatical equivalence.

The third level, textual equivalence, relates to sentence structure, choice of words, cohesion, and context (i.e. text type, level of formality, etc.). Consequently, textual equivalence pertains to, among other things, style/register and readability.

The sentence structure of the two raw GT texts was at times very debatable and the result would often

affect the overall readability of the text. The layman groups had a total of 68 (av. 6.8) readability errors; there was only a difference of four errors between the two groups (see table 3, 39). This suggests that in relation to this error category, the use of GT did not aid the respondents. In addition, this points to the fact that on this second-highest level of equivalence, even GT cannot help laymen who do not have an advanced command of the TL. At this level, it is simply not enough to translate word-for-word; the translator has to possess a certain degree of proficiency.

As stated in the theory chapter, cohesion concerns the visible links between various parts of the text. Based on this, examples of errors which pertain to cohesion (and thus readability) are the translations of “dog” (“however”), “det” (“this” (not “that”)), “det” (“this” (not “it”)), and “derfor” (“consequently”) found in text B. “However” and “consequently” are important to include because they ensure a natural flow in the text – they connect the previous part with the current one and thus they guide the reader through the information structure. The pronouns do the same; they relate back to the subject/sentence which preceded them. This entails that if the pronoun is written in a wrong form, it is difficult for the reader to follow the information flow and make clear sense of what belongs together.

Most laymen fail to get the translation of these words correct – even some of the experts do too. However, it is assumed that the experts are negatively influenced by GT (which seem to be the case with some of the laymen as well). By translating these words wrongly, the translator fails to create reference to the surrounding textual parts and the result is a less readable text for the reader. It is plausible that a reason why the laymen make these errors is that they cannot differ between the meaning of e.g. “this” and “that”; they sound the same and are consequently applied at random.

Another important feature of textual equivalence is style and register. In order to be able to apply the correct style (and level of formality), the translator must be able to make a ST analysis – which text is s/he dealing with, what is the purpose of it, and which textual features usually belong to this genre. The practice of genre text analysis is an aspect which is thoroughly dealt with in the MA in English (Translation and Interpreting) program at CBS and consequently, it is a natural part of the state-authorized translators’ translation process.

With this being said, it was surprising that all expert respondent groups had a relatively high number of style errors. A2 (no GT) performed slightly better than the other two groups who had been using GT, and consequently part of the reason may be blamed on GT bias, but certainly not all. It is my conviction that translators translating a legal text should know the level of formality required by the text genre in

question, and consequently it would always be desirable to opt for the most formal tone possible. Likewise, the experts translating the general business text have not considered the text genre and content well enough and as a result they fail to apply the correct level of formality with corresponding register. Despite these points of criticism, the quality of the experts' translations (both with and without GT) cannot be evaluated to be so low that it can be claimed that they do not succeed in obtaining textual equivalence, rather that they could have done a better job.

All expert groups perform significantly better than the laymen ones (they have twice the amount of style errors). Based on this, it can be discussed whether the laymen do not succeed in obtaining translation equivalence on the textual level. One thing is certain: the various laymen's translations are far from sounding like "natural" English; this can be attributed to lack of language proficiency and educational background.

The last level of equivalence is pragmatic equivalence. As stated in the theory chapter, pragmatic equivalence deals with the meaning and communicative situation of a text in a given context and if and how the text "makes sense". Consequently, this level of equivalence draws on and includes many elements from the previous equivalence levels. Cohesion and coherence are two closely connected concepts, but where the former one was related to textual equivalence the latter pertains to pragmatics because it goes beyond linguistic surface relation – coherence is the reader's general understanding and evaluation of the text. Consequently, a text can easily contain cohesive markers, but if these markers do not refer back to a meaningful unit, the reader will fail to make sense of the text (the text will be cohesive but not coherent).

Despite the discussable lack of textual equivalence in the laymen's translations, I find that all the respondents (experts and laymen alike) succeed in getting the overall meaning of the text across. The issue up for discussion is rather that the individual translations do not read ("make sense") equally well; the reason for this is a combination of all the error categories and the elements contained in the three previous equivalence levels. If one fails to create equivalence on e.g. grammatical level then it naturally affects the reader's perception of the text – not only does it distort the meaning of the text, but it also affects the integrity of the text (and author/translator) when multiple spelling mistakes etc. can be found. The same goes for textual equivalence; if the cohesive markers confuse more than help the reader, s/he will be left with an undesirable negative impression of the text.

Finally, context (including politeness) is a concept which plays a part in the pragmatic success of a text. As stated above, I do not find that the respondents of experiments A and B have considered the context well enough – it is my belief that a generally higher level of formality is required for both the legal and general business text types.

In experiment A, some of the respondents make e.g. faulty legislation references which disrupts the meaning of the text and consequently would be useless in an actual legal setting.

In relation to experiment B, I find that none of the layman translations are of publishable quality and I am doubtful whether the experts' translations even are. Consequently, it can be argued that the individual translations may all transfer the meaning, but the question is whether they do it to a satisfactory extent considering the linguistic and cultural context of the texts. Any legal translation containing faulty references to legislation would in my view be deemed unfit – it would not “make sense” to the audience who needed the text. Likewise, any person who wanted to be updated on the economic situation in the U.S. would not find the laymen's (and possible not the experts' either) translations useful as s/he would doubt the source and integrity of the text. One cannot present an earnest socially relevant subject in a text full of spelling and grammar errors.

6.6 Self-completion questionnaires

Along with the translation, the respondents were asked to fill out a questionnaire with questions pertaining to the translation process, attitudes towards GT and more (see Appendices 8-32 for full answers and Appendices 36-40 for condensed versions). The questionnaire is essential because it provides an insight into the attitudes of the respondents towards these subjects and thus this master's thesis does not only consider the “hardcore” linguistic aspect of translation, but also the “softer” socio-cultural side to it.

Due to the limits of this master's thesis, it is not possible to comment on every question – and associated answers – and consequently only a few are dealt with in detail.

One of the questions was that the respondents had to rate their translation output from 1-5, 5 being best (the ones with GT had to rate the raw output as well).

The professional translators in group B3 rated the raw GT output to be between 1 and 3, whereas the final grade for their post-edited output was either 4 or 5. After having analyzed their translations, I do

not agree with such high grades. However, they are more realistic than what the layman groups gave themselves: all B1 respondents rated the raw GT output to be between 2-3.5 and their final product to be a staggering 4-5. Consequently, B1 and B3 show the same level of confidence in relation to their own abilities. That the two groups' translations should be of equal quality is obviously not supported by any evidence, and as a result it suggests that there is a tendency for the laymen to overrate their language skills and final output.

Group B2 is a bit more realistic with only three of the respondents rating him/herself to be a 4. An interesting explanation to this could be that the B1 respondents feel more confident because of GT – the GT foundation provides them with the sense that they are putting the icing on the cake. This cannot be documented from this study, however, and remains a mere notion. In connection with B2, however, it is still interesting that more than half of the laymen consider their product to be of such good quality.

The respondents in experiment A are a bit more modest rating the translation quality; the majority of the A1 respondents (with GT) rate their final output to be 3.5 and only two think their product is a 4 or 5. The A2 respondents are a bit more confident and thus 4/5 rate their translation to be a 4 or 5. Only one rates his/her product to be a 3 – this respondent is the one who fell victim to major GT bias (no. 1). In this respect, it is positive to note that at least s/he is aware that his/her translation is not of superior quality.

All respondents were asked about their personal attitude towards GT. In B1, 2/5 (craftsman and unskilled worker) responded that they thought that GT was a smart/good tool whereas another 2/5 (the two master students) judged it not to be sufficient for serious translation. This indicates that the respondents with a higher educational background have a more realistic view of the limits of GT, while people with shorter (or no) education are easier “seduced” by the abilities of GT.

The majority of the B2 respondents state that GT is useful for translation of single words; only the unskilled worker replies “*don't know*” indicating a low level of interest in both questionnaire but also the subject of this thesis in general.

Most of the B3 respondents agree that the use of GT may be helpful when the person translating is not strong in SL or TL, but simultaneously they point out that a raw GT translation requires careful and critical PE.

The respondents of group A1 seem to share many of the same views as their peers in B3; the majority indicates that GT may be helpful if the person translating is not strong in SL or TL. The A2 respondents,

on the other hand, are generally more skeptical towards the use of GT. Only one respondent agrees with above statement, while the rest of the utterances carry a negative attitude towards the use of GT.

It may of course be a coincidence that the experts with (more or less) the same views on GT have been put in the same respondent groups, but simultaneously the possibility of it not being so should also be considered: maybe the A2 respondents who translated the legal text without GT are prone to be more skeptical exactly because they did not try GT on a “real” text yet, and consequently they have a negative perception of GT’s abilities. The professional translators in the two other groups may have been positively surprised – as I was – about the initial quality of GT and thus they express a more positive attitude towards it.

The question which sparked the initial idea and interest for the theme of this master’s thesis was the fact that from 2014 Danish high school students are allowed to use GT for their written English exam. Consequently, this question was included in the questionnaire.

The layman respondents come up with both positive and negative considerations; the master students seem to center on it either being a really bad idea because the actual language abilities of the students cannot be measured and people learn better the old-fashioned way, or, OK because it reflects reality and is a good lookup tool (provided that they are made aware of the program’s shortcomings).

The rest of the laymen are divided as well; the high school students either think it will not help much or that it is useful as a fast and easy tool in an exam situation. Only one respondent (unskilled worker) is a strong fan of the idea and think GT is a super smart tool despite its flaws.

The majority of the B3 respondents share the same views as some of the laymen; they find that the incorporation of GT is an OK idea as it reflects real life. In addition to this, however, they add that students should be tested in grammar as analytical skills are needed, and it is important to teach the students to use GT correctly. Only one B3 respondent finds the upcoming initiative to be a really bad idea.

Half of all the respondents in experiment A agree with the notion that using all aids reflects a real life situation. In addition to this, the most frequent comments include that it is important to teach the students the pitfalls of GT along with it being a downward path and wrong signal to send to the students and society.

Summing up the last question, it is apparent that the waters are divided rather equally between considering the allowance of GT to be a good or bad idea. Only one respondent seemed to be an uncritical fan of the use of GT, whereas most of the other respondents provided some degree of hesitation/carefulness.

I find the amount of respondents (especially the experts) who are positive to be surprising – I would have expected the majority to be strongly against the incorporation of GT in the English exam. The fact that app. half of all the respondents are in favor of this incorporation shows how much GT has evolved during the past decade; it cannot necessarily be regarded as a completely useless translation aid, and from what can be gathered from this study it seems that the translation community may be changing their attitudes bit by bit as well.

Whenever I mention GT to people, they are always very quick to retaliate and comment on the low quality of the program, but from the results collected in this master's thesis, it seems plausible that GT may in fact have a positive effect in some translation situations. The danger with GT is of course when people are tempted to use it without applying a critical eye (whether it being out of laziness or simple lack of language skills). If the exam form (and method of teaching for that matter) is not changed radically, I fear that this could be a serious problem for the future students graduating from the Danish gymnasiums. Moreover, this would not only affect the students coming out from high school; it would manifest itself on university level as well as the students moved on in the educational system.

6.7 Hypotheses – refutable or supportable?

The final part of this analysis and discussion pertains to the hypotheses presented in the problem chapter and seeks to either refute or support them.

A total of six hypotheses were put forward – for the sake of readability they will be inserted below followed by the respective answer.

Hypotheses:

- a) Translators who use Google Translate are faster than translators without Google Translate*

Looking at the time tables, pp. 61-62, above, it is obvious that all respondents are faster with the aid of GT. The layman groups B1 and B2 have a total of app. 20 min. time difference on average and the expert groups A1 and A2 have app. 14 min. between them. The experts in group B3 (with the less complex business text) are all faster than the respondents in groups A1. Looking isolated at translation speed there is no doubt that the use of GT affects the translation time positively. However, it should be noted that in relation to experiment A, the time difference between the respondents of the two groups is minimal for most respondents except for one A2 respondent who spends 120 min. on his/her translation. This amount of time is the highest of all the A-respondents and thus deducts the average translation time for group A2 considerably.

b) The translation quality of Google Translate depends on the complexity of the text genre

In connection with the translation speed above, the fact that the experts in group B3 were noticeably faster than their peers in experiment A who translated a complex legal text suggests that there is indeed correlation between the complexity of the ST and GT's translation abilities – the translators working on the less complicated text seem to have an “easier” task post-editing the raw output thus resulting in less total errors than the ones post-editing the complex text. This correlates with the amount of errors B3 and A1 had, respectively (117/av. 23.4 vs. 167/av. 33.4). Finally, the number of errors of the two raw GT outputs (56 vs. 78) supports this as well.

c) Translators who use Google Translate are in danger of Google Translate bias and pitfalls which, as a result, affects the translation quality

Pertaining to the empirical analysis above, it is clear that professional translators are affected by GT bias negatively in numerous instances. The GT pitfalls cover all error categories.

With this being said, GT does manage to come up with positive solutions, e.g. terminology-wise, which in fact are better than the ones the translators settle on. This could indicate that the state-authorized translators have a natural “suspicion” towards GT and consequently delete/alter suggestions simply because they distrust GT rather than actually looking up the words to determine whether they work in the given context.

The affect on the laymen is radically different. All laymen performed distinctively better with the aid of GT. However, at the same time, many of the errors that the B1 group (with GT) made were connected to

GT bias. This indicates that the laymen do not possess language abilities on a level where they are able to identify GT pitfalls and apply the correct form.

d) The final output of professional translators is of higher quality than that of laymen – regardless of the use of Google Translate

Before the onset of the experiments of this master's thesis, I was intrigued to investigate whether master students with a non-linguistic background (and other laymen) could achieve the same translation quality with the aid of GT as that of professional translators. Pertaining to the empirical data and results, the answer is a clear no. The laymen with GT turned out to perform significantly better than the ones without, but the gap to the translators is still very far (117/av. 23.4 vs. 239/av. 47.8 errors). Due to the fact that A2 (no GT) performed noticeably better than A1 (with GT), it is assumable that the professional translators of group B3 would have performed even better if they had not used GT. Unfortunately this was not included in this study and remains undocumented.

e) Translators, both laymen and experts, who use Google Translate will obtain higher translation quality than translators without because Google Translate provides them with a solid textual foundation

This hypothesis deals with some of the same issues as *c)* and *d)*. As became obvious in the analysis of the empirical data, layman translators perform dramatically better with the aid of GT than the ones without (239/av. 47.8 vs. 309/av. 61.8 errors). The explanation for this seems to rely on two main reasons; the quality of the raw GT output was considerably better than initially expected by the author of this thesis, and secondly, the language proficiency of the laymen was distinctively lower than anticipated (especially in connection with the master students).

As stated above, the professional translators in experiment A performed notably worse with GT than their peers without GT. This indicates that using GT on a legal text does not provide the translator with a solid textual foundation (even though the raw GT output was of higher quality than expected).

Moreover, the risk of falling victim to GT bias was evidently too great contributing to an inferior result.

f) Google Translate is more useful for laymen with a limited educational background than laymen studying at university

Prior to the evaluation of the empirical data, I assumed that the use of GT would be more helpful for the laymen with lower educational status than for the master students. After analyzing the results, however, it became apparent that all laymen, unskilled workers and master students alike, performed much better with the aid of GT. Except for the craftsmen (who have a staggering difference of 23), all layman groups differ with 11 or 13 errors between the ones with and without GT. Consequently, from the results of these experiments, it cannot be argued that GT is more useful for laymen with a limited educational background. The master students do perform better on an overall view than the other laymen, but aggregate, GT helps either group equally.

7. Points of criticism

This chapter seeks to point out possible points of criticism in relation to the previous chapters of this master's thesis.

As mentioned in the delimitation and methodology chapters, it is vital to note that the experiments conducted in this study are limited and hence the empirical data and results cannot speak for the population as a whole, but merely provide some indications to what may be tendencies. Consequently, in order to say something more general and detailed about the experiments of this master's thesis, it is necessary to conduct them on a (much) larger scale.

In connection with the five respondent groups, it is obvious that the fact that the layman groups only contain one of each respondent type (except for the master students) suggests a weak point for the overall validity of the experiments as linguistic diversity of the various layman respondents is not accounted for on a satisfactory level. Based on this, it would have enhanced validity if I could have had at least two of each respondent types in the layman groups. However, as the initial focus was on non-linguistic master students, it would have required that I had included more of those as well, and that would have challenged the limits of this master's thesis greatly. As it was, gathering both quantitative and qualitative empirical data from 25 respondents was intricate.

It is important to note that not two translations are identical; every translator has his/her personal style and consequently some may not agree with some of the error corrections made. This issue is what contributes to making it difficult to be the "judge" and say what is right and what is wrong as translators often have dissimilar opinions concerning the optimal formulation and/or translation. And as people within the language business know: there is often not one correct answer as is the case in e.g. mathematics. Simultaneously, this is also what makes the area of languages such an interesting one; the facets and possibilities are endless.

In relation to the error categories of this thesis, it should be clarified that the readability of the respondents' translations (particularly those of the laymen) may be considerably poorer than the errors

in the tables indicate. The reason for this is that readability is related to the overall perception of a text and therefore cannot easily be measured and marked. As discussed in the analysis and discussion chapter, many of the respondents (experts and laymen alike) did not achieve pragmatic equivalence level (set forth by Baker (2011)) to a sufficient degree exactly because the readability (and style/register) was inferior.

Another point of criticism is the commitment of the respondents in general. Since all respondents were aware that the translations were merely “fictional” it may be assumed that this affected their involvement negatively. It is plausible that had the respondents known that their product was to be published (or certified in the case of the professional translators) they would have spent considerable more time and effort on it. An example of this is respondent no. 12 (B3) who spent 10 minutes on his/her translation (GT + post-editing), which seems unlikely in a “real” translation situation.

In connection with the time spent on the translation, it would have been of interest to ask the respondents to note down the time spent on the post-editing process specifically and not merely the total translation time. This would have provided further insight into the translation process with and without MT.

The main point of criticism for the experiments of this master’s thesis is the quality of the free online dictionaries. It is obvious that they both are limited – one of them even got shut down during the process.

As stated several places in the analysis and discussion chapter above, these limitations may well have been (part of) the reason for some of the errors in the respondents’ translations as it may not have been possible to find a word equivalent between SL and TL. Naturally, if one’s command of the TL (and SL for that matter) is limited it is extremely difficult to translate a word and/or sentence if you cannot find the word(s) in a dictionary and thus comprehend the overall meaning of the sentence/text. Moreover, even if the person translating is a professional translator, there may still be technical terms which need to be looked up (it cannot be expected of state-authorized translators to have the extensive terminological knowledge of a dictionary).

Consequently, it is plausible that all respondents – laymen and experts alike – would have performed better in certain error categories if they had been allowed access to better dictionaries. Naturally, it

would have been optimal to provide the respondents with good dictionaries, but as discussed in the methodology chapter, the validity of the experiments would be impaired if the respondents were not given the exact same dictionary opportunities.

The last point of criticism to be discussed concerns the fact that there is no expert respondent group in experiment B without GT (ergo, a possible B4 group containing five professional translators translating the general business text “from scratch”). If such one had been included, the relationship between the translation quality/time of a general business text translated with and without GT by expert translators could have been included in this study. This would have been highly relevant to investigate into since the results of experiment A showed great variation, and consequently including a fourth expert group would have contributed to shed light on GT and text complexity along with GT bias/pitfall.

Unfortunately, this aspect remains unclarified.

In addition to this, a comparison between the empirical data of the experts of experiment B and A would have been facilitated as there would have been correlation between the two groups (two with and without GT instead of two with (A1 and B3) and one without (A2)).

8. Conclusion

The inspiration for this master's thesis was initially sparked by the announcement of Danish high school students being allowed to use Google Translate in their written English exam in 2014. From a linguistic point of view, this decision poses several possible problem areas – such as a decrease of students' general language proficiency – but simultaneously it recognizes a real life translation situation where all aids are allowed.

Based on this, the main purpose of this study was to elucidate how automated machine translation (in the form of Google Translate) affects the translation process of laymen and experts, respectively. The parameters to be measured on included translation speed and quality set against the respondents' educational background. An essential notion in this connection was the risk of Google Translate bias and pitfalls. Moreover, matters such as relation between Google Translate and source text complexity were analyzed as well.

The method of analysis was self-completion questionnaires including a translation and open-end questions which were sent out to 25 respondents. The respondents were divided into five different groups; three contained five Danish state-authorized translators and two contained five laymen, respectively.

In order to provide a broader insight into a possible correlation between the use of Google Translate, translation quality and educational background, the five laymen of each group consisted of two master students, one craftsman, one high school student, and one unskilled worker.

The foundation of the analysis was two experiments. Experiment A comprised a legal text to be translated by professional translators; group A1 translated with the aid of Google Translate whereas A2 translated the traditional way. Experiment B presented the respondents with a general business text of lesser complexity than in experiment A; groups B1 and B2 consisted solely of laymen whereas B3 contained professional translators. B1 and B3 were asked to use Google Translate, B2 to translate “from scratch”. Finally, all respondents were asked to answer the open-end questions which pertained to their translation process and personal attitude towards Google Translate.

In order to measure the quality of the respondents' translations, five error categories were offered: grammar/syntax, terminology, correctness, readability, and style/register. In addition, Baker's (2011)

theory on translation equivalence was included to assess the correlation between translation quality and educational background.

The empirical data and results provided clear answers to the research questions and hypotheses of this master's thesis. In relation to experiment A, it was apparent that the state-authorized translators who translated the text with Google Translate performed significantly worse in all error categories than their peers who did not use Google Translate. Many of the errors made by the respondents who used Google Translate were the result of Google Translate bias and/or pitfalls – and consequently not considered lack of language proficiency.

In relation to experiment B, the results showed the opposite effect: the laymen who used Google Translate performed significantly better than the ones who did not employ the tool. The notion of Google Translate bias/pitfall was evident in some cases as well, but predominantly the laymen were provided with a positive Google Translate bias.

Before the onset of the experiments, it was assumed that Google Translate would be of greater aid for the laymen with limited educational background. However, this turned out not to be true – even the master students performed noticeably better with the use of Google Translate. Within the layman group, it was obvious that the master students' translations, followed by the high school students, were consistently better than the rest of the laymen. This supports correlation between general language proficiency and educational background.

Compared to the professional translators in experiment B, none of the laymen (with or without Google Translate) could match the translation quality. As was the case with the professional translators in experiment A, the ones in experiment B fell victim to Google Translate bias/pitfall as well which resulted in impaired translation quality.

Considering the respondents' translation time there was no doubt that the ones translating with Google Translate were faster than the ones without. Moreover, it was obvious that Google Translate performed better on a "simpler" text than a complicated one. With this being said, it turned out that the respondents in group A1 (with Google Translate) were only app. 14 min. faster on average than group A2 (no Google Translate). Based on this, it is highly debatable whether the slight decrease in translation time make up for the significant increase in errors.

Conclusively, the results of this study show that Google Translate is not ready to be employed in connection with the translation of legal texts. Whether it suffices for the translation of general business texts depends on the amount and quality of post-editing that the translator applies, but the risk of being “seduced” by Google Translate’s suggestions is ever-present and a major factor in reducing translation quality.

Concerning the laymen, Google Translate is a positive aid to improve translation quality. However, this does not mean that the laymen translations are of publishable quality – on the contrary. The results of this master’s thesis indicate that there is indeed correlation between educational background and translation quality: on layman level the master students performed best, but looking at the overall translation quality of all laymen, it was evident that many of the errors were the result of an inadequate command of the target language (English) and general understanding of text genre and context. Consequently, the empirical data and results presented underline the importance of educating professional language students who can ensure successful communication on cultural and linguistic level alike.

Approximately half of the respondents had a positive attitude towards the idea of incorporating Google Translate into the Danish high schools’ written English exam because it reflects real life information search. In support of this, it must be noted that the quality of the raw Google Translate outputs was surprisingly good (even if far from publishable). As a result, Google Translate – and the possibilities it represents – cannot be entirely dismissed as an unprofessional method for translating, even if it may not be ready to cope with texts of complex nature.

Whether the aid of Google Translate will impair or improve Danish high school students’ language abilities remains to be seen, and further research into this is still needed.

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Appendices

Appendix 1-2:	Respondent instruction sheets
Appendix 3-4:	Source texts A and B
Appendix 5-6:	Raw GT outputs corrected
Appendix 7:	Respondent overview
Appendix 8-32:	Respondent translations and answers
Appendix 33-35:	Specific error overview
Appendix 36-40:	Condensed answers

Appendix 1

Kære deltager

På forhånd mange tak for din deltagelse – dit input vil blive en uundværlig del af undersøgelsesgrundlaget til mit speciale som handler om Google Translate og oversættelseskvalitet.

Instruktioner:

Opgaven består i at oversætte nedenstående tekst fra dansk til engelsk og derefter besvare tilhørende uddybende spørgsmål. Det vil være en fordel hvis du skimmer spørgsmålene og holder dem i mente inden du går i gang med selve oversættelsen.

Jeg vil bede dig om at oversætte nedenstående tekst ved hjælp af Google Translate. Gå ind på Google Translate's hjemmeside, <http://translate.google.com/#da|en>, og kopiér hele teksten ind, således at hele Google Translate's oversættelse kommer frem i boksen til højre. Vær sikker på at Google Translate er indstillet til at oversætte fra dansk til engelsk.

Når du har fået Google Translate's oversættelse, er du frit stillet til at rette i den som du ser passende. Når du er tilfreds med din oversættelse indsætter du den herunder, besvarer spørgsmålene og sender hele dokumentet retur til mig.

Vigtigt: På grund af undersøgelsens validitet, er det vigtigt at samtlige deltagere har den samme adgang til de samme hjælpemidler. Det er derfor kun "tilladt" at anvende disse gratis online ordbøger, <http://www.hurray.dk/overs%C3%A6ttelser/> og <http://www.logosdictionary.eu/> til yderligere hjælp. Husk at sætte indstillingerne til "fra dansk" og "til engelsk". Det vil altså sige at der ikke må anvendes diverse fysiske eller andre online ordbøger. Det er tilladt at søge på Google.

Vigtigt: Tekstens længde og sværhedsgrad er sammensat således at man skal regne med at bruge ca. ½-1 time på den. Eftersom tid er et af de parametre der måles på, bedes du **sammenregne samt notere den eksakte tid brugt på selve oversættelsen inkl. al redigering**. Det er dog meget vigtigt at oversættelsesproceduren er så realistisk som muligt, så du må endelig ikke "skynde" dig for at blive hurtigere færdig. Samtidig må du heller ikke bruge overdreven lang tid op redigeringsprocessen.

Din besvarelse og personlige oplysninger er naturligvis anonyme.

Appendix 2

Kære deltager

På forhånd mange tak for din deltagelse – dit input vil blive en uundværlig del af undersøgelsesgrundlaget til mit speciale som handler om Google Translate og oversættelseskvalitet.

Instruktioner:

Opgaven består i at oversætte nedenstående tekst fra dansk til engelsk og derefter besvare tilhørende uddybende spørgsmål. Det vil være en fordel hvis du skimmer spørgsmålene og holder dem i mente inden du går i gang med selve oversættelsen.

Vigtigt: På grund af undersøgelsens validitet, er det vigtigt at samtlige deltagere har den samme adgang til de samme hjælpemidler. Det er derfor kun "tilladt" at anvende disse gratis online ordbøger, <http://www.hurray.dk/overs%C3%A6ttelser/> og <http://www.logosdictionary.eu/> til yderligere hjælp. Husk at sætte indstillingerne til "fra dansk" og "til engelsk". Det vil altså sige at der ikke må anvendes diverse fysiske eller andre online ordbøger. Det er tilladt at søge på Google, men under INGEN omstændigheder må Google Translate anvendes. Det sidste er afgørende for undersøgelsens validitet.

Vigtigt: Tekstens længde og sværhedsgrad er sammensat således at man skal regne med at bruge ca. ½-1 time på den. Eftersom tid er et af de parametre der måles på, bedes du **sammenregne samt notere den eksakte tid brugt på selve oversættelsen inkl. al redigering**. Det er dog meget vigtigt at oversættelsesproceduren er så realistisk som muligt, så du må endelig ikke "skynde" dig for at blive hurtigere færdig. Samtidig må du heller ikke bruge overdreven lang tid op redigeringsprocessen.

Din besvarelse og personlige oplysninger er naturligvis anonyme.

Appendix 3

RETSANMODNING

Til vedkommende engelske myndigheder i henhold til art. 3 og 11 i Den Europæiske Konvention af 20. april 1959 om gensidig retshjælp i straffesager.

Ifølge oplysninger modtaget fra det engelske politi blev den engelske statsborger

Peter Paul Jones

ved dom afsagt den 17. november 2004 af Court of Appeal i London idømt 8 års fængsel for i en række tilfælde at have virket som kurer ved narkotikatransporter, herunder en transport af 100-120 kg hash til modtager i Københavnsområdet den 7.-8. februar 2004.

Den 24. august 2005 blev der af Politimesteren i Glostrup rejst tiltale mod de danske statsborgere Jens Petersen og Tim Hansen for:

”Overtrædelse af straffelovens § 191, stk. 2 jf. stk. 1, 1. pkt., ved den 7. februar 2004 i forening med blandt andre Peter Paul Jones, hvis sag behandles særskilt, med henblik på videreoverdragelse at have indført ikke under 130 kg hash fra Holland til Danmark, idet tiltalte Petersen arrangerede transporten af hashen, som blev kørt til Danmark af blandt andre Peter Paul Jones.”

Domsforhandlingen i sagen blev indledt den 6. september 2005 ved Retten i Tåstrup, og sagen forventes afsluttet medio december 2005.

Antal ord: 189

Appendix 4

Sortsynede amerikanske forbrugere, håb forude?

Humøret hos de amerikanske forbrugere er på et historisk lavpunkt. Obama træder dog snart til som præsident, og det kan måske blive et vendepunkt.

Amerikansk forbrugertillid rekordlav

Amerikansk forbrugertillid faldt i december til det laveste niveau, siden man begyndte at opgøre forbrugertilliden i 1967. Det er et udtryk for, at de amerikanske forbrugere er meget pessimistiske. Især de dårlige udsigter på arbejdsmarkedet begynder at sætte sit præg, alene i november måned mistede netto 500.000 personer deres job. Mange virksomheder melder om lavere aktivitet, så der er udsigt til yderligere fyringer i de kommende måneder. Samtidig er de amerikanske forbrugere også hårdt ramt af de faldende huspriser. I de 20 største amerikanske byer er huspriserne faldet i gennemsnit 18% i forhold til for et år siden. Desuden er det blevet vanskeligere at låne i bankerne, så de amerikanske forbrugere har svære vilkår i øjeblikket. Derfor har den amerikanske centralbank iværksat flere tiltag for at sætte gang i økonomien. Endvidere bliver Obama indsat som præsident den 20. januar, og han har lovet massive offentlige investeringer for at skaffe nye arbejdspladser.

Appendix 5

LEGAL REQUESTS

For him British authorities [concerned] pursuant to Art. 3 and 11 of the European Convention of 20 april 1959 on Mutual Assistance in Criminal Matters.

According to information received from the British police, the British citizen

Peter Paul Jones

by judgment of 17 november 2004 [delivered]¹ by [the] Court of Appeal in London sentenced to eight years [of] imprisonment [in that] in some cases to have acted as couriers for drug shipments, including a transport of 100-120 kg of hashish to the recipient in Copenhagen on 7-8th February 2004.

On 24 august 2005, the Chief of Police in Glostrup indictment against [the] Danish nationals Jens Petersen and Tim Hansen [on the following counts / for]:

"Violation of Penal Code § 191, first paragraph. [(12)]cf. [(1)]1st sections.², [in that] at the 7th February 2004 in association with, among others, Peter Paul Jones, whose case is treated separately, for onward transfer to have introduced no less than 130 kg [of] cannabis from Holland to Denmark, as the defendants Petersen arranged the shipment of [the] hashish, which was taken to Denmark [by], among

¹ Counts as an error in itself

² Counts as two errors; plural and punctuation

others, Peter Paul Jones. "

The trial of the case was opened on 6 september 2005 by the [District] Court on the outskirts and the case is expected to be completed by mid December 2005.

Total:

Grammar: 29

Terminology: 21

Correctness: 5

Readability: 10 (long sentence only counted as two errors)

Style: 13

Appendix 6

Sighted Black American consumers, hopeful?

The mood among American consumers are at a historic low. Obama comes soon, as president, and it might be a turning point.

American consumer confidence at a record low

U.S. consumer confidence fell in December to its lowest level since records began to measure consumer confidence in 1967. It is a sign that U.S. consumers are very pessimistic. Especially the poor prospects in the labor market begins to leave its mark, [and] alone in november month lost a net [of] 500,000 people their jobs. Many companies are reporting lower activity, so the prospect of further layoffs in the coming months. Meanwhile, American consumers [are] also hit hard by falling home prices. In the 20 largest U.S. cities, housing prices fell an average of 18% over a year ago. Moreover, it has been vanskelligere to borrow from banks, so American consumers have severe conditions at the moment. Therefore, the Fed [has] launched several initiatives to boost the economy. Moreover, Obama is inaugurated as president on 20 January, and he has promised massive public investments [in order] to create new jobs.

Total:

Grammar: 19

Terminology: 10

Correctness: 5

Readability: 8

Style: 16

Appendix 7

Group	Profession	no.
A1	Prof. Translator	1
A1	Prof. Translator	2
A1	Prof. Translator	3
A1	Prof. Translator	4
A1	Prof. Translator	5
A2	Prof. Translator	6
A2	Prof. Translator	7
A2	Prof. Translator	8
A2	Prof. Translator	9
A2	Prof. Translator	10
B1	Master student	16
B1	Master student	17
B1	Craftsman	20
B1	High school student	22
B1	Unskilled worker	24
B2	Master student	18
B2	Master student	19
B2	Craftsman	21
B2	High school student	23
B2	Unskilled worker	25
B3	Prof. Translator	11
B3	Prof. Translator	12
B3	Prof. Translator	13
B3	Prof. Translator	14
B3	Prof. Translator	15

Appendix 8

LETTER OF REQUEST

For relevant British authorities pursuant to Art. 3 and 11 of the European Convention of 20 April 1959 on Mutual Assistance in Criminal Matters.

According to information received from the British police, the British citizen

Peter Paul Jones

by judgment of 17 November 2004 by [the] Court of Appeal in London was sentenced to eight years [of] imprisonment for in some cases to have acted as courier for drug shipments, including a transport of 100-120 kg of hashish to [a] recipient in Copenhagen on 7-8th February 2004.

On 24 August 2005, the Chief of Police in Glostrup issued indictment against the Danish citizens Jens Petersen and Tim Hansen [for]:

"Violation of Penal Code §191, first paragraph. [(12)] cf. [(11)], 1st sections. [in that] at the 7th February 2004 in association with, among others, Peter Paul Jones, whose case is treated separately, for onward transfer to have imported no less than 130 kg of cannabis from Holland to Denmark, as the defendant Petersen arranged the shipment of hashish, which was taken to Denmark by Peter Paul Jones, among others."

The trial of the case was opened on 6 September 2005 by the City Court of Tåstrup and the case is expected to be terminated by mid-December 2005.

¹ Counts as two errors; plural and punctuation

Total:

Grammar: 15

Terminology: 17

Correctness: 2

Readability: 9

Style: 15

Tid brugt på oversættelse inkl. al revidering:

1 time og 10 min.

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

GT er god, hvis man navigerer efter noget på helt fremmede sprog. Skidt til regulær oversættelse af lange tekster.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej. Jeg anser det ikke for dybdegående nok, og arbejder man som professionel translator kan man ikke nøjes med svaret – man er nødt til at have 'hvorfor'-delen med også. Jeg har, indtil videre, den holdning at GT ikke kan give mig den viden jeg efterspørger.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Nej.

4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?

3. Den var dog mere omfattende end jeg regnede med – jeg bruger aldrig GT – men den høster kun et 3-tal fordi jeg syntes jeg var i bekneb med tiden, og fordi de tilladte hjælpemidler logosdictionary og hurray ikke var til megen hjælp. (hurray fik jeg aldrig til at virke, linket virkede heller ikke?) Havde jeg haft denne som en prof. opgave ville jeg aldrig have sluppet taget her.

5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER du har tilført eventuelle ændringer til?

Argh – den får 3,5 – jeg er ikke just stolt af den. Hvis du skal bruge et helt tal, så bliver det et 3-tal igen.

6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Godt: Meget 'brødtekst' allerede oversat, det gør det nemmere og hurtigere at dykke ned i teksten og rette. Forværret: I den forstand at jeg nu afleverer en helt oversat tekst, som jeg ikke selv er tilfreds med.

7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

Spøjse ordvalg (outskirts?) og manglende 'lim' mellem sætningsdele "...Chief of Police in Glostrup indictment against..."

8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?

Hvorfor/hvorfor ikke?

Hvis man søger efter bestemte oversættelser for eks. Den Europæiske Konvention om... osv, så ja, ok troværdig. Hvis man ønsker en hel sætning oversat korrekt, så oversætter GT ofte ord-for-ord, hvilket bevirker at man mister meget undervejs. Alt i alt: Nej, ikke troværdig nok.

9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?

Hvorfor/hvorfor ikke?

Jo absolut. Men ikke uden at have 5-6 andre online ordbøger åbne samtidigt.

10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg er ikke vild med GT – og jeg synes det smukke i at tumle med en tekst forsvinder når man smider det ind i en maskine på den måde.

Generelt synes jeg dog det er godt at gymnasierne går mere digitalt til værks. Brug af GT kræver bare meget mere undervisning i kildekritik. Sætningsopbygning og grammatik bliver der forhåbentlig stadig undervist i, for det er jo som regel dér man får problemer – ikke ved at slå ord op.

Appendix 9

Letter of request

To the relevant British authorities pursuant to articles 3 and 11 of the European Convention of 20 April 1959 on Mutual Assistance in Criminal Matters.

According to information received from the British police, British citizen

Peter Paul Jones

was sentenced to eight years of imprisonment by opinion passed by the Court of Appeal in London on 17 November 2004 for having acted as a courier for drug shipments, including a shipment of 100-120 kg of hashish to a receiver in Copenhagen to be received on 7-8 February 2004.

On 24 August 2005, the Chief of Police in Glostrup, Denmark charged Jens Petersen and Tim Hansen, Danish citizens with:

"Violation of section 191(2) of the Danish Penal Code, see subsection 1(i), for having in association with, among others, Peter Paul Jones, whose case is tried separately, on 7 February 2004, smuggled not less than 130 kg of hashish from the Netherlands to Denmark with a view to retransfer, as the defendant Mr. Petersen arranged the transport of hashish, which was taken to Denmark by, among others, Peter Paul Jones. "

The hearing of the case commenced on 6 September 2005 at the Court in Tåstrup, Denmark and the case is expected to be closed by mid[-] December 2005.

Total:

Grammar: 4

Terminology: 9

Correctness: 0

Readability: 4

Style: 7

Tid brugt på oversættelse inkl. al revidering: 1 time

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

Jeg ville aldrig bruge det.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej, aldrig. Det er ganske enkelt for dårligt og ofte giver oversættelser fra google translate ikke mening.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Nej.

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?

2

- 5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER du har tilført eventuelle ændringer til?

3,5

- 6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Det ved jeg ikke

- 7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

Der manglede stort forbogstav i måneden ved datoer, det er meget direkte oversat, hvilket giver en general dårlig oversættelse. Lovhenvvisninger laver den også forkert.

- 8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?
Hvorfor/hvorfor ikke?

Nej. Den oversætter for direkte (ord-for-ord oversættelse).

- 9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?
Hvorfor/hvorfor ikke?

Det kan måske være en hjælp på gymnasieniveau for folk, der ikke har adgang til så mange online ordbøger, men i professionelle oversættelsessituationer mener jeg slet ikke det er nyttigt.

10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>?)

Jeg synes det er en meget dårlig ide. Man sender jo et signal om, at der er hurtige genveje til oversættelse og det er der ikke. Det ville være bedre at give eleverne adgang til gode online ordbøger som Gyldendal eller ordbogen.com og lære dem at tage kritisk stilling til oversættelsen i stedet for bare at tage det første ord, der står i ordbogen.

Appendix 10

LETTER OF REQUEST

For the relevant British authorities pursuant to Art. 3 and 11 of the European Convention of 20 April 1959 on Mutual Assistance in Criminal Matters.

According to information received from the British police, by judgment of 17 November 2004, the Court of Appeal in London sentenced the British citizen

Peter Paul Jones

to eight years' imprisonment for having acted as a courier in drug shipments in a number of instances, including a transport of 100-120 kg of hashish to a recipient in the Copenhagen area on 7-8 February 2004.

On 24 august 2005, the Chief of Police in Glostrup, Denmark, charged the Danish citizens Jens Petersen and Tim Hansen for:

"Violation of section 191(2), cf. subsection (1), first sentence, of the Danish Penal Code [on 7 February 2004] by having imported no less than 130 kg of hashish from Holland to Denmark for resale, together with, among others, Peter Paul Jones, whose case is being heard separately, where Defendant Petersen arranged the shipment of the hashish, which was driven to Denmark by, among others, Peter Paul Jones."

The hearing of the case was commenced on 6 September 2005 in the District Court of Taastrup, Denmark, and the case is expected to be completed by mid-December 2005.

Total:

Grammar: 5

Terminology: 8

Correctness: 1

Readability: 3

Style: 6

Tid brugt på oversættelse inkl. al revidering: 30 min.

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

At det er fint til privatbrug, men at det ikke kan bruges professionelt. Det kan dog bruges til en del sjov 😊

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej, det er den ikke god nok til, og jeg har fin hjælp af ordbøger og internettet generelt.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Ja, jeg bruger det, når jeg skal skrive brev til min fadderdatter i Colombia. Den oversætter til spansk, og jeg retter det til (kan godt lidt spansk).

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?

2

- 5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER du har tilført eventuelle ændringer til?

5 😊

- 6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Den overraskede mig ved at kunne nogle ting, f.eks. konventionens navn, som jeg så ikke behøvede at slå op, fordi jeg kunne huske, da jeg så det, at det var rigtigt, at den hedder det.

- 7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

Rækkefølgen af de enkelte sætningslementer. Den bytter ikke rigtigt om, og det er man jo nødt til.

Den er upræcis, når den f.eks. oversætter "Københavnssområdet" til "Copenhagen" og "Retten i Tåstrup" til "Court on the outskirts" 😊.

Desuden oversætter den hash til både "cannabis" og "hashish", skriver månedsnavne med lille, skriver datoer på forskellige måder, skriver paragrafhenviisninger til loven forkert osv. osv.

- 8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Nej, jeg stoler ikke på den, så jeg ville alligevel tjekke alt.

9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?

Hvorfor/hvorfor ikke?

Nej, jeg vil hellere oversætte selv fra bunden. Den er ikke god nok.

10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Den er svær, fordi de jo så bare bliver korrekturlæsere i stedet for at lære at formulere sig selv på engelsk. På den anden side afspejler det jo virkeligheden i dag. Hvis det skal være sådan, så skal undervisningen jo så bare lægges helt om, så det er de kompetencer, de lærer.

Appendix 11

LEGAL REQUEST

For the attention of the relevant British authorities pursuant to articles 3 and 11 of the European Convention on Mutual Assistance in Criminal Matters of 20 April 1959.

According to information received from British police, the British citizen

Peter Paul Jones

was sentenced, by judgment of 17 November 2004 delivered by the Court of Appeal in London, to eight years' imprisonment for having acted, on several occasions, as a courier for drug shipments, including a shipment of 100-120 kg of hashish to a recipient in Copenhagen on 7-8 February 2004.

On 24 august 2005, the Chief of Police in Glostrup filed charges against the Danish citizens Jens Petersen and Tim Hansen for:

"Violation of section 191(2), cf. (1)(1), of the Penal Code by having introduced, on 7 February 2004 in association with *inter alia* Peter Paul Jones, whose case is being treated separately, for the purpose of onward transfer, no less than 130 kg of hashish from Holland to Denmark, as the Defendant, Mr Petersen, arranged the shipment of hashish, which came to Denmark by car driven by *inter alia* Peter Paul Jones."

The hearing of the case was opened in the District Court in Tåstrup on 6 September 2005 and the case should be completed by mid-December 2005.

Total:

Grammar: 6

Terminology: 9

Correctness: 1

Readability: 4**Style: 6**

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

Google Translate er blevet væsentlig bedre end tidligere og kan give et fint indtryk af en given tekst – naturligvis især, hvis originalteksten er på et sprog, man ikke kender.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej endnu ikke – da jeg indtil videre foretrækker "min egen måde", hvor jeg starter med at lave en råoversættelse i Translator's Workbench ved hjælp af de termer, jeg igennem 10 års translatørvirksomhed har lagt ind i min egen MultiTerm-base. Rent praktisk kører jeg et Word-dokument igennem Workbench/MultiTerm og arbejder så videre i det råoversatte Word-dokument, hvor f.eks. ordet "application" (hvis jeg arbejder fra engelsk til dansk) er råoversat til "anvendelse\ansøgning\anmodning\gennemførelse\begæring\søgsmål\applikation", og jeg sletter så de ikke-relevante ord.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Ja, hvis jeg f.eks. skal danne mig et overblik over en spansk tekst, da mine spanskundskaber er meget ringe...

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?**

2.

- 5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER du har tilført eventuelle ændringer til?**

4 – men det må andre afgøre, og denne tekst ligger langt uden for de teksttyper, jeg normalt oversætter.

- 6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.**

Da jeg ikke er vant til at arbejde med denne teksttype, er det en fordel at få serveret ord som "gensidig retshjælp" = "Mutual Assistance" og "domsforhandling" = "hearing of the case". Imidlertid er der bestemt også ulemper, f.eks. at man nemt bare accepterer Googles ordstilling – uden egentlig at tænke nærmere over det.

- 7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.**

Stor inkonsekvens. F.eks. er "statsborger(e)" oversat til "citizen" i ental, men "nationals" i flertal. Og af en eller anden grund er "hash" oversat til hhv. "cannabis" og "hashish". Og hvordan "i Tåstrup" så bliver til "on the outskirts" står hen i det uvisse, men er da en af de underholdende fejl... apropos snakken om "Udkantsdanmark"...
Det går også helt galt omkring "§ 191, stk. 2", der bliver til "§ 191, first paragraph. 2"

- 8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?**

Til dels troværdig – men hvis det er oversatte termer, man ikke kender i forvejen, skal man krydstjekke dem meget grundigt! Og der er stadig store og meget meningsforstyrrende fejl ved brug af Google Translate.

- 9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke?**

Ikke endnu – men Google Translate er blevet VÆSENTLIG bedre i de seneste par år – så efterhånden måske...

10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Det er efter min mening en god idé, da det afspejler, hvordan den virkelige verden fungerer – og denne type hjælpemidler bliver givetvis meget anvendelige fremover, så man kan holde oversættelsesomkostningerne nede. MEN samtidig bør man stadig afholde en "gammeldags" eksamen, hvor man kan vise, at man også kan begå sig uden "Google Translate". Det giver en god sprogfølelse og en paratviden, som kan være nyttig, f.eks. i mundtlige sammenhænge. Konstant brug af Google Translate kan give en falsk følelse af, at man er bedre til f.eks. engelsk, end man i virkeligheden er, men kan på den anden side også være fremmende for indlæringen, hvis man bider mærke i termene i den oversatte tekst og er i stand til at forholde sig kritisk til dem.

Appendix 12

REQUEST FOR ASSISTANCE IN LEGAL MATTER

For the relevant British authorities pursuant to Articles 3 and 11 of the European Convention of 20 April 1959 on Mutual Assistance in Criminal Matters.

According to information received from the British police, the British citizen

Peter Paul Jones

was sentenced by judgment of 17 November 2004 by the Court of Appeal in London to eight years imprisonment [in that] on a number of occasions to have acted as a courier for transport of narcotics, including transport of 100-120 kgs of hashish to a recipient in Greater Copenhagen between 7 and 8 February 2004.

On 24 August 2005, the Chief of Police in Glostrup indicted the Danish citizens Jens Petersen and Tim Hansen for:

"Violation of the Danish Criminal Code, section 191(2), cf. (1), 1st paragraph, as they on 7 February 2004 in association with, among others, Peter Paul Jones, whose case is being treated separately, with the intent to distribute have smuggled no less than 130 kg hashish from the Netherlands to Denmark, as the defendant Petersen arranged the transport of the hashish that was taken to Denmark by car by, among others, Peter Paul Jones. "

The trial regarding this matter began on 6 September 2005 at the [District] Court in Tåstrup and the case is expected to be completed by mid-December 2005.

Total:**Grammar: 8****Terminology: 13****Correctness: 2****Readability: 4****Style: 9**

Tid brugt på oversættelse inkl. al revidering: 15 min.

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

Ville aldrig bruge medmindre vi taler om et sprog, som jeg ikke taler – f.eks. russisk, kinesisk eller lignende. Jeg taler engelsk og fransk og en smule italiensk, så selv noget som spansk ville jeg søge hjælp til andre steder.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke? Nej! Det er jo helt tilfældigt, om de rammer rigtigt eller ej, og når man går det efter, er der forfærdelige fejl rundt omkring. Det er en væmmelig sovepude at tro, at resultatet er en brugbar oversættelse. Det er med til at forfladige sproget og hjælper på ingen måde til at udvikle ens sprogforståelse. Man lærer intet om, hvordan man skal gribe forskellige oversættelser an. Selv efter mere end 15 år i branchen møder jeg stadig nye type tekster, og jeg ville ALDRIG bruge GT som et hjælpemiddel til, hvordan jeg skulle gribe teksten an.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad? Meget, meget sjældent. Som sagt kun hvis jeg støder

på et russisk ord eller lignende, f.eks. hvis det forekommer i en roman, så kunne jeg finde på at bruge GT.

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse? 1
- 5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER du har tilført eventuelle ændringer til? 3-4 stykker. Jeg kunne ikke bruge de værktøjer, du havde givet adgang til. Jeg bruger Gyldendals Pro-pakke, og den har jeg ikke tjekket. Jeg har oversat retsanmodninger før, men jeg har med vilje ikke tjekket dem i denne sammenhæng.
- 6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler. **ALDRIG forbedret!**
 - a) Til vedkommende engelske myndigheder -> For him British authorities -> For the relevant British authorities
 - b) i en række tilfælde -> in some cases -> on a number occasions
- 7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.
 - a) månedsnavne var ikke med versaler, bortset fra en gang
 - b) brug af § som ikke bruges på eng – hedder "section", og afsnit hedder "paragraph"
- 8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke? Nej, nej, NEJ! :-) Kan slet ikke lide. Man skal have stor sprogforståelse for at sikre sig, at det er en korrekt tekst, man ender med. Umiddelbart kan det se ok ud, men når man så går ned i teksten, er det virkelig lav standard. Kender folkeskolelærere i engelsk, der oplever, at eleverne afleverer ting,

som har været gennem GT, og det virker slet ikke og bærer tydeligt præg af at være kørt gennem GT. Så nej, vil aldrig bruge som troværdig oversættelseshjælp og vil fraråde andre at opfatte det som troværdigt.

9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?

Hvorfor/hvorfor ikke? Nej! Det er for meget redigering bagefter. Jeg har kun brugt 15 min, men jeg er for det første professionel oversætter og derfor nok hurtigere end de fleste, og jeg er presset tidsmæssigt mht. hvor meget tid jeg kan bruge på den her slags. Jeg har ikke skyndt mig, men jeg har heller ikke brugt lige så lang tid på redigeringen, som jeg almindeligvis ville have gjort, da jeg ikke kunne bruge min sædvanlige hjælpemidler. Jeg ville være fristet til at starte helt forfra, så jeg ikke var "forurennet" af GT's bud.

10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>?)

Det er synd og skam! Hvad med at lære de unge engelsk i stedet? Og bruge rigtige hjælpemidler i stedet for alt det gratis hejs, man kan få adgang til på nettet. Man aner jo ikke, hvem der står bag de kilder. Kan kun varmt anbefale Gyldendal, som har mange typer ordbøger, der bliver opdateret og tjekket og kontrolleret af professionelle. Hvis internetadgang er for dyr, kan man jo stadig købe sig en ordbog af papir. Jeg synes, at det er ødelæggende for sprogforståelse og sprogbehandling at opfatte GT som et sprogligt værktøj!

Appendix 13

LETTER OF REQUEST

To the relevant English authorities pursuant to Articles 3 and 11 of the European Convention on Mutual Assistance in Criminal Matters of 20 April 1959.

According to information received from the British police[,] the British citizen

Mr Peter Paul Jones

was sentenced to eight years' imprisonment by judgment made by the Court of Appeal in London on 17 November 2004 for having acted as a courier on drugs transports in a number of cases, including a transport of 100 to 120 kilos of cannabis to a recipient in the Copenhagen area on 7 to 8 February 2004.

On 24 August 2005, the Chief of Police in Glostrup charged the Danish citizens Mr Jens Petersen and Mr Tim Hansen with:

"Violation of section 191(2), see subsection [(1)], first paragraph, of the Danish Criminal Code when in unison with[,] among others[,] Peter Paul Jones, whose case is heard separately, they brought no less than 130 kilos of cannabis from Holland to Denmark with a view to passing it on to others. The accused Petersen arranged the transport of the cannabis, which was driven to Denmark by[,] among others[,] Peter Paul Jones."

The hearing of the case began on 6 September 2005 at the District Court in Taastrup, and the case is expected to be completed by the middle of December 2005.

Total:

Grammar: 8

Terminology: 7

Correctness: 0

Readability: 2

Style: 6

Tid brugt på oversættelsen inkl. al redigering: 70 minutter

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

Jeg er stor modstander af at bruge Google Translate ”med hovedet under armen”, som fx ofte er tilfældet med folk, som har ingen eller meget lidt forstand på engelsk. Jeg har dog i enkelte sammenhænge set, at det kan være et nyttigt værktøj. Vil dog stadig tillade mig at være noget skeptisk over for den øgede brug af Google Translate.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej, aldrig. Jeg mener, at der er for stor risiko for at “falde i” og godtage forslag, som rent faktisk er forkerte.

- 3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?**

Nej, aldrig.

- 4) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?**

Hvorfor/hvorfor ikke?

Nej. Se ovenfor.

- 5) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?**

Hvorfor/hvorfor ikke?

Nej. Se ovenfor.

- 6) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse?**

3. Jeg er rigtig dårlig til at huske juridiske termer, og slår derfor altid ordene op igen og igen – så jeg ved, at der er en hel del termer, der ikke sidder lige i skabet.

- 7) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:**

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg synes, at det er et skråplan. Men hvis engelsklærerne har gjort deres arbejde godt nok, så har de forhåbentlig også lært deres elever de faldgruber, der er ved at bruge dette værktøj kritikløst og ”med hovedet under armen”.

Appendix 14

LETTER OF REQUEST

To the relevant English authorities pursuant to Articles 3 and 11 of the European Convention of 20 April 1959 on mutual assistance in criminal matters.

According to information provided by the British police, the British citizen

Peter Paul Jones

was, on 17 November 2004, sentenced to eight years' imprisonment by London's Court of Appeal for having, in several instances, worked as a drug courier, including having couriered a consignment of 100-120 kg cannabis to a recipient in the Copenhagen area on 7-8 February 2004.

On 24 August 2005, the Chief Constable of Glostrup formally charged the Danish citizens Jens Petersen and Tim Hansen with:

"Having, contrary to s. 191(2) of the Danish Criminal Code, cf. s. 11(1) (first sentence), on 7 February 2004 together with *inter alia* Peter Paul Jones, whose case is tried separately, imported not less than 130 kg hash from the Netherlands to Denmark for re-transferral, in that the Defendant Mr Petersen arranged the transportation of the cannabis, which was couriered to Denmark by Peter Paul Jones and others."

The trial commenced on 6 September 2005 at the District Court of Tåstrup and is due for completion in mid-December 2005.

Total:

Grammar: 2

Terminology: 7

Correctness: 0

Readability: 2

Style: 5

Tid brugt på oversættelsen inkl. al redigering:

35 + 10 (redigering) + 10 (redigering) minutter = 55 minutter

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

Jeg har ikke selv brugt GT, men kun set resultaterne, som kan være ret morsomme.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej. Det ville være for besværligt og distraherende at skulle redigere det oversatte. Men jeg anvender heller ikke andre oversættelsesprogrammer.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Nej.

4) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Nej, fordi jeg ikke mener, at systemet kan forholde sig til kontekst.

5) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Ja, hvis man ikke har andre muligheder.

6) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse?
5

7) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg har svært ved at se formålet med lige Google Translate, men jeg er åben over for, at man til en eksamen i oversættelse har lov til at bruge alle hjælpemidler. Til gengæld burde der så slås ekstra hårdt ned på stavefejl, grammatiske fejl, ”mixed metaphors”, sproglig ubehjælpssomhed, uklarhed og lignende – så hårdt, at man dumper på sådanne fejl.

KOMMENTAR

Jeg har ikke tidligere brugt de to links/ordbøger, men prøvede dem og konstaterede, at de ikke kunne bruges til denne type oversættelse, da de jo blot er ordlister.

Appendix 15

LETTER ROGATORY

To the relevant English authorities under articles 3 and 11 of the European Convention of 20 April 1959 on Mutual Assistance in Criminal Matters.

According to the information received from the English police, the English citizen

Peter Paul Jones

was by judgment delivered on 17 November 2004 by the Court of Appeal in London sentenced to eight years' imprisonment for having acted as courier in a number of narcotics transports, including the transport of 100-120 kg hashish to a recipient in the area of Copenhagen on 7-8 February 2004.

On 24 August 2005, the Head of Glostrup Police charged the Danish citizens Jens Petersen and Tim Hansen with:

"Violation of section 191(2) of the Danish Criminal Code, see subsection (1), first sentence, by having imported no less than 130 kg hashish from Holland to Denmark on 7 February 2004 in collusion with, among others, Peter Paul Jones[,] whose case is heard separately, with a re-transfer in mind as the accused Petersen arranged the transport of the hashish, which was transported by car to Denmark by Peter Paul Jones, among others. "

The hearing of the case was commenced on 6 September 2005 before the Court of Taastrup, and the case is expected to be completed mid[] December 2005.

Total:

Grammar: 6

Terminology: 7

Correctness: 1

Readability: 1

Style: 5

Tid brugt på oversættelsen inkl. al redigering:

35 minutter

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

Jeg synes, det er et godt værktøj til "ligeGYldige" oversættelser, men absolut ikke andre former for oversættelser.

2) Ville du overveje at anvende Google Translate i en professionel

oversættelsessituation? Hvorfor/hvorfor ikke? Aldrig! Kvaliteten er alt alt for dårlig.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald,

hvornår, hvor ofte og til hvad? Jeg bruger det indimellem til at oversætte enkelte ord fra spansk-dansk for at forstå mine spanske venner

4) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?

Hvorfor/hvorfor ikke? Overhovedet ikke, fordi kvaliteten er for dårlig og fordi jeg har prøvet at oversætte en tekst fra dansk-italiensk og tilbage. Resultatet var komplet håbløst dansk og langt fra det, jeg startede med at indtaste

5) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?

Hvorfor/hvorfor ikke? Kun i ovenstående situationer (se sp. 3)

6) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse?

4

7) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)? Trist for niveauet

Appendix 16

Translation

LETTER OF REQUEST

To the competent British authorities in accordance with Articles 1 and 3 of the [European] Convention on Mutual Assistance in Criminal Matters of 20 April 1959.

According to data from the British police, on 17 November 2004, the Court of Appeal in London sentenced the British national

Peter Paul Jones

to 8 years' imprisonment for having acted as a courier on several occasions in connection with drug-trafficking transactions, including transport of 100-120 kilograms of hashish to a recipient in Copenhagen on 7 and 8 February 2004.

On 24 August 2005, the Chief Constable of Glostrup brought a charge against the two Danish nationals Jens Petersen and Tim Hansen "for violating s. 191(2) of the Danish Criminal Code (*straffeloven*), cf. (1)(i), in that on 7 February 2004 in collaboration with Peter Paul Jones, among others, whose case is being handled separately, with a view to supply they imported not less than 130 kilograms of hashish from the Netherlands to Denmark. Jens Petersen arranged the transport of the hashish which was transported to Denmark by car by Peter Paul Jones among others".

The case against Jens Petersen and Tim Hansen started at the district court of Tåstrup on 6 September 2005 and is expected to be concluded by the middle of December 2005.

Total:

Grammar: 4

Terminology: 7

Correctness: 1

Readability: 0

Style: 6

Tid brugt på oversættelsen inkl. al redigering:

Ca. 2 timer

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

Min holding til autogenerede oversættelser er, at de ikke virker, da der sker for mange fejl, der oftest skyldes, at disse oversættelsesværktøjer ikke har kendskab til de kulturforskelle, der eksisterer mellem forskellige lande, fx i forskelle mellem retssystemer. Ligeledes tager de ikke højde for fx kontekst og kildesprogs-/målsprogsorientering.

Dog er Google Translate efter min mening blandt de bedre oversættelsesværktøjer til autogenerede oversættelse, da den i det mindste (oftest) laver en forståelig sætning, fx bøjer verberne korrekt, således at sætningen er forståelig (dog ikke nødvendigvis korrekt oversat).

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Jeg anvender aldrig Google Translate i en oversættelsessituation, da jeg ikke synes, at det er et anvendeligt oversættelsesværktøj grundet ovenstående grunde.

Det kan til nøds bruges til at forstå, hvad der menes i en given sætning, hvis denne er indviklet og svær at forstå og ordet/ordene ikke kan slås op. På denne måde kan translatøren så blive sporet ind på, hvad der menes og herefter fx google sig ind på tekster omhandlede emnet eller ordet eller finde en paralleltekst. Lad os fx sige, at jeg ikke kunne slå "retsanmodning" op i ordbogen, men Google Translate gav mig ordet "letter of request". Så kunne jeg herefter (naturligvis på baggrund af have hele teksten til oversættelse in mente) google dette ord og spore mig ind på fx en paralleltekst, der kunne bekræfte, at dette er det korrekte ord for retsanmodning.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Det er meget sjældent, men jeg har enkelte gange brugt Google Translate til informationssøgning for slå et ord op på et sprog, som jeg ikke taler og ikke har ordbøger til for lige at se, hvad det kan betyde. Dette kan fx være i forbindelse med hjemmesider på spansk, hvor der ikke er en engelsk version, og jeg skulle finde oplysninger til privat brug fx rejsebrug.

4) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Nej, som translatør vil jeg altid have en vis skepsis over for at anvende Google Translate, også selvom at det er et af de bedre oversættelsesværktøjer. Jeg tror på, at det er der sidder et tænkende menneske bag en oversættelse er meget bedre end en autogenereret computer. Jeg kunne godt forestille mig, at ikke-sproguddannede person vil anse Google Translate som en troværdig oversættelseshjælp i oversættelsessituation, men når man er sproguddannet dukker der nogle røde advarselsslamper op, når man ser fx bestemte ord, hvor man naturligt tænker: Hov her er der en kulturforskel mellem Danmark og Storbritannien, så her er jeg nødt til at forklare

modtageren, at der er den her forskel, eller hov, i hvilken kontekst er vi lige, når der pludselig står ordet "paragraf" - er der tale om en lov, kontrakt eller bekendtgørelse, for det har jo betydning for, hvilket ord du vil anvende til oversættelse.

5) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?

Hvorfor/hvorfor ikke?

Jeg anser det kun nyttigt for at forstå en sætning, hvis den som nævnt ovenfor er kringlet, og du bare har behov for nogenlunde at spore dig ind på, hvad handler det mon om. Det kan ligeledes som nævnt ovenfor være nyttigt til informationsbrug.

6) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse?

4

7) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg mener ikke, at det bør tillades, men jeg mener dog, at adgang til google bør tilladelse, så man kan google vendinger, som en translatør vil gøre det.

Appendix 17

LETTER OF REQUEST

To the relevant British authorities in accordance with Articles 3 and 11 of the European Convention of 20 April 1959 about Mutual Assistance in Criminal Cases.

According to information received by the British police, British national

Peter Paul Jones

was sentenced to eight years of imprisonment by judgment made by the Court of Appeal in London on 17 November 2004 for having on a number of occasions acted as a courier in connection with the transportation of narcotics, including the transportation of 100 to 120 kilos of hash to a recipient in the Copenhagen area on 7 to 8 February 2004.

On 24 August 2005, the Chief of Police in Glostrup, Denmark, brought a criminal charge against Danish nationals Jens Petersen and Tim Hansen for:

"The violation of [Penal Code] Section 191(2), cf. 191(1), First Sentence, by having on 7 February 2004, together with other individuals, including Peter Paul Jones, whose case is being dealt with separately, imported not less than 130 kilos of hash from Holland to Denmark for the purpose of passing it on to a third party. The defendant Petersen organized the transportation of the hash, which was driven to Denmark by a number of individuals, including Peter Paul Jones."

The trial was initiated on 6 September 2005 before the District Court of Tåstrup, Denmark, and the case is expected to reach its conclusion by mid-December 2005.

Total:

Grammar: 3

Terminology: 14

Correctness: 1

Readability: 1

Style: 10

Tid brugt på oversættelsen inkl. al redigering:

19 minutter

Uddybende spørgsmål (skriv venligst direkte i dokumentet. Der må besvares på både dansk og engelsk):

1) Hvad er din personlige holdning til Google Translate?

Den er elendig, og jeg ville aldrig bruge den til oversættelse dansk-engelsk-dansk, men jeg bruger den af og til for at få en rettesnor, hvis jeg skal forsøge at forstå noget på et tredje sprog.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej. Fordi – baseret på egen erfaring – den oversætter ord for ord uden at tage hensyn til grammatik eller nuancer.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Som beskrevet i 1, dvs. ikke til oversættelse, men til forståelse.

4) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?

Hvorfor/hvorfor ikke?

Nej, jf. mit svar i 2. Men den kan bruges som en indgang eller en rettesnor, dvs. et vink om, hvad en tekst handler om.

5) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?

Hvorfor/hvorfor ikke?

Nej, igen som besvaret i 2.

6) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse?

På 5.

7) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved

engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Så vidt jeg har forstået ved at læse artiklen, er det ikke så stort et problem, som man umiddelbart kunne tro. Eleverne må bruge internettet, men bliver ikke bildt ind, at Google Translate er et perfekt oversættelsesværktøj. Som underviser vil jeg mene, at det er bedst at holde elever i gymnasiet og studerende på højere læreanstalter væk fra internettet, når de besvarer eksamensopgaver, fordi det tilskynder til snyd og plagiering. Desværre. Men som underviser ved jeg også, at man kan udfærdige eksamensopgaver, der tager højde for alting, også studerendes adgang til Google Translate og andre værktøjer. Undgå snyd og plagiering og dog en helt anden sag.

Appendix 18

Pessimistic U.S. Consumers, Any Hope Ahead?

American consumer sentiment is at a historical slump. However, Obama will soon take up office as president, and this could possibly mark a turning point.

U.S. Consumer Confidence at a Record Low

U.S. consumer confidence dropped in December to the lowest level since the calculation of consumer confidence was started in 1967. This indicates that the American consumers are very pessimistic. Especially the poor prospects in the labor market are beginning to leave their mark – in the month of November alone, a net [of] 500,000 people lost their jobs.

Many companies are reporting decreased activity, so further layoffs are expected in the coming months.

Meanwhile, American consumers are also hit hard by falling home prices. In the 20 largest U.S. cities, housing prices fell by an average of 18% compared to a year ago. Furthermore, it has become increasingly difficult to borrow from banks, so American consumers are currently facing tough conditions.

Therefore, the Fed has launched several initiatives to boost the economy. Moreover, Obama will be inaugurated as president on January 20th, and he has promised massive public investments [in order] to create new jobs.

Respondent no. 11

Respondent group B3

Total:

Grammar: 7

Terminology: 7

Correctness: 0

Readability: 4

Style: 8

Tid brugt på oversættelse inkl. al redigering:

45 minutter.

Uddybende spørgsmål (skriv venligst direkte i dokumentet):**1) Hvad er din personlige holdning til Google Translate?**

Det er et udmærket værktøj til simple oversættelser, som dog kræver meget omhyggelig efterredigering. Kan også give inspiration til alternative oversættelser af et ord eller en sætning.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Ja, jeg bruger det af og til, når det drejer sig om 'almensproglige', ordrige oversættelser – men udelukkende med ovenstående forbehold.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Nej. Hvis jeg personligt skal kommunikere på engelsk, gør jeg det direkte og ikke med udgangspunkt i dansk.

4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?

2

5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER at du har tilført eventuelle ændringer til?

5

6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Jeg synes, Google Translate hverken har forbedret eller forværret min endelige oversættelse. Det har dog sparet mig lidt tid, idet jeg havde et grundlag at arbejde ud fra og ikke skulle taste hele teksten i oversættelsen.

7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

Grammatik, specielt ordstillingen. Eks.:

DA: ...alene i november måned mistede netto 500.000 personer deres job.

EN: ... alone in november month lost a net 500,000 people their jobs.

DA: ...så de amerikanske forbrugere har svære vilkår i øjeblikket.

EN: ...so that American consumers have difficult conditions currently.

8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Ja, det giver sig ikke ud for at være et værktøj til færdig oversættelse, men derimod en maskinoversættelse, som kræver brugerens egen efterredigering.

9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Ja, det giver et godt udgangspunkt at arbejde ud fra, såfremt der er tale om en almensproglig tekst, og man selv har tilstrækkeligt gode sprogkunderskaber til at kunne gennemskue, hvor værktøjet fejler og skal redigeres.

10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg synes, det er en god idé, da det afspejler den måde, man senere vil komme til at arbejde på. Det er dog meget vigtigt at lære de studerende at bruge værktøjet korrekt.

Appendix 19

Pessimistic American consumers, light at the end of the tunnel?

The mood among American consumers is at a historic low. Soon, however, Obama will take over the presidential seat, and this might be a turning point.

American consumer confidence at a record low

The American consumer confidence fell in December to its lowest level since 1967 when the first consumer confidence was recorded. It is a sign that American consumers are very pessimistic. Especially the poor prospects in the labour market begin to leave their marks. [and in] In November alone, a net [of] 500,000 people lost their jobs.

Many companies are reporting lower activity levels, so further layoffs in the coming months are anticipated. Meanwhile, American consumers are hit hard by declining property prices. In the 20 largest American cities, property prices have fallen by an average of 18 per cent compared to the same time last year. Moreover, it has become more difficult to take out loans in the bank[s][,] which is adding to the severe conditions experienced by American consumers at the moment.

[Consequently,] To boost the economy, the Federal Reserve has launched several initiatives. Moreover, Obama will be inaugurated as president on 20 January, and he has promised massive public investments [in order] to create new jobs

Total:

Grammar: 9

Terminology: 2

Correctness: 0

Readability: 5

Style: 7

Tid brugt på oversættelse inkl. al redigering:

10 min

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Det er et godt oversættelsesværktøj, hvis man har et indgående kendskab til begge de sprog, der oversættes imellem. Man skal påregne tid til at redigere i teksten, og man skal bruge sin kritiske sans.

Hvis man ikke har kendskab til det ene af de to sprog, kan man bruge Google Translate til at skabe sig en ide om indholdet i en tekst, men man må aldrig stole blindt på, hvad man får ud af oversættelsen.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Ja, og det gør jeg allerede - men kun mellem de sprog, som jeg selv mestrer. Hvorfor? Fordi det sparer tid. Hvis teksten er præget af simpel syntaks, mange gentagelser og fagtermer, er Google et rigtig fint værktøj.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Nogle gange bruger jeg Google til at tjekke, om jeg har forstået en tysk eller spansk tekst korrekt, men ellers ikke. Jeg har en mexicansk mand, som sværgede til Google Translate, da han kom til Danmark. Jeg har været vidne til rigtig mange misforståelser forårsaget af en dårlig Google-oversættelse, så jeg stoler ikke på den.

4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?

3

- 5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER at du har tilført eventuelle ændringer til?

4

- 6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Den har givet mig nogle ideer til, hvad jeg skal kalde termer, jeg selv var i tvivl om, f.eks. "forbrugertillid"

- 7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

Den har mange syntaksfejl (grammatik), f.eks. "Especially the poor prospects in the labor market *begins* to leave *its* mark."

Den kan ikke oversætte den neutrale tredjeperson "man", og den håndterer ikke "der er" så godt, f.eks. oversætter den sætningen til en ukomplet sætning: "Many companies are reporting lower activity, so the prospect of further layoffs in the coming months".

Der er problemer med tempus, hvor førnutid "har lanceret" bliver til datid "launched", men det er ikke præcist nok, hvis det er en handling, der startede i datiden, men som fortsætter i nutiden.

Og så kan den af gode grunde ikke håndtere fejl i kilde-teksten

- 8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Nej! Jeg vil til enhver tid tjekke alle de termer, jeg selv er i tvivl om og også sætningskonstruktioner, som jeg ikke selv ville have skrevet. Hvorfor? Fordi det er en maskine, og man kan ikke forvente, at den skal tage højde for konteksten.

- 9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?
Hvorfor/hvorfor ikke?**

Ja, bestemt. Den sparer en for tid og giver mange gode forslag til formuleringer og termer, som man kan arbejde videre med.

- 10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved
engelskeksamen i gymnasiet i 2014? (for yderligere information se:**

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg synes umiddelbart, at det er ok, at de bruger den til at skrive tekster, men jeg mener, at eleverne i folkeskolen til gengæld skal testes i engelsk grammatik, da der er brug for god analytisk sans og stort kendskab til grammatik, hvis man vil bruge oversættelsesværktøjer i fremtiden.

Appendix 20

Pessimistic American consumers, is there any hope?

The mood of American consumers is at a historic low. Obama will soon become president, and it may be a turning point.

American consumer confidence at a record low

U.S. consumer confidence fell in December to its lowest level since the beginning of consumer confidence recording in 1967. It is a sign that American consumers are very pessimistic. Especially the poor prospects in the labor market begin to leave its mark; only in November month [a net of] 500,000 people lost their jobs.

Many companies report a lower activity level, so the prospect is further redundancies in the coming months. Meanwhile, American consumers are also severely affected by falling housing prices. In the 20 largest cities in America, housing prices fell 18% on average as compared to last year. Moreover, it has become more difficult to borrow from the banks, so American consumers are under pressure at the moment.

Therefore, the American central bank [has] launched several initiatives to boost economy. Moreover, Obama will be inaugurated as president on 20 January, and he has promised massive public investments [in order] to create new jobs.

Total:

Grammar: 11

Terminology: 4

Correctness: 1

Readability: 4

Style: 8

Tid brugt på oversættelse inkl. al redigering:

45 minutter

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Ambivalent forhold. Umiddelbart, at den er noget juks. Men, hvis man skal kommunikere på et helt ukendt sprog, kan man formentlig få en ide om indholdet ved at bruge Google Translate.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej, det ville jeg ikke - fordi jeg har set alt for mange eksempler fra det virkelige liv, hvor Google Translate har været anvendt, og resultaterne har været ubrugelige. Og at skulle rette i disse eksempler har taget længere tid end at skulle oversætte forfra.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Af og til kan jeg anvende den mellem svensk og dansk - den sprogretning er nogenlunde, og det kan være hurtigere end traditionelle ordbøger.

4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?

1-2

5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER at du har tilført eventuelle ændringer til?

4

6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Jeg synes ikke, den har hverken forbedret eller forværret, idet jeg kun tager den som et udgangspunkt og retter nøjagtigt, som det passer mig. Der var dog et par enkelte passager, som kunne bruges fuldt ud, så det må vel siges at have forbedret oversættelseshastigheden.

- 7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.
Ordstilling, kongruensfejl, manglende ord (vanskeligheder), manglende ideomatisk korrekthed, og endelig deciderede tåbeligheder (sighted black skulle være sortsynet)

- 8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?
Hvorfor/hvorfor ikke?

Nej, det gør jeg ikke. Den er ikke pålidelig, og det ville være lettere at have oversat denne tekst forfra.

- 9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?
Hvorfor/hvorfor ikke?

Måske i visse situationer, hvis man har meget travlt, for at få et overblik - men det kommer helt an på fagområde og den mængde tid, man har til korrektur.

- 10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:
<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg vil sige med Nuser fra Radiserne: Jeg græmmes - og jeg synes det er synd for de studerende. Man lærer ikke rigtigt noget selv, hvis det anses for at være "godt nok" at bruge et dårligt værktøj.

Appendix 21

Pessimistic American consumers, **hope ahead?**

The **mood among** American consumers is at a historic low. However, Obama's inauguration as president is right around the corner and it may just **be** a turning point.

American consumer confidence at a record low

In December, **U.S.** consumer confidence fell to the lowest level since consumer confidence measurements began in 1967 – a sign that American consumers are **very** pessimistic. Especially the poor prospects **in** the labour market **begin** to leave a mark, and in November alone a net of 500,000 people lost their jobs.

Many companies are reporting lower activity, **so we** will probably see further layoffs in the coming months. At the same time, American consumers are also hit hard by falling house prices. In the 20 largest American cities, house prices have fallen an average of 18 % compared to a year ago. Moreover, it has **been¹** become increasingly difficult to borrow money from banks, which leaves American consumers in difficult circumstances.

Therefore, the Federal Reserve has launched several initiatives in order to boost the economy.

Moreover, Obama is inaugurated as president on 20 January, and he has promised massive public investments **[in order]** to create new jobs.

¹ This is most likely a typing error, but nevertheless it must count

Total:

Grammar: 4

Terminology: 3

Correctness: 0

Readability: 2

Style: 8

Tid brugt på oversættelse inkl. al redigering:

40 minutter

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Det er et rigtig godt hjælpemiddel, hvis man skal have en fornemmelse af tekstens indhold på et sprog, man ikke er stærk i eller ikke kender.

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej, det ville jeg formentlig ikke. Hvis jeg har en råoversat tekst eller et dokument til korrektur, vil jeg ofte holde mig lidt tættere til teksten, formuleringen og ordvalget, end hvis jeg oversætter fra bunden af. Derfor ville jeg være bange for, at der fik sneget sig fejl og misforståelser ind i teksten. Hvis jeg ser en formulering på skrift, som lyder nogenlunde fornuftig, vil jeg ikke nødvendigvis tjekke den. Hvis jeg derimod selv formulerer en sætning, er jeg helt klar over, hvilke formuleringer der skal tjekkes og hvilke der er i orden.

3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?

Det gør jeg kun ganske sjældent. Jeg kunne finde på det, hvis jeg ville have et indtryk af en artikel eller tekst på et sprog, som jeg enten slet ikke kender eller som jeg ikke er stærk i. Fx har jeg prøvet at oversætte en arabisk hjemmeside (måske Al Jazeera – men jeg kan ikke helt huske det) med Google Translate for at se, hvordan de egentlig omtaler den vestlige verden.

Jeg har også prøvet at bruge GT til et italiensk brev (jeg er BA i engelsk og italiensk men har ikke læst italiensk andet end de 2 år på CBS, så jeg er bestemt ikke stærk i det), som var meget fagligt og skrevet i helt håbløs kancellistil. Her gav min egen viden om italiensk samt GTs forslag mig en fornemmelse af, hvad der stod i brevet. Det var i hvert fald nok til at jeg vidste, hvordan jeg videre skulle forholde mig.

4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?

2

5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER at du har tilført eventuelle ændringer til?

4

6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Sætningen "Many companies are reporting lower activity" generer mig lidt. Jeg er ikke tilfreds med *reporting lower activity*, men jeg kan ikke rigtig finde på et bedre udtryk, og derfor har jeg ladet det stå. Hvis jeg ikke havde haft oplægget, ville jeg nok have været lidt mere kreativ og forsøgt at omformulere det.

Til gengæld kan jeg rigtig godt lide udtrykkene "at a historic low", "at a record low", "further layoffs" og "boost the economy". Det er ikke sikkert, at jeg lige selv var kommet på dem, så på den måde har GT bidraget positivt.

7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

- Kongruensfejl, fx "The mood ... are"

- Fejloversættelse, fx ”Sighted Black American consumers”
- Ikke oversatte ord, fx vanskeligere (pga. forkert stavning)
- Forkert ordstilling, fx ”alone in november month lost a net 500,000 people their jobs”

**8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?
Hvorfor/hvorfor ikke?**

Jeg anser selve brandet for at være troværdigt, men jeg anser ikke oversættelserne i sig selv for at være troværdige og brugbare uden kritisk gennemlæsning og redigering.

**9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?
Hvorfor/hvorfor ikke?**

Måske kan GT godt bruges som inspiration til terminologi, men det er ikke noget, jeg har brugt indtil nu – og jeg tror heller ikke umiddelbart, at jeg vil gøre fremover. Men hvem ved, det vil jeg måske gøre om 5-10 år, når teknik og sprogforståelse er blevet koblet bedre.

**10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved
engelskeksamen i gymnasiet i 2014? (for yderligere information se:
<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?**

Det kan jeg ikke umiddelbart se noget problem i, da kvaliteten af oversættelsen jo er ret ringe. Men det kan måske hjælpe nogle elever, fx hvis de skal oversætte en tekst fra et andet sprog og til dansk, så de får en fornemmelse af, hvad teksten egentlig betyder. Men det er knapt så godt som oversættelseshjælp fra dansk og til et fremmedsprog, da der jo er kongruensfejl, fejl i ordstilling osv.

Overordnet set synes jeg, at det er en god ide. Når man sidder derhjemme (eller på arbejdet for den sags skyld), bruger man jo internettet som hjælp til de opgaver, man skal løse. Derfor virker det kunstigt, hvis eksamensformen ikke afspejler den virkelighed.

Appendix 22

Pessimist U.S. consumers – is there hope ahead?

The mood among U.S. consumers is at a historic low. However, Obama will soon take office as president and this might become a turning point.

U.S. consumer confidence at a record low

In December, U.S. consumer confidence dropped to the lowest level since the measuring of consumer confidence was introduced in 1967. This is a sign that U.S. consumers are very pessimistic. Especially the poor forecast for the labor market is starting to leave its mark – in November alone, 500,000 people net lost their jobs.

A large number of companies are reporting lower activity, and additional layoffs can be expected in the upcoming months. Furthermore, U.S. consumers are greatly affected by the plunging house prices. In the 20 largest U.S. cities, house prices have plunged an average of 18% compared to a year ago. Moreover, it has become more difficult to borrow from banks, so at the moment, the American consumer is facing severe conditions.

Consequently, the Fed has launched several initiatives to boost the economy. Moreover, Obama will be inaugurated on 20 January, and he has promised massive public investments in order to create new jobs.

Total:**Grammar: 3****Terminology: 10¹****Correctness: 0****Readability: 2****Style: 6****Tid brugt på oversættelse inkl. al redigering: 39 minutter****Uddybende spørgsmål (skriv venligst direkte i dokumentet):****1) Hvad er din personlige holdning til Google Translate?**

Jeg synes, det bliver brugt lidt for flittigt til ting, som nok burde oversættes eller i det mindste korrekturlæses af et menneske. F.eks. hjemmesider til bestilling og betaling af produkter som f.eks. rejser. Jeg er dog også imponeret over, hvor tæt man i nogle (dog langt fra alle) tilfælde kan komme på "rigtigt sprog". I den perfekte verden ville det kun blive brugt "inden for hjemmets fire vægge" og aldrig blive anvendt til tekster, som skal publiceres (i det mindste ikke uden en grundig korrekturlæsning og revision).

2) Ville du overveje at anvende Google Translate i en professionel oversættelsessituation? Hvorfor/hvorfor ikke?

Nej. Selv med grundig korrektur og revision vil ordvalg og sætningsstruktur i for høj grad blive påvirket af forslagene fra Google Translate, og jeg vurderer, at sproget dermed vil blive mindre naturligt og oversættelsen af en dårligere kvalitet, end hvis jeg selv lavede oversættelsen fra bunden.

(Har dog én gang i mangel af en svensk-dansk ordbog måtte ty til opslag af enkelte ord via Google Translate)

¹ The reason the number is so high is that most errors is "U.S" – had the respondent only used "U.S." and not "American" it would not have counted at all.

- 3) Anvender du Google Translate i personlige oversættelsessituationer? I så fald, hvornår, hvor ofte og til hvad?**

Nej. Har prøvet et par gange for sjov. Altså af ren nysgerrighed.

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse?**

1 – Helt hen i vejret og meningsforstyrrende. Trods enkelte passager, som faktisk rammer meget godt kan jeg ikke se det som en egentlig oversættelse af kildeteksten.

- 5) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din færdige oversættelse EFTER at du har tilført eventuelle ændringer til?**

4 – jeg har en fornemmelse af at være blevet påvirket i negativ retning af den rå GT-oversættelse.

- 6) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.**

Sætningsstrukturen ville formentlig have været anderledes og mere naturlig i en egentlig oversættelse fra bunden. Jeg ville formentlig have foretaget flere ordbogsopslag og undersøgt termer mere grundigt, hvis jeg ikke havde brugt GT. Det føles lidt som om, man bliver tvangsfodret med potentielt unøjagtige – og særlig diskursmæssigt malplacerede termer.

Der er dog også den mulighed, at GT foreslår en brugbar term, som jeg ellers ikke ville have fundet, jeg har dog ikke noget konkret eksempel på dette.

- 7) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.**

Generelt ser det ud til at fungere bedst med helsætninger. Fragmenter og ledsætninger bliver nemt til noget værre vrøvl (f.eks. overskriften). Typisk danske konstruktioner (f.eks. med ”man”) ser heller ikke ud til at lykkes. Generelt må der siges at være

problemer med terminologi og faste udtryk/vendinger (f.eks. "take office/inaugurated", som den dog finder frem til i ét af tilfældene), ligesom det må antages at blive et problem ved mere kulturbundne spidsfindigheder.

**8) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?
Hvorfor/hvorfor ikke?**

Nej. Der er simpelthen for stor fejlmargen. Dårligt/unaturligt sprog og direkte komiske fejl vil hurtigt ødelægge troværdigheden for dem, der måtte bruge en direkte GT-oversættelse.

**9) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?
Hvorfor/hvorfor ikke?**

Bestemt. Til personlig brug og for at få et fingerpeg om, hvad en fremmedsproget tekst handler om, er det et fantastisk værktøj. Dog bør det anvendes varsomt og med en vis skepsis. Igen "inden for hjemmet fire vægge".

10) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se: <http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Det lyder fint og i øvrigt uundgåeligt i mine ører. Hvis oversættelsesøvelsen falder ud, er lige netop GT vel ikke noget problem/ikke brugbart: "...og derfor skal eksamensopgaven i engelsk også ændres, så den traditionelle oversættelsesøvelse fra dansk til engelsk falder ud. Den giver ikke mening, når eleverne kan bruge oversættelsesprogrammet Google Translate på internettet".

Skulle oversættelsesøvelsen bestå, mener jeg ikke, der er noget galt i at lade eleverne benytte GT. Tekstproduktion og oversættelse med alle hjælpemidler bør kunne give et retvisende billede af elevens skriftlige kompetencer. Den mundtlige prøve vil eventuelt kunne tilpasses for at kompensere for den manglende mulighed for bedømmelse af elevens umiddelbare formuleringsevne og oversættelseskompetence.

Appendix 23

Skeptical American consumers, **hope for the future**?

The **mood amongst** American consumers is at a historic low. [**However**], Obama will soon be **stepping** **into** the presidential office and **that** might **be** a turning point.

American consumer confidence at a record low

U.S. consumer confidence fell **in December** to its lowest level since **records began to measure** consumer confidence in 1967. **It** is a **sign** that **U.S.** consumers are **very** pessimistic. Especially the poor prospects for the labor markets are beginning to leave **its** mark. In November alone, a net **[of]** 500,000 people lost their jobs.

Many companies are reporting lower activity, **so** there is **[a]** prospect of further layoffs in the coming months. Meanwhile, American consumers are also **hit hard** by falling **home** prices. In the 20 largest **U.S.** cities, housing prices **fell** an average of 18% compared to a year ago. Moreover, it has become more complicated to borrow from banks; **so** American consumers **have severe** conditions at the moment.

Therefore, the American Federal **Bank** **[has]** launched several initiatives to boost the economy.

Furthermore, Obama is inaugurated as president **on January 20th**, and he has promised massive public investments **[in order]** to create new jobs.

Total:

Grammar: 10

Terminology: 9

Correctness: 1

Readability: 6

Style: 13

Tid brugt på oversættelse inkl. al redigering:

20 min.

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende):

Cand. Merc. Jur.

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Fint til enkelte ord, ikke tilstrækkeligt til seriøs oversættelse af sætninger

2) Anvender du Google Translate? I så fald, hvornår, hvor ofte og til hvad?

Stort set ikke. Kun for at oversætte andres udenlandske tekst til dansk for forståelse

3) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse (altså oversættelsen som den så ud direkte efter du havde indsat den i Google Translate INDEN du eventuelt begyndte at ændre i den)?

2 (oversætteren formåede at fange visse sproglige forskelligheder som ikke var lige til at oversætte ordret men som helhed var den ubrugelig)

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse EFTER du har tilført eventuelle ændringer til?

4, det gik muligvis lidt hurtigt

- 5) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Det bliver sværere at komme i tanke om det rigtige ord når der står et forkert i forvejen. Omvendt var teksten flere steder okay så på de passager sparer man jo tid

- 6) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Nej, hvis man fuldstændig ukritisk afleverer en google oversættelse er det forholdsvist tydeligt for læseren

- 7) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Se sprgm. 1

- 8) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

For mange sproglige forskelle, sprogene imellem. Flere sætninger bliver decideret meningsløse ved oversættelse

- 9) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Som ordbog er det stadig et tidsparende redskab, men tror at det bliver sværere at vurdere elevernes reelle evner når de får et redskab der kan lave komplette (om end fejlfulde) oversættelser.

Appendix 24

Alarmistic American consumers, hope ahead?

The spirit[s] among American consumers is¹ at a historic low. Soon, however, Obama will be taken the presidential post and this might indicate a turning point.

The American consumer trust at a record low

U.S. consumer trust dropped in December to the lowest level since recordings of consumer trust was initiated in 1967. It is an indication that U.S. consumers are very pessimistic. Especially the poor prospects in the labor market is begin to take its toll. In November month alone[,] a net [of] 500,000 people lost their jobs.

Many companies are reporting lower activity, indicating further layoffs in the months to come.

Meanwhile, American consumers are also greatly affected by the drop in house prices. In the 20 largest U.S. cities, house prices fell an average of 18% compared to last year's prices. Moreover, it is becoming increasingly difficult loaning money from banks - American consumers are [indeed] faced with severe conditions at the moment.

[As a consequence], The American Reserve has launched several initiatives to boost the economy.

Moreover, Obama is deployed as president on January the 20th, and he has promised massive public investments [in order] to generate new jobs.

¹ Counts as one error; the respondent has gotten the subject-verb agreement right

Total:

Grammar: 17

Terminology: 14

Correctness: 0

Readability: 6

Style: 5

Tid brugt på oversættelse inkl. al redigering:

40 min

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende):

Afsluttet: HF

Igangværende: Civilingeniør

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Kan bruges til at komme med forslag, men bruges sjældent til oversættelse af hele sætninger.

2) Anvender du Google Translate? I så fald, hvornår, hvor ofte og til hvad?

Ja, i forbindelse med andre sprog end engelsk, sjældent, til at oversætte.

3) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse (altså oversættelsen som den så ud direkte efter du havde indsat den i Google Translate INDEN du eventuelt begyndte at ændre i den)?

2 – Det afhænger dog af hvad oversættelsen skal bruges til. Skal den bruges udelukkende som hjælp til at forstå en tekst vil denne være behjælpelig. En RÅ oversættelse fra

Google translate vil på nuværende tidspunkt ikke kunne bruges af andre end selve oversætteren.

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse EFTER du har tilført eventuelle ændringer til?**

4

- 5) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.**

Den har forbedret oversættelsen i den forstand at det er gået hurtigere. Den endelige oversættelse vil jeg mene er blevet dårligere af at have brugt Google Translate – Jeg har haft svært ved at få nogle af de uheldige oversættelser ud af hovedet.

- 6) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?**

Nej, meget går tabt og eventuelt misforstået ved oversættelsen.

- 7) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke?**

Afhænger af brugen. Kender man emnet og er man velvidende om at oversættelsen er fortaget med Google Translate kan oversættelsen være nyttig.

- 8) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.**

Se 6)

- Sighted Black American consumers, hopeful?
- Moreover, it has been vanskeligere to borrow from banks, so American consumers have severe conditions at the moment.

- 9) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se: <http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?**

Tåbeligt – Der er i forvejen rigeligt med hjælpemidler. Har intet med Google translate at gøre.

Appendix 25

Black sighted American consumers, hopeful?

The mood among American consumers, are at a historic low. [However,] Obama begins soon as president and it might be a turning point.

American consumers confidence at a record low.

U.S. consumer confidence fell in December to its lowest level since records began to measure consumer confidence in 1967. It is a sign that U.S. consumers are very pessimistic. Especially the poor prospects in the labor market begins to leave its mark, [and] [in] November month alone, [a net of] 500,000 people lost their jobs.

Many companies are reporting lower activity, so there is a prospect of further layoffs in the coming months. Meanwhile, American consumers are also hit hard, by falling home prices. In the 20 largest U.S. cities, housing prices fell an average of 18% compared with a year ago. Moreover, it has been difficult to borrow from banks, so American consumers have severe conditions at the moment.

Therefore, the Federal Reserve [has] launched several initiatives to boost the economy. Moreover, Obama is inaugurated as president on 20 January, and he has promised massive public investments [in order] to create new jobs.

Total:

Grammar: 22

Terminology: 8

Correctness: 3

Readability: 8

Style: 15

Tid brugt på oversættelse inkl. al redigering:

20 min.

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende):

Elektriker

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Godt stykke værktøj til hurtige opgaver.

2) Anvender du Google Translate? I så fald, hvornår, hvor ofte og til hvad?

Oversættelse af fagtekniske ords betydning, primært på engelsk og tysk.

3) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse (altså oversættelsen som den så ud direkte efter du havde indsat den i Google Translate INDEN du eventuelt begyndte at ændre i den)?

3

4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse EFTER du har tilført eventuelle ændringer til?

4-5

- 5) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Ved indsættelse af samlet tekst fremkommer der nogle lidt klodsede ordvendinger, som dog kan rettes ved indsættelse af kortere tekst.

- 6) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Ja, hvorfor ikke?

- 7) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Ja, da den er god og nemt anvendelig i hurtige vendinger.

- 8) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

Småklodsede ordsætninger, tegnsætning, men generelt dog mindre problemer for forståelse af helheden.

- 9) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Appendix 26

Negative American consumers, hope ahead?

The mood among American consumers is at a historic low. However, Obama will soon be stepping into the role as president, and that might be a turning point.

American consumer confidence at a record low

U.S. consumer confidence fell in December to its lowest level since records began to measure consumer confidence in 1967. It is a sign that U.S. consumers are very pessimistic. Especially the poor prospect in the labor market begins to leave its mark, in November month alone a net [of] 500,000 people lost their jobs.

Many companies are reporting a lowering in activity, so there is a prospect of further layoffs in the coming months. Meanwhile, American consumers are also hit hard by the declining house prices. In the 20 largest U.S. cities, house prices fell an average of 18% in comparison to a year ago. In addition to this, taking a loan at a financial institute has become more strenuous, so American consumers have difficult conditions at the moment.

Therefore, the American Central Bank [has] launched several initiatives to boost the economy.

Furthermore, Obama is being established as the president on January 20th, and he has promised massive public investments [in order] to create new jobs.

Total:

Grammar: 12

Terminology: 13

Correctness: 1

Readability: 7

Style: 14

Tid brugt på oversættelse inkl. al redigering: 24 min, 19 sek.

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende):

Igangværende: studentereksamen på et STX-gymnasium, Gammel Hellerup Gymnasium

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Jeg har ikke noget imod det, men benytter personligt www.nicetranslator.com.

2) Anvender du Google Translate? I så fald, hvornår, hvor ofte og til hvad?

Jeg benytter som sagt et andet program. Typisk i spansk og engelsktimerne, da hjemmesiden giver mig mulighed for hurtigt at få et nogenlunde korrekt svar.

3) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse (altså oversættelsen som den så ud direkte efter du havde indsat den i Google Translate INDEN du eventuelt begyndte at ændre i den)?

Jeg vil placere den på 3. Med undtagelse af nogle få steder var oversættelsen ikke så ringe endda. Jeg ville nok selv være kommet frem til det samme igennem meget af teksten.

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse EFTER du har tilført eventuelle ændringer til?**

Min oversættelse ligger mellem 4 og 5. Teksten var ikke lang, så bedømmelsesgrundlaget er ligeledes heller ikke så stort, og jeg er af samme grund ikke så sikker på hvor stor en forskel mine rettelser gjorde.

- 5) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.**

Google Translate har ikke forværret min endelige oversættelse, da jeg har læst den igennem uden at ville rette mere i den. Jeg ved ikke, om Google Translate har forbedret min oversættelse, men det er da i det mindste langt mindre tidskrævende end at skulle gøre det i hånden.

- 6) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?**

I visse sammenhænge ja, da man ofte får et tilpasset svar til hele den indsatte tekst, men nogle gange nej, da der også bliver direkte oversat for meget. Google Translate formår ikke at bevare de sproglige finesser og overføre dem fra sprog til sprog.

- 7) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke?**

Det går i hvert fald hurtigt, og det er godt. Derudover ved jeg ikke rigtig. Man skal jo alligevel rette det hele igennem for oversættelsesfejl, og det er også tidskrævende. I bund og grund vil jeg nok mene, at det er bedre til små/korte oversættelser end store/lange.

- 8) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.**

Visse ord har ingen korrekt direkte oversættelse såsom sortsynede. Denne type ord vil altid være til gene i en automatisk oversættelse, da Google Translate ikke er klar over dette men bare prøver så godt som muligt.

- 9) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se: <http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg har ikke rigtig nogen klar holdning, da jeg både ser styrker og svagheder ved denne nye lov. Jeg skal selv til afsluttende studentereksamen i 2014 og er glad for de mange muligheder, men samtidig frygter jeg, at internettet kommer til at fylde et hul ud, der egentlig burde være fyldt ud af elevernes egentlige viden. Jeg synes, internettet fylder for meget i undervisningen, men jeg skal da ikke benægte, at det er smart og hurtigt og derfor oplagt i en eksamenssituation, hvor man netop skal være smart og hurtig.

Appendix 27

Pessimistic American consumers, is there any hope?

The **moods**¹ among American consumers **have** reached **their**² lowest in years. However, Obama will **eventually become president**. And **it** might **be** a turning point.

American consumer confidence at a record low

U.S. consumer confidence fell **in December** to its lowest level, **since we** began to **calculate** consumer confidence in 1967. **It** is expressions of the **U.S.** consumers are **very** pessimistic. Especially the poor prospects **in** the labor market **begins** to leave **its** mark, **[and]** **alone** in November **month** lost a net **[of]** 500,000 people their jobs. Many **firms** report **a** lower activity, **so** **the prospect of further layoffs** in the **coming months**. Meanwhile, American consumers are also **hit hard** by the falling **home** prices. In the 20 largest **U.S.** cities, housing prices **fell** an average of 18% **over a year ago**. Moreover, has it **been** more difficult to borrow from banks, **so** American consumers **have** **severe** conditions at the moment.

Therefore, **has** the Federal Reserve launched several initiatives to boost the economy. In addition **[,]** Obama is inaugurated as president **on 20 January**, and he has promised **a** massive public investment **[s]** **[in order]** to create new jobs.

Total:

Grammar: 24

Terminology: 9

Correctness: 3

¹ This counts as a grammar error as well as a terminology error since "mood" is uncountable

² Only counts as one error despite the respondent writing "moods"; the respondent got the subject-verb agreement right ("have" + "their")

Readability: 5

Style: 14

Tid brugt på oversættelse inkl. al redigering:

45 min

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende):

Folkeskole

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Synes sku det er smart nok. Men når du begynder at bruge "ikke så brugte" danske ord skal man sku ha tungen lige i munden. Fx, Sortsynede

2) Anvender du Google Translate? I så fald, hvornår, hvor ofte og til hvad?

Bruger det faktisk ikke så meget igen, - måske mest til stave kontrol.

3) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere den RÅ Google Translate-oversættelse (altså oversættelsen som den så ud direkte efter du havde indsat den i Google Translate INDEN du eventuelt begyndte at ændre i den)?

2½

- 4) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse EFTER du har tilført eventuelle ændringer til?

4

- 5) På hvilke områder synes du at Google Translate har forbedret/forværret din endelige oversættelse? Giv eksempler.

Sortsynede amerikanske forbrugere, håb forude? -> Sighted Black American consumers, hopeful? – Deterjoheltvæk.

- 6) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Som sagt synes jeg det er godt nok, men det kan hurtigt komme til at blive noget andet du siger på engelsk hvis du ikke lige læser det igennem til Google har oversat.

- 7) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Ja.

Fordi det kan give en god forståelse at læse den oversatte tekst, så man kan give en endnu bedre oversættelse.

- 8) Hvilke problemområder fandt du hos Google Translate (hvis nogen overhovedet), da du gennemgik din oversættelse bagefter? Giv eksempler.

Sortsynede amerikanske forbrugere, håb forude?

Humøret hos de amerikanske forbrugere er på et historisk lavpunkt

Obama træder dog snart til som præsident

Amerikansk forbrugertillid rekordlav

Der var sikkert også flere ☺

- 9) **Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se: <http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?**

Det er jo et SUPER smart værktøj. Ja det er ikke fuldend, men det er jo et ”work in progress” livs langt projekt som vil blive bedre med tiden. Er 100 % tilhænger at det. Godt gået Google.

Appendix 28

Dark sighted american cosumers¹, a new hope?

The mood of the American consumers is at an all time low. However, Obama will soon be president and this will perhaps be a turning point.

Lowest record for American consumer trust

American consumer trust decreased in December to its lowest level since we started estimating consumer trust in 1967. This is an expression of the American consumers' high level of pessimism.

Especially the poor outlook in the work market is starting to show its affect, [and] just in November the net count of people losing their jobs was 500.000.

Many corporations talk of lower activity, and therefore additional firings in the forthcoming months are likely. Meanwhile, [] the American consumers are also badly affected by the decreasing property prices. In the 20 largest American cities, property prices have declined in average 18% compared to last year. Furthermore, it has become increasingly difficult to loan money in banks, so the American consumers are facing difficult conditions at the moment.

Therefore, the American central bank² has implemented several steps to boost the economy. Also,

Obama will be president on the 20th of January [] and he has promised immense public investments [in order] to increase the number of work spaces.

¹ This spelling mistake must still be counted as an error despite the respondent getting it right further down. The comma counts as an error as well.

² The respondent does not get an error for this solution as both words are written with lower case letters (it is of course debatable whether the respondent made a conscious decision or simply "forgot" capital letters (which then would have been an error)).

Total:

Grammar: 15

Terminology: 14

Correctness: 1

Readability: 7

Style: 11

Tid brugt på oversættelsen inkl. al redigering: 42 minutter

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende): senest afsluttet:
bachelor i miljøbiologi og kemi ved Roskilde Universitet. Igangværende: samme kandidat

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

- 1) **Hvad er din personlige holdning til Google Translate?** Det bruges for ofte i professionelle sammenhænge hvor folk burde være bedre til selv at oversætte: projektskrivning, artikler, afleveringer og lign.

GT er for mig lidt at springe over hvor gærdet er lavest, men jeg har også oplevet folk der oversatte hele tekster og sendte dem direkte videre. Hvis det bare blev brugt som ordbog ville jeg nok være mindre kritisk.

- 2) **Anvender du Google Translate normalt? I så fald, hvornår, hvor ofte og til hvad?**
Bruger aldrig google translate ud over for sjov for at få computeren til at snakke.

3) Ville du have anvendt Google Translate til denne oversættelse hvis det havde været tilladt? I så fald, hvorfor/hvorfor ikke? Ville ikke have brugt google translate da jeg synes den har mange mangler og fejl. Desuden har jeg gennem mit studiested adgang til bedre og mere pålidelige online ordbøger.

4) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke? Til enkelte ord kan den godt bruges, men dog med et kritisk blik, men sådan er det jo for alle oversættelses redskaber. Dog IKKE til længere tekststykker, hvor det dog desværre ofte bliver brugt.

5) Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke? Ligeså nyttigt som alle andre oversættelsesredskaber.

6) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse? Efter evne ligger den nok på 4. (Der var en del af ordene som jeg aldrig har brugt på dansk og derfor havde svært ved at vurdere om oversættelsen af dem var fornuftigt.)

Hvis det rent faktisk var noget der skulle udgives eller bruges i professionelle sammenhænge ville jeg lige få en anden til at kigge det igennem. Tænker jeg selv kan gøre det til 2-3 på den skala.

7) Tror du din oversættelse ville have været bedre eller dårligere hvis du havde anvendt Google Translate? Nok bedre, trods alt. Synes de havde meget større mangler og irritations momenter end google translate har. Så ja, bedre end med de ordbøger der var til rådighed.

- 8) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se: <http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?**

Synes det er en dårlig idé. Kan godt se fidusen ved at lave en mere ”arbejds simulerende” eksamens form, men sprogfag er i mine øjne en salgs ”akut”-fag. Et fag man skal kunne på stående fod!! Derfor er det vigtigt at eleverne rent faktisk lærer ordene og ikke bare copy-paste’r dem fra en hjemmeside. Og lige der tror jeg faktisk at man lærer ordet bedre ved at slå det op i en bog og skrive ordet af. Ved en google translate oversættelse behøver man dårligt kigge på ordet før det står i ens tekst, med mindre man rent faktisk tager sig tid til at læse/indlære det! Og sådan er der desværre en del der har det.

Appendix 29

Pessimistic American consumers – hope ahead?

The mood amongst the American consumers is at a historic low. Obama will however soon be seated as president and that may be a turning point.

The American consumer trust is at a record low

American consumer trust dropped in December to the lowest level since they started calculating the consumer trust in 1967. This shows that the American consumers are very pessimistic. Especially the bad forecasts for the labour market are making its mark. In November alone [] [a net of] 500.000 people lost their job.

Many companies are reporting lower activity, so the perspective is more discharges in the following months. The American consumers are meanwhile also badly affected by the dropping house prices. In the 20 biggest American cities [] have the house prices dropped in average 18 % compared to last year. It has furthermore become more difficult to get a loan in the banks, which means that the American consumers are experiencing hard terms at the moment.

The American Central Bank has therefore made more initiatives to kick start the economy. Obama will furthermore take office as president [on] the 20th of January, and he has promised massive public investments [in order] to create new jobs.

Total:

Grammar: 19

Terminology: 15

Correctness: 2

Readability: 4

Style: 18

Tid brugt på oversættelsen inkl. al redigering: 45 minutter

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende):

Igangværende – kandidatgrad på CBS

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Jeg bruger det sjældent, kun til enkelte ord og mest spansk og tysk til dansk og omvendt.

2) Anvender du Google Translate normalt? I så fald, hvornår, hvor ofte og til hvad?

Bruger det måske en gang om måneden

3) Ville du have anvendt Google Translate til denne oversættelse hvis det havde været tilladt? I så fald, hvorfor/hvorfor ikke?

Nej, måske til enkelte ord. Bruger det som en slags synonymordbog, eller hvis man er helt blank på en oversættelse, så kan man hente inspiration.

4) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp? Hvorfor/hvorfor ikke?

Nej, ikke 100 % troværdig. Man kan få et bud på en oversættelse, men må selv lytte sig frem til om det lyder korrekt. Man kan ikke stole blindt på programmet.

**5) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?
Hvorfor/hvorfor ikke?**

Ikke som oversættelse af tekster eller sætninger. Man kan heller ikke være sikker på ordstilling og grammatik. Men til enkelte ord, ja.

6) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse?

4, teksten var svær da den havde mange danske vendinger og sproglige formuleringer som jeg ikke ville benytte på engelsk... Min kommasætning er også ikke-eksisterende, men fik da meningen frem i teksten☺

7) Tror du din oversættelse ville have været bedre eller dårligere hvis du havde anvendt Google Translate?

Dårligere hvis jeg havde plottet hele teksten ind i google translate. Ellers det samme som andre online ordbøger. Man kan få hjælp til enkelte ord.

8) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Det må de selv ligge og rode med! Jeg tror ikke folk bliver bedre til engelsk på den baggrund, og eleverne skal bare oplyses om programmets utilstrækkeligheder. Så må de da gerne benytte det som opslagsværk – men det skal jo ikke afholde dem fra at tænke selv også.

Appendix 30

Pessimistic American consumers [.] hope ahead?

The mood at the American consumers is at a historic low. [However,] Obama will soon amerce as president, an that could be a turning point.

Americans consumers trust is record low.

American consumers trust dropped in december¹ to the lowest level, since the first recordings of consumer trust [began] in 1967. This is a expression of the American consumers is very pessimistic. Especially the bad outlook on the work market begins to mark, alone in November month [a net of] 500.000 persons lost there jobs.

Many companies announce [a] decrease [in] activity, so there is expectation of additional lay-offs in the coming months. At the same time[,] the American consumers are also severely affected by the decreasing houseprices. In the 20th larges American cities[,] is² the houseprices decreased on average 18 percent compared to one year ago. Besides[,] it has been harder to loan money in the banks, so the American consumers are having a hard time at the moment.

There fore[,] the American centralbank has started sereval actions to kick start the economy. Further more[,] Obama will be employed as president the [on] 20th of January, and he has promised massive public investments [in order] to create new jobs.

¹ Counts as two errors; position of adverbial and missing capital letter

² This counts as three errors since the respondent has failed to get the subject-verb agreement, verb tense, and place of the auxiliary verb correct

Total:

Grammar: 44

Terminology: 12

Correctness: 1

Readability: 7

Style: 15

Tid brugt på oversættelsen inkl. al redigering: 52 min.

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende): Tømrer

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1. Synes det kan være brugbart i situationer hvor at jeg skal dobbelt tjekke om et ord jeg skal skrive er korrekt.
2. Det er ikke noget jeg bruger fast - engang hver anden måned i snit.
3. Ja til enkelte ord ville jeg dobbelt tjekke.
4. Ja til ord , men til længere sætninger tror jeg ikke det kan bruges.
5. Ja til mit lille behov er det en hjælp.
6. 3
7. Bedre
8. Med de hjælpemidler man idag selv hurtigt kan finde frem til på nettet, så synes jeg det er ok at det til eksamen også afspejler virkeligheden.

Appendix 31

Negative American consumers, hope ahead?

The mood amongst the American consumers is at an all time low. [However,] Obama will soon step into the position as president, [and] at that might be a turning point.

American consumer confidence at a record low

American consumer confidence fell in December to the lowest level, since the start estimating the consumer confidence in 1967. This is a sign, that the American consumers are very pessimistic.

Especially the poor prospects on the labour market are starting to leave their mark, only in November [a net of] 500,000 persons lost their jobs.

Many companies are reporting a lower activity, so there is a prospect of furtherer layoffs in the months to come. At the same time[,] the American consumers are hit by the falling house prices. In the 20 biggest American cities[,] the house prices have dropped 18 per cent compared to just a year ago. Besides that[,] taking a loan in a bank has become more difficult, so the American consumers are living under tough conditions at the moment.

Therefore[,] the American Central Bank has started several initiatives to get the economy going again.

Also[,] Obama will become the president on the 20th of January, and he has promised massive state investments [in order] to create new jobs.

Total:

Grammar: 19

Terminology: 7

Correctness: 2

Readability: 8

Style: 20

Tid brugt på oversættelsen inkl. al redigering: 48 min.

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende):

Gammel Hellerup Gymnasium 1g.

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1) Hvad er din personlige holdning til Google Translate?

Jeg kan godt lide det, til at slå enkelte ord, og vendinger op, det kan også være en hjælp hvis længere tekster skal oversættes, men man får kun en base, som man så kan gå ud fra.

2) Anvender du Google Translate normalt? I så fald, hvornår, hvor ofte og til hvad?

Kun til at slå enkelte ord eller vendinger op.

3) Ville du have anvendt Google Translate til denne oversættelse hvis det havde været tilladt? I så fald, hvorfor/hvorfor ikke?

Nej.

**4) Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?
Hvorfor/hvorfor ikke?**

Både og, jeg bruger kun ordene hvis jeg kan genkende dem. Og stoler hverken på grammatikken eller ordstillingen.

**5) Anser du Google Translate for at være en NYTTIG oversættelseshjælp?
Hvorfor/hvorfor ikke?**

Ja, det er det, da man kan slå vendinger op og lign.

6) På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse?

4

7) Tror du din oversættelse ville have været bedre eller dårligere hvis du havde anvendt Google Translate?

Jeg tror, den kunne have hjulpet med ordstillingen i visse tilfælde. Derudover tror jeg ikke den havde været meget anderledes.

8) Hvad er din personlige holdning til at Google Translate vil blive tilladt ved engelskeksamen i gymnasiet i 2014? (for yderligere information se:

<http://politiken.dk/uddannelse/ECE1533354/gymnasieelever-faar-lov-at-bruge-google-translate-til-eksamen/>)?

Jeg tror ikke det vil hjælpe mig særlig meget, tror snarere at lærere og censorer ville stille højere krav, grundet hjælpemidlet, men det vil ikke hjælpe særlig meget.

Appendix 32

Pessimistic American consumers, is there hope?

The American consumer is more pessimistic than ever. [However,] Obama will soon be in charge and it may change things.

American consumer trust is the lowest ever.

In December[,] American Trust went down to the lowest level since [sentence left out] 1967. It shows that the American consumers are very pessimistic. The bad expectations concerning the job market impresses,[and] in November only, [a net of] 500.000 persons lost their jobs. Many companies have lower activity[,] which means less jobs during the next months. At the same time[,] the American consumers are hit by decreasing prices on property. Compared to last year[,] prices have gone down with [an average of] 18% in the 20 biggest American cities. Besides[,] it has become more difficult to loan money in the banks, so at the moment the American consumers have hard conditions.

Therefore[,] the American Central Bank has started several things to boost the economy. Besides[,] Obama will start as President on Jan. 20th and he has promised massive public investments [in order] to obtain new jobs.

Total:

Grammar: 18

Terminology: 9

Correctness: 5

Readability: 10

Style: 26

Tid brugt på oversættelsen inkl. al redigering: 60 min

Din uddannelsesstatus (senest afsluttede uddannelse/igangværende):

Folkeskole

Uddybende spørgsmål (skriv venligst direkte i dokumentet):

1)

Hvad er din personlige holdning til Google Translate?

Ved ikke

2)

Anvender du Google Translate normalt? I så fald, hvornår, hvor ofte og til hvad?

nej

3)

Ville du have anvendt Google Translate til denne oversættelse hvis det havde været tilladt?

I så fald, hvorfor/hvorfor ikke?

Nej, hellere gammeldags ordbog. Der er eksempler.

4)

Anser du Google Translate for at være en TROVÆRDIG oversættelseshjælp?

Hvorfor/hvorfor ikke?

Ved ikke

5)

Anser du Google Translate for at være en NYTTIG oversættelseshjælp? Hvorfor/hvorfor ikke? Ved ikke

6)

På en skala fra 1-5, hvor 5 er bedst, hvor vil du så placere din oversættelse?

4

7)

Tror du din oversættelse ville have været bedre eller dårligere hvis du havde anvendt Google Translate?

Ved ikke

Appendix 33

B1/B2

Type of error	Error	Respondents	Comments
Grammar error	"in December"	All B1 and 4/5 B2 (not no. 25)	Place of the adverb. See Swan 22.6
Grammar error	"in/on the market"	4/5 B1 (not no. 16) and 3/5 B2 (not no. 19+25)	Preposition error. Error in ST as well.
Grammar error	"their jobs/job"	No B1 and 1/5 B2 (no. 19)	The distributive plural. See Swan 530. Positive GT bias
Grammar error	"its vs. their mark"	4/5 B1 (not no. 22) and 1/5 B2 (no. 19)	Singular/plural error
Grammar error	"alone"	1/5 (no. 24) and 3/5 B2 (not no. 19+25)	Position of adverb
Grammar error	"on 20 January"	3/5 B1 (not no. 16+22) and all B2	Date format error; BE vs. AE, "of", abbreviations
Grammar error	"been/become"	2/5 B1 (no. 21+24) and 1/5 (no. 21)	Verb tense error. GT bias/pitfall
Terminology error	"consumer confidence/trust"	1/5 B1 (no. 17) and 4/5 B2 (not no. 23)	Positive GT bias
Terminology error	"home prices"	3/5 B1 (not no. 17+22) and 0/5 B2	GT bias/pitfall
Terminology error	"inaugurate"	2/5 B1 (no. 17+22) and 5/5 B2	Technical term. GT provides the correct term
Terminology error	"central bank"	3/5 B1 (not no. 20+24) and 4/5 B2 (not no. 18)	
Terminology error	"U.S. vs. American"	All B1, no B2	GT bias/pitfall
Terminology error	"a net of"	All B1 and B2	Possible reason is limited dictionaries. Technical term
Readability error	"it"	All B1 and 1/5 B2 (no. 25)	Coherence/cohesion; not grammar error. GT bias/pitfall
Style error	"very"	All B1 and 4/5 B2 (not no. 18)	Level of formality. GT bias/pitfall? Lack of vocabulary?
Style error	"sign"	3/5 B1 (not no. 17+24) and 1/5 B2 (no. 23)	GT bias/pitfall
Style error	"so"	4/5 B1 (not no. 17) and 3/5 B2 (not no. 18+25)	Level of formality
Style error	"hit hard"	4/5 B1 (not no. 17) and no B2	GT bias/pitfall
Multiple error	"The headline"	All B1 and B2	All five error categories
Multiple error	"alone"	All B1 correct. 3/5 B2 (not no. 19+21)	Terminology/style error. Possibly positive GT bias

Multiple error	“November month”	4/5 B1 (not no. 16) and merely 1/5 B2 (no. 21)	Grammar/readability/style error. GT bias/pitfall
Multiple error	“in order to”	No B1 or B2 include this	Style/readability error. Level of formality
Multiple error	“therefore”	No B1 or B2	Style/readability error. Level of formality, vocabulary
Multiple error	“mood (among)”	4/5 B1 (not no. 17) and 4/5 B2 (not no. 25)	Style/terminology error
Multiple error	“træde til som præsident”	All B1 and B2	Terminology/style/readability error

Appendix 34

B3

Type of error	Error	Respondents	Comments
Grammar error	"in December"	3/5 B3 (not no. 14+15)	Position of adverb
Grammar error	"in/on the market"	4/5 B3 (not no. 15)	Preposition error. GT pitfall?
Grammar error	"its/their mark"	1/5 B3 (no. 13)	Singular/plural error
Grammar error	"alone"	1/5 B3 (no. 13)	Position of adverb
Grammar error	"on 20 January"	2/5 B3 (no. 13+15)	Date format error; BE vs. AE
Terminology error	"U.S./American"	4/5 B3 (not no. 12)	GT bias/pitfall
Terminology error	"a net of"	3/5 B3 (not no. 14+15)	Technical term. GT bias? Limited dictionaries?
Terminology error	"alone/only"	1/5 B3 (no. 13)	GT bias/pitfall?
Readability error	"it"	2/5 B3 (no. 12+13)	Coherence/cohesion; not grammar error. GT bias/pitfall
Style error	"very"	All B3	Level of formality. GT bias/pitfall?
Style error	"so"	4/5 B3 (not no. 15)	Level of formality
Style error	"the Fed"	2/5 B3 (no. 11+15)	GT bias?
Style error	"hit hard"	2/5 B3 (no. 11+12)	GT bias/pitfall
Multiple error	"mood (among)"	4/5 B3 (not no. 11)	Style/terminology error. GT bias/pitfall
Multiple error	"November month"	2/5 B2 (no. 11+13)	Grammar/readability/style error. GT bias/pitfall
Multiple error	"The headline"	All B3	Grammar (comma)/style/terminology error
Multiple error	"therefore"	3/5 B3 (not no. 12+15)	Style/readability error. Level of formality, vocabulary
Multiple error	"in order to"	1/5 B3 include this (no. 15)	Style/readability. Level of formality
Multiple error	"træde til som præsident"	2/5 B3 (no. 12+13)	Terminology/style/readability error. Limited dictionaries?

Appendix 35

A1/A2

Type of error	Error	Respondents	Comments
Grammar error	"For" vs. "to"	3/5 A1 (not no. 2+4) and no A2	Preposition error. GT bias/pitfall
Grammar error	"Articles/Art."	2/5 A1 (2+4) and 1/5 A2 (no. 8)	Should be capital A. GT writes the correct form*
Grammar error	"From" vs. "by"	No A1, but 2/5 A2 (no. 7+10)	GT better. See dictionary definitions and BNC
Grammar error	"No" vs. "not less"	4/5 A1 (not no. 2) and 2/5 A2 (no. 6+8)	Slight GT bias**
Grammar error	"To" vs. "into"	All A1 and all A2	Direction/destination***
Grammar error	"in/at/by/before the District Court"	3/5 A1 (not no. 2+5) and no A2	Preposition error****
Terminology error	"Retsanmodning"	2/5 A1 (4+5) and no A2	Difficult to find in the dictionaries allowed
Terminology error	"English/British"	All A1 and 4/5 A2 (not no. 8)	Danish ST: defendant is English and not British
Terminology error	"European Convention on..."	4/5 A1 (not no. 4) and 4/5 A2 (not no. 6)	Failure to look it properly up + GT bias
Terminology error	"Chief of Police"	All A1 and 3/5 (not no. 7+9)	Difficult to find online
Terminology error	"Holland/Netherlands"	3/5 A1 (not no. 2+5) and 3/5 A2	Possible GT bias*****
Terminology error	"District Court of Tåstrup"	2/5 A1 (no. 2+5) and 3/5 A2 (not no. 6+9)	Respondents forget? Note GT's suggestion(!)
Terminology error	"Relevant"	5/5 A1 and 4/5 A2 (not no. 9)	Should be concerned/competent*****
Correction error	"by car"	2/5 A1 (no. 4+5) and 2/5 A2 (no. 8+9)	Unnecessary specification
Style error	"Indføre"	4/5 A1 (not no. 4) and 5/5 A2	Level of formality. GT comes up with "introduce"
Multiple error	"Relevant/competent"	All A1 and A2	Grammar/style error. Postion of adjective
Multiple error	"Hash"	1/5 A1 (no. 1) and 2/5 A2 (no. 7+10)	Terminology and/or style error*****
Multiple error	Lovhenvvisninger/referenc es to legislation	All A1 and 4/5 A2 (not no. 9)	Terminology/style/readability error
Multiple error	"treated separately"	3/5 A1 (not no. 2+3) and 2/5 (no. 9+10)	Terminology/style error. Slight GT bias
Multiple	"Henblik på videresalg"	4/5 A1 (not no. 5) and 4/5	Style/terminology error. Slight

error		A2 (not no. 9)	GT bias
Possible add-ons	"Danish", "straffeloven" etc.	3/5 A1 (not no. 1+4) and 5/5	Possible GT bias/pitfall?

* See <http://www.publications.parliament.uk/pa/ld199900/ldselect/lddeucom/93/9308.htm>

** See BNC; used in connection with amounts

*** See Swan 269 and Merriam Webster: indicates entry

**** "at"=physically determined place; "in"=inside the court ("appear in court")

***** See http://europa.eu/about-eu/countries/member-countries/netherlands/index_en.htm

***** See BNC and

<http://www.europarl.europa.eu/committees/en/afco/studiesdownload.html?languageDocument=EN&file=35331>

***** Respondent no. 1 fails to be consequent.

Appendix 36

B1

1) What is your personal attitude towards GT?	Respondent no.
a. It's smart / a good tool	20, 24
b. It's not sufficient for serious translation	16, 17
c. It's good for single word suggestions	16, 17
d. I don't mind it	22

2) Do you use GT? If so, when, how often and for which purposes?	
a. Yes, for languages other than English	16, 17
b. Hardly ever	16, 17
c. To translate technical terms	20
d. I use it in school for fast translation	22
e. To check spelling	24

3) On a scale from 1-5, 5 being best, where would you range the RAW GT output?	
a. 2	16, 17
b. 2.5	24
c. 3	20, 22

4) On a scale from 1-5, 5 being best, where would you place your translation after you have post-edited it?	
a. 4	16, 17, 24
b. 4 to 5	20, 22

5) On which areas do find that GT has improved/impaired your final translation?	
a. It's faster	16, 17, 22
b. Worse due to GT bias ("seduced")	16, 17
c. Neither better nor worse	22
d. Irrelevant / inapplicable answers	20, 24

6) Do you consider GT to be a TRUSTWORTHY translation aid? Why/why not?	
a. No, not without revision	16
b. No, a lot is lost and misunderstood	17
c. Yes, why not?	20
d. Can't transfer sophisticated linguistic features	22
e. Both yes and no	22, 24

7) Do you consider GT to be a USEFUL translation aid? Why/why not?		
a.	OK for single words, but not an entire text	16, 22
b.	Depends on the purpose	17
c.	Yes, if you recognize it is a GT translation	17
d.	Yes, it's fast and easy to use	20
e.	The speed of using GT is a plus	22
f.	Yes, it gives a good understanding of the text and enables you to make it even better	24
8) Which problem areas did you encounter with GT (if any)?		
a.	Sentences become meaningless	16, 17
b.	Slightly clumsy sentences and punctuation	20
c.	GT doesn't know the translation of some words	22
d.	Inapplicable answer	24
9) What is your personal attitude towards the fact that, in 2014, high school students are allowed to use GT at their English exam?		
a.	Useful as dictionary	16
b.	Difficult to measure students' actual language abilities	16, 22
c.	Absurd - they already have plenty of aids	17
d.	Speed and usability useful in an exam situation	22
e.	Super smart tool despite flaws	24
f.	No answer provided	20

Appendix 37

B2

1) What is your personal attitude towards GT?	Respondent no.
a. It's used too often in professional settings	18
b. I rarely use it - only for languages other than English	19
c. It's useful for single word suggestions	18, 19, 21, 23
d. When translating, GT is only a starting point to be improved	23
e. Don't know	25

2) Do you use GT? If so, when, how often and for which purposes?	
a. App. once a month	19
b. Hardly ever	18
d. App. twice a month	21
c. Only to look up single words and phrases	23
e. No	25

3) Would you have used GT for this translation if it had been allowed? If so, why/why not?	
a. No, I find that GT has too many flaws and shortcomings	18
b. I have access to better online dictionaries through my university	18
c. Only for single words.	19, 21
d. I only use it as a synonym dictionary or inspiration	19
e. No	23
f. No, I'd rather use an old fashioned dictionary with examples	25

4) Do you consider GT to be a TRUSTWORTHY translation aid? Why/why not?	
a. Only for single words - with a critical eye	18
b. No, not for longer text	18, 21
c. You only get an estimate - have to listen your way to figure out if it's correct	19
d. Can't trust it 100%	19
e. Yes, for single words	21
f. Both yes and no - I only use recognizable words and I don't trust grammar or position of words	23
g. Don't know	25

5) Do you consider GT to be a USEFUL translation aid?	
a. Not for the translation of texts or sentences	19
b. Just as useful as other translation tools	18

c. Yes, for single words	19
d. Yes, for my rare use it is a help	21
e. Yes, because you can look up words and phrases	23
f. Don't know	25

6) On a scale from 1-5, 5 being best, where would you place your translation?	
a. 2 to 3	18
b. 4	19, 23, 25
c. 3	21

7) Do you think your translation would have been better or worse with the use of GT?	
a. Probably better	18
b. GT would have been better than the dictionaries available	18
c. Worse if I had pasted the entire text into GT	19
d. Better	21
e. Not much different	23
f. Don't know	25

9) What is your personal attitude towards the fact that, in 2014, high school students are allowed to use GT at their English exam?	
a. Really bad idea	18
b. Students learn languages better the old fashioned way - not by copy/pasting	18
c. It's OK to use as lookup tool	19
d. Students should be made aware of the program's shortcomings	19
e. It won't help much	23
f. OK because it reflects reality	21
g. No answer provided	25

Appendix 38

B3

1) What is your personal attitude towards GT?	Respondent no.
a. It's a good tool for simple translations	11
b. Requires careful and critical post-editing	11, 12, 15
c. Good translation tool if you know SL and TL well	12
d. Helpful when you aren't strong in SL or TL	12, 13, 14
e. It can provide inspiration / alternatives	11
f. Never trust it blindly	12
g. Ambivalent attitude; mostly negative	13
h. It's used too often on websites	15

2) Would you consider using GT in a professional setting? Why/why not?	
a. Yes, I sometimes use it but only in connection with common language	11
b. Yes, I use it when the text contains simple syntax, repetition and technical terms	12
c. It saves time	12
d. No, GT has proven useless too often and it takes longer to correct than translate on your own	13
e. No, I would be afraid of GT bias and overlooking errors resulting in lower translation quality	14, 15

3) Do you use GT in a private setting? If so, when, how often and for what?	
a. No	11, 15
b. Sometimes in connection with other languages than English	12, 13, 14

4) On a scale from 1-5, 5 being best, where would you range the RAW GT output?	
a. 1	15
b. 1 to 2	13
c. 2	11, 14
d. 3	12

5) On a scale from 1-5, 5 being best, where would you place your translation after you have post-edited it?	
a. 4	12, 13, 14, 15
b. 5	11

6) On which areas do find that GT has improved/impaired your final translation?	
a. It's faster	11, 13
b. Might suffer from GT bias ("seduced")	14, 15

c.	Neither better nor worse	11, 13
d.	It gave me some useful suggestions	12, 14

7)	Which problem areas did you encounter with GT (if any)?	
a.	Grammar (word order, concord, missing words etc.)	11, 12, 13, 14
b.	The Danish neutral third person "man"	12, 15
c.	Obscure translations such as "Sighted Black American consumers"	13, 14
d.	GT seems to work best in connection with sentences - not fragments and subordinate clauses	15
e.	Problems with fixed- and culturally dependent expressions	15
f.	Problems with the perfect vs. past	12

8)	Do you consider GT to be a TRUSTWORTHY translation aid? Why/why not?	
a.	Yes, it's clear that it's MT which requires post-editing	11
b.	No, it is not reliable	12, 13, 15
c.	It would have been easier to translate from scratch	13
d.	No, not without post-editing	14

9)	Do you consider GT to be a USEFUL translation aid? Why/why not?	
a.	Use with caution and be sceptical	15
b.	Depends on the purpose	13
c.	Yes, if you have the linguistic skills to proper proof-read	11
d.	Yes, it provides a good foundation to work from	11, 12, 15
e.	The speed of using GT is a plus	12, 13
f.	It might be useful as inspiration	14

10)	What is your personal attitude towards the fact that, in 2014, high school students are allowed to use GT at their English exam?	
a.	Good idea as it reflects real life	11, 14, 15
b.	Important to teach students to use GT correctly	11
c.	OK for text writing	12
d.	Students must be tested in English grammar - analytical skills needed	12
e.	Bad idea - the students won't learn the language properly	13
f.	Better from foreign language to Danish than the other way around (too many errors)	14

Appendix 39

A1

1) What is your personal attitude towards GT?	Respondent no.
a. Bad for long texts	1
b. Helpful when you aren't strong in SL or TL	1, 4, 5
c. Cannot be used in a professional setting	3
d. Fine for private use	3
e. I would never use it	2

2) Would you consider using GT in a professional setting? Why/why not?	
a. No, not yet	4
b. No, GT only provides the "answer", not the "why"	1
c. No, GT is too poor	2, 3, 5

3) Do you use GT in a private setting? If so, when, how often and for what?	
a. No	1, 2
b. Sometimes in connection with other languages than English	3, 4, 5

4) On a scale from 1-5, 5 being best, where would you range the RAW GT output?	
a. 1	5
b. 2	2, 3, 4
c. 3	1

5) On a scale from 1-5, 5 being best, where would you place your translation after you have post-edited it?	
a. 3.5	1, 2, 5
b. 4	4
c. 5	5

6) On which areas do find that GT has improved/impaired your final translation?	
a. It's faster	1
b. Might suffer from GT bias ("seduced")	4
c. Never better!	5
d. It gave me some useful suggestions	3, 4
e. I'm not satisfied with the final product	1
f. I don't know	2

7) Which problem areas did you encounter with GT (if any)?	
--	--

a.	Inconsistency	4
b.	Cohesion / word order	1, 3
c.	Peculiar terminology	1, 3, 4
d.	Missing capital letters in the name of the months	2, 3, 5
e.	Problems with legislature references	2, 3, 4, 5

8)	Do you consider GT to be a TRUSTWORTHY translation aid? Why/why not?	
a.	No, not for whole sentences as it translates word-for-word	1, 2
b.	No, it is not reliable	3
c.	No! Might seem OK on first glance, but good linguistic skills are needed to ensure a good output	5
d.	Partly, but not without post-editing	4

9)	Do you consider GT to be a USEFUL translation aid? Why/why not?	
a.	Yes, but only with the aid of additional other dictionaries	1
b.	Yes, on high school level, but not on a professional one	2
c.	No, I'd rather translate from scratch	3
d.	No, not yet, but GT has improved a lot lately, so maybe in years to come	4
e.	No, there's too much post-editing and the risk of GT bias	5

10)	What is your personal attitude towards the fact that, in 2014, high school students are allowed to use GT at their English exam?	
a.	OK as it reflects real life	1, 3, 4
b.	Important to teach students to be critical	1, 2, 4
c.	Better to give the students access to proper online dictionaries	2, 5
d.	Students must be tested in English grammar - analytical skills needed	1
e.	Bad idea / wrong signal to send	2, 5
f.	Students become post-editors; the lessons must be changed	3
g.	The "old-fashioned" exam should be upheld	4
h.	It's an insult to language proficiency to consider GT as a linguistic aid	5

Appendix 40

A2

1) What is your personal attitude towards GT?	Respondent no.
a. Haven't used it myself	7
b. Helpful when you aren't strong in SL or TL	10
c. Cannot be used in a professional setting	8
d. Can be useful in some situations	6, 8
e. Greatly opposed to people with weak English skills using it uncritically	6
f. MT doesn't work as it doesn't recognize cultural differences/context	9
g. I'd never use it with ENG/DA	10

2) Would you consider using GT in a professional setting? Why/why not?	
a. No, the task of post-editing is too exhaustive	7
b. In some cases, GT might be used as inspiration	9
c. No, the quality is too low	8, 9, 10
d. No, I would be afraid of GT bias and overlooking errors resulting in lower translation quality	6

3) Do you use GT in a private setting? If so, when, how often and for what?	
a. No	6, 7
b. Sometimes in connection with other languages than English	8, 9, 10

4) Do you consider GT to be a TRUSTWORTHY translation aid? Why/why not?	
a. No, the quality is too low	8
b. No, the risk of GT bias is too great	6
c. No, GT doesn't consider context	7, 9, 10

5) Do you consider GT to be a USEFUL translation aid? Why/why not?	
a. No, the risk of GT bias is too great	6
b. Only in connection with a language I don't speak	8
c. No, GT doesn't consider context	10
d. Yes, if you don't have any other/better options	7
f. Only as inspiration	9

6) On a scale from 1-5, 5 being best, where would you place your translation after you have post-edited it?	
a. 3	3
b. 4	8, 9

c. 5

7, 10

7) What is your personal attitude towards the fact that, in 2014, high school students are allowed to use GT at their English exam?

a. OK to use all available aids - reflects real life	7, 9
b. Important to teach students the pitfalls of GT	6
c. It's a downward path	6, 8
d. Students shouldn't be allowed to use the internet in exam situations	10
e. It shouldn't be allowed	9
f. Teachers must clamp down hard on grammar/spelling errors	7