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INTRODUCTION

Today, there is an increasing demand for quality translations, which in turn has increased the need for qualified translators. As proof of this, more and more institutions across Europe have been offering undergraduate and postgraduate courses in translation. From the 2019/20 academic year onwards, the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education also meets this demand. The Philology Department of Rákóczi-College offers a nearly two-year postgraduate programme in translation studies. Prior to postgraduate level, English majors are introduced to the theoretical background of translation during their bachelor's degree, but practical training becomes the focus of the Master's programme. As we have been interested in translation as an English major for a long time, we thought we would like to choose a topic related to translation for my Master's thesis. Therefore, we chose a thesis topic where we can investigate pragmatic differences in newspaper translations. The reason behind this is that, as far as we are concerned, news has a great influence everywhere in the world, and Transcarpathia is no exception. Technology has made it possible for anyone, anywhere in the world, to get the latest news about almost anything. Since news reach such a wide audience and have such a big influence, we think there is a case for this kind of research at the local level.

As a result, *the object matter* of this paper is the investigation of pragmatic differences in newspaper articles of <https://karpatalja.ma>.

The *subject matter* of this paper is to provide useful information about how translators alter the target text taking into consideration the differences between the target audiences and their background knowledge about the same thing.

The *paper is aimed* to provide a theoretical background related to pragmatics and its connection to translation studies. In addition, it will provide information about transfer operations as well as how relevance and the target audience have influence on the translator's decision making.

The *tasks* set forth in the present paper include defining the notion of pragmatics as well as translation based on the latest findings and literary sources. In addition, it will outline the concept transfer operation and finally, highlight the role of the translator, translator's competence, and the target audience.

Accordingly, the *hypothesis* in the present thesis was that there are differences in the Ukrainian and English texts, which are influenced by the background knowledge of the

target audience and relevance (we will discuss the hypothesis in more detail in the Part 3. of this thesis).

The *theoretical value of the study* lies in the fact that it collects information about how the process of translation is influenced by the translator's decision.

The *practical value of the paper* is shedding light on how local and foreign readers of newspaper articles are informed about the same events as well as raising awareness of the significance of achieving the highest possible degree of equivalence.

A number of scholars both native and in the English speaking countries have dealt with the topic under investigation. Scholars like Leech (1983), Levinson (1983), Sperber–Wilson (2002), Tátrai (2011) proposed their view on pragmatics. Similarly, scholars such as Catford (1965), Crystal (2003), Klaudy (2009a), Heltai (2014) investigated the notion of translation and problems/aspects involved in the process of translating. Besides, Gak (1993) outlined the symmetry and asymmetry in languages, while Blum-Kulka's (1986) and Vinay and Darbelnet's (1995) investigated explicitation and implicitation caused by asymmetry. Moreover, Gutt (2000) and Klaudy (2017a) also shed light on how pragmatics and translation are connected. All of these scholars and many others added some prominent aspects into today's set of knowledge on the investigated problem.

The first and second parts of the thesis will be compiled with *the method* of analysis of literary sources. In the theoretical parts of the thesis, syntheses on the essential works published in the topic and on the current academic source were prepared. In the first part, classification will be applied to define what pragmatics and context are and how they are related to translation. In the second part, classification will be applied to define what translation is and what type of transfer operations there are. Systematization and generalization will be used throughout the paper as it is inevitable in the classification of the data.

The third part of the thesis contains the research. Part three will be carried out based on contrastive analysis that compares the Hungarian source text with Ukrainian and English target texts. The results obtained from the juxtaposition will be represented in diagrams and several tables.

The current paper consists of an introduction, three parts, a conclusion, a summary in Ukrainian, a list of references, and an appendix. In the first part, the relationship between pragmatics and translation is discussed, paying special attention to context and Relevance Theory. The second part deals with translation and enlists transfer operations and translation

competence. The third part contains the research conducted in Beregszász, Transcarpathia region.

In the course of analysis of the results, we used specific font styles and signs. The specific font styles and signs in the thesis have the following meanings:

- *Italics*: indicates linguistic examples.
- **Bold**: indicates highlighting within an example sentence.
- Expanded space: indicates notions in the text.
- SMALL CAPS: indicates categorisations in the text.
- [ST]: refers to Hungarian source text.
- [TT 1]: refers to Ukrainian target text.
- [TT 2]: refers to English target text.
- –(): refers to omissions in the target texts.

PART I

PRAGMATIC ASPECTS OF TRANSLATION

Language as we know plays an essential role in our lives, as we can only think of what kind of world we would live in if we were not able to understand each other. A great example for this is the history of the Tower of Babel from the Bible which presents what world we lived in, had we not been able to understand each other. Human language, however, is very complex and has many functions. Language besides many other things, helps us to understand each other, understand our past, plan our future, express our feelings, think, build relationships, understand who we are, and live a normal social life. But apart from that, language has many other roles too, all of those playing a major role in our lives. Human language compared to the language of other creatures is very complex. Four aspects formulate our language: phonology, syntax, semantics, and pragmatics. Phonology deals with the sound system of a language; syntax deals with the grammar of a language; semantics deals with the meaning of words of a language; and lastly, pragmatics deals with how the language is used in different social situations. In fact, both semantics and pragmatics are concerned with meaning but in different ways. While semantics studies the literal meaning of words, pragmatics is concerned with the study of meaning as communicated by the speaker (or writer) and interpreted by a listener (or reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves (Yule, 1996: 3). From these aspects, for us, pragmatics is what really matters since our study is based on investigating pragmatic aspects of translations. For this reason, in this part, we will attempt at giving a comprehensive overview on pragmatics and its connection to translation mainly from cognitive perspective.

1.1 The Relationship of Pragmatics to Translation Studies

Translation studies is an independent interdisciplinary field of studies that deals with the process, outcome and function of language mediation in its broadest sense, taking into account all linguistic and extra-linguistic factors involved in this complex process (Klaudy, 2017a: 11). The definition highlights three factors: first, translation studies has an interest in different types of texts; second, it examines not only the final product but also the process by which the product is obtained; and third, it examines not only written but also spoken texts. It also highlights another crucial point that since it takes into account extra-linguistic

factors, it covers people too, that is, the producers/authors of the texts, the target audience of the translated text and the translator or interpreter who plays the role of a mediator, as well as the social, historical, geographical and cultural context that they share (Klaudy, 2017a). This view is in accordance with Gutt's (2000: 116) who states that translation, as a communication act, entails the translator's interpretation taking into consideration the context of the reader of the text and his knowledge. During the process of translating a text, a translator takes decisions depending on his interpretation of the text and his relationship with the target audience. As a result, translation is influenced not only by the lexical level; in fact, most translations are not simple word-for-word processes with the only difference being the involvement of two different languages between two texts. For this reason, there are certain pragmatic principles that need to be considered for a successful translation. Pragmatics in translation studies plays a key role, as it allows us to go beyond explanations based on differences in language systems and focus on the human factors in explaining transfer operations. For translation studies, the conceptual apparatus of pragmatics can help find objective explanations for translation decisions that were previously considered subjective (Klaudy, 2017a). The role of pragmatics is therefore unquestionable in today's translation studies. However, this was not always the case, as pragmatics also had to go through many developments.

Originally, the term pragmatics was coined in the 1930s by psychologist and philosopher Charles Morris. According to this definition, pragmatics emerged as the study of the relationship between linguistic forms and users of linguistic forms, that is, as a linguistic sub-discipline that deals with peculiarities of language use (Morris, 1938). As a subfield of linguistics, pragmatics appeared later only in the 1970s. This can mostly be explained by the fact that linguists tried to approach language from a mathematical or logical perspective. The emphasis was on discovering some of the abstract principles that lie at the very core of the language. For the most part, all this was based on formal analysis, in which they tried to describe the language by formal means. By doing so, linguists and philosophers neglected the language used on an everyday basis, and most importantly, they neglected the role of the language users. This approach did not pay attention to the phenomena whose interpretation required an examination of aspects of language use either. As time went by, however, all this was starting to change in the 1960s and 1970s when linguists began to pay more and more attention to pragmatics and particularly when translation studies was getting more and more attention. Thus, over time, pragmatics has been playing an increasingly important role in different areas of language study and a particularly interesting place

manifested itself in translation studies. Nevertheless, all this required a significant change (Tátrai, 2011: 11-12). In a more modern concept, pragmatics is viewed as “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (Crystal, 1997: 301). In line with Traugott (2008: 207) statement “what was marginal in the 1970s has come to be of central interest”. Since translation is nowadays also seen as a complex process based on the decision making of the translator, translation studies has adopted a number of perspectives from pragmatics. These perspectives are more cognitively oriented, which is a separate approach in pragmatics.

As pragmatics evolved, so did separate approaches within pragmatics itself. For this reason, there are both FORMAL and FUNCTIONAL approaches to pragmatics. It is worth mentioning here the name of Geoffrey Leech (1983) who was the first to make a distinction within pragmatics into three equal areas: general pragmatics, pragmalinguistics, and socio-pragmatics. Nowadays, however, pragmatics is examined by linguists from two perspectives: one is the ANGLO-AMERICAN CONCEPT, viewed as a narrow perspective, and the CONTINENTAL EUROPEAN CONCEPT, viewed as a broader perspective. To put it simple, the narrow concept is concerned with implicit meanings, information structure, and cognitive aspects of utterance interpretation while the broader concept deals with the social context of language use. The narrow direction, in connection with analytical philosophy, sought to narrow and clarify the definition proposed by Morris. This idea was supported mainly by Leech (1983), Levinson (1983), Sperber – Wilson (2002), Perkins (2007), and Ariel (2010). Representatives of the other concept such as Wunderlich (1972), Mey (1993), and Verschueren (1999), on the other hand, retained the broad definition proposed by Morris, and, for them, the main task of pragmatics was not only to interpret the meaning of the statements, but also to examine what factors motivated the language user to choose those words making the statements and the impact of those choices (Tátrai, 2013). Since this study is based on the former perspective, that is the narrow concept of pragmatics, it is the former aspect that is important for us, as it attributes an important role to context. In the next subsection, we elaborate on how context is viewed from this perspective.

1.2 Context

Today, many linguists (Levison 1983, Leech 1983, Yule 1996, Horn 2006, Keith 2015) view pragmatics as a discipline that examines the meaning of utterances by paying attention to the

context in which it is uttered. Nothing proves this better than Levison (1983: 32) who views pragmatics as "a theory of language understanding that takes context into account, in order to complement the contribution that semantics makes to meaning.". In contrast to semantics, pragmatics not only examines the predetermined meaning of sentences but goes beyond it and attempts to examine the meaning of those elements that are explicitly not present in the sentence. But why is this context important, the question arises. Take as an example the following statement: *I am hungry*. Certainly, the individual expresses that he/she is hungry. But what exactly does one mean by saying it? This simple sentence has several meanings. First, it can mean that the individual is merely hungry. However, it is possible that this is what the wife is telling her husband to take to a restaurant; or just a little kid telling this to his/her mom urging her to make lunch sooner. Thus, as one can see, a sentence can have several meanings depending on the intention and context. But what can be considered context? What does the context involve? How is this context structured? There are two opposite approaches to what context is – THE TRADITIONAL and THE COGNITIVE.

1.2.1 Traditional Approach to Context

THE TRADITIONAL APPROACH describes context from the perspective of the language. This approach puts emphasis on the function of the linguistic units. Before we get to the point, let us take a look at what function means. According to Dik the term function "is used to refer to pragmatic, semantic or syntactic status of constituents in an utterance which makes them fulfil some role for each other and/or contribute to the functionality of the utterance as a whole" (Dik, 1978: 87). The functionalist principle assumes that each unit has its own function in language. It examines language in such a way that it breaks language down into sub-structures within larger utterance units – e.g. the function of phonemes within the words, the function of words within the sentence, the function of a sentence within the text, etc. It points to the fact that elements of the language system have peculiar properties by means of which they play a role in the functioning of other elements. While cognitive pragmatic tradition mainly concentrates on the conditions for the logical patterns behind utterances, functionalists study the functional nature of language. Thus, Komisarov defines context "as a single piece of text; the verbal environment of the text element selected for analysis; a certain set of words, grammatical forms and constructions in which a given word or other unit is used that is equivalent to a word" (Komisarov, 1990, p. 10). In this case, it is different from the cognitive pragmatic definition in that it shifts the focus from extra-linguistic factors to semantic and syntactic issues. By this,, we mean that the representatives of this approach

describe language as a phenomenon of a specifically functional nature. John Searle (1969), developed a view in which he considered language as a form of action – that when we speak, we do things like make requests, make statements, offer apologies and so on. The same idea was expressed by Komisarov (1990) who claims any text performs some kind of communicative function: it communicates some facts, expresses emotions, establishes contact between communicants, etc. He illustrates it with the following examples: *There is an apple on the table, I like apple, Please, give me an apple, Do you like apple?*. Even though each of the sentences contains the word apple, they are formed with a different purpose. Besides, scholars in this field describe human nature as ‘goal directed’ because humans do everything with a special purpose. They acknowledge that people may use different linguistic forms to express meaning in a different context in the forms of discourse, but they add that their meaning is used with a predetermined and conscious purpose/function. Let us take, for example, the sentence *I feel happy* which presumably was said by a student who managed to successfully pass all examinations. From the perspective of functionalism, the sentence *I feel happy* serves only as a tool to express an emotional state. Based on this, every single utterance has a special predetermined purpose or function. According to them, linguistic structures are meaningful of their own, and they are meaningful in light of what they are used for in actual situations. In other words, this perspective on meaning in communication focuses on the distinction between the linguistic form of the utterance and the communicative function of that utterance in the communication situation. Analysts get rid of context of a certain individual, temporary, or ad hoc features that the cognitive pragmatic approach does take into account.

1.2.2 Cognitive Approach to Context

In contrast to the previous approach, pragmatics is viewed as “the study of the general cognitive principles and abilities involved in utterance interpretation, and of their cognitive effects” (Sperber– Wilson, 1994: 85). Thus, the central aim of a pragmatic theory must be to describe the factors other than a knowledge of sentence meaning that affect the interpretation of utterances (ibid.). Representatives of cognitive pragmatics believe that in determining the relationship between linguistic terms and the references they express, account should be taken of the circumstances in which these terms are used as well as by whom and how. In this respect, the concept of context simultaneously refers to the system of knowledge about the conditions of communication and the process of applying this knowledge. Accordingly, Cutting (2002) lists three types of context:

1. THE SITUATIONAL CONTEXT, what speakers know about what they can see around them
2. THE BACKGROUND KNOWLEDGE CONTEXT, what they know about each other and the world
3. THE CO-TEXTUAL CONTEXT, what they know about what they have been saying.

The situational context is the immediate physical co-presence, the situation where the interaction is taking place at the moment of speaking. The background knowledge context may refer to two things: 1) cultural knowledge that most people possess in their minds, in areas of life; or 2) interpersonal knowledge – a specific private knowledge about the speakers themselves. The co-textual context is the context of the text itself, known as the co-text (Cutting, 2002). Thus, it can be said that knowing the context includes knowledge of the situation, including interpersonal, spatial and temporal relationships of communication, as well as knowledge of the world, which is related to the subject of the communication. Pragmatic studies start from the fact that the context is differentiated from the situation, and their central concept is relevance. They suppose that context is abstract and in mind rather than concrete and in the world. Context is the internal mental representation of external circumstances, so the context in the text is not predetermined but a psychological construct created by the individuals involved in the situation (Tátrai, 2011: 51). The base of this psychological construct is formed by the participant roles and the physical, social and mental worlds of the participants. The physical world denotes the space and time perceived by the participants in which the discourse takes place, the social world denotes the social relations of the participants, and the mental world contains the cognitive states attributed to each other by the participants. Based on these factors, participants create meaning based on constructive activity that requires mental effort on the part of the participants (Tátrai, 2011). As stated earlier, this mental effort only succeeds if the energy invested has provided the receiver with relevant information/knowledge. From the translator's point of view, this is a significant point to consider. Concerning translation, what happens is that the translator reads a text for the interpretation of which he/she selects the features to be relevant, which do not necessarily coincide with the author's choice. Although the text to be translated has a semantic meaning, the pragmatic meaning is not in the text itself. There are possibilities of interpretation in the text, which are realized by the reader (in this case, a translator) with the help of hidden references and his/her interaction with the text (Widdowson, 1979). Illés claims that the text

created by the translator remains 'lifeless' if the reader does not give meaning to it by activating his background knowledge of the language and the world (Illés, 2011: 47). The translator, therefore, transfers that meaning to the product he/she created which he/she constructed with his constructive ability (Lechner, 2017: 77). While constructing the meaning of an utterance, the reader/listener pays attention to those details that are relevant to him/her. Thus, relevance is a key factor in constructing the meaning. In the next subsection, it will be discussed how it is done based on Relevance Theory.

1.3 Relevance Theory

From the beginning to the middle of the 20th century the Code Model was the dominant approach to linguistics. Linguists universally assumed that communication, in general, is only encoding and decoding messages. They assumed that in order to decode a message, it is only enough to work out the semantic meaning of utterances. Pragmatics, in that respect, was considered to be only as an extension of grammar. Sperber and Wilson (1994: 87), however, argued that there was more to understanding an utterance than merely recovering the semantic representation of the sentence uttered: there was a gap between the semantic representations of sentences and the thoughts communicated by utterances. The two researchers, Sperber and Wilson, with this viewpoint changed at that time popular convictions and shifted pragmatic views to a slightly different level with Relevance Theory.

The Relevance Theory, although attributed to Sperber and Wilson, was not the first to try to shed light upon relevance in communication, as it is based on the work of another linguist, Paul Herbert Grice (1975), who linked cooperation, as rational behaviour, with relevance, as a communicative and conversational orientation or maxim. In Grice's view, successful communication is based on meaning, a meaning which is primarily a psychological phenomenon and only secondarily a linguistic one. For him, the communicator's meanings are basic and sentence meanings are ultimately analysable in terms of what speakers mean (Grice, 1957, 1967). Developing further these assumptions, The Co-operative Principle including maxims of conversation (Grice, 1975) was introduced to pragmatics. Sperber and Wilson, however, in their Relevance Theory (1986) have reduced Grice's multiple maxims to one – to relevance. Based on this, Gutt (1989) applied The Relevance Theory to translation studies.

Sperber and Wilson (1986) claim that communication consists of perceptual and conceptual modules. The perceptual module corresponds to the language itself that we hear and/or see during the discourse, while the conceptual module is what we process from

it. Thus, it is possible that during discourse, although we perceive things, we do not process them. All this is explained by the fact that human beings usually pay attention to the most relevant phenomena available; that is, people tend to construct the most relevant possible representations of these phenomena and process them in a context that maximises their relevance (Sperber–Wilson, 1994: 91). The principle of relevance is thus expressed in translation as the assumption of optimal relevance (Gutt, 1991: 101): “the translation should resemble the original in such a way as to provide contextual effects comparable to the original, while at the same time not requiring an undue amount of processing effort on the part of the audience”. People process information or construct the meaning of a given statement, so to speak, based on logic, from the knowledge available to them, as well as from other information, which Sperber and Wilson call context. In this respect, context comprises mentally represented information of any type – beliefs, doubts, hopes, wishes, plans, goals, intentions, questions, etc. – and is constructed or selected in the course of the comprehension process from a range of potential contexts available to the individual (Wilson, 2016: 4). A communicator, by the very act of claiming an audience's attention, suggests that the information he/she is offering is relevant enough to be worth the audience's attention. In accordance with the Relevance Theory, information is relevant to the audience if it interacts in a certain way with their existing assumptions about the world (Sperber– Wilson, 1986: 158). Sperber and Wilson call this interaction as contextual effects. Based on this effect, new information can interact with, and be relevant in, a context of existing assumptions in three possible ways: either by strengthening existing assumptions or by contradicting and eliminating existing ones; or by combining with the context to yield contextual implications. Accordingly, information is relevant in any context in which it has these contextual implications. The more contextual implications it has, the more relevant the information will be (Sperber– Wilson, 1994: 92). That is, in this sense, when information is presented in the best possible way, and processed in the best possible context, it achieves the greatest possible contextual effects in return for the available processing effort (Sperber– Wilson, 1994: 95). This processing takes place in a so-called cognitive environment, which contains an individual's overall assumptions about the world. Thus, the information will only be relevant to the listener/reader if it is worth investing the energy on the part of the reader/listener in processing the information, i.e., it does not require too much effort on his/her part. According to Heltai (2009) communication works in a cost-benefit way. Participants in the discourse strive for optimal relevance, which is provided by a dynamic balance of cognitive effect and processing effort. However, this processing effort also depends on

accuracy and adherence to language norms. This means that if the message one wants to communicate is worded in a way that is not familiar to the target language speakers or contains too many unfamiliar elements, it can greatly hinder or sometimes prevent it from being processed. The effectiveness of communication thus also depends to a large extent on whether the speaker/writer facilitates the task of the interpreter. Such facilitation may be compliance with language norms, more precise wording, or communicating more information to the interpreter (Heltai, 2009). Apart from this, it is worth knowing that there is not always a direct link between the effectiveness of communication and adherence to language rules and norms, as we are sometimes able to understand a message that is grammatically or stylistically poorly coded. Substandard communication usually requires more processing effort though, which the reader/interpreter invests only when it is justified. Nevertheless, sometimes processing efforts can also be complicated by someone saying more than the other party needs. Unnecessary extra information only prolongs processing, but does not provide significant value to the interpreter conceptual modules (Heltai, 2005).

1.4 The Process of Translation from Pragmatic Perspective

Without regard to our point of view, being familiar with the key components of translation model is essential in order to know exactly how translation takes place. This model include those components that play a key role in translation. Based on this, Ban zerowski's (2000: 389) model of translation is going to be presented, which consists of five components: THE ORIGINAL SENDER of the text, THE ORIGINAL TEXT produced by the sender, THE TRANSLATOR functioning as an intermediary, THE TRANSLATED TEXT which is copy of the original text in another language, and THE RECEIVER of the original text (see Figure 1.).

Figure 1. The Model of Translation ¹
(Ban zerowski, 2000: 389)



Ban zerowski (ibid.) believes that ‘the main focus of translation studies should be on the translator, as he/she in the centre of the model; at the same time, other elements of the model are also important for the quality of the end result. In the following subsections, we will

¹ The elements of the model are translated by the author

discuss in detail the role of two components, i.e. the translator (the intermediary) and the receiver (the target audience) in the system.

1.4.1 The Role of the Translator in the Paradigm of Translation

Many people believe that in order to be able to translate a text from one language into another, it is only enough to know and/or speak the source and the target language. In many cases, however, the person of a translator is much more complex, much more extensive than that of a person who knows two languages. Of course, knowledge of the two languages is essential and crucial, but a translator must also have a number of other qualities.

First of all, let us be clear, due to the time-consuming nature of the translation, the translator has to be extremely patient who enjoys what he is doing. Depending on the type and genre of the text, the translation may have some minutiae that can take hours on the part of the translator to find the right equivalence in the target language. Szöllősy (2007: 10) also draws attention to this factor, who believes that “the good translator should enjoy, however perverse this may sound, the tiresome wrangling with minutiae”. As expected, in order for a translator to be able to find and replace these elements, he/she must be not only patient and persistent but proficient in both languages. By this, however, we do not mean basic proficiency as it is not enough to simply speak well the two languages, but the translator must have a thorough knowledge of its systems. Among other things, the translator must have knowledge of systems and rules of morphology, syntactics, stylistics, and pragmatics. Nevertheless, Crystal (2003: 428) points out that “the translator must not only have a thorough knowledge of the source language: he must also be familiar with the subject matter of the text to be translated belongs and feel the social, cultural and emotional connotations properly to translate them into the target language”. Of course, all this is by no means easy. First, let us take a look at why it is hard to simply cope with the difficulties of the subject matter. The translator may often encounter cases where his/her background knowledge proves to be lacking in carrying out the translation properly. This can happen in many cases when the translator has to translate technical texts in which he/she is not at all or only partly proficient. In such cases, Szöllősy (2007) encourages translators not to be afraid to look up for lacking or potentially ‘difficult-to-understand’ information and to use the knowledge provided by the internet and/or books to make up for the incomplete background knowledge. She also notes that “a thorough understanding of the background is the glue that holds the translation together, supplying it with essential content and lending it authority” (2007: 11). In addition to being familiar with the field in which the source text originated and exists, the

translator must be familiar with the culture that plays a decisive role in the worldview of the target language audience. Crystal believes that “the purpose of the translator is, as far as circumstances demand or permit, to produce, a text faithful to the original, which, however, is as if it were written in the target language” (2003: 429). In some respect, this point of view is similar to Venuti’s Invisibility theory (Venuti, 1995). According to Venuti, invisibility is the way translators themselves tend to translate ‘fluently’ into English, to produce an idiomatic and ‘readable’ target text, thus creating an ‘illusion of transparency’ (ibid: 1). By the so-called illusion of transparency Venuti (ibid: 1) refers to the “effect of fluent discourse, of the translator's effort to insure easy readability by adhering to current usage, maintaining continuous syntax, fixing a precise meaning”. Furthermore, he claims that “a translated text of any type is judged acceptable by most publishers, reviewers, and readers when it reads fluently, when the absence of any linguistic or stylistic peculiarities makes it seem transparent, giving the appearance that it reflects the foreign writer's personality or intention or the essential meaning of the foreign text - the appearance, in other words, that the translation is not, in fact, a translation but the ‘original’”(ibid: 1). In order to achieve this invisibility, Venuti believed that there are two methods of translating: domestication and foreignization, both of which help achieve this ‘illusion of transparency’ and ‘fluency’ (Venuti, 1995). Klaudy (2012: 137) is also in line up with this opinion as she noted that the translator functions as a cultural filter, that is, he/she filters out the foreign elements from the original works. However, in order to achieve all of these in translating, the translator has to be able to recognize the so-called ‘foreign’ in the source text and replace it with an element that will not be conspicuous to the target audience. In such specific situations, Szöllösy (2007) suggests that if the element does not play a major role in the text, the translator should rather omit it; otherwise, if it is a significant element of the text without which the text would not be complete or understandable to the reader, she suggests trying to transpose it into the language of the target audience adding some changes. Generally, this transposition is much easier to accomplish if the translator is aware of how to mimic the cultural impact of the source text. For this reason, it is helpful if the translator is well acquainted with different genres and regularly reads different types of texts in the target language, which can sometimes help to overcome a ‘how it is said in the target language’ problem (2007).

In addition to the translator roles mentioned above, the translator is also a central part of a translational paradigm, as illustrated in Figure 2.

Figure 2. The Model of Translation
(Szöllősy, 2007: 29)

**AUTHOR → TEXT I → READER → EDITOR → TRANSLATOR →
READER OF THE TEXT II → TEXT II → AUDIENCE**

Szöllősy (2007: 29) complements Banćzerowski's (2000: 389) model, so according to Figure 2, one can see that the translator plays a central role in several respects. First, the translator reads the source text, which gives him/her a basic insight into its meaning. Second, he identifies important and less important elements that are supposed to be translated or omitted during translation. Third, by appropriate decision-making, taking into account the differences between languages and the target audience, he transposes the elements and meaning of the source text into the target text. Besides, the first reader of the newly created text is the translator too.

Thus, there is no doubt that the role of the translator is complex. However, looking at this figure, the following question arises: how does the target audience influence the translator in the process of translation?

1.4.2 The Role of the Target Audience in the Paradigm of Translation

In general, in a discourse, be it a dialogic or monologic utterance, there is always a sender, i.e., one who sends a message, and there is always a receiver who receives the utterance (Tátrai, 2004: 483). The translator helps the audience to understand the statement that was essentially written in another language. Here, however, it is also important to note the aspect that Zachar (2012: 270) points out “the author of the source language text does not address the fact that he/she (also) creates a message for a secondary audience – he/she leaves this to the translator”. In other terms, whether or not the target audience understands the translated text depends on nothing but the person of the translator, more precisely on his/her effort and decision. This requires the translator to take into account the target audience, which is by no means a homogeneous group. Nevertheless, the target audience belonging to the same social group has approximately similar beliefs about the world, the given topic and the culture of the given language. Consequently, if the translator takes into account the target audience in general, they will interpret the message in an approximately similar way (Zachar, 2012). Tátrai (Tátrai, 2004: 486) believes that the translator must take into account three important aspects: the physical world, the social world, and the mental world of the participants.

The physical world is formed by the space-time relationship system that is perceived by both the sender and the receiver. Space determines where the action takes place, while time helps readers decide when the action takes place. In spatial relations, it is important to pay attention to the figure-ground alignment, which is that in general the position of the smaller, less visible thing (the figure) is compared to the position of the larger, more visible, still thing (the ground). In the case of time relations, it is worth paying attention to the fact that there may be differences between the time when the expression was first formulated and the time when the expression was received, which also affects the interpretation of spatial conditions. This includes participants' social relationships as well as references to each other and other third parties. Here, it is worthwhile for the translator to look at the selection of appropriate language items based on whether the senders and the receivers have a subordinate, superior, or even equal relationship, formal or informal, personal or impersonal relationship with whom or to whom they refer to. To do this, you must first know the culture of the target language so that the translator can correctly decide what is appropriate and what is not in a given situation (e.g. formal vs informal addresses). The third important factor that a translator needs to consider in relation to the target audience is the mental world. The mental world indicates the mental state of the participants, which includes factors such as personality, emotions, beliefs, desires, motivations, and intentions. These factors greatly influence how readers, i.e. the target audience, will interpret the text (Tátrai, 2004: 486–489).

Summary of Part I

This first part of the thesis is aimed at giving a comprehensive overview of how pragmatics and translation studies are related. Particular attention has been paid to context, which has been presented from both traditional and cognitive approaches. In the present thesis, the cognitive approach to context is more important, as this approach, in contrast to traditional, takes into account extra-linguistic factors too. In addition to context, Relevance Theory was also discussed, which influences the translator's decision making, as the translator strives for optimal relevance in the translation process. Both the context and Relevance Theory has been presented in a way that is important to the analysis of the results. It can therefore be said that both the context and its central concept the relevance influence the translator's decision making which, as a consequence, implies changes in the target text.

Since both the translator and the target audience We also briefly touched on the person of the translator, who, according to the literature, has a number of qualities that enables him/her to carry out the translation. There are at least three main qualities that the translator must have in his/her repertoire: high proficiency in no less than two languages, subject-matter knowledge of the field to which the text belongs and cultural competence. Finally, this part also explains how the target audience influences the translator's decision making as a consequence of the difference in background knowledge and cultural diversity.

PART II

THE PROCESS OF TRANSLATION IN PRACTICE

In the history of humankind, written and oral translations have played a key role in communication between people, especially in terms of commerce, education, and religion. In the middle 20th century, people had an even greater demand for precise and appropriate translations. This led to the emergence of translation studies as an independent discipline which, according to Holmes, is a discipline concerned with ‘the complex of problems clustered around the phenomenon of translating and translations’ (Holmes, 1988b/2004: 181). Consequently, in some respect, we can say that translation studies as a discipline is trying to provide a clear answer on how to overcome difficulties associated with translation as easily as possible. Although our knowledge today is much broader than it used to be in the previous centuries, there are still some terms and aspects that are not easy to define in concrete terms. One example is the definition of translation.

In this part, the concept of translation and transfer operations such as explicitation /implicitation and domestication/alienation as well as the translation competence are discussed.

2.1 The Notion of Translation

According to David Crystal the term translation “is the neutral term used for all tasks where the meaning of expressions in one language (the 'source' language) is turned into the meaning of another (the 'target' language), whether the medium is spoken, written, or signed” (2003: 344). Since it is a neutral term and can refer to any form of linguistic mediation, it is not an easy task to define exactly what a translation is and what elements need to be considered during the translation. There are several reasons for this which is discussed in this subsection.

The first reason is that translation can be examined from two perspectives, one is translation as a product (the representatives of this point of view examine the text, a text that is the equivalent of another text in another language), and the other is translation as a process (the representatives of this point of view examine what is going on in the process of translation). The situation is further complicated by the fact that even linguists do not reach a consensual answer either. One party claims it is an art or craft since all good translations are expressions of the creative urge of the translators. The second party believes it is a

science because of the technical formalities and complexities involved in its process. The second reason is that translation itself can be defined differently within the linguistic disciplines too, based on different theories.

Being LINGUISTICALLY ORIENTED, translation is a communication of meaning while replacing elements of the source language with elements of the target language without causing any loss to the original message. According to the followers of this point of view, when translating, one must strive for equivalence, that is, to be able to reproduce the form and content of the source text in the target text as closely as possible. Emphasis was placed on the concept of equivalence, especially in terms of words, word structures, and possibly syntactic structures (Catford, 1965). Thus, the concept of equivalence was tried to be achieved mainly from a linguistic point of view. Consequently, translation is considered to be a kind of reproduction of a text originally produced in another language, where that reproduction has a comparable value (House, 2006: 344). Here, however, it is worth noting that two texts may be equivalent or different at different levels. It is mainly due to the fact that there may sometimes be major differences in the linguistic systems of the source and the target languages (for instance, in the case of different language families). Such differences may include phonological/graphological differences. A more significant level of difference is the morphemes as the smallest meaningful units and lexical items which we form into sentences. When choosing a lexical item, at least its semantic meaning must be considered. From the lexical items, one can first formulate sentences, then from the sentences, one can formulate a coherent text (Lechner, 2017, Lechner– Huszti, 2021). This approach, however, does not address extra-linguistic factors such as culture, people's background knowledge, or the situation in which the text was created, but examines translation only at the linguistic level.

On the other hand, if we expand our perspective a little and try to look at translation not just at the linguistic level, that is not just as a product, but as [TRANSLATION] A PROCESS, we soon realize that the process of translating is much more complex and has many more important components than simply linguistic elements. Nothing proves this better than Klaudy's (2009a: 152) definition of translation which states that translation is “a process of understanding (decoding) a written source-language text, then moving from the source language text to the target language text (transcoding) and, lastly, creating (encoding) a written target language text”. Translation is thus not simply a process of substitution at the linguistic level, but a complex process consisting of three phases: comprehension, transfer and text creation. Text comprehension can be seen as a kind of analysis, while text creation

is the final synthesis. Williams (2005: 124) draws attention to the fact that translation today is not seen as a copy of another text but as an “independent, autonomous, self-functioning” text. As one can see, this perspective takes into account, and rather puts emphasis on elements outside the language, compared to the previous perspective, and tries to identify the functions of linguistic as well as extra-linguistic elements (Cs. Jónás, 2014). In addition, translation is seen as a purposeful, planned activity, a transcultural interaction aimed at producing a target text that meets the objectives set and the target audience in the target context. As a result, Heltai's (2014: 281-282) defines translation as:

the reproduction of a pre-existing message (text) expressed in verbal form either in the same language with modified linguistic forms, or in another language in a completely different form, with the aim of making the content and function of the message accessible to speakers of other cognitive environments and/or other languages or language variants.

From this perspective, the main objective of translation is for the translator to successfully convey the message to a target audience whose cognitive environment may be different in several respects. However, as Lechner (2017) notes, the actual form of the target text depends on the intended purpose, not solely on the structure of the source text. This perspective places much more emphasis on so-called extra-linguistic factors, such as the target language reality, the receptive horizon, cultural memory, and the concept of translation, which, although not explicitly included in the text, play an important role in the translation process.

Now that we have defined what translation is, let us look at what elements are involved in this process. In the next subsection, we will therefore outline the components of translation, the characteristics of a translator and what must be taken into consideration from the point of view of the target audience.

2.2 Transfer Operations

Asymmetry between languages is an undoubted fact that can be observed in the system of any language pair. Take as an example English and German languages. As we know, there is grammatical gender in German, while in English there is not, which is thus a significant difference between the two languages. Such and similar major differences between the languages cause difficulties that the translator has to deal with. The notion of interlingual symmetry and asymmetry was first introduced into translation studies by Vladimir Gak in 1993. In his work Gak (1993) differentiated between two types of language units:

ISOMORPHOUS units that trigger interlanguage symmetry, and ALLOMORPHOUS units that trigger interlanguage asymmetry. To make it clearer what the two concepts mean, take a closer look at the table below (see Table 1.).

Table 1. Linguistic Symmetry and Asymmetry
(Gak 1993: 33)

| | Linguistic Symmetry | | | Linguistic Asymmetry | | |
|------------------------|---|-----------|---------|--|-----------|-------------------------------|
| Languages | Russian | Hungarian | English | Russian | Hungarian | English |
| Lexical units | яблоко | alma | apple | насыпат ь | önt | pour (liquid) |
| | человек | ember | man | лить | önt | cast, mould (metal) |
| | стол | asztal | table | жарить | süt | bake (bread/cake) |
| | братъ | vesz | take | печь | süt | roast (meat) |
| | белый | fehér | white | топить | süt | grill (food using a grill) |
| Grammatical categories | Singular, plural, present tense, infinitive | | | Aspect, infinitive system, gender of personal pronouns | | |

Gak clearly outlines what differences there may be between language units, but what is more interesting to translation studies is the asymmetric relationship observed in translation operations. In Gak's approach, the asymmetry/symmetry between the linguistic units is a static position that could be related to the language rather than the translator's activity. However, this led to a turning point. Since the middle of the 1970s, translation studies was more and more concerned with translators' strategies rather than the properties of the texts, and linguists preferred to draw conclusions about the behaviour of translators based on the characteristics of the translated texts rather than about differences in languages (Klaudy, 2001). This shift in modern approaches to translation, for example, has led to discoveries such as Blum-Kulka's (1986) Explicitation Hypothesis or Vinay and Darbelnet's (1995) Explicitation and Implication Strategies.

2.2.1 Explicitation and Implication

The terms explicitation and implication were introduced to translation studies by Vinay and Darbelnet. According to their definition, explicitation is „a stylistic translation technique which consists of making explicit in the target language what remains implicit in

the source language because it is apparent from either the context or the situation.”, whereas implicitation is „a stylistic translation technique which consists of making what is explicit in the source language implicit in the target language, relying on the context or the situation for conveying the meaning.” (Vinay– Darbelnet, 1995: 344). Extending the original interpretation of Vinay and Darbelnet (1995), Klaudy (1999) not only interpreted explicitation as a translational technique based on conscious decisions but also took into account the systemic differences between language pairs involved in translation that make explicitation an obligatory and automatic operation. Accordingly, she distinguishes between LANGUAGE-SPECIFIC and NON-LANGUAGE-SPECIFIC phenomena. Thus, she claimed that both explicitation and implicitation can be automatic operations or conscious strategies (Klaudy, 1999: 9). Explicitation include specification of meaning, distribution of meaning, addition of meaning, grammatical specification, grammatical division, grammatical addition. Implicitation, on the other hand, include generalisation of meaning, contraction of meanings, omission of meaning, grammatical generalisation, grammatical contraction, grammatical omission. (Klaudy, 2003). Accordingly, in his typology, which applies to both explicitation and implicitation operations, she classifies transfer operations into four main categories (Klaudy, 1999):

- **OBLIGATORY:** operations that the translator cannot avoid since without performing them (s)he would get ill-formed sentences in the target language. In this case, the translator has no choice but to perform them. It is mainly the so-called "missing categories" that oblige such operations. One such missing category is grammatical gender, which, unlike in Hungarian, is found in most Indo-European languages. In this category, we can also include translating articles from Ukrainian into Hungarian, and prepositions when translating from Indo-European languages into Hungarian. In addition, the translation of personal pronouns is listed in this category too, and although they cannot be included in the missing category, since they can be found in the Hungarian language system, they differ significantly from many Indo-European languages in that they do not indicate the gender of the person (Klaudy, 1999: 11–12).
- **OPTIONAL:** the translator is trying to correct a linguistic difference or to meet linguistic expectations by performing a the given operation. The translator has the option of performing the operation. Even without doing so (s)he would still produce a grammatically correct sentence in the target language. Unlike the obligatory category, they are not automatic and are therefore mostly carried out by experienced translators,

while novice translators often overlook them due to lack of routine/competence. These operations can cover word-level, sentence-level or text-level. Word-level optional explicitation can be, for example, the concretization of introductory verbs from Indo-European languages into Hungarian (e.g. 'said' → murmured, cried out, whispered, etc.). A common example of sentence-level optional explicitation is the translation of the infinitive structures from Indo-European languages into Hungarian as independent sentence units. Finally, we can consider optional text-level explicitations, such as the insertion of connectors and punctuation between sentences, which can make the plot clearer (Klaudy, 1999: 11–12).

- **PRAGMATIC:** performing this operation, the translator is trying to bridge the cultural gap between the source and target text readers. It is similar to optional operations, except that this category is not based on linguistic differences, but is caused by extra-linguistic factors. Thus, mainly performed when translating realia (e.g. food, drinks, money, units of measure, institutions, etc.). This is necessary because in most cases, the realia of a certain culture do not provide enough or any information to the target audience. In such cases, it is advisable to use addition of meaning (Klaudy, 1999: 12-13). As reported by Robin (2013: 52), pragmatic explicitation is "an optional text-editing operation by which the secondary linguistic mediator, drawing on the context, seeks to optimise the informational content and linguistic explicitness of the text and facilitate its processability". Based on this, the explicitness of the target text will increase.
- **TRANSLATION-SPECIFIC:** an operation that can be sought in the nature of the translation/translator. It is not related to linguistic or extra-linguistic factors, the translator tries to clarify the information by relying on the context (Klaudy, 1999: 13).

It is worth knowing, however, that in the case of optional explicitation, asymmetry is very frequent. This concept led to the development of Asymmetry Hypothesis (Klaudy, 2001, 2009b) which claims that in bidirectional translation analysis explicitation and implicitation are not always symmetric operations, as translators, when they have a choice, prefer operations involving explicitation (concretization of meaning, division of meaning, addition of meaning, grammatical concretization, grammatical addition, upgrading of noun phrases and participial phrases into clauses), and often fail to perform operations involving implicitation (generalization of meaning, contraction of meanings, omission of meaning, grammatical

generalization, grammatical omission, downgrading of clauses into noun phrases or participial phrases) (Klaudy, 2001: 376-377).

2.2.2 Domestication and Foreignization

As previously mentioned (see 2.2.1 The Role of the Translator in the Paradigm of Translation), translators function as a cultural filter, that is, they are not just linguistic mediators but also cultural as well. Thus, they must have some strategies to bridge the gaps between different cultures or, at least, bring them closer to each other. Such translation operations, for instance, are described in the domestication/foreignization dichotomy by Venuti (1995). These two techniques were developed to minimize (domestication) or maintain (foreignization) the cultural distance between the speakers of the language pairs. According to Venuti, there are two possible ways of translating: either the translator puts the author aside as far as possible and moves the reader toward him; or he does the same to the reader and moves the author toward him (Venuti, 1995: 42). The former means having the reader feel the linguistic and cultural differences in the text, whereas the latter means the opposite, that is, bringing the foreign culture closer to the reader in the target culture. The question arises, is there a characteristic directionality of domestication and foreignization? Is this directionality related to the distance between languages and cultures? Is it related to the relationship between the minor/major status of the two languages and cultures, i.e. so-called minor linguistic cultures and major linguistic cultures?

It can be assumed that domestication is typically characteristic of translations from less widely spoken languages into more widely spoken languages, e.g., from Ukrainian into English, and foreignization is characteristic of translations from more widely spoken languages into less widely spoken languages, e.g., from Spanish or English into Ukrainian. The supposed reason behind the domestication from a minor into a major language perhaps may be related to the limited knowledge of the target audience about the source culture. For this reason, the translator has to make an extra effort to create a text that the target audience can understand. In the case of foreignization, the reason behind this may be that the main function of translation from more widely spoken languages is to widen the conceptual and cultural horizon of the target audience, to introduce new ideas and new concepts into the target culture, thus introducing source language concepts and words into the target text is inevitable (Klaudy, 2017b). A good example of such foreignization is the appearance of different English words in other languages due to globalization and the development of information technology (*szoftver*, *δραϊβερ*, *hardver*, *φαιλ*, *internet*) at the beginning of the

21st century. According to Klaudy (2017b: 32) in the case of translations, the relationship can be regarded as symmetric on the condition that domestication from a minor into a major language is paralleled by foreignization in the opposite direction. In contrast, if domestication from a minor into a major language is not paralleled by foreignization in the other direction, the relationship can be regarded as asymmetric. The latter concept is called as cultural asymmetry. It is worth noting that, although cultural differences undoubtedly affect translation and can cause translation problems, cultural asymmetry is not equal to cultural differences. Cultural asymmetry is not simply a difference between cultures, but one-way traffic in the information channels or at least unbalanced communication between cultures. In this sense, one of the cultures is regarded as emissive since it emits and distributes widely its own cultural achievements, while the other culture is receptive since it internalizes other people's cultural achievements, which does not mean lack of originality and creativity (Klaudy, 2015: 74-75). Thus, the asymmetry hypothesis (Klaudy, 2001), which claims that translators usually opt for explicitation rather than operations involving implicitations, can be extended from the linguistic level to the cultural level: translators, given the choice, tend to adopt domesticating rather than foreignizing strategies (Klaudy, 2017b). However, the rate and quality of the transfer operations carried out by the translator also depend to a large extent on the translation competence. In the next subsection, accordingly, the concept of competence is discussed in detail.

2.3 Translation Competence

Translation studies have long been concerned with the questions of what it takes to be a good translator, what skills, what knowledge, what abilities are needed to produce the best possible text in the target language. As an independent discipline, translation studies began to focus on the different competencies in the 1980s, but it was only in the 1990s that research on them became popular. One of the reasons for this was that, for quite a long time in the past, translation was used as a method of language teaching and translation teaching was considered part of language teaching. Early research mainly influenced by the work of Noam Chomsky, Dell Hymes and David Taylor linked translation competence to linguistic competence (Kovalik Deák, 2013). The big break occurred between 1990 and 2000 when translation teaching started to be treated as a separate subject from language teaching (Pym, 2011). The first models of translation competence (e.g. Bell, 1991; Neubert, 1994; Kiraly, 1995; Hurtado Albir, 1996a, 1996b) emphasized that translation competence is more than a set of linguistic competencies; it consists of different components (e.g. linguistic and extra-

linguistic knowledge, documentation skills, ability to use tools, transfer competence); and that translation competence consists of various knowledge, skills, abilities, attitudes (Hurtado Albir, 2015).

Translation competence was among first defined by Wilss (1976), who argues that translation competence comprises all the necessary skills that translators are obliged to have in both languages. According to him, it is a supercompetence that includes listening, speaking, reading and writing skills. At the same time, Harris (1977) regards translation competence as a skill developed naturally by bilingual children as they are ‘natural translators’. As far as Koller (1979) was concerned, translation competence is the ability to put together the linguistic competencies gained in two languages. The definition proposed by Wilss (1976) is of key importance, especially his later, more elaborated definition put forward in 1982, which already pays attention to the ability to analyse source language text and to produce target language text, thus laying the foundation for later more complex models (Kovalik Deák, 2013: 31-32). Neither at that time nor at present there is no consensus among researchers on what translation competence is, which Campbell (1991) explained by the fact that the competence models proposed by different authors focus on different purposes and thus define competence differently. Some competency models have focused on language skills and linguistic competencies (e.g. Neubert, 1994; Hatim-Mason 1997), while others have approached the issue from the perspective of the translation as a profession (Presas, 1997; Kautz, 2000). However, there have also been those who have tried to define the concept of translator competence for pedagogical purposes, based on empirical research (Pym’s Minimalist model 1991, PACTE’s first translation competence model 1998, Göpferich’s model 2009). Nonetheless, a number of other factors also play a role in the complexity and diversity of the definition, including the rapid development of translation studies, its interdisciplinarity, the evolution of the translation as a profession, and the specific aspects of institutionalised translation education (Kovalik Deák, 2013). That said, let us take a look at how the latter category [those who have based their views on empirical research] have defined translation competence.

According to Pym, translation competence is defined as the ability to create more than one possible target language equivalent of a given source language text and to make a quick and justified choice of the viable equivalent texts. He considers translation as a problem-solving process rather than a linguistic or trading one (Pym, 2003: 489).

The PACTE translation group defines translation competence as “the underlying system of knowledge and skills needed to be able to translate” (PACTE, 2000: 100). The

model builds the concept of translation competence around knowledge and skills that play an essential role in the process of translation. As it has perhaps the most empirically supported research, this competence model is preferred in the present study. For this reason, the elements of the competency model will be illustrated in detail later in this paper.

Göpferich's (2009) definition does not differ fundamentally from the PACTE's group but is extended by placing more emphasis on technological achievements and trends, presumably because of the time difference and the evolution of technology.

According to Nord's (2011) functionalist definition, translation competence involves the effective application of the skills, knowledge and abilities needed to translate in order to produce acceptable target-language text.

Despite the different definitions, there is no doubt that competence and its development play a prominent role in the practice and teaching of translation today. Knausz (2009: 77) argues that “without competence development, schools simply cannot achieve any kind of literacy”.

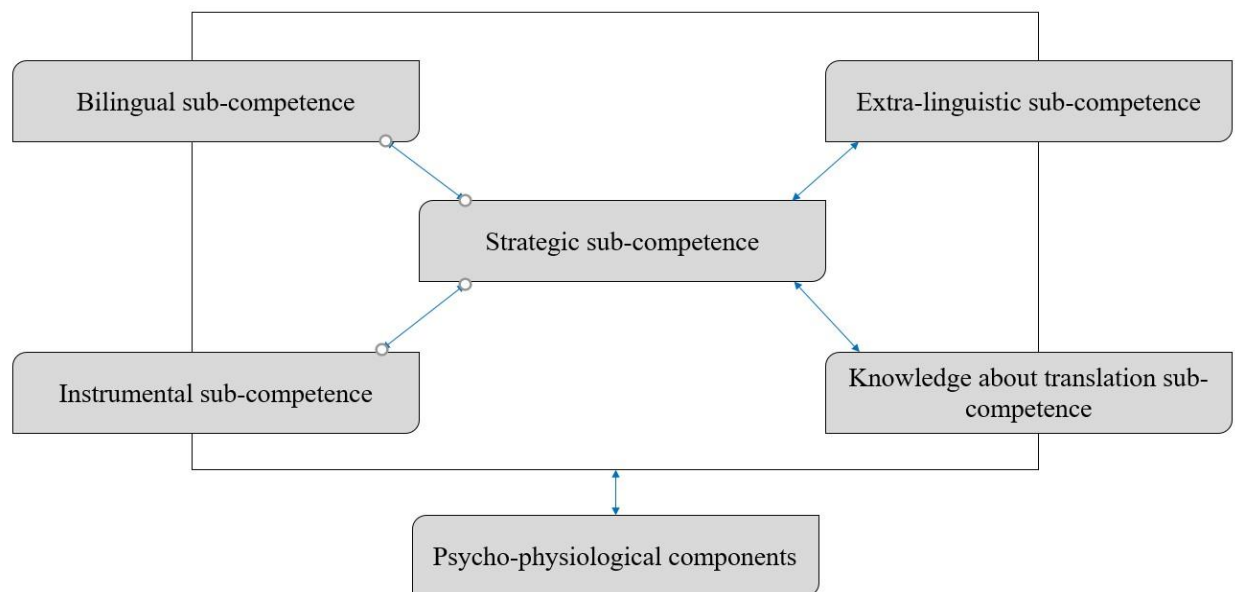
In the next subsection, we will present in detail the competency model created by the PACTE group, which is mainly pedagogically oriented and is used in many higher education institutions and training institutions in Europe.

2.5 The Holistic Model of PACTE Group

The PACTE (Process in the Acquisition of Translation Competence and Evaluation) research group was set up in 1997 in Barcelona to investigate the Acquisition of Translation Competence in written translation. When the group started its research on the topic, “there was no generally accepted TC model that has been validated empirically” (PACTE, 2017: xxvi). For this reason, the group aimed to summarise the pedagogical criteria for translator training (acquisition of translation competence) and to characterise professional translators in detail on the basis of research (translation competence). In contrast to the mainly language-oriented approaches, PACTE's first translation competence model was much more complex than the distributions already existing at the time. Translation competence was seen as procedural knowledge, thus encompassing the knowledge system required for translation. On this basis, translation competence is divided into 5 sub-competences and activates a series of psycho-physiological components (PACTE, 2003).

Figure 3. The Holistic Model of PACTE Group

PACTE (2003)



1. **COMMUNICATIVE COMPETENCE** in two languages – is essential knowledge about processes and procedures ('procedural knowledge') that allows the translator to communicate in two languages. The components include the following: Pragmatic knowledge, Socio-linguistic knowledge, Textual knowledge, and Grammatical-lexical knowledge.

2. **EXTRA-LINGUISTIC COMPETENCE** – general knowledge of the world and specific knowledge that allows you to interpret the text. This can include knowledge of the culture of the two languages, encyclopedic knowledge and subject knowledge.

3. **TRANSFER COMPETENCE** – includes knowledge that is directly inevitable for completing the transfer process from the source language to the target one. This may include knowledge of translation unit types (words, word structures, sentences, etc.), knowledge about automatic transfer operations (explicitation/implication), methods or procedures (paraphrase, skip, insert), as well as possible translation problems and the translation market (clients, orders, target audience, etc.).

4. **INSTRUMENTAL-PROFESSIONAL COMPETENCE** – skills related to the use of documentation sources and IT (dictionaries, encyclopaedias, electronic corpora, search engines, etc.) for translation.

5. PSYCHO-PHYSIOLOGICAL COMPETENCE – a mixture of cognitive and attitudinal components types and psycho-motor mechanisms (perception, attention, perseverance, accuracy, critical thinking, motivation, creative and logical thinking, ability to analyse and synthesise).

6. STRATEGIC COMPETENCE – is the most important of the sub-competences, as it guarantees the effectiveness of translation process and plays a key role in solving problems.

From the above, we can conclude that translation competence is based on declarative and procedural (operational) knowledge sets. According to PACTE Group research, professional and novice translators differ mainly in terms of procedural knowledge. According to a finding based on cognitive psychology, professionals transform their declarative knowledge of a given domain into procedural (operational) knowledge by collecting and automating different strategies to identify the most effective responses to problems specific to their domain (Kovalik Deák, 2013: 35).

Summary of Part II

In the present part, the notion of translation has been discussed from a practical perspective. Both approaches to translation (translation as a product vs translation as a process) have been outlined, but in this case, the second approach is taken as a basis, i.e. translation as a process. The process of translation is thus approached from the translator's perspective who performs transfer operations by making correct decisions. These decisions are influenced on the one hand by the similarity/difference of the language systems, and on the other hand by the competence of the translator. Differences in language systems tend to affect the translator at a linguistic level, involving obligatory operations. Such an obligatory transfer operation could be explicitation of grammatical gender when translating from Hungarian into Ukrainian ($\check{O} \rightarrow \text{Він/Вона}$) or implicitation in the opposite direction ($\text{Він/Вона} \rightarrow \check{O}$). Apart from this, there are optional operations that the translator performs mainly because of differences in the source text and the target text readership. For example, such operations can be pragmatic transfer operations, whereby the translator provides more information because of the audience's lack of background knowledge or omits certain elements on

purpose. The quantity and quality of the operations performed is influenced by translation competence, which is defined as the set of skills and knowledge required to carry out the translation.

After summing up all these key points, we can now move on to the next part, in which the experimental research will be illustrated.

PART III

METHODOLOGY AND PRESENTATION OF THE RESEARCH

The entire thesis took two years to complete, of which the second year was spent on the empirical research. In the course of the empirical research, we examined texts in three languages (Hungarian, Ukrainian, English) published on <https://karpatalja.ma> news portal. Hungarian is viewed as the source language, Ukrainian and English as target languages. The main aim of the research was to investigate what pragmatic differences can be seen in the translated text.

The current issue raised the following *questions*:

- What changes does it involve when the translator takes into account the target audience?
- How relevance theory prevails in translation?
- Which operations are predominant in Ukrainian texts?
- Which operations are predominant in English texts?

While investigating the topic, the following *hypotheses* were formulated:

- a) The Ukrainian translations include less explicitation since Ukrainians know more about Transcarpathian Hungarians than the international audience.
- b) In line with Asymmetry Hypothesis (Klaudy, 2001), we assume that explicitation will be predominant in both Ukrainian and English texts.
- c) We assume that the English translations will be far more concise and much shorter than the Ukrainian translations.

In order to refute or verify the aforementioned hypotheses and give answers to the questions of the research, an empirical research was carried out by applying the method of comparative analysis. With the help of these data, the individual research questions can be answered. In the following parts of the thesis the information relevant to the present study are reported.

3.1 Methodology

In the following subsections, considerations related to methodology of the research process are described. In order to make the methodology of the research clearer, each of the key points has been split into separate subsections to make it easier for the reader to understand.

3.1.1 Planning the Study

I became interested in newspaper translation analysis as a first-year master's student when I applied to the first Zrínyi Ilona Szakkollegium. As well-informedness is an important factor in my life, and as by my nationality I am Hungarian who went to a Ukrainian secondary school but is an English major, I thought it would be worthwhile to examine what differences we might find in local newspaper articles depending on who they are addressed to. Accordingly, I selected a local news portal that, in addition to informing the population of Transcarpathia about the latest news, also targets foreign audiences by translating articles into English. Unfortunately, since most news portals in Transcarpathia are either monolingual or Hungarian-Ukrainian, there is only one news portal that meets this criterion and informs people in three languages. For this reason, newspaper articles from <https://karpatalja.ma> have been served as a basis for this research.

3.1.2 Corpus and Research Instruments

In the present research, twenty independent newspaper articles from <https://karpatalja.ma> online news portal were examined. The corpus thus consisted of twenty newspaper articles and their translations into Ukrainian and English languages published from 2020 to 2022. All in all, sixty articles were put under investigation. The choice of newspaper articles was mainly influenced by the existence of foreign language translations. Even though a specific topic of the articles was not a pre-requisite, most of the selected articles cover cultural or political life of Transcarpathia. Newspaper articles as a category were chosen because a relatively large number of people read the news every day. For this reason, it would be worth examining how is informed a Hungarian reader, a Ukrainian reader and a foreign reader about the very same topic. The different background knowledge is likely to be reflected in the translated products too.

The comparison was carried out using Microsoft Word and Microsoft Excel. Both of them were selected because it is free and easy to use. Moreover, using MS Excel provided an easier way to create and edit tables for the results than any other available application.

3.1.3 Procedure of the Research

First of all, it was inevitable to review the current academic literature related to the current study. Thus, in the theoretical part (Part I and II) of the thesis, we have prepared a synthesis on the basic works published in the topic and on the current academic literature. We have also compared and contrasted different opinions, highlighting the importance of the problem

and possible approaches to it. We have clarified the relationship of pragmatics to translation studies, then defined the basic concepts such as translation, transfer operation, context, relevance, and translation competence. As the last step, categorised transfer operations. These notions are all essential to understanding the analysis of translation. After looking through the inevitable academic literature, the next step was to determine the articles to be put under investigation. Accordingly, twenty articles were selected based on the existence of Ukrainian and English translations. After selecting the appropriate articles, the following step was to download them into a Microsoft Word document. After downloading them, we had to copy the sentences one by one into the cells of MS Excel. Thus, all the three texts could be seen simultaneously next to each other which made the analysis easier. The last but one step was to identify the pragmatic differences between the source text and the target texts. And, lastly, the final step was to put these differences into a table to get a clear picture of these differences.

3.1.4 Data Analysis Methods

In the current experimental research, the analytical descriptive methodology was applied. We approached the analysis in a traditional way, i.e. we did not use separate language data analysis applications. Pragmatic differences were identified based on Klaudy (2021) categorisation. According to it, pragmatic transfer operations become necessary precisely when two languages, two cultures confront each other. This is particularly noticeable when translating realia, i.e. objects and their names that have no equivalent or different connotation in the target language (e.g. institutions, titles, organisations, etc.). However, it can also include any reference that is more specific to a particular culture.

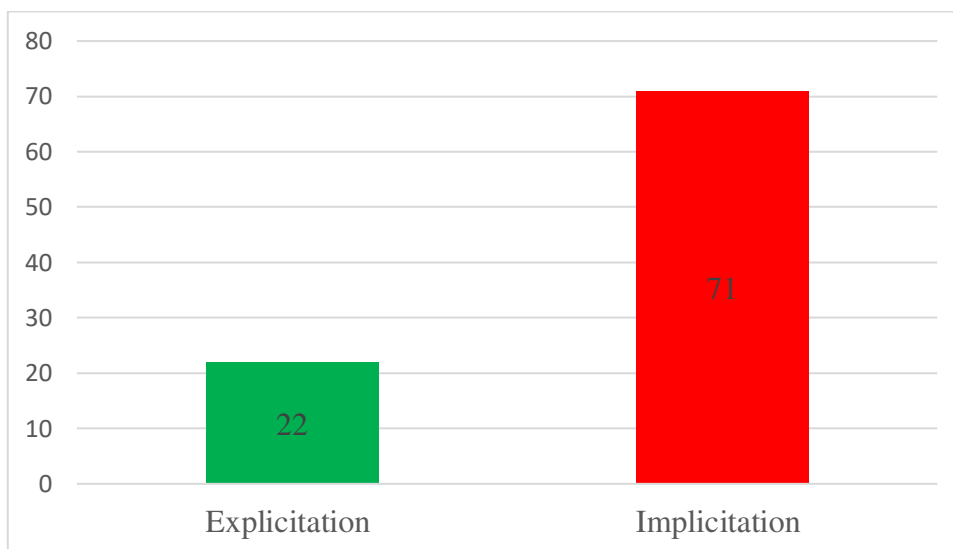
3.2. Findings

After analysing twenty articles and their Ukrainian/English translations, we can conclude that there were a total of twenty-two transfer operations when the translator made the pragmatic meaning explicit, that is applied explicitation, and seventy-one operations when the translator made the pragmatic meaning implicit, that is applied implicitation. Nevertheless, it is worth noting that in some cases operations were only applied while translating into one language, e.g. from Hungarian into Ukrainian or from Hungarian into English, but there were also cases when they were present in both. The differences found in the translations have been classified into the following categories: operations related to

acronyms, operations related to people and titles of people, operations related to locations. These categories are shown in the next subsections below.

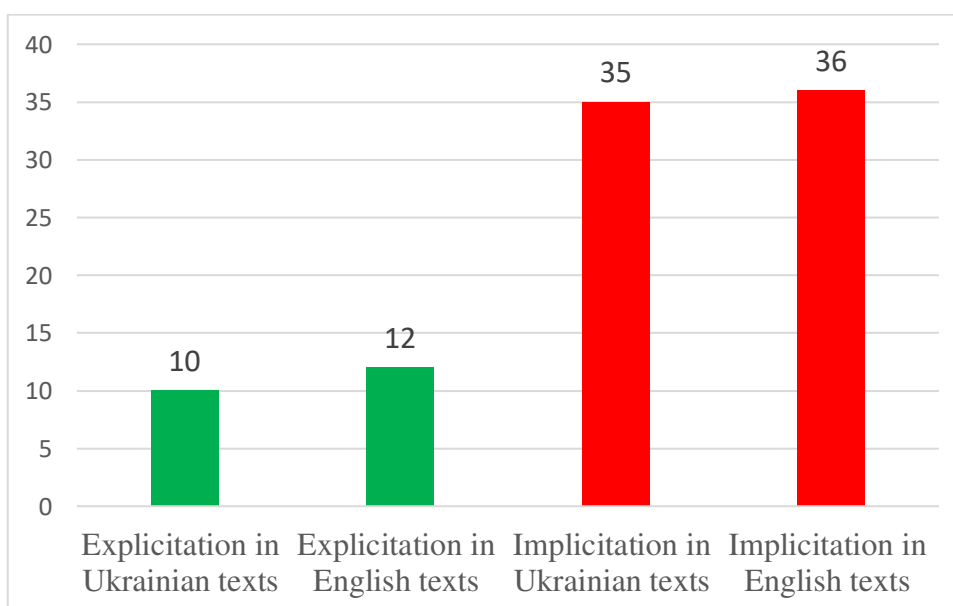
Before moving to the categories though, let us take a look at results in general. From the diagram 3.2.1, we can draw the conclusion that implicit operations (76 %) far outnumber explicit operations (24 %) in both languages.

Diagram 3.2.1 The Proportion of Explication and Implication in Both Languages



The overall picture, however, is far from being disproportionate if we break down these operations into languages. As we can see from the diagram 3.2.2, the proportion of transfer operations is more or less balanced, despite the fact that slightly more operations were performed in the direction of English.

Diagram 3.2.2 Explication and Implication in Ukrainian and English texts



3.2.1 Transfer Operations Related to Acronyms

From all the twenty articles, there were eight where we could find acronyms. In total, there were thirteen occasions when a transfer operation was carried out dedicated to either explicitation or implicitation of acronyms. From these operations, there were six cases when the translator applied explicitation. The examples of explicitation are shown in Table 3.2.1.1.

Table 3.2.1.1. Explicitation of Acronyms

(Source of examples: www.karpatalja.ma. Links see in Appendix)

| Article № | Source Language | Ukrainian Translation | English Translation |
|------------|---|---|---|
| Article 1. | A kistérség 26 képviselői székéből a KMKSZ – 12, a Ridne Zakarpattya – 7, a Nép Szolgája – 4, az UMDSZ – 3 képviselőt delegálhatott. | Мікрорегіон має 26 місць: КМКС – 12, від Рідного Закарпаття – 7, Слуга народу – 4, УМДС – 3 депутатів може делегувати в раду ОТГ. | Of all the 26 seats of the amalgamated community, the KMKSZ (Transcarpathian Hungarian Cultural Association) gained 12, the Ridne Zakarpattia party gained 7, Servant of the People gained 4, and UMDSZ gained 3 representative seats in the council. |
| Article 3. | Az Ukrán Biztonsági Szolgálat razziát tart hétfő reggeltől Brenzovics Lászlóhoz, a KMKSZ elnökéhez köthető intézményekben. | З ранку понеділка Служба Безпеки України проводить рейди до установ, пов'язаних з Василем Brenzovичем, президентом КМКС . | The Security Service of Ukraine (SBU) has made raids on the institutions connected to the president of Transcarpathian Hungarian Cultural Association (KMKSZ) , Laszlo Brenzovics. |
| Article 3. | Az SZBU korábban indított büntetőeljárást az Egan Ede program kapcsán, mert szeparatizmust véltek felfedezni a megye gazdasági fellendítését célzó projektben. | Раніше СБУ розпочала кримінальне провадження у зв'язку з програмою Егана Еде, оскільки вважалося, що сепаратизм був виявлений у проекті, спрямованому на стимулювання економіки області. | The Security Service of Ukraine (SBU) has started criminal procedure connected with the Egan Ede Programme as well, because they saw separatism in the programme aimed at boosting the economy of the county. |

| | | | |
|----------------|---|--|---|
| Article 10. | A KMPSZ többezres tagsága... nevében... | Від імені тисяч членів Закарпатського угорського педагогічного товариства (далі ЗУПТ) | On behalf of the thousands of members of the THPA (Transcarpathian Hungarian Pedagogical Association)... |
| Article 12. | Megjelent az új köznevelési és szakképzési tankönyvjegyzék, amely negyven kiadó több mint 2400 kiadványát, köztük új fejlesztésű tankönyveket tartalmaz – közölte az Emberi Erőforrások Minisztériuma (Emmi) kedden az MTI-vel . | Опубліковано новий каталог підручників народної освіти та професійної підготовки, який містить понад 2400 публікацій від сорока видавництв, у тому числі й новостворені підручники- про це розповіли у вівторок Угорська телеграфна агенція (MTI) та Міністерство Гуманних Ресурсів (EMMI). | As it was stated by the Ministry of Human Resources of Hungary (EMMI) and MTI , a new textbook collection on public education and vocational training has been published, containing more than 2400 works from 40 publishers, including newly developed textbooks. |
| Article 14. | A kárpátaljai közösség nevében Orosz Ildikó elnök és Berki Károly egykori irodaigazgató koszorúzott. | Президентка Ільдико Орос та колишній директор ЗУПТ Кароль Беркі поклали вінки від імені закарпатської громади. | President Ildikó Orosz and former KMPSZ director Károly Berki laid wreaths on behalf of the Transcarpathian community. |

At the same time, the analysis showed that not every case involved carrying out explicitation on the part of the translator when dealing with an acronym. In line with this, seven cases have been found when the translator carried out implicitation. The examples are shown in Table 3.2.1.2.

Table 3.2.1.2. Implicitation of Acronyms

(Source of examples: www.karpatalja.ma. Links see in Appendix)

| Article № | Source Language | Ukrainian Translation | English Translation |
|--------------|-----------------|-----------------------|---------------------|
|--------------|-----------------|-----------------------|---------------------|

| | | | |
|----------------|--|--|---|
| Article 2. | Az Ágazati-Szakmai Szakértői Tanács azt javasolta a Nemzeti Felsőoktatási Minőségbiztosítási Ügynökségnek, hogy... | ГЕР рекомендувала НАЗЯВО... | The Specialized Expert Council recommended the National Agency for Higher Education Quality Assurance to... |
| Article 2. | Ukrajna Oktatási és Tudományos Minisztériuma... | затверджені наказом МОН України... | approved by the decree of the Ministry of Education and Science of Ukraine... |
| Article 2. | A Nemzeti Felsőoktatási Minőségbiztosítási Ügynökség tagjainak azon jogos, indokolt megjegyzései, melyek szerint Ukrajna Biztonsági Szolgálatának nincs hatásköre az oktatási programok akkreditációja terén, nem kerültek nyilvánosságra. | Обґрунтовані зауваження членів НАЗЯВО щодо відсутності повноважень у СБУ в сфері акредитації освітніх програм не було оприлюднено. | The well-grounded remarks of the National Agency for Higher Education Quality Assurance members on the lack of authority on the part of the Security Service of Ukraine in the sphere of accrediting educational programs were not disclosed. |
| Article 2. | Május elején a Nemzeti Felsőoktatási Minőségbiztosítási Ügynökség egy levelet küldött a Rákóczi-főiskola részére... | На початку травня НАЗЯВО направило лист інституту... | In early May the National Agency for Higher Education Quality Assurance sent a letter to the College... |
| Article 18. | Anatolij Poloszkov, a Kárpátaljai Megyei Állami Adminisztráció vezetője elmondta, hogy még emlékszik azokra időkre, amikor a főiskola épülete nem így nézett ki. | Голова Закарпатської ОДА, Анатолій Полосков зазначив, що досі пам'ятає як виглядала будівля інституту 20 років тому. | Anatoly Poloskov, head of the Transcarpathian County State Administration, said he still remembers times when the college building didn't look like that. |
| Article 18. | Jurij Szadvári, a Munkácsi Állami Agráripari Koledzs igazgatója köszöntötte a jelenlévőket. | Присутніх привітав Юрій Садварі, директор Мукачівського | Yurij Sadvari, the director of the State Agricultural Vocational School of |

| | | | |
|-------------|--|--|---|
| | | фахового коледжу НУБіП України. | Munkács greeted those present. |
| Article 19. | Idén a civil szervezet Magyarország Beregszászi Konzulátusával és a Kárpátaljai Magyar Kulturális Szövetséggel (KMKSZ) közösen idézte fel az eseményeket. | Цього року PCS разом із Консульством Угорщини в м. Берегово та КМКС нагадали про події. | This year, the PCS, together with the Consulate of Hungary in Beregszász and the Cultural Alliance of Hungarians in Sub-Carpathia (KMKSZ) , recalled the events. |

3.2.2 Transfer Operations Related to People and Titles

In this subsection, we have collected transfer operations that were either targeted at specifying people or were in some way linked to people. All in all, there were three cases of explicitation, and twenty-six cases of implicitation. In total there were three cases (all of them explicitation, see Table 3.2.2.1.) related to specifying people, ten cases (all of them implicitation, see Table 3.2.2.2.) related to speeches, and five cases (all of them implicitation, see Table 3.2.2.3.) related to titles of people. In addition, we also included ten cases related to quotations and names (all of them implicitation, see Table 3.2.2.4) though they only half fit into this category because in their case there is not always a direct link to specific people.

Table 3.2.2.1. Explicitation of People

(Source of examples: www.karpatalja.ma. Links see in Appendix)

| Article № | Source Language | Ukrainian Translation | English Translation |
|------------|--|---|---|
| Article 3. | Vitalij Glagola újságíró szerint magyarországi támogatásból megvalósuló fiktív szerződések megkötésével, kettős könyveléssel, pénzmosással vádolják a kárpátaljai magyarság képviselőjét. | За словами журналіста Віталія Глаголи, представника угорців Закарпаття звинувачують в укладанні фіктивних договорів, подвійній бухгалтерії та відмиванні грошей за підтримки Угорщини. | Due to Glagola Vitalij journalist, Laszlo Brenzovics, the representative of the Transcarpathian Hungarians is charged with contracting fictitious contracts, money laundering, double-entry bookkeeping. |

| | | | |
|------------|---|--|--|
| Article 6. | Szjjártó Péterrel találkozik Kuleba Kárpátalján | Кулеба запросив очільника МЗС Угорщини на Закарпаття | Kuleba invites Hungary's FM to visit Zakarpattia on Sept 23 |
| Article 7. | Koszorúzással adóztak Dobó István emléke előtt Szerednyén | Покладанням вінків вшановували пам'ять Іштвана Добо, одного з найбільших героїв Угорщини , в селі Середне | Wreathing in memory of Istvan Dobo |

In general, there were a number of occasions in the twenty articles when someone was delivering a speech. In most cases, the speeches were completely translated into Ukrainian. In the English text, on the other hand, all these were generalised or entirely omitted. In total, ten occasions have been identified when impicitation was carried out. Five instances were found where the translator only partially translated the speech in the source text, and five instances where the speech was completely omitted. The results are shown in Table 3.2.2.2.

Table 3.2.2.2. Implicitation of Speech

(Source of examples: www.karpatalja.ma. Links see in Appendix)

| Article № | Source Language | Ukrainian Translation | English Translation |
|------------|---|---|--|
| Article 4. | Beke Mihály András, Magyarország Beregszászi Konzulátusának első beosztott konzulja elmondta, hogy ez a magyar nemzet szabadság vágyának az ünnepe. | Заступник Генерального консула Угорщини в м. Берегові Міхай Андраш Беке, заявив, що це свято є символом прагнення угорської нації до свободи. | Than Beke Mihály András, first deputy consul of Hungary's Consulate in Beregszász also welcomed the audience. |
| Article 4. | A forradalom veresége ellenére, fontos volt, hiszen ez az esemény ejtette az első mély sebet a kommunista rendszerben. | Незважаючи на поразку революції, це було важливо, оскільки ця подія залишила першу глибоку рану в комуністичному режимі. | —(—) |

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| <p>Article 5.</p> | <p>– Minden nemzetnek fontos része a hősök és mártírok emléke. Amikor rájuk emlékezünk, megbecsüljük történelmi múltunkat. Fontos, hogy a nemzet önbecsülése, történelmi tartása, megmaradásban való hite szilárdan álljon, s ezáltal megőrizzük a hitet és reményt a jövőben. Végezetül hozzátette: – A magyar nép büszke nemzet. Ezért emelt fővel emlékezünk. Reméljük, a továbbiakban ez erőt ad bármilyen válság leküzdéséhez.</p> | <p>– Пам’ять про героїв є важливою частиною кожного народу. Пам’ятаючи їх, ми цінуємо своє історичне минуле. Важливо, щоб самооцінка, історія та віра в виживання нації були твердими, і таким чином ми зберегли цю віру та надію на майбутнє. Угорський народ – горда нація. Тому ми пам’ятаємо з піднятою головою. Ми сподіваємось, що в майбутньому це дасть нам сили подолати будь-яку кризу.</p> | <p>–(–)</p> |
| <p>Article 5.</p> | <p>Dr. Orosz Ildikó, a PCS elnöke Radnóti Miklós Nem tudhatom című verséből idézett.</p> | <p>Ільдико Орос, президент ГО “Про Культура Субкарпатика”, привітала присутніх цитатою Міклоша Радноті «Не знаю».</p> | <p>After that Ildikó Orosz, President of civil organization Pro Cultura Subcarpathica also welcomed the audience. She started her speech with the words of Miklós Radnóti.</p> |
| <p>Article 5.</p> | <p>– Ma azért vagyunk itt, hogy továbbadjuk: mindenkinek a helyén kell lenni és időben kell szólni! Időben kell szólni, hogy a világ sorsa ne vegyen rossz irányt – hangsúlyozta az elnökasszony. Hozzátette: – Minden ember felelős azért, hogy mit cselekszik. Ezért fontos az, hogy milyen politikai vezetőt választunk. A mai nap arról is szól, hogy ne rontsuk el. Adjuk át, hogy mindenki felelősségteljesen viseltessen és hozza</p> | <p>– Ми сьогодні тут для того, щоб передати: кожен повинен бути на своєму місці і говорити вчасно! Нам потрібно діяти вчасно, наша доля залежить тільки від цього. Кожен несе відповідальність за те, що робить. Тому важливо, якого політичного лідера ми обираємо.</p> | <p>–(–)</p> |

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| | meg a legjobb döntést saját érdekeink és jogaink érdekében. | | |
| Article 7. | Ezután Dr. Orosz Ildikó, a PCS elnöke osztotta meg gondolatait a jelenlévőkkel, aki elmondta, hogy néhány száz évvel ezelőtt Dobóék hőiesen küzdöttek az akkor betörő pogányok ellen. | Тоді доктор Ільдїка Орос, голова PCS, подїлилася своїми думками з присутніми, та розказала, що кілька сотень років тому Добо та його побратими героїчно боролися проти тодішніх язичників, які нападали. | The event was attended by Ildikó Orosz, President of civil organization Pro Cultura Subcarpathica. In her greetings she remembered about István Dobó, and revived the historical events. |
| Article 7. | – Védték a kereszténységet és Európát. Ennek köszönhető az, hogy megmaradtak városaink, falvaink, megmaradt ez a sokszínű kultúra, s megmaradt a kereszténység, melyet tovább vihettünk. | – «Вони захищали християнство та Європу. Завдяки цьому вижили наші міста і села, збереглася ця різноманітна культура, збереглося християнство, яке ми змогли продовжувати. | She drew attention to the multi-coloured culture, which is still present our countryside today. |
| Article 7. | Ezért tartjuk évente a DobóFesztet – hogy mindenki emlékezzen arra –, hogy azt a közösségi kultúrát, melyet kialakítottunk Kárpátalján, meg tudjuk őrizni évszázadok múlva is. | Ось чому ми проводимо Добов фест щороку, заради того, щоб усі про це пам'ятали, і ми змогли зберегти культуру громади, яку ми розвивали на Закарпатті протягом наступних століть». | –()– |
| Article 7. | Végezetül hozzátette: – Emlékeznünk kell dicső múltunkra, azért is, hogy megőrizzük Kárpátalján azt a lelkületet, amit őseink több száz éven keresztül fenntartottak. | В кінці промови, він додав: – «Ми повинні пам'ятати своє славне минуле, також для того, щоб зберегти на Закарпатті дух, який сотні років зберігали наші предки. | In his greetings he highlighted we must remember our glorious past. |

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| Article 7. | Ehhez hozzátartozott a nemzetek közötti béke, és hogy mindig voltak olyan emberek, akik kiálltak a kereszténység és az európai kultúra mellett. | Це включало мир між народами і те, що завжди були люди, які відстоювали християнство та європейську культуру». | –()– |
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There were also a couple of examples in the translations when a certain title was partially or totally omitted. These titles may refer to people giving a speech or to other prominent people. As a consequence, two cases were found when the title of the person giving a speech was partially omitted from the English text and three occasions when the titles were not transferred into the English text. Al in all, five cases of implicitation (see Table 3.2.2.3).

Table 3.2.2.3. Implicitation of Titles

(Source of examples: www.karpatalja.ma. Links see in Appendix)

| Article № | Source Language | Ukrainian Translation | English Translation |
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| Article 4. | Az állami himnusz és nemzeti imádságunk elhangzása után Orosz Ildikó, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola és a Pro Cultura Subcarpathica civil szervezet elnöke köszöntötte a jelenlévőket. | Після державного гімну та нашої національної молитви Ільдико Орос президент Закарпатського угорського інститут ім. Ференца Ракоці II та голова ГО «Про Культура Субкарпатика» привітала всіх присутніх: | Ildikó Orosz, President of civil organization Pro Cultura Subcarpathica opened the event. |
| Article 4. | Majd Marosi István, görögkatolikus pap, az Ortutay Elemér Görögkatolikus Szakkollégium igazgatója imába foglalta az áldozatok emlékét. | Іштван Мароші, греко-католицький священик, директор Греко-католицького гімназії імені Елемера Ортутея , молився за пам'ять жертв. | After the greetings the Greek Catholic parochus , István Marosi prayed for the victims. |
| Article 9. | Követte a Nagy Fejedelmet. Áldozatot hozott a saját népéért, mely abban az időben is szlovákokból, magyarokból, ruszinokból állt. | Він вірно слідував за ним . Він приніс чимало жертв заради власного народу, який на той час складався зі словаків, угорців та русинів. | –()– |

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| Article 9. | Idén, a járványügyi helyzet miatt, azonban csendes koszorúzással emlékeztek meg az arany-sarkantyús vitézről és feleségéről szeptember 20-án az ungvári várban. | Цього року, 20 вересня в Ужгородському замку, відбудеться покладання вінків та вшанування пам'яті, адже через епідемологічну ситуацію організатори не змогли провести фестиваль. | In the current situation, only a quiet wreathing was held in Uzhhorod Castle on 20th of September. |
| Article 14. | Ezt követően a régió magyar iskoláinak közös műsorát tekinthette meg a nagyszámú közönség, melyet a nemrég Kossuth-díjjal kitüntetett Dr. Diószegi László néprajzkutató, koreográfus rendezett. | Після цього глядачі мали змогу побачити виступ угорських шкіл регіону, організований нещодавно нагородженим етнографом і хореографом, доктор Ласло Діосегі. | Afterwards, the audience had the chance to see the performance of the region's Hungarian schools, which was organized by the recently awarded ethnographer and choreographer, dr. László Diószegi. |

Finally, nine cases were found when a specific quote or a name was implicated in the Ukrainian, English or sometimes both texts. Two cases were when a citation was left out from both Ukrainian and English texts, and eight cases when a certain name was implicated. The results are shown in Table 3.2.2.4.

Table 3.2.2.4. Implication of Quotation/Names

(Source of examples: www.karpatalja.ma. Links see in Appendix)

| Article № | Source Language | Ukrainian Translation | English Translation |
|------------|--|--|---------------------|
| Article 4. | A magyar forradalom... győzelem a vereségben, mindörökké egyike marad azoknak a ritka eseményeknek, amelyek visszaadják az embernek önmagába vetett hitét, és emlékeztetik... sorsa értelmére, az igazságra". (Raymond Aron) | –(–) | –(–) |
| Article 7. | A megemlékezés kezdetén Dobó István esküjét hallhatták az Egri csillagok című musicalből Birta István kántor előadásában. | На початку вшанування пам'яті, присягу Іштвана Добо можна було почути з мюзиклу «Зірки Егеру» у виконанні кантора Іштвана Бірти. | –(–) |

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| Article 9. | A három magyar huszárezred közül az egyik a mai napig is a Bercsényi nevet viseli, és indulója is a magyar nyelvű Gyöngé violámnak letörött az ága... kezdetű ének, melyet magyar nyelven énekelnek. A gyülekező alatt ezt az indulót hallhatták a megjelentek. | Один із трьох угорських гусарських полків досі носить ім'я Берчені, а їхній гімн розпочинається словами « Gyöngé violámnak letörött az ága...» яку співають угорською мовою. На початку заходу звучала ця композиція. | –(–) |
| Article 15. | A szerelmes Balassi – jótékonyági est Beregszászban | Благодійний вечір у м. Берегово | Balassi in Love – Charity Event in Beregszász |
| Article 17. | „Hass, alkoss, gyarapíts...” – a magyar kultúra napját méltatták Ungváron | День угорської культури в м. Ужгород | Day of Hungarian Culture in Ungvár |
| Article 18. | A közelmúltban a Rákóczi-főiskola infrastruktúrája egy újabb épülettel bővült, melynek átadását az ünnepség keretén belül tartották. | На урочистому заході відбулася передача нового корпусу закладу . | Recently, the infrastructure of the college was expanded with another building, the handover of which was within the framework of the ceremony. |
| Article 18. | A korszerűsítés Magyarország Kormánya támogatásával a “Kárpátaljai magyar bázisiskolák felújításának támogatása” fejlesztési projekt keretében valósult meg a Bethlen Gábor Alapkezelő Zrt. és Kárpátaljai Magyar Főiskoláért Jótékonyági Alapítvány közreműködésével 2019-2021-ben. | Модернізація була реалізована у 2019-2021 роках за підтримки уряду Угорщини в рамках проекту розвитку за участю Фонду ім. Габора Бетлена та благодійного фонду. | The modernization was implemented in 2019-2021 with the support of the Government of Hungary in the framework of a development project with the participation of Bethlen Gábor Fund and the Charity Foundation for the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. |

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| Article 19. | A beszédek követően a Sodró táncegyüttes és a színház közös, közel egyórás műsorát láthatták az érdeklődők „Idegenben keserűbb a sírás...” címmel. | Після промов бажаючі мали змогу побачити майже годинну програму театру та танцювального гурту Шодро. | After the speeches, those interested could see a nearly one-hour program of the Sodró dance band and the theater. |
| Article 20. | Ezt követően a színpadon Ung-vidéki népzenei együttesek és néptáncsoportok mutatkoztak be. Színpadra lépett a Csüllő néptáncegyüttes, a Csipkés együttes, a Rusznaki, a Rumenok vokálegyüttes, a Haklirka táncegyüttes és a Sodró. | Після цього на сцені виступили колективи народної музики та народних танців з округу Унг. | After that, folk music and folk dance groups from Ung County performed on the stage. |

3.2.3 Transfer Operations Related to Locations

In the last section of this subsection, one can see the transfer operations that were related to specific locations. As a result, four cases were identified where explicitation was applied to provide more background information about a specific location, and eight cases when implicitation was applied which thus resulted in less accurate picture. All of the implicitations included partial or total omissions.

Table 3.2.3.1. Explicitation of Locations

(Source of examples: www.karpatalja.ma. Links see in Appendix)

| Article № | Source Language | Ukrainian Translation | English Translation |
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| Article 7. | A kialakult járványügyi helyzet miatt azonban csendes koszorúzással emlékeztek meg a magyar történelem egyik legnagyobb hősről szeptember 6-án a szerednyei Dobó-pincében. | Однак, у зв'язку з епідеміологічною ситуацією, 6 вересня, у підвалі Добо, що знаходиться в селі Середне, пам'ять одного з найбільших героїв угорської історії вшановували покладанням вінків. | In the current situation, only a quiet wreathing was held in Serednye on 6th of September. The village is the birthplace of Istvan Dobo. |

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| Article 16. | Festő vagyok és pedagógus, elemi és általános iskolás gyerekeket tanítok a művészet szeretetére. | Я живописець з Ужгорода , і по фаху художник-педагог. Ціль моєї роботи передати любов до мистецтва учням початкових та загальноосвітніх класів... | I am a painter and an art teacher from the city of Uzhhorod, Transcarpathia, Ukraine's westernmost region . I teach elementary to middle school kids to love ARTS. |
| Article 17. | A zenekar munkáját Ukrajnában és az anyaországban is elismerték. | Робота гурту була визнана і в Україні, і в Угорщині . | The band's work has been recognized in Ukraine and Hungary as well. |
| Article 20. | A megyeszékhelyen gróf Bercsényi Miklós, Ung vármegye főispánja és felesége, Csáky Krisztina szellemiségét elevenítették fel. | В Ужгороді шанували пам'ять графові Берчені Міклошу, головному графу округу Унг та його дружині Чаки Крістіні. | At the chief town of the county , the spirituality of Count Miklós Bercsényi, chief lord of Ung County and his wife, Krisztina Csáky, was revived. |

On the other hand, not every single location was explicitated, as there were eight cases when the translator partially or completely left out a specific location (see Table 3.2.3.2).

Table 3.2.3.2. Implication of Locations

(Source of examples: www.karpatalja.ma. Links see in Appendix)

| Article № | Source Language | Ukrainian Translation | English Translation |
|------------|--|--|--|
| Article 4. | Kárpátalja ma: az 1956-os forradalomra emlékeztek Beregszászban | Закарпаття сьогодні: у Берегові відзначали день пам'яті про революцію 1956 року | Commemoration to the victims of the 1956 revolution |
| Article 4. | Azokra a csoportokra, amelyek Gállocsban, Nagyszőlösön és Mezőkaszonyban is felemelték a fejüket a kommunizmus ellen és egységet vállaltak a magyar nemzettel, akik tudták, hogy bármi legyen is, minket egy nemzet, egy sors köt össze és ez egy életen át tart. | Групи людей, які насмілилися піти проти комунізму в Галочі, Виноградіві та Косині та об'єдналися з угорською нацією, яка б вона не була, нас об'єднала нація, доля, і це триватиме все життя. | She remembered to those who fought against communism, who undertook unity with the Hungarian nation. |

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| Article 5. | Az 1944-es légitámadás áldozataira emlékeztek Beregszászban | Вшанували пам'ять жертв радянського авіаудару 1944 року | Commemoration to the victims of the 1944 airstrike in Beregszász |
| Article 5. | Az 1944-es szovjet légitámadás áldozatairól emlékeztek meg Beregszász köztemetőjének honvéd parcellájánál , majd a város vasútállomásánál október 9-én. | На військовій частині громадського кладовища м. Берегово та залізничній станції міста вшановували пам'ять жертв радянського авіаудару 1944 року 9 жовтня. | A commemoration was held of the victims of the 1944's airstrike in Beregszász on 9th of October. |
| Article 5. | Először Magyarország Beregszászi Konzulátusának szervezésében a Vérkeparti város köztemetőjében gyűltek össze az emlékezők és helyezték el koszorúikat az áldozatok tiszteletére. | Спочатку гості зібралися на громадському кладовищі та поклали вінки на честь жертв. | The first location was the cemetery of the town, where the attendees wreathed the war memorial. The Consulate of Hungary in Beregszász organized the event. |
| Article 13. | Az Ukrajnában kialakult helyzet kényszerűsége miatt a szokásos március 15-i megemlékezést idén egy zárt körű, csendes főhajtás és koszorúzás váltotta fel Beregszászban. | Через вимушену ситуацію в Україні , традиційне відзначення 15 березня цього року було замінено тихим покладанням вінків у Берегові. | In the current situation , only a quiet wreathing was held in Beregszász on 15th of March. |
| Article 14. | II. Rákóczi Ferenc születési évfordulójának méltatása a hagyományok szerint ünnepi felvonulással kezdődött, mely a kultúrháztól indult, majd a borsi kastély előtti Rákóczi-szobornál folytatódott. | Святкування річниці народження Ракоці II традиційно розпочалося святковою ходою. | The celebration of the prince's birth anniversary traditionally began with a festive procession. |
| Article 18. | Huszonöt éves a Rákóczi-főiskola – jubileumi ünnepség Beregszászban | Закарпатському угорському інституту імені Ференца Ракоці II – 25 років: ювілейна церемонія в Берегові | The Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education is 25 years old |

3.3. Discussion and Interpretation

Since the source text and translated text belong to two different linguistic and cultural settings (Gutt, 1998: 46), as expected, there can be found differences in the target texts. In general, while translating acronyms, explicitation and implicitation were carried out in relation to both languages. In some cases, the translator applied concretisation of meanings, whereas in some cases the translator left the acronym unchanged. As opposing to this, in most cases, the background information related to the people was translated only in the Ukrainian texts, while the English texts omitted them. At the same time, culture-specific and/or irrelevant titles neither in Ukrainian nor in English texts were preserved. Nevertheless, it can also be said that in most cases the quotations have either been omitted or only partially transposed into the English text. In terms of locations, there were cases where the translator of both the Ukrainian and English texts provided more information than the original text. However, when these locations were not considered important for in course of actions, the translators omitted or generalised them. This reflects the fact that when translators take into account the different target audiences, the target text in terms of meaning either becomes enriched or diminished. If the translator believes that the information will be relevant to the target audience and worth the effort of interpretation, the text will be enriched, whereas in the opposite scenario the text will be diminished. As a consequence, we can see that relevance theory has a strong influence on the translators' decision-making and thus on the translation process, which is reflected in the final product.

In the course of interpretation, you will encounter excerpts from the original source text, marked [ST], and excerpts from the Ukrainian text, marked as [TT 1], and the English text, marked as [TT 2].

3.3.1 Interpretation of Transfer Operations Related to Acronyms

Juliane House claims that the target text has “double binding relationship”. On the one hand, it is linked to the source language culture, and, on the other hand, it is linked to the “communicative conditions of the receiving linguaculture” (1997: 29), i.e. to the communicative conventions and norms that are usually observed in the target language culture. We would like to illustrate this with the following acronyms: *KMKSZ*, *CBY/SZBU*, *KMPSZ*, *MOH*, *ОДА*.

When translating the acronyms related to political life of Transcarpathia from Hungarian into Ukrainian, the translator did not apply explicitation. This was reflected in the Ukrainian target text as well (see Table 3.2.1.1., article 1, 3), since the Ukrainian text retained

the acronyms in the same way as they were in the source text. The translator presumably assumed that it was not necessary to specify acronyms such as *KMKSZ* and *UMDSZ*, since they were known throughout Transcarpathia. In contrast, one can see that the translator has applied specification in the case of *KMPSZ* acronym (see Table 3.2.1.1., article 10), which was not as widespread/well known as the previous ones. Whereas in the previous cases the translator achieved the right contextual effect without specification, in this case he/she felt it necessary to insert addition of meaning. When translation from Hungarian into English the overall picture was different. With the case of *KMKSZ* acronym, the translator provided more information by carrying out addition of meaning. In contrast, when translating *UMDSZ*, explicitation was not carried out. The acronym *KMPSZ* was specified in article 10, whereas in article 14 it was taken as a foreign word. There might be two reasonable explanations behind this. The first explanation is that the translator did not consider to specify these acronyms. In the case of *UMDSZ*, the article was telling the perspective of *KMKSZ* party, so *UMDSZ* played only a secondary or even tertiary role. In the case of *KMPSZ*, it was related to a title, so it did not matter what kind of association she [Ildikó Orosz] was the director of, but rather the translator tried to focus on the person itself. Another possible explanation is that the translator had insufficient transfer competence to be aware of this possible explicitation.

Since the acronym *SZBU* is related to Ukrainian culture, but has also been adopted by Transcarpathian Hungarians due to their habitat, it remained implicit in both the Hungarian source text and Ukrainian text (see Table 3.2.1.1., article 3). Opposing to this, the translator of the English text carried out explicitation by providing additional meaning but at the same time keeping the acronym in the same form. By carrying out these operations, the translator has both provided the target audience with sufficient information and, by retaining the foreign acronym, brought them closer to the other culture.

Even though the acronym *MTI*, which refers to the Hungarian Telegraphic Office, has been implicit in the source text, as one can see, in the Ukrainian target text it has become explicit. By providing additional meaning, the translator made it easier for the target audience to process, as they did not have to search what it stands for. In the English target text, on the other hand, the translator did not specify the acronym, which may indicate a lack of competence on the part of the translator.

Although there were a good number of examples of explicitation in terms of acronyms, the proportion of implicit operations was still slightly higher in the investigated translations of the newspaper articles. From the analysis we can see that implicit operations

concerning acronyms were more predominant in Hungarian → Ukrainian translations. If we look at these cases, we can see that in all but one case, implicitations were carried out with acronyms that are familiar to the Ukrainian target audience. If we look at the language use of Ukrainians in general, we can see that they tend to use shortenings with the names of institutions. For them, these acronyms provide enough information, whereas for a local Hungarian or foreign reader they perhaps do not. This is why both in the Hungarian source text and in the English translation these words remain explicit.

3.3.2. Interpretation of Transfer Operations Related to People and Titles

Since the readers of the source text and the target text have different background knowledge, the translator often has to carry out explicitation thus “providing the target reader with additional contextual detail” (Gutt, 1998: 52). On this basis, we would like to present three examples where the translator, taking into account the target audience, has provided information from a particular person that was not originally given in the source text. The purpose of these operations is for the translator to achieve the right contextual effect.

In the third article (see 3.2.2.1.) we can see that *a kárpátaljai magyarság képviselőjéről* [ST] was translated into Ukrainian as *представника угорців Закарпаття* [TT 1]. On the other hand, in the English translation *Laszlo Brenzovics, the representative of the Transcarpathian Hungarians* [TT 2] one can see addition of meaning, as the representative of local Hungarians was named. The translator of the Ukrainian text assumed the Ukrainian audience knew who the representative was without providing any further detail, whereas the translator of the English text applied specification. Had not performed this operation, the translator would have greatly increased the chances that the target audience would not have understood exactly who the text was about.

Similarly, in the following example, we see that, unlike the original Hungarian text *Szijjártó Péterrel találkozik Kuleba Kárpátalján* [ST], in the Ukrainian *Кулеба запросив очільника МЗС Угорщини на Закарпаття* [TT 1] and English *Kuleba invites Hungary's FM to visit Zakarpattia on Sept 23* [TT 2] versions the name of the Hungarian Minister of Foreign Affairs was not given, but only his title. This suggests that the author of the Hungarian article assumed that the native Hungarian reader knew who Péter Szijjártó was without having to explain it. The translators of the target texts assumed that it was not the name itself but the title of the Foreign Minister that was relevant to the target audiences.

In the last example we can see that in contrast to the original Hungarian *Koszorúzással adóztak Dobó István emléke előtt Szerednyén* [ST] and English translations

Wreathing in memory of Istvan Dobo [TT 2], the Ukrainian text *Покладанням вінків вшановували пам'ять Іштвана Добо, одного з найбільших героїв Угорщини, в селі Середнє* [TT 1] provided extra information about who István Dobó was. The translator of the Ukrainian text applied addition of meaning because the target audience was probably not familiar with the historical figure of István Dobó. Even though the readers of the English text would also need to be clarified who István Dobó was, the translator did not consider it relevant to provide clarification, so this was left out from the text.

Now that above we have discussed explicitation related to people, let us turn to the implicit operations. Let us start first with article 4, 5, and 7 (see Table 3.2.2.2). In article 4, the Hungarian text *Beke Mihály András, Magyarország Beregszászi Konzulátusának első beosztott konzulja elmondta, hogy ez a magyar nemzet szabadság vágyának az ünnepe* [ST] and Ukrainian text *Заступник Генерального консула Угорщини в м. Берегові Михайл Андраш Беке, заявив, що це свято є символом прагнення угорської нації до свободи* [TT 1] preserved the explicit information about the celebration. As opposed to this, the English version *Beke Mihály András, first deputy consul of Hungary's Consulate in Beregszász also welcomed the audience* [TT 2] did not include any information related to the celebration mentioned by the first deputy consul. In the same way in article 5, the translator omitted *Radnóti Miklós Nem tudhatom című verséből idézett* from the English text *She [Ildikó Orosz] started her speech with the words of Miklós Radnóti* [TT 2]. The Ukrainian version, on the other hand, *Льдіко Орос привітала присутніх цитатою Міклоша Радноті «Не знаю»* [TT 1] preserved the title of cited poem. Finally, in article 7, we can see a similar example, when the English text only revealed that *she [Ildikó Orosz] remembered about István Dobó, and revived the historical events* [TT 2], but in contrast to the Hungarian *elmondta, hogy néhány száz évvel ezelőtt Dobóék hőiesen küzdöttek az akkor betörő pogányok ellen* [ST] and Ukrainian *розказала, що кілька сотень років тому Добо та його побратими героїчно боролися проти тодішніх язичників, які напали* [TT 1] texts, it was not clear which historical events were being referred to. As you can see, the translator of the English text omitted a significant amount of information, which gave a less accurate picture for foreign audiences. This is probably because the translator did not consider it important to bring 'small' Hungarian culture closer to 'large' and diverse foreign culture. This is in line with Klaudy's (2018) statement who says that "it is possible that translators prefer to domesticate when translating from a small linguaculture to a large linguaculture" (2018: 450). Since Ukraine and Hungary are neighbours, and since we are talking about a local Transcarpathian news portal that takes into account the coexistence of

the two nationality, the translator of the Ukrainian text translates the cultural units that the translator of the English text omits. As can be seen from the table (see Table Table 3.2.2.2), in the rest of the cases the translator of the English text completely omits whole passages from the source text.

While listening to a speech, however, the audience (in our case the readers) does not only pay attention to what they hear (what they see), but also to who the sender of the message is. Following this assumption, the title of the speaker is important. For this reason, let us take a closer look at articles 4, 9 and 14.

In the English translation of article 4, we can see that, in contrast to Hungarian *Orosz Ildikó, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola és a Pro Cultura Subcarpathica civil szervezet elnöke* [ST] and *Ільдико Орос президент Закарпатського угорського інститут ім. Ференца Ракоці II та голова ГО «Про Культура Субкарпатика»* [TT 1], the title of being the head of the Rákóczi-college was omitted. Thus, in the English text only *President of civil organization Pro Cultura Subcarpathica* [TT 2] was kept. This was presumably because the named person was giving a speech as the president of the civil organisation [PCS] and not as the head of the college. Similarly, the title of *Marosi István, görögkatolikus pap, Ortutay Elemér Görögkatolikus Szakkollégium igazgatója* [ST] was left out from the English text, where only the *Greek Catholic parochus, István Marosi* [TT 2] was preserved, which showed that the director position was not relevant to the translator and the sense of the text. In article 9, neither the Ukrainian nor the English translator considered it relevant to translate the title of *Nagy Fejedelem* [ST] and *arany sarkantyús vitéz* [ST] of Earl Miklós Bercsényi. This omission was also due to the fact that it was more relevant in Hungarian culture, whereas it did not mean much to a local Ukrainian or a foreign reader. Finally, in article 14, we can see that neither the Ukrainian *організований нещодавно нагородженим етнографом і хореографом, доктор Ласло Діосеґі* [TT 1] nor the English *organized by the recently awarded ethnographer and choreographer, dr. László Diószegi* [TT 2] indicated that choreographer was awarded with *Kossuth-díjjal* (in English – Kossuth Prize) *kitüntetett* [ST]. Applying relevance theory, the translator attempts to produce a translation so that it “closely reflects the source text in all relevant aspects” (Wilson–Sperber, 1988: 137). This allows the translator to omit or generalise irrelevant titles. The same is true for operations when translators omit a proper name (see Table 3.2.2.4, article 15, 18, 19, 20) or a quotation from the target text (see Table 3.2.2.4, article 4, 17).

3.3.3. Interpretation of Transfer Operations Related to Locations

Since in this study were mainly investigated newspaper articles concerning Transcarpathia, there were several cases where the article referred to a specific town or a country. Four cases were found when the translator applied explicitation (see Table 3.2.31.), and eight cases when applied implicitation (see Table 3.2.3.2).

Out of four explicitations related to locations two were addition of meanings and two were specification of meanings. In the first example we can see that in contrast to Hungarian *csendes koszorúzással emlékeztek meg a magyar történelem egyik legnagyobb hősről szeptember 6-án a szerednyei Dobó-pincében* [ST] and Ukrainian *6 вересня, у підвалі Добо, що знаходиться в селі Середнє, пам'ять одного з найбільших героїв угорської історії вшановували покладанням вінків* [TT 1] the translator of the English version added that *The village is the birthplace of Istvan Dobo* [TT2]. Although the English text omitted the fact that the commemoration was held in a wine cellar, the translator added that Szerednye was István Dobó's home village, which justified the location of the commemoration. The Hungarian and Ukrainian texts did not contain this addition of meaning because most of the readers of the target audience already knew it. In the second case, the original Hungarian text *Festő vagyok és pedagógus* [ST] did not include information about the whereabouts of the person. From the Ukrainian *Я живописець з Ужгорода, і по фаху художник-педагог* [TT 1] and the English *I am a painter and an art teacher from the city of Uzhhorod, Transcarpathia, Ukraine's westernmost region* [TT 2] versions, on the other hand, it turned out that the person was from Uzhhorod. The translator of the English text even named the county and the part of the country in which Uzhhorod was situated, providing an even more accurate picture for a foreign reader who may not be sure where Uzhhorod is. In the next two cases, the translators applied specification of meanings. In the first case, both the translator of the Ukrainian and English versions specified what *anyaország* [ST] was by translating it as *Угорщина* [TT 1] and *Hungary* [TT 2]. The word *anyaország* [ST] for historical reasons is understood only by Transcarpathian Hungarians. Being aware that it was a notion that only local Hungarians can understand, both translators carried out specification. In the second case, the word *Megyeszékhely* [ST] was translated as *Ужгород* [TT 1] into Ukrainian. By naming the city precisely, the translator made the reader's processing easier and less demanding. As stated by Gutt, "successful communication demands following the principle of relevance consistently, including the use of the appropriate contextual detail during the utterance processing" (Gutt, 1998: 49). Relying on this, translators took the target audience into account and performed operations (addition of

meanings or specification of meanings) that reduced the processing effort and increased the contextual effect at the same time.

However, in eight cases the locations were not sufficiently relevant for the translator to perform explicitation. Consequently, these locations were translated into the target language with modifications, certain omissions, or complete omissions (see Table 3.2.3.2). In the first example (article 4), we can see that, in contrast to the Hungarian *az 1956-os forradalomra emlékeztek Beregszászban* [ST] and Ukrainian *у Берегові відзначали день пам'яті про революцію 1956 року* [TT 1] texts, the translator of the English text omitted the fact that the commemoration was in Berehovo. In the same article, we can also see that the translator of the English text did not name the local villages where people confronted the communist regime. The Hungarian *Gálocsbán, Nagyszőlősen és Mezőkaszoniban is felemelték a fejüket a kommunizmus ellen* [ST] and the Ukrainian *насмілилися німи проти комунізму в Галочі, Виноградові та Косуні* [TT 1] versions, as you can, see comprised this information. In article 5, there are three cases of certain implicitation. In the first case, the translator of the Ukrainian text omitted that the commemoration was held in Beregszász. In the second case, opposing to Hungarian *Beregszász köztemetőjének honvéd parcellájánál* [ST] and Ukrainian *На військовій частині громадського кладовища м. Берегово* [TT 1] versions, the translator of the English text applied generalisation of meaning by translating it as *in Beregszász* [TT 2]. However, the English version did not indicate that the commemoration took place in a cemetery, nor did it show that the cemetery had a separate plot for the soldiers, who lost their lives in World War II, where the commemoration was held. In the same article, we can see an omission when neither the translator of the Ukrainian nor the translator of the English text did not transfer *a Vérke-parti város köztemetőjében* [ST] into the target texts. In article 13, the translator of the English text *In the current situation* [TT 2] omitted the word Ukraine opposing to original *Az Ukrajnában kialakult helyzet* [ST] and Ukrainian *Через вимушену ситуацію в Україні* [TT 1] versions, as the Covid-19 virus was not only prevalent in Ukraine, but worldwide. Therefore, the translator did not feel the need to be specific, as it was self-evident from the context. In article 14, both the Ukrainian and English text omitted *mely a kultúrháztól indult, majd a borsi kastély előtti Rákóczi-szobornál folytatódott* [ST] wider description of the celebration. In the same way, *jubileumi ünnepség Beregszászban* [ST] was omitted from the English text in article 18.

CONCLUSION

Since Transcarpathia is a multilingual environment, sometimes people are faced with many difficulties related to language. These difficulties are mostly language barriers, resulting from the fact that the person does not know the language used by his/her interlocutor at an adequate level, or even at all. One possible way of overcoming language barriers is translation. In this thesis, we investigated how relevance and the target audience of newspaper article influence the translation process. Several scholars have tried to provide valuable knowledge to this issue, however, this problem has not been much in the centre of attention in Transcarpathia. For this reason, this thesis might be a useful starting point for further research.

The main aim of the present study was to investigate pragmatic transfer operations and pragmatic differences in relation of Hungarian, Ukrainian, and English newspaper articles. In order to achieve this aim, we have prepared a synthesis on pragmatics and its connection to translation studies. We have also enlisted the types of transfer operations and presented how they are influenced by the translator's competence and the target audience. While analysing the theoretical background, it became apparent that this issue has been deeply investigated by a number of prominent scholars.

Based on Klaudy's (2009a: 152) definition translation is "a process of understanding (decoding) a written source language text, then moving from the source language text to the target language text (transcoding) and, lastly, creating (encoding) a written target language text". Pragmatics in translation studies plays a key role, as it allows us to go beyond explanations based on differences in language systems and focus on human factor in explaining transfer operations (Klaudy, 2017a).

After the analysis, it turned out that our first hypothesis, that the Ukrainian translations include less pragmatic explicitation operations since Ukrainians know more about Transcarpathian Hungarians than the international audience, has been verified. In total, there were ten explications in the Ukrainian articles and twelve in the English article. The difference is not significant, but it is undeniable that the English text tended to contain more explicitation. However, it also turned out that implicitation dominates in both languages. The difference between proportion of implicitation in terms of the languages though is not significant either, in fact, they are almost the same. Thirty-five implicitation have been found in Ukrainian translations and thirty-six in English. Relying on this, we can say that the second hypothesis, that in line with Asymmetry Hypothesis (Klaudy, 2001), we assume that

explicitation will be predominant in both Ukrainian and English texts, has not been confirmed, as there were more pragmatic implicatures in both translations. Lastly, the third hypothesis, that the English translations will be far more concise and much shorter than the Ukrainian translations, has been verified. Although both Ukrainian and English translations show roughly similar proportions of pragmatic implicature, the English translations are considerably shorter.

As stated by Nord (1997: 23) the translator is faced with two options and needs to opt for one of them: either transferring the context of the source text to the target reader in the same way as does the original author or adapting the context of the source text to fit the cultural expectations of the target reader. Following the latter may involve omission (Hatim–Mason, 1990: 96) of certain elements specific to the source culture. In the course of the research, we have found cases of both options.

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РЕЗЮМЕ

Оскільки Закарпаття – багатомовне середовище, іноді люди стикаються з багатьма труднощами, пов'язаними з мовою. Здебільшого ці труднощі є мовними бар'єрами, які виникають через те, що людина не володіє мовою, якою користується її співрозмовник, на належному рівні, а то й зовсім. Одним із можливих способів подолання мовних бар'єрів є переклад. У цій дипломній роботі ми досліджували, як релевантність та цільова аудиторія газетної статті впливають на процес перекладу.

Як наслідок, предметом даної роботи є дослідження прагматичних відмінностей у газетних статтях <https://karpatalja.maa> також надання корисної інформації про те, як перекладачі змінюють цільовий текст, беручи до уваги відмінності між цільовими аудиторіями.

Дипломна робота має на меті надати теоретичну базу, пов'язану з прагматикою та її зв'язком з перекладознавством. Крім того, надасть інформацію про трансформаційні операції, а також про те, як релевантність та цільова аудиторія впливають на перекладача.

Практична цінність статті полягає в тому, щоб пролити світло на те, як місцевих та іноземних читачів газетних статей інформують про ті самі події, а також у підвищенні обізнаності про важливість досягнення максимально можливого ступеня еквівалентності.

Дана робота складається зі вступу, трьох частин, висновку, резюме українською мовою, списку використаної літератури та додатка. У першій частині обговорюється взаємозв'язок між прагматикою та перекладом, приділяючи особливу увагу контексту та теорії релевантності. Друга частина стосується перекладу та включає трансформаційні операції та перекладацьку компетенцію. Третя частина містить дослідження.

Основною метою цього дослідження було дослідити прагматичні трансформаційні операції та прагматичні відмінності щодо угорських, українських та англійських газетних статей. Після аналізу виявилось, що наша перша гіпотеза про те, що українські переклади містять менш прагматичні трансформаційні операції, оскільки українці знають про закарпатських угорців більше, ніж міжнародна аудиторія, підтвердилася. Всього в українських статтях було десять експліцитацій, а в англійській – дванадцять. Різниця не суттєва, але безперечно, що англійський текст,

як правило, містив більше експліцітацій. Однак виявилось також, що імпліцітація домінує в обох мовах. Різниця між пропорціями імпліцітації з точки зору мов теж не суттєва, насправді вони майже однакові. В українському перекладі знайдено тридцять п'ять випадків, а в англійській — тридцять шість. Спираючись на це, ми можемо сказати, що друга гіпотеза, згідно з якою ми припускали, що, відповідно до Гіпотези асиметрії (Klaudy 2001), експліцітація буде переважати як в українських, так і в англійських текстах, не підтвердилася, оскільки в текстах було більш прагматичних імпліцітацій. Третя гіпотеза, що англійські переклади будуть значно коротшими, ніж українські підтвердилася. Хоча як український, так і англійський переклади демонструють приблизно однакові пропорції прагматичного змісту, англійські переклади значно коротші.

Як стверджує Норд (1997: 23), перекладачі стикаються з двома варіантами і мають вибрати один з них: або передати контекст вихідного тексту цільовому читачеві так само, як це робить оригінальний автор, або адаптувати контекст вихідного тексту, щоб відповідати культурним очікуванням цільової аудиторії. Після останнього може виникнути пропущення (Hatim–Mason, 1990: 96) певних елементів, характерних для вихідної культури. У ході дослідження ми знайшли випадки обох варіантів.

APPENDIX

1. Teljes patthelyzet a Tiszaújlaki kistérségben – az okokról

[\[https://karpatalja.ma/karpatalja/nezopont/teljes-patthelyzet-a-tiszaujlaki-kistersegben-az-okokrol/\]](https://karpatalja.ma/karpatalja/nezopont/teljes-patthelyzet-a-tiszaujlaki-kistersegben-az-okokrol/)

Безвихідна ситуація у Вилоцькому ОТГ – про причини

[\[https://karpatalja.ma/novini/%d0%b1%d0%b5%d0%b7%d0%b2%d0%b8%d1%85%d1%96%d0%b4%d0%bd%d0%b0-%d1%81%d0%b8%d1%82%d1%83%d0%b0%d1%86%d1%96%d1%8f-%d1%83-%d0%b2%d0%b8%d0%bb%d0%be%d1%86%d1%8c%d0%ba%d0%be%d0%bc%d13-%d0%be%d1%82%d0%b3/\]](https://karpatalja.ma/novini/%d0%b1%d0%b5%d0%b7%d0%b2%d0%b8%d1%85%d1%96%d0%b4%d0%bd%d0%b0-%d1%81%d0%b8%d1%82%d1%83%d0%b0%d1%86%d1%96%d1%8f-%d1%83-%d0%b2%d0%b8%d0%bb%d0%be%d1%86%d1%8c%d0%ba%d0%be%d0%bc%d13-%d0%be%d1%82%d0%b3/)

Stalemate in the Vylok amalgamated community

[\[https://karpatalja.ma/news/stalemate-in-the-vylok-amalgamated-community/\]](https://karpatalja.ma/news/stalemate-in-the-vylok-amalgamated-community/)

2. Tájékoztató a „Tanítói” szakirányú mesterképzés (MA) akkreditációjának eredményeiről

[\[https://karpatalja.ma/karpatalja/oktatas/tajekoztatas-a-tanitoi-szakiranyu-mesterkepzes-ma-akkreditaciojanak-eredmenyeirol/\]](https://karpatalja.ma/karpatalja/oktatas/tajekoztatas-a-tanitoi-szakiranyu-mesterkepzes-ma-akkreditaciojanak-eredmenyeirol/)

Інформація про результати акредитації «Початкова освіта» магістерського рівня

[\[https://karpatalja.ma/novini/%d1%96nformac%d1%96ya-pro-rezultati-akreditac%d1%96i-pochatkova-osv%d1%96ta-mag%d1%96sterskogo-r%d1%96vnyal/\]](https://karpatalja.ma/novini/%d1%96nformac%d1%96ya-pro-rezultati-akreditac%d1%96i-pochatkova-osv%d1%96ta-mag%d1%96sterskogo-r%d1%96vnyal/)

Information on the Results of Accrediting “Primary Education” at Master’s Level

[\[https://karpatalja.ma/news/information-on-the-results-of-accrediting-primary-education-at-masters-level/\]](https://karpatalja.ma/news/information-on-the-results-of-accrediting-primary-education-at-masters-level/)

3. Összehangolt támadás a KMKSZ elnöke ellen

[\[https://karpatalja.ma/karpatalja/kozelet/osszehangolt-tamadas-a-kmksz-elnoke-ellen/\]](https://karpatalja.ma/karpatalja/kozelet/osszehangolt-tamadas-a-kmksz-elnoke-ellen/)

СБУ проводить рейди проти голови КМКС

[\[https://karpatalja.ma/novini/c%d0%b1%d1%83-%d0%bf%d1%80%d0%be%d0%b2%d0%be%d0%b4%d0%b8%d1%82%d1%8c-%d1%80%d0%b5%d0%b9%d0%b4%d0%b8-%d0%bf%d1%80%d0%be%d1%82%d0%b8-%d0%b3%d0%be%d0%bb%d0%be%d0%b2%d0%b8-%d0%ba%d0%bc%d0%ba%d1%81/\]](https://karpatalja.ma/novini/c%d0%b1%d1%83-%d0%bf%d1%80%d0%be%d0%b2%d0%be%d0%b4%d0%b8%d1%82%d1%8c-%d1%80%d0%b5%d0%b9%d0%b4%d0%b8-%d0%bf%d1%80%d0%be%d1%82%d0%b8-%d0%b3%d0%be%d0%bb%d0%be%d0%b2%d0%b8-%d0%ba%d0%bc%d0%ba%d1%81/)

Coordinated attack against the president of the KMKSz

[\[https://karpatalja.ma/news/coordinated-attack-against-the-president-of-the-kmksz/\]](https://karpatalja.ma/news/coordinated-attack-against-the-president-of-the-kmksz/)

4. Kárpátalja ma: az 1956-os forradalomra emlékeztek Beregszászban

[\[https://karpatalja.ma/sorozatok/karpatalja-ma/karpatalja-ma-az-1956-os-forradalomra-emlekeztek-beregszaszban/\]](https://karpatalja.ma/sorozatok/karpatalja-ma/karpatalja-ma-az-1956-os-forradalomra-emlekeztek-beregszaszban/)

Закарпаття сьогодні: у Берегові відзначали день пам'яті про революцію 1956 року

[\[https://karpatalja.ma/novini/%d0%b7%d0%b0%d0%ba%d0%b0%d1%80%d0%bf%d0%b0%d1%82%d1%82%d1%8f-%d1%81%d1%8c%d0%be%d0%b3%d0%be%d0%b4%d0%bd%d1%96-%d1%83-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2%d1%96-%d0%b2%d1%96%d0%b4%d0%b7%d0%bd/\]](https://karpatalja.ma/novini/%d0%b7%d0%b0%d0%ba%d0%b0%d1%80%d0%bf%d0%b0%d1%82%d1%82%d1%8f-%d1%81%d1%8c%d0%be%d0%b3%d0%be%d0%b4%d0%bd%d1%96-%d1%83-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2%d1%96-%d0%b2%d1%96%d0%b4%d0%b7%d0%bd/)

Commemoration to the victims of the 1956 revolution

[\[https://karpatalja.ma/news/commemoration-to-the-victims-of-the-1956-revolution/\]](https://karpatalja.ma/news/commemoration-to-the-victims-of-the-1956-revolution/)

5. Az 1944-es légitámadás áldozataira emlékeztek Beregszászban

[\[https://karpatalja.ma/kultura/kulturalis-hirek/az-1944-es-legitamadas-aldozataira-emlekeztek-beregszaszban/\]](https://karpatalja.ma/kultura/kulturalis-hirek/az-1944-es-legitamadas-aldozataira-emlekeztek-beregszaszban/)

Вшанували пам'ять жертв радянського авіаудару 1944 року

[\[https://karpatalja.ma/egyeb/%d0%b2%d1%88%d0%b0%d0%bd%d1%83%d0%b2%d0%b0%d0%bb%d0%b8-%d0%bf%d0%b0%d0%bc%d1%8f%d1%82%d1%8c-%d0%b6%d0%b5%d1%80%d1%82%d0%b2-%d1%80%d0%b0%d0%b4%d1%8f%d0%bd%d1%81%d1%8c%d0%ba%d0%be%d0%b3%d0%be/\]](https://karpatalja.ma/egyeb/%d0%b2%d1%88%d0%b0%d0%bd%d1%83%d0%b2%d0%b0%d0%bb%d0%b8-%d0%bf%d0%b0%d0%bc%d1%8f%d1%82%d1%8c-%d0%b6%d0%b5%d1%80%d1%82%d0%b2-%d1%80%d0%b0%d0%b4%d1%8f%d0%bd%d1%81%d1%8c%d0%ba%d0%be%d0%b3%d0%be/)

Commemoration to the victims of the 1944 airstrike in Beregszász

[\[https://karpatalja.ma/news/commemoration-to-the-victims-of-the-1944-airstrike-in-beregszasz/\]](https://karpatalja.ma/news/commemoration-to-the-victims-of-the-1944-airstrike-in-beregszasz/)

6. Szijjártó Péterrel találkozik Kuleba Kárpátalján

[\[https://karpatalja.ma/karpatalja/kozelet/szijjarto-peterrel-talalkozik-kuleba-karpataljan/\]](https://karpatalja.ma/karpatalja/kozelet/szijjarto-peterrel-talalkozik-kuleba-karpataljan/)

Кулеба запросив очільника МЗС Угорщини на Закарпаття

[\[https://karpatalja.ma/novini/%d0%ba%d1%83%d0%bb%d0%b5%d0%b1%d0%b0-%d0%b7%d0%b0%d0%bf%d1%80%d0%be%d1%81%d0%b8%d0%b2-%d0%be%d1%87%d1%96%d0%bb%d1%8c%d0%bd%d0%b8%d0%ba%d0%b0-%d0%bc%d0%b7%d1%81-%d1%83%d0%b3%d0%be%d1%80%d1%89%d0%b8/\]](https://karpatalja.ma/novini/%d0%ba%d1%83%d0%bb%d0%b5%d0%b1%d0%b0-%d0%b7%d0%b0%d0%bf%d1%80%d0%be%d1%81%d0%b8%d0%b2-%d0%be%d1%87%d1%96%d0%bb%d1%8c%d0%bd%d0%b8%d0%ba%d0%b0-%d0%bc%d0%b7%d1%81-%d1%83%d0%b3%d0%be%d1%80%d1%89%d0%b8/)

Kuleba invites Hungary's FM to visit Zakarpattia on Sept 23

[\[https://karpatalja.ma/news/kuleba-invites-hungarys-fm-to-visit-zakarpattia-on-sept-23/\]](https://karpatalja.ma/news/kuleba-invites-hungarys-fm-to-visit-zakarpattia-on-sept-23/)

7. Koszorúzással adóztak Dobó István emléke előtt Szerednyén

[\[https://karpatalja.ma/kultura/kulturalis-hirek/koszoruzassal-adoztak-dobo-istvan-emleke-elott-szerednyen/\]](https://karpatalja.ma/kultura/kulturalis-hirek/koszoruzassal-adoztak-dobo-istvan-emleke-elott-szerednyen/)

Покладанням вінків вшановували пам'ять Іштвана Добо, одного з найбільших героїв Угорщини, в селі Середне

[<https://karpatalja.ma/novini/%d0%bf%d0%be%d0%ba%d0%bb%d0%b0%d0%b4%d0%b0%d0%bd%d0%bd%d1%8f%d0%bc-%d0%b2%d1%96%d0%bd%d0%ba%d1%96%d0%b2-%d0%b2%d1%88%d0%b0%d0%bd%d0%be%d0%b2%d1%83%d0%b2%d0%b0%d0%bb%d0%b8-%d0%bf%d0%b0%d0%bc/>]

Wreathing in memory of Istvan Dobo

[<https://karpatalja.ma/news/wreathing-in-memory-of-istvan-dobo/>]

8. Fenyvető üzenet a nemzeti ünnepen

[<https://karpatalja.ma/karpatalja/kozelet/fenyveto-uzenet-a-nemzeti-unnepen/>]

Повідомлення з погрозами у день національного угорського свята

[<https://karpatalja.ma/novini/pov%d1%96domlennya-z-pogrozami-u-den-nac%d1%96onalnogo-ugorskogo-svyata/>]

Threatening message on the national holiday

[<https://karpatalja.ma/news/threatening-message-on-the-national-holiday/>]

9. Csendes koszorúzás az ungvári várban

[<https://karpatalja.ma/kultura/kulturalis-hirek/csendes-koszoruzas-az-ungvari-varban/>]

Покладання вінків в Ужгородському замку

[<https://karpatalja.ma/novini/%d0%bf%d0%be%d0%ba%d0%bb%d0%b0%d0%b4%d0%b0%d0%bd%d0%bd%d1%8f-%d0%b2%d1%96%d0%bd%d0%ba%d1%96%d0%b2-%d0%b2-%d1%83%d0%b6%d0%b3%d0%be%d1%80%d0%be%d0%b4%d1%81%d1%8c%d0%ba%d0%be%d0%bc%d1%83-%d0%b7%d0%b0/>]

Quiet wreathing in Uzhhorod Castle

[<https://karpatalja.ma/news/quiet-wreathing-in-uzhhorod-castle/>]

10. Orosz Ildikó beszéde a Rákóczi-főiskola tanévnyitó ünnepségén

[<https://karpatalja.ma/karpatalja/nezopont/orosz-ildiko-beszede-a-rakoczi-foiskola-tanevnyito-unnepsegen-2/>]

Урочиста промова Ільдїки Орос на відкритті навчального року

[<https://karpatalja.ma/novini/%d1%83%d1%80%d0%be%d1%87%d0%b8%d1%81%d1%82%d0%b0%d0%bf%d1%80%d0%be%d0%bc%d0%be%d0%b2%d0%b0%d1%96%d0%bb%d1%8c%d0%b4%d1%96%d0%ba%d0%b8%d0%be%d1%80%d0%be%d1%81-%d0%bd%d0%b0-%d0%b2%d1%96%d0%b4%d0%ba/>]

A speech by Ildikó Orosz at the opening of the new academic year at the Rákóczi Institute

[\[https://karpatalja.ma/news/a-speech-by-ildiko-orosz-at-the-opening-of-the-new-academic-year-at-the-rakoczi-institute/\]](https://karpatalja.ma/news/a-speech-by-ildiko-orosz-at-the-opening-of-the-new-academic-year-at-the-rakoczi-institute/)

11. Húsvéti foglalkozás a Nagyberegi Tájházban

[\[https://karpatalja.ma/kultura/kulturalis-hirek/husveti-foglalkozas-a-nagyberegi-tajhazban/\]](https://karpatalja.ma/kultura/kulturalis-hirek/husveti-foglalkozas-a-nagyberegi-tajhazban/)

Пасхальні заняття організували для переселенців у Закарпатському угорському інституті ім. Ференца Ракоці II.

[\[https://karpatalja.ma/novini/%d0%bf%d0%b0%d1%81%d1%85%d0%b0%d0%bb%d1%8c%d0%bd%d1%96-%d0%b7%d0%b0%d0%bd%d1%8f%d1%82%d1%82%d1%8f-%d0%be%d1%80%d0%b3%d0%b0%d0%bd%d1%96%d0%b7%d1%83%d0%b2%d0%b0%d0%bb%d0%b8-%d0%b4%d0%bb%d1%8f-%d0%bf/\]](https://karpatalja.ma/novini/%d0%bf%d0%b0%d1%81%d1%85%d0%b0%d0%bb%d1%8c%d0%bd%d1%96-%d0%b7%d0%b0%d0%bd%d1%8f%d1%82%d1%82%d1%8f-%d0%be%d1%80%d0%b3%d0%b0%d0%bd%d1%96%d0%b7%d1%83%d0%b2%d0%b0%d0%bb%d0%b8-%d0%b4%d0%bb%d1%8f-%d0%bf/)

Easter activities in the Nagyberég Region House

[\[https://karpatalja.ma/news/easter-activities-in-the-nagyberég-region-house/\]](https://karpatalja.ma/news/easter-activities-in-the-nagyberég-region-house/)

12. Ukrán-magyar nyelvkönyv az új köznevelési és szakképzési tankönyvjegyzékben

[\[https://karpatalja.ma/kitekinto/magyarország/ukran-magyar-nyelvkonyv-az-uj-koznevelési-es-szakkepzési-tankönyvjegyzékben/\]](https://karpatalja.ma/kitekinto/magyarország/ukran-magyar-nyelvkonyv-az-uj-koznevelési-es-szakkepzési-tankönyvjegyzékben/)

Угорський уряд надає українсько-угорськомовні підручники

[\[https://karpatalja.ma/novini/%d1%83%d0%b3%d0%be%d1%80%d1%81%d1%8c%d0%ba%d0%b8%d0%b9-%d1%83%d1%80%d1%8f%d0%b4-%d0%bd%d0%b0%d0%b4%d0%ba%d1%94-%d1%83%d0%ba%d1%80%d0%b0%d1%97%d0%bd%d1%81%d1%8c%d0%ba%d0%be%d1%83%d0%b3%d0%be%d1%80/\]](https://karpatalja.ma/novini/%d1%83%d0%b3%d0%be%d1%80%d1%81%d1%8c%d0%ba%d0%b8%d0%b9-%d1%83%d1%80%d1%8f%d0%b4-%d0%bd%d0%b0%d0%b4%d0%ba%d1%94-%d1%83%d0%ba%d1%80%d0%b0%d1%97%d0%bd%d1%81%d1%8c%d0%ba%d0%be%d1%83%d0%b3%d0%be%d1%80/)

Ukrainian-Hungarian language textbooks provided by the Hungarian government

[\[https://karpatalja.ma/news/ukrainian-hungarian-language-textbooks-provided-by-the-hungarian-government/\]](https://karpatalja.ma/news/ukrainian-hungarian-language-textbooks-provided-by-the-hungarian-government/)

13. Csendes március 15-ei koszorúzást tartottak Beregszászban

[\[https://karpatalja.ma/kultura/kulturalis-hirek/csendes-marcius-15-ei-koszoruzast-tartottak-beregszaszban/\]](https://karpatalja.ma/kultura/kulturalis-hirek/csendes-marcius-15-ei-koszoruzast-tartottak-beregszaszban/)

15 березня в Берегові відбулося покладання вінків

[\[https://karpatalja.ma/novini/15-%d0%b1%d0%b5%d1%80%d0%b5%d0%b7%d0%bd%d1%8f-%d0%b2-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2%d1%96-%d0%b2%d1%96%d0%b4%d0%b1%d1%83%d0%bb%d0%be%d1%81%d1%8f-%d0%bf-%d0%be%d0%ba%d0%bb%d0%b0%d0%b4%d0%b0/\]](https://karpatalja.ma/novini/15-%d0%b1%d0%b5%d1%80%d0%b5%d0%b7%d0%bd%d1%8f-%d0%b2-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2%d1%96-%d0%b2%d1%96%d0%b4%d0%b1%d1%83%d0%bb%d0%be%d1%81%d1%8f-%d0%bf-%d0%be%d0%ba%d0%bb%d0%b0%d0%b4%d0%b0/)

Quiet wreathing in Beregszász in memory of March 15

[\[https://karpatalja.ma/news/quiet-wreathing-in-beregszasz-in-memory-of-march-15/\]](https://karpatalja.ma/news/quiet-wreathing-in-beregszasz-in-memory-of-march-15/)

14. Mesekönyveket adott át Orosz Ildikó Sátoraljaújhelyen

[\[https://karpatalja.ma/kitekinto/karpat-medence/mesekonyveket-adott-at-orosz-ildiko-satoraljaujhelyen/\]](https://karpatalja.ma/kitekinto/karpat-medence/mesekonyveket-adott-at-orosz-ildiko-satoraljaujhelyen/)

Ільдико Орос передала книги м. Шаторальюйхей

[\[https://karpatalja.ma/novini/%d1%96%d0%bb%d1%8c%d0%b4%d1%96%d0%ba%d0%be-%d0%be%d1%80%d0%be%d1%81-%d0%bf%d0%b5%d1%80%d0%b5%d0%b4%db0%d0%bb%d0%b0-%d0%ba%d0%bd%d0%b8%d0%b3%d0%b8-%d0%bc-%d1%88%d0%b0%d1%82%d0%be%d1%80%d0%b0%d0%bb/\]](https://karpatalja.ma/novini/%d1%96%d0%bb%d1%8c%d0%b4%d1%96%d0%ba%d0%be-%d0%be%d1%80%d0%be%d1%81-%d0%bf%d0%b5%d1%80%d0%b5%d0%b4%db0%d0%bb%d0%b0-%d0%ba%d0%bd%d0%b8%d0%b3%d0%b8-%d0%bc-%d1%88%d0%b0%d1%82%d0%be%d1%80%d0%b0%d0%bb/)

Storybooks handed over by Ildikó Orosz in Sátoraljaújhely

[\[https://karpatalja.ma/news/storybooks-handed-over-by-ildiko-orosz-in-satoraljaujhely/\]](https://karpatalja.ma/news/storybooks-handed-over-by-ildiko-orosz-in-satoraljaujhely/)

15. A szerelmes Balassi – jótékonyági est Beregszászban

[\[https://karpatalja.ma/kultura/kulturalis-hirek/a-szerelmes-balassi-jotekonysagi-est-beregszaszban/\]](https://karpatalja.ma/kultura/kulturalis-hirek/a-szerelmes-balassi-jotekonysagi-est-beregszaszban/)

Благодійний вечір у м. Берегово

[\[https://karpatalja.ma/novini/%d0%b1%d0%bb%d0%b0%d0%b3%d0%be%d0%b4%d1%96%d0%b9%d0%bd%d0%b8%d0%b9-%d0%b2%d0%b5%d1%87%d1%96%d1%80-%d1%83-%d0%bc-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2%d0%be/\]](https://karpatalja.ma/novini/%d0%b1%d0%bb%d0%b0%d0%b3%d0%be%d0%b4%d1%96%d0%b9%d0%bd%d0%b8%d0%b9-%d0%b2%d0%b5%d1%87%d1%96%d1%80-%d1%83-%d0%bc-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2%d0%be/)

Balassi in Love – Charity Event in Beregszász

[\[https://karpatalja.ma/news/balassi-in-love-charity-event-in-beregszasz/\]](https://karpatalja.ma/news/balassi-in-love-charity-event-in-beregszasz/)

16. Színtan Kárpátaljáról

[\[https://karpatalja.ma/sorozatok/kopogtato/szintan-karpataljarol/\]](https://karpatalja.ma/sorozatok/kopogtato/szintan-karpataljarol/)

Кольорознавство з Закарпаття

[\[https://karpatalja.ma/novini/%d0%ba%d0%be%d0%bb%d1%8c%d0%be%d1%80%d0%be%d0%b7%d0%bd%d0%b0%d0%b2%d1%81%d1%82%d0%b2%d0%be-%d0%b7-%d0%b7%d0%b0%d0%ba%d0%b0%d1%80%d0%bf%d0%b0%d1%82%d1%82%d1%8f/\]](https://karpatalja.ma/novini/%d0%ba%d0%be%d0%bb%d1%8c%d0%be%d1%80%d0%be%d0%b7%d0%bd%d0%b0%d0%b2%d1%81%d1%82%d0%b2%d0%be-%d0%b7-%d0%b7%d0%b0%d0%ba%d0%b0%d1%80%d0%bf%d0%b0%d1%82%d1%82%d1%8f/)

Colour theory from Transcarpathia

[\[https://karpatalja.ma/news/colour-theory-from-transcarpathia/\]](https://karpatalja.ma/news/colour-theory-from-transcarpathia/)

17. „Hass, alkoss, gyarapíts...” – a magyar kultúra napját méltatták Ungváron

[\[https://karpatalja.ma/kultura/kulturalis-hirek/hass-alkoss-gyarapits-a-magyar-kultura-napjat-meltattak-ungvaron/\]](https://karpatalja.ma/kultura/kulturalis-hirek/hass-alkoss-gyarapits-a-magyar-kultura-napjat-meltattak-ungvaron/)

День угорської культури в м. Ужгород

[\[https://karpatalja.ma/novini/%d0%b4%d0%b5%d0%bd%d1%8c-%d1%83%d0%b3%d0%be%d1%80%d1%81%d1%8c%d0%ba%d0%be%d1%97-%d0%ba%d1%83%d0%bb%d1%8c%d1%82%d1%83%d1%80%d0%b8-%d0%b2-%d0%bc-%d1%83%d0%b6%d0%b3%d0%be%d1%80%d0%be%d0%b4/\]](https://karpatalja.ma/novini/%d0%b4%d0%b5%d0%bd%d1%8c-%d1%83%d0%b3%d0%be%d1%80%d1%81%d1%8c%d0%ba%d0%be%d1%97-%d0%ba%d1%83%d0%bb%d1%8c%d1%82%d1%83%d1%80%d0%b8-%d0%b2-%d0%bc-%d1%83%d0%b6%d0%b3%d0%be%d1%80%d0%be%d0%b4/)

Day of Hungarian Culture in Ungvár

[\[https://karpatalja.ma/news/day-of-hungarian-culture-in-ungvar/\]](https://karpatalja.ma/news/day-of-hungarian-culture-in-ungvar/)

18. Huszonöt éves a Rákóczi-főiskola – jubileumi ünnepség Beregszászban

[\[https://karpatalja.ma/karpatalja/oktatas/huszonot-eves-a-rakoczi-foiskola-jubileumi-unnepseg-beregszaszban/\]](https://karpatalja.ma/karpatalja/oktatas/huszonot-eves-a-rakoczi-foiskola-jubileumi-unnepseg-beregszaszban/)

Закарпатському угорському інституту імені Ференца Ракоці II – 25 років: ювілейна церемонія в Берегові

[\[https://karpatalja.ma/novini/%d1%96%d0%bd%d1%81%d1%82%d0%b8%d1%82%d1%83%d1%82-25-%d1%80%d0%be%d0%ba%d1%96%d0%b2-%d0%bd%d0%be%d0%bd%bd0%b9-%d0%ba%d0%be%d1%80%d0%bf%d1%83%d1%81-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2%d0%be/\]](https://karpatalja.ma/novini/%d1%96%d0%bd%d1%81%d1%82%d0%b8%d1%82%d1%83%d1%82-25-%d1%80%d0%be%d0%ba%d1%96%d0%b2-%d0%bd%d0%be%d0%bd%bd0%b9-%d0%ba%d0%be%d1%80%d0%bf%d1%83%d1%81-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2%d0%be/)

The Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education is 25 years old

[\[https://karpatalja.ma/news/the-ferenc-rakoczi-ii-transcarpathian-hungarian-college-of-higher-education-is-25-years-old/\]](https://karpatalja.ma/news/the-ferenc-rakoczi-ii-transcarpathian-hungarian-college-of-higher-education-is-25-years-old/)

19. Ez a mi múltunk is – az '56-os forradalomra és szabadságharcra emlékeztek Beregszászban

[\[https://karpatalja.ma/kultura/kulturalis-hirek/ez-a-mi-multunk-is-az-56-os-forradalomra-es-szabadsagharcra-emlekeztek-beregszaszban/\]](https://karpatalja.ma/kultura/kulturalis-hirek/ez-a-mi-multunk-is-az-56-os-forradalomra-es-szabadsagharcra-emlekeztek-beregszaszban/)

Це і наше минуле – вшанування революції 1956 року в Берегові

[\[https://karpatalja.ma/novini/%d1%80%d0%b5%d0%b2%d0%be%d0%bb%d1%8e%d1%86%d1%96%d1%8f-1956-%d0%b2%d1%88%d0%b0%d0%bd%d1%83%d0%b2%d0%b0%d0%bd%d0%bd%d1%8f-%d0%bf%d0%b0%d0%bc%d1%8f%d1%82%d1%96-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2/\]](https://karpatalja.ma/novini/%d1%80%d0%b5%d0%b2%d0%be%d0%bb%d1%8e%d1%86%d1%96%d1%8f-1956-%d0%b2%d1%88%d0%b0%d0%bd%d1%83%d0%b2%d0%b0%d0%bd%d0%bd%d1%8f-%d0%bf%d0%b0%d0%bc%d1%8f%d1%82%d1%96-%d0%b1%d0%b5%d1%80%d0%b5%d0%b3%d0%be%d0%b2/)

This is our past as well – Commemoration of the 1956 Revolution in Beregszász

[\[https://karpatalja.ma/news/this-is-our-past-as-well-commemoration-of-the-1956-revolution-in-beregszasz/\]](https://karpatalja.ma/news/this-is-our-past-as-well-commemoration-of-the-1956-revolution-in-beregszasz/)

20. Nemzetiségek találkozósa – BercsényiFeszt Ungváron

[\[https://karpatalja.ma/kultura/kulturalis-hirek/nemzetisegek-talalkozasa-bercsenyifeszt-ungvaron/\]](https://karpatalja.ma/kultura/kulturalis-hirek/nemzetisegek-talalkozasa-bercsenyifeszt-ungvaron/)

Зустріч національностей – IV. БерченіФест в Ужгороді

[\[https://karpatalja.ma/novini/%d0%b7%d1%83%d1%81%d1%82%d1%80%d1%96%d1%87-%d0%bd%d0%b0%d1%86%d1%96%d0%be%d0%bd%d0%b0%d0%bb%d1%8c%d0%b0/\]](https://karpatalja.ma/novini/%d0%b7%d1%83%d1%81%d1%82%d1%80%d1%96%d1%87-%d0%bd%d0%b0%d1%86%d1%96%d0%be%d0%bd%d0%b0%d0%bb%d1%8c%d0%b0/)

[%bd% d0%be% d1%81% d1%82% d0%b5% d0%b9-iv-% d0%b1% d0%b5% d1%80% d1%87% d0%b5% d0%bdi% d1%84% d0%b5% d1%81/\]](https://karpatalja.ma/news/encounter-of-nationalities-iv-bercsenyifest-in-ungvar/)

Encounter of nationalities – IV. BercsényiFest in Ungvár

[\[https://karpatalja.ma/news/encounter-of-nationalities-iv-bercsenyifest-in-ungvar/\]](https://karpatalja.ma/news/encounter-of-nationalities-iv-bercsenyifest-in-ungvar/)

NYILATKOZAT

Alulírott, Petrusinec András angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

Petrusinec András