

Translating Texts on Information and Communication Technology from English to Swedish

– A Study on Terminology and Cultural Differences

Abstract

This paper is an analysis of the translation of two texts within the area of *Information and Communication Technology*, ICT. The focus of the analysis is terminology and cultural differences. Two source texts have been used: *Analytics manual* (ST1) and *Marketing and Advertising Using Google™ Targeting Your Advertising to the Right Audience* (ST2).

Terminology posed a big challenge in the translation of ST1, especially. The main challenge when translating ST2, on the other hand, was cultural differences. Hence, focus is on ST1 in the part on terminology and ST2 in the part on cultural differences. The analysis is mainly based on Vinay & Darbelnet's (1995) and Ingo's (2007) analytical frameworks. Ingo is mostly used for terminology and Vinay & Darbelnet for cultural differences.

Keywords: adaptation, cultural differences, ICT, terminology, translation

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1 Introduction

When translating, the target text (henceforth TT) needs to be written in a way that expresses what the source text (henceforth ST) intends to describe in a way that is equally understood in the target language. This is why it is important for a translator to understand, respect and deal with the differences that may occur (Munday 2010).

This is a thesis on problems that the translator may have to take into consideration when translating a text from English to Swedish. The issues lie within different areas such as terminology and cultural differences, both of which will be brought up in this thesis. When translating, the level of difficulty of these issues has a tendency to vary depending on the genre of text to be translated. One genre in which terminology and cultural differences can be challenging is the one dealing with information and communication technology (ICT). A very large number of existing texts within this area are written in English. In the world of ICT there is an abundance of terms such as for example *bot*, *search crawler*, *bounce rate* and *search query*. These terms are not normally a part of the vocabulary of the average speaker. Some of the terms do not even have an equivalent in other languages, which is why translation of such terms may cause problems for the translator. Also, for such a text to work in another language, and thus with the conditions of the country in question, certain cultural differences may have to be considered.

This paper will bring up a number of problems within the two areas mentioned, based on a translation from English to Swedish of two texts from Google. One of the texts, *Analytics Manual* (henceforth ST1) is a user's manual on the web analytics solution Google Analytics. The other, *Marketing and Advertising Using Google™ Targeting Your Advertising to the Right Audience* (henceforth ST2), is a course in how best to use Google AdWords, an online marketing tool. Both texts are brought up in the two areas of the thesis, though focus lies more on terminology in ST1 and on cultural differences in ST2. #

1.1 Aim

There are two main aims of this paper. The first is to investigate how to handle differences concerning terminology between English and Swedish in the translation of two English texts

from Google into Swedish. The second aim is to analyse how to handle cultural differences between the source culture and the target culture in the same two texts.

To deal with the differences in the two TTs in question a number of research questions have been used in the analysis: For the terminology part the questions are “How do you find the Swedish equivalent to genre specific words?” and “How do you translate words where Swedish has lexical gaps?”. When looking at cultural differences in the texts, the questions considered are: “How do cultural aspects affect the content of the source text in comparison to the target text?” and “What strategies can be used to deal with cultural differences?” The aim for this paper is to find answers for these questions.

2 Material and Method

Below is a presentation of the material and method used for this thesis.

2.1 Material

As stated above, both ST1 (*Analytics Manual*) and ST2 (*Marketing and Advertising Using Google™ Targeting Your Advertising to the Right Audience*) are related to Google, but the contents of the two are quite different. One focuses on the technical details of Google Analytics, a web analytics solution, the purpose of which is to analyse companies’ websites, while the other text focuses on how to use Google AdWords, an online marketing tool, the purpose of which is to help market businesses and companies by using the web. This makes the terminology in ST1 mostly technical with several terms that are very typical for ICT in general, and Google Analytics in specific. The terminology in ST2, however, is less focused on the technical part of Google and more focused on marketing. The differences in terminology between the two STs add to the complexity of the translation and provide a wider range of challenges to be dealt with in the thesis.

ST1 has no known author, and is not in fact a text published by Google itself but by an independent company offering supplement training material on Google Analytics and is found on the Internet at www.analyticsmanual.com. It is a typical manual with step-by-step instructions on how to use Google Analytics. The reader, both of the ST and TT, does not need to have any previous knowledge on Google Analytics to understand the manual; all terms are explained thoroughly and the instructions are clear. However, as with any technical

text, the words and phrases used are very specific and having some previous knowledge in the area of ICT may be useful for the reader.

ST2 was published by Google in 2007 and has no known author. It is a much longer text than the manual, therefore only a part of it is used in the translation. The part used spans from pages 11 to 30, since before page 11 the text deals mainly with the background of online marketing. After page 11, however, the focus lies on how to use AdWords to become successful with online marketing. This change of focus affects the language used in the two parts and since the language in the part from page 11 and on is more about ICT, it is more relevant to the study. Even so, as stated above, this text is not as technical as Analytics Manual; however, it still contains a fair number of genre specific terms.

Google AdWords can be used by anyone who runs a website and wants to advertise using the web. The target readers of ST2, however, are students of online marketing. This is also the case for the TT. The student may already know a lot about ICT, but it is also possible that the student has no previous knowledge on AdWords nor ICT.

The Internet is used all over the world and browsers commonly recognise which country you are using the Internet from. Therefore they usually redirect you to the Swedish version of a page if you are in Sweden and a British version of a page if you are in England for example. ST2 is American and therefore all the web addresses are the ones used in America. If you put them in to your browser in Swedish you will be redirected to the Swedish version of that page, if there is one. In some parts of the texts names of companies are used as examples, some of these companies are not international and therefore only known to Americans.

ST1 is also American but due to the nature of the text there are considerably less cultural differences in this text than there are in ST2. The reason for this is that the nature of the text is different. The web analytics solution Google Analytics, which is what ST1 is about, is generally the same no matter where in the world you use it. Barely anything in Analytics needs to be changed due to the country in which it is used. ST2, however which deals with AdWords, needs to be adapted to suit the country it is used in since marketing is closely connected to a specific target group. Therefore it is important that a marketing tool can target

the right audience. The differences between the texts regarding to what extent they have been adapted to suit the Swedish audience will become clear in section 4 below.

2.2 Method

To start with, ST1 was translated. When first reading the ST1 I noticed that there were many terms specific to this kind of text. Therefore, when translating the text, these terms and my own thoughts on the translation of them were noted for future reference. When a rough draft of ST1 was completed, ST2 was translated. As I had noticed the terminology in ST1, I noticed the cultural aspects in ST2. There were several parts of the text which would have to be adapted for the target audience. All the cultural aspects were noted down to be considered for the analysis. When ST2 was translated, I also realised that there were terms specific to this text as well and I decided to use both texts to describe and research both cultural differences and terminology.

During the translation process a number of dictionaries, mostly Norstedt's online version of their English-Swedish/Swedish-English dictionary (ord.se), was used. This dictionary, however, was of no significant help considering the technical terms. For this, various parallel texts were used instead, such as Google Analytics' support section. I also had the great advantage of having a few people close to me who are familiar with the area of ICT which was helpful throughout the translation process.

To structure and categorize the data for the analysis I have used a number of books on translation theory. When dealing with the problems of cultural difficulties I used the strategy of adaptation which is presented and described by Vinay & Darbelnet in *Comparative Stylistics of French and English- A Methodology for translation* (1995). In ST1, the cultural differences are not as apparent as in ST2 and, as becomes clear in Section 4, of another nature.

The theories used for the part on terminology are mostly from Ingo's *Konsten att översätta* (2007) and *Från källspråk till målspråk* (1991) where he presents strategies such as *compounding* for the translation of terms. I used several of the strategies described by Ingo, especially for the translation of ST1. The reason for this is that I needed several different

strategies to solve the difficulties at hand and the strategies that Ingo discusses are varied and easily applicable. Liljestrand (1993), as well as Ingo, describes word formation processes that may be applied when creating new terms and words. These were also helpful in the translation. The strategies from Vinay & Darbelnet, Ingo and Liljestrand will be presented in more detail in Section 3 below.

3 Theoretical Background

The reference material used for the thesis is mainly *Comparative Stylistics of French and English – A Methodology for Translation* by Vinay & Darbelnet (1995) for the part on cultural differences. As the title suggests, the languages discussed in Vinay & Darbelnet are English vs. French. Vinay & Darbelnet are well renowned within translation theory. The examples from their book used in this section are inevitably English/French, however I still found them easily applicable and relevant to my own study. For the terminology part, Rune Ingo's *Konsten att översätta* (2007) and *Från källspråk till målspråk* (1991) were used. Other studies that have been used are *Introducing Translation Studies – Theories and Applications* (2008) by Munday, *Så bildas orden – Handbok i ordbildning* (1993) by Liljestrand and *A Comprehensive Grammar of the English Language* (1985) by Quirk et al.

3.1 Terminology

To understand the difficulties in translating terms, it is important to understand the connection between a word's *thought or reference*, *symbol* and *referent*. The *thought or reference* is, according to Ingo (2007:86), a thorough transfer of the meaning or sense of the ST to the TT, the translator's main task. To achieve this, a close mapping of the significant elements of the ST is of utter importance. To study the meaning of words, Ingo suggests using Ogden's and Richards' Semiotic Triangle (Ogden & Richards, 1936:10–12 in Ingo, 2007:87), see Figure 1. Basically what the triangle shows is that a word is perceived on three levels: *thought or reference*, *symbol* and *referent*. The word symbolizes the thought or reference on the thought level which in turn refers to a non-language referent. In the triangle, the symbol and referent is connected by a broken line. This is to show that the connection between these two is conventional. To clarify this Ingo gives an example of the word *kniv* in Swedish (*knife* in English): a certain edged tool is called *kniv*. This has been decided by a common understanding between speakers of Swedish. The meaning of the word *kniv* is the reciprocal relation between the word and its corresponding thought or reference. The speaker thinks of a

knife and makes him utter the word *kniv*. The listener hears the word *kniv* and immediately the corresponding thought or reference is brought up in his brain which makes him too, think of a knife (Ingo 2007:87).

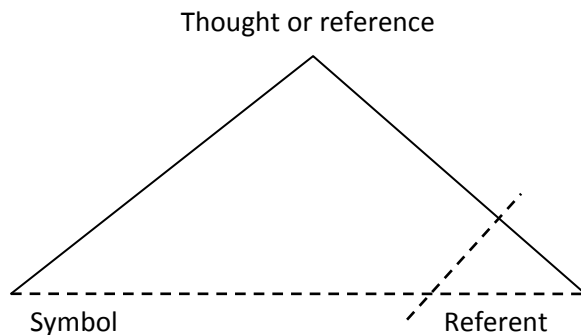


Figure 1 The Semiotic Triangle (Ogden & Richards, 1936:10-12 in Ingo, 2007:87)

Further, Ingo claims that finding technical terms in a universal dictionary is virtually impossible. However, specialized technical dictionaries may be helpful. A new term may not yet exist in these dictionaries. If this is the case, consulting term banks is an alternative (2007:107).

When translating terms, several different strategies can be used. One of these strategies involves putting two or more words together to make a phrase, so called *compounding* (Quirk et al 1985:313), these *compound nouns*, in their turn, are used as terms, like *filosofie kandidat* or *volt framåt med dubbel skruv*. In another form of *compounding* two or more stems are put together to make a new word or term. In Swedish this is usually done by combining two or more stems into one word, in some cases using a hyphen. Some examples of this are *motorvärmare*, *seriekopplad* and *formpressad* (Ingo 2007:108). Using phrases as terms is very common in analytic languages such as Swedish and English. Compounding is more common in synthetic languages such as Finnish but occurs quite commonly in Swedish as well (Ingo 2007:108). Another strategy to form words and terms is *clipping* which means that parts of the original word are omitted to form a new, shorter word with the same sense as the original. This word formation process is particularly common in three different contexts: colloquial speech and slang (*deppa* from *vara deprimerad*), technical and official language (*4:e milo* from *militärområde*) and headlines (*lönelyft* from *löneförhöjning*) (Liljestrand 1993:88–89).

3.2 Cultural Differences

In 1958, the book *Stylistique comparée du français et de l'anglais* by Vinay & Darbelnet was published. In this comparative stylistic analysis of French and English, the differences between the two languages were noted. The book is divided into chapters based on the linguistic areas where the main differences between the two languages lie. These areas are: *the Lexicon, Structures and the Message* (Vinay & Darbelnet 1995:xiv-xvii). To handle these differences when translating, Vinay & Darbelnet also identify the two general translation strategies. These two strategies are *direct translation* and *oblique translation*. Together these two strategies cover seven procedures. Below are a description of the strategies used in the analysis.

The procedures of *direct translation* are *borrowing, calque* and *literal translation*. *Borrowing* is used when a word has no equivalent in the target language (henceforth TL) and sometimes for stylistic effect, for example *dollar* from American English or *tortillas* and *tequila* from Spanish (Vinay & Darbelnet 1995:31). The other procedure of *direct translation* used in the analysis is *literal translation*, or word-for-word translation, which means that an SL text is directly transferred into a TL text. However, this procedure limits the translators' task of making the translation follow the linguistic rules of the TL which is why it is more common between languages within the same family, such as French and Italian. An example of literal translation from English to French is *where are you?* which, with literal translation into French, would be *Où êtes-vous?* (Vinay & Darbelnet 1995:33–34).

In cases where *direct translation* is not possible, the strategies of *oblique translation* must be used (Vinay & Darbelnet, 1995:31). The procedures of *oblique translation* are *transposition, modulation, equivalence* and *adaptation*. In the analysis two of the procedures of *oblique translation* are used. *Equivalence* describes cases where the TL uses the same meaning as the SL but by different stylistic or structural means. *Equivalence* is favourably used when translating idioms and proverbs; it simply means that the translator uses an equivalent proverb or idiom in the ST. The English proverb *Too many cooks spoil the broth* would for example be translated into the French proverb *Deux patrons font chavirer la bark* (Vinay & Darbelnet 1995:38). Finally, *adaptation*, which was used extensively when translating ST2, can be used when there is no reference in the target culture to a situation in the source culture. Vinay & Darbelnet use the example of the reference of *cricket* in an English text. When translating this

to French they suggest using *Tour de France* in the French text. In fact, they claim that not using adaptation in such a situation would cause even the best of translations to come across as slightly strange (Vinay & Darbelnet 1995:39).

The different strategies mentioned above are all discussed below in the analysis of the translations of the two texts.

4 Analysis

As established above, this analysis will deal with two different areas of translation; terminology and cultural differences. Since two texts have been translated, each area will be divided into two sections, one for each text. Because terminology is more of an issue in ST1 and cultural differences in ST2, the terminology part starts with ST1 and the cultural differences part starts with ST2.

4.1 Terminology

When technology, or any other area, develops, the language we use to describe it needs to follow, hence the creation of new words and terms (Liljestrand 1993:7). How terms are created varies and so do the strategies used when translating these terms into other languages. This will be brought up in the parts below.

4.1.1 Terminology in ST1

As mentioned in Section 1, ST1 is a technical text. It specializes in a specific area dealing with web analytics solutions. Many of the terms used are specific to this area, some more easily translated than others. Because the majority of computer products come from the English-speaking part of the world, many of the terms in the Swedish world of ICT are also in English. It is mainly the American ICT companies which standardize these terms (Karlsson 1997:167). Since ST1 is a manual, many of the terms are specifically explained in the text. This helps the reader understand the terms but actually finding the translations for the target text (henceforth TT) may still be problematic.

One of the terms in ST1 is *bounce rate*, as seen in example (1). It is used four times in the ST and the explanation in the text is: “The percentage of single-page visits or visits in which the person left your site from the entrance (landing) page.” After some searches on the Internet

studsfrekvens seemed to be quite commonly used in parallel texts. This translation was also recommended by Hans Palmstierna (System developer. 2011. Interviewed on December 24th 2011). Due to his profession, his general knowledge in ICT is very good. However he has no specific knowledge on Google Analytics, which turned out to be crucial for a translation of this kind. Therefore I decided to consult the Swedish version of Google Analytics, which led to *studsfrekvens* being abandoned and *avvisningsfrekvens* being the term used throughout the text. As mentioned in section 3, there is a certain understanding amongst the speakers of a language that leads to the creation of a word. When a speaker of Swedish (who is familiar with the terms of Google analytics and ICT) hears *avvisningsfrekvens* a connection to its referent is immediately made. However, such a connection is not made with *studsfrekvens* because it has no referent in the Swedish language (Ingo 2007:87). Rather, it is a literal translation which has been used by people not knowing that there already is a corresponding term in Swedish. The connection between thought or reference, symbol and referent is shown in Ogden's and Richards' Semiotic Triangle (Ogden & Richards, 1936:10–12 in Ingo, 2007:87) as seen in figure 1 in section 3.1 above. Since the text is a manual on Google Analytics, it is crucial that the terms used in the TT are the same as the terms used in the Swedish version of Google Analytics. It is also more likely that these terms have referents in the Swedish language.

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(1) You can also discover pages that may have high *bounce rates*, or high exit rates.

Rapporten kan också upptäcka sidor med hög *avvisningsfrekvens*, eller hög utgångsfrekvens.

Metrics, as seen in examples (2) and (3) below is also used four times in the ST. This term has no explanation in the text, such as *bounce rate* does. This made it difficult to pin-point what the term actually meant and Norstedt's English-Swedish dictionary only claims it means *metrik*, *verslära* or *meter-*, as in the metric system. Here too, parallel texts were needed to determine which Swedish term to use. However, the parallel texts were not entirely consistent. In some texts *mått* was used but when consulting Google Analytics' help section in English and then in Swedish, it was obvious that the term to use was *värde*. In the help section it also became clear that *metrics* also could be translated as *statistik* in the Swedish version depending on the context.

(2) Advanced Segments provide more detailed *metrics* about a specific report.

Avancerade segment ger möjlighet att se mer detaljerade *värden* för en specifik rapport.

(3) Here you can select different reports on the *metrics* we've described so far in comparison with sites of your size.

Här kan man välja olika rapporter på de *värden* som hittills har beskrivits och jämföra med sidor i samma storlek.

As discussed in Section 3, it is common to coin terms by using two or more words to make a phrase which then is used as a term. In ST1 this occurs quite frequently. The noun *referral*, for example, is used to coin two terms in the ST: *referral traffic* and *referral link*. In the TT, the term *hänvisande länk*, as seen in example (4) is used for *referral link* and was found on Google Analytic's Swedish online support page. *Hänvisande länk* is a noun phrase made up of the adjective *hänvisande* and the noun *länk*. At first, this strategy was also used when translating *referral traffic* but according to Google Analytic's online support page, the correct term to use in Swedish is *länktrafik*, as seen in example (5). This term is created by means of the word formation process *compounding*, that is, when a term is formed by using two or more stems (Ingo 2007:108).

(4) Impression: A display of a *referral link* or advertisement on a web page.

Visning: Visning av en *hänvisande länk* eller annons på en webbsida.

(5) Before we go on it is important to understand the difference between direct and *referral traffic*.

Innan vi fortsätter är det viktigt att förstå skillnaden mellan direkt trafik och *länktrafik*.

Two other terms used in the present ST are *bot* and *search crawlers*. In the ST these terms are referred to as two separate phenomena. However, according to other texts on the subject a *bot* is a collective term for programmes that are constructed to carry out operations without the user having to give an order (tech-faq.com) and a search crawler is a specific type of bot that search engines use to process and index the content of web sites (Google support 2012). If this

had been a translation made at the request of Google Analytics I would have consulted them when encountering such a factual error before making any changes of the facts in the TT. Since the information on bots and search crawlers was found on Google Analytics support page and the ST is not in fact a text published by the company itself but by an independent company not affiliated with Google, it is not impossible that the ST is wrong when it comes to bots and search crawlers. Due to this information, the sentence in the TT is altered slightly since the ST refers to bots and search crawlers as two different things, which, according to Google Analytics support, they are not, as seen in (6).

(6) It also does a great job at filtering out visits by *bots* or *search crawlers*.

Den är också bra på att filtrera bort besök från olika *botar*, som till exempel *sökrobotar*.

What is noticeable here is that *bot* is translated by using a borrowing, whereas *search crawler* has an equivalent Swedish term. As stated in Section 3, there are three categories of loan words. *Bot* is a loan-word that is borrowed in its original spelling form, meaning that nothing has been done to it to make it function in Swedish (Ingo 2007:108). Vinay & Darbelnet would claim that the procedure *borrowing of direct translation* has been used here (1995:31). The translation of *Search crawler*, on the other hand, is not a loan word, instead the Swedish term for *search crawler* is a compound word which was found through Google Support (2012). This compound consists of *sök*, which is what the bot or programme does, and *robot* which is what *bot* means. As explained in section 3.1, this type of word formation process is called *clipping*. Parts of the word are omitted and a new, shorter version of the word is created. The sense of the original word, however, is kept intact (Liljestränd 1993:88).

The last term to be brought up from ST1 is *browser*. This is an established word not just for specialists within ICT, but for anyone who has ever used the Internet. A browser is a software application that is used for finding and presenting information on the World Wide Web.

(7) Session: A period of interaction between a visitor's *browser* and a particular website, ending when the *browser* is closed or shut down [...]

Besök: När en besökares *webbläsare* interagerar med en särskild webbsida. Besöket avslutas när *webbläsaren* stängs ner [...]

Browser is short for *web browser* and as a result of the word formation process of clipping which is mentioned above, *web* is sometimes omitted because *browser* functions on its own without losing its original meaning. According to the Swedish version of Google Analytic's support page, *webbläsare* is the correct term to use in Swedish. Compounds are generally made into one word in Swedish (Ingo 2007:108). Due to this, *webbläsare* is always used in its complete form. *To browse*, used in its conventional meaning, means among other things, to *flick* through for example a newspaper or a book, or to look around in for example a shop. Since what a browser does, that is look through or flick through the information that the World Wide Web has to offer, the word *browse* has been extended and is now used for this purpose as well. In Swedish the verb used is *läsa*, which is what the user does when using the browser, but it is also what the browser does to enable the user to find information on the Internet. In (7) the word formation process *compounding* (Ingo 2007:108), explained in section 3.1, has been used. The browser scans the World Wide Web for information, or in Swedish: *läser av*. Thus, in Swedish only a part of the original verb is used in the term, namely *läser*. The preposition *av* has been omitted and instead of *webbavläsare*, which would be the term if the original form of the verb had been used, the term is *webbläsare*.

4.1.2 Terminology in ST2

As in the translation of ST1, parallel texts were also very helpful when translating ST2. A term from ST2 which was found through parallel texts is *search query*. It is used in this form seven times in the ST and in its shorter form, *query*, six times. According to Norstedts, *query* means *fråga* or *förfrågan* and on Google.se *sökförfrågan* had 2540 hits while *sökfråga* had 502 000 hits. The parallel texts, on support.google.com/adwords used *sökfråga*. *Query* is also translated into *sökning* in the TT. The translation procedure used here is *literal translation* as stated in section 3.2. See examples below.

(8) Image 1–3 gives a quick glimpse of what happens when a user performs a *query* on Google.

Bild 1–3 ger en snabb överblick på vad som händer när en användare utför en *sökning* på Google.

(9) The actual *search query* appears in bold within the text.

Själva *sökfrågan* är markerad med fet stil i texten.

(10) How relevant are these links to your *search query*? Hur väl motsvarar dessa din *sökfråga*?

(11) The life-cycle of a *query*. En *sökfrågas* livscykel.

A word which is a more a general word than a term is the verb *appear*. Even so, it took some research to find an appropriate word in Swedish, which is why it is brought up here. It occurs 13 times in ST2, some examples of the different translations are:

(12) Then, write the position in which they *appear*. Skriv sedan ner länkarna i den ordning de *står*.

(13) This is the URL that *appears* at the end of the ad. Detta är webbadressen som *visas* i slutet av annonsen.

(14) AdWords Ads *Appear* Across Many Websites AdWords-annonser *finns* på många webbplatser.

(15) [...] by potentially *appearing* on millions of high-quality web pages. [...] genom *att synas* på miljontals högkvalitativa webbsidor.

The most common translation in the TT is *visas*, as in (13), but other translations as *står* in (12) and *finns* in (14) also occur. When the verb is in its non-finite ing-form, *appearing*, as in (15) it is translated as *att synas* in the TT. In (13) and (15) the strategy of *literal translation*, as explained in section 3.2, has been used. The strategy used for (12) and (14) was not as easily identified as in (13) and (15). However, since the sense of the words is equivalent to that in the ST I would claim that the strategy used is *equivalence* (Vinay & Darbelnet 1995:38), as described in section 3.2. *Står* and *finns* are not literal translations of *appear*, but in Swedish they have equivalent meanings in the context of the examples (12) and (14). Hence, which translation of *appear* to use where was determined by the context and by which function and meaning the term had in that specific clause or sentence.

In image 1–5 in ST2, the word *snippet* is used, see (16). This is another example of literal translation (see section 3.2). According to *The Free Dictionary* (www.thefreedictionary.com, 2012) *snippet* is ‘a small scrap or fragment’. In Norstedts, *snippet* is translated into *avklipp bit, remsa* eller *tidningsurklipp*. In the ST, however, the word is used as a term meaning the short summary which is shown in the search results after a search query has been entered. Hence, a scrap or fragment of the webpage that Google has matched to the query. In the TT, *utdrag* is used, this word also describes the phenomena correctly but in a slightly different way since *utdrag* is more closely connected to texts and *snippet*, in its original meaning, is used more universally.

(16) *Snippets* are generated to describe each search result.

Utdrag skapas för att beskriva varje sökresultat.

Two terms which were not used extensively but still caused some trouble when translated are *ad display* and *ad placement*.

(17) Price and other factors also play a part in *ad display* [...]

Kostnad och andra faktorer spelar också in vid *annonsvisning* [...]

(18) *Ad display and placement* are determined by relevancy of the keywords entered, price, and other factors.

Annonsvisning och annonsplacering bestäms genom relevansen på de sökord som skrivs in, pris och andra faktorer.

It was difficult to find Swedish equivalents that would be perceived in the same way as the terms in the ST. Parallel texts were consulted and helpful concerning *ad placement*. *Ad display*, however, had very few hits on Google and none of them helped finding a Swedish translation. According to The Free Dictionary (2012) the verb *display* means “to present or hold up to view” hence, the noun means “the act of displaying”. In Swedish, one possible translation of *display* is *visa* and *ad* means *reklam* or *annons*. A Google search was carried out on the compound *annonsvisning*, which had 13 800 hits. Whereas, the first two hits were links to AdWords online support which establishes that this would be the correct Swedish term to use.

4.2 Cultural differences

When encountering cultural differences between the ST and the TT, one strategy that can be used is Vinay's and Darbelnet's (1995) strategy of *adaptation*. This was done to quite a large extent when translating ST2. As explained in Section 3, adaptation involves changing the cultural references in the TT when a situation in the source culture does not exist in the target culture (Munday 2008:58). In ST1, this strategy was less used but a few cases where adaptation was needed did occur and will be brought up below.

4.2.1 Cultural differences in ST2

ST2 is a course in how to get the most out of your advertising by using AdWords. Because of this, in addition to instructions and information, it contains activities and quizzes. The purpose of Activity 1–1 on page 14 in ST2, is to show the reader what a result list looks like and how it is composed. It also teaches the reader that depending on which country you are in, the results can vary. Below is an example of adaptation (as seen in section 3.2 above) that had to be carried out in the TT to keep the purpose for this activity intact and to make it relevant to the target audience. Ingo (2007:153) states that adaptation would be used for example when translating the English phrase “after a few miles” to the Swedish “Efter några kilometer”. The semantics are changed but the pragmatic meaning remains the same. An example of this can be seen in (19).

#	
(19) Open your web browser and visit	Öppna din webbläsare och gå in på
<i>Google.com</i>	<i>Google.se</i>

Google has different domain names for different countries. In America it is *google.com*, in Britain it is *google.co.uk* and in Sweden it is *google.se*. When typing *google.com* in to a browser in Sweden, the user is automatically redirected to *google.se*. Because of this, *google.com* in the ST was changed to *google.se* in the TT, the semantics are adapted but the pragmatic meaning is unaltered (Ingo 2007:153).

In (21), below, a similar adaptation has been carried out, however the adaptation in this one is more extensive than in (19). This adaptation also involved omitting point 6 in Activity 1–1 in the ST entirely, as seen in (20). The reason for this is that the purpose of point 6 in the ST is showing the difference between using *google.com*, which only has results in English, and

Google domains from other countries, which give the choice of only seeing results from the specific country. The TT being written for Swedish users of AdWords, who will automatically be given an option of seeing Swedish results only on google.se, this point has no use in the TT. Due to this, point 6 in the TT becomes the translation of point 7 in the ST. The adaptation carried out in (21) is also a product of the Swedish search page on Google having an option of seeing only pages from Sweden. Instead of using google.co.uk, the TT uses the Google.se option of seeing Swedish results to teach the Swedish user how to use this option. As adaptation is used in cases where the situation referred to in the ST is not known or relevant in the source culture (Vinay & Darbelnet 1995:39), this was the strategy used in all these examples.

(20) 6. Visit the following Google search tools in different languages:

- google.de
- google.gr
- google.co.jp
- google.co.uk

#

(21) 7. Notice that on the Google *search page for the United Kingdom (google.co.uk)*, an option appears below the search bar allowing users to view only pages from the U.K. Select this option, and enter the following search term: “Google advertising.” What differences do you notice compared to when you entered the same search term into Google.com?

6. Längst ner på sidan, under söknappen, finns en knapp där du kan välja *att endast se sidor från Sverige*. Välj detta alternativ och skriv in samma sökterm som förut. Ser du någon skillnad i resultatlistan?

As shown in (20), some parts in the ST have been omitted because they serve no purpose in the TT. Two other examples of this, as seen in (22) and (23), are also from Activity 1-1 in the ST. They are both in brackets and have been omitted for other reasons than the example shown in (20).

(22) 1. Open your web browser and visit Google.com (*Tip: You can omit the www. in www.google.com.*)

1. Öppna din webbläsare och gå in på Google.se

(23) 3. Scroll through the first 10 or 20 links. List what you believe are the three most relevant links based on your query. Then, write the position in which they appear. (*Are they the first, second, seventh?*)

3. Skrolla bland de första 10 eller 20 länkarna. Skriv ner de tre länkar som du tycker bäst motsvarar din sökfråga. Skriv sedan ner länkarna i den ordning de står.

These two phrases have not been omitted due to the pragmatic meaning of the texts but because of the target readership. As explained in Section 2.1 of this thesis, the readers of ST2 may not be experts on AdWords and therefore need to have specific terms, features and functions explained thoroughly. Even so, it is quite safe to say that almost anyone who uses the web regularly, being an ICT expert or not, knows that you can omit “www.” and still get to the site in question. This is why the phrase in brackets in (22) is omitted. The information is redundant and a more experienced user may even find it offensive since it is generally considered basic knowledge. The example in (23) has nothing to do with the reader’s skills in AdWords or CIT, like in example (22), but it is still quite superfluous and may have the same effect on the reader. That is, give the reader a sense that AdWords feel the need to be over-explicit. By omitting the phrases in the TT due to the reasons explained above the translating strategy of adaptation has been used. The phrases would not serve their original purpose which is the main reason for using adaptation (Vinay & Darbelnet 1995:39).

The same kind of adaptation has been used in (24) and (25). In (24), five links are listed in the ST. These links are there to help the reader understand Google AdWords further. The first two links have Swedish equivalents. However, when typing in the last link (www.google.com/adwords/network) in the ST in a browser in Sweden, it redirects you to the Swedish version of Google’s support page. Since there already is a link to Google’s support, the second one mentioned in (24), there is no need for it to appear at the end as well which is why the TT is left with four links instead of the five links in the ST. The Google Technology link and the Google’s Advertising Programs link are only available in English, which is why

Endast på engelska has been put in brackets next to these links. By making this kind of adaptation (as described in Section 3.2), the TT reader has the opportunity to access the same information as the ST reader but is made aware that it is not all available in Swedish.

(24) Useful Links

The Google AdWords homepage, where you can sign up or log in. **Adwords.google.com**

The Google AdWords Help Center, where you can find answers to questions.

Adwords.google.com/

support Google Technology. **www.**

google.com/technology/

Google's Advertising Programs: AdWords and AdSense. **www.**

google.com/ads The Google Network and ad distribution

site. **www.google.com/adwords/network**

(25) Google Advertising Professional

Exam Preparation

To prepare for the Google Advertising Professional qualification exam, study the following lessons at the AdWords

Learning Center,

(**www.google.com/adwords/learningcenter**):

Användbara länkar

Google AdWords hemsida, där du kan registrera dig eller logga in:

adwords.google.com

Google AdWords hjälpcenter, där du kan hitta svar på dina frågor:

Adwords.google.com/support

Google technology:

www.google.com/technology/ (Endast på engelska)

Google's annonsprogram: AdWords och AdSense **www.google.com/ads** (Endast på engelska.

Förberedelse för Googles

certifieringsprov

För att förbereda dig till Googles certifieringsprov kan du använda dig av de lektioner som finns på AdWords utbildningscenter

(**www.google.com/adwords/learningcenter**). Lektionerna finns endast på engelska

men information om AdWords

utbildningscenter på svenska hittar du på **www.google.se/adwords/professionals/education.html**. Lektionerna tar upp följande punkter:

In (25) the ST mentions the Google Advertising Professional Exam Preparation and refers to the AdWords learning center which contains lessons that help prepare for the exam. The lessons are only available in English. This is explained in the TT and a link to a Swedish web page about the exam has been added.

From this part of the analysis, it is clear that Vinay & Darbelnet's translation strategy adaptation is the one which was used almost exclusively when dealing with the cultural differences of the ST2. Below follows the analysis of cultural differences in ST1.

4.2.2 Cultural differences in ST1

In ST1, there are less cultural differences between the ST and the TT than between ST2 and its TT. However, some changes have been made in order for the TT to be in accordance with the source culture. One example of this is found in (26). In the ST *visit* and *session* are treated as two separate terms. However, in the Swedish version of Google Analytics, these two words have the same translation: *besök*. In the part of ST1 where some of the terms are explained, *session* is translated to *besök* in the TT and the part where *visit* is explained is omitted in the TT, as seen in (27). The reason for this is that *visit* also means *besök* in Swedish and the information given in that paragraph is implied in the explanation of *besök*.

(26) *Session*: A Period of interaction between a visitor's browser and a particular website, ending when the browser is closed or shut down, or when the user has been inactive on that site for a specified period of time. Default is 30mins.

Besök: När en besökares webbläsare interagerar med en särskild webbsida. Besöket avslutas när webbläsaren stängs ner eller när användaren har varit inaktiv under en viss tid. Den förvalda tiden är 30 minuter.

(27) *Visits*: All activity within the session is counted as a single visit.

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The strategy used in the examples above is adaptation (as described in Section 3.2), which is the same strategy used for all the cultural differences in ST2 as well.

5 Conclusion

This paper has brought up difficulties that may arise when translating ICT texts. The issues for the particular texts brought up were terminology and cultural differences. Terminology has been discussed mainly by bringing up examples from ST1 and when discussing cultural differences the examples were mostly from ST2.

In many of the cases Swedish terms already existed and could be found through parallel texts, mainly because genre specific terms are rarely found in dictionaries. Due to the subject of the translations, ICT, the parallel texts used were found on the Internet, mainly on Google Analytics' and Google AdWords' support sections. When encountering difficulties with terminology that cannot be solved through parallel texts, several strategies can be used to create corresponding terms. These strategies are basically the same ones used when forming new words in a language. In some cases these strategies were used when translating the two texts. Mainly the strategies came from Ingo (1991 and 2007) but Liljestr and (1993) was also used.

In the part of cultural differences the translation theories of Vinay & Darbelnet (1995) were very helpful. The cultural differences consisted mostly of the quizzes and activities in ST2. The reason for this is that especially the activities are very specifically bound to which country the reader resides in due to Internet browsers' automatic adjustment to the country in question. This caused some problems in the translation and the activities had to be adapted to the Swedish reader. Vinay's and Darbelnet's translation strategy adaptation was mainly used. In ST1 there were less cultural differences but in places adaptation was used in this translation as well. Adaptation was used to make sure that the differences between the source culture and the target culture would not affect the understanding of the TT. Some parts were omitted and some were adapted accordingly.

This thesis is a limited study of the phenomena of terminology and cultural differences when translating ICT texts. However, the limitation of the thesis also makes it focussed and the study can thereby be a valid part of translation research. By extending the research by using more translated ICT texts, additional studies can be carried out and the areas of terminology and cultural differences researched further.

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