Master’s Diploma Thesis Assessment Report

Thesis Title: Comparing Translation Competence
Field of Study: English-language Translation
Author: Stanislava Šebôková
Supervisor: Mgr. Renata Kamenická, Ph.D.
Reviewer: PhDr. Jarmila Fictumová

Reviewer’s recommendation for overall mark:

B – Very Good

The overall mark is based in part on the following assessments:

1. Evaluation of central idea, thesis, focus and purpose:
   B – Very Good

2. Evaluation of organization, logic and arrangement:
   B – Very Good

3. Evaluation of topic development, support and evidence:
   C – Good

4. Evaluation of language, style, standard usage, citation and bibliographic standards:
   C – Good

Comments, and topics and questions for the defence:

Ms Šebôková's thesis deals with the widely discussed topic of translation competences. In the theoretical part she deals with the most significant approaches adopted by leading translation theory scholars. She also mentions empirical models. Nevertheless, she creates her own model of translation competences, encompassing six competences with the core twofold translation competence. Ms Šebôková created this model for the purposes of analysing the assessed translations in view of the source text. The accompanying CD includes both the source text (also to be found in the Supplement to the thesis) and the 14 translations by the students of translation (TransT) and one translation by a psychology student (PT).

All translations, i.e. extracts from the source text, were originally assessed by the supervisor of the thesis, Ms Kamenicka. Ms Šebôková analysed and categorized the errors - the hypotheses being that:
"a) The competence/s pertaining to language and language mediation are more developed in the TransT group.
b) PT is more competent with regards to the subject matter presented in the source text." - p. 52
A division of errors, based on Anthony Pym, into "binary" and "non-binary" was chosen for the analysis. Although the quantitative analysis of binary errors occurring in the translations confirmed both hypotheses, the analysis of non-binary errors did not confirm the assumption that the psychology student would be more competent regarding the subject matter. The results of the research might have been influenced by the fact that there was only one PT.

The language of the thesis suffers from occasional errors in articles and punctuation, which is the only drawback. Ms Šebökova has shown that she is capable of presenting the results of her research clearly and thoroughly.

In her defence, Ms Šebökova could elaborate more on Pym's recent theory of "risk analysis" she mentions at the end of her thesis.

How, in her view, could this kind of assessment of the translations in question (i.e. based on this new theory) change the results of the analysis, if at all.

Does she consider the application of risk-management strategies in translation assessment a viable idea?

Brno, February 4th, 2011

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Signature