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Exploring Translation Competence: An Experimental Study with Translators and Foreign Language Teachers in Mongolia

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Abstract:

This study explores the perception of translation competence among translators and foreign language teachers in Mongolia. It is done by providing empirical evidence for the translation competence model and intercultural competence model. 260 participants completed questionnaires and translated two texts in direct and inverse translation. Results suggest that translators and teachers view translation as a dynamic rather than a static concept. Differences in the acceptability average were observed between direct and inverse translations. The study also reveals insufficiencies in the strategic sub-competence, which compensates for other insufficient sub-competences. The research does not conclusively support the interrelated and hierarchal nature of translation sub-competences proposed by PACTE.

Keywords:

translation competence, strategic sub-competence, knowledge of translation sub-competence, extra-linguistic sub-competence, intercultural sub-competence

1. Introduction

Over the decade, translation and interpretation have gained notable prominence, driven by heightened market needs and rapid advancements in science and technology. This surge has created a substantial demand for skilled professional translators. An essential element in the training of these professionals is the development of translation competence (TC). Acting as responsible agents and

experts in translational action (Vermeer, 2004), translators must possess a requisite level of TC to proficiently fulfil their roles.

The concept of TC surfaced in the field of translation studies in the mid-1980s, prompting continuous research on translation competence acquisition (TCA). TC is not a novel term, and scholars and researchers have made ongoing efforts to define TC. Early definitions included terms such as 'transfer competence' (Nord, 1991), 'translational competence' (Pym, 1992; Toury, 1995), 'translation performance' (Wilss, 1989), 'translation skill' (Lowe, 1987), 'translatory competence' (Hönig, 1991), 'translator competence' (Bell, 1991), and 'translator's competence' (Alves & Gonçalves, 2007).

TC has been subjected to comprehensive theoretical (e.g., Neubert, 1994; Chesterman, 1997; Pym, 2003; Alves, 2005) and empirical investigation (e.g., Göpferich, 2009; PACTE, 2002, 2003, 2009, 2011, 2020). Harris (1977) posits that TC is an inherent skill in bilingual individuals, considering translation ability as a fundamental aspect of bilingualism. According to Harris, bilingual competence naturally evolves through interactions between two languages and the sociological context in which an individual operates (Ivars & Mayor, 2012). However, this theory has faced criticism, with scholars like Lörscher (1997) contending that, while bilingualism may be necessary, it is not sufficient for the development of TC. Grosjean (1997) also notes that bilinguals may lack specific transfer skills essential for translation and interpretation. Shreve (1997) suggests that TC develops from natural to constructed translation and is acquired through practical experience. Likewise, Chesterman (1997) proposes that proficiency in TC expands in tandem with an individual's abilities. PACTE (2000) formulates a dynamic TC model wherein new knowledge is constructed upon existing knowledge, advancing from novice to expert levels.

Regardless of the preferred TC models, translators deemed thoroughly competent should encompass a diverse array of translation sub-competences. The amalgamation of these sub-competences is crucial in enhancing a translator's overall proficiency in the field.

2. Foreign language and translation education in Mongolia

Before the 1990s, Russian was the dominant foreign language for political discourse and social mobility, reflecting the influence of Soviet culture. Many Mongolians

studied in the Soviet Union at the post-secondary level, while many Russian teachers were invited to teach at Mongolian schools and educational institutions (Dovchin, 2021). However, following the collapse of the Soviet Union, Mongolia transformed from a socialist to a democratic country with a free market economy. English rapidly became the new lingua franca of communication (Cohen, 2005) in the democratic country and is currently regarded as Mongolia's second primary foreign language (Gundsambuu, 2019) alongside other languages, Japanese, Korean, French, German, Turkish (Dovchin, 2016). Globalization further accelerated the spread of English, making it an integral part of daily life in Mongolia, especially through increased access to diverse social media platforms (Dovchin, 2020).

Since transitioning to a market economy, Mongolia has witnessed a surge in demand for foreign language specialists driven by increased foreign investments and globalization. As a result, numerous institutions have emerged to provide foreign language and translation education. As of 2017, approximately 12,000 professionals proficient in foreign languages were working in both the public and private sectors, including over 800 translation agencies (Egshig, 2017). However, concerns persist about the quality of translators despite the apparent abundance of translators. The qualifications and competences of these translators need to be sufficiently addressed within the current language educational settings (Egshig, 2023).

3. Conceptual framework

In the present study, PACTE's TC model (2003) and Klimczak-Pawlak's intercultural competence (2018) are adopted as the guiding framework. The PACTE model encompasses six sub-competences while Klimczak-Pawlak's model contributes one sub-competence. Among various models, we consider PACTE's to be the most comprehensive, having undergone empirical testing and validation. The definitions of PACTE's six sub-competences and Klimczak-Pawlak's one sub-competence are as follows:

1) Bilingual:

- Comprises pragmatic, socio-linguistic, textual, and lexical-grammatical knowledge in source and target languages.

2) Extra-linguistic:

- Encompasses encyclopedic, thematic, and bicultural knowledge.

3) Knowledge of translation:

- Entails understanding translation principles, including processes, methods, and procedures.

4) Instrumental:

- Involves knowledge related to the use of documentation sources and information technologies in translation.

5) Strategic:

- Relates to the ability to solve translation problems and apply appropriate procedures.

6) Psycho-psychological:

- Involves cognitive and behavioral aspects such as memory, attention span, perseverance, critical thinking, as well as psychomotor mechanisms.

7) Intercultural:

- Focuses on the mediation process between languages and cultures, emphasizing the translator's ability to navigate and mediate cultural differences during the translation process.

The addition of the intercultural sub-competence is deemed necessary as it is not explicitly incorporated into the six sub-competences defined by the PACTE model. To measure TC, we utilize questionnaires developed by both PACTE and Klimczak-Pawlak, focusing on the four sub-competences: strategic, knowledge of translation, extra-linguistic, and intercultural. Table 1 provides a comprehensive evaluation of these translation sub-competences in our study.

Table 1. Measurement of translation sub-competences (PACTE, 2020; Klimczak-Pawlak, 2018)

Translation sub-competences	**Measurement**
Strategic	Measures taken by the participants to solve problems encountered in the translation project Decision-making (acceptable, semi-acceptable, and unacceptable)
Knowledge of translation	The type and variety of problems identified Subjective concept of the underlying translation principles
Extra-linguistic	Thematic knowledge concerning the translation project
Intercultural	Mediation between two languages and transfer of cultural references

The choice to prioritize these four sub-competences is influenced by the time and resource constraints encountered by our project team. By concentrating on these aspects, our goal is to obtain valuable insights into how translators and foreign language teachers in Mongolia perceive and demonstrate their skills within these crucial areas of TC.

4. Translation competence models

In the past, empirical studies on TC and TCA have yielded valuable insights into the field. Orozco (2000) measured TCA in written translation among first-year students in three Spanish universities, assessing TC development in early translator training. Lachat (2003) conducted a study focused on problem-solving and strategy usage in translation work among Spanish university students majoring in translation. Quinci (2014) examined linguistic patterns at different competence levels to identify linguistic differences between novice and expert translators in TC development. Massana-Roselló (2016) focused on TCA concerning the resolution of translation false friends, understanding how translators handle words with similar forms but different meanings. Robert et al. (2016) validated their TC model, emphasizing four sub-competences for effective instruction in translation programs. Olalla-Soler (2018) explored cultural competence acquisition among translation students and professional translators, highlighting differences in problem-solving strategies. These studies significantly contribute to our understanding of TC and its acquisition and development factors.

Among the early research, two studies, such as Lowe (1987) and Stansfield, Scott & Kenyon (1992), aimed to take an empirical approach to research on TC. However, Orozco (2000) points out that Lowe's study proposes elements indicating levels of translation competence rather than being an empirical study. According to Orozco, the work of Stansfield, Scott, and Kenyon (1992) stands out as the sole genuine empirical-experimental study of TC. They created an instrument, the Spanish into English Verbatim Translation Exam, which underwent validation through reliability and validity tests. Nonetheless, the authors themselves acknowledge that the results cannot be generalized due to the limitations of the sample, consisting of only seven FBI employees.

Regarding the acquisition of TC, there have been limited proposals. While some empirical studies, such as PACTE, have compared the performance of professional translators with that of translation students, no longitudinal study has been conducted to monitor the comprehensive acquisition of TC over time.

TC is comprised of several interrelated sub-competences essential for performing complex tasks. Hurtado (2017) categorizes research on TC into two major periods: the first period, until the late 1990s, primarily focused on describing the components

of TC and proposing various elements contributing to it. In contrast, the second phase, starting from 2000 onwards, marked the commencement of empirical validation in TC research. During this phase, there was a shift towards conceptualizing TC as a set of interrelated sub-competences. During the second phase, researchers progressively conducted empirical studies to explore the functioning of TC. Numerous scholars (e.g., Schaffner & Adab, 2000; Kelly, 2005; Robert et al., 2016) put forth diverse TC models and aimed tovalidate them empirically.

These models served different purposes ranging from enhancing curriculum design to analyzing translator performance on the job and developing theoretical frameworks to comprehend the essential functions of TC in the translator's work. One of the key theoretical frameworks was developed by the European Master's in Translation (EMT) expert group (EMT Expert Group, 2009). This framework aimed to improve translation programs and translator training across Europe, covering six areas of competence and prioritizing specific learning objectives. The group has since updated the framework multiple times, with the most recent revision in 2022 focusing on the employability of graduates with master's degrees in translation (EMT Expert Group, 2022).

It is important to note that the majority of TC models lack extensive empirical validation. The PACTE group has been a notable exception, pioneering the field by conducting numerous exploratory studies on TC and successfully validating its proposed TC model. Some other empirical studies have also endeavored to assess TC models proposed by different researchers (e.g., Alves & Gonçalves, 2003; Alves & Magalhães, 2004; Kiraly, 2013).

Despite the increasing interest in TC, there is a shortage of empirical evidence concerning the assessment and validity of TC models (Tomozeiu et al., 2016). A study revealed that only a small proportion (8%) of articles published in major translation and interpreting journals were dedicated to TC (Yan et al., 2018). Furthermore, only a handful of empirical studies have investigated the evaluation or measurement of TC (e.g., Orozco, 2000; Massan-Rosselló, 2016; Ollala-Soler, 2017; Chodkiewicz, 2018, 2021; Abdullah et al., 2021; Başer & ÇetİNer, 2022; Algryani, 2022).

There may be a distinction in the performance of translators and foreign language teachers. In the Mongolian context, foreign language teachers often function as

translators, given their status as bilingual individuals capable of engaging in translation work at an advanced level.

Recognizing the existing research gap, the present study seeks to provide empirical evidence for the evaluation and validation of TC models. To accomplish this goal, the study addresses the following research questions:

1. How do translators and foreign language teachers perceive translation competence?
2. Is there a significant difference in the opinions of translators and foreign language teachers regarding translation competence based on different variables?
3. Are there differences between translators and foreign language teachers concerning the acceptability of translation project results?

5. Methodology

Our study employed a mixed methods approach, combining quantitative and qualitative data for comprehensive analysis. The research design was crafted to investigate PACTE's TC model with a specific focus on four key variables: knowledge of translation, translation project, identification and solution of translation problems, and intercultural knowledge.

The design involves two types of texts with different participant groups and includes 12 language pairs: English-Mongolian, Japanese-Mongolian, Chinese-Mongolian, German-Mongolian, Korean-Mongolian, Russian-Mongolian, French-Mongolian, Italian-Mongolian, Spanish-Mongolian, Turkish-Mongolian, Polish-Mongolian, and Arabic-Mongolian. The selection of these combinations was grounded in experiments involving various language pairs to ascertain whether TC functions uniformly across them all.

5.1 Sample and experimental tasks

Two groups were recruited for our study: translators and bilingual individuals or foreign language teachers experienced in teaching translation. Each group completed two tasks: direct translation from the target language into Mongolian and inverse translation from Mongolian into the target language. Participants also filled out role-specific questionnaires tailored for either translators or teachers. Prior to the main experiment, a pilot test involving five translators and five foreign language teachers was conducted. Based on feedback and results from the pilot test, necessary revisions were made to both questionnaires and texts. The final versions of the

questionnaires consist of 81 items for translators (see Appendix 1) and 84 items for teachers (see Appendix 2). Three additional items were included in the teachers' questionnaire, specifically addressing intercultural competence. These three items inquire whether teachers incorporate related content into their translation course materials.

5.2 Participants

The final valid sample of completed questionnaires included 130 translators and 130 teachers, with 211 (81.1%) identifying as female and 49 (18.9 %) identifying as male. Their educational backgrounds varied, with 91 translators from domestic universities, 52 from foreign universities, and 12 from specific translation training programs. The remaining participants acquired their translation skills independently. The participants specialized in various languages, such as English (64 individuals), Japanese (38), Chinese (44), German (28), Korean (23), Russian (27), French (12), Italian (7), Spanish (6), Turkish (6), Polish (4), and Arabic (1).

5.3 Procedures

Our study used two data collection methods. Firstly, questionnaires in Google Forms were distributed through professional associations' networks and social media platforms, including Facebook private groups of translators and interpreters. Secondly, printed forms were utilized with snowball sampling to reach potential participants (Patton, 2002).

The questionnaires were in Mongolian, and data were collected from May to June 2022 and March 2023. Quantitative data were analyzed using SPSS, while NVivo12 was used for qualitative data. A descriptive statistical analysis was conducted to compare the two groups and identify significant differences. The relationship between translation acceptability, which indicates the quality of the translation project, and other relevant indicators within each group was examined. Responses to the open-ended questions in the questionnaires were analyzed using thematic analysis (Braun & Clarke, 2014).

We used 24 items to capture both dynamic and static translation concepts. The Likert scale was utilized to gauge participants' perspectives, considering their dynamic and static aspects. Our analysis specifically focused on four contrastive pairs of items that presented conceptually opposing viewpoints in Table 2. The remaining items were not grouped into contrastive pairs as they belonged to different conceptual categories, and their analysis was carried out separately.

Table 2. Selection of four pairs of contrastive items (adopted from PACTE, 2014)

Selection of four pairs of contrastive items		
	Dynamic	**Static**
Pair I Translation methods	Item 63 (62): A text should be translated in different ways depending on who the target reader is.	Item 54 (53): The aim of every translation is to produce a text as close in form to the original as possible.
Pair II Translation methods	Item 73 (72): If you begin translating a text with certain criteria (e.g., respecting the format of the original text, adapting the text to the target reader, etc.), these should be kept throughout the translation.	Item 64 (63): All translated texts should keep the same paragraphs and order of sentences in the target text as in the original text.
Pair III Procedures used (strategies, techniques)	Item 66 (65): When translating a technical text, the terminology is not the biggest problem.	Item 56 (55): Most translation problems can be solved with the help of a good dictionary.
Pair IV Procedures used (strategies, techniques)	Item 74 (73): If you find a word in a text you do not understand, you should first try to work out its meaning from the context.	Item 68 (67): As soon as you find a word or expression you do not know the meaning of, you should look it up in a bilingual dictionary.

Note: The number in the parenthesis indicates the item in the questionnaire for teachers.

We followed a specific procedure to calculate the dynamic index for each participant and group. Initially, points were assigned to the Likert scale answers for each pair of items: “I strongly disagree” = 1, “I disagree” =2, “I moderately agree” =3, “I agree” =4, “I strongly agree” =5. These points represent the participants’ responses to the contrastive pairs of items related to dynamic and static translation concepts. Subsequently, we attributed a ‘dynamic value’ to the points using PACTE’s classification method (2020), categorizing them into different dynamic levels, reflecting the participants’ tendencies toward dynamic or static views on translation concepts. Calculating the mean dynamic value of each participant across a pair of items indicated their overall inclination. The dynamic index for each participant was determined by considering mean dynamic values across all contrastive pairs of items. Following the calculation of the total score for each participant based on their responses to the pairs of items, a coherence coefficient value was assigned. The coherence coefficient measures the consistency of the participant’s responses regarding dynamic and static concepts, with the following assignments:

- Total score 4: Participants with a total score of 4 receive a coherence coefficient of 1, signifying a "totally consistent" orientation.
- Total scores 2 and 3: Participants with total scores of 2 or 3 get a coherence coefficient of 0.5, indicating "intermediate consistent".
- Total score 0 and 1: Participants with total scores of 0 or 1 receive a coherence coefficient of 0, representing "totally inconsistent" responses.

Applying these coherence coefficient values helps assess participants' response consistency and determines the alignment or disparity between their views on dynamic and static translation concepts.

In our translation project, texts were chosen based on specific criteria to ensure consistency and relevance for all languages, including uniformity (using the same texts for translation across all languages), text complexity (choosing texts designed to present translation problems), and text length (ranging from 100 to 150 words). The selected texts underwent testing in the pilot study before the actual experiment. In our study, we used the term "acceptability," following PACTE's definition (2009), to gauge the quality of the translation project. Acceptability measures the level of acceptance for participants' solutions to Rich Points (RPs), specific segments in the source text representing prototypical translation problems.

To assess acceptability, we examined each RP's description, considering the type of translation problem it posed. Pre-identified criteria for acceptable, semi-acceptable, and non-acceptable solutions were used. Using these criteria, we measured how well participants' translations conveyed the meaning of the source text for each RP.

When identifying RPs for direct and inverse translation, we categorized translation problems into three groups (Table 3). Numeric values were assigned for overall acceptability: acceptable=1, semi-acceptable=0.5, and non-acceptable=0.
Criteria for overall acceptability, based on PACTE's guidelines (2020), are as follows:

1. Acceptable (A): The solution effectively conveys the meaning of all three segments, even if one is rated as semi-acceptable.
2. Semi-Acceptable (SA): The solution effectively communicates the meaning of all three segments, even if two are semi-acceptable or one is non-acceptable.

3. Non-Acceptable (NA): The solution does not effectively convey the meaning of all three segments, even if one is acceptable or two are semi-acceptable.

Table 3. Categories and Rich Points for translation problems (adopted from PACTE, 2020)

Translation problems	**Specific problems in the translation texts**	
	Direct translation	**Inverse translation**
Linguistic problems (RP1)	The new finds are coming from intensive work in a small sector known as Region V that has nevertheless ***yielded*** giant insights into the final days of the doomed city.	***Хүтгэт лам*** Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ.
Textual problems (RP2)	The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the ***doomed city***.	Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт "***Монгол айргийн баяр***" болон ардын урлагийн арга хэмжээ зохион байгуулдаг.
Extra-linguistic problems (RP3)	Along with the complete excavation of two houses—***the House of the Garden and the House of Orion***—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.	Онгийн гурван хийд нь ***Түшээт хан аймгийн Түшээ гүний хошууны нутаг*** Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог.

6. Results

This section presents the results based on an analysis of each indicator.

6.1 Knowledge of translation

In this section, we assess indicators related to the translation variable, particularly the knowledge of translation sub-competence. Key indicators, such as the dynamic index of translation and the coherence coefficient of knowledge of translation, are analyzed. Data for measurement were gathered by examining participants' responses

to the general notions about translation and the knowledge of translation sections in the questionnaires.

6.1.1 Dynamic index of knowledge of translation

Dynamic index: Results for pairs of items

The dynamic index results for contrastive pairs of items are presented in Table 4. Translators, on average, showed a higher mean dynamic value compared to teachers, with a more pronounced variation in mean dynamic values among teachers.
Pair III emerged as the most effective differentiator, showing a difference in mean dynamic values of -0.335 for translators and -0.200 for teachers. In contrast, Pair IV demonstrated less differentiation, with a difference in mean dynamic values of 0.292 for translators and 0.288 for teachers.

Table 4. Mean dynamic value for each contrastive pair of items

	Translator		Teacher	
	Mean	**Standard Deviation**	**Mean**	**Standard Deviation**
Pair III	-0.335	0.484	-0.200	0.460
Pair II	0.173	0.402	0.200	0.420
Pair I	-0.173	0.397	-0.162	0.375
Pair IV	0.292	0.407	0.288	0.431

Dynamic index: Results for groups

The dynamic index, calculated by determining the mean dynamic value for each contrastive pair of items, is presented in Table 5. The mean dynamic index of teachers (0.108) exceeded that of translators (0.073). However, when examining each pair of items individually, the dynamic index values for the teachers were lower than those of the translators (Table 4). In both cases, the median value of the dynamic index was 0.00, reflecting the use of a Likert scale with five response options in the study.

Table 5. Dynamic index of knowledge of translation

	Mean	**Median**	**Standard deviation**

Translators	0.073	0.000	0.517
Teachers	0.108	0.000	0.490

6.1.2 Coherence coefficient of knowledge of translation

Table 6 displays the distribution of values (0, 0.5, and 1) for both groups. The coherence coefficient distribution was comparable, with both groups having similar numbers of values for 0 (totally inconsistent) and 0.5 (intermediate consistent). A notable difference was observed for the value 1 (totally consistent), which was more prevalent among the teachers (3.8%). This suggests a higher level of coherence and consistency in teachers' translation knowledge compared to translators. The similarity in the distribution of values 0 and 0.5 suggests that both groups showed similar levels of inconsistency and intermediate consistency in their knowledge of translation.

Table 6. Distribution of the coherence coefficient of knowledge of translation

		0	**0.5**	**1**	**Total**
Translators	No. of cases	100	29	1	130
	%	76.9%	22.3%	0.8%	100.0%
Teachers	No. of cases	100	25	5	130
	%	76.9%	19.2%	3.8%	100.0%
Total	No. of cases	200	54	6	260
	%	76.9%	20.8%	2.3%	100.0%

The mean coherence coefficient for each group was calculated based on individual participant coherence coefficients. The results revealed that the teacher group had a slightly higher mean coherence coefficient (mean: 0.135; range: 0.00 to 1.00) compared to the translators (mean: 0.119; range: 0.00 to 0.50). The difference between the two groups seems relatively small.

The median coherence coefficient was identical in both groups, registering at 0.50. This uniformity in the median value indicates that, on average, both groups displayed a moderate level of consistency in their knowledge of translation.

6.2 General notions about translation

In the open-ended items of the questionnaires, participants responded to two specific questions related to translation: 1) Define what translation is and 2) List the qualifications a translator should possess and the skills they should have when engaged in translation work. Among the translators, two participants viewed translation as an art form. The majority (81 participants) defined it as a process of transferring any text between source language (SL) and target language (TL) or vice versa, emphasizing equivalence (35). For example, one translator described translation as "a process to transfer oral and written texts between the two languages without losing the meaning," while another mentioned, "translation is an art to transfer a source text into a target language by preserving equivalence."

Teachers primarily viewed translation as a process (12) of transferring texts between two languages (47), emphasizing maintaining equivalence (25). One teacher explained, "Translation is a process of translating a source text into a target language or vice versa by adjusting to the source and target culture," while another teacher indicated, "Translation means transferring a text in one language to another language as closely as possible to the originals."

The analysis highlights a shared understanding of TC among both translators and teachers. Translators emphasize specific areas of knowledge like cultural references and idiomatic phrases. Translators also emphasize problem-solving skills. Teachers focused more on practical skills like proficiency in Computer-Assisted Translation tools, excellent writing, quick decision-making, and logical thinking.

It is notable that neither group emphasized the importance of intercultural communication as a component of TC. Intercultural communication is a crucial aspect of translation, involving an understanding of cultural nuances and context in both the SL and TL to ensure accurate and culturally appropriate translations.

6.3 Result of analysis of data obtained for Rich Points

In our study, we examined the variable of strategic sub-competence through the translation project. A key aspect of the measurement is the evaluation of acceptability scores for both direct and inverse translation.

Table 7. Acceptability scores for direct and inverse translation

'Acceptability' in direct and inverse translation		**Translators**	**Teachers**
Direct translation	Mean	0.55	0.46
	Median	0.50	0.50
Inverse translation	Mean	0.36	0.35
	Median	0.50	0.50

Table 7 shows that the translators achieved higher acceptability scores in direct translation compared to the teachers. The mean acceptability value for direct translation among translators was 0.55, indicating relatively better results. In contrast, the teachers obtained a mean score of 0.46 for direct translation, suggesting slightly lower performance in this task compared to the translators. However, the results for inverse translation revealed a narrower gap between the two groups, as both exhibited lower performance with comparable acceptability scores.

In direct translation (Table 8), translators excelled in addressing RP1 (linguistic problem), RP2 (textual problem), and RP3 (extra-linguistic problem), achieving the highest mean acceptability values for these specific translation problems with scores of 0.68, 0.58, and 0.54, respectively.

Teachers, while showing slightly lower mean acceptability values for RP1 and RP2 in direct translation, demonstrated comparable performance with translators for RP3, with only a slight difference of 0.04.

Overall, the results indicate that translators performed more satisfactorily in addressing linguistic, textual, and extra-linguistic problems in direct translation.

Table 8. Acceptability by RPs

Direct translation	**RP1**	**RP2**	**RP3**
Translators	0.68	0.58	0.54
Teachers	0.48	0.42	0.50
Inverse translation			
Translators	0.31	0.56	0.47
Teachers	0.36	0.50	0.43

Note: RP1. Linguistic problem; RP2. Textual problem; RP3. Extralinguistic problem

In inverse translation (Table 8), the difference in mean scores between the two groups was closer compared to direct translation. For teachers, the highest mean score for acceptability was for RP1, with a score of 0.36, while the lowest was for

RP3, with a score of 0.43. In comparison, translators showed slightly higher mean scores, with RP2 at 0.56 and RP3 at 0.47.

The value for RP1 in the teachers was still higher than the value for RP1 in the translators, suggesting that teachers performed somewhat better in addressing linguistic problems in inverse translation. Overall, the mean values for acceptability in the translators were somewhat higher.
In inverse translation, participants encountered challenges in addressing linguistic and extra-linguistic problems (RP1 and RP3). RP2, representing textual problems, received relatively higher competence from participants in both groups.

6.4 Translation problems

Participants are given the opportunity to identify up to three problems they encountered while translating each text, beyond the pre-defined RPs. These problems include challenges with thematic vocabulary, phrases, and terminology, along with word choices and sentence structure. Despite these challenges, participants effectively resolved the issues using a range of strategies. Frequently used approaches were consulting bilingual dictionaries and leveraging the internet to aid in their translations.

Participants, particularly translators (n=130), offered explanations for the translation problems they encountered. The reasons cited included a lack of thematic knowledge, inadequate understanding of how to transfer cultural references, limitations in bilingual and linguistic knowledge, and a need for more extra-linguistic and cultural knowledge.

The teachers (n=110) similarly emphasized difficulties in transferring cultural references and highlighted additional challenges, including a lack of linguistic, extra-linguistic, and thematic knowledge. They also expressed a perceived need for improved translation strategies and methods.

6.5 Knowledge of culture

In this section, we provide data on intercultural sub-competence, one of the four variables assessed in our study. The data focused on three aspects: 1) types of cultural information, 2) lingua-cultural components in translation materials, and 3) lingua-cultural components in translation course materials. Participants responded

to multiple-choice questions regarding the cultural information in the translation materials and translation course materials.

Of the 130 translators, 78 reported translating materials with cultural information. The identified types included realia (48 participants), specific phraseological units (48), special vocabulary with lingua cultural component (41), functional language (39), and official document cliches and business cliches (36).

We also asked about the translators' assessment of the representation of the lingua-cultural component in the texts they translated. The top three selected aspects were lingua-cultural aspects of vocabulary (43), realia (31), and lingua-cultural aspects of vocabulary (16).

Out of 130 teachers, 119 reported that their translation course materials contain cultural information. The most represented cultural aspect was special vocabulary with lingua-cultural vocabulary (56), while the least represented aspect included realia (49) and cultural information at the grammar level (57).

Out of 119 teachers, 37 felt that lingua-cultural information is well represented in translation course materials, both in terms of content and variety of representation forms. Another 28 teachers believed that the information is well represented by various content but lacks variety in representation forms, while 32 teachers indicated that the lingua-cultural information is poorly represented in the course materials. Less represented aspects included functional language (21) and cultural information at phonetic and intonation levels (20).

7. Discussion

This study addresses three research questions, and the discussion is structured accordingly.

7.1 Research question 1: How do translators and foreign language teachers perceive translation competence?

In our study, we explored knowledge of translation, examining the skills and competences deemed essential for competent translators. The results mirrored Tomozeiu et al.'s (2016) work on intercultural competence for translators in European Union countries. Participants, both translators and teachers, exhibited

awareness of the necessary knowledge and skills for competent translation. The EMT framework (EMT Expert Group, 2022), outlining 36 skills across five main competences, provided a reference point, with our participants aligning well with competences in language and culture, translation, and technology. Notably, service provision competence, essential for the professional implementation of language services, received limited attention, suggesting a potential area for enhanced focus in training. Our findings also resonated with the EMT framework's competence in language, culture, and technology. The TC, encompassing strategic, methodological, and thematic competences, emerged prominently in our study. Translators assessed the importance of analytical, decision-making, logical thinking, and creative skills in their translation process, aligning with Klimczak-Pawlak's (2018) emphasis on pragmatic and literary skills as crucial for translators.

In our study, we investigated the integration of intercultural competence in translation materials and course materials, drawing parallels with Mirzoyeva and Syurmen's (2016) research. Notable similarities emerged, particularly in emphasizing lingua-cultural aspects such as vocabulary and realia in translation course materials. However, our findings indicate potential avenues for enhancing translators' intercultural competence by introducing more diverse and comprehensive representation forms. The PICT survey (2012) aligns with our results, highlighting cultural heritage, literature, and the arts as key aspects of intercultural competence training. The survey also acknowledged non-equivalent notions in source texts, akin to the cultural references and realia highlighted by most teachers in our study. Our result suggests that incorporating more authentic materials can contribute to the development of students' TC, particularly in terms of intercultural competence. Similar suggestions have been made in other studies (Chodkiewicz, 2021; Olall-Soler, 2018).

In assessing information regarding intercultural competence in translation materials and teaching resources, our study integrated cultural references in the translation project, encompassing both direct and inverse translation. These references required participants to showcase cultural knowledge for accurate translation, and the participants demonstrated proficiency in this regard. Algryani's (2022) study is pertinent as it highlights that the incorporation of authentic materials in class enhances students' awareness of culturally specific words.

7.2 Research question 2: Is there a significant difference in the opinions of translators and foreign language teachers regarding translation

competence based on different variables (knowledge of translation and translation project)?

In contrast to PACTE (2014), where translators demonstrated a more dynamic concept of translation, our study observed that teachers tend to favor dynamic items. Notably, the most substantial difference between Mongolian translators and teachers was in Pair III, contrary to PACTE's study, where the least difference was observed in the same pair. These results suggest that participants in our study are actively discerning between dynamic and static translation approaches.
Furthermore, our findings unveiled a tight connection between the variables of knowledge of translation and translation projects. Both variables showed a robust correlation with a dynamic concept of translation and dynamic problem-solving in translation texts. Both groups demonstrated a more dynamic concept of translation in their TC. Nevertheless, it is worth noting that the results for translators indicate a higher degree of dynamism compared to the group of teachers.

Our findings support Nida's (1964) distinction between formal and dynamic equivalence in translation. Translators in our study prioritize formal equivalence, preserving words and forms closely to the source text. In contrast, teachers emphasize thought-for-thought translation, allowing more flexibility to deviate from the original forms while retaining the main message.

Both the PACTE (2020) study and our findings indicate a link between higher dynamic translation index values and increased translation acceptability levels. This implies a prevailing dynamic approach in both the translation project and knowledge of translation, placing greater emphasis on conveying meaning more freely and being less constrained by strict adherence to the source text. Numerous findings in our study correspond with previous research conducted using similar questionnaires (Chodkiewicz, 2018, 2021), indicating that students tended to adopt more dynamic approaches after receiving more extensive translator education.

Our study complies with Cifuentes-Férez's (2017) research on knowledge of translation, where both studies found that teachers identified similar essential skills for TC. This consistency underscores the significance of skills in defining TC and highlights their crucial role in the field.

7.3 Research question 3: Are there differences between translators and foreign language teachers concerning the acceptability of translation project results (identification and solution of translation problems)?

The use of RPs effectively identifies translation problems, the translation function, and acceptable and semi-acceptable solutions. Our findings align with the PACTE (2008), indicating higher acceptability scores for translators compared to teachers. PACTE's (2008) findings suggested that translators compensate for limited practice by activating strategic sub-competence. Our study implies translators excel in problem-solving due to their deeper engagement in both source and target language translation processes.
Castillo's (2015) small-scale study, utilizing the PACTE's RP model for direct translation, noted increased acceptability rates with advancing course levels. While our study does not directly link translation expertise and performance, it suggests translation experience may influence outcomes. Further research could delve deeper into the role of translation expertise to gain a more nuanced understanding of its impact on performance.

Our study identified additional translation problems beyond RPs and explored tactics used by the participants. Our findings parallel Moe et al.'s (2015) findings, indicating that participants from the translation department employed more aids, including dictionaries and webpages, compared to those from the foreign language department. This reinforces Hirci's (2012) notion of a strong correlation between translation quality and the proficient use of translation aids.

Our study indicates that both translators and teachers faced greater challenges in inverse translation, as evaluated by the Acceptability of RPs. In the field of translation studies, inverse translation is widely acknowledged as a more demanding task. Scholars like Newmark (1988) emphasize that translating into the mother language is the most natural, accurate, and effective approach. Some (e.g., McAlister, 1992) argue against the notion that translating into a foreign language is inherently problematic, contending that proficient translators should be able to work effectively in both directions (Ličko, 2014).

The lower performance in inverse translation observed in our study may be linked to factors such as the state of professional circles, training and work experience of translators, and potential language competence issues. Professional associations for

translators and teachers in Mongolia may face challenges, limiting networking opportunities. Aspects of translation training and teaching methodologies may require further refinement to enhance performance.

Strategic sub-competence is vital for compensating weaknesses in solving translation problems. Our study found that many participants faced challenges in adequately compensating for missing sub-competences. Translators struggled with textual and linguistic problems, while teachers lacked compensation for extra-linguistic and linguistic issues in both direct and inverse translation. Inadequate text revision by some participants further impacted translation quality.

Contrary to the findings of PACTE (2003), our translation project did not offer conclusive evidence supporting the interrelated and hierarchal nature of translation sub-competences. Both direct and inverse translation identified linguistic problems as the most common, followed by extra-linguistic problems. This suggests a lack of strategic sub-competence at the core of TC, impacting overall translation quality. It also implies a lack of proficiency in participants' translation skills and recognizes that their bilingual sub-competence is insufficiently developed for producing an acceptable translation. Addressing linguistic challenges depends on the extent to which the translator has acquired knowledge of translation strategies with equivalence at its core (Vinay & Darbelnet, 2000; Pym, 2018).

Our study also revealed that inverse translation was perceived as more challenging. This underscores the importance of enhancing courses and training in inverse translation to bolster the skills needed for comprehensive TC.

8. Conclusion

Our study aims to assess the TC of translators and foreign language teachers through questionnaires and a translation project. The results indicate that both groups favored a more dynamic concept of translation. Translators tended towards a literal approach, while teachers leaned towards a communicative perspective.

Our study reveals a significant difference in the acceptability average between the two groups. Translators excelled in direct translation, but both groups struggled in inverse translation, possibly due to limited experience in this type. This highlights the necessity for universities to reconsider their current translation curricula, emphasizing more practice in inverse translation. Despite challenges, participants

demonstrated a solid grasp of the knowledge of translation and strategies, echoing PACTE's (2014, 2020) dynamic approach to TC.

The study's results concerning the identification and solution of translation problems identify a shared challenge for both groups in addressing linguistic and extra-linguistic problems, particularly evident in inverse translation. Both groups faced difficulties in addressing linguistic and extra-linguistic problems. This underscores the necessity for translation courses to target these specific shortcomings and enhance students' linguistic and extra-linguistic competencies. While the intercultural sub-competence section in the questionnaires provided insights, further data, including student perspectives and theoretical exploration, is necessary for a comprehensive understanding.

This study represents the first exploration of TC in the Mongolian context. However, this study has limitations, such as the exclusion of other components of TC and a limited sample size, which may affect the generalizability of the results. Future research should address these limitations by including more diverse samples and investigating additional components of TC.

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Appendix 1 (Хавсралт 1)

Санал асуулга
Орчуулагчдаас авах асуулга

I ХЭСЭГ
Хувийн мэдээлэл

1. И-мэйл хаяг
2. Утасны дугаар
3. Нас
4. Хүйс
5. Таны төрөлх хэл(нүүд)
6. Орчуулга хийдэг нэгдүгээр гадаад хэл
7. Өөр ямар хэлнээс орчуулга хийдэг вэ?
8. Гадаад хэл хооронд орчуулга хийдэг үү?

Боловсрол, туршлага

9. Орчуулгын ямар сургалт, дамжаа төгссөн бэ?
10. Нэгдүгээр гадаад хэлний уншиж ойлгох чадварын мэдлэгийн түвшин (0 – 5-ын хооронд үнэлнэ үү, 0 муу, 5 маш сайн)
11. Нэгдүгээр гадаад хэлний бичих чадварын мэдлэгийн түвшин (0 – 5-ын хооронд үнэлнэ үү, 0 муу, 5 маш сайн)
12. Хэдэн жил мэргэжлийн орчуулга хийсэн бэ?
13. Орчуулга орлого таны нийт орлогын хэдэн хувийг эзэлдэг вэ?
14. Орчуулгынхаа хэдэн хувийг гадаад хэлнээс монгол хэл рүү хийсэн бэ?
15. Орчуулгынхаа хэдэн хувийг монгол хэлнээс гадаад хэл рүү хийсэн бэ?
16. Орчуулгын хэдэн хувь нь тамгатай баталгаат орчуулга байсан бэ?
17. Гадаад хэлнээс монгол хэл рүү хийсэн орчуулгын төрөл (Хамгийн их хийсэн 3-г сонгоно уу)
18. Монгол хэлнээс гадаад хэл рүү хийсэн орчуулгын төрөл (Хамгийн их хийсэн 3-г сонгоно уу)
19. Орчуулгын ямар программ ашигладаг вэ?
20. Орчуулахдаа голлон ашигладаг эх сурвалж

II ХЭСЭГ

Орчуулга 1

Дараах бичвэрийг монгол хэл рүү орчуулаад асуултад хариулна уу.

Pompeii's most recent finds reveal new clues to city's destruction

After the first major excavations in more than 50 years, Pompeii is revealing a surprising abundance of buried treasures. The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the doomed city. Along with the complete excavation of two houses—the House of the Garden and the House of Orion—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.

21. Тус бичвэрийг мэргэжлийн орчуулагчдын л хийж чадах ажил гэж үзэж байна уу?
22. Үгүй гэж хариулсан бол яагаад?
23. Бичвэрийг орчуулахад хэр хүнд байв? (1 – 5-ын хооронд үнэлнэ үү. 1- маш амархан, 5 - маш хэцүү)

24. Хэрэв орчуулгыг хүнд (4-5 хооронд сонгосон) гэж хариулсан бол яагаад?
25. Бичвэрийг орчуулахад тулгарсан хамгийн гол бэрхшээл юу байсан бэ? Тулгарсан 3 хүртэлх асуудлыг тоочиж, асуудал тус бүрийн шалтгаан, түүнийг шийдэхэд ямар арга ашигласнаа тус бүрт нь бичнэ үү.

Асуудал 1

Асуудал 2

Асуудал 3

26. Хаалтад байгаа үгийг орчуулахад бэрхшээл гарсан уу?

The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the (doomed city).

27. Тийм бол ямар бэрхшээл байсан бэ?
28. Хаалтад байгаа үгийг орчуулахад бэрхшээл гарсан уу?

Along with the complete excavation of two houses—(the House of the Garden and the House of Orion)—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.Тийм бол ямар бэрхшээл байсан бэ?

29. Тийм бол ямар бэрхшээл байсан бэ?
30. Хаалтад байгаа үгийг орчуулахад бэрхшээл гарсан уу?

Along with the complete excavation of two houses—the House of the Garden and the House of Orion—the dig has (yielded) frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be

unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.Дараах тодруулсан үгийг орчуулахад бэрхшээл гарсан уу?

31. Тийм бол ямар бэрхшээл байсан бэ?

Орчуулга 2

Дараах бичвэрийг гадаад хэл рүү орчуулаад асуултад хариулна уу.

Онгийн хийд

Онгийн гурван хийд нь Түшээт хан аймгийн Түшээ гүний хошууны нутаг Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог. Хутагт лам Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ. Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт “Монгол айргийн баяр” болон ардын урлагийн арга хэмжээ зохион байгуулдаг.

32. Тус бичвэрийг мэргэжлийн орчуулагчдын л хийж чадах ажил гэж үзэж байна уу?
33. Үгүй гэж хариулсан бол яагаад?
34. Бичвэрийг орчуулахад хэр хүнд байв? (1 – 5-ын хооронд үнэлнэ үү. 1- маш амархан, 5 - маш хэцүү)
35. Хэрэв орчуулгыг хүнд (4-5 хооронд сонгосон) гэж хариулсан бол яагаад?

36. Бичвэрийг орчуулахад тулгарсан хамгийн гол бэрхшээл юу байсан бэ? Тулгарсан 3 хүртэлх асуудлыг тоочиж, асуудал тус бүрийн шалтгаан, түүнийг шийдэхэд ямар арга ашигласнаа тус бүрт нь бичнэ үү.

Асуудал 1

Асуудал 2

Асуудал 3

37. Дараах хаалтад хийсэн үгийг орчуулахад бэрхшээл гарсан уу?

Онгийн гурван хийд нь (Түшээт хан аймгийн Түшээ гүний хошууны) нутаг Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог.Тийм бол ямар бэрхшээл байсан бэ?

38. Тийм бол ямар бэрхшээл байсан бэ?

39. Дараах хаалтад хийсэн үгийг орчуулахад бэрхшээл гарсан уу?

(Хутагт лам) Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ. Тийм бол ямар бэрхшээл байсан бэ?

40. Тийм бол ямар бэрхшээл байсан бэ?

41. Дараах хаалтад хийсэн үгийг орчуулахад бэрхшээл гарсан уу?

Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт (“Монгол айргийн баяр”) болон ардын урлагийн арга хэмжээ зохион байгуулдаг. Тийм бол ямар бэрхшээл байсан бэ?

42. Тийм бол ямар бэрхшээл байсан бэ?

III ХЭСЭГ

Орчуулгын тухай ерөнхий ойлголт

43. Орчуулга гэж юу вэ? Нэг өгүүлбэрээр тодорхойлно уу.
44. Сайн орчуулагчийн эзэмшсэн байх гол мэдлэг, чадвар: (Хамгийн чухлаас нь жагсааж бичнэ үү.)
45. Сайн орчуулагчийн бусад чадвар: (Жагсааж бичнэ үү.)
46. Орчуулгын үндсэн нэгж юу бэ?
47. Орчуулга хийхэд тулгардаг гол бэрхшээлийн нэг нь үгийн сангийн мэдлэг юм.
48. Орчуулга нь тухайн эх хэлтэнд гадаад хүн орчуулсан гэж санагдахааргүй байх ёстой.
49. Сайн орчуулагч бүх төрлийн бичвэрийг орчуулах чадвартай байдаг.
50. Аливаа бичвэрийг орчуулагч унших, энгийн хүн унших хоёр адил байдаг.
51. Хоёр хэлний толь бичиг бол орчуулах хэлний дүйх үгийг олох гол хэрэгсэл.

Орчуулгын тухай мэдлэг

52. Эх хэлний (SL) үгийн утга нь орчуулах хэлний (TL) үгийн утгатай яв цав таардаггүй учир орчуулга алдаатай болдог.
53. Толь бичиг дэх тухайн утгад тохирсон нэг үгийг орчуулга бүрдээ ашигладаг.
54. Орчуулгын зорилго нь эх бичвэртэйгээ утга, хэлбэрийн талаас аль болох ойр байхад оршино.
55. Орчуулгын үг, өгүүлбэр, цогцолборын хэмжээ нь эх бичвэрийн хэмжээтэй тохирдоггүй. Тохиолдол бүрд өөр өөр байдаг.

56. Орчуулгад тулгарах ихэнх асуудлыг сайн толь бичгийн тусламжтай шийдэж болно
57. Тухайн төрөлх хэлтэнд бүрэн, тодорхой ойлгогдохоор орчуулах нь хамгийн чухал.
58. Компани хоорондын албан ёсны гэрээ, шүүх хуралдааны баримт бичгийг ямар ч тохиолдолд утгыг гажуудуулахгүй орчуулна.
59. Хуульч, инженер, эмч зэрэг хүмүүс мэргэшсэн чиглэлтэйгээ холбоотой бичвэрийг хамгийн сайн орчуулдаг орчуулагч биш юм.
60. Эх бичвэрийг ойлгоход тухайн хэлний үгийн санг сайтар эзэмшсэн байх нь нэн чухал юм.
61. Эх бичвэрийг орчуулах хэлний (TL) хэл-соёлын хэв маяг, хэлбэрт нийцүүлэх нь зөв. (Жишээлбэл, захиа бичих тогтсон хэв загварын ялгаатай тал)
62. Зөвхөн хоёр хэлний толь бичиг хэрэглэн сайн орчуулга хийж болно.
63. Уншигчдаа зориулж бичвэрийг өөр өөр хэлбэр, хэв маягаар орчуулах ёстой.
64. Орчуулгад эх бичвэрийн цогцолбор, өгүүлбэрийн дарааллыг баримтлах ёстой.
65. Орчуулахад тулгардаг хэцүү асуудлын нэг нь хэлц үг юм.
66. Мэргэжлийн салбарын нэр томъёог орчуулахад хэцүү биш.
67. Зүйр цэцэн үг, хэлц үг, зүйрлэлийг орчуулах хамгийн сайн арга бол үгчлэн орчуулах юм.
68. Утга нь үл мэдэгдэх үг, хэллэг гарсан тохиолдолд хоёр хэлний толь бичгээс хайх хэрэгтэй.

69. Орчуулахад тулгардаг нэг хэцүү асуудал бол үндэсний онцлог бүхий үг (реали) хэллэг юм.
70. Бичвэрийг эхнээс нь өгүүлбэрийн дарааллыг баримтлан орчуулдаг.
71. Сайн орчуулга хийх (хэлмэрчлэх)-ийн тулд зөвхөн тухайн хоёр хэлээ сайн мэддэг байх нь хангалтгүй.
72. Хэрвээ үндэсний онцлог бүхий үг хэллэг (реали) таарвал орчуулах хэлний (TL) соёлын дүйцэх үг хэллэгийг олох хэрэгтэй.
73. Хэрэв тухайн бичвэрийг тодорхой шалгуурт нийцүүлэн орчуулах болбол тэрхүү шалгуурыг орчуулгын турш баримтлах ёстой. (Жишээ нь: эх бичвэрийн хэлбэрийг хадгалах, уншигчдад нийцүүлэх гэх мэт)
74. Орчуулах явцад мэдэхгүй үг гарвал, эхлээд хам сэдвээс нь утгыг олох гэж хичээдэг.
75. Их орчуулах тусам орчуулгын алдаа багасна.

Соёлын тухай мэдээлэл

76. Танд тухайн үндэстний хэл-соёлд холбогдох бичвэр орчуулах тохиолдол таарч байсан уу?
77. "Тийм" бол 77-79-р асуултад хариулна уу. Тухайн үндэстний хэл-соёлын онцлог бүхий ямар мэдээлэл орчуулсан бэ?
78. Таны орчуулгад үндэстний хэл-соёлын онцлог бүхий ямар мэдээлэл ховор тохиолддог вэ?
79. Таны орчуулгад үндэстний хэл-соёлын онцлог бүхий ямар мэдээлэл элбэг тохиолддог вэ?

Орчуулга хийхэд тулгардаг асуудал

80. "Орчуулгад тулгардаг асуудал" гэдгийг товч тодорхойлон бичнэ үү.

81. Ямар нэг бичвэр орчуулахад тулгарч болох асуудлууд

Appendix 1 (English translation):

Questionnaire of translation competence for translators

Section I. Demographic information

1. Email address

2. Phone number

3. Age

4. Sex

5. What is your mother language?

6. What is your first foreign language that you translate from?

7. Which other foreign language(s) do you translate from?

8. Do you translate between foreign languages? Which languages?

9. Which translation education did you obtain?

10: Level of knowledge of your first foreign language reading skills

11. Level of knowledge of your first foreign language writing skills

12. Translation experience by year

13. Percentage of your income represented by translation

14. Percentage of your translation activity represented by direct translation (into Mongolian)

15. Percentage of your translation activity represented by inverse translation (into a foreign language)

16. Percentage of translation with official translation stamp
17. The texts you work with in the case of direct translation are mainly
18. The texts you work with in the case of inverse translation are mainly
19. Choose the translation applications you use most often.
20. Specify the translation resources you use most often.

Section II. Translation texts

Direct translation text

Please translate the text into Mongolian and then answer the questions.

Pompeii's most recent finds reveal new clues to city's destruction

After the first major excavations in more than 50 years, Pompeii is revealing a surprising abundance of buried treasures. The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the doomed city. Along with the complete excavation of two houses—the House of the Garden and the House of Orion—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.

21. Do you think the text is representative of those that professional translators work with?
22. If you answered “No,” please explain why?
23. On a scale of 1 to 5, how difficult do you think this text is to translate?
24. If you have selected 4 or 5, what is its difficulty due to?

25. What were the main problems you found when translating this text? Identify up to 3 and answer the following questions about each of them, stating the nature of the problem and the method you used to solve it.

Problem 1

Cause of the problem:

Solution. Do you think you solved the problem satisfactorily?

- Yes
- No

If Yes, what did you do to try to solve the problem?

If No, why do you think you were unable to solve it?

[repeat each of the other 2 problems identified]

26. Do you think the following segment(s) of text in parentheses constitute translation problems?

The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the (doomed city).

27. If yes, explain the problem(s) and why?

28. Do you think the following segment(s) of text in parentheses constitute translation problems?

Along with the complete excavation of two houses—(the House of the Garden and the House of Orion)—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.

29. If yes, explain the problem(s) and why?
30. Do you think the following segments of text in parentheses constitute translation problems?

Along with the complete excavation of two houses—the House of the Garden and the House of Orion—the dig has (yielded) frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.

31. If yes, explain the problem(s) and why?

Inverse translation text

Please translate the text into the target language and then answer the questions.

Онгийн хийд

Онгийн гурван хийд нь Түшээт хан аймгийн Түшээ гүний хошууны нутаг Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог. Хутагт лам Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ. Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт “Монгол айргийн баяр” болон ардын урлагийн арга хэмжээ зохион байгуулдаг.

32. Do you think the text is representative of those that professional translators work with?
33. If you answered “No,” please explain why?
34. On a scale of 1 to 5, how difficult do you think this text is to translate?
35. If you have selected 4 or 5, what is its difficulty due to?

36. What were the main problems you found when translating this text? Identify up to 3 and answer the following questions about each of them, stating the nature of the problem and the method you used to solve it.

Problem 1

Cause of the problem:

Solution. Do you think you solved the problem satisfactorily?

- Yes
- No

If Yes, what did you do to try to solve the problem?

If No, why do you think you were unable to solve it?

[repeat each of the other 2 problems identified]

37. Do you think the following segments of text in parentheses constitute translation problems?

Онгийн гурван хийд нь (Түшээт хан аймгийн Түшээ гүний хошууны) нутаг Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог.

38. If yes, explain the problem(s) and why?

39. Do you think the following segments of text in parentheses constitute translation problems?

(Хутагт лам) Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ.

40. If yes, explain the problem(s) and why?

41. Do you think the following segments of text in parentheses constitute translation problems?

Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт (“Монгол айргийн баяр”) болон ардын урлагийн арга хэмжээ зохион байгуулдаг.

42. If yes, explain the problem(s) and why?

Section III. General notions about translation

43. What is a translation for you? Define it in one sentence.
44. What should a good translator know? List the most important points.
45. Which instruments can help a translator to translate? List all the ones you know.
46. When you are translating, what do you think is the basic unit you are translating?
47. The main problems encountered when translating are vocabulary problems.
48. All translators should be able to translate as efficiently into the foreign language as into their mother tongue.
49. A good translator should be able to translate all types of texts with the same degree of efficiency.
50. When a translator reads a text before translating it, the process is the same as for any other reader of the text.
51. A bilingual dictionary is the main instrument used to find an adequate equivalent in the target language.

Section IV. Knowledge of translation

52. You always lose something in translation since words do not normally mean exactly the same in the source language as in the target language.
53. When you find an equivalent for a word in a dictionary, you can use it in every translation you perform.
54. The aim of every translation is to produce a text as close in form to the original as possible.
55. The size of the source text segments you translate is not always the same (word, sentence, paragraph). It varies from case to case.
56. Most translation problems can be solved with the help of a good dictionary.
57. When you translate a text, the most important thing is to satisfy the target reader's expectations.
58. Regardless of whether a contract were to be used to formalize a relationship between two companies or as documentation for a trial in a court, you would translate it in the same way.
59. Lawyers, engineers, doctors, etc., are not the best translators of texts related to their areas of specialization.
60. In order to understand the source text, the most important thing to do is to solve vocabulary problems.
61. If the characteristics of the source text are very different from those of the same genre in the target culture (e.g., business letters, etc.), you should adapt the target text accordingly.
62. A good bilingual dictionary is the best way to ensure a good translation.
63. A text should be translated in different ways depending on who the target reader is.

64. All translated texts should keep the same paragraphs and order of sentences in the target text as in the original text.
65. Idiomatic expressions are the biggest problem in translation.
66. When translating a technical text, terminology is not the biggest problem.
67. The best way to translate proverbs, idioms and metaphors is always word for word.
68. As soon as you find a word or expression you do not know the meaning of, you should look it up in a bilingual dictionary.
69. One of the biggest problems when translating a novel is cultural reference (realia).
70. When you translate, you concentrate on one sentence and translate it, then the next, and so on, until you have translated the whole text.
71. It is not enough to know two languages well to be able to translate well.
72. When you find a cultural reference in a text, you should try to find a similar reference in the target culture.
73. If you begin translating a text with certain criteria (e.g., respecting the format of the original text, adapting the text to the target reader, etc), these should be kept throughout the translation.
74. If you find a word in a text you do not understand, you should first try to work out its meaning from the context.
75. The more of a text you translate, the more aware you become of the errors you are making.

Section V. Knowledge of culture

76. Do the materials you translate contain cultural information?

77. If you have answered “yes,” answer questions 77-79. What cultural aspects in the texts you translated are best represented?
78. Which type of cultural information is the least represented in the texts you translate?
79. How well is the lingua-cultural component represented in the texts you translate?

Section VI. Translation problems

80. Briefly define what a translation problem is in your own words.
81. What are the main types of problems that translating a text may involve?

Appendix 2 (Хавсралт 2)

Санал асуулга

Багш нараас авах асуулга

I ХЭСЭГ

Хувийн мэдээлэл

1. И-мэйл хаяг
2. Утасны дугаар
3. Нас
4. Хүйс
5. Боловсролын зэрэг
6. Төрөлх хэл(нүүд)
7. Таны анх сурсан гадаад хэл юу вэ?
8. Та хэдэн гадаад хэл мэдэх вэ?

Боловсрол, туршлага

9. Орчуулгын ямар сургалт, дамжаа төгссөн бэ?

10. Мэргэжлийн үндсэн үйл ажиллагаа.
11. Хэдэн жил багшилж байгаа вэ?
12. Та орчуулга хийж байсан уу?
13. Орчуулгынхаа хэдэн хувийг монгол хэлнээс гадаад хэл рүү хийсэн бэ?
14. Орчуулгынхаа хэдэн хувийг монгол хэлнээс гадаад хэл рүү хийсэн бэ?
15. Таны хийсэн орчуулгын ажилд багтах бичвэр
16. Орчуулахдаа голлон ашигладаг эх сурвалж

II ХЭСЭГ

Орчуулга 1

Дараах бичвэрийг монгол хэл рүү орчуулаад асуултад хариулна уу.

Pompeii's most recent finds reveal new clues to city's destruction

After the first major excavations in more than 50 years, Pompeii is revealing a surprising abundance of buried treasures. The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the doomed city. Along with the complete excavation of two houses—the House of the Garden and the House of Orion—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colours, skeletons with stories still to be unravelled, coins, amulets, and show horses in the stable of a wealthy landowner.

17. Тус бичвэрийг мэргэжлийн орчуулагчдын л хийж чадах ажил гэж үзэж байна уу?

18. Үгүй гэж хариулсан бол яагаад?
19. Бичвэрийг орчуулахад хэр хүнд байв? (1 – 5-ын хооронд үнэлнэ үү. 1- маш амархан, 5 - маш хэцүү)
20. Хэрэв орчуулгыг хүнд (4-5 хооронд сонгосон) гэж хариулсан бол яагаад?
21. Бичвэрийг орчуулахад тулгарсан хамгийн гол бэрхшээл юу байсан бэ? Тулгарсан 3 хүртэлх асуудлыг тоочиж, асуудал тус бүрийн шалтгаан, түүнийг шийдэхэд ямар арга ашигласнаа тус бүрт нь бичнэ үү.

Асуудал 1

Асуудал 2

Асуудал 3

22. Хаалтад байгаа үгийг орчуулахад бэрхшээл гарсан уу?

The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the (doomed city).

23. Тийм бол ямар бэрхшээл байсан бэ?
24. Хаалтад байгаа үгийг орчуулахад бэрхшээл гарсан уу?

Along with the complete excavation of two houses—(the House of the Garden and the House of Orion)—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colours, skeletons with stories still to be unravelled, coins, amulets, and show horses in the stable of a wealthy landowner.Тийм бол ямар бэрхшээл байсан бэ?

25. Тийм бол ямар бэрхшээл байсан бэ?
26. Хаалтад байгаа үгийг орчуулахад бэрхшээл гарсан уу?

Along with the complete excavation of two houses—the House of the Garden and the House of Orion—the dig has (yielded) frescoes, murals, and mosaics of mythological figures in gorgeous colours, skeletons with stories still to be unravelled, coins, amulets, and show horses in the stable of a wealthy landowner.Дараах тодруулсан үгийг орчуулахад бэрхшээл гарсан уу?

27. Тийм бол ямар бэрхшээл байсан бэ?

Орчуулга 2

Дараах бичвэрийг гадаад хэл рүү орчуулаад асуултад хариулна уу.

Онгийн хийд

Онгийн гурван хийд нь Түшээт хан аймгийн Түшээ гүний хошууны нутаг Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог. Хутагт лам Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ. Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт “Монгол айргийн баяр” болон ардын урлагийн арга хэмжээ зохион байгуулдаг.

28. Тус бичвэрийг мэргэжлийн орчуулагчдын л хийж чадах ажил гэж үзэж байна уу?
29. Үгүй гэж хариулсан бол яагаад?

30. Бичвэрийг орчуулахад хэр хүнд байв? (1 – 5-ын хооронд үнэлнэ үү. 1- маш амархан, 5 - маш хэцүү)
31. Хэрэв орчуулгыг хүнд (4-5 хооронд сонгосон) гэж хариулсан бол яагаад?
32. Бичвэрийг орчуулахад тулгарсан хамгийн гол бэрхшээл юу байсан бэ? Тулгарсан 3 хүртэлх асуудлыг тоочиж, асуудал тус бүрийн шалтгаан, түүнийг шийдэхэд ямар арга ашигласнаа тус бүрт нь бичнэ үү.

Асуудал 1

Асуудал 2

Асуудал 3

33. Дараах хаалтад хийсэн үгийг орчуулахад бэрхшээл гарсан уу?

Онгийн гурван хийд нь (Түшээт хан аймгийн Түшээ гүний хошууны) нутаг Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог.Тийм бол ямар бэрхшээл байсан бэ?

34. Тийм бол ямар бэрхшээл байсан бэ?
35. Дараах хаалтад хийсэн үгийг орчуулахад бэрхшээл гарсан уу?

(Хутагт лам) Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ. Тийм бол ямар бэрхшээл байсан бэ?

36. Тийм бол ямар бэрхшээл байсан бэ?
37. Дараах хаалтад хийсэн үгийг орчуулахад бэрхшээл гарсан уу?

Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт (“Монгол айргийн баяр”) болон ардын урлагийн арга хэмжээ зохион байгуулдаг. Тийм бол ямар бэрхшээл байсан бэ?

38. Тийм бол ямар бэрхшээл байсан бэ?
39. Дээрх 2 бичвэрийг орчуулгын хичээлд ашиглахад тохиромжтой гэж үзэж байна уу?
40. Тийм гэж хариулсан бол

Орчуулга хийхэд тулгардаг бэрхшээлийн талаар ярилцахад тохиромжтой

Мэргэжлийн орчуулгын талаар дүр зурагтай болгоход тохиромжтой

41. Үгүй гэж хариулсан бол

Орчуулсан бичвэр амархан байсан

Орчуулсан бичвэр маш хүнд байсан

III ХЭСЭГ

Орчуулгын тухай ерөнхий ойлголт

42. Орчуулга гэж юу вэ? Нэг өгүүлбэрээр тодорхойлно уу.
43. Сайн орчуулагчийн эзэмшсэн байх гол мэдлэг, чадвар: (Хамгийн чухлаас нь жагсааж бичнэ үү.)
44. Сайн орчуулагчийн бусад чадвар: (Жагсааж бичнэ үү.)
45. Орчуулгын үндсэн нэгж юу бэ?
46. Орчуулга хийхэд тулгардаг гол бэрхшээлийн нэг нь үгийн сангийн мэдлэг юм.
47. Орчуулга нь тухайн эх хэлтэнд гадаад хүн орчуулсан гэж санагдахааргүй байх ёстой.
48. Сайн орчуулагч бүх төрлийн бичвэрийг орчуулах чадвартай байдаг.
49. Аливаа бичвэрийг орчуулагч унших, энгийн хүн унших хоёр адил байдаг.
50. Хоёр хэлний толь бичиг бол орчуулах хэлний дүйх үгийг олох гол хэрэгсэл.

Орчуулгын тухай мэдлэг

51. Эх хэлний (SL) үгийн утга нь орчуулах хэлний (TL) үгийн утгатай яв цав таардаггүй учир орчуулга алдаатай болдог.
52. Толь бичиг дэх тухайн утгад тохирсон нэг үгийг орчуулга бүрдээ ашигладаг.
53. Орчуулгын зорилго нь эх бичвэртэйгээ утга, хэлбэрийн талаас аль болох ойр байхад оршино.
54. Орчуулгын үг, өгүүлбэр, цогцолборын хэмжээ нь эх бичвэрийн хэмжээтэй тохирдоггүй. Тохиолдол бүрд өөр өөр байдаг.
55. Орчуулгад тулгарах ихэнх асуудлыг сайн толь бичгийн тусламжтай шийдэж болно
56. Тухайн төрөлх хэлтэнд бүрэн, тодорхой ойлгогдохоор орчуулах нь хамгийн чухал.
57. Компани хоорондын албан ёсны гэрээ, шүүх хуралдааны баримт бичгийг ямар ч тохиолдолд утгыг гажуудуулахгүй орчуулна.
58. Хуульч, инженер, эмч зэрэг хүмүүс мэргэшсэн чиглэлтэйгээ холбоотой бичвэрийг хамгийн сайн орчуулдаг орчуулагч биш юм.
59. Эх бичвэрийг ойлгоход тухайн хэлний үгийн санг сайтар эзэмшсэн байх нь нэн чухал юм.
60. Эх бичвэрийг орчуулах хэлний (TL) хэл-соёлын хэв маяг, хэлбэрт нийцүүлэх нь зөв. (Жишээлбэл, захиа бичих тогтсон хэв загварын ялгаатай тал)
61. Зөвхөн хоёр хэлний толь бичиг хэрэглэн сайн орчуулга хийж болно.

62. Уншигчдаа зориулж бичвэрийг өөр өөр хэлбэр, хэв маягаар орчуулах ёстой.
63. Орчуулгад эх бичвэрийн цогцолбор, өгүүлбэрийн дарааллыг баримтлах ёстой.
64. Орчуулахад тулгардаг хэцүү асуудлын нэг нь хэлц үг юм.
65. Мэргэжлийн салбарын нэр томъёог орчуулахад хэцүү биш.
66. Зүйр цэцэн үг, хэлц үг, зүйрлэлийг орчуулах хамгийн сайн арга бол үгчлэн орчуулах юм.
67. Утга нь үл мэдэгдэх үг, хэллэг гарсан тохиолдолд хоёр хэлний толь бичгээс хайх хэрэгтэй.
68. Орчуулахад тулгардаг нэг хэцүү асуудал бол үндэсний онцлог бүхий үг (реали) хэллэг юм.
69. Бичвэрийг эхнээс нь өгүүлбэрийн дарааллыг баримтлан орчуулдаг.
70. Сайн орчуулга хийх (хэлмэрчлэх)-ийн тулд зөвхөн тухайн хоёр хэлээ сайн мэддэг байх нь хангалтгүй.
71. Хэрвээ үндэсний онцлог бүхий үг хэллэг (реали) таарвал орчуулах хэлний (TL) соёлын дүйцэх үг хэллэгийг олох хэрэгтэй.
72. Хэрэв тухайн бичвэрийг тодорхой шалгуурт нийцүүлэн орчуулах болбол тэрхүү шалгуурыг орчуулгын турш баримтлах ёстой. (Жишээ нь: эх бичвэрийн хэлбэрийг хадгалах, уншигчдад нийцүүлэх гэх мэт)
73. Орчуулах явцад мэдэхгүй үг гарвал, эхлээд хам сэдвээс нь утгыг олох гэж хичээдэг.
74. Их орчуулах тусам орчуулгын алдаа багасна.

Соёлын тухай мэдээлэл

75. Таны сургалтын хэрэглэгдэхүүнд тухайн үндэстний соёлын мэдээлэл байдаг уу?
76. Таны ашигладаг сургалтын хэрэглэгдэхүүнд соёлын ямар онцлог илүү их туссан байдаг бэ?
77. Таны ашигладаг сургалтын хэрэглэгдэхүүнд соёлын ямар онцлог бага туссан байдаг бэ?
78. Таны ашигладаг сургалтын хэрэглэгдэхүүнд соёлын ямар онцлогийг оруулаагүй вэ?
79. Таны хичээлд ашигладаг хэрэглэгдэхүүнд тухайн үндэстний хэлний дүрмийг оюутан өөр нөхцөл байдалд тайлбарлаж чадахаар тодорхой оруулсан байдаг уу?
80. Таны хичээлд ашиглаж буй хичээлийн хэрэглэгдэхүүнд тухайн үндэстний ярианы онцлог өнгө аяс болон биеийн хэлэмжийн утгыг хангалттай тусгасан байдаг уу?
81. Орчуулгын хичээлийн хэрэглэгдэхүүнд тухайн үндэстний хэл-соёлыг хэр сайн тусгасан байдаг вэ?
82. Орчуулгын хичээлийн хэрэглэгдэхүүнд соёлын ямар мэдээлэл бага туссан байдаг вэ?

Орчуулга хийхэд тулгардаг асуудал

83. "Орчуулгад тулгардаг асуудал" гэдгийг товч тодорхойлон бичнэ үү.
84. Ямар нэг бичвэр орчуулахад тулгарч болох асуудлууд

Appendix 2 (English translation):

Questionnaire of translation competence for teachers

Section I. Demographic information

1. Email address
2. Phone number
3. Age
4. Sex
5. Education degree
6. What is your mother language?
7. What is your first foreign language that you learned?
8. How many foreign languages do you know?
9. What translation education did you obtain?
10. Main professional activity
11. Years of teaching experience
12. Have you ever performed translations?
13. Percentage of your translation activity represented by direct translation (into Mongolian)
14. Percentage of your translation activity represented by inverse translation (into a foreign language)
15. The texts you work with in the case of direct translation are mainly
16. The texts you work with in the case of inverse translation are mainly

Section II. Translation texts

Direct translation text

Please translate the text into Mongolian and then answer the questions.

Pompeii's most recent finds reveal new clues to city's destruction

After the first major excavations in more than 50 years, Pompeii is revealing a surprising abundance of buried treasures. The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the doomed city. Along with the complete excavation of two houses—the House of the Garden and the House of Orion—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.

17. Do you think the text is representative of those that professional translators work with?
18. If you answered “No,” please explain why?
19. On a scale of 1 to 5, how difficult do you think this text is to translate?
20. If you have selected 4 or 5, what is its difficulty due to?
21. What were the main problems you found when translating this text? Identify up to 3 and answer the following questions about each of them, stating the nature of the problem and the method you used to solve it.

Problem 1

Cause of the problem:

Solution. Do you think you solved the problem satisfactorily?

- Yes
- No

If Yes, what did you do to try to solve the problem?

If No, why do you think you were unable to solve it?

[repeat each of the other 2 problems identified]

22. Do you think the following segment(s) of text in parentheses constitute translation problems?

The new finds are coming from intensive work in a small sector known as Region V that has nevertheless yielded giant insights into the final days of the (doomed city).

23. If yes, explain the problem(s) and why?
24. Do you think the following segment(s) of text in parentheses constitute translation problems?

Along with the complete excavation of two houses—(the House of the Garden and the House of Orion)—the dig has yielded frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.

25. If yes, explain the problem(s) and why?
26. Do you think the following segments of text in parentheses constitute translation problems?

Along with the complete excavation of two houses—the House of the Garden and the House of Orion—the dig has (yielded) frescoes, murals, and mosaics of mythological figures in gorgeous colors, skeletons with stories still to be unraveled, coins, amulets, and show horses in the stable of a wealthy landowner.

27. If yes, explain the problem(s) and why?

Inverse translation text

Please translate the text into the target language and then answer the questions.

Онгийн хийд

Онгийн гурван хийд нь Түшээт хан аймгийн Түшээ гүний хошууны нутаг Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог. Хутагт лам Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ. Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт “Монгол айргийн баяр” болон ардын урлагийн арга хэмжээ зохион байгуулдаг.

28. Do you think the text is representative of those that professional translators work with?
29. If you answered “No,” please explain why?
30. On a scale of 1 to 5, how difficult do you think this text is to translate?
31. If you have selected 4 or 5, what is its difficulty due to?
32. What were the main problems you found when translating this text? Identify up to 3 and answer the following questions about each of them, stating the nature of the problem and the method you used to solve it.

Problem 1

Cause of the problem:

Solution. Do you think you solved the problem satisfactorily?

- Yes
- No

If Yes, what did you do to try to solve the problem?

If No, why do you think you were unable to solve it?

[repeat each of the other 2 problems identified]

33. Do you think the following segments of text in parentheses constitute translation problems?

Онгийн гурван хийд нь (Түшээт хан аймгийн Түшээ гүний хошууны) нутаг Онгийн голын эрэг орчим буюу одоогийн Дундговь аймгийн Сайхан-Овоо сумын нутаг Цогт-Уул хэмээх газар оршдог.

34. If yes, explain the problem(s) and why?
35. Do you think the following segments of text in parentheses constitute translation problems?

(Хутагт лам) Ишдоньлхүндэв, түүний шавь Дамцагдорж нар 1760-1810 оны хооронд бариулсан бөгөөд 1000 гаруй лам хувраг шавилан суудаг 28 сүм дугантай байжээ.

36. If yes, explain the problem(s) and why?
37. Do you think the following segments of text in parentheses constitute translation problems?

Жил бүрийн 9 дүгээр сарын 5-ны өдөр Онгийн хийдийн задгай театрт (“Монгол айргийн баяр”) болон ардын урлагийн арга хэмжээ зохион байгуулдаг.

38. If yes, explain the problem(s) and why?
39. Do you think the above two texts you translated are suitable for use in translation classes?
40. If you answered “yes,” explain why?
41. If you answered “no,” explain why?

Section III. General notions about translation

42. What is a translation for you? Define it in one sentence.
43. What should a good translator know? List the most important points.
44. Which instruments can help a translator to translate? List all the ones you know.
45. When you are translating, what do you think is the basic unit you are translating?
46. The main problems encountered when translating are vocabulary problems.

47. All translators should be able to translate as efficiently into the foreign language as into their mother tongue.
48. A good translator should be able to translate all types of texts with the same degree of efficiency.
49. When a translator reads a text before translating it, the process is the same as for any other reader of the text.
50. A bilingual dictionary is the main instrument used to find an adequate equivalent in the target language.

Section IV. Knowledge of translation

51. You always lose something in translation since words do not normally mean exactly the same in the source language as in the target language.
52. When you find an equivalent for a word in a dictionary, you can use it in every translation you perform.
53. The aim of every translation is to produce a text as close in form to the original as possible.
54. The size of the source text segments you translate is not always the same (word, sentence, paragraph). It varies from case to case.
55. Most translation problems can be solved with the help of a good dictionary.
56. When you translate a text, the most important thing is to satisfy the target reader's expectations.
57. Regardless of whether a contract was to be used to formalize a relationship between two companies or as documentation for a trial in a court, you would translate it in the same way.
58. Lawyers, engineers, doctors, etc., are not the best translators of texts related to their areas of specialization.
59. In order to understand the source text, the most important thing to do is to solve vocabulary problems.
60. If the characteristics of the source text are very different from those of the same genre in the target culture (e.g., business letters, etc.), you should adapt the target text accordingly.
61. A good bilingual dictionary is the best way to ensure a good translation.
62. A text should be translated in different ways depending on who the target reader is.
63. All translated texts should keep the same paragraphs and order of sentences in the target text as in the original text.
64. Idiomatic expressions are the biggest problem in translation.
65. When translating a technical text, terminology is not the biggest problem.

66. The best way to translate proverbs, idioms and metaphors is always word for word.
67. As soon as you find a word or expression you do not know the meaning of, you should look it up in a bilingual dictionary.
68. One of the biggest problems when translating a novel is cultural reference (realia).
69. When you translate, you concentrate on one sentence and translate it, then the next, and so on, until you have translated the whole text.
70. It is not enough to know two languages well to be able to translate well.
71. When you find a cultural reference in a text, you should try to find a similar reference in the target culture.
72. If you begin translating a text with certain criteria (e.g., respecting the format of the original text, adapting the text to the target reader, etc), these should be kept throughout the translation.
73. If you find a word in a text you do not understand, you should first try to work out its meaning from the context.
74. The more of a text you translate, the more aware you become of the errors you are making.

Section V. Knowledge of culture

75. Do your course materials contain cultural information?
76. What cultural aspects, in your opinion, are best represented in the course materials you use?
77. What cultural aspects, in your opinion, are less represented in the course materials you use?
78. What cultural aspects, in your opinion, are not represented in the course materials you use?
79. Is grammar in the course materials you use represented explicitly enough for students to be able to interpret its meaning in different situations?
80. Are intonation patterns and their meanings represented fully enough in the course materials you use?
81: How well is lingua cultural component represented in translation course materials?
82: What cultural aspects, in your opinion, are less represented in the course materials you use?

Section VI. Translation problems

83. Briefly define what a translation problem is in your own words.

84. What are the main types of problems that translating a text may involve?