

English Abstracts of Czech Bachelor Theses: A Translation Analysis

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ABSTRAKT

Tato práce se zabývá anglickými abstrakty českých bakalářských prací. Jelikož studenti nejsou profesionální překladatelé a překládají do svého nemateřského jazyka, je cílem této práce najít chyby, které studenti při překladu dělají a dát doporučení budoucím studentům. Práce se skládá ze dvou částí, a to teoretické a analytické. Teoretická část uvádí poznatky z odborné literatury o abstraktech, překladu do angličtiny a také zmiňuje strojový překlad jako možnost usnadnění překladu pro anglické nerodilé mluvčí. Analytická část se zabývá korpusem nasbíraných českých abstraktů a jejich anglickými překlady, které analyzuje podle stanovených kritérií. Součástí této části jsou také doporučení pro budoucí studenty. Tato doporučení vycházejí z chyb, které se v korpusu objevily, jako nekonzistentní překlad či volba neformálních prostředků. Zahrnují však také standardní anglický slovosled a překlady slov, která se v abstraktech část objevují.

Klíčová slova: abstrakt, překlad, nemateřský jazyk, strojový překlad, chyby

ABSTRACT

This thesis focuses on English abstracts of Czech bachelor theses. As students are not professional translators and they translate into their non-native language, the objective of this thesis is to find mistakes students make when they translate the abstract of their thesis into English and to give recommendations for future students. The thesis consists of two parts, namely theoretical and analytical. The theoretical part provides theoretical background from the specialized literature about abstracts, translation into English, and machine translation as an option for translation facilitation for English non-native speakers. The analytical part analyses the corpus of Czech abstracts and their English translations. The translations are analysed based on the defined criteria. This part also includes recommendations for future students. These recommendations are based on the mistakes that appeared in the corpus, such as inconsistent translations or informal expressions. However, they also include a standard English word order and translations of words that often appear in abstracts.

Keywords: abstract, translation, non-native language, machine translation, mistakes

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INTRODUCTION

The power of English as an international language is ubiquitous in our everyday life. The English language can be seen in culture and technology but also in science, which leads to the fact that translators around the world have to translate into English despite being non-native English speakers. Such translation can be much harder than translation into a native language because it requires a high level of English. Nevertheless, it is not only professional translators who have to translate into English. It is also students who graduate from university because they have to submit their final thesis with its abstract being written in both Czech and English language, no matter what they study or what their English level is. Translation itself includes various aspects and issues that can be unknown or even ignored by the students, especially with the existence of modern technologies and machine translation.

This thesis is therefore aimed at English abstracts of Czech Bachelor theses and their translation. Its objective is to find the most frequent mistakes in the corpus of selected abstracts and to give recommendations for improvement and translation facilitation for future students whose primary focus is neither English nor translation.

The thesis is divided into a theoretical and analytical part. The theoretical part is divided into four chapters, which define abstracts, the language of abstracts, the main translation issues at three levels, and explain the role of English in today's world and its impacts. The last chapter is dedicated to machine translation as an option for translation facilitation for students and, apart from its development, describes also possible mistakes made by machine translation and solutions to avoid them. The analytical part then analyses the abstracts from the corpus at three levels based on the defined criteria that are described in Objectives and Methods of the Analytical Part.

I THEORETICAL PART

1 ABSTRACT AS A TEXT

As this thesis analyses the translation of abstracts, it is essential to characterize this genre, its functions, and the language of abstracts in general. The analytical part then describes the concrete language choices that were used in the corpus and their English translations.

An abstract is a text that precedes and briefly characterizes the full scientific text and whose length is specified by a publishing institution (Burget and Kundláč 2021, 13). According to Šíroký et al. (2011, 93), the abstract is 150 to 300 words long and describes the main aim and topic of the full text along with the methods that were used for the research, discovered results, and final conclusions. Despite its close relationship with the full text, the abstract can be considered relatively autonomous because it should provide readers with all key facts and findings of the research (Plášek 2014, 11).

Ellis (2022) notes that abstracts can influence whether people read the full article. This was also mentioned by Šíroký et al. (2011, 93), who emphasize the importance of including all the important and relevant information about the research in the abstract because the abstract plays a crucial role in the decision-making process about reading the full scientific text. Moreover, the abstracts are often visible to everyone whereas the full articles are nowadays often accessible only upon payment (Assem et al. 2017, 194). The importance of a well-written abstract rises with the fact introduced by Čmejrková et al. (1999, 73) that abstracts are also assessed during the preparation of conferences and influence if the work will or will not be a part of its programme.

Search engine optimization should be also mentioned, especially when authors want their articles to appear in the results given by Google. It is because these results are based on the similarities between the abstract and the words that are Googled by the researcher (Ellis 2022).

1.1 Language of abstracts

As the authors are limited with the prescribed number of words for the abstract, the abstracts must remain short and clear, but at the same time, they must cover all key elements of the research (Shah 2017, 1). This fact can be observed in the choice of language expressions that are commonly used in abstracts. The abstract itself is factual and clear, and the language should be tailored to it. Consequently, the abstracts contain words and phrases that are

crucial for understanding the topic of the research. No additional adjectives or adverbials are used and the same applies to figurative expressions (Čmejrková et al. 1999, 82-83).

Another characteristic of the language used in abstracts is that the phrases are often used repetitively, especially at the beginning and the end of abstracts. There is usually an optional determiner *this* which is followed by nouns as *article*, *paper*, or *thesis*. Then there follow verbs as *examines*, *describes*, *analyses*, or *focuses on*. It is also possible that the abstract begins by stating *the aim of this article is* or *the topic of this thesis is*. At the end of the abstracts, there are expressions as *the results show*, *the paper confirms that* and others (Čmejrková et al. 1999, 80-81).

1.1.1 Tense and voice

As can be observed from the examples mentioned above, the tense often used in the opening phrases and at the end of the abstracts is the present simple tense and the voice that is expressed is active. However, as Swales and Feak (2009, 14) argue, the other tense that can be used is the past tense and the voice can also be changed into the passive voice. They claim that the usage of tenses and voices differs based on what is being described because the methods often appear in the past tense and passive voice.

The past tense is also often used when writing about the results. The final conclusions, on the contrary, are described in the present tense. Nevertheless, the study of verb tenses used in abstracts shows that this usage of tenses in abstracts based on what is being described can differ and sometimes the results and methods can appear in the present tense, or the aim in the past tense (Badrani and Ebrahimi 2017, 32).

1.1.2 Person and number

As for the person and number reflected in verbs used in the abstracts, there are three options. The text can be written with the use of first person singular, or first person plural, or the author can write in the impersonal style using the third person singular (Čmejrková et al. 1999, 80).

However, as Geršlová (2009, 61) argues, the choice between these options can be made based on the genre of the scientific text. She gives an example of a thesis, in which it is not appropriate to write in the first person plural because it is always written by one student, and it could make the readers think that the thesis was written by several students together. Šíroký et al. (2011, 84), in general, recommend the use of the same person throughout the text,

which should be the third person singular because it is appropriate for introducing objective facts and findings.

2 TRANSLATION INTO ENGLISH

Czech and other non-English speaking authors have to focus not only on the content of abstracts themselves, but they also must translate it into a world language, which is typically English (Čmejrková et al. 1999, 71-72). The reason why abstracts have to be translated into English and possible options for authors are described in chapter 3.

Firstly, it is essential to mention that the TL is not the mother tongue of the students, which is against the general recommendation for translators presented in Duběda et al. (2018, 23) according to the UK's *Institute of Translation and Interpreting* that translation into a non-native language should be avoided. In addition, translation into a non-native language is, in comparison with translation into a mother tongue, considered as harder even by professional translators (Duběda et al. 2018, 58-59).

2.1 Translation and equivalence

Poibeau (2017, 7-8) claims that even though translation can be simplified as “to transpose a source-language text into a target-language text,” it is much more complex because the translators not only have to decode the meaning in the SL, but they also have to find the equivalent in the TL.

When it comes to equivalence, Pym (2023, 11) explains: “The term ‘equivalence’ basically says that texts or text segments in different languages can have equal (‘equi’) value (‘valence’).” Knittlová et al. (2010, 7), who use the term functional equivalence, explain that TL equivalent should have the same denotative and connotative meaning along with the same pragmatical function. However, finding such an equivalent is complex itself which can be observed in Baker (2018) who describes equivalence at multiple levels such as word level, above word level, and textual level along with grammatical equivalence. Knittlová et al. (2010), on the contrary, describe the lexical and grammatical level of translation. Both Baker (2018) and Knittlová et al. (2010) also describe issues at these levels and possible differences between the SL and the TL. Therefore, the following subchapters are divided into translation at the word and collocation level, sentence level, and textual level, and each presents issues that can arise at these levels and should be focused on.

2.2 Translation at the word and collocation level

This subchapter is dedicated to the translation at the word and collocation level and presents issues that can arise and make the translation more difficult. It does not focus on diminutives,

dialect, proverbs, or culture-specific expressions because as Čmejrková et al. (1999, 82-83) describe, abstracts are factual, clear, and do not use figurative language.

At this level, it is important to focus on the lexical meaning of words because it represents their value in language. Lexical meaning does not include only a propositional meaning, which describes what concept the particular word refers to, but also includes an expressive meaning, which is rather individual because it is connected to emotions and feelings (Cruse 1986, cited in Baker 2018, 12-13). The previous subchapter also mentioned denotative meaning. According to Dickins (2019, 135) denotative meaning and propositional meaning are the same. Presupposed meaning is another type of meaning. It concerns the word combinations people expect to be used together and is mainly connected to collocations (Cruse 1986, cited in Baker 2018, 13-14).

2.2.1 Absolute and partial equivalents

Absolute equivalents in the TL are those with the same denotative meaning, connotative meaning, and stylistic function. They are also the same in their form, which means that the number of words from the SL expression is the same in the TL. However, the TL can also have partial equivalents such as noun chains, which can be observed in (1) (Knittlová et al., 2010, 40-45). The following paragraph is therefore focused on noun chains and compares them with the Czech language because Knittlová et al. (2010, 160) mark noun chains as frequent in English scientific style, but also remind that they can be difficult and ambiguous for translators.

In English, the last noun serves as a head, and the head is pre-modified by other nouns. As can be seen in (2), the relation between the two nouns can be less ambiguous with the use of a prepositional phrase, but example (2) also shows that the pre-modifying noun is in singular even though it refers to more than one thing (Quirk et al. 1985, 1330). On the contrary, the Czech head can be pre-modified by an adjective (3), or the head can be pre-modified by an adjective and post-modified by another noun (4) (Knittlová et al., 45-46).

- (1) “*discussion club*” (Knittlová et al. 2010, 45)
- (2) “*a dish cloth - a cloth for dishes*” (Quirk et al. 1985, 1330)
- (3) “*discussion club → diskuzní klub*” (Knittlová et al. 2010, 45)
- (4) “*a severe food shortage → krutý nedostatek potravin*” (Knittlová et al. 2010, 46)

Apart from noun chains, the TL can also have other forms of partial equivalents because both Knittlová et al. (2010, 114) and Baker (2018, 20) note that the TL can have more possible equivalents for the SL expression and that their choice depends on the particular context in which they are used.

2.2.2 Evoked meaning and its importance

Poibeau (2017, 10) notes that translators should also follow the style of the ST and preserve it in the TT. Therefore, students should also focus on the evoked meaning because different situations require different word choices, which depend on the particular context or situation (Cruse 1986, cited in Baker 2018, 14-16). As the SL abstracts are part of scientific texts which are mostly written in a formal impersonal style (Šíroký et al. 2011, 84), this style should be remained in the TL as well. Moreover, according to Mossop (2020, 94), the style and level of formality should be consistent in the text. For this reason, the following paragraph describes the rules of English academic writing to illustrate possible translations that would be stylistically inappropriate.

An example of such translations could be contracted verb forms, which Kramer (2022) considers informal and recommends avoiding them in academic writing. Apart from the use of contracted verb forms, phrasal verbs are, according to Swales and Feak (2012, 17), also considered informal. Nevertheless, contracted verb forms and phrasal verbs are not the only language phenomena the students should avoid. According to Kramer (2022), personal pronouns, mainly the first person *I* should be avoided as well because academic writing is known for its objectivity, and when the personal pronoun *I* is being used, the text stops being objective.

2.3 Translation at the sentence level

According to Van Valin (2001, 1), “syntax deals with how sentences are constructed, and users of human languages employ a striking variety of possible arrangements of the elements in sentences.” Therefore, this subchapter is dedicated to declarative sentences and concisely describes English standard word order along with differences between Czech and English to present possible difficulties for students during translation.

As Dušková et al. (2006, 310) claim, the verb can be preceded but also followed by a subject in a Czech sentence, while English requires the subject to be before the verb. As for the standard English word order, the subject is followed by a verb, and the verb is then

followed by a direct object (Van Valin 2001, 1). However, according to Quirk et al. (1985, 490-498) sentences can also contain adverbials whose position is not fixed because they can appear either at the end (5), in the middle (6), or at the beginning of the sentence (7).

- (5) “*The light was fading rapidly*” (Quirk et al., 1985, 498)
- (6) “*The driver suddenly started the engine*” (Quirk et al., 1985, 491)
- (7) “*Suddenly, the driver started the engine*” (Quirk et al, 1985, 491)

The preceding paragraph claims that the subject has to precede the verb in English (Dušková et al. 2006, 310), but that does not mean that there cannot be any constituent between them. If the subject is a noun, it can be post-modified by a relative clause. As the function of these clauses is adjectival, they add information about the noun and should directly follow it. If the sentence function of such a noun is a subject, the relative clause should be between the subject and the verb (8) (Brinton 2000, 229-230).

- (8) “*The chair that he broke is being repaired*” (Brinton 2000, 230)

Brinton (2000, 231) also claims that, in some cases, the relative clause can stand at the end of the sentence (9) but notes that the acceptability of this phenomenon differs from speaker to speaker. This topic was further examined by Francis and Michaelis (2016, 363-364), who investigated a study and proved that this sentence structure depends on the individual speaker but is mainly determined by the definiteness of the subject, length of the relative clause and verb phrase and on the context of the particular sentence. The phenomenon of long constituent being at the end of the sentence can be considered common in English because long direct objects can also stand at the end of the sentence and do not have to follow the verb directly (10) (Staub et al. 2006, 389-390).

- (9) “*A woman spoke Ø at the meeting whom I admire*” (Brinton 2000, 231)
- (10) “*Lucy ate with a fork the extremely delicious, bright green broccoli*”(Staub et al. 2006, 390)

Considering subjects, some Indo-European languages are so-called pro-drop languages. Pro-drop languages do not require subjects to be in sentences because of the subject-verb agreement morphology (Van Valin 2001, 100). This is another difference between Czech and English syntax because the subject does not have to be expressed in the Czech language, whereas English requires it in every sentence (Dušková et al. 2006, 368).

2.4 Translation at the textual level

This subchapter focuses on cohesion because this phenomenon is, according to Plášek (2014, 12), very important for abstracts. It should be firstly explained what cohesion means. Halliday and Hasan (1976, 8) claim that: “Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it.” Halliday and Hasan (1976, 274-278) distinguish between grammatical and lexical cohesion and explain that lexical cohesion is done by reiteration that can, apart from synonyms and superordinate, also include repetition of the same words, and grammatical cohesion includes references, ellipsis, substitution, and conjunctions. Conjunctions and their meaning can vary in different contexts, but their meaning is crucial because they determine the relation between two sentences and can, therefore, influence the overall understanding by the reader (Baker 2018, 204).

When it comes to synonyms and repetition in abstracts, Plášek (2014, 12) notes that synonyms should be rather avoided. Newmark (1995, 60) describes the repetition of terms and claims that replacing them with synonyms can be ambiguous and translators should rather repeat the specific term. Mossop (2020, 93-94), who focused on translation editing, provides an ambivalent view on translation consistency and synonyms. He notes that in some cases, synonyms can facilitate understanding of the TT. Especially when the reader does not understand one term, its synonym can be helpful for them. However, he also acknowledges that synonyms can be ambiguous because the reader does not have to understand that they are different in their form but the same in their meaning (Mossop, 2020, 93-94).

Considering references, Halliday and Hasan (1976, 37-38) claim that references can be either personal, which includes personal pronouns, possessive pronouns, and possessive determiners, but also demonstrative in the form of demonstrative determiners *this*, *these* or definite article *the*. Knittlová et al. (2010, 121), who described the grammatical level of translation, note that articles belong to the part of speech that does not exist in the Czech language and can therefore make the translation more difficult.

3 ENGLISH AND ITS INTERNATIONAL STATUS

As students are not translators and a lot of them do not study English at university, there can arise a question of why they have to translate their abstracts into English when translation as such is a very complex issue and English is not their native language. Therefore, this chapter explains how English became an international language and what is its role in science.

Crystal (2003, 7) explains that language's international position is based on power, which can be economical or technical, just as it was in the case of English, or it can be religious power, just as it was during the times of Roman Catholicism which had an impact on language in which education was spread. He also says that the fact that the language is spoken by many people does not automatically influence its international power and emphasizes the actions done by these people. Rao (2019, 67) emphasizes British colonialism and its consequence that English started to be spoken not only on the American continent but also in India or South Africa and was therefore spread all around the world. Silaban et al. (2023, 362) then highlight the United States and its victory in World War II along with the United Kingdom because it gave English people the possibility to dominate in international politics and economy. However, they also remind culture as another field with English dominance.

As Crystal (2003, 11-12) emphasizes, when the world needed an international language after World War II when international organizations such as the United Nations, UNESCO, UNICEF, and WHO were established and the representatives of each state needed a common language to communicate with each other, English was an ideal candidate.

3.1 English in research

In relation to science, English is nowadays the language in which knowledge is shared worldwide (Crystal 2003, 110), and authors Bowker and Ciro (2019, 7) mark it “as the principal language of global research” and scholarly communication which is, by the definition given by Bowker and Ciro (2019, 7), “the process by which academics, scholars, graduate students and other researchers share and publish their findings so that they are available to wider research community, and beyond.”

The undisputed advantage of English in research is that it connects authors from the whole world, enables them to share their findings, and facilitates their overall communication. Nevertheless, English can also mean a certain disadvantage for its non-

native speakers, who are forced to write and publish in their non-native language (Drubin and Kellogg 2012, 1399). This is the case of Czech students from the Tomas Bata University whose English abstracts are a subject of this thesis because these students have to translate abstracts of their theses into English which is not their native language.

3.1.1 Translation options for English non-native speakers

Bowker and Ciro (2019, 21) present several options for non-native English speakers when they need help with translation into English, and one of them is to have the text translated by a professional translator. The topic of a translation into a non-native language by Czech professional translators was elaborated by Duběda et al. (2018, 57-59), where this type of translation was, apart from being considered harder, tagged as more frequent. Duběda et al. (2018, 44-73) based their research on evaluating translations from Czech into English and vice versa done by ten Czech professional translators and ten Czech students of translation who were supposed to translate two texts – one advertising text and one legal text. The results showed that eighteen participants considered translating into English harder than into Czech and the Czech translations obtained a better evaluation than the English ones (Duběda et al. 2018, 44-73).

The translations into English were also compared according to the type of text. When this criterion was assessed, the legal texts contained fewer mistakes than the advertising texts (Duběda et al., 2018, 78-79). Even though the formal legal text proved to be translated better than the advertising one, which could be considered a positive finding for the authors of scientific texts needing translation services because scientific texts are also formal and impersonal, Bowker and Ciro (2019, 21) remind the high prices which can be required for such translation. This is further confirmed by Duběda et al. (2018, 68), who claim that eight out of ten professional translators translate into English for a higher price than into Czech.

However, professional translator services are not the only possibility for students because Bowker and Ciro (2019, 21) also mention English courses or having the text edited by a native speaker. Nevertheless, these authors also admit that even these possibilities have their drawbacks because English courses can be time-consuming, their results are not fast, and native English editor services can be expensive, just as professional translators. In these cases, machine translation is an option for non-native English authors (Bowker and Ciro 2019, 21).

4 MACHINE TRANSLATION AS AN OPTION FOR STUDENTS

The previous chapter introduced translation possibilities for non-native English authors and their possible drawbacks. The last possibility that was mentioned was machine translation, which is described in this chapter. Machine translation has several advantages because it is freely accessible and translates text very fast, but that does not mean that it does not make mistakes (Bowker and Ciro 2019, 21). For this reason, this chapter first describes the development of machine translation tools and then focuses on possible mistakes and solutions to avoid them.

4.1 Machine translation development

The purpose of this subchapter is to concisely describe machine translation development because abstracts that are being analysed in the analytical part were written in different years and students therefore did not have the same machine translation possibilities because these tools constantly developed and changed.

Machine translation started with rule-based machine translation in the 1950s, then continued with example-based and statistical machine translation in the 1980s and 1990s to the version called neural machine translation from 2016 (Rothwell et al. 2023, 5-6). Farrell (2023, 24-28) explains that both statistical and neural MT use a corpus for translating. However, the difference is that whereas the results given statistical MT are based on statistics and probability, the neural MT consists of neural networks that can be compared to human brains (Farrell 2023, 24-28). According to Poibeau (2017, 185), these neural networks are based on deep learning and are able to learn very complex language structures. For this thesis, it is not essential to explore the exact differences between these two MT systems in detail but rather highlight that MT tools are improving and that their quality was different in 2013, 2018, and 2023, as these are the years in which the analysed abstracts were submitted.

The development of the MT tool was connected with the development of the Internet as well, mainly because it enabled people from different countries to communicate with each other online. This fact even enhanced the need for online MT tools and gave rise to tools such as Google Translate, which is available for free (Poibeau 2017, 248). According to Turovsky (2016), Google Translate started in 2006 intending to facilitate the already mentioned communication around the world, and according to Rothwell et al. (2023, 6) it started to be neural-based in 2016. Another well-known neural MT tool is DeepL, but it was not launched until 2017 (DeepL n.d.)

4.2 Avoiding machine translation mistakes

Even though MT tools are improving, they can still make mistakes. Pym (2023, 174) mentions mainly gendered pronouns and long sentences where syntactic relationships between words can be more complex and, therefore, harder for the MT tool to understand and translate them correctly. Daems et al. (2017, 5-6), who investigated the study on mistakes made by MT tools, mention, for example, syntactic mistakes, shifts in meaning, inconsistent use of terminology, or missing information. Therefore, this subchapter describes two solutions that can help avoid possible mistakes made by MT tools.

4.2.1 Pre-editing

The first solution can be pre-editing, which is a process during which the errors made by MT tools are not corrected but avoided. The purpose of pre-editing is to write the ST in a way that the problematic words or syntactic constructions are avoided or changed, which lowers the chance that the MT tool makes translation mistakes (Pym 2023, 175). Pre-editors should, therefore, focus on syntax and choose rather simple word order and short sentences, but they should also be consistent with terminology (Guerberof Arenas 2020, 334). Pre-editing was also described by Bowker and Ciro (2019, 67), who remind consistent use of terminology as well, even if it is at the expense of repeating the same term. “Once again, because the clarity of the content is paramount in a research article, it is better to have a text that is clear if somewhat repetitive, rather than one risking skewing the message by introducing unnecessary synonyms” (Bowker and Ciro 2019, 67). Finally, according to Guerberof Arenas (2020, 334), pre-editors should also focus on terms from the ST that should not be translated.

4.2.2 Post-editing

The second approach to MT tools is post-editing, which is a very frequent phenomenon, especially with the improvement of MT. It works on the principle that the MT tool translates the ST, and then a professional translator edits the result (Koponen 2016, 131). However, Nitzke and Hansen-Schirra (2021, 69-70) note that post-editing itself requires certain skills and knowledge of both the source and target language. Post-editors should be able to understand the ST properly, know the basics of translation along with the rules of the SL and TL, and finally, they should focus on the style of the particular text (Nitzke and Hansen-Schirra 2021, 69-70). Nevertheless, Grammarly as an editing tool was launched in 2009, and

around one million people used it on an everyday basis in 2015 (Lytvyn 2022). This tool can help students not only with spelling and grammatical mistakes but can also provide suggestions on what to improve stylistically (Barrot 2020, 3).

II ANALYTICAL PART

5 OBJECTIVES AND METHODS OF THE ANALYTICAL PART

The objective of the analytical part is to find mistakes students make when they translate abstracts of their bachelor theses into English and to give recommendations for improvement and translation facilitation for future students.

In order to maintain the same conditions and also abstract requirements, only one university, Tomas Bata University, was selected. Since the used terminology in abstracts varies, the same faculty and department were selected, specifically the Faculty of Management and Economics and the Department of Management and Marketing, which enabled to focus on one specific branch of terminology. Besides the years of submission and department, the theses were chosen randomly from the university library database. In total, sixty Czech abstracts and their English translations were selected, twenty of which are from 2013, another twenty from 2018 and the last twenty from 2023. Both Czech abstracts and their English translations were then printed, and the translation was analysed based on the following criteria.

In the theoretical part, translation was described at word and collocation level, sentence level and textual level, and the same distinction is used in the analytical part as well. The criteria that are evaluated in the English translation are based on the study of the specialised literature. At the word and collocation level, the correct and incorrect translations of abstract terminology and management and marketing terminology are analysed. This chapter is focused not only on the meaning of the chosen equivalents but also on their form. At the sentence level, the analysis is focused on expressing the subject in the English sentence, word order and omission or change of information. At the textual level, translation consistency, use of definite article and level of formality are analysed.

The translation at the word and collocation level was analysed mainly with the use of the *Cambridge Dictionary*, *Merriam-Webster Dictionary*, and the *Corpus of Contemporary American English*. However, as the theses are university documents, the English Thesis Template for the Faculty of Management and Economics was used as well. Besides these, the translation at the sentence and textual level was analysed with the use of the theoretical background from the theoretical part about English grammar and syntax and the basic translation rules as consistency and the same level of formality. Some of the parts, mainly syntax, nominal chains and situations where there is more than one equivalent, were consulted with an English native speaker.

The examples from the corpus are numbered and marked by an abbreviation, which signals from which abstract they were taken. The list of all the abstracts and their abbreviations is at the end of this thesis in primary sources. The examples present the expression from the Czech abstract, which is marked by the abbreviation ST and its English translation from the English abstract, which is marked as TT. The glosses in square brackets are used to describe the content of the Czech version. The incorrect examples also contain recommended translations, which are marked as RT. Underlying is used to highlight the phenomena that are being described.

6 CHARACTERISTICS OF THE CORPUS

This thesis analyses English abstracts of Czech Bachelor theses. The corpus that is used for the analysis is bilingual and consists of sixty Czech abstracts and their English translations. The authors of the abstracts are students from the Tomas Bata University, the Faculty of Management and Economics, the Department of Management and Marketing. The students' major focus is neither linguistics nor English, but they are required to translate their abstracts into English. Each student must follow university requirements. According to *Manuál pro šablonu závěrečné práce na UTB ve Zlíně* [A Manual for the Template of the Final Work on TBU in Zlín], their abstract should serve as a short summary of the thesis which apart from the topic and objectives also describes the methods and results and should be about five to ten lines long.

The Czech abstracts from the corpus follow these requirements, and their structure is very similar to each other. On average, they are eight lines long and consist of six sentences and 85 words. Students begin by introducing the topic of the thesis and the objective. Then, they describe how the thesis is divided and what is the focus of each part. They also describe which methods they used and what is done at the end of the thesis. The Czech abstracts use mainly management and marketing terminology and words and collocations that are commonly used in abstracts. The sentences are declarative and mostly short but, in some cases, contain subordinate clauses. In most cases, the style is impersonal and objective. However, the students are neither translators nor professional writers, and they sometimes used ambiguous words or phrases in the Czech abstracts. The purpose of this thesis is not to analyse the Czech abstracts, but as they serve as a reference when the English translation is analysed, the use of ambiguous words should be mentioned as well because they can influence the translation. Among these ambiguous words can be included the use of the Czech word *závěr* which can mean *the end* but also *a conclusion of the thesis*, or *práce*, which without context and the adjective *bakalářská* [bachelor's] does not have to mean *the thesis* but also *other piece of writing* or even *labour*.

The English abstracts from the corpus mirror their Czech version in terms of length, purpose and content, so the translation should be accurate. However, it can be assumed that the quality of translation is influenced by the fact that students are not professional translators and rely on machine translation tools. But as was described in the theoretical part in chapter 4, these tools went through various development stages when students translated

their abstracts. Another factor that could influence the translation is the amount of time or the knowledge of English and translation rules.

7 TRANSLATION AT THE WORD AND COLLOCATION LEVEL IN ABSTRACTS

This chapter is focused on the translation of words and collocations that were used in the corpus. It is further divided into two subchapters that are focused on expressions that are common for the abstracts and then on the management and marketing terminology. Both these subchapters present correct but also incorrect translations and possible translation problems with the most frequently repeated vocabulary.

7.1 Abstract terminology

The abstract terminology is common for all the abstracts from the corpus. It does not include management and marketing terminology but general nouns, verbs and conjunctions that were used in the abstracts from the corpus.

7.1.1 Correct translations

Most of the SL abstracts contained the collocation *bakalářská práce* [bachelor's work] to introduce the topic or objectives of the thesis. With this collocation, variations with (1) and without (2) possessive 's were used. While translating the collocation *bakalářská práce* [bachelor's work], students can use the official English template created by the Tomas Bata University for each faculty. The template for the Faculty of Management and Economics uses the variation Bachelor's thesis, with the capitalized letter and possessive s' even in the Bachelor's thesis author's declaration where the capitalized letter "b" occurs in the middle of the sentence. However, it does not mean that examples (1) and (2) are incorrect or that they change the meaning of the ST, especially (1) without the possessive s' because such variation is used, for example, by the Faculty of Mathematics and Physics of Charles University in Prague in their *Guidelines for Writing a Bachelor Thesis* available on their website. Students can, therefore, use both variations, but as the template is created for the students to follow the university standards for thesis structure, it can also serve as a document where students can find translations that are used by their university.

(1) (ST) *bakalářská práce* (**Jan13**)

(TT) *bachelor thesis*

(2) (ST) *bakalářská práce* (**Pel23**)

(TT) *bachelor's thesis*

A similar case where more English equivalents are possible is the Czech word *cíl* [objective]. Most students translated this word as *aim* (3), but there were also variations as *goal* (4) and *objective* (5), which can also serve as equivalents for *cíl* in this context. In case the students do not know which equivalent to choose, they can rely on the Thesis Template again, which has a special section, “Objectives and Methods of Thesis Development.” However, all the following examples are correct.

(3) (ST) *cíl* (Ryt23)

(TT) *aim*

(4) (ST) *cíl* (Kuž18)

(TT) *goal*

(5) (ST) *cíl* (Čer13)

(TT) *objective*

Apart from individual objectives, every thesis has two major parts, which are in Czech called *teoretická a praktická část* [theoretical and practical part]. These two collocations can also be found in the English version of the Thesis Template, which refers to them as a *theoretical* and *practical part*. In this case, most of the abstracts contained the correct translation of these two parts of the thesis.

However, there are other words and collocations which are frequently used in abstracts, and the template does not mention them. Examples (6) and (7) show correct translations of frequent collocations that are used in abstracts to introduce where the research or analysis is done and what is being examined. Example (8) demonstrates a correct translation of a conjunction *následně*. Other correctly translated conjunctions include *dále* → *in addition* (Ťap23) and *na závěr* → *finally* (Tor18). In examples (9) and (10), correct translations of frequently used verbs can be observed. Other frequently used verbs which were also translated correctly include *analýza je provedena* → *analysis is conducted* (Jur18) and *práce je rozdělena* → *the thesis is divided* (Jan13).

(6) (ST) *vybraná společnost* (Mar23)

(TT) *selected company*

(7) (ST) *současný stav* (Fiš13)

(TT) *current state*

- (8) (ST) *následně* (Kou13)
(TT) *subsequently*
- (9) (ST) *Tato bakalářská práce se zaměřuje* (Fia18)
(TT) *This Bachelor thesis focuses on*
- (10) (ST) *Bakalářská práce zkoumá* (Kou13)
(TT) *Bachelor thesis examines*

This subchapter introduced the most frequently repeated words and collocations in the abstracts and their correct translations. The correct translations included verbs *rozdělit* [divide], *zkoumat* [examine] or *provést* [conduct] and conjunctions as *v závěru* [finally]. Students can also correctly translate expressions as *bakalářská práce* [bachelor's work], *cíl* [objective] and *současný stav* [current state].

7.1.2 Incorrect translations

The previous subchapter was focused on the correct translations. However, some of the frequently used words and collocations were also translated incorrectly in the corpus, as the examples below demonstrate.

Examples (11) and (12) show a situation in which the Czech collocation *bakalářská práce* [bachelor's work], one of the key expressions, was translated as *work* or *paper*. The abstract refers to the specific document the students submit, in other words, to their Bachelor's thesis. For this reason, any other translations, just as *work* or *paper*, should be avoided.

- (11) (ST) *Cílem této bakalářské práce je analýza...* (Čer13)
[the bachelor's work]
(TT) *The aim of this work is to analyze...*
RT: bachelor's thesis
- (12) (ST) *Práce je rozdělena na...* (Buch13)
[the work]
(TT) *The paper is divided into...*
RT: thesis

A wrong translation also appeared with cohesive devices in examples (13-14). It is important to emphasize that the Czech word *závěr* [end], which is used in example (13), can be ambiguous because in Czech, it can refer to the pages appearing towards the end of the thesis, or it can be used to refer to the conclusion of the thesis. However, the word *závěr* was in the corpus used to refer to the end of the thesis and not to the conclusion. Students used this phrase to mention what is being done as a last thing in the thesis. The translation in example (13) is, therefore, inaccurate because it would refer to the conclusion of the thesis.

The word *následně* [next] from example (14) can be ambiguous as well. This word was used to introduce the next point; however, its root is like the word *následek* [consequence], which might have caused it to be translated as *consequently*. Nevertheless, *consequently* means, according to the *Cambridge Dictionary*, “as a result,” and for this reason, it should not be used as equivalent in this context.

(13) (ST) *na závěr* (Šve18)

[at the end]

(TT) *in the conclusion*

RT: finally

(14) (ST) *následně* (Fia18)

[next]

(TT) *consequently*

RT: subsequently

The correct translations from the previous subchapter also included collocation *současný stav* [current state]. In examples (15) and (16), the word *současný* [current] is translated as *actual* (15) and *contemporary* (16). As for the word *actual*, its meaning is, according to the *Cambridge Dictionary*, “real, true, exact.” The word *actual*, therefore, should not be used interchangeably with *current* which the *Cambridge Dictionary* explains as “of the present time.” This mistake can stem from the fact that the SL has the word *aktuální* [current], and *actual* is its false friend. The adjective *contemporary* (16) could serve as an equivalent for *současný*. However, based on examples in the *Cambridge Dictionary*, *contemporary* is usually used with art or music. For this reason, when the students need an equivalent for *současný* in the context of bachelor’s thesis, companies, and their conditions, the word *current* would be the most accurate equivalent.

(15) (ST) *současný* (Kad18)

[current]

(TT) *actual*

RT: current

(16) (ST) *současný* (Gar13)

[current]

(TT) *contemporary*

RT: current

Examples (17-20) represent other important words and collocations which are frequently used in abstracts. *Teoretické poznatky* [theoretical knowledge] and *literární rešerše* [literature search] were used in connection with the theoretical part in a majority of the abstracts, but they were often translated literally and, therefore, incorrectly, which can be seen in examples (17) and (18). Among other important Czech collocations belongs *dotazníkové šetření* [questionnaire investigation], which was translated as a *questionnaire survey* (19) or *questionnaire research* (20). Even though the phrases *questionnaire survey* and *questionnaire research* can be found in the *Corpus of Contemporary American English*, the word *questionnaire* itself, without *survey* or *research*, is used the most. Moreover, the *Cambridge Dictionary* and *Merriam-Webster Dictionary* do not include a *questionnaire survey* or *questionnaire research*. Czech students, as non-native speakers, should rather avoid these expressions and rely on dictionaries.

(17) (ST) *teoretické poznatky* (Lál13)

[theoretical knowledge]

(TT) *theoretical knowledge*

RT: theoretical background

(18) (ST) *literární rešerše* (Ryt23)

[literature search]

(TT) *literature search*

RT: literature review

(19) (ST) *dotazníkové šetření* (Dra23)

[questionnaire investigation]

(TT) *questionnaire survey*

RT: questionnaire

(20) (ST) *dotazníkový výzkum* (Pel23)

[questionnaire research]

(TT) *questionnaire research*

RT: questionnaire

Apart from all the already mentioned words and management and marketing terminology, students sometimes name a concrete company in which they did their research. Many of the abstracts mentioned the company name without any change, including the same abbreviation at the end, which signals the legal type of the company. However, as can be observed in examples (21-23), some students translated the abbreviations as *Ltd.* or *Plc.* Such translations should be avoided because the abbreviations *s.r.o.* and *a.s.* are a part of the official name of the company and are related to the Czech legal system and economy. For this reason, the company name should remain unchanged in order not to confuse the reader and enable them to possibly find the company online without obstacles.

(21) (ST) *Holba a.s.* (Jen18)

(TT) *Holba, Plc.*

RT: Holba a.s.

(22) (ST) *Diamant Unipool s.r.o.* (Luk13)

(TT) *Diamant Unipool Ltd.*

RT: Diamant Unipool s.r.o.

(23) (ST) *KOTLÁŘ Zlín, s.r.o.* (Piw13)

(TT) *KOTLÁŘ Zlín, Ltd.*

RT: KOTLÁŘ Zlín, s.r.o.

Among the incorrect translations can be also included those with incorrect spelling (24-26) or incorrect prepositions (27-29). Students as non-native speakers should always verify in the dictionary the correct spelling and prepositions, which are used with the verbs.

(24) (ST) *Na základě* (Šil18)

[On the basis]

(TT) *On the basic of*

RT: On the basis of

- (25) (ST) *teoretická část* (Jen18)
 [theoretical part]
 (TT) *teoretical part*
 RT: theoretical part
- (26) (ST) *důležitost* (Sau13)
 [importance]
 (TT) *importans*
 RT: importance
- (27) (ST) *v závěru práce* (Unz18)
 (TT) *in the end of the thesis*
 RT: at the end of the thesis
- (28) (ST) *je zaměřeno především na rodiny s dětmi* (Maj18)
 (TT) *is mainly focused to families with children*
 RT: focused on
- (29) (ST) *Na základě výsledků z těchto analýz* (Ťap23)
 (TT) *Based on the results from these analyses*
 RT: results of

This subchapter was focused on incorrect translations of frequently repeated words and collocations in the abstracts. Incorrect equivalents were found for *bakalářská práce* [bachelor's work], which was translated as *work* or *paper*, literal translations for *teoretické poznatky* [theoretical knowledge] translated as *theoretical knowledge* and *literární rešerše* [literature search] translated as *literature search*. Incorrect translations also appeared with conjunctions *následně* [next] translated as *consequently* and *v závěru práce* [at the end of the thesis] translated as *in the conclusion*. Some students also incorrectly translated the abbreviation that is used to signal the legal type of companies. Other mistakes were spelling mistakes just as the *teoretical part* or *importans* and wrong prepositions just as *in focused to*, *results of*, and *in the end of the thesis*.

7.2 Management and marketing terminology

Apart from the words and collocations common for all the abstracts, the students also have to use the terminology to describe the concrete topic, analysis, or objective of their thesis.

The abstracts that are being analysed are from the same department, which means that the terminology is focused on management and marketing topics.

7.2.1 Correct translations

Examples (30-32) demonstrate correct translations of the frequently used terms and analyses. Nouns chains and differences between Czech and English were introduced in subchapter 2.2.1 in the theoretical. In the English abstracts, noun chains were used frequently, and as can be observed in examples (33-36), students correctly placed the head noun at the end of the English expression, and the pre-modifying noun is not in the plural.

- (30) (ST) *SWOT analýza* (**Jur23**)
(TT) *SWOT analysis*
- (31) (ST) *konkurenceschopnost* (**Piw13**)
(TT) *competitiveness*
- (32) (ST) *konkurence* (**Bur23**)
(TT) *competition*
- (33) (ST) *spokojenost zákazníka* (**Rad18**)
(TT) *customer satisfaction*
- (34) (ST) *přijímání zaměstnanců* (**Řeh13**)
(TT) *employee recruitment*
- (35) (ST) *motivace zaměstnanců* (**Hýb13**)
(TT) *employee motivation*
- (36) (ST) *řízení lidských zdrojů* (**Šve18**)
(TT) *human resource management*

Another translation variation that appeared was the use of the preposition *of* (37-40) to signal the relationship between the words. This type of translation can be influenced by the mother tongue of the students, where the relationship between the words is clear. The meaning does not change, but for example, *customer satisfaction* or *consumer buying behaviour* are official terms used by the *Cambridge Dictionary*. It would be, therefore, more natural to use the reversed order without the preposition *of* in examples (37-40).

- (37) (ST) *spokojenost zákazníků* (**Rad18**)
(TT) *satisfaction of customers*
- (38) (ST) *postoje spotřebitelů* (**Unz18**)
(TT) *attitudes of consumers*
- (39) (ST) *náкупní chování spotřebitelů* (**Str23**)
(TT) *buying behavior of consumers*
- (40) (ST) *analýza konkurenceschopnosti* (**Krá13**)
(TT) *analysis of competitiveness*

This section presented correct translations of frequent management and marketing terminology. Students correctly translate terms such as *konkurenceschopnost* [competitiveness] and *konkurence* [competition], and they also use noun chains for translation of terms such as *spokojenost zákazníka* [customer satisfaction], *motivace zaměstnanců* [employee motivation] or *řízení lidských zdrojů* [human resource management]. The corpus also contained terms that could have been translated by a noun chain, but the preposition *of* was used. These translations were not considered incorrect because they did not change the meaning of the ST expression and did not include any grammatical mistakes.

7.2.2 Incorrect translations

The previous section showed the correct use of noun chains in terms of word order and number. However, the analysis revealed cases in which the noun chains were incorrectly used (41-43). The translation in example (41) refers to the satisfaction of only one customer, whereas the Czech term *spokojenost zákazníků* [satisfaction of customers] is in plural. Another problem with the number is shown in examples (42) and (43), where the plural number was used with the English modifier, which stems from the source Czech phrase where the modifiers *zákazníků* [customers] and *zaměstnance* [employees] are in the plural.

- (41) (ST) *spokojenost zákazníků* (**Rad18**)
[satisfaction of customers]
(TT) *customer's satisfaction*
RT: customer satisfaction

- (42) (ST) analýza spokojenosti zákazníků (**Rad18**)

[analysis of satisfaction of customers]

(TT) *customers satisfaction analysis*

RT: customer satisfaction analysis

- (43) (ST) péče o zaměstnance (**Klí13**)

[care of employees]

(TT) *employees care*

RT: employee care

However, inaccurate translations were not only found with noun chains but also with other management and marketing terminology (44-46). The translation in (44) refers, according to the *Cambridge Dictionary*, to “a symbol on a product that shows it was made by a particular company.” However, the source text’s expression *značka* [brand] was used to refer to the company itself, its reputation, and products. Example (45) describes quadrants of a SWOT analysis. SWOT is an English abbreviation and, according to Kenton (2024), includes strengths, weaknesses, opportunities, and threats. Students should, therefore, use these terms when they describe a SWOT analysis in their English abstracts. Moreover, the *strong* and *weak sides* from example (45) are, according to the *Cambridge Dictionary*, used in the context of American football players and are therefore not connected to a SWOT analysis at all. In example (46), the Czech word *řízení* [management] from the term *řízení lidských zdrojů* [human resource management] is missing, which also changes the original meaning.

- (44) (ST) *značka* (**Zav13**)

[brand]

(TT) *trademark*

RT: brand

- (45) (ST) *silné, slabé stránky, příležitosti a hrozby* (**Rad18**)

[strengths, weaknesses]

(TT) *strong and weak sides, opportunities and threats*

RT: strengths, weaknesses

- (46) (ST) *řízení lidských zdrojů* (**Dri23**)

[management of human resources]

(TT) *human resources*

RT: human resource management

The semantic content of terminology can be also influenced by prepositions, just as is shown in (47) and (48). In (48), the missing preposition causes the TT means *marketingové služby* [marketing services] instead of *marketing služeb* [marketing of services].

(47) (ST) *výběr zaměstnanců* (Uhr13)

[selection of employees]

(TT) *selection employees*

RT: employee selection

(48) (ST) *marketing služeb* (Rad18)

[marketing of services]

(TT) *marketing services*

RT: services marketing

The incorrect translations from the management and marketing section included grammatical mistakes such as *employees care* for *péče o zaměstnance* [care of employees] and number mistakes such as *customer's satisfaction*, which was used as a translation for the satisfaction of more customers. Missing prepositions in the *selection employees* and *marketing services*, which changed the meaning of the ST. Omission of a word in *human resources* which was used as a translation for *řízení lidských zdrojů* [management of human resources.] and words with a different meaning than the source text such as *trademark* instead of *brand* or *strong* and *weak sides* instead of *strengths* and *weaknesses* from the SWOT analysis.

8 TRANSLATION AT THE SENTENCE LEVEL IN ABSTRACTS

The previous chapter focused on translation at the word and collocation level and provided correct and incorrect translations of the most frequently repeated vocabulary. However, students have to focus not only on the meaning of the individual words but also on the higher level of translation, therefore, sentence level, which is the focus of this chapter, and then on the textual level, which is analysed in the next chapter. This chapter focuses on subjects in Czech and English sentences from the corpus, then on the word order in English sentences from the corpus, and lastly on omission or change of information in the English sentences.

8.1 Expressed subject in the English sentence

One of the major syntactic differences between Czech and English is the fact that it is grammatical for the Czech language not to have an expressed subject in the sentence. However, English requires a subject in every sentence (Dušková et al. 2006, 368). Some Czech sentences from the corpus did not express the subject, but these sentences always referred to the thesis itself. Students always correctly used the pronoun *it* as a reference to the thesis (49-51).

(49) (ST) *Zároveň připomíná* (Sau13)

(TT) *It reminds*

(50) (ST) *Dále je zaměřena na* (Jur13)

(TT) *It also focuses on*

(51) (ST) *Zkoumá* (Veš23)

(TT) *It examines*

No mistakes were found in this section, and the subject was always expressed in English sentences, even if the Czech sentence did not express it.

8.2 Word order

Correct word order in English sentences was another criterion that was analysed. The standard English word order was described in subchapter 2.3 in the theoretical part. Most of the sentences from the corpus began with a subject and followed the standard English word order, as is demonstrated in examples (52-54).

- (52) (ST) *Cílem této bakalářské práce je analýza marketingové komunikace...* (Čer13)
 (TT) *The aim of this work is to analyze the marketing communication...*
- (53) (ST) *Praktická část využívá poznatků z teoretické části.* (Mar23)
 (TT) *The practical part uses knowledge from the theoretical part.*
- (54) (ST) *Tato bakalářská práce se zaměřuje na analýzu spokojenosti zákazníků...*
 (Rad18)
 (TT) *The bachelor thesis is devoted to the customers satisfaction analysis...*

However, the corpus also contained sentences with the wrong English word order. This can be observed in examples (55-56), where the verb *to present* is followed by a subject *company*, and such word order is ungrammatical.

- (55) (ST) *Poznatky z teoretické části jsou následně použity v praktické části práce, kde je představena vybraná společnost...* (Klo18)
 (TT) *The knowledge from the theoretical part is used in the practical part of the thesis, where is presented a selected company...*
 RT: where a selected company is presented
- (56) (ST) *V praktické části je představena společnost Numismatika Zlín...* (Mar23)
 (TT) *In the practical part is presented the company Numismatika Zlín...*
 RT: the company Numismatika Zlín is presented

Some sentences also began with an adverbial and included a relative subordinate clause, as can be observed in examples (57-59). The following Czech sentences have a similar structure because they all begin with the adverbial of manner *na základě* [on the basis]. Subsequently, there follows the predicate followed by a subject, and the subject is post-modified by the relative subordinate clause. The position of the subject in the ST is, therefore, after the verb, but if such constituent order was maintained in the TT, the sentence would be ungrammatical. In all the examples below, there is a correct change of the subject and predicate order in English. Based on subchapter 2.3 from the theoretical part, the position of the relative clause in examples (57-59) is correct as well.

- (57) (ST) *Na základě provedeného šetření jsou navržena doporučení, které by firma mohla v budoucnu využít* (Veš23)

(TT) *Based on the investigation, recommendations are proposed that the company could use in the future.*

- (58) (ST) *Na základě výsledků z těchto analýz jsou navržena doporučení, které by měli vést ke zlepšení marketingového řízení pivovaru Hasič. (Ťap23)*

(TT) *Based on the results from these analyses, recommendations are proposed that should lead to the improvement of the marketing management of the Hasič Brewery*

- (59) (ST) *Na základě zjištěných informací jsou následně vypracovány návrhy a doporučení, které by firmě mohly pomoci a přispět tak vyšší úrovni stávajícího systému motivace...(Hýb13)*

(TT) *Based on the obtained information proposals and recommendations were developed that could help the company contribute to higher levels of motivation...*

When the criterion of correct word order was analysed, most of the sentences in English abstracts began with a subject or adverbial, and most of the students followed the standard English word order. They were also able to follow it when the sentences were longer and contained a subordinate clause. However, some sentences contained a grammatical mistake in the order of a subject and a verb in the sentence.

8.3 Omission or change of information

The abstracts should be clear and provide readers with all the key information about the thesis as is written in *Manuál pro šablonu závěrečné práce na UTB ve Zlíně* [A Manual for the Template of the Final Work on TBU in Zlín]. For this reason, omission or change of information in the English abstracts was analysed. The purpose of the square brackets is not to give a recommended translation but to explain the meaning of the ST. The missing or changed information is underlined in the ST and it the square bracket.

The omission of information is questionable, especially if the text is informative, just as the abstract. If it does not miss the most essential information, it may not have a significant impact on the reader. For example, in example (60), only the word *company* is missing, and the reader can understand that *Diamant Unipool* is a company based on the abbreviation at the end. The translation of these abbreviations was analysed in subchapter 7.1.2.

- (60) (ST) *Tato bakalářská práce je zaměřena na marketingovou komunikaci společnosti Diamant Unipool s.r.o. (Luk13)*

[This bachelor's work is focused on marketing communication of the company Diamant Unipool s.r.o.]

(TT) *This bachelor thesis focuses on the marketing communication of Diamant Unipool Ltd.*

RT: This bachelor's thesis is focused on the marketing communication of the Diamant Unipool s.r.o. company.

In example (61), the most important information, therefore the *practical part* and *an analysis of the current state of employee recruitment*, is kept. However, the student's translation *practical part is the analysis* is not fully accurate because the practical part itself is just a part of the thesis, not an analysis. The analysis is, in (61), *the objective of the practical part*. For this reason, the student's translation should not be considered as correct. This also applies to (62), where the expressions *představení* [introduction] a *krátká charakteristika* [short characteristics] from the ST are translated as *information*, but such translations do not specify which information it is. The word *následující* [subsequent] is omitted as well, but it does not influence the overall meaning.

- (61) (ST) Cílem praktické části bakalářské práce je analýza současného stavu přijímání zaměstnanců ve společnosti XY. (Řeh13)

[The objective of the practical part of the bachelor's work is the analysis of current state of recruitment of employees in the company XY]

(TT) *The practical part is the analysis of the current state of employee recruitment in company XY.*

RT: The objective of the practical part of the bachelor's thesis is to analyse the current state of employee recruitment in the company XY.

- (62) (ST) Následující praktická část osahuje [sic] představení nemocnice, její krátkou charakteristiku a historii. (Kru23)

[The subsequent practical part contains introduction of the hospital, its short characteristics and history]

(TT) *The practical part contains information about the hospital and its history.*

RT: The subsequent practical part briefly characterizes the hospital and its history.

Nevertheless, there were also cases in which the used method for data collection (63) or important part – *calculation of costs* in (64) - were not translated. This can have a significant impact on readers because they do not know that a questionnaire was analysed in

(63) or that a *calculation of costs* in (64) was done at the end of the thesis. On the other hand, (63) (TT) specifies that it is the *patients' satisfaction* that is being analysed, which the ST does not do. This specification is not wrong because the questionnaire was focused on *satisfaction with medical services provided by the hospital*, and the hospital provides services to patients. In the (64) (TT), the information that the web pages for which the recommendations are made belong to the particular company is missing as well, apart from the already mentioned *calculation of costs*. The reader would probably understand that the recommendations are made for the company that was mentioned earlier in the abstract, but as the abstracts are very informative, even this omission should be rather avoided.

- (63) (ST) *Dále se zde nachází analýza dotazníkového šetření, které bylo provedeno a týkalo se spokojenosti se zdravotnickými službami poskytovanými nemocnicí.* (Kru23)

[Also is here an analysis of the questionnaire investigation which was done and was focused on satisfaction with medical services provided by the hospital]

(TT) *Mainly, it is oriented on the analysis of patients' satisfaction with medical services provided by the hospital.*

RT: It also contains an analysis of the conducted questionnaire, which was focused on satisfaction with medical services provided by the hospital.

- (64) (ST) *Na základě výsledků všech analýz jsou vytvořena závěrečná doporučení a propočet nákladů pro sociální sítě a webové stránky společnosti.* (Mar23)

[Based on results of all analyses, are made final recommendations and calculation of costs for social networks and web pages of the company]

(TT) *Based on the results of all analyses, final recommendations for social networks and web pages are created.*

RT: Based on the results of all the analyses, the final recommendations and cost calculation for the company's social networks and web pages are made.

In example (65), the whole meaning was changed. The ST does not mention the *goal* but describes what is done next in the thesis, but the TT states that the comparison of both companies was the *next goal*. Examples (66) and (67) are from the same sentence. The information was changed twice, and the sentence is mentioned twice as well to make clear what semantic changes occurred. In (66), there is a change in what can be found at the end of the thesis. In the ST, it is the *recommendations* that are at the end, but in the TT, it is *the*

analysis. Example (67), on the other hand, shows that it is the *recommendations* in the TT that are *more efficient* instead of *the use of social networks* from the ST.

- (65) (ST) Dále ze získaných informací je sestavena komparace obou firem. (Vaň18)

[Then from obtained information is made a comparison of both companies]

(TT) *Next goal is to compare gained information of both companies.*

RT: The gained information about both of the companies is then compared.

- (66) (ST) *Na základě analýzy jsou v závěru práce uvedena doporučení pro zefektivnění využívání sociálních sítí z marketingového hlediska.* (Klo18)

[Based on the analysis, are at the end of the work presented recommendations for more effective use of social networks from the marketing perspective]

(TT) *Based on the analysis at the end of the paper, recommendations for making use of social networks are more efficient.*

RT: Based on the analysis, the end of the thesis includes recommendations to make the use of social networks more effective from the marketing perspective

- (67) (ST) *Na základě analýzy jsou v závěru práce uvedena doporučení pro zefektivnění využívání sociálních sítí z marketingového hlediska.* (Klo18)

[Based on the analysis, are at the end of the work presented recommendations for more effective use of social networks from marketing perspective]

(TT) *Based on the analysis at the end of the paper, recommendations for making use of social networks are more efficient.*

RT: Based on the analysis, the end of the thesis includes recommendations to make the use of social networks more effective from the marketing perspective.

All examples from this subchapter present under-par translations because they all either miss or change the information they convey. Even though the impact on the reader may not be significant, the foreign reader should get the same information as the Czech reader, and for this reason, any omission or change at the sentence level should be avoided.

9 TRANSLATION AT THE TEXTUAL LEVEL IN ABSTRACTS

The previous chapters were focused on the translation at the word and collocation level and then on the sentence level, but the translation can be also analysed at the textual level. In this context, each abstract is understood as a text and one textual unit. This unit consists of individual words and collocations, which are then linked into sentences. These sentences then form the whole abstract. The textual cohesion was described in subchapter 2.4 in the theoretical part. The abstracts used conjunctions and references, and their correct and incorrect translations were already analysed in the two previous chapters. This chapter is focused on translation consistency due to the repetition of important words and definite article *the*. The translation at the textual level also includes the issue of style, and the last subchapter is, therefore, dedicated to informality.

9.1 Translation consistency and inconsistency

The abstracts from the corpus sometimes repeated key terms, so the criterion of translation consistency was also analysed. The SL abstracts usually began with the collocation *bakalářská práce* [bachelor's work]. The word *práce* [work] was subsequently used to introduce other information about the thesis, such as how it was divided or what was done in its individual parts. In this case, it is important that *práce* still refers to the *thesis* even though it is used without the adjective *bakalářská* [bachelor's]. A *thesis* is, therefore, an equivalent for the word *práce*, and if the Czech abstract repeats the word *práce*, the English abstract should repeat the word *thesis*, just as in examples (68-70).

(68) (STa) Bakalářská práce se zabývá (Maj23)

(TTa) This bachelor thesis is focused on

(STb) Práce se také zabývá

(TTb) The thesis also deals with

(69) (STa) Bakalářská práce je zaměřena (Ryt23)

(TTa) The bachelor thesis is focused on

(STb) Cílem této práce

(TTb) The aim of this thesis

(TTc) V praktické části práce

(STc) In the practical part of the thesis

- (70) (STa) *Bakalářská práce se zaměřuje na analýzu* (Bur23)

(TTa) *The bachelor thesis focuses on*

(STb) *Práce má dvě části*

(TTb) *The thesis is divided into two parts*

However, in the corpus, there appeared several cases where the collocation *bakalářská práce* was translated as *bachelor thesis* at the beginning of the abstract, but when the word *práce* [work] was used in the abstract again, the student chose another translation as is shown in examples (71-74). In this case, it is important to emphasize that the translations as *paper* and *work* should not be used as equivalents for the word *práce* [work] in this context because students write their bachelor's thesis. The interchangeable use of *thesis* and *paper* (71-72) and *thesis* and *work* (73-74) is an example of translation inconsistency. Moreover, they do not function as synonyms with *a thesis* in this context and should be, therefore, avoided.

- (71) (STa) *Tato bakalářské práce* (Vra18)

(TTa) *This bachelor thesis*

(STb) *Práce je zaměřena hlavně na*

(TTb) *The paper is mainly concerned with*

RT: bachelor thesis, thesis

- (72) (STa) *Tato bakalářská práce se zabývá* (Klo18)

(TTa) *This bachelor thesis deals with*

(STb) *Na základě analýzy jsou v závěru práce*

(TTb) *Based on the analysis at the end of the paper*

RT: bachelor thesis, thesis

- (73) (STa) *Předmětem této bakalářské práce je* (Lál13)

(TTa) *The subject of this bachelor thesis is to*

(STb) *Celá práce je rozdělena do dvou částí*

(TTb) *The whole work is divided into two parts*

RT: bachelor thesis, thesis

- (74) (STa) *Cílem bakalářské práce* (Str23)

(TTa) *The aim of the bachelor thesis is to*

(STb) *Práce je rozdělena na dvě části*

(TTb) *The work is divided into two parts*

RT: bachelor thesis, thesis

Apart from the word *práce* [work], marketing terminology was repeated in the ST as well to introduce the topic of the thesis, then to mention what type of analysis was conducted and what the student's recommendations can improve. Some abstracts translated the repeated term consistently, as can be seen in example (75). However, some of the abstracts used more than one equivalent for the repeated term, as is shown in examples (76) and (77). The abstracts are very short texts, and their function required by the Tomas Bata University in *Manuál pro šablonu závěrečné práce na UTB ve Zlíně* [A Manual for the Template of the Final Work on TBU in Zlín] is to summarize the thesis and inform the reader about its content concisely. It is, therefore, vital to maintain clarity not only in the Czech abstract but also in its English version, and only one translation for the repeated term should be used. Moreover, the translations in (77) (TTa) and (77) (TTc) include grammatical and number mistakes, as was described in subchapter 7.2.2. If students use only one equivalent for the repeated term, they can avoid these mistakes, which can stem from the effort to avoid repetition and make their abstracts clearer.

(75) (STa) *analýzu spokojenosti zákazníka* (Tor18)

(TTa) *a customer satisfaction analysis*

(STb) *k ještě vyšší spokojenosti zákazníka*

(TTb) *to even higher customer satisfaction*

(76) (STa) *privátním značkám a na závěr i postojům spotřebitelů* (Unz18)

(TTa) *private brands and in the end with the attitudes of consumers*

(STb) *ke zlepšení postojů spotřebitelů...*

(TTb) *to improve consumer attitudes...*

RT: consumer attitudes

(77) (STa) *se zaměřuje na analýzu spokojenosti zákazníků...* (Rad18)

(TTa) *is devoted to the customers satisfaction analysis...*

(STb) *analyzovat spokojenost zákazníků...*

(TTb) *to analyze satisfaction of customers...*

(STc) *zvýšení spokojenosti zákazníků...*

(TTc) *to increase customer's satisfaction...*

(STd) *spokojeností zákazníka a nakonec marketingovým výzkumem...*

(TTd) *customer satisfaction, and finally marketing research...*

RT: customer satisfaction

When translation consistency was analysed, some abstracts used more than one translation for Czech repeated terms, which led to translation inconsistency. Moreover, some of the chosen equivalents did not correspond semantically with the ST, so they should be avoided.

9.2 Demonstrative article *the*

According to Sutherland (2016, 10-11), English uses definite article *the* to refer to some specific item or concept. The abstract is a part of the thesis and provides its summary. Therefore, it refers to the thesis itself. For this reason, students should use this article in their English abstracts, just as in examples (78-80). However, as the SL does not use articles at all, students face a concept which should be included in the translation, but their mother tongue does not know it. The criterion of the usage of definite *the* was, therefore, included in the analysis as well. Examples (81-84) show parts of sentences in which the article is missing, and the word before which a definite article should have been used is underlined. The incorrect spelling in the TT in example (84) was already analysed in subchapter 7.1.2.

(78) (ST) *Bakalářská práce je zaměřena* (Ryt23)

(TT) *The bachelor thesis is focused on*

(79) (ST) *Cílem této práce* (Ryt23)

(TT) *The aim of this thesis*

(80) (ST) *Na základě získaných výsledků a informací* (Dri23)

(TT) *Based on the obtained results and information*

(81) (ST) *Teoretická část bakalářské práce* (Vaň18)

(TT) *Theoretical part of my bachelor thesis*

RT: The theoretical part

(82) (ST) *Bakalářská práce zkoumá* (Kou13)

(TT) *Bachelor thesis examines*

RT: The bachelor thesis

- (83) (ST) *Praktická část analyzuje* (Sau13)
 (TT) *Practical part analyzes*
 RT: The practical part
- (84) (ST) *Na základě provedených analýz* (Šil18)
 (TT) *On the basis of executed analyses*
 RT: On the basis of the executed analyses

The criterion of the use of a definite article *the* revealed that this article was missing in some of the English abstracts, and students should, therefore, focus on it.

9.3 Informality

The SL abstracts from the corpus were mostly written in the formal impersonal style, and this style should be also maintained in the translated text. Subchapter 2.2.2 in the theoretical part describes English academic writing and what expressions should be avoided. The criterion of informality was therefore included as well to find whether students use informal expressions in English abstracts. In examples (85) and (86), phrasal verbs *deal with* and *draw up* are used. Another form of informality can be observed in examples (87-89). The ST does not use any personal pronouns or possessive determiners, but the TT does. In example (89), the active voice is used, which caused the agent to be specified, and the personal pronoun *I* is used. Example (90) shows a contracted verb form.

- (85) (ST) *Bakalářská práce se zabývá* (Šve18)
 (TT) *This bachelor thesis deals with*
 RT: This bachelor thesis focuses on
- (86) (ST) *doporučení jsou vypracována* (Luk13)
 (TT) *recommendations are drawn up*
 RT: recommendations are made
- (87) (ST) *Teoretická část bakalářské práce* (Vaň18)
 (TT) *Theoretical part of my bachelor thesis*
 RT: The theoretical part of this bachelor thesis
- (88) (ST) *Bakalářská práce* (Vaň18)
 (TT) *My bachelor thesis*

RT: This bachelor thesis

(89) (ST) *jsou stanoveny návrhy a doporučení* (**Vaň18**)

(TT) *I make suggestions and recommendations*

RT: suggestions and recommendations are made

(90) (ST) *Práce je rozdělena* (**Rad18**)

(TT) *It's divided into*

RT: It is divided into

This subchapter was focused on informality, and the corpus contained translations which would be considered informal and, therefore, should be rather avoided in the English abstracts.

10 RESULT SUMMARY AND RECOMMENDATIONS

At the word and collocation level, correct and incorrect translations were found. Students can correctly translate words and collocations as *cíl* [objective], *rozdělit* [divide], *bakalářská práce* [bachelor's work], *konkurenceschopnost* [competitiveness], *spokojenost zákazníka* [customer satisfaction] or *motivace zaměstnanců* [motivation of employees]. However, the corpus also contained inaccurate translations, which differed semantically from the ST or were translated literally. Examples of these can be *paper* and *work* for *bakalářská práce* [bachelor's work], *literature search* for *literární rešerše* [literature search], *theoretical knowledge* for *teoretické poznatky* [theoretical knowledge], *consequently* for *následně* [next] or *trademark* for *značka* [brand]. At the word and collocation level, spelling mistakes as *teoretical part* instead of *theoretical part* were also found. Other mistakes were found with incorrect prepositions as *focused to* or missing preposition *of* in *marketing of services*. At the sentence level, students mostly followed the English standard word order, apart from a few cases where the verb preceded the subject, and always expressed the subject in English sentences. Therefore, the omission or change of information was the major issue at the sentence level. English abstracts also contained translation inconsistencies and expressions that should be avoided in English academic writing, just as a phrasal verb *deal with*, the personal pronoun *I* and a contracted verb form *it's*. The use of definite article *the* was another criterion that was analysed, and it was found that the article was missing in some of the abstracts.

Even though the exact causes of these mistakes are unknown and can be the subject of another study, recommendations can be made. Future students can use various tools that can help them with translation, such as the English version of the Thesis Template for each faculty of Tomas Bata University, the university tool *keywords.k.utb.cz*. and other online tools, such as Grammarly, machine translation tools and even the very recent AI. However, they should always verify the results in dictionaries or grammar books because online machine translation tools existed at the time when the analysed abstracts were translated, and despite this fact, the mistakes were found. Moreover, as was presented in subchapter 4.2 in the theoretical part, even machine translation tools can make mistakes. The analysis shows that translation of the abstract can be hard, especially for students whose focus is not on translation or English. Therefore, the following table on the next page summarizes general recommendations and recommended translations of the most frequently used vocabulary and can serve as a basic manual for students when they translate their abstract into English. Some

of the recommendations and vocabulary are included even though they were not problematic in the English corpus. It is because they are important or frequently used in abstracts, and future students should be still aware of them.

Table 1 Recommendations for abstract translation

Recommendations for abstract translation	
If possible, use the university Thesis Template and <i>keywords.k.utb.cz</i> for terminology, but verify the translation in dictionaries. Use DeepL, Google Translate and other machine translation tools, but always post-edit the result. Use Grammarly to check the syntax and articles. Check whether the English sentence does not omit or change any important information.	
Recommendation	Example
Avoid informal expressions. Do not use contracted forms and personal pronouns	<i>It is aimed at</i> instead of <i>It's aimed at</i> <i>The or this Bachelor's thesis</i> instead of <i>My Bachelor's thesis</i>
If one term is repeated, use the same translation	<i>To define <u>customer satisfaction</u>. To conduct a <u>customer satisfaction</u> analysis. To improve <u>customer satisfaction</u>.</i> instead of <i>To define <u>satisfaction of customers</u>. To conduct a <u>customer's satisfaction</u> analysis. To improve <u>customer satisfaction</u>.</i>
Always express the subject in English sentences and follow the standard word order subject-verb-object	<i>Analyzuje nákupní chování zákazníků → It analyses customer buying behaviour</i> or <i>The thesis analyses customer buying behaviour</i>
Use definite article <i>the</i>	<i>The thesis explains...</i> <i>The theoretical part describes</i> <i>Based on the analysis,...</i>

Frequent words and collocations and their translation	
Czech expression	English translation
<i>Bakalářská práce</i>	<i>The Bachelor's thesis /Bachelor thesis</i>
<i>Práce</i>	<i>The thesis</i>
<i>Cíl</i>	<i>The objective /aim /goal</i>
<i>Práce je rozdělena</i>	<i>The thesis is divided into</i>
<i>Práce analyzuje</i>	<i>The thesis analyses</i>
<i>Práce zkoumá</i>	<i>The thesis examines</i>
<i>Teoretická a praktická část</i>	<i>The theoretical and practical part</i>
<i>Literární rešerše</i>	<i>Literature review</i>
<i>Teoretické poznatky</i>	<i>Theoretical background</i>
<i>Analýza</i>	<i>Analysis, pl. analyses</i>
<i>Současný stav</i>	<i>The current state</i>
<i>Výsledky</i>	<i>The results</i>
<i>Dotazníkové šetření</i>	<i>The questionnaire</i>
<i>Vybraná společnost</i>	<i>The selected company</i>
<i>Společnost s.r.o. / a.s. např. Společnost Kovář s.r.o.</i>	<i>Do not translate the company name and its legal type e.g. the company Kovář s.r.o.</i>
<i>Následně</i>	<i>Subsequently</i>
<i>Návrhy</i>	<i>Suggestions</i>
<i>Doporučení</i>	<i>Recommendations</i>
<i>V závěru práce (ke konci práce)</i>	<i>At the end of the thesis</i>
<i>Marketing</i>	<i>Marketing</i>
<i>Značka</i>	<i>Brand</i>
<i>Konkurenceschopnost</i>	<i>Competitiveness</i>
<i>Spokojenost zákazníků</i>	<i>Customer satisfaction</i>

<i>Postoje zákazníků</i>	<i>Customer attitudes</i>
<i>Zákaznické chování</i>	<i>Customer behaviour</i>
<i>Spokojenost zaměstnanců</i>	<i>Employee satisfaction</i>
<i>SWOT analýza (silné stránky, slabé stránky, příležitosti, hrozby)</i>	<i>SWOT analysis (strengths, weaknesses, opportunities, threats)</i>
<i>Analýza konkurenceschopnosti</i>	<i>Competitiveness analysis</i>
<i>Analýza spokojenosti zákazníků</i>	<i>Customer satisfaction analysis</i>
<i>Provést analýzu</i>	<i>To conduct the analysis</i>

(source: own elaboration)

CONCLUSION

This thesis was focused on Czech bachelor theses and their abstracts, which have to be translated into English even though students are neither professional translators nor English students. Therefore, the objective was to find the most frequent mistakes and give recommendations for improvement.

The analysed abstracts were from the same university, faculty, and department, and they only differed in the years of submission. Therefore, the identified mistakes and the subsequent recommendations are mainly aimed at students from the Department of Management and Marketing of Tomas Bata University.

The abstracts were analysed at the word and collocation level, sentence level, and textual level. At the word and collocation level, mistakes included inaccurate equivalents and grammatical mistakes in noun chains. At the sentence level, the biggest issue was omission or change of information. The textual level revealed inappropriate stylistic choices, inconsistencies, and omission of articles. It is important to mention that these mistakes could have been made by MT systems because of the bad quality of the source text or because of the different quality and stages of development of these tools in the years in which the analysed abstracts were submitted. However, other causes could also be the lack of time for translation or insufficient knowledge of the English language and possible mistakes that can appear. This can be a subject of further research that could be aimed at students themselves and their personal perceptions of abstracts, translation, and to what extent they rely on MT tools.

The recommendations at each of these levels were summarized in the table that could serve as a basic manual for students along with the university Thesis Template and university online tool *keywords.k.utb.cz* for the translation of the selected terminology. Even though abstracts are very short texts, the mistakes made by students prove that translation into a non-native language is difficult and should not be underestimated.

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LIST OF TABLES

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LIST OF ABBREVIATIONS

a.s.	Akciová společnost
Ltd.	Limited liability
MT	Machine translation
Plc.	Public limited company
RT	Recommended translation
SL	Source language
s.r.o.	Společnost s ručeným omezeným
ST	Source text
TL	Target language
TT	Target text