PERCEPTION OF DIRECTIONALITY IN TRANSLATION AMONG STUDENTS

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Abstract: The present analysis, based on a questionnaire, aims to define students' subjective perception of directionality in translation. Additionally, it places a particular emphasis on the aspects which are perceived as difficult in both directions. Although for most students, L2 translation is more cognitively demanding, and they prefer to translate into L1, such preferences may change as the result of the amount of translation training. Students with a longer span in translation training frequently encounter more problems in L1 translation and may not have any preferred direction of translation. Nevertheless, the importance of practicing translating into L2 has been emphasised in many aspects, like expanding L2 competence or translation market demand; additionally, it is also a preferred direction of translation for some students. Vocabulary and terminology have been described as the most problematic in both directions of translation. Other aspects that may pose many problems and require some training are both L1 and L2 grammar as well as punctuation.

1. Introduction

Directionality is explained by Whyatt [2019, 79] as a contrast between "work[ing] into their [translators'] first or 'native' language (L1) or out of their L1 and produc[ing] translations into their 'first foreign' language (L2)." The author goes on to say that this topic has recently become increasingly popular. Nevertheless, Ferreira and Schwieter [2017, 93] have found some gaps in studies discussing the phenomenon of directionality. They emphasise that so far, researchers have not sufficiently studied the translator's individual

perspective related to directionality. Additionally, researchers very frequently conduct their studies among professional translators already working on the translation market [e.g., N. Pavlovič 2007a; Whyatt, Kościuczuk 2013; Ferreira 2014; Fonseca 2015; Ferreira et al. 2016; da Silva et al. 2017; Whyatt 2018, 2019; Whyatt et al. 2021]. On the other hand, I believe that valuable data regarding directionality could be gathered among participants who are at the very beginning of their professional road, namely the students of translation courses. Such data could not only point out students' perspective on the phenomenon of directionality but also may serve as an important voice in designing translation courses, responding to the needs of their participants. The present study is participant-oriented research. It aims to gain insight into students' preferences regarding directionality in translation and problems they encounter in each direction of translation.

2. Directionality on the translation market

For many years the popular view referring to directionality suggested that translators should not translate into their L2. A significant contribution to this point of view made the Golden Rule of translation [Beeby Londsdale 2001; N. Pavlovič 2007a, 2010; Ferreira 2014; Ferreira, Schwieter 2017; Whyatt 2019; Mraček 2019]. In fact, the author of the Golden Rule, Newmark [1988, 3], on the very first pages of his study, favours translation into translators' native language, claiming that it is "the only way you can translate naturally, accurately and with maximum effectiveness." At the same time, the reader could perceive the author's negative attitude towards L2 translation, as he states that translators working into this direction "contribute greatly to many people's hilarity in the process" [Newmark 1988, 3]. In fact, interpreting has also been affected by the problem of directionality. A strict division of opinions regarding directionality in interpreting could be observed within the European continent. It appeared that the Western part of Europe unanimously supported the view of Newmark, whereas the Eastern region with the Soviet Bloc did not see any obstacles in L2 interpreting [Gumul 2017, 312]. Nevertheless, as the author suggests, in this case, apart from a purely linguistic dilemma, the political factor had quite a strong influence.

The above-mentioned quotations show that one of the concerns related to L2 translation was its inadequate style. Additionally, there were some fears related to the increased difficulty that L2 translation may impose on the translator, resulting in frequent mistakes in the target texts [Fonseca 2015, 112]. Nevertheless, according to T. Pavlovič [2013, 149], this attitude started losing its strength at the end of the 20th century when scholars became more interested in the notion of directionality and translation into languages other

than the native one. Writing in 2018, Whyatt [2018, 89] firmly states that "[a]part from being impractical, the conviction that L2 translation is always inferior to L1 is also outdated and undermines the ideals of foreign language teaching methodologies." Interestingly, such problems with directionality are not present among the general recipients of translated texts, as they frequently believe that translators could operate in both languages on an exactly identical level [Beeby Londsdale 2001, 64].

However, the supremacy of L1 translation can, to some extent, be observed among various international organisations. As pointed out by Gumul [2017, 312], interpreters employed within the European Union structures for many years were working solely into their native language. Other examples supporting this argument could be found in the study by Chmiel [2016, 271], who, in addition to various branches of the European Union, enumerates organisations like NATO and United Nations, where interpreters also work generally into their L1. Nevertheless, it could be observed that, in fact, translators and interpreters work not only into their mother tongue but very frequently receive commissions for translating and interpreting into L2, and this tendency increases together with globalisation [Pavlovič, Jensen 2009; Ferreira 2014; Ferreira et al. 2016; Ferreira, Schwieter 2017; Chmiel 2016; Mraček 2019; Whyatt et al. 2021]. This practice is especially frequent among countries where languages of limited diffusion are spoken, like Poland, Slovakia, Croatia, Spain, Denmark, Netherlands, or Brazil [N. Pavlovič 2010; Pokorn 2011; Ferreira 2014; Ferreira, Schwieter 2017; da Silva *et al.* 2017; Mraček 2018; Whyatt, Kościuczuk 2013; Gumul 2017; Whyatt 2018, 2019; Whyatt, Pavlovič 2021]. The notion of a language of limited diffusion is defined by N. Pavlovič [2007b, 7] as "a language not widely used outside its primary linguistic community or frequently acquired as a second language." As pointed out by Whyatt [2019, 81], English is the most frequent target language of translations in these countries. Although providing a comprehensive list of detailed reasons leading to this translation practice lies beyond the scope of this study, probably as the most important factor might well be the lack of a sufficient number of translators whose L1 is English and who can translate into languages of limited diffusion [Whyatt, Kościuczuk 2013; Mraček 2018].

The results of studies conducted by various researchers reveal the actual state of directionality on different markets. For example, research based on a questionnaire among professional translators and interpreters working on the Croatian market was conducted by N. Pavlovič [2007a]. The author managed to get as many as 193 valid questionnaires. However, she decided to analyse only 61 of them, submitted by "full-time translators/interpreters whose L1 is Croatian and L2 is English" [N. Pavlovič 2007a, 86]. Although the study took place 14 years before this article was written, in fact, almost three-quarters of respondents confirmed that translation or interpreting into L2 constitutes at least 50% of their commissions. This number is strong

evidence that L2 translation is visibly present on the translation market. On the other hand, only two translators stated that they never work into their L2; however, they represented the branch of audiovisual translation. Nevertheless, the subsequent question shows that only the minority of translations done by non-native speakers frequently undergo any revision or proofreading by a native speaker of the target language. Additionally, N. Pavlovič [2007a, 88] asked her respondents which direction is less demanding or difficult for them. At the top ranked L1 translation (44%), but worth noticing is the fact that it does not exceed 50% of answers. The second most frequently chosen direction is L2, with 33% of answers. However, almost one-fourth of respondents (23%) do not perceive any difference in terms of the difficulty of directionality, and both directions are equally easy for them.

The study analysing the situation on the Polish translation market was conducted by Whyatt and Kościuczuk [2013]. The authors focused on 67 questionnaires submitted by translators working in the language pair Polish-English, with Polish as their native language. In this research, almost all respondents (91%) agree that there is a high interest in L2 translation in Poland. In the case of proofreading, the situation is quite similar to the one on the Croatian market; namely, the majority of translated texts do not undergo a regular revision by the native speaker of the target language. The research on the Czech translation market was conducted by Mraček [2018]; however, this time, the study group consisted of 40 participants: 20 professional translators and 20 students attending translation classes. All participants were Czech native speakers, while their L2 was either English or French. In his research, the author employed triangulation of methods connecting questionnaires, translation task, and product analysis performed by native speakers of the target languages. The results show that professional translators, as well as students, are consistent that L2 translation is the most demanding direction. This answer significantly outnumbers L1 direction and the statement that both directions are equally easy or demanding. What is more, Mraček [2018, 210] ensures that "most respondents in the professionals' group regularly translate into a foreign language, with some saying that this direction represents a substantial proportion of their workload." Some general observation was additionally made by Bawej [2015, 245], who points out that Polish students frequently report that L1 translation is less demanding for them.

In her work, referring to interpreting, Chen [2020, 100] points out that "interpreters may have personal preferences to work into a certain language." However, this observation is actually also present in the field of translation. Questions related to the preferred direction of translation were asked in the studies by both N. Pavlovič [2007a] and Whyatt and Kościuczuk [2013]. In the case of the study by the first author, the answers are almost equally distributed among the possible options. It appears that 34% of respondents state that

their preferred direction is L2 translation, 30% claim that they would rather work into their L1, and 30% believe that they do not have a preferred direction of translation [N. Pavlovič 2007a, 88]. In the case of the study conducted by Whyatt and Kościuczuk [2013, 73], 19% of translators state that they prefer to work into their L2, in this case, English. The vast majority of respondents (78%) do not perceive any problem in translating into L2. Only 21% of respondents claim that their preferred translation direction is L1. The authors additionally observe that the number of experienced translators who are prone to accept L2 translation commission marginally outnumbers inexperienced translators. Question related to the preference in terms of directionality was also asked by Whyatt [2018, 101] as a part of the large project measuring cognitive load and directionality. In this part, L1 translation is preferred by one out of ten translators (what constitutes the total number of 10%), half of the recipients indicate L2 as their preferred direction, and 40% do not perceive either L1 or L2 as their preferred direction.

Additionally, increasing popularity could be observed in translating not only into L2 but also into the translators' third or even fourth language [Ferreira and Schwieter 2017, 90-91]. Moreover, the authors expect that such direction may become an everyday practice in the translation market in the future. What is more, there is a high emphasis on teaching L2 translation. For example, Whyatt [2018, 90] emphasises that "[t]he demand for translating into English as the translator's L2 means that translator training institutions will continue to educate translators who can successfully handle translating into their native language and as well as into their foreign language." As pointed out by Gumul [2017, 319], such practice can be observed regularly at Polish universities, where students receive teaching in interpreting not only into the Polish language but also out of it. A similar opinion concerning translation could also be found in an earlier study by Whyatt and Kościuczuk [2013, 75]. Likewise, Pavlovič [2010, 64] indicates that this direction is frequently taught during translation courses. Nevertheless, the main concern may be the design of the course which will thoroughly prepare students to perform both directions of translation. What is more, Ferreira and Schwieter [2017, 99] suggest that the ability to translate outside one's native language is actually crucial for translation trainees. Also, Beeby Lonsdale [2001, 67] emphasises that: "[t]anslator trainees should be made aware of their limitations in inverse [L2] translation and trained to recognise which text types and discourse fields they can reasonably expect to translate competently and how to go about preparing themselves for the task."

3. Difficulties related to directionality

In her study, Ferreira [2014, 114] points out that "L1 and L2 translations are different in nature." This opinion goes back to the idea of asymmetry between the languages people speak, which is related to the Revised Hierarchical Model [Schwartz, Kroll 2006; Chmiel 2016]. In their work, Schwartz and Kroll [2006, 971] observe that according to the Revised Hierarchical Model, "L1 is privileged with respect to accessing meaning and thus L1 connections to concepts will be stronger than those for L2."[1] Therefore, scholars frequently try to examine how the direction of translation actually influences the very process of translation or interpreting and which problems could be encountered in each direction. For example, Pavlovič and Jensen [2009], in their study, focus on the aspect of cognitive load among 16 participants; 8 of them were students, and 8 were professional translators. The elements analysed in their study using the eye tracking method were gaze time, average fixation duration, total task length and pupil dilation. One of their hypothesis was that L2 translation is probably a more cognitively demanding task. Additionally, it requires more effort to process the text written in the foreign language, whether it is the ST or the TT. Worth noticing is the fact that this time the language pair was Danish-English, with Danish as the participants' native language. Nevertheless, the scholars could not unequivocally state that L2 translation requires more cognitive energy because 50% of the results from average fixation duration and gaze time either differ among the groups or indicate L1 as a more demanding direction [Pavlovič, Jensen 2009, 95]. Quite similar results can be found with regard to the processing of the text in the translator's foreign language. The data likewise varied among the participants or were not confirmed by all indicators.

The actual difficulties which can be encountered with regard to directionality can be found in the research conducted by Mraček [2019], T. Pavlovič [2013], or Whyatt [2019]. Although the main topic in the study by Mraček [2019][2] was the help of L2 native speakers, which the Czech translators can receive during L2 translation, one can also find here a discussion of the most popular difficulties in this direction. Additionally, the research embraces two foreign languages, English and French, and 40 participants described hereinabove. On the basis of the questionnaire applied in this study, it appears that the aspects which are the most problematic for translators and which need some consultation are vocabulary, particularly idioms and collocations, and style. What is more, there were some voices that the help of native speakers can be

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[1] The notion of the Revised Hierarchical Model is widely discussed by its authors Kroll and Steward [1994], as well as in the works of other scholars like Whyatt [2012], Chmiel [2016], or Schwartz and Kroll [2006].

[2] More information about this project, especially regarding the methodology, in Mraček [2018].

necessary also in L1 translation, in "checking comprehension of the source (foreign) language" [Mraček 2019, 16].

In the research by T. Pavlovič [2013, 154], focusing especially on the mistakes in both directions of translation, the study group consisted of 13 students. Moreover, the author employs triangulation of methods, joining as many as four methods, like think-aloud protocols and product analysis. It appears that neither of the directions is free from mistakes, and, what is more, some mistakes, like orthographical or textual issues, occur with almost the same frequency in both directions. The most frequent problems in L1 translation were generally morphological issues. On the other hand, syntactic mistakes in L2 translation definitely outnumber those in L1 translation. Additionally, the quality of the TT was assessed, and in this case, "the quality of L1 translation proved to be somewhat higher than the quality of L2 translation" [T. Pavlovič 2013, 163].

Whyatt [2019] analyses directionality in terms of many different factors, like time devoted to translating texts in each direction, the influence of the text type on directionality, and mistakes that appear in the TTs. The study was conducted among 30 professional translators (26 valid data sets), employing the language pair Polish-English, with English as the foreign language. Worth noting is the fact that regardless of the type of the translated text, no major difference in time spent on L1 and L2 translation was observed. Likewise, no difference between L1 and L2 translation appears in the time devoted to correcting the texts in each direction. However, the author observes significant differences in terms of mistakes that appear in the TTs. It occurs that "[t]here were more corrections improving grammar in L1->L2 translations, but punctuation, typographical and sense/nonsense problems were prevalent in L2->L1 translations" [Whyatt 2019, 89]. Moreover, the number of mistakes depended on the text type, as grammar mistakes found in the film review outnumber the problems appearing in the translation of product description. According to Whyatt [2019, 90], the fast pace of writing in one's native language could highly influence the type and number of mistakes appearing in this direction.

As pointed out by Mraček [2018, 2019] and Whyatt et al. [2019, 2021], quite problematic issues may also be related to the sources of information. It appears that popular languages, like English, have a larger choice of online resources where translators can verify their knowledge. There are not only more websites discussing a given topic, but also translators can find other translations and seek an appropriate technique or strategy. In this context, Mraček [2019, 18] names English as a "super-high-resource language." The authors are consistent that in the case of languages of limited diffusion, the number of such resources is much smaller [Mraček 2018, 2019; Whyatt et al. 2019, 2021].

However, the studies described in this section have shown that, in fact, translation into one's native language could also cause problems. Moreover, Mraček [2018, 203] and Whyatt and Kościuczuk [2013, 74] explicitly state that there have been many inadequately done L1 translations. To sum up, Mraček [2018, 206] concludes that: "native speakers of the target language do not automatically produce stylistically impeccable translations and (…) some translators despite being native speakers of only one of the languages involved have excellent skills in both, enabling them to produce perfect translations."

4. Analysis

4.1 Research Design

The study was conducted between 3rd and 15th March 2021, in the form of a completely anonymous online questionnaire. The link to the questionnaire in Google Forms was sent to students of two universities: the University of Silesia in Katowice and Adam Mickiewicz University in Poznań. As both universities have different study programs, it provides high representativeness. The study was directed to native speakers of the Polish language, whose L2 is English. The questionnaire was completed by 101 students, 85 from the University of Silesia in Katowice and 16 from Adam Mickiewicz University in Poznań. However, 10 completed questionnaires have been regarded as invalid. In 4 of them, the answers in the open questions raised the issue of interpreting rather than translating, which runs the risk of the whole questionnaire referring to interpreting. In the case of the other six invalid questionnaires, participants had some problems with distinguishing L1 and L2 translation, which made their answers unreliable.

The age of the subjects varies between 19 and 27 years (M=22). The respondents consist of 31 men, 58 women, and two respondents chose the option *other*. The overwhelming majority of participants (83.5%) declare that they are students of the 3rd year. Describing the overall number of hours received in the translation training, the answers fluctuate between less than 30h, which is an equivalent of one semester, and 120-180h, which is an equivalent of 4-6 semesters. Additionally, two respondents declare that they received more than 180h of translation training. However, the most frequently chosen options are 30-60h; an equivalent of 2 semesters (35.2%) as well as 60-120h; an equivalent of 3-4 semesters (24.2%). Considering the number of hours received in L2 translation training, there is some divergence in answers. The majority of participants (30.8%) state that they received 15-30h of translation training in this direction, which is an equivalent of 1 semester, 20.9% of respondents received less than 15h of training, whereas 17.6% of respondents chose the answer 30-60h, which is an equivalent of two semesters.

The questionnaire consists of 11 questions in 4 different forms: Likert scales, single-choice questions, multiple-choice questions, as well as open questions. In the end, there is an extra space where students can insert their comments regarding directionality. Additionally, the questionnaire begins with six demographic questions summarised above. The aim of this study is to obtain an overview in terms of students' preferences of directionality, as well as their understanding of issues that may be the reason for cognitive load. The second phenomenon is understood by Seeber [2013, 19] as "the load imposed on the performer by a particular task … [and] the perceived effort invested by a performer during the execution of that task." The study aims to answer the following research questions.

1. Do students perceive any difference between L1 and L2 translation?
2. What are the general preferences in terms of directionality, and how are the directions of translation perceived by the students?
3. Which aspects of translation are perceived as the reasons for cognitive load?

4.2 Results

The aim of the first two questions is to verify the difficulty of translating into a given language. The difficulty refers to various problems students encounter during translating. Possible problems, which are the reasons for difficulty, are described in detail in questions 6 and 8; however, they can be summarised as various operations that directly influence the time students have to devote to translate texts in a given direction. The questions have the form of a 5-point Likert scale, where 1 indicates that translation into this direction is very easy, whereas 5 means very difficult. In addition to L1 and L2 abbreviations, the author decides to specify the language of translation in order to minimise the risk of confusion.

Question 1: How easy is it for you to translate into your L1 (Polish)?
The majority of respondents, 48 students (52.7%), choose option 2, indicating that translating into their native language is relatively easy. The second most frequently chosen answer is option 3 (19 participants, equals 20.9%), indicating the medium level of difficulty. As many as 14 respondents (15.4%) perceive this direction as rather difficult, choosing option 4, whereas 9 students (9.9%) believe it is very easy to translate from English into Polish. Interestingly, just one person (1.1%) chooses option 5, claiming that translating into L1 is very difficult. This person has received 30-60h of translation training so far. As observed in frequencies, the answer *relatively easy* is the most frequent in each group regardless of the translation training span, reaching either almost or more than 50%. In the case of the group with the shortest span of translation training, it is chosen by 8 out of 20 students (40%). The group

general results

student who received 60–120 h
in translation training

1.1%   9.9%

15.4%

20.9%

52.7%

9%   0%   9%

14%

68%

student who received 120–180 h
in translation training

20%

33.3%

46.7%

■ very easy
■ relatively easy
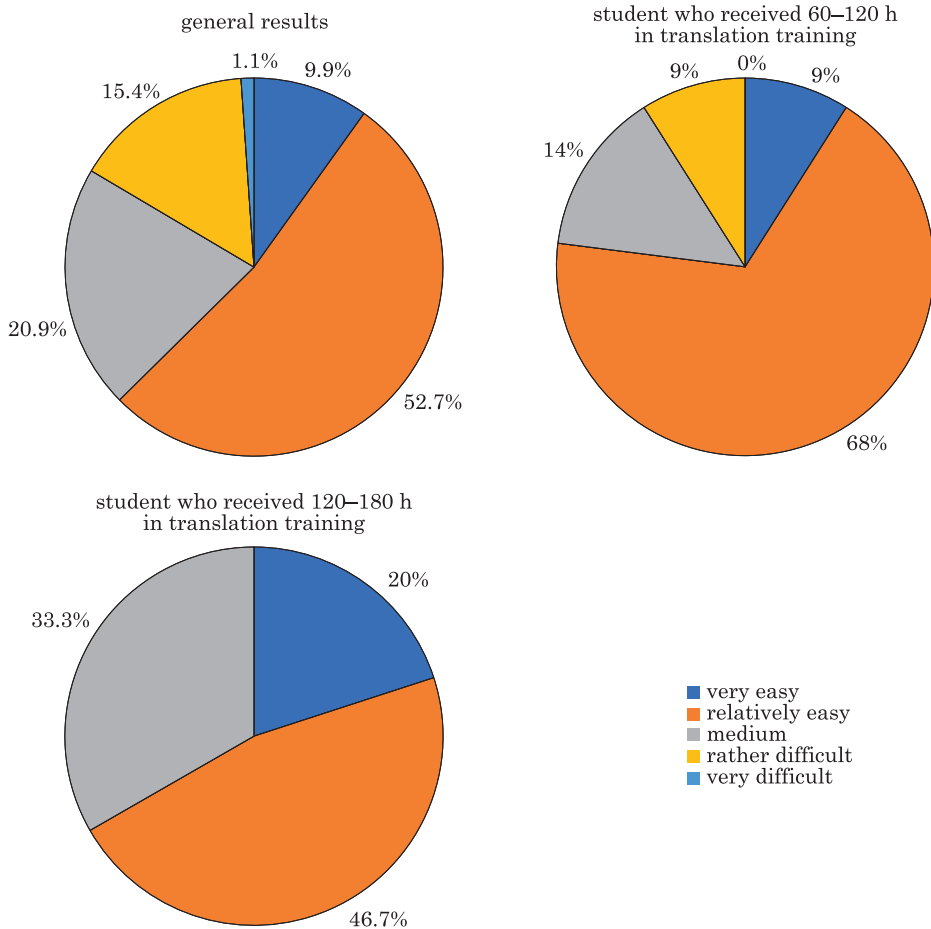■ medium
■ rather difficult
■ very difficult

Figure 1. Translation difficulty in translating into L1 (Polish).

with a bit longer span of the translation training (30-60h) chooses it 17 times,
which makes 53.1% of answers. Among participants who received 60-120h
of the overall translation training, as well as 120-180h, the *relatively easy*
option is likewise the most popular answer. In the first group, it is indicated
by 15 out of 22 participants, which makes 68%, whereas, in the group which
received 120-180h of translation training, it is indicated by 7 out of 15 students
(46.7%). The group, whose span of translation training is longer than 180h,
consists of only 2 respondents. Each of the respondents chooses a different
answer: *relatively easy* and *medium*.

Question 2: How easy is it for you to translate into your L2 (English)?
In the case of this question, one can hardly find the option which
gains more than 50% of answers. However, 34 participants (37.3%) choose

general results

student who received more
than 120 h in translation training

4.4%   6.6%

20.9%

30.8%

37.3%

0%

10%   10%

10%

60%

- very easy
- relatively easy
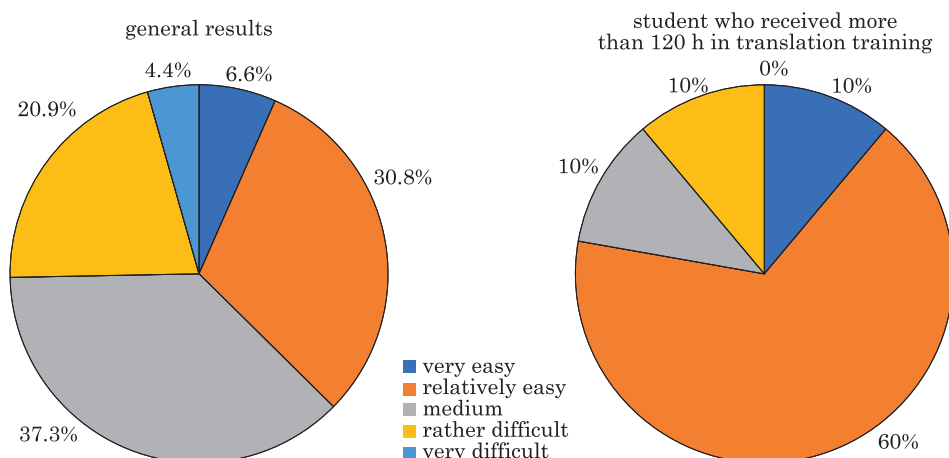- medium
- rather difficult
- very difficult

Figure 2. Translation difficulty in translating into L2 translation (English)

option 3, assessing the level of L2 translation difficulty as *medium*. In contrast, 28 respondents (30.8%) believe this direction is *rather easy*. The third most frequently chosen option is *rather difficult*, with 19 answers (20.9%). 6 out of 91 students (6.6%) claim that translation into English is *very easy*, compared to 4 students (4.4%), who opt for *very difficult*. It can be observed that in the case of the option *very difficult,* the number of answers increases by 3 participants compared to the L1 direction. On the contrary, the number of students who are sure that translation into this direction is very easy decreases by 3. Very interesting results may be observed on the basis of frequencies in each group. In the case of the group with the shortest span of L2 translation training, 8 out of 19 respondents (42.1%) indicate answer 3, *medium*. However, among the group which received 15-30h of L2 translation training, neither of the answers gets 40%. The answer *rather easy* is chosen by 11 out of 19 respondents (39.3%), and the answer *medium* is indicated 10 times (35.7% of respondents). The results of the group which received 30-60h of L2 translation training may be quite surprising. 7 out of 16 respondents (43.8%) describe the level of L2 translation difficulty as *medium* and 6 respondents (37.5%) as *rather difficult*. It appears to be the only group in which the answer *rather difficult* is chosen by so many students. Among the group that received 60-90h of L2 translation training, the answer *medium*, chosen by 6 out of 9 students (66.7%), is the most frequent. However, among the groups with the longest span of L2 translation training, the data presents quite differently. In each of the cases, at least 50% of respondents describe L2 translation as *rather easy*. According to the results, this answer is chosen by 5 out of 10 students (50%) who received 90-120h of L2 translation training, and 6 out of 9 students (66.7%) whose span of L2 translation training exceeds 120h.

Question 3: Which direction of translation is more mentally demanding to you?

general results   student who received 120–180 h
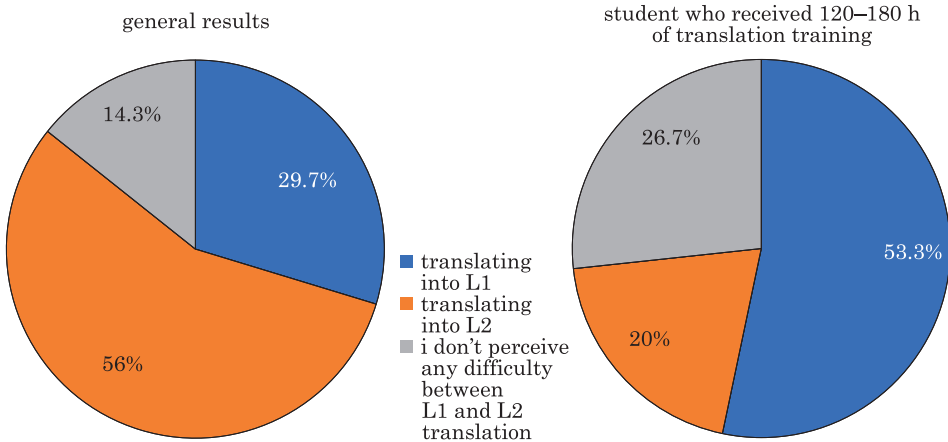   of translation training

Figure 3. Difficulty in translation

While in the first two questions participants' task is to assess each of the directions separately, this time, they have to look at them collectively. In this case, the task of participants was to compare both directions and mental effort they have to invest in translation and decide if they are able to perceive any differences between them. Quite similar questions can be found in works by N. Pavlovič [2007a] and Mraček [2018]; nevertheless, these authors ask for the perceived difficulty of directionality, whereas the present study focuses on cognitive load. In this question, one could easily point out the most frequently chosen answer. In the total number of 51 (56%), the majority of respondents decide that they perceive translating into English as more demanding. As many as 27 participants (29.7%) perceive translating into Polish as more mentally tiring. Also, the option *I don't perceive any difference between L1 and L2 translation* is frequently indicated. In fact, 13 students (14.3%) choose it. Statistical analysis also gives a possibility to indicate frequencies in each group of respondents. Interestingly, in almost all groups, the answer *translating into L2* is the most frequently chosen. In the case of the group with the shortest translation training span, it is chosen by 13 out of 20 respondents (65%), in the group with 30-60h of translation training span, 19 out of 32 students (59.4%) opt for it, and finally in the group which received 60-120h of translation training this answer is chosen by 15 out of 22 respondents (68.2%). Nevertheless, quite the opposite situation could be observed among the group with the longest span of translation training, namely 120-180h. The discussed group consists of 15 participants, among which 8 believe that translating into L1 is actually more cognitively demanding, four of them claim that they don't perceive any difference between L1 and L2 translation, whereas just three students state

that L2 translation is more cognitively demanding for them. There is also a group that received more than 180h of translation training; however, it consists of only two respondents, and each of them chooses a different answer: *translating into L1* and *translating into L2*.

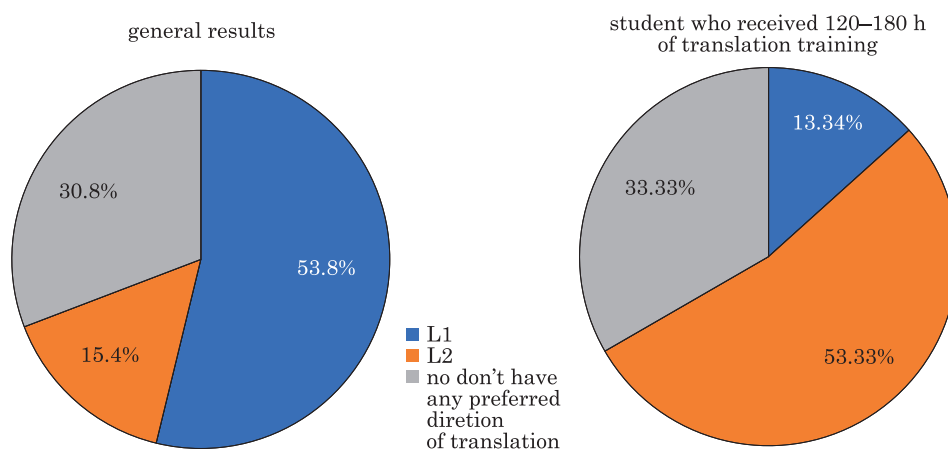Question 4: Do you have a preferred direction of translation?

Figure 4. Preferred direction of translation

Questions regarding preference could be frequently encountered among studies discussing the issue of directionality, for example, in works by N. Pavlovič [2007a], Whyatt and Kościuczuk [2013], or Whyatt [2018]. Likewise, in the previous example, this question has a single-choice form. More than half of respondents (49 what equals 53.8%) prefer to work into their native language. However, as many as 28 out of 91 participants (30.8%) do not have any preferred direction of translation. In comparison, only 14 respondents (15.4%) would rather translate into their foreign language. Frequencies in each group are very similar to those described above. Namely, groups in which the span of the translation training is between less than 30h and 60-120h usually prefer to translate into their mother tongue. This answer is chosen by 13 out 20 students (65%) who received less than 30h of translation training, 19 out of 32 students (59.4%) who received 30-60h of translation training, and 14 out of 22 students (63.3%) who received 60-120h of translation training. A reverse situation could be once again observed among the students who received 120-180h in translation training. This time the most frequently preferred direction is translating into L2, in fact, as many as eight out of 15 respondents (66.7%) choose this option. Subsequently, five respondents claim that they do not have any preferred direction of translation, and only two respondents believe that they favour L1 translation. In the case of the group in which the span of the translation training exceeds 180h, answers are equally distributed among L1 translation (1 person) and L2 translation (1 person).

Question 5:

At this point, respondents have the possibility to explain their answers to the previous question. However, this time I would like to begin with the group having almost the longest span of translation training (120-180h), as their answers substantially differ from the general results. Many respondents who declare L2 as their preferred direction of translation explain that currently, English is frequently their dominant language, used not only at the university but also in their free time. Additionally, they raise the issue of lexis in this language, having a larger choice than in the case of Polish. On the other hand, respondents who believe that they do not have any preferences in terms of directionality usually claim that they do not focus on the language of translation but rather on the task or topic itself. Considering the general results, where a substantial number of respondents point out L1 as the preferred direction, the answers generally refer to the naturalness of the mother tongue. Participants often describe translating into Polish as "easier" or "automatic;" moreover, they believe that this direction facilitates finding a proper register, adequate words, or detecting mistakes.

The aim of the four subsequent questions was to find out which aspects students perceive as the most problematic in each direction of translation. Such issues may constitute the source of the cognitive load experienced by translators. Two of the questions have the form of multiple-choice, with possible answers construed on the basis of the findings from the section titled *Difficulties Related to Directionality*. Additionally, there was a possibility to add an answer. Subsequently, the respondents were asked to explain their choices.

Question 6:

During translating into your L1 (Polish), do you find that any of these aspects are problematic, slow down your process of work, or require you to think for a longer time?

The most frequently chosen answer is vocabulary, e.g., idioms, collocations, gaining 54%. The same answer can be observed among the students who received 120-180h of translation training. It is chosen by 11 out of 15 participants belonging to this group. However, going back to general statistics, a large number of answers also have terminology (50.4%), punctuation (41.7%), and language L1 grammar (31.8%). Among the options which exceed the threshold of 20%, one can find ST comprehension (27.4%), and style (24.1%). Additionally, access to online resources is chosen 16 times what is equaled to 17.5%. The remaining answers are indicated just once, and they belong to the category other. Interestingly, there were generally seven respondents who do not perceive any difficulty in this direction of translation, but all of them received less than 120h of translation training so far.
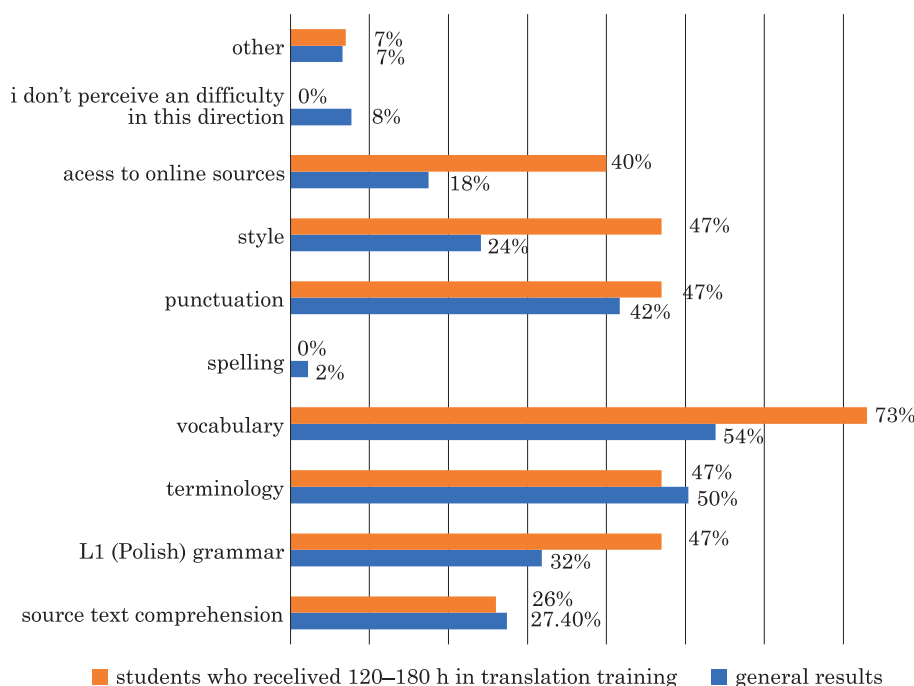
Figure 5. Problem triggers in L1 translation

Question 7:

As mentioned earlier, participants are asked to explain their choices from the previous question. It appears that many issues are related to the fact that students of English philology spend a lot of time surrounded solely by the English language. As a result, they are more prone to confuse Polish and English grammar, punctuation, and style. Some students observe in their Polish translation many calques from English. Additionally, some participants suggest that having Polish grammar and punctuation classes may help to improve the quality of translation. Considering problems with lexis, many respondents report that they encounter a particular difficulty when a given ST word or phrase has many possible equivalents or does not have an exact equivalent in the Polish culture. Phenomena like wordplay, humor, idioms, or collocations, as well as specialist terminology, have also been described as problematic. Thus students have to check the meaning in dictionaries, which is described as a time-consuming activity, slowing down the process of translation. Some participants refer to the issue of an insufficient number of adequate Polish online sources, frequently questioning their quality in comparison to the available sources in English, which is consistent with observations made by Whyatt et al. [2019; 2020] and Mraček [2018; 2019]. Discussing the problem with ST comprehension, which is chosen 25 times,

respondents observe that a thorough ST comprehension is a crucial factor leading to a well-translated TT. However, the main problems in this stage are usually related to constructing the text in English, which requires reading it many times or verifying the meaning of vocabulary.

Question 8:
During translating into L2 (English), do you find that any of these aspects are problematic, slow down your process of work, or require you think for a longer time?

students who recelived 120–180 h in translation training   general results
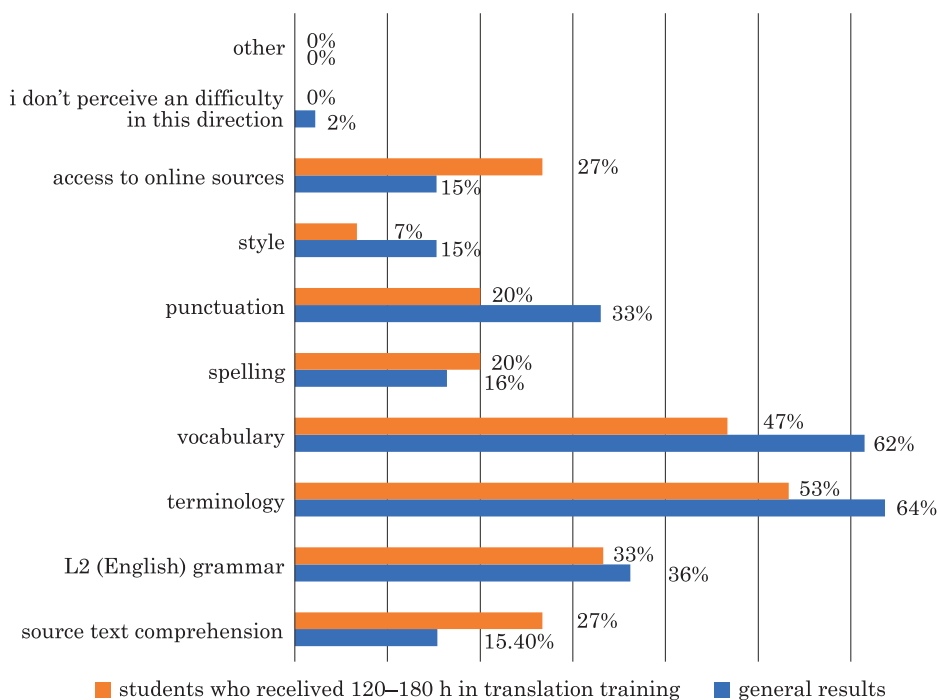Figure 6. Problem triggers in L2 translation

Likewise, in the question concerning issues in L1 translation, vocabulary and terminology are chosen by a substantial number of respondents. Nevertheless, this time the numbers exceed the level of 60%. Problems with terminology are chosen 58 times, which equals to 63.7%, whereas vocabulary is indicated 56 times (61.5%). Another frequently reported problem trigger is L2 grammar (36.2%). Additionally, as many as 30 respondents (33%) concede that they have problems with English punctuation. Among issues that have less than 20% of answers, one can find spelling (16.4%), style (15.3%), and online sources (15.3%). However, the number of respondents who do not perceive any difficulty in this direction has diminished, this time, there are just two

students. Looking at the group which received 120-180h of translation training, it can be observed that similarly to general answers, they perceive terminology (8 answers) and vocabulary (7 answers) as the main problem triggers.

Question 9:

At this point, students are again asked to explain their choices from the previous question. In the case of L2 translation, students frequently refer to the fact that they translate into their foreign language; therefore, they may have the feeling of limited knowledge. Very often, respondents suggest that they are not sure if their TT is appropriate in terms of grammar, style, or punctuation, as they lack the native speaker's natural competence to assess the quality, which they believe they possess while translating into Polish. Concerning grammar, probably tenses or TT syntax are the most confusing. Additionally, punctuation is either mixed with the Polish one, or participants claim that they may have insufficient knowledge in this field. Describing lexical issues, like in the previous case, students struggle to find appropriate equivalents and devote much time searching online sources. Sometimes, they report problems with choosing the right word that will exactly complement the text. Idioms, phrases, as well as slang invariably cause many problems during translation, also in this direction. Additionally, insufficient knowledge in terms of specialist terminology is reported. Moreover, respondents devote much attention to spelling. It may be perceived as a problem trigger due to the differences in comparison to pronunciation. Nevertheless, students frequently claim that the problems encountered in this direction of translation could be minimised in the course of foreign language learning or translation practice, emphasising its importance.

Question 10:

Do you agree with the statement of Newmark [1998, 3], who describes translating into L1 as "the only way you can translate naturally, accurately and with maximum effectiveness." Please explain your opinion.

This question has an open form. It was asked for the first time in the study by N. Pavlovič [2007a] and subsequently in the study by Whyatt and Kościuczuk [2013]. However, in both cases, the answers were provided by experienced translators. Therefore, I believe it is worth comparing the point of view of professional translators with translation students to verify if their opinions differ and, if yes, then how it may evolve during the years of practice. It can be observed that participants of the present study are not consistent in answering this question. Although more than 50% of respondents agree with the statement of Newmark, there were also voices that they agree with this opinion just partly or to some extent (9.9%), mostly (1.1%), not entirely (4.4%), or it depends (5.5%). However, as many as 21 out of 91 participants (23.1%) unequivocally disagree with this statement. According to frequencies, the

number of people who fully agree with Newmark's statement diminishes as the span of their translation training increases. In the case of the group with the shortest translation training span (less than 30h), the answer *yes* is chosen by 14 out of 20 respondents, which constitutes 70%. Among the group which received 30-60h of translation training, 19 out of 32 students (59%) agree with the statement, whereas 4 do not agree (21.9%). However, only 10 out of 22 students who received 60-120h of translation training find Newmark's statement true, whereas 6 students (27.3%) disagree with it. In the case of the group which received 120-180h of translation training, the opinion varies. 5 out of 15 respondents do not agree with Newmark's statement, but 4 out of 15 completely agree with it. Additionally, there are few answers which say 'to some extent', 'not really' or 'I don't have any opinion." As already mentioned, the group whose translation training span is longer than 180h constitutes of only two students, both of which agree with the statement.

Students who support this statement usually refer to L1 as a native language that is thoroughly known and understood. Additionally, there appears the idea of some competence which may help to translate with a smaller effort, or it may be easier to detect mistakes. On the contrary, respondents who do not support this statement often present the example of bilinguals who are able to communicate in two languages and within two cultures. There are also opinions that with practice, people should be able to operate in L2 on the same level as in L1; however, increased exposure to L2 may actually negatively influence one's abilities in L1. Some people also point out that translators should not focus on the language of translation but rather on the message which should be conveyed. Various personal preferences in this topic are also emphasized.

In the study by N. Pavlovič [2007a], many professional translators agree with Newmark's statement, although they do not exceed 50% of answers. On the contrary, respondents of the study by Whyatt and Kościuczuk [2013], working on the Polish market, generally disagree with this statement. However, the group consisting solely of literary translator frequently support Newmark's belief.

Question 11:
Do you believe that it is important to practice translation into L2?
In this question, the author refers to the relevance of teaching and practicing L2 translation. It aims to verify students' overall attitude towards practicing L2 translation and L2 translation classes. In this case, almost all respondents (98.9 % = 90 participants) agree that it is important to practice translating into one's foreign language. Only one respondent does not share this opinion, claiming that L1 translation is more important and probably students do not need to devote their time to practice translating in the opposite direction. Nevertheless, students who support L2 translation training usually

explain their opinion by the process of improving one's abilities in this direction of translation. Additionally, such practice may serve as exercises for developing foreign language competencies. What is more, many respondents are aware of the need to translate in both directions on the professional translation market.

Question 12:

Do you wish to add any comments with regard to your personal perception of directionality?

Students who answer this additional question present some general opinions referring to directionality. For example, it is suggested that one should practice both directions of translation or that practicing polish grammar is also important. There is also an opinion that, in fact, the process of translating into two different directions could not be equaled or that practicing L2 translation could make abilities in this language comparable to or better than L1 translation.

4.3 Discussion

Starting from students' perception of L1 and L2 translation, the results show that students generally perceive some differences between the two directions of translation. Moreover, the frequencies in each group demonstrate a link between the span of translation training and perceived easiness in both directions of translation. The longer is the translation training, the easier it is to translate in both directions. Considering the first issue of difficulty, neither of the directions has the opinion of the most difficult one. However, translating into Polish is generally described as *rather easy*. Interestingly, according to the frequencies, it is the most frequently chosen answer in each group regardless of the background in translation training. At the same time, translating into English is generally described as *medium*. It may suggest that L2 translation is a bit more demanding for students. This point of view is supported by the fact that most respondents not only describe translating into their foreign language as more mentally demanding but also choose L1 as the preferred language of translation. Nevertheless, the split between the overall results and results from the most experienced groups of students may be very interesting. It appears that together with practice, participants favour translating into English and have more difficulties with their native language. Additionally, the number of respondents who do not have a preferred language of translation increases. This finding is similar to the opinion of professional translators. In studies by N. Pavlovič [2007a], Whyatt and Kościuczuk [2013], and Whyatt [2018], the results do not show major differences between the preferred directions. Additionally, the percentage of translators who do not have any preferred direction fluctuates between 23% and 78%. Nevertheless,

it is worth noticing that answers to the question about the perceived easiness in L2 translation are more diverse and fluctuate between *rather easy*, *medium,* and *rather difficult*. It may suggest that students have some problems assessing the level of difficulty.

The study has also revealed that the aspects which may be the main source of cognitive load are the same in both directions. Most students usually struggle with vocabulary, especially collocations and idioms, and terminology, regardless of their amount of translation training. Moreover, in each translation direction, answers pointing out vocabulary and terminology as more difficult ones exceed 50%. These results overlap with the observation made by Mraček [2019], as he considers vocabulary as the main problem trigger. However, the number of students who point out problems with grammar and punctuation in both directions is far from insignificant. In both directions, the results exceed 30%. In terms of L2 grammar, many participants discuss their confusion with tenses, similarly to the conclusion made by Whyatt [2019], who assigns problems with grammar to L2 translation. The problems with punctuation are usually the result of the disparate rules of Polish and English systems.

The answers to questions related to Newmark's statement, as well as an opinion regarding L2 translation training, may reveal the general attitude towards both directions of translation. It appears that for many respondents translating into Polish is naturally easier and does not demand a high level of attention. However, many students confirm that translating into English does not pose many problems. It is very interesting that according to frequencies the attitude towards Newmark's statement changes together with the amount of translation training. Students with a longer translation training span have a more critical attitude towards the idea that translators can produce adequate translations working only into their native language. However, it should be remembered that answers presented by students are highly subjective and have not been verified by the actual results of their work as it lies beyond the scope of this study. What is more, a significant number of answers indicate the importance of L2 translation training. Students perceive it not only as a lexical exercise but very frequently refer to the situation on the translation market. Such opinions provide further evidence that Polish universities pay high attention to educating future translators in both directions of translation [Gumul 2017; Whyatt, Kościuczuk 2013].

5. Conclusion

The aim of the present study, which provides an analysis of the results coming from an online questionnaire, was to discuss personal preferences and perception of directionality among students. The study discusses three research

questions. Concerning the first research question, the participants of this study perceive some differences in the directions of translation. Although the main problems encountered in each direction seem identical, translating into English is frequently described as slightly more demanding. Additionally, students describe different reasons leading to particular preferences and problems. Whereas issues present in L1 translation often result from the increased exposure to L2 (English), problems in L2 translation are frequently explained by the fact of translating into the foreign language. It can be suggested that personal preferences about directionality slightly differ due to longer translation practice. Generally, students prefer to work into their native language, but the group with a long span of translation training seems to show more interest in L2 translation or does not have any preferences in this dimension.

Nevertheless, L2 translation is not treated as a minor or less important direction. On the contrary, respondents not only usually emphasise the importance of its practice but also sometimes describe it as a preferred language of translation. Worth noticing are also voices that do not focus on the direction of translation but rather on the task or the message itself. It can be suggested that they have a very professional attitude towards their task. Considering the third research question, regardless of the level of advancement in translation training and direction of translation, vocabulary, terminology, grammar, and punctuation are described as the most demanding elements. Moreover, students point out the importance of practicing L1 punctuation, which may constitute some problems. Therefore, it could be suggested that not only L2 translation but also classes devoted to punctuation and grammar should occupy an important position in training future translators. Nevertheless, it should be emphasised that the results presented in this study are developed on the basis of participants' subjective opinions. Thus it may vary from the outcomes of their translation process. Therefore, the topic is worth further detailed analysis.

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