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Ocena jakości tłumaczenia polskojęzycznej wersji PMBOK Guide

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Streszczenie

Celem niniejszej pracy pt.: „Ocena jakości tłumaczenia polskojęzycznej wersji PMBOK Guide” jest przeprowadzenie oceny jakości tłumaczenia pierwszych trzech rozdziałów wyżej wymienionego standardu. Z uwagi na to, iż jest to tekst specjalistyczny, w pierwszej części pracy zdefiniowano pojęcia związane z zarządzaniem projektami oraz terminy z zakresu lingwistyki (np. język specjalistyczny, tekst specjalistyczny, tłumaczenie). Następnie zaprezentowano model, z pomocą którego przeprowadzony został proces oceny jakości tłumaczenia. Jest to model J. House z 2015 roku, nad którym badaczka pracowała od około 40 lat. Druga część pracy to prezentacja wyników analizy, dyskusja nad nimi oraz wnioski które można wyciągnąć na jej podstawie. W celu wiarygodnego omówienia wniosków analizy autor wielokrotnie konsultował się z tłumaczem polskiej wersji PMBOK Guide.

Słowa kluczowe

język, język specjalistyczny, tekst, tekst specjalistyczny, tłumaczenie, ocena jakości tłumaczenia, projekt, zarządzanie projektami

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Quality Assessment of Polish Translation of the PMBOK Guide

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Introduction

The purpose of this essay is to perform Translation Quality Assessment (TQA) process on the first three introductory chapters of a Polish translation of the English version of *A Guide to the Project Management Body of Knowledge* (the PMBOK Guide). It is the 5th edition of the English version of the PMBOK Guide, which was published in 2013.

In Poland, project management is a relatively young discipline and a fairly new concept in management; it has seen its greatest development since the beginning of the 21st century. Due to the novelty of the discipline, a need for the creation of a specialist language appeared. The PMBOK Guide, being a standard in the field is the source of the vital knowledge about project management and of the specialist terminology.

Being a standard and a preparatory material for the certificate examination, it should be translated accurately and appropriately. However, the notion of TQA is not a standardized one, and in order to be objective it demands the use of a model. The author chose the model proposed by Juliane House and following her instructions, through the course of the study the author aims at answering the following main questions:

1. How to perform TQA process of the PMBOK Guide?
2. Is the translation of the English PMBOK Guide into Polish equivalent and adequate?
3. Does the target text preserve the function of the source text?

Additionally, some supplementary questions are answered:

1. Do the potential mistakes influence the reception of the text significantly?
2. What might have caused the potential mismatches?

In order to perform TQA consciously and allow the proper comprehension of the ongoing process, the author deemed it necessary to first introduce the notions concerning project management and linguistics, and only then proceed to the results obtained through the TQA process.

In Chapter 1, the basic concepts relating to project management are defined, namely ‘project’ and ‘project management’. What is more, Project Management Institute is described, an international institution which plays a key role in the standardization and certification processes in the field of project management.

Chapter 2 deals with the relevant linguistic and translational issues. Firstly, the vital concepts of language and specialist language as well as text and specialist text are discussed, with the focus on the specialist aspect. Secondly, apart from an attempt to define translation, two issues relevant to our study are approached, i.e. *skopos* and equivalency in translation. Thirdly, views towards TQA are presented, with the presentation of Juliane House's views being of our biggest interest.

The purpose of Chapter 3 is to describe in greater detail the material on which the TQA process is intended to be performed, and present the method employed to do it. Therefore, the first three chapters of the PMBOK Guide are described. Next, Juliane House's model for TQA is outlined, a model which is the essential basis and inspiration for the author.

Chapter 4 gives an overview of the results obtained during the process of assessing the quality of the translation. Both the quantitative and qualitative analyses will be performed. The former is going to deal with three selected issues and the results from the latter are going to be divided into five categories.

Chapter 5 discusses the results presented in Chapter 4. It comments on most of the mismatches. The reasons for particular mistakes are investigated and explained. Simultaneously, the conclusions from the discussion lead to a *de facto* assessment of the Polish translation, i.e. the Statement of Quality.

Moreover, the answers to the posed questions are provided. Ultimately, the general deliberations about the assessed text and the usefulness of the performed analysis conclude the work.

Chapter 1 – Project Management: General Considerations

The aim of this study is to assess the quality of the Polish translation of a specialist text from the field of project management, i.e. *A Guide to the Project Management Body of Knowledge* (the PMBOK Guide). In order to engage in the process of assessment of this text, it is pivotal to shortly describe the field in which the text operates. Therefore, in Chapter 1 the leading institution in the field of the project management (Project Management Institute) is presented and terms ‘project’ and ‘project management’ are defined.

1.1 Project Management Institute

Project Management Institute (PMI) was established in 1969. It is a non-profit organisation for professionals actively working in the field of project management. Nowadays PMI has a direct impact on more than 2.9 million people all over the world. PMI offers advocacy, collaboration, research and education with regard to project management. PMI realizes its goals through:

- organisation of seminars, conferences and workshops;
- creation of the informative centre about project management;
- providing professional certification;
- and issuing the literature setting the standards of project management, which is to our most interest (PMI: online).

PMI is also the publisher of the PMBOK Guide. The latest – 5th edition – is the subject of the present study. The role of the PMBOK Guide and its more detailed description are presented in Section 3.1. It is worth mentioning that PMI has its branch in Poland – PMI Poland Chapter. It was founded in 2003 as an answer to the growing demand of the Polish market for specialists in the field of project management. Furthermore, this institution is responsible for providing the Polish translation of the PMBOK Guide, which is assessed in this essay (PMI Poland: online).

1.2. Project

The most appropriate and brief definition of the project appears at the beginning of the PMBOK Guide. According to the PMBOK Guide, “A project is a temporary endeavour

undertaken to create a unique product, service, or result” (PMBOK 2013: 3). This short account of the project’s gist tends to appear reasonably often across the literature, however, in order to comprehend the complexity of the project, further explanations are required. Let us discuss them briefly below.

Apart from the outcome of the project, M. Trocki (2012: 19-20) highlights that for the good organisation of the project we must dispose of appropriate resources such as people, tangible and intangible means, adequate funds. Moreover, projects are tightly coupled with the high economical, organisational and technical risks and, among others, that is why they must be implemented by the experienced team of well-qualified specialists from different fields (*ibid.*). These professionals are usually employees of the same company but it is possible for the project to involve multiple organisations united in one project (PMBOK 2013: 3).

Furthermore, projects are conducted within a specific timeframe. According to the definition provided by the PMI’s Guide, projects are ‘temporary’. It does not mean that projects cannot be carried out throughout a long period of time (PMBOK 2013: 3). Rather projects have a clearly defined beginning and an end. The end of the project is laid down at the very beginning of the project and is associated with delivering its results.

Moreover, projects are sometimes carried out as an additional task to employees’ basic duties, and they are distinguished by a specific autonomy which means that they are marked with particular independency from other activities of the organisation (J. Zajac 2013: 89-90). This is sometimes the trigger for the conflicts as not all of the employees deem some projects equally important to their basic duties. And it is of the utmost importance to bear in mind that the management of projects is a ‘mechanism’ in which “if any one factor changes, at least one other factor is likely to be affected” (PMBOK 2013: 6). Employees need to comprehend the *modus operandi* of the project in order to perform their duties diligently, and ultimately for the project to succeed.

1.3. Project management

According to M. Trocki (2012: 49), project management can be understood in two distinctive manners. On the one hand it is a theoretical and practical knowledge that is used in the process of project management, on the other hand, it is a collection of skills that a particular person possesses in order to carry out a given project or manage more of them.

However, the PMBOK Guide proposes one definition, with the focus on the practical part of project management:

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management is accomplished through the appropriate application and integration of the 47 logically grouped project management processes, which are categorized into five Process Groups: Initiating, Planning, Executing, Monitoring and Controlling, and Closing (PMBOK Guide 2013: 4).

The provided understandings of project management clearly indicate that project management is a complex process. That is why, it was necessary to develop the so-called project management 'standards', such as the PMBOK Guide or PRINCE¹. These standards are helpful in improving the process of project management and thus increasing project success rates.

As mentioned previously in Section 1.1. the demand for knowledge about project management has grown in Poland in the recent years. Therefore, the Polish branch of PMI was established. Furthermore, in order to improve the quality of the project management in Poland, the PMBOK Guide was translated into Polish. This study investigates whether the provided translation is adequate and equivalent.

Beforehand, however, we discuss vital linguistic concepts indispensable for better understanding of translation process and translation quality assessment itself.

¹ PRINCE = *PR*ojects *IN* *C*ontrolled *E*nvironments; it is a standard proposed by the British organisation and is deemed to be the competition for the standard proposed by PMI.

Chapter 2 – Linguistic and Translational Issues

In literature on the subject, it is largely maintained that translation is an operation on languages and texts. In order to understand any translation process, it is indispensable to first comprehend what these terms mean. Later in this study we deal with translation quality assessment of a selected specialist text. Therefore, the term ‘specialist text’ demands further explanation as well. Chapter 2 attempts to provide an overview of these linguistic terms. It presents the meaning of ‘language’, ‘specialist language’, ‘text’ and ‘specialist text’. Moreover, in this chapter the concept of translation, the notions of *skopos* and ‘equivalency’ in translation and ‘translation quality assessment’ are described. Chapter 2 finishes with the presentation of Juliane House’s views towards the concept of translation quality assessment.

2.1. Language and specialist language

Franciszek Grucza in one of his papers on the concept of language explains why it seems to be such a burdensome issue to define language. He suggests that the phenomenon of language is not adequately addressed by scholars. The explanation for this might be the fact that although language is “something hidden extremely deep in people” (F. Grucza 1993: 151, translated by K.M.)² it is simultaneously a part of every ordinary human being. Language seems to be such a natural and obvious occurrence that it is not deemed interesting enough for some people (F. Grucza 1993: 152). What seems to be another difficulty in an attempt to define language is plurality of different associations, emotions and views about it. Language is a notion that is present in both ordinary, everyday situations as well as in professional ones. It is treated by some as an abstract notion, and by others as something material. However, F. Grucza advocates that language is neither of them. He suggests that language is something that really exists but it can be described as “a kind of a pure form, or even better – as a pure structure of some of human brain’s functions” (F. Grucza 1993: 151, translated by K.M.)³.

Such an understanding of language was further developed by Barbara Z. Kielar (2003) and Sambor Grucza (2007, 2013). They propose that language is a particular

² czymś zatopionym tak bardzo głęboko w człowieku

³ jest on jedynie pewnym rodzajem czystej formy, albo może lepiej – czystą strukturą pewnych funkcji mózgu ludzkiego

characteristic of human beings which is localised in their brains (B. Z. Kielar 2003: 17; S. Grucza 2013: 120). As a result, no language can be a subject of direct, empirical observations (S. Grucza 2013: 150). Following S. Grucza, “the only way to examine any language (idiolect) is to conduct observation and analysis of the behaviours of the language possessor, i.e. specific speaker-listener, and creations (results) of his/her specific language operations, especially through the analysis of (a) his or her created texts and (b) different means applied to use them” (S. Grucza 2011: 151, translated by K.M.)⁴. However, before we proceed to the discussion about the creations of the language, we first take a look at the specialist language. Although the specialist language is complementary to the general language, it should be treated as the autonomous one, especially when we take into consideration its functional aspect (S. Grucza 2013: 37-38).

According to S. Grucza (2013: 94), only language of a specific speaker-listener specialist, which is his or her brain’s immanent property, can be called a real language that fulfils particular functions. S. Grucza denies generalizations of specialist languages such as idealizations or abstract models to be real specialist languages (*ibid.*). As mentioned above, in order to examine specialist language, we have to examine behaviours of its speaker and his or her language creations. The exclusive speakers possessing and using specialist languages are specialists. The factor that helps us decide whether a person is a specialist is their specialist knowledge and ability to perform specific specialist actions. Furthermore, it is vital to understand the function of specialist languages. Their main function is to allow the absorption of specialist knowledge, the processes of its creation and arrangement. Moreover, they work as a ‘device’ to express this knowledge (*ibid.*). B. Z. Kielar explains why specialist languages can be observed among societies:

Together with the growing specialisation of the intellectual and creative work, and the growth of organisational structures of the societies, within the constraints of particular human communities, partial and new communicative communities appear. To accomplish their need to exchange information – with the fulfilment of the specific specialist communicative aims – they create appropriate specialist sublanguages (technolects) (B. Z. Kielar 2003: 149, translated by K.M.)⁵.

We can easily draw our conclusions that B. Z. Kielar’s explanation is equally true for the

⁴ Oznacza to, że poznanie jakiegokolwiek języka (idiolektu) możliwe jest jedynie poprzez obserwację i analizę zachowań oraz wytworów (rezultatów) określonych operacji (językowych) jego posiadacza, czyli konkretnego mówcy-słuchacza, w szczególności poprzez analizę (a) wytworzonych (wytwarzanych) przez niego tekstów oraz (b) sposób posługiwania się nimi...

⁵ Wraz z rosnącą specjalizacją pracy umysłowej i wytwórczej oraz ze wzrostem struktur organizacyjnych społeczeństw, w ramach poszczególnych wspólnot ludzkich powstają nowe, cząstkowe wspólnoty komunikacyjne, które dla zaspokojenia swoich potrzeb wymiany informacji – przy spełnianiu określonych specjalistycznych celów komunikacyjnych – wytwarzają odpowiednie subjęzyki specjalistyczne (technolekty).

language of project managers. However, as it was indicated, we have to examine creations generated with the help of the language not the language itself. Therefore, the discussion about creations of the language, i.e. texts, will follow.

2.2. Text and specialist text

Text is an object created with the help of language (S. Grucza 2013: 121). Although the first associations with the term ‘text’ are written forms, in the theory of texts, texts can refer to both written and oral forms. J. C. Catford defines text as:

any stretch of language, spoken or written, which is under discussion; it can mean a whole library of books, a single volume, a chapter, a paragraph, a sentence, a clause..., etc. (J.C. Catford 1978: 21).

Interestingly, S. Grucza proposes similar understanding of the concept of text, saying that “texts are all specific language expressions – both oral and written – expressed by any speaker-listener in any specific communicative act (or process)” (S. Grucza 2013: 120, translated by K.M.)⁶. From the provided definitions we can clearly observe that the translation analysed in this study is a text. Nonetheless, we can further develop our understanding of this particular text, namely we may call it a specialist text.

As mentioned previously in Section 2.1., language in general is a characteristic of a specific human being’s brain (S. Grucza 2013: 94). This also implies experts in particular fields. Every specific specialist has their own specific specialist language through which he or she creates specific specialist texts (*ibid.* p. 122). It seems to be justified to qualify the PMBOK Guide as a specialist text accordingly to the S. Grucza’s definition:

Specialist texts are the texts created by specialists in order to express particular specialist knowledge (S. Grucza 2007: 125, translated by K.M.)⁷.

The first factor that determines whether we can qualify a given text as specialist is its author. Specialists are the exclusive authors of the specialist texts. We have already briefly mentioned that a specialist is someone who possesses specialist knowledge and ability to perform specialist actions. However, the only way to actually examine whether someone is a specialist is through his/her language creations. It is so because only someone with specialist knowledge and knowledge of a specialist language can create a specialist text (S.

⁶ teksty w przyjętym tu rozumieniu to wszelkie konkretne wyrażenia językowe – zarówno mowne jak i pisemne – wytworzone przez jakiegokolwiek mówcę-słuchacza w jakimkolwiek konkretnym akcie (procesie) komunikacyjnym.

⁷ Teksty specjalistyczne to teksty wytworzone przez specjalistów w celu „wyrażenia” odpowiedniej specjalistycznej wiedzy.

Grucza 2013: 94).

Another aspect that helps us determine whether or not we can treat a text as a specialist one is its content. Specialist text's message has to include specialist knowledge as it is the main means to express this kind of knowledge. Specialist texts are used as means of communication inside a particular discourse community.

Specialist knowledge can be expressed in a text in different ways. One notable means applied to do so is terminology characteristic for the particular professional community. Although 'term' should exclusively refer to a lexical element whose denotations were recognised unambiguously and is used in one specified, unambiguous meaning, it often also refers to all idiosyncratic lexical elements, characteristic for a language of particular specialisation (S. Grucza 2007: 127). By observing occurrences of terms in a particular text we may define whether it is a specialist text. Nevertheless, S. Grucza recommends to bear in mind that "there is no explicit borderline between terms and non-terms" (S. Grucza 2007: 130). Thus we ought to be careful when determining the particular expression as a term.

What also seems to be worth mentioning is the specific features of translators of specialist texts. B. Z. Kielar indicates that translators of the specialist texts usually come from two different environments. They are either experts possessing linguistic knowledge supplemented by expert knowledge in a particular field; or experts, e.g. doctors, lawyers, etc. who possess advanced knowledge of a foreign language (B. Z. Kielar 2003: 150). She underlines that it is essential for the translator to comprehend the subject matter of the text that they are talking or writing about. She advocates that:

to translate specialist texts efficiently, co-existence of three interrelated factors is necessary: possession of expert subject matter and language knowledge in addition to translation competence (*ibid.*; translated by K.M.)⁸.

The considerations about specialist language and specialist text allow us to draw conclusions that the PMBOK Guide being a book in the specific field of knowledge, i.e. the field of project management, created by experienced project managers and expressing the particular knowledge about project management (including considerable amount of terminology) definitely falls into the category of specialist texts.

Now we proceed to the last part of this chapter devoted to theoretical linguistic terms. Having defined language and text, we take a closer look at another complex phenomenon – the process of translation.

⁸ Aby sprawnie tłumaczyć konieczne jest współwystępowanie trzech powiązanych ze sobą czynników: znajomości języka i wiedzy fachowej tłumacza oraz jego kompetencji translatorskiej.

2.3. Translation

Having established the core linguistic concepts, we now focus on the theory of translation. This section sums up the concepts, which are deemed to be vital in the process of translation – *skopos* and equivalency. This is followed by the description of the translation quality assessment process.

2.3.1. Concept of translation

It is widely agreed (see e.g. J.C. Catford 1978, C. Nord 2006 and J. House 2015) that translation is an operation on languages and it must be based on the theory of language. Researchers focusing on the concept of translation describe it as “the process of substituting” (J.C. Catford 1978: 1), “re-production” (C. Nord 2006: 131) or “re-contextualization” (J. House 2015: 2) of a text in one language into a text in another language. As it can be noted, different terms are used to describe the very process, but the essence meaning is comparable to a great extent. Nonetheless, establishing the general and thus very broad definition brings us only a very small step further towards a better understanding of the notion of translation.

We have already noted that the process of translation involves two languages and presumably two texts. Furthermore, we have already mentioned that languages constitute one of the basic characteristics of human beings; and people being known of forming societies and developing cultures allow us to assume that translation also involves different societies and cultures. Juliane House calls translation “a social, cross-linguistic and cross-cultural practice” (J. House 2015: 1). The translator must realize that translation is always performed for certain recipients, i.e. a particular person or a group of people. He or she is obliged to enable recipients to receive a foreign text in their culture (L. Venuti 2004b: 468). B. Z. Kielar notices that taking into consideration and even assessing the final recipients is an important part of translator’s job (B. Z. Kielar 2003: 81). One factor that a translator should take into consideration while assessing a given audience is their knowledge. It was observed that the understanding of the particular text depends to a great degree on the knowledge of the recipients. It is sometimes remarkable that recipients of the same text can understand it in a completely different manner, leaving us thinking whether they dealt with the same text (C. Nord 2006: 132). However, translators have a real influence on the proper understanding of texts. E. A. Nida and C. R. Taber (1982: 2) claim that a translation cannot be called legitimate when it is misunderstood by a high percentage of recipients.

In order to make a translation more understandable, different factors have to be taken into consideration. E. A. Nida and C. R. Taber observe that in the past “focus in translating was on the form of the message” (E. A. Nida and C. R. Taber 1982: 1). Nowadays, however, most scholars notice the shift towards equivalency (see Section 2.3.3.) and function or *skopos* (see Section 2.3.2.) of the texts.

2.3.2. Skopos in translation

B. Z. Kielar underlines that “the translated text should – speaking metaphorically – mirror the communication purpose of the initial sender” (B. Z. Kielar 2003: 38, translated by K.M.)⁹. This goes hand in hand with the concept of function, also referred to as *skopos* or communication purpose of the text; these concepts were very aptly defined by L. Venuti (2004a: 5). According to Venuti,

function has been understood as the potentiality of the translated text to release diverse effects, beginning with the communication of information and the production of a response comparable to the one produced by the foreign text in its own culture (L. Venuti 2004a: 5).

It becomes clear that at first the translator has to analyse and clarify the purpose of the source text and then strive to achieve “functionally equivalent” translation (K. Reiss 2004: 162) which should produce the same, or at least a similar, response of the audience. The importance of identification of *skopos* of the source text is once again highlighted by B. Z. Kielar (2003: 61) who claims that it is the first and foremost thing the translator should do, prior to deciding which translation strategy to use. The form of a text is not vital in translation any longer, unless we speak about poetry, where it is considered to be of primary importance. The form of a target text can differ from the one of a source text as long as its function is preserved. Interestingly, do H. Vermeer (2004) and C. Nord (2006) approach the issue of *skopos* in translation as they discuss its importance in specific occurrences, i.e. professional ones; not only as an abstract concept in general theory of translation. They both highlight the importance of the so-called ‘translation brief’ (a set of instructions prepared by the requester, enabling the translator to convey specific information about the source text) and guidelines of the person who commissions the translation. H. Vermeer underlines that the purpose of translation is to be discussed with the client who orders it. Exclusively by the proper identification and realization of the aim established by the person ordering the

⁹ Tekst przekładu powinien – mówiąc przenieśnie – „odzwierciedlać” zamiar komunikacyjny nadawcy inicjalnego.

translation, we can speak about fulfilling the task successfully (H. Vermeer 2004: 221). Similarly, C. Nord (2006: 142) calls translation “a purposeful professional activity”. Having established the relevance of the *skopos* in translation, we now proceed to discuss another significant aspect of translation, i.e. equivalency (see Section 2.3.3.).

2.3.3. Equivalency in translation

It seems worth observing that, relatively, not such a long time ago, namely at the beginning of the 19th century German philosopher and theologian Friedrich Schleiermacher tried to convince of the value of word-for-word translation in elevated language. He advocated that translator should “produce an effect of foreignness in translation” (A. Lefevere 1992 cited in L. Venuti 2004a: 4). However, nowadays hardly anyone supports this approach. E. A. Nida and C. R. Taber claim the opposite:

The translator must strive for equivalence rather than identity. The best translation does not sound like a translation (E. A. Nida and C. R. Taber 1982: 12).

We can clearly see the shift towards respecting the importance of the receiving audience (cf. Section 2.3.1.). It is deemed today that translators should try to place the translation in the realities of the recipients in the target language. They are bound to look for “the closest natural equivalent of the source-language message in the receptor language” (*ibid.*). It is maintained that this is a demanding task and the translator should bear in mind that languages are different and the full correspondence between them is nearly impossible. In her latest work, J. House advocates that:

if we consider its Latin origin, we can clearly see that equivalence means ‘of equal value’ and that it is not at all about sameness or, worse still, identity, but about approximately equal value despite some unavoidable difference (J. House 2015: 6).

We observe that both J. House as well as E. A. Nida and C. R. Taber agree that identity is not a solution in translation as far as the message or content of the text is concerned. It is also pivotal to remember that language usually offers different equivalents that can convey the meaning from one language into another equally well. Except for the poetry, it is the content of the text that should be preserved at any cost (E. A. Nida and C. R. Taber 1982: 105).

Nevertheless, in order to call translation successful, we must take into consideration all of the aspects discussed above. Whether or not the translator succeeded may be judged through the process of translation quality assessment, whose description will follow in Section 2.4.

2.4. Translation quality assessment

2.4.1. Introductory remarks

An attempt to undertake translation quality assessment (TQA) process is strictly combined with the translation itself. However, it is not always clear whether “translation critic (...) receives a finished version of translation (or some of its versions) and assesses it” taking into consideration different aspects (B. Z. Kielar 2003: 122-123, translated by K.M.)¹⁰ or they attempt to “both retrospectively assess the worth of a translation and prospectively ensure the quality in the production of a translation” (J. House 2015: 2). It seems as if we may treat a process of assessing as a criticism of someone’s finished work in which we evaluate his or her choices of translation strategies and equivalents as well as the degree to which the *skopos* of translation was expressed (B. Z. Kielar 2003: 123). However, what J. House proposes is the extension of this way of thinking. In more detail, she suggests that TQA might be the on-going process during translating. Therefore, it allows the translator to produce the text of better quality in the target language in the very first place, without the need to being assessed afterwards and only then improved.

However, when we approach the process of TQA, we face a dilemma as there are no widely accepted rules as how to assess the quality of the translation (B. Z. Kielar 2003: 123). Nevertheless, different translations are assessed everyday. As a way of example we present the thought of A. Chesterman and E. Wagner:

I sometimes wonder how we manage to mark exams and revise translations with such confidence, when we have no objective way of measuring quality and no agreed standards (2002, A. Chesterman and E. Wagner cited in J. Drugan 2013: 35).

It is a noticeable doubt, with no answer provided up to this date. The partial answer may be the concept of corpus, proposed in the House’s latest model of TQA, however, before we discuss it in Chapter 3, Juliane House’s approach towards TQA will be presented.

2.4.2. Juliane House’s views towards TQA

It is widely agreed that in order to assess translation, we need a model of TQA drawn upon a theory of translation. Various scientists proposed different models for this purpose, however, the author of this essay is most likely going to recognize Juliane House’s model as the most suitable one. The reasons for that choice are facts that J. House recognises as

¹⁰ Krytyk przekładu (...) staje wobec jakiejś gotowej wersji przekładu (lub kilku jego wariantów) i ocenia.

necessary to provide a fairly objective assessment of translation. She tries to combine the analysis of the linguistic aspects, simultaneously taking into consideration socio-cultural aspects of both texts: the original and the translation (J. House 2015: 21). Another core concept of TQA according to J. House, apart from recognising the translation as a linguistic as well as socio-cultural act, is equivalence. The concept of equivalence includes several different aspects. As far as J. House's views are concerned, while assessing the translation we should investigate whether it is functionally, semantically and pragmatically equivalent to the original text (*ibid.*).

She describes the semantic aspect of meaning as, to put it simply, "relationship between sign and designate, between 'word' and 'thing'" (J. House 2015: 22); an opposition to this view is a pragmatic equivalency, which embraces the relationships between particular linguistic units in given communicative situations (*ibid.*). The last aspect deemed significant by J. House is equivalency of function. She stresses that function of the text has to be preserved during translation, however, she underlines that we should differentiate between language and textual functions.

While discussing functional equivalency of the translation it seems to be vital to mention that J. House distinguishes between overt and covert translation. The latter is associated with the application of the cultural filter. She supports her distinction in the following manner:

What sets the overt-covert distinction apart from other similar distinctions and concepts is the fact that it is integrated into a coherent theory of translation criticism, inside which the origin and function of the two types of translation are consistently described and explained (J. House 2015: 65).

She defines the overt type of translation as the one in which the receiving audience of the translation is not directly addressed thus not making a translation 'the second original'. The covert translation, on the other hand, may easily be assigned the status of an original text in the target culture (J. House 2015: 66). In other words, it may not be even noticed that it is an actual translation. As mentioned above, the covert type of translation requires the use of a cultural filter. In other words, it is necessary to adapt the source text to the cultural demands of the source culture. More importantly the notion of cultural filter was proved by J. House's research to be crucial in TQA (J. House 2015: 125).

The last vital aspect of TQA was added by J. House only in her latest version of the TQA model in 2015, i.e. corpus studies. She has already underlined the importance of establishing the genre of the analysed texts in her previous models but only in the latest one does she propose the way of determining it through the corpus studies. According to J.

House, utilising corpora for TQA is of significance as it allows the assessor to acknowledge “whether and how far characteristics of a single translation are in line with the norms and conventions of the Genre in the target culture” (J. House 2015: 126).

Having discussed the relevant linguistic terms and concepts relating to conducting translation quality assessment, we move on to provide information about the texts assessed for the purposes of this essay (see Section 3.1.) and in tandem with the method applied for the sake of the assessment (see Section 3.2.).

Chapter 3 - Data and Method

The aim of Chapter 3 is to describe the sample of the text on which the process of TQA was performed as well as the method used for this purpose. Therefore, the Chapter commences with the description of the first three chapters of the PMBOK Guide and its Polish translation. It is followed by the presentation of Juliane House's model for translation quality assessment.

3.1. Data

The first section of Chapter 3 begins with a detailed description of the PMBOK Guide and lays down its purpose. Next, the presentation of the actual material used for the study proceeds.

3.1.1 The purpose of A Guide to the Project Management Body of Knowledge

The subject of the present study is the fifth edition of *A Guide to the Project Management Body of Knowledge* (the PMBOK Guide) and its Polish translation. As it was previously mentioned in Chapter 1, the PMBOK Guide is a standard for project management issued by Project Management Institute (PMI) (see Section 1.1.).

According to the International Organisation for Standardization (ISO), standard is a “document approved by a recognized body, that provides, for common and repeated use, rules, guidelines, or characteristics for products, processes or services with which compliance are not mandatory.” (ISO 9453 cited in PMBOK 2013: 418). PMI was accredited as a standard developer in October 1998 (PMBOK 2013: 418) and the PMBOK Guide is its realization. Most part of the PMBOK Guide describes, in a fairly detailed manner, the concepts and processes related to the project management. These processes are outlined in the Annex A1 of the PMBOK Guide, which is the actual standard.

The knowledge contained in standards evolves from the generally recognised good practices and is contributed by practitioners from the particular field.

“Generally recognised” means the knowledge and practices described are applicable to most projects most of the time, and there is a consensus about their value and usefulness. “Good practice” means there is a general agreement that the application of the knowledge, skills, tools, and techniques can enhance the chances of success over many projects (PMBOK 2013: 2).

Nevertheless, it does not necessarily mean that proposed solutions and insights should be applied all the same to every project. Ultimately, decision which processes to apply to the management of a particular project is at the discretion of the entity that carries it out, whoever it is: an organisation, a project management team or a project manager (*ibid.*).

Furthermore, the PMBOK Guide promotes common vocabulary within the field of project management. According to the PMBOK Guide “a common vocabulary is an essential element of a professional discipline” (PMBOK 2013: 2). Therefore, at the end of the volume we find the PMI Lexicon of Project Management Terms.

In addition, the PMBOK Guide contains the Project Management Institute Code of Ethics and Professional Conduct. It accommodates the guidelines for practitioners of project management, which apply globally. Not only do they encourage the practitioners to comply with laws, regulations and different policies but also to express respect, fairness, honesty and responsibility (PMBOK 2013: 2).

3.1.2. Material used for the TQA process

Both the fifth edition of the PMBOK Guide and its Polish translation consist of 13 chapters presented on almost 600 pages. However, for the purpose of the present study, the reduced number of chapters was chosen. Exclusively, the first three chapters are subject to the translation quality assessment process between the original English version and its Polish translation.

The first three chapters of the English PMBOK Guide and its Polish translation contain 61 and 58 pages, respectively. The following chapters are assessed:

- Chapter 1 – Introduction. It expresses the role of the PMBOK Guide and defines basic terms related to project management such as: project, project management, role of the project manager, etc. It is divided into 8 sections and some of them are further divided into subsections. Altogether there are 9 subsections.
- Chapter 2 – Organisational Influences and Project Life Cycle. It focuses on the role of organisation and people involved in the project, and describes project life cycle. Different organisational influences on projects are presented, e.g. organisational communications or structures. Project team and stakeholders are characterized. This Chapter is divided into 4 sections, which contain 11 subsections.
- Chapter 3 – Project Management Processes. It outlines different processes carried

out by processes groups and interactions between them. The example of such groups are planning process group or executing process group. The third chapter consists of 9 sections.

In the Polish translation the number of sections and subsections is identical to the original version. The content of the chapters in the Polish translation is the very same as well. Therefore, at first glance, with the difference of three pages in length, the macro-structure of the examined material seems to be similar to a great extent. The similarities and differences in the micro-structure are presented in Chapter 4, after carrying out the actual process of translation quality assessment.

3.2. Method – Juliane House’s Translation Quality Assessment Model

In this work, the assessment of the text described in Section 3.1.2. is carried out basing on the model for translation quality assessment developed by Juliane House. Her original model was proposed in 1977 and was the basis for the further developments. The revised model was introduced in 1997, after years of experiencing with the original one. In her latest work, in 2015, J. House presented the most updated version. The last model is the result of almost 40 years of study. For our purpose, the most updated version is used, as presented in Figure 1, with the exception of one element, i.e. corpus studies as explained in Section 3.2.2.

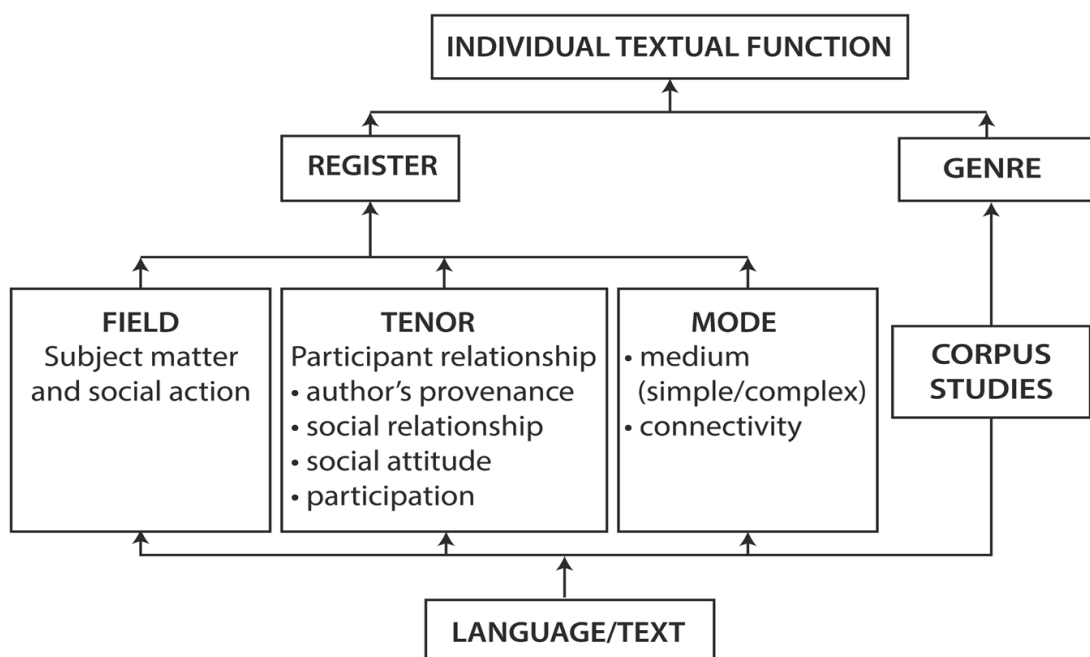


Figure 1. Juliane House’s scheme for analysing and comparing original and translation texts (J. House 2015: 127)

According to Figure 1, J. House suggests carrying out assessment of the translation, having taken into consideration analysis carried out on the levels of language/text, register and genre. The process of TQA commences with the application of the model to the original text in the source language. Having done that, one obtains an analysis of the original text and states its function. Subsequently, the model is applied to the translation in the target language and the comparison of the particular elements, looking for mismatches between the original and the translation, follows. The translation is marked as being either of overt or covert type (see Section 2.4.2.). Then, the process is terminated with the ‘Statement of Quality’ in which the assessor describes whether or not the translation can be regarded as adequate and equivalent. According to J. House “an adequate translation is, then, a pragmatically and semantically equivalent one” (J. House 2015: 63).

Let us now discuss the elements (see Sections 3.2.1-3.2.3) of the J. House’s model that are helpful to provide detailed analysis and comparison of the source text and the target text.

3.2.1. Register Analysis

Register is one of the two main categories within which the translation is assessed (the other one is called ‘Genre’, see Section 3.2.2). It is inevitably necessary in order to describe the connection between the texts and their ‘micro-context’. It can be noted that the particular dimensions of the register analysis, i.e. Field, Tenor and Mode, focus on different aspects.

The dimension of Field provides the general information about the text, such as: the topic, the content or subject matter of the text. It examines the lexis, the granularity of lexis (according to rubrics of specialised, general and popular), lexical fields and Hallidayan processes (Mental, Material, Relational) (J. House 2015: 64, 126).

The next dimension, Tenor, “refers to the nature of the participants, the addresser(s) and the addressee(s), and the relationship between them in terms of social power and social distance, as well as the degree of ‘emotional charge’” (J. House 2015: 64). Within this dimension, lexical and syntactic choices are analysed along the four subcategories:

- Author’s provenance – it examines author’s temporal, geographical and social provenance as well as his intellectual, emotional or affective stance.
- Social Role Relationship – it describes the relations between the addresser(s) and addressee(s).
- Social Attitude – it defines the style of the text, differentiating between

formal, consultative and informal.

- Participation – it decides whether the addressee(s) participation in the text is simple or complex.

In the last dimension of Mode, the analysis focuses on the Medium, which refers to the channel – spoken or written, and the Connectivity of the text, i.e. coherence and cohesion. It is examined on the basis of lexical, syntactical and textual means (*ibid.*).

3.2.2. Genre Analysis

J. House supports her proposal to include the category of Genre in the process of TQA in the following manner:

The category of Genre is an important addition to the analytic scheme for assessing the quality of a translation as it enables one to refer any single textual exemplar to the class of texts with which it shares a common purpose or function (J. House 2015: 64).

As opposed to the category of Register, Genre captures the connection between the texts and ‘macro-context’ of the cultural and linguistic community in which the text was created and operates (*ibid.*). It is a vital element which helps us establish the function of the text.

In her last update to the model J. House, claimed that the category of Genre should be defined through the corpus studies. She perceives them as the means to describe the characteristics of the text in a considerably detailed manner, including cultural filter (see Section 2.4.2.).

However, for this particular work, corpus studies are not used to establish the category of Genre of the text, due to the demand of possessing a considerable amount of corpora. For the purpose of our study we refer to the general rules of defining the text within the frames of a particular genre, and follow J. House’s views about the category of Genre, expressed while presenting the revisited model in 1997 (see Section 3.2):

The category Genre is therefore universal in the sense of universal grammar – it can accommodate all instances, but not every instantiation would realize all its exponents: in different cultures, certain genres might have ‘null realizations’.

In sum, the category of Genre relates an individual pair of texts to this broader category, and enables thereby intra-generic comparison and, possibly, generalization (J. House 2015: 70).

3.2.3. Individual Textual Function

The application of the analyses of Register and Genre (which to a great extent consist of analyses of choices of wording and syntactic structure) allows us to derive the function of the text. The textual function consists of an ideational and an interpersonal functional

component in the Hallidayan sense (J. House 2015: 63). The first one, mainly associated with the Field of a text, is realized through transitivity patterns, i.e. verb types, active/passive structures, etc., and the latter, related to the Tenor of a text, “is realized through the patterns of modality, i.e. modal verbs and adverbs” (J. Munday 2001: 91).

J. House defines the function as “the application (or use) of the text in a particular context of situation” (J. House 2015: 63). She advocates that we should not regard the text and the context of situation as two separated entities but consider their relationship.

The notion of the textual function is of great importance during the process of TQA as the degree to which the function of the translation matches the function of the original (as well as the properness of the textual profiles) “is the degree to which the translation is adequate in quality” (*ibid.*).

Having described in a greater detail Juliane House’s model for TQA, we proceed to the presentation of the results obtained through the analysis carried out on the text described in Section 3.1. basing on her model, and thus undertake an attempt to provide the assessment of the quality of its Polish translation (see Chapter 4).

Chapter 4 – Results

Chapter 4 presents the results of translation quality assessment of the PMBOK Guide and its Polish translation. The analysis was carried out following Juliane House's instructions concerning translation quality assessment discussed in Sections 2.4.2. and 3.2., therefore Chapter 4 commences with the statement of function of the source text (ST) (see Section 4.1.). Next, chosen mismatches between the ST and the target text (TT) are listed (see Section 4.2.).

We arrived at the findings provided in this chapter by reading, rereading and comparing both texts saved as PDF files. Each encounter of mistake or inconsistency was marked and then categorised in the previously prepared Microsoft Excel® file. The file was divided into four sheets, i.e. lexical, syntactical, textual and stylistic. Each of these sheets represented different category.

In the lexical category the focus was put on collocations, terms, type of nouns, occurrences of adjectives and their superlative forms and connotations of the words.

In the syntactical category, we paid attention to the structure of sentences, verbal forms, rendition of the passive voice, grammatical person in the sentences, grammatical categories and conjunctions.

The textual category was devoted to the overall layout, division of the text, rendition of titles and sub-headings, charts, pictures. We also looked for any means to influence the reader or stimulate their participation, or any kind of lexical repetitions.

In the last category of style, we noted the punctuation and register mismatches, and omissions or additions as well as editorial mistakes.

A total number of around 700 records was obtained. Due to the overall limited size of this essay, only selected results are presented in Chapter 4.

4.1. Statement of Function

Following J House's model for TQA (see Section 3.2.), in order to provide the statement of function of the ST, it is necessary to discuss the ST in the dimensions of Field, Tenor, Mode and Genre.

The ST is an extended introduction to the very standard contained in the PMBOK Guide. Its function is to prepare the reader for easier reception of the rest of the text, as it introduces and defines basic terms related to the field of project management.

On the level of Field, we observe neutral words devoid of any emotional connotations, which could have been expressed by e.g. superlative forms of adjectives. Generally speaking, the language is simple and easily comprehensible, however, it contains a relatively big number of specialist terminology characteristic for the field of project management. Nonetheless, specialist terminology is surrounded by well-constructed descriptions, which make the text easily understandable for most of the readers.

When we take into consideration the category of Tenor, we observe that the author does not reveal themselves at any time. The language used is standard, modern American English but the author remains unknown. Exclusively third person forms are used. Moreover, the author does not try to directly establish relationship with the reader or influence them. Nevertheless, by the choice of mainly simple sentences and words from general language used in order to explain specialist vocabulary we may assume that the author tries to preserve the teaching function of the text yet not explicitly.

In the dimension of Mode, we can definitely state that it is a written text which is, in all probability, not meant to be read aloud. It is glued together by mostly simple conjunctions like *but*, *or*, *and*. The nouns used in the text are abstract in most cases and very few concrete ones were encountered. Therefore, it may be suggested that the text deals with the theories and instructions about the abstract processes, not about material things.

Genre of the whole PMBOK Guide could be defined as a standard in a particular field of knowledge. Although the material under study is a part of the PMBOK Guide, it is more an introduction to the standard rather than the very standard itself. It follows the rules of the texts which aim at teaching and introducing particular topics in order to prepare the reader for better comprehension of what follows next.

4.2. Mismatches between Source Text and Target Text

Section 4.2. presents selected mismatches between the two analysed texts. In three instances, apart from taking into consideration the linguistic issues, focus was also put on the quantitative aspect (see Section 4.2.1.). Then, with a closer qualitative look mismatches are presented in the following categories: register, verbs, terminology, meaning and punctuation (see Section 4.2.2.).

4.2.1. Mismatches – results from quantitative analysis

As regards the quantitative analysis, three issues have been discovered. Two of them relate to the terminology used in the text (see Points (1) and (2) below), whereas the third one is concerned with punctuation (see Point (3)).

(1) Project Management

‘Project Management’ being the key concept and term in the field of project management, and thus omnipresent in the PMBOK Guide, seems important enough to be translated well and consistently throughout. However, in the TT three different options appear. The following diagram presents what translations were provided and how often they were used. It is worth adding that collocations with ‘project management’ were not considered during the analysis.

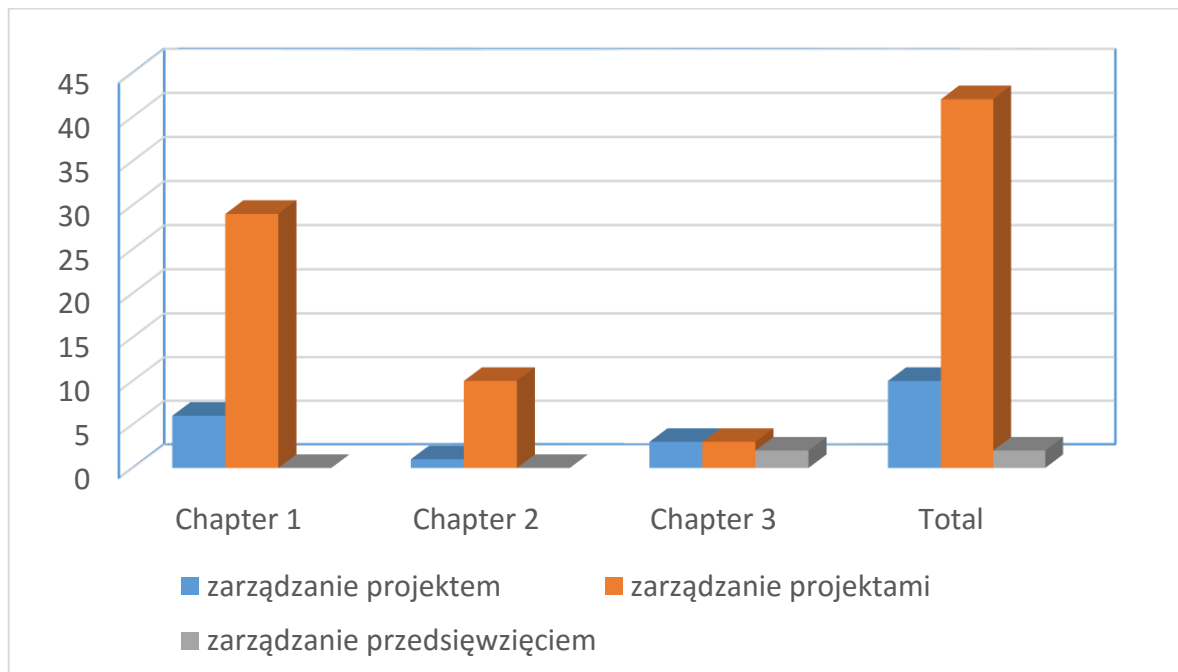


Diagram 1. Translations of ‘project management’

Although in the ST the element ‘project’ is singular and the term ‘projects management’ never appears, predominantly chosen equivalent in TT was ‘zarządzanie projektami’ [projects management]¹¹ (42 instances – 77.8%). The singular form, i.e. ‘projekt’ [project] or ‘przedsięwzięcie’ [endeavour], was used in the context only 12 times constituting 22.2%.

¹¹ Throughout Chapter 4, the text in brackets is a back and literal translation of the TT words and phrases expressed in Polish, the exceptions being Tables 1 and 2.

In other words, the Polish equivalent containing the plural form ‘projektami’ [projects] was chosen almost four times more often than the one containing the singular form ‘projekt’ or ‘przesięwzięcie’.

(2) Pattern: English term → Polish term (English term)

The second phenomenon analysed extensively is a pattern used in the ST extraordinarily often, namely ‘English term → Polish term (English term)’.

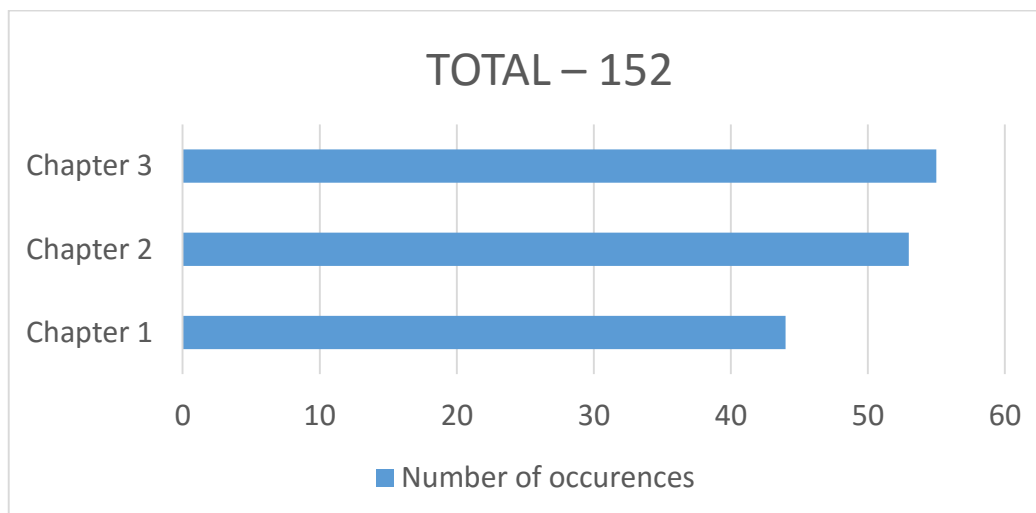


Diagram 2. Occurrences of the pattern English term → Polish term (English term)

In most cases complex terminological units are translated in the following manner:

English term → Polish term (English Term). For example:

| Source Text | Target Text |
|---|--|
| weak matrix organization (p. 23 line 3) | słabe struktury macierzowe (weak matrix organization) (p. 22 line 10) |
| enterprise environmental factors (p. 29 line 1) | czynniki środowiskowe prowadzonej działalności (enterprise environmental factors) (p. 28 line 13) |
| rolling wave planning (p. 45 line 8) | koncepcja planowania kroczącego (rollingwave planning) (p. 43 lines 1-2) |
| Perform Qualitative Risk Analysis process (p. 52 lines 21-22) | Proces przeprowadzania jakościowej analizy ryzyk (Perform Qualitative Risk Analysis process) (p. 51 lines 7-8) |
| progressive elaboration (p. 55 line 19) | stopniowe doprecyzowanie (progressive elaboration) (p. 52 lines 30-31) |

Table 1. The pattern English term → Polish term (English term) (1)

However, sometimes also general words, which were used earlier at various occasions in the text, at some point appear in the text following this pattern. For instance:

| Source Text | Target Text |
|------------------------------|---|
| planning (p. 5 line 6) | planowanie (planning) (p. 5 line 6) |
| program (p. 9 line 1) | program (program) (p. 9 line 1) |
| communication (p. 18 line 4) | komunikacja (communication) (p. 17 line 30) |
| information (p. 58 line 22) | informacje (information) (p. 55 line 17) |
| data (p. 58 line 22) | dane (data) (p. 55 line 17) |

Table 2. The pattern English term → Polish term (English term) (2)

(3) Bullet point lists

Diagrams 3 to 5 present the choices of endings to different bullet point lists (BPL) in both the ST and the TT.

In the first 10 pages of the TT utterly different endings to the BPL are chosen than in the ST. In the ST, the author uses either semicolons or commas to end each bullet point, and full stops to end the list throughout the text. In the TT, each bullet point is finished with a full stop as well as the ending of the list.

Interestingly, later on in the TT, i.e. in the next 8 pages of Chapter 1 and in Chapter 2, each ending of each BPL follows the pattern of BPL in the ST. In this part of the text, either commas or semicolons are chosen to finish the bullet points, and full stops to end the lists.

In Chapter 3 of the TT, we observe that the translator changes his/her mind again and does not follow choices of the ST any more. The author of the ST chooses either commas or semicolons to end bullet points and full stops to end the lists, whereas in the TT the translator chooses either semicolons or full stops to end bullet points, and full stops to finish the lists.

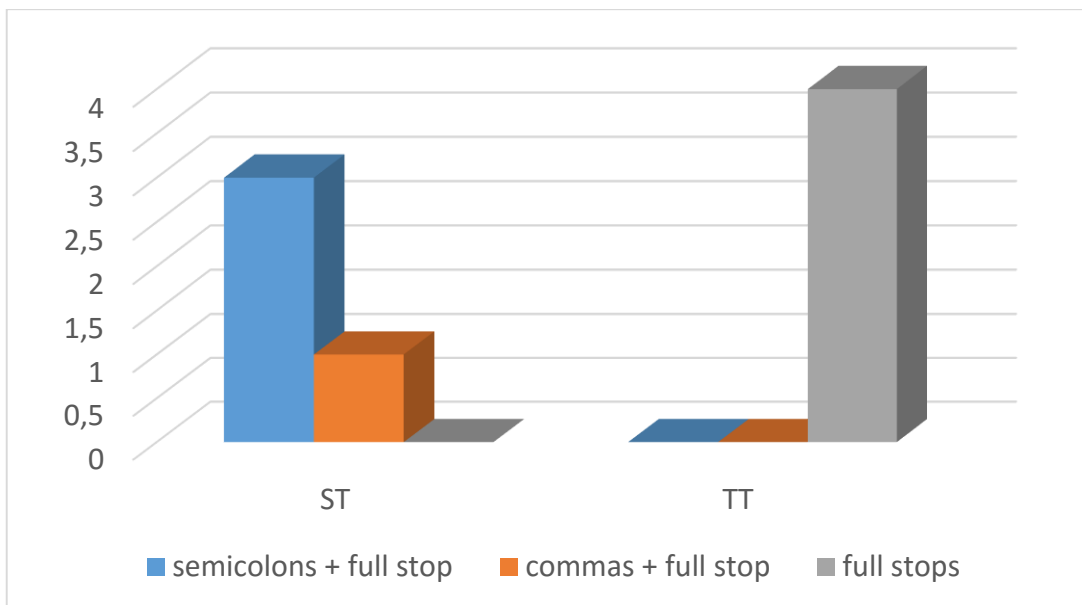


Diagram 3. Endings in the BPL – first 10 pages of Chapter 1 (pp. 1-10)

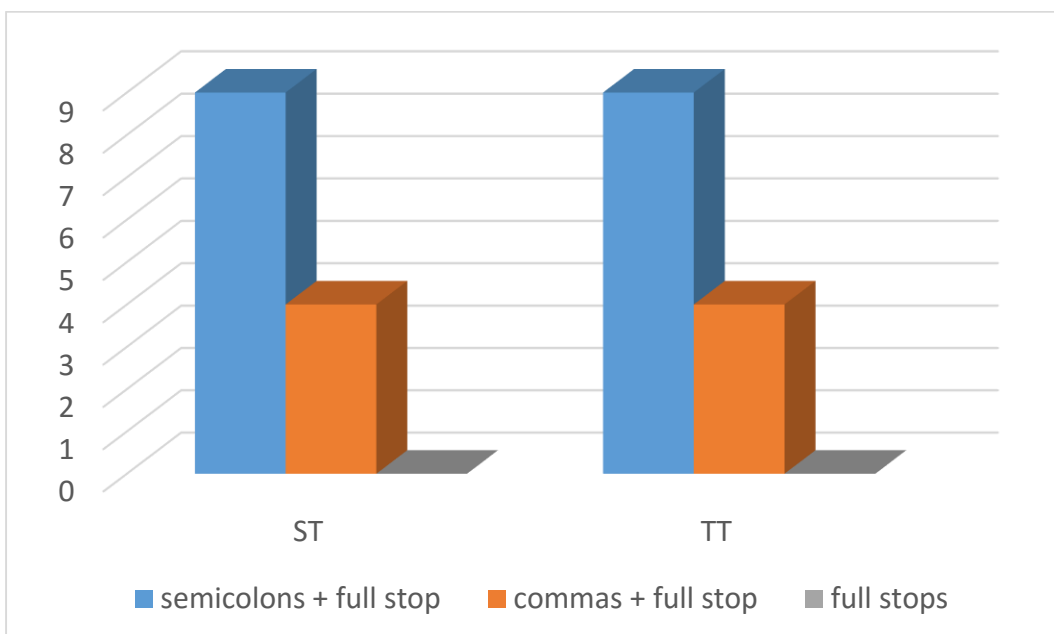


Diagram 4. Endings in the BPL – last 8 pages of Chapter 1 + Chapter 2
(pp. 11-44 in the TT and pp. 11-46 in the ST)

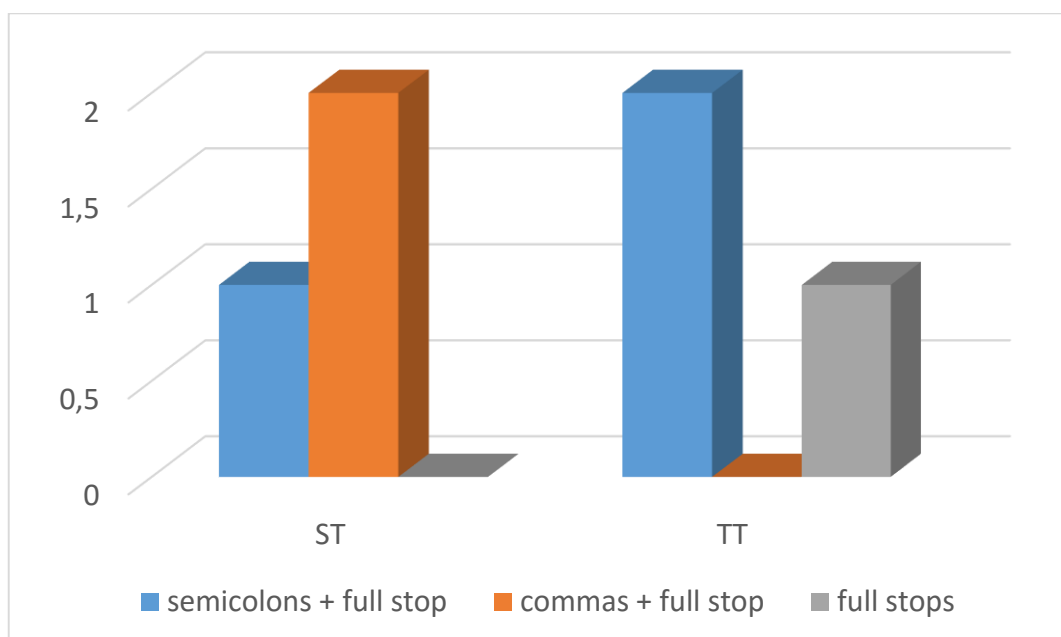


Diagram 5. Endings in the BPL – Chapter 3 (pp. 45-58 in the TT and pp. 47-61 in the ST)

4.2.2. Mismatches – results from qualitative analysis

Numerous mismatches on various levels were observed. The following subsections present mismatches grouped in different categories, i.e. register, verbs, terminology, meaning, and punctuation.

4.2.2.1 Register

In general, the language used in the ST and the TT is formal though easily comprehensible. We did not observe contractions of the verbs or colloquial words. Impersonal and third person forms prevailed. Sentences as well as conjunctions were rather simple. However, in six instances mismatches of register were noted. In five of them, the register of the ST equivalents seems to be too high.

1. EN: ‘good practice’ does not mean that (p. 2 line 7) → PL: nie oznacza to **wszakże**, **iż** (p. 2 line 8) [nevertheless it does not indicate that]
2. EN: rather (p. 2 line 15) → PL: **nade wszystko** (p. 2 line 18) [first and foremost]
3. EN: from its initiation to its closure (p. 38 line 8) → PL: **poczawszy** do jego zainicjowania, a **skończywszy** na jego zamknięciu (p. 36 lines 25-26) [having began at its initiation and ended at its closure]

4. EN: Project managers and their teams should carefully address each process and its inputs and outputs... (p. 48 line 10) → PL: **W istocie**, zaleca się kierownikom projektu oraz ich zespołom rozważne przeanalizowanie każdego procesu oraz składających się **nań** wkładów i rezultatów... (p. 46 lines 14-15) [Indeed, project managers and their teams are advised to carefully address each process as well as all inputs and outputs constituting it]
5. EN: In order to reduce or control overhead... (p. 57 lines 18-19) → PL: w celu obniżenia kosztów ogólnych lub **uzyskania lepszej nad nimi kontroli...** (p. 54 line 20) [in order to reduce overhead or gain over them better control]

In one instance, however, the opposite drew author's attention:

6. EN: is not possible (p. 6 line 19) → PL: nie wchodzi w grę (p. 6 line 23) [it is not on the table]

4.2.2.2. Verbs

As mentioned in Section 4.2.2.1., in the ST exclusively third person forms were used, with a fairly often usage of passive. In the TT, passive voice was rendered in most of the cases, if not, it was justifiable enough. However, in seven instances the translator did not follow the example of the ST and changed the third person singular form to a first person plural one. It was observed in the following instances:

7. EN: This section defines (p. 1 line 14) → PL: w tym rozdziale zdefiniujemy (p. 1 line 18) [in this section we define]
8. EN: "generally recognised" means (p. 2 line 3-4) → PL: mówiąc o „powszechnym uznaniu” mamy na myśli fakt, że (p. 2 line 4) [speaking about "generally recognised" we mean that]
9. EN: The following sections describe (p. 20 line 5) → PL: poniżej omawiamy (p. 20 lines 5-6) [later we discuss]
10. EN: As explained in (p. 47 line 6) → PL: jak wyjaśniliśmy w (p. 45 line 7) [as we explained in]
11. EN: The following sections identify and describe (p. 52 line 1) → PL: w kolejnych działach przedstawimy i omówimy (p. 49 line 7) [in the following sections we identify and describe]

Interestingly, in one case the first person plural form is immediately followed by the third person singular one, which only brings more confusion:

12. EN: this section describes (p. 19 line 4) → PL: w tym rozdziale opiszemy (p. 19 line 4) [in this section we describe]
13. EN: it discusses (p. 19 line 5) → PL: omawia on (p. 19 line 6) [it discusses]

Above we described mismatches whose central point are verbs. However, we focused on the grammatical aspect. Let us now focus on the meaning. In most of the mismatches, it seems difficult to claim that the translator chose one equivalent out of the many available that he/she deems to fit better. It is rather a case of a pure mistake.

14. EN: Objectives **will not or cannot** be met (p. 3 line 3) → PL: zrealizowanie celów **nie jest możliwe** (p. 3 lines 10-11) [meeting objectives it is not possible]
15. EN: As Figure 1-1 illustrates, organizational strategies and priorities are linked and **have relationships** between portfolios and programs... (p. 4 lines 14-15) → PL: Jak widać na diagramie 1.1 strategie i priorytety organizacyjne łączą się ze sobą i **owocują wzajemnymi powiazaniami** między portfelami i programami (p. 4 lines 25-26) [As Figure 1-1 illustrates organizational strategies and priorities are linked and they result in relationships between portfolios and programs]
16. EN: An infrastructure firm that **has** a strategic objective of... (p. 9 line 19) → PL: firma zajmująca się budową obiektów infrastrukturalnych, której celem strategicznym **może być**... (p. 9 lines 25-26) [an infrastructure firm, whose strategic objective might be]
17. EN: To **terminate** the project (p. 41 line 24) → PL: **przerwać** przedsięwzięcie (p. 39 line 34) [to suspend the project]
18. EN: Results **may require** planning updates (p. 56 line 19) → PL: wyniki **powodują konieczność** wprowadzania aktualizacji w planach (p. 53 line 24) [results demand introduction of planning updates (in the sense that planning is a must)]
19. EN: To **bring** project **into compliance** (p. 57 line 16) → PL: **przywrócić** zgodność przedsięwzięcia (p. 54 lines 16-17) [to bring back compliance of the project]

4.2.2.3. Terminology

The PMBOK Guide being a standard in the specific field of knowledge, i.e. project management, contains a great number of specialist terminology. According to the information obtained from the translator, when the first PMBOK Guide was translated into Polish the field of project management was hardly described in the Polish language. As a

result, the translator had to ‘invent’ most of the Polish terminology in the field of project management. However, in five instances mistakes or inconsistency between suggested translations were observed.

20. EN: project’s longevity (p. 3 line 6) → PL: istnienie projektu jako organizacji (p. 3 line 14) [existence of a project as an organization]
21. EN: Public company (p. 10 line 14) → PL: firma państwowa (p. 10 line 15) [state-owned company]
22. EN: Coaching (p. 11 line 24) → PL: pomoc w rozwiązywaniu problemów (coaching) (p. 11 line 28) [help in solving problems]
23. EN: Maintenance workers (p. 14 line 8) → PL: pracownicy utrzymania ruchu (p. 14 line 2) [workers maintaining the traffic]
24. EN: Regulations (p. 2 line 22) → PL: regulaminy (p. 2 line 29) [rules]
EN: Regulations (p. 20 line 15) → PL: przepisy (p. 20 line 16) [regulations]
25. EN: Inputs (p. 47 line 5) → PL: wkłady (inputs) (p. 45 line 6)
EN: Project inputs (p. 54 diagram 3.4) → PL: materiały wejściowe projektu (p. 51 diagram 3.4.) [input materials of a project]
26. EN: Procurement documents (p. 53 top of the diagram 3.3) → PL: dokumenty przetargowe (p. 50 top of the diagram 3.3.) [tender documents]
EN: Procurement documentation (p. 53 bottom of the diagram 3.3) → PL: dokumentacja zamówień (p. 50 bottom of the diagram 3.3.) [procurement documentation]

4.2.2.4. Meaning

The ST may be called a ‘manual’ for people interested in project management or willing to engage in it. Therefore, it is of the utmost importance that the meaning of each sentence is preserved (for meaning with regard to verbs see Section 4.2.2.2.). The translator succeeded in most instances. Nevertheless, fairly worrying mistakes were observed as well.

27. EN: Practitioners come from **diverse backgrounds** and cultures, and the *Project Management Institute Code of Ethics and Professional Conduct* applies globally. (p. 2 lines 22-23)
→ PL: **Ponieważ** praktycy mają **rozmaito wykształcenie** i wywodzą się z różnych kultur, kodeks ten ma zastosowanie globalne. (p. 2 lines 29-30) [Because

practitioners have different education and come from diverse cultures, this Code applies globally]

28. EN: Although repetitive elements may be present in some projects deliverables and activities, this repetition does not change the fundamental, unique characteristics of **the project work**. (p. 3 lines 11-12)
→ PL: Wprawdzie w niektórych produktach cząstkowych lub działaniach projektów mogą występować powtarzalne elementy, ale tego rodzaju powtarzalność nie zmienia zasadniczej unikatowości **prac w projekcie**. (p. 3 lines 20-21) [Although repetitive elements may be present in some projects deliverables and actions, this repetition does not change the fundamental, unique characteristics of works in a project]
29. EN: ...operations managers are responsible for ensuring that **business operations are efficient**. (p. 16 line 27)
→ PL: ...kierownik działalności operacyjnej odpowiada za **sprawne przeprowadzenie określonego aspektu działalności biznesowej**. (p. 16 lines 31-32) [Operations manager is responsible for the efficient carrying out of a particular aspect of business operations]
30. EN: ...works closely and in collaboration with other **roles** such as business analyst... (p. 17 lines 5-6)
→ PL: ...współpracuje również ściśle z innymi **rolami** takimi jak analityk biznesowy... (p. 17 line 3) [works closely with other characters such as business analyst]
31. EN: The norms include established approaches to initiating and planning projects, **the means considered** acceptable for getting the work done, and **recognized authorities** who **make or influence** decisions. (p. 20 lines 8-10)
→ PL: Obejmują one ustalone sposoby podejścia do inicjowania i planowania projektów, **uznawane za** akceptowane środki wykonywania pracy oraz **wskazanie**, kto **może podejmować lub wpływać na** podejmowane decyzje. (p. 20 lines 9-11) [They include established approaches to initiating and planning projects, considered to be acceptable means to do work and indication who may make or influence decisions.]
32. EN: These stakeholders require that the project manager's attention throughout the **project's life cycle**... (p. 31 lines 4-5)

→ PL: Tacy interesariusze wymagają stałej uwagi kierownika projektu przez **cały jego cykl życia...** (p. 30 line 6) [These stakeholders require project manager's constant attention throughout his whole life cycle...]

Omissions of parts of the sentences also fall into the category of meaning mismatches. Following omissions were noted:

33. EN: **knowledge**, skills (p.2 line 6) → PL: umiejętności (p. 2 line 7) [skills]
34. EN: **existing** business processes and procedures (p. 4 line 7) → PL: procesów lub procedur biznesowych (p. 4 line 16) [business processes and procedures]
35. EN: ...while the PMO manages the methodologies, standards, overall risks/opportunities, **metrics** and interdependencies among projects... (p. 12 lines 9-10) → PL: ...zarządza metodykami, normami, ogólnym poziomem ryzyk i szans oraz wzajemnymi powiązaniem między przedsięwzięciami... (p. 12 lines 10-11) [he/she manages the methodologies, standards, overall level of risk and opportunities and interdependencies among projects]
36. EN: **reward** and overtime policy (p. 15 line 29) → PL: zasady dotyczące rozliczania nadgodzin (p. 28 line 28) [overtime policy]
37. EN: **In contrast**, the interests of negatively affected stakeholders... (p. 32 lines 5-6) → PL: zamierzeniom interesariuszy nieprzychylnie nastawionych do projektu... (p. 31 lines 1-2) [the interests of negatively affected stakeholders]
38. EN: The project processes are performed by the project team **with stakeholder interaction**... (p. 47 line 18) → PL: Procesy projektu przeprowadzane przez zespół projektu można podzielić... (p. 45 line 21) [The project processes performed by the project team may be divided]
39. EN: The Planning Process Group provides the Executing Process Group with the project management plan and project documents, **and, as the project progresses, it often creates updates to the project management plan and the project documents.** (p. 51 lines 4-6) → PL: Dzięki grupie procesów planowania, grupa procesów realizacji otrzymuje plan zarządzania projektem oraz dokumenty projektu. (p. 48 lines 17-18) [Thanks to the Planning Process Group, the Executing Process Group receives the project management plan and project documents.]

4.2.2.5. Punctuation

As far as the appropriateness of punctuation is concerned, few mismatches were observed (see also Section 4.2.1.(3)), which may be further put into three groups. In the first group, we have four instances of a common type of mistakes, i.e. three sentences lack full stop at the end, and in another one a comma was put accidentally in a wrong place:

40. EN: The PMO integrates data and information from corporate strategic projects and evaluates how higher level strategic objectives are being fulfilled. (p. 11 lines 10-11)
→ PL: Biuro zarządzania projektem (projektami) scala dane i informacje ze strategicznych projektów organizacji **oraz ocenia, sposób realizacji** nadrzędnych celów strategicznych. (p. 11 lines 11-12) [The PMO integrates data and information from corporate strategic projects and evaluates, the manner in which higher level strategic objectives are being fulfilled. (In the Polish translation the comma is utterly unnecessary)]

However, in the following cases, a comma appeared in a place where it should not appear due to different reasons.

41. EN: (...) when the project is terminated because its objectives will not or cannot be met, or when the need for the project no longer exists. (p. 3 lines 3-4)
→ PL: Do jego zakończenia może dojść również wtedy, gdy okazuje się, że zrealizowanie celów nie jest możliwe, **lub** gdy przestaje istnieć przyczyna... (p. 3 lines 10-11) [The project may also be terminated when it turns out that objectives cannot be met, or when the need ceases to exist... (according to the rules of the Polish punctuation we do not put a comma before ‘lub’ [or] (see PWN1: online))]
42. EN: Supportive PMOs (...) by supplying templates, best practices, training, access to information and lessons learned from other projects. (p. 11 lines 1-2)
→ PL: Biura (...), zapewniając im szablony, najlepsze wzorce, szkolenia, **oraz** dostęp do informacji i wiedzy nabytej w innych projektach. (p. 11 line 2) [PMOs (...) by supplying them with templates, best practices, training, and access to information and lessons learned from other projects. (according to the rules of the Polish punctuation we do not put a comma before ‘oraz’ [and] (see PWN1: online))]

The last group of instances concerns six diagrams which can be found on pages 22-26 in the ST and 22-25 in the TT. At the bottom of these diagrams, we can find a sentence in brackets:

EN: Gray boxes represent staff engaged in project activities → PL: Szare pola oznaczają

pracowników zaangażowanych w realizację projektu [Gray boxes represent staff engaged in project activities].

In the ST neither of the six sentences has a full stop at the end, however, in TT four of them finish with a full stop and two do not.

Having presented the Statement of Function (see Section 4.1.) and subsequently, chosen mismatches (see Section 4.2), we proceed to the Chapter 5 in which the obtained results are discussed, and the Statement of Quality of the Polish translation of the PMBOK Guide is provided.

Chapter 5 – Discussion: Statement of Quality

Chapter 5 discusses general deliberations about the mismatches observed during the analysis. An attempt is made to investigate why particular mistakes were made and how they may influence the reader's reception of the ST. These remarks lead to the Statement of Quality which is a *de facto* assessment of the Polish translation of the PMBOK Guide.

5.1. Discussion on results from quantitative analysis

Let us at first focus on the discussion about the results obtained through the quantitative analysis. As it was described in Section 4.2.1., the key term – *project management* – was translated into Polish in three different ways. Despite detailed analysis, unfortunately, the author did not manage to establish any pattern for the use of particular choices. One obvious observation, however, was the fact that the equivalent chosen predominantly (in 42 instances out of 54, i.e. 77.8%) was 'zarządzanie projektami' [projects management]. For the purpose of this thesis another measures were taken in order to solve this issue. The author contacted Paweł Dąbrowski – the translator of the Polish version of the PMBOK Guide.

The translator underlined that the very problem with translating 'project management' does not begin at the level of translating the whole phrase but even before, namely at the level of one word 'project'. The semantics of the word 'project', which tends to be translated into Polish as either 'projekt' [project or design] or 'przedsięwzięcie' [project or endeavour], is not fully covered by either of these terms. The translator justified his predominant choice of 'projekt' by the fact that it is the equivalent used more often by the practitioners of project management. The use of another equivalent, i.e. 'przedsięwzięcie', is explained by stylistic reasons.

As far as the phrase 'project management' is concerned, Paweł Dąbrowski clarified that he made his choices consciously and tried to be consistent throughout. The plural Polish equivalent is supposed to be used whenever 'project management' means the field, i.e. the name of a specific branch of 'management'. On the other hand, the singular equivalent is utilised whenever 'project management' refers to the specific work or activity performed by a project manager or other team members. The arguments of the translator seem to be reasonable enough, however, he admitted that in numerous cases the choice was not obvious

and he made his decisions basing on his intuition, and in such cases he always leaned to the choice of the plural equivalent.

The predominant choice of the plural equivalent indicates that the doubtful situations must have appeared fairly often. It creates the feeling that the plural equivalent is the one to be used as an equivalent of 'project management' and the others appear in the text accidentally. It might not be the case for more experienced specialists from the field of project management, but it definitely is for the beginners.

Another issue encountered by the author which could not be explained by means of linguistic analysis was the pattern: English term → Polish term (English Term). One of the explanations could be the fact that it is the means to establish the terminology specific for the project management. At the beginning of the PMBOK Guide, it is expressed that establishing terminology is one of the aims of the publication. At the end of the publication, the glossary can be found. Nevertheless, not even half of the encountered instances can be found in the glossary. Moreover, as it was mentioned in Section 4.2.1., many words cannot be regarded as terms as they were words from the general language. The author deemed it necessary to request again explanation from the translator.

Paweł Dąbrowski explained that there were two motives behind it. First and foremost, these are the words whose encounter is highly possible during the certification exams offered by Project Management Institute. This solution is meant to make life easier for people preparing for the exams using the Polish translation of the PMBOK Guide. What is more, the translator clarified that he deemed it vital to build Polish terminology in the field of project management, as opposed to, e.g. Russian or German translations in which English terms were left untranslated.

However, again the translator admitted that the choice which words are likely to appear in the exam papers was based on his intuition, rather than on a detailed analysis of the exam papers. The question remains whether it is necessary to build Polish terminology, if probably most of the communication in the field of project management is carried out in English anyway. Despite it all, the author, personally, believes that the translator expressed high level of sympathy and understanding for the recipients of the Polish translation of the PMBOK Guide and it is the fact to be praised not criticised for.

The last issue subject to the quantitative analysis constituted different endings to the bullet point lists (BPL). It can be easily observed that the fact whether a bullet point ends with a semicolon, a comma or a full stop is determined by the length of the phrase. Longer phrases regarded as sentences mainly end with full stops; shorter ones or individual

expressions finish with semicolons or commas. In every BPL in the English version, the last sentence finishes with a full stop. Nevertheless, it is hard to explain why in the Polish translation choices are made differently (see Diagrams 3-5 in Section 4.2.1.).

Interestingly enough, the English choices are not followed in an organised manner in the Polish version of the PMBOK Guide, i.e. for the first 8 pages entirely different choices are made and then for the rest of Chapter 1 and through the whole of Chapter 2 choices are exactly the same. Then in Chapter 3 choices differ again. It is surprising, as usually, a particular person chooses the pattern they follow and they do it consistently. Not following this rule, makes the author presume that more than one translator might have participated in the translation process. We did not succeed in establishing this for sure, thus inconsistency in choices which tends to be rather common in the first three chapters of the Polish translation of the PMBOK Guide is presented in the following discussion.

Having discussed the results obtained through the quantitative analysis we proceed to the mismatches obtained through the qualitative analysis.

5.2. Discussion on results from qualitative analysis

The register of the English version of the PMBOK Guide was already briefly characterised in Section 4.2.2.1. In the main, the mismatches observed between the ST and the TT concerned the elevation of the register in the TT. In total, five such instances were observed. Considering that the analysed texts constituted around 60 pages each, the observed instances do not seem to have a significant impact on the reception of the ST. However, appearance of these instances is thought-provoking.

Although the word order in the case of ‘uzyskania lepszej nad nimi kontroli’ [gain over them better control] (Example 5) might have been a pure omission of the translator or the proof-reader afterwards, it does not seem to be the case in other instances. Other expressions (Examples 1-4) which were used, may be considered ‘handy’, but they cause one serious consequence, i.e. they elevate the register, which definitely was not desired in this kind of text.

Such expressions might be accepted in a poetic or maybe scientific text, however, the PMBOK Guide is not an academic paper and should not be translated as such. Its language is simple intentionally, in order to be easily comprehensible for people treating the PMBOK Guide as a manual. Therefore, the register of the TT should match the register of the ST not to cause confusion.

The section on Register (see Section 4.2.2.1.) is closely connected with the next section (see Section 4.2.2.2.) dealing with the mismatches between verbs. Following the rules of formal language, in the ST we did not observe any attempt of the author to reveal themselves. Exclusively third person forms were used.

The TT tried to follow the example of the ST and preserved third person form in most instances. Nonetheless, seven instances of the first person plural forms were found. Interestingly, in one case, two different sentences treated about the same section, once using first person plural and immediately afterwards the third person singular (Example 12, 13). It is another display of inconsistency in the translation in question. As it was the case with the register, it does not seem to influence the reception of the text significantly, though it may cause confusion.

However, one of the reasons why the use of the first person plural form might have been observed at all is the fact that in Polish (academic) papers it is often used in order to mark the author's presence in the text and engage the reader (H. Krukowska, S. Skorupka 2001: 276). Yet again, the PMBOK Guide is not an academic paper, and rules of the Polish scientific language are not the most appropriate to be applied to this text. Moreover, if one decides to preserve the third person forms of the ST in most of the cases through 60 pages of the text, they should not change their decisions occasionally, once again, in order to avoid confusion.

Further results in the section of verbs focus on the mismatches in meaning. These instances seem to be potentially hazardous as they may cause incorrect reception of the text. In two instances, the issue concerns modality of verbs. The phrase 'may require' (Example 18) is expressed in the TT as a must, which is a rather different message because the ST informs us that it may happen only sometimes. In the other case, information that 'firm that has a strategic objective of' (Example 16), which simply expresses the fact that a firm possesses a concrete strategic objective, is translated as 'może być' [might be] which implies that there is some instance in which the strategic objective of the firm might be different. As we can see, the original and translated sentences express two different things.

Similarly, 'bring project into compliance' in the Polish translation 'przywrócić zgodność przedsięwzięcia' [to bring back compliance of the project] (Example 19) implies that there was a case when the project was not in compliance and only now "the compliance has been brought back", whereas the ST does not mention that.

Another case involves the word 'terminate' and its chosen Polish equivalent 'przerwać' [suspend] (Example 17). According to the Oxford and PWN dictionaries, the

word ‘terminate’ means “bringing to an end” (Oxford1: online) and ‘przerwać’ defines as “to interrupt, to suspend an action for some time¹²” (PWN2: online). Although both words include in their semantics the pause in doing something, the Polish equivalent indicates that the action can be resumed, whereas English ‘termination’ is a definite end of the action.

The discussed instances change the meaning of the ST expressions through the process of translation. Similar cases were presented in the section on mismatches in terminology (see Section 4.2.2.3.). In the mentioned section, only selected examples were listed. They account for three different kind of mistakes which were encountered.

Some of the terms were translated narrowing the meaning of the term in the TT, e.g. ‘coaching’ (Example 22). ‘pomoc w rozwiązywaniu problemów’ [help in solving problems] is some part of ‘coaching’ but it does not cover the whole meaning of this word. Similar is the case with ‘project’s longevity’ (Example 20). According to the definition provided by Oxford Dictionary ‘longevity’ is a “long existence or service” (Oxford2: online). Translating this as ‘istnienie projektu jako organizacji’ is an unjustifiable narrowing of the broad meaning of ‘existence’ to just ‘existence as an organisation’.

Some other terms, on the other hand, were not translated appropriately due to the influence of the Polish language; as it was the case with the ‘public company’ (Example 21). The definitions of ‘public’ and its Polish equivalent ‘publiczny’ as well as ‘public company’ and ‘spółka publiczna’ are roughly the same, i.e. “concerning the people as a whole” (Oxford3, PWN3¹³: online) and “a company whose shares (at least of one issue) are traded freely on a stock exchange” (Oxford4 and Encyklopedia PWN¹⁴: online) respectively. Nonetheless, we tend to wrongly call state-owned companies as ‘firmy publiczne’ which leads to mistranslation in this case. Of course, a public company may also be a state-owned company, yet not invariably.

The last group consists of the terms which were rendered both correctly and incorrectly in the Polish version of the PMBOK Guide. The example being the word ‘regulations’ (Example 24), which was translated either as ‘regulaminy’ [rules] or ‘przepisy’ [regulations]. ‘Regulamin’ which is defined by PWN Dictionary as “regulations and orders which regulate the obligatory conduct of workers of a institution in a particular field¹⁵” (PWN4: online) is not an appropriate equivalent of ‘regulations’ which is defined as “a rule

¹² przeszkodzić w czymś, wstrzymać działanie, tok czegoś na pewien czas

¹³ dotyczący całego społeczeństwa lub jakiejś zbiorowości

¹⁴ spółka, której akcje (przynajmniej jednej emisji) zostały dopuszczone do obrotu publicznego

¹⁵ przepisy i rozporządzenia regulujące postępowanie w jakiejś dziedzinie, obowiązujące pracowników jakiejś instytucji, członków organizacji

or directive made and maintained by an authority” (Oxford5: online) and is equivalent to Polish definition of ‘przepisy’ – “set of rules, orders, paragraphs¹⁶” (PWN5: online). It is again the display of inconsistency in the Polish translation.

The meaning mismatches between both verbs and individual words are undesirable as they may cause the recipient consider some processes or facts to be different than they actually are. Luckily, such instances were not encountered on a regular basis.

More worrying encounters involved instances, in which the meaning of the whole sentences was changed, possibly influencing the reception of even the whole paragraphs (Examples 27-32). The wrong meaning rendition of whole sentences was most probably caused by misinterpretation of the sentence by the translator. Another reason causing the change in meaning of the sentences in the TT were multiple encounters of word or expression omissions.

Interestingly, the misinterpretation of sentences was often observed in complex sentences. It seemed to be difficult for the translator to differentiate which phrases are linked together and in what way, as a result, causing mistranslation of the whole sentence. It is especially worrying in the text which is supposed to provide guidance and instruction for future specialists or people interested in the field of project management. What is more, the PMBOK Guide for many is a book preparing them for the future exams. Therefore, the quality of knowledge obtained in the course of studying the PMBOK Guide may influence their exam results and future career.

Omissions of the parts of the text were in most cases observed in the lists where few elements were listed or in pairs of elements. Such was the case with the word ‘metrics’ in Example 35. The example of the latter is the pair ‘reward and overtime policy’ (Example 36). In this instance, we cannot talk about narrowing the semantics of the words, or claiming that in Polish there is one word which covers the meaning of the two words used in the ST. In the TT, there is only one word translated and the other one is omitted, thus changing the meaning of the whole sentence significantly. During the analysis, even one omission of half of the fairly complex sentence was noted (Example 39). Instances of the significant mismatches in the meaning of the whole sentences were the biggest flaw of the Polish translation.

The last group of mismatches which is fairly interesting to our discussion is punctuation. The issue of punctuation was partly covered while discussing the results of

¹⁶ zbiór zarządzeń, rozporządzeń, paragrafów

quantitative analysis. However, there is more to exemplify translator's inconsistency. There is little point in deliberating about mistakes such as the accidental lack of the full stop at the end of a sentence (though it was observed three times). However, in the case concerning the six diagrams, the situation looks entirely different (see Section 4.2.2.5.). The six diagrams which can be found on just 4 pages one after another present six different kinds of organisations. Each of the diagram consists of the same elements, yet different ones are highlighted. Each of them at the bottom has a sentence saying that 'Gray boxes represent staff engaged in project activities'. In the ST, all six instances of this sentence do not end with a full stop. Nevertheless, in the TT four of them finish with a full stop and two do not.

Such an example is yet another proof of the prevailing inconsistency in the translation under investigation. Inconsistency which reveals itself on many different levels, beginning with the usage of different patterns and ending with the forms of the structures, punctuation and terminology. Having discussed in detail the most significant mismatches between the two texts, let us now proceed to the Statement of Quality.

5.3. Statement of Quality

The TT, i.e. the Polish translation of the first three chapters of the PMBOK Guide, tends to preserve the function of the ST. It is the text that introduces the basic terminology and concepts in the field of project management, which are required for the better comprehension of the rest of the standard. What is more, the translator shows a great consideration towards the recipients by using the pattern which might be useful for those who use the PMBOK Guide as a preparation for the professional exams.

On the level of Field, the neutrality of the words is preserved. Despite very few instances of the elevation of the register, the language is simple and easily comprehensible for most readers. Specialist terminology is consistently translated into the Polish language, and according to the translator, was 'invented' during the translation process of the very first edition of the original text.

Having taken into consideration the category of Tenor, we observe that the translator preserves passive and third person forms in most of the cases. Few instances of the mismatches do not influence the reception of the standard significantly. No attempt to establish relationship or influence the readers was observed, which indicates that the TT is in accordance with the ST. The structure of the sentences is not preserved identically; we

observe some sentences being blended into one, and more complex ones divided into two. However, it is always justified and made in order to allow better comprehension.

In the dimension of Mode, no mismatches were observed. In the TT, simple conjunctions are used and abstract nouns prevail, preserving the impression that the text deals with instructions and theories about abstract processes.

Unfortunately, some cases of the whole-sentence meaning mismatches were observed, which may influence the reception to a great extent. Furthermore, several editorial mismatches, including the lack of full stops at the end of the sentences, and one instance of the omission of translation were observed. Also squeezing the text in order to save space of three pages was unnecessary and created an unpleasant visual perception. However, the impact of these flaws was more influential on the particular parts of the text and not on its general function, which was preserved.

Chapter 6 – Conclusions

The aim of this study was to perform translation quality assessment of the Polish translation of the PMBOK Guide. It was done in order to check whether the translator preserved the function of the original text and whether or not the particular elements, which constitute the whole text, were translated adequately and equivalently. Then we aimed at checking whether the mismatches and choices of the translator influenced the reception of the text significantly.

Although the overall verdict for the translation is positive and the translation is deemed to be adequate and equivalent, the findings obtained in the course of the analysis revealed many mismatches and omnipresent inconsistencies in the translation. They do not, however, significantly influence the reception of the text and do not interfere with the appropriate transfer of the function of the text.

The mismatches were found on various linguistic levels. They included mistakes concerning register and verb forms. Moreover, problems with translation of individual verbs, expressions as well as whole sentences were observed. Punctuation mistakes seemed to reveal problems with the simple editorial work and created impression that the text might have lacked the proof-reading before printing.

Interestingly, most of the core text does not change with the publication of the next edition. Therefore, if supposedly a text was proof-read four times, mistakes such as the lack of a full stop should have been corrected. However, in terms of editorial and translation work with each next edition, the translator's explanations were rather vague and it seems hardly possible to establish whether or not each edition was translated utterly from the beginning.

Simultaneously the translator's lack of knowledge about the subject matter was not observed, which is definitely a fully positive observation. This, however, is only true as far as the first three chapters are concerned. These chapters were only introductory ones, and the author cannot ensure that translator's knowledge is equally good in the following chapters, which are the actual standard and the source of practical knowledge about project management.

The author of this thesis believes that the findings may play a significant role if sent to the publisher of the PMBOK Guide, i.e. Project Management Institute Poland Chapter. Hopefully, they will be taken into consideration while translating further editions of the

standard. Moreover, they may trigger the re-evaluation of the rest of the standard which may contain as serious mistakes as were noted in just first three chapters.

However, the findings also reveal another issue which can be further researched by linguists. It is the question of who actually translates specialist texts in the most appropriate manner. B. Z. Kielar indicates that translators of the specialist texts usually come from two different environments (B. Z. Kielar 2003: 150) (see Section 2.2). Paweł Dąbrowski, a translator of the PMBOK Guide, did not graduate from linguistic course at the university but possesses 20-year long experience in the field of project management.

Taking into consideration the mistakes observed, we may assume that the linguistic background is truly vital to the appropriate translation of a specialist text. Yet, on the other hand, the translator is not (or should not be) the only person reading and checking the translated text. The proof-reader's job is to find such mistakes and prevent them. It is even more essential when the translator is 'only' a specialist with the advanced knowledge of the language, i.e. he/she is a translator with no formal linguistic education.

On the whole, the author deems the performed TQA process not only a valuable linguistic experience but also believes that the results might prove to be a potential help for professionals in the field of project management.

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Summary in Polish

Celem niniejszej pracy jest dokonanie oceny jakości tłumaczenia trzech pierwszych rozdziałów polskojęzycznej wersji *A Guide to the Project Management Body of Knowledge* (PMBOK Guide). PMBOK Guide jest standardem w dziedzinie zarządzania projektami służącym jako podręcznik, z którego korzystają praktycy przygotowujący się do egzaminów certyfikacyjnych. Z tego względu PMBOK Guide powinien być przetłumaczony odpowiednio i ekwiwalentnie.

Dokonywanie oceny jakości tłumaczenia nie jest procesem ustandaryzowanym i obiektywnym, niemniej jednak wielu badaczy interesuje to zagadnienie. W ten sposób powstały modele służące możliwie najdokładniejszej ocenie jak, np. model Juliane House (2015), który był podstawą w procesie oceny jakości tłumaczenia dokonanego w niniejszej pracy.

W celu ułatwienia zrozumienia procesu oceny jakości tłumaczenia niniejsza praca składa się z dwóch części. W pierwszej części zostały omówione zagadnienia dotyczące zarządzania projektami, języka (specjalistycznego), tekstu (specjalistycznego), tłumaczenia oraz oceny jakości tłumaczenia. Ta część zakończona jest prezentacją modelu Juliane House, który posłużył za punkt wyjścia do przeprowadzenia analizy.

W drugiej części zostały zaprezentowane wyniki oceny jakości tłumaczenia oraz dyskusja nad ich wpływem na odbiór tekstu. Następnie podjęto próbę wyjaśnienia genezy niektórych z popełnionych błędów.

Rozdział 1. charakteryzuje jedną z najważniejszych instytucji w dziedzinie zarządzania projektami, tzn. Project Management Institute (PMI). PMI jest ważny dla niniejszej pracy nie tylko z racji swojej rangi oraz ogólnoświatowej sławy i oddziaływania, ale także dlatego, że to właśnie ta organizacja jest wydawcą standardu PMBOK Guide. Polski oddział PMI (PMI Poland Chapter) jest także odpowiedzialny za zapewnienie polskiego tłumaczenia tej pozycji. Następnie zdefiniowano takie pojęcia jak: „projekt” i „zarządzanie projektami”. Są to dwa kluczowe pojęcia w dziedzinie zarządzania projektami. Co ciekawe, w toku analizy oraz konsultacji z tłumaczem PMBOK Guide okazało się, że już te dwa podstawowe terminy stanowią ogromny problem tłumaczeniowy.

Rozdział 2. dotyczy ogólnych kwestii językowych i tłumaczeniowych, wyjaśnienie których jest niezbędne dla poprawnego zrozumienia procesu oceny jakości tłumaczenia. Oprócz definicji podstawowych pojęć takich jak „język” i „tekst”, rozważane jest także

występowanie tych dwóch pojęć w aspekcie „specjalistycznym”. Podstawą rozważań nad tymi zagadnieniami są dzieła B.Z. Kielar (2003) oraz F. Gruczy (1993) i S. Gruczy (2007, 2011, 2013). Według wymienionych język to w głównej mierze immanentna własność mózgu każdego człowieka. Powołując się na tę definicję, w celu analizy języków specjalistycznych, pod uwagę wzięte muszą być zachowania, a zwłaszcza teksty wytworzone przez specjalistów używających języków specjalistycznych.

Tekstem jest każda realizacja języka, bez względu na to jaką ma objętość i przy użyciu jakiego medium została wytworzona. Aby dany tekst mógł być uznany za specjalistyczny, musi posiadać dodatkowe cechy. Przede wszystkim, jest on wytworem specjalisty, tzn. osoby posiadającej wiedzę specjalistyczną oraz język specjalistyczny. Co więcej, przekaz tekstu musi zawierać wiedzę specjalistyczną z danej dziedziny. Transferencja wiedzy za pomocą tekstów specjalistycznych może odbywać się na wiele sposobów, ale najpowszechniejszym jest użycie specjalistycznej terminologii. B. Z. Kielar zwraca także uwagę na to, że tłumacze tekstów specjalistycznych mogą pochodzić z dwóch różnych środowisk. Są to albo tłumacze, którzy kształcą się w danej dziedzinie wiedzy lub specjaliści z danej dziedziny, którzy posiadają zaawansowaną wiedzę językową. W przypadku PMBOK Guide, Paweł Dąbrowski jest wieloletnim praktykiem w dziedzinie zarządzania projektami, który nie posiada wykształcenia tłumaczeniowego.

W kolejnej części zostaje podjęta próba zdefiniowania pojęcia „tłumaczenie”. W porównywalnych definicjach J. C. Catforda (1978), C. Norda (2006) oraz J. House (2015) tłumaczenie nazywane jest procesem odtworzenia w języku docelowym tekstu stworzonego w języku wyjściowym. Następnie omówione zostają dwa pojęcia związane z tłumaczeniem, istotne z punktu widzenia niniejszej pracy: *skopos* i ekwiwalencja. W przywołanej literaturze zwracana jest uwaga na znaczenie oddania funkcji tekstu wyjściowego w tekście docelowym. W rozważaniach o ekwiwalencji najważniejszym wnioskiem wydaje się być to, że w centrum tłumaczenia zawsze jest odbiorca i trzeba pamiętać, że tłumaczenie powinno przekazywać znaczenie pasując do realiów i języka odbiorcy, tym samym stając się ekwiwalentnym.

Na koniec rozdziału 2 zamieszczono ogólne uwagi na temat oceny jakości tłumaczenia oraz poglądy samej Juliane House, której model został wykorzystany w niniejszej analizie. Z uwagi na brak ustandaryzowanych zasad dotyczących oceniania jakości tłumaczenia, autor wybrał, według swojej oceny najbardziej obiektywny, model J. House. Jest to model, który stara się jednocześnie brać pod uwagę aspekty językowe jak i aspekty socjo-kulturowe „otaczające” tłumaczenie.

Rozdział 3. poświęcony jest przedstawieniu materiału tekstowego poddanego analizie i ocenie oraz dokładnemu opisowi modelu J. House. Ocenianym tekstem są trzy pierwsze rozdziały PMBOK Guide. Są to rozdziały wprowadzające, w których wyjaśnia się cel PMBOK Guide oraz gdzie zdefiniowane zostały podstawowe pojęcia. Bez zapoznania się z nimi odbiór reszty standardu może być utrudniony, co stanowi o dużej wartości początkowych rozdziałów.

Następnie został przedstawiony oraz dokładnie scharakteryzowany model oceny jakości tłumaczenia J. House. Jest to model, który ocenia tekst na tzw. dwóch poziomach – poziomie rejestru i gatunku. Zgodnie z modelem, najpierw dokonuje się analizy tekstu wyjściowego, określając jego funkcję. Potem przeprowadza się analizę tekstu docelowego, także określając jego funkcję. Finalnym punktem jest porównanie obydwu analiz i funkcji, prowadzące do tzw. Oświadczenia Jakości (Statement of Quality).

Rozdział 4. zawiera Oświadczenie Funkcji (Statement of Function) tekstu wyjściowego oraz wymienione są wybrane spostrzeżenia tzw. niezgodności (mismatches). Wyniki analizy udało się otrzymać bazując na modelu J. House. Postulaty badaczki zostały wzięte pod uwagę podczas tworzenia pliku w Excelu, który posłużył za narzędzie do analizy. Plik został podzielony na 4 arkusze. Do każdego arkusza została przypisana inna kategoria – leksykalna, składniowa, tekstowa i stylistyczna. W sumie uzyskano ok. 700 rekordów. Posłużyły one do przeprowadzenia analizy ilościowej i jakościowej. Analiza ilościowa badała trzy zagadnienia, zaś analiza jakościowa pozostałe. W ramach analizy jakościowej wybrane wyniki przedstawiono w pięciu kategoriach: rejestr, czasowniki, terminologia, znaczenie i interpunkcja.

Celem rozdziału 5. jest omówienie otrzymanych wyników oraz próba odpowiedzenia na pytania co mogło doprowadzić do popełnienia określonych błędów oraz czy te błędy wpłynęły istotnie na odbiór tekstu. Te rozważania prowadzą do Oświadczenia Jakości, czyli *de facto* oceny jakości tłumaczenia.

W opinii autora przeprowadzona analiza wykazała, że polskie tłumaczenie PMBOK Guide jest w większości odpowiednie i ekwiwalentne, a co ważniejsze funkcja tekstu docelowego jest zgodna z funkcją tekstu wyjściowego. Znalezione niezgodności, chociaż w niektórych wypadkach były dość liczne, nie wpływały znacząco na odbiór tekstu. Poważne zaburzenia w odbiorze tekstu zaobserwowano dość rzadko.

W toku analizy nie tylko udało się odpowiedzieć na postawione pytania badawcze, ale także wyciągnąć ciekawe wnioski i znaleźć zastosowanie dla przeprowadzonej analizy. Autor uważa, że przesłanie analizy wydawcy PMBOK Guide może stanowić cenne

wskazówki przy tłumaczeniach następnych edycji tego standardu. Co więcej, może być czynnikiem, który wpłynie na decyzję o zleceniu gruntownej analizy językowej pozostałej części tekstu.

Po zakończeniu analizy nasuwa się również pytanie o to kim jest odpowiedni tłumacz tekstów specjalistycznych. To zagadnienie, na które zwróciła już uwagę B. Z. Kielar jest nadal aktualne i pozostaje bez odpowiedzi.

Oprócz wszelkich naukowych i praktycznych korzyści niniejszej pracy i analizy, była ona także bardzo cennym doświadczeniem lingwistycznym dla jej autora.