BARTOSZ BUĆ[1]
University of Rzeszów
ORCID: 0000-0002-3723-1940

From translation problem to translation strategy: An empirical study based on fragments of prose fiction

Abstract. The presented analyses comprise 11 examples of source text and target text fragments based on the typology proposed by Hrehovčík (2006). Each of them presents a different translation problem as well as a translation strategy implemented in order to overcome the lack of equivalence between the discussed text passages. In light of the fact that this paper does not aim to assess the work of the translator Andrzej Polkowski, with exception to his applied techniques, some comments also suggest general alternative translation procedures. Following this path, it is possible to highlight and easily comprehend differences between translation strategies and the results of their application. Moreover, each analysed fragment is preceded by a short introduction which gives insight into the theoretical foundation of the procedure.

Keywords: translation problems, translation strategies, translation procedures, translation process, learning translation.

1. Introduction

When studying translation, students learn, among other things, various translation strategies. Initially, they can be quite confused as well-known scholars approach the issue from different viewpoints, which results in a variety of types of translation strategies. Moreover, their distinct concepts have various points of reference, making them even more vague as some of them use the term *strategy*, whereas others prefer *procedure*. Nevertheless, most scholars in the field (cf. Venuti 2001: 240; Hrehovčík 2006: 44; Lörscher 1991: 8) agree on what the core task is. Thus, translation strategies are linguistic devices applied by the translator in order to overcome the lack of equivalence

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1 Address for correspondence: Institute of Modern Languages, University of Rzeszów, al. mjr. W. Kopisto 2B, 35-315 Rzeszów, Poland. E-mail: bartoszb@ur.edu.pl

between the source text (ST) and the target text (TT). In other words, discrepancies at lexical, syntactic or cultural levels between the source language (SL) and the target language (TL) result in potential translation problems. In such a case, the translator's task is to face said problems and to find appropriate solutions. A solution can, therefore, be understood as a translation strategy. The question which arises from translation procedures is not new and has been addressed by a number of scholars. In spite of this, the problem is that some researchers only provide definitions of translation strategies without supporting them with examples or suggestions on how to deal with each translation problem in practice, which could help comprehend the idea hidden behind a theoretical framework. This point of view is also shared by Fernández Guerra (2012: 6), who claims that translation procedures often overlap as they solely describe differences at the language and not the usage level, emphasizing results of translation rather than the translation process itself. If we consider e.g. an inexperienced student of translation studies, it may prove not an easy task to identify translation problems and appropriate strategies on his or her own. That is why, the main problem students face when writing their master's thesis, is that they are not always instructed on the order and ways on how to deal with text units that are to be compared. In other words, it can be claimed that there is a need for some practical guidelines which would show the path that a student should follow in order to find a solution for a particular translation problem. Therefore, the main purpose of this paper is to fill this gap and show in practice how to move from a translation problem to a translation strategy. Moreover, the study aims to present the typology of translation strategies proposed by Hrehovčík (2006) in his publication entitled *Introduction to Translation,* which will serve as a theoretical foundation of the presented analyses.

2. Translation procedures or translation strategies?

A major problem in translation practice is directly related to the question of equivalence. Differences between the SL and the TL result in a lack of correspondence between language systems at word, sentence, text and discourse levels. In order to compensate for these discrepancies, appropriate tools have been developed which can be defined as techniques or strategies of translating. With regard to these notions, Hrehovčík (2006: 44) claims that these days the term procedure is commonly used and refers to particular steps taken by the translator. However, Burkhanov (2003: 170) suggests that the terms: translation procedures, techniques of translating, methods of translating, translation strategies, etc. be defined as "[...] selection of appropriate linguistic means of the target language that are intended to account for various elements of the spoken or written discourse originally conducted in the source language within the framework of mediated bilingual communication." Thus, it can be claimed that all these terms can be regarded as synonyms, as they refer to the same activity carried out by the translator.

3. Translation problems

Translation problems are directly related to the question of equivalence being one of the central concepts in the theory of translation. When trying to analyse a target text (TT) in terms of its semantic adherence to its original (ST), the problem of equivalence is one of the basic criteria taken into consideration. Generally speaking, equivalence between texts can be understood as a level of appropriateness between a ST and a TT. Sometimes equivalence is simultaneously used with the term *translatability* which can be regarded as its synonym. According to Pym & Turk (2001):

> translatability is mostly understood as the capacity for some kind of meaning to be transferred from one language to another without undergoing radical change. [...] The basic problem in most theories either for or against translatability is the relation between source-text 'expressions' (in the broad sense of articulated locutionary acts) and 'meanings' or 'senses' that are somehow held in the source language and are potentially subject to mediation with the help of reasoning or understanding. (Pym & Turk 2001: 273)

This viewpoint seems to take language as a starting point, since it describes the possibility of rendering sense and reference at the language level.

With regard to the above issue, a similar opinion is expressed by Baker (2003) who believes that translation problems are directly related to the subject of equivalence. The scholar classifies the following points of reference: *equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence: thematic and information structures, textual equivalence cohesion and pragmatic equivalence.* Although the linguist does not mention the term translation problems, she refers to difficulties the translator approaches in the translation process. In her analysis, Baker (2003: 20) discusses the term non-equivalence, which can be understood as the lack of equivalence. On the basis of this concept, it can be assumed that, in fact, translation problems result from the lack of equivalence.

Translation problems have also been thoroughly discussed by Schwarz et al. (2016: 52-56), who developed their concept on the basis of the model proposed by Nord (1991: 51). The linguists divide translation problems into four categories, i.e. language problems, cultural problems, textual problems and pragmatic problems. Taking these into account, they aim at classifying translation problems according to the context defining both theoretical and practical translation problems. Moreover, it should be mentioned that within the scope of language problems, the linguists distinguish between terminological, lexical, semantic and stylistic problems. Although the classification proposed by the scholars gives a clear overview of problems the translator may encounter in the translation process (including examples), they do not specify translation procedures

used to overcome non-equivalence, which may prove limiting for a student who is not familiar with the terminology.

On the other hand, following Hrehovčík's (2006) account, the lack of equivalence between the linguistic systems governing the SL and the TL leads to three basic translation problems:

1) There is no lexical correspondence at *word level* between the source text and the target text.
2) There is no lexical correspondence above word level: *collocations, idioms and fixed expressions.*
3) There is no *textual equivalence*: sorting out cohesion and coherence. (Hrehovčík 2006: 44)

All in all, it can be stated that in spite of various terminology used by the scholars, all the above-discussed attempts at defining the source of translation problems have a lot in common, as they are founded on similar assumptions. They assume, namely, that there is a lack of appropriate means present in the TL that could be employed to render the meaning and the context of an idea expressed in the SL.

4. Translation strategies

In the publication *In other words. A coursebook on translation,* Baker (2003) presented a broad spectrum of translation problems as well as strategies that can be applied in order to overcome them. Although the volume is definitely a recommendable read for translators, its high level of differentiated types of strategies and detailed examples can turn out to be an obstacle for an inexperienced translation student. Consequently, the following analyses are founded on the typology proposed by Hrehovčík in the volume *Introduction to Translation* (2006), which comprises only eleven types of translation strategies and, therefore, gives a clearer overview, especially for aspiring translators or interpreters.

Furthermore, it should be stressed that the following subsections are intended to review translation strategies applied by the translator. In order to make it more evident, each fragment under analysis is preceded by a theoretical overview which is then followed by an analytical comment on practical aspects of the given translation process; first by presenting a problem, and then the translation strategy implemented to solve it. Moreover, it should be added that the subsequent analyses[2] of translation processes are based on fragments of Andrzej Polkowski's Polish translation of the English prose

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2 The presented analyses make up a combination of different fragments of an unpublished Master's thesis entitled: *The question of equivalence in the Polish translation of the novel Harry Potter and the Philosopher's stone* which was successfully defended by the author of the article in June 2018 at the Wyższa Szkoła Lingwistyczna in Częstochowa.

fiction novel *Harry Potter and the Philosopher's Stone* (2014[3]) by J. K. Rowling entitled in Polish *Harry Potter i Kamień Filozoficzny* (2000). Finally, it needs be reiterated that this analysis does not aim to assess a particular translator's work, and will focus solely on discussing steps taken in the translation process at large.

4.1. Adaptation

Following Hrehovčík's (2006: 46) account, 'adaptation' can be regarded as a translation technique particularly suitable for a situation in which the context presented in the source language text cannot be rendered in the target culture (TC) of the translation. Thus, it can be claimed that the translation strategy aims at some kind of re-creation when two cultures in question are mismatched.

In order to overcome these problems, Hrehovčík (2006: 46) suggests using the following adaptation techniques:

transcription of the original: a part of the ST can be reproduced word-for-word;

omission: a part of the ST is not translated;

expansion: some extra information is added either in the main text or in footnotes;

exoticism: slang or dialect elements in the ST are substituted with rough equivalents in the TL;

updating: information which can be regarded as outdated or obscure is replaced by modern equivalents;

situational equivalence: some information is presented in a more familiar context than is the case in the ST;

creation: only the essential message from the ST is conveyed into a new translation unit in the TT.

Table 1. Adaptation: creation

ST	TT
Mrs Potter was Mrs Dursley's sister, but they hadn't met for several years; in fact, Mrs Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were <u>as unDursleyish as it was possible to be</u>. **p. 2**	*Pani Potter była siostrą pani Dursley, ale nie widziały się od wielu lat. Prawdę mówiąc, pani Dursley udawała, że w ogóle nie ma siostry, ponieważ pani Potter i jej żałosny mąż <u>byli ludźmi całkowicie innego rodzaju</u>.* **p. 5**

The above text passage includes an example of an *exoticism* in the form of the neologism *unDursleyish*, which has been created for the purpose of the ST. Although the lexeme is understandable to the readers of the original, it could not be easily conveyed,

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3 First published in 1997.

i.e. translated into the TL, as it is unfamiliar in Polish stylistic norms. Therefore, the translator decided to express the idea of the neologism, conveying only the essential message into the TT, which is a typical aspect of *creation*. However, a disadvantage of this translation procedure is that the specific flair which is essential to the atmosphere and the style of the ST is not conveyed into the TT. Nevertheless, it should not be assumed that the afore-mentioned specific literary mood has not been expressed in the TT at all, as it is rendered in other places in the text.

4.2. Borrowing

As Hrehovčík (2006: 47) states, borrowing can be a satisfactory translation procedure when there is no equivalent in the TL carrying the meaning of the lexeme in the SL. Given that they are not subject to naturalization in the TL, they are usually printed in italics. Borrowing can also be used to introduce or preserve a particular mood of the expression typical of a given TC, e.g. *glasnost, perestrojka, shaman*.

Table 2. Borrowing

ST	*TT*
Neville was snoring loudly, but Harry couldn't sleep. He tried to empty his mind – he needed to sleep, he had to, he had his first <u>*Quidditch*</u> *match in a few hours – but the expression on Snape's face when Harry had seen his leg wasn't easy to forget.* **p. 197**	*Neville chrapał już głośno, ale Harry nie mógł zasnąć. Starał się uwolnić od natłoku myśli, wiedział, że powinien się wyspać, przecież za kilka godzin wystąpi w swoim pierwszym meczu* <u>*quidditcha*</u>*, ale nie mógł zapomnieć wyrazu twarzy Snape'a, kiedy zobaczył jego zakrwawioną nogę.* **p. 192**

In the above paragraphs one comes across two quite identical lexemes both in the ST (*Quidditch*) and in the TL (*quidditch*). The only difference – the lowercased version of the TL lexeme – is the result of spelling rules in the TL. Concerning the ST lexeme and its equivalent in the TT, there are no other discrepancies to be observed. Thus, it can be claimed that the SL lexeme has been transferred into the TL with no substantial changes in its form. Therefore, the above fragment constitutes an example of a borrowing referring to the name of the game played by the students of Hogwarts, i.e. *Quidditch*.

4.3. Calque

Following Hrehovčík's (2006: 47) account, what is referred to as 'calque' can be understood as a translation technique based on literal translation. Thus, certain elements of the lexeme in the SL are literally translated word for word. Moreover, the translation procedure can be applied for purposes of foreignisation. Following Burkhanov's (2003:

179) account, calque can be also used to translate compound lexical items, language-specific collocations and names of various institutions, e.g. *Übermensch* (Ger.) – *superman* (Eng.), *skyscraper* (Eng.) – *drapacz chmur* (Pol.).

Table 3. Calque

ST	*TT*
'There's a <u>Ministry of Magic</u>?' Harry asked, before he could stop himself. **p. 70**	*- Więc jest <u>Ministerstwo Magii</u>? – zapytał Harry, zanim zdołał się ugryźć w język.* **p. 71**

In the quoted text passages, there are two compound lexical items to be considered, which refer to the name of an institution that does not exist in reality. What is more, it can be observed that following the pattern of names for real ministries, the SL neologism *Ministry of Magic* has been coined accordingly. Moreover, it can be stated that the SL lexeme *Ministry of Magic* has been translated literally into the TL as *Ministerstwo Magii*. Thus, the word-for-word rule has been applied, resulting in an apparent example of a calque.

4.4. Compensation

As compensation, Hrehovčík (2006: 48) understands a translation procedure which aims at "[...] achieving a similar effect in the target text through different means of expression than those in the source text. Compensation is used with puns, alliteration, rhyme, slang, metaphor, or pregnant words." There are four categories of compensation that can be distinguished:

> **compensation in kind:** in order to re-create the same effect in the TT various linguistic devices are applied;
> **compensation in place:** the linguistic effect in the TT takes place in a different place than in the ST;
> **compensation by merging:** particular features of the ST are condensed in the TT;
> **compensation by splitting:** the meaning carried by a word in the ST is expanded on in the TL.

Table 4. Compensation in kind

ST	TT
[…], while Aunt Petunia and Uncle Vernon didn't shut Harry in his cupboard, force him to do anything or shout at him – in fact, they didn't speak to him at all. Half-terrified, half-furious, <u>they acted as though any chair with Harry in it was empty.</u> **p. 94**	*Ciotka Petunia i wuj Vernon nie zamykali go już w komórce pod schodami, nie zmuszali do niczego i nie wrzeszczeli na niego od rana do wieczora – prawdę mówiąc, w ogóle się do niego nie odzywali. Przerażeni i wściekli, <u>traktowali go jak powietrze.</u>* **p. 96**

Due to the fact that the underlined fragment of the ST encloses a metaphor, embodied in the chair being empty, it was necessary either to translate it with rough equivalents, which would convey the meaning, or to use a different metaphor in the TL that carries a similar meaning. In the provided TT the latter option was the case, which, from the stylistic point of view, was a more successful procedure than the first one. Thus, the same effect has been achieved through entirely different means of expression, which is a typical feature of *compensation in kind*.

4.5. Explicitation

According to Hrehovčík (2006: 48), with the explicitation technique "[…] the translator expands the target text by inserting additional words. A more accurate definition says that it is the process of introducing information into the target language, which is present only implicitly in the source language, but which can be derived from the context or the situation." As an example, Hrehovčík (2006: 48) refers to the Hungarian language where gender remains unmarked. Therefore, the pronouns such as *he* or *she* would be lost in translation if they were not added. In principle, four categories of explicitation can be distinguished:

>**obligatory explicitation** occurs when there are 'missing categories' in the SL, such as the lack of articles in Slavonic languages which have to be added in a translation into English.
>**optional explicitation** is dependent on discrepancies in text-building strategies and stylistic tendencies in different languages.
>**pragmatic explicitation** is caused by discrepancies in cultures. For instance, a common name in the SL may seem unfamiliar to the recipients of the TT, so translation may require the use of an additional word in order to make it understandable.
>**translation-inherent explicitation**, as Hrehovčík (2006: 49) states, "[…] is attributed to the nature of the translation process itself. Therefore, translations are always longer than originals, regardless of the languages, genres and registers concerned".

Table 5. Pragmatic explicitation

ST	TT
The traffic moved on, and a few minutes later, Mr Dursley arrived in the <u>Grunnings</u> car park, his mind back on drills. **p. 3**	*Sznur samochodów ruszył i kilka minut później pan Dursley wjechał na parking <u>firmy Grunnings</u>, a w jego myślach z powrotem zagościły świdry.* **p. 7**

The SL lexeme *Grunnings* is an example of a proper name, unfamiliar to the users of the TL. Therefore, it was necessary to insert extra information that would clarify the concept hidden behind the expression. To do so, the word *firmy* has been added (Eng. 'of the company/ belonging to the company'); and while it precedes the proper name there is no confusion about the meaning. For this reason, it can be claimed that the example provided above reflects the phenomenon of *pragmatic explicitation*.

4.6. Modulation

Hrehovčík (2006: 49) claims that transposition entails a change in grammatical categories. In comparison, modulation causes a change in cognitive categories, which can be understood as a shift in a viewpoint.

Table 6. Modulation

ST	TT
When they left the dungeons at the end of the Potions, they found a large fir tree blocking the corridor ahead. Two enormous feet sticking out at the bottom and a loud puffing sound told them that Hagrid was behind it. **p. 209**	*Po lekcji, gdy chcieli wyjść z lochów, stwierdzili, że korytarz jest zablokowany przez wielką jodłę, spod której wystają dwie olbrzymie stopy. Po głośnym sapaniu poznali, że za drzewkiem jest Hagrid.* **p. 203**

In order to identify a translation problem in the above texts it is necessary to focus on the order and range of information both passages provide. In the ST fragment, the reader finds out that leaving the dungeons, the main protagonists came across a big fir tree in the middle of a corridor. The following sentence informs the reader that the large feet sticking out at the bottom of the tree and accompanied by a loud puffing sound were a clear hint, making it easy to guess that it must be Hagrid standing behind the fir tree. Meanwhile, the reader of the TT finds out already in the first sentence that there were enormous feet sticking out at the bottom of the fir tree. The second sentence is shorter and says only that it was the sound of puffing that made them guess it was Hagrid behind the tree. This slight difference may not seem to be very glaring. However,

because some information has been placed at dissimilar parts of the paragraph, the result is a shift in the original viewpoint, which is a typical aspect of modulation.

4.7. Paraphrase

Paraphrase is a common translation strategy where the translator replaces a word in the ST by a group of words or an expression in the TT. Hrehovčík (2006: 49) states that there is also a synonymic term for paraphrase, i.e. periphrasis.

Table 7. Paraphrase

ST	TT
The traffic moved on, and a few minutes later, Mr Dursley arrived in the Grunnings car park, his mind back on drills. **p. 3**	_Sznur samochodów_ ruszył i kilka minut później pan Dursley wjechał na parking firmy Grunnings, a w jego myślach z powrotem zagościły świdry. **p. 7**

In the fragment presented above, the word _traffic_, which refers to cars stuck in a traffic jam, for stylistic reasons has been replaced by the equivalent expression _sznur samochodów_ (Eng. 'a line of cars'). Based on this example, it is possible to claim that the passage above includes an example of a typical paraphrase where one word is replaced by an expression that is not identical to the one in the SL, but which refers to the same elements of the contextual reality.

4.8. Simplification

Another common technique applied in the translation process is simplification. According to Hrehovčík (2006: 49), there are three types of simplification:

> **lexical simplification** occurs if there is non-equivalence at word level. Lexical simplification consists in the use of a superordinate, i.e. a word which carries a more general meaning.
>
> **syntactic simplification** is a change at sentence level, e.g. the use of finite clauses in the TT instead of non-finite clauses in the ST.
>
> **stylistic simplification** can be applied either in order to break up long sequences and sentences or to replace phraseology with shorter collocations.

Table 8. Stylistic simplification

ST	TT
Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. **p. 1**	_Państwo Dursleyowie spod numeru czwartego przy Privet Drive mogli z dumą stwierdzić, że są całkowicie normalni, chwała Bogu._ **p. 5**

Already in the very first words of the book we can observe that the masculine and feminine forms of _Mr and Mrs Dursley,_ which refer to the names of Harry Potter's uncle and aunt, have been replaced by the plural form _państwo Dursleyowie_ (Eng. 'the Dursleys'). The use of this technique can be explained with the need for a stylistic change in the TL and is a typical aspect of stylistic simplification.

4.9. Translator's note

Following Hrehovčík's (2006: 49) account, a translator's note is used as a footnote or an endnote in order to provide additional information referring to "[...] the limits of the translation, cultural background or any other explanation".

Figure 1. Translator's note[4]

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4 Rowling, J. K. 2000. _Harry Potter i kamień filozoficzny_ [translated by Andrzej Polkowski]. Poznań: Media Rodzina. pp. 320-321.

A translator's note is one of the translation techniques applied in the Polish edition of the novel. It can be found at the end of the book, thus it is a so-called endnote (a fragment of which is illustrated above). Its role should not be underestimated, as the ST includes an abundance of proper names which very often carry hidden meanings that cannot always be conveyed in the TT and, consequently, require additional explanations. The translator's note is preceded by a short preface which explains that differences resulting from a mismatch between the source culture (SC) and the target culture (TC) had a direct impact on some steps taken by the translator in the translation process. The main part of the translator's note provides a list of words, i.e. proper names, with some explanatory information about the meaning and the context of each word. What is more, some entries are supplemented with a comment on the translation technique employed. To sum up, it can be stated that the decision to attach the translator's note in the Polish version of the novel can be considered as a very helpful step that sheds light on certain issues and increases the value of the translation as a whole. Otherwise, many aspects of the proper names included implicitly in the ST would be lost and not accessible to the readers of the TT.

4.10. Transposition

As Hrehovčík (2006: 50) states, the first step taken by the translator in the translation process is to search for a formal equivalent. If there is no equivalent word or expression in the TL, the translator has to resort to non-identical lexemes. Hrehovčík (2006: 50) claims that "transposition means rendering a second language element by syntactio-syntagmatic structures which have the same meaning but do not correspond formally (e.g. because of changes in the class of words used)." There are two main groups of transposition techniques:

Transpositions based on the shift in the morphological form of words and their syntactic function (e.g. adverbial or attributive functions of lexemes in the sentence structure).
Transpositions based on syntactic categories, e.g. the use of the instrumental or the locative in the TL.

Transposition of word classes refers to attributive functions of adjectives, different types of genitives or prepositions. In the translation process, they are often rendered as prepositional phrases, adjectives or relative clauses. *Transposition of syntactic categories* is related to the use of cases which do not exist in the TL, e.g. the locative or the instrumental. Lexemes denoting a concrete or abstract place in the locative are transferred into the nominative in the TT with some characteristic verbs (e.g. *to include, to contain*).

Table 10. Transposition of word classes

ST	TT
'Why <u>would you be mad</u> to try and rob Gringotts?' Harry asked. **p. 69**	*- Dlaczego tylko <u>wariat</u> chciałby obrabować bank Gringotta? – zapytał Harry.* **p. 71**

In the first place, it is necessary to notice that the impersonal form *would you be mad* could have been expressed in various ways in the TL (e.g. by the use of an impersonal form of a verb), therefore, one might wonder why it is not the case in the example above. It can be observed that the complex verbal phrase *would you be mad* has been replaced by a noun phrase in form of a single noun – *wariat* (Eng. 'lunatic'). In fact, both expressions carry the same meaning, although they represent different morphological classes, which results in differences on the syntagmatic level, which is a typical quality of a transposition resulting from differences in the word classes. From the stylistic point of view, however, it can be said that the applied technique was successful, as the expression is more precise and matches the Polish stylistic norms.

4.11. Transliteration

According to Hrehovčík (2006: 50), transliteration is a translation technique which is usually used in order to spell words (e.g. place names) from languages that use a different alphabet. However, it should be added that words are not always transliterated in the same way. That is why there are often various versions of the same lexeme. A good example of this practice is the name of the capital of China which used to be transliterated as *Peking*. Nowadays, the official transliteration is *Beijing*.

Due to the fact that transliteration is one of the translation procedures discussed by Hrehovčík (2006) in his monography, which constitutes a theoretical basis for this paper, and in order to give an entire overview of translation strategies, the information about this technique has not been omitted. However, it should be made clear that there could not be found any example of transliteration in the analysed fragments, as both the ST and the TT are written in Latin script.

5. Conclusions

The conducted analyses comprise 11 examples of ST and TT-fragments based on the typology proposed by Hrehovčík (2006). Each of them examines a different translation problem as well as a translation strategy implemented in order to overcome the lack of equivalence between the discussed passages. With exception to the analysis of the applied technique, some comments also suggest an alternative translation procedure. In this way, it is possible to highlight and easily comprehend differences between translation strategies and results of their application. Moreover, each analysed fragment is

preceded by a short introduction which gives insight into the theoretical foundation of the procedure.

As far as specific strategies are concerned, it can be noticed that facing the problem of an exoticism in the form of the neologism *unDursleyish*, the translator decided to use adaptation (Table 1) which resulted to some extent in a stylistic loss. To translate the name of the game played by the students of Hogwarts, i.e. *Quidditch*, a borrowing has been applied which introduced the mentioned neologism into the TL (Table 2). In the case of the name of an institution which does not exist in reality, the compound lexical item *Ministry of Magic* has been transferred word-for-word by means of a calque (Table 3). Facing the problem of a metaphor in the ST, the translator applied an equivalent expression in the TT which is an example of compensation (Table 4). A pragmatic explicitation has been applied in order to translate the name of a company which is not popular among the users of the TT (Table 5). Due to the fact that some information has been placed differently in the ST and in the TT, Table 6 provides an example of a modulation which contributed to a shift in viewpoint. Taking into account the question of style in the TL, the translator decided to use a paraphrase to render an element of contextual reality (Table 7). Stylistic reasons also explain the need for applying another translation technique discussed in Table 8. This latter case, however, shows an example of simplification. Proper names which carry hidden meanings have been explained in the translator's note at the end of the translated novel (Table 9). Referring also to the stylistic norms of the TL, the translator implemented the technique of transposition (Table 10), which resulted in differences on the syntagmatic level. Unlike all the previous translation procedures, subsection 4.11 does not deliver any exemplification as it discusses the technique of transliteration applied in spelling words from languages that use a different alphabet. Obviously, both English and Polish use the Latin script. For that reason, with relation to the chosen ST, it was impossible to present any analysis in this case.

Summing up, it can be stated that the presented text passages illustrate various translation challenges. However, the question of choice of an appropriate translation strategy was in each case very much dependent on the individual decision of the translator. Moreover, it can be claimed that a significant role here was played by the professional experience and the esthetical perception of the translator. That is why, it can be assumed that the final effect of the translation process was impacted not only by his professional training, but also by his experience and individual skills which can hardly be measured.

Finally, it should be stressed that the aim of this paper was not to assess the translator's work, but to demonstrate steps taken by the translator in the translation process.

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<div align="center">✳✳✳</div>

Bartosz Buć holds a PhD in German Linguistics and an MA in English Philology. He is Assistant Professor in the Institute of Modern Languages at the University of Rzeszów, Poland. His research interests are in the areas of pragmalinguistics and translation.