UNIVERSITY OF ZAGREB

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

Master's Thesis

Perception of Translator Status among the Students of Humanities and Social Sciences

Candidate: Dorotea Sinković

Supervisor: Dr Nataša Pavlović, Associate Professor

Zagreb, 10 October 2017

TABLE OF CONTENTS

ABSTRACT

This paper presents a survey of the perception of translator status among graduate students at the Faculty of Humanities and Social Sciences in Zagreb. The study included 126 respondents, who were divided into three groups—students of translation, students of modern languages but not of translation, and non-philology students. The research method used was an online questionnaire consisting of Likert statements and open-ended questions. Following Dam and Zethsen (2008, 2009), the statements were formulated to examine the four categories used to operationalize status—education, visibility, salary and occupational prestige. The primary objectives of the study were to investigate students' perception toward translation as a profession, as well as to draw conclusions about the influence of study programmes on respondents' attitudes by analysing possible patterns in their answers. The results indicate that non-philology students perceive translation as an average-status occupation, while there is only a slight difference in the answers provided by students of languages in comparison with translation students, all of whom perceive translation as an occupation of high status. The present study, which belongs to a relatively young field of sociology of translation, not only in Croatia, but worldwide, aims to investigate the role of academic influences in the formation of the perception of translator status. As such, it could serve as a solid point of departure for further research on the topic.

KEYWORDS

translation studies, sociology of translation, translation students, translation profession, status perception, translator status, occupational prestige

1 INTRODUCTION

The present paper is the result of a survey on the perception of translator status conducted among the graduate students of the Faculty of Humanities and Social Sciences in Zagreb. The main aim of the study was to obtain an idea of how the students evaluated translators and what knowledge regarding the translation profession they had.

As a translation student and an occasional translator, I have often encountered misunderstandings that people outside the industry have about the role of translators and the skills required to become one. It seems that, in contemporary society, there is a general lack of understanding and appreciation for the job that translators do. And even if the general public's widespread misconceptions about the translation profession were not damaging enough, from one glance at the literature on the topic we can easily conclude that it mostly focuses on the negative aspects of the translation profession as well:

> "[…] [the] literature draws a rather negative picture of the state of the profession and the working conditions of translators. Translation has, for example, been described as a peripheral, low-status, unskilled and poorly paid occupation, whereas translators have been characterised as invisible, isolated, unappreciated and powerless […]" (Dam and Zethsen 2016: n.p.)

It is rather odd that translators receive so little respect for the job they do in an age of globalisation and mass communications, where "[t]ranslation activities play a bridging and bounding role in promoting social progress, economic growth and cultural communication" (Wei 90). However, there are several possible reasons for such a state of affairs. From the very beginnings of translation studies and translation theory, there has always been a lot of discussion on whether translations should be identifiable as such, which has, almost naturally, put translators in a position of invisibility as well. Even though this should not mean that translators as people should also be unseen, they are more often than not perceived as "[…] shadows […] whose highest aim is to remain at the very margin of visibility" (Lesser n.p.). Moreover, in most countries, there are no academic or other formal qualifications required in order for someone to use the term *translator*. Anyone can call themselves a translator, which leads to the conclusion that the profession is lacking any form of institutional protection (Pym et al. 20).

Furthermore, in the last two decades, and with the emergence of sociology of translation, many translation scholars have focused on the investigation of translators' position in society, but most research studies were mainly centred around translators'

perceptions of their status. I believe that students, being educated members of the community, as well as future professionals, can contribute the most to bringing about positive changes to the industry, which is the main reason I have decided to focus my research on students' perception of translator status. In addition, the results of the survey are analysed in terms of students' attitudes regarding translator education and salary, the role and importance of translators in everyday life, as well as the prestige of the translation profession.

2 LITERATURE REVIEW

Even though translator status is still a topic that does not arouse much interest among translation scholars, there are several research studies conducted by the experts in the field that give a valuable insight into the topic. Danish researchers Helle V. Dam and Karen Korning Zethsen have probably given the greatest contribution to research on translator status in the last decade. They conducted five closely related studies in which they analysed translators' perception regarding their income, education and expertise, visibility, as well as power and influence. They gathered responses from 47 company translators, 66 agency translators, 131 freelance translators and 63 staff translators working at the European Union, all of whom evaluated their occupational status through questionnaire-based surveys. Their findings showed that all translators, with the exception of EU translators, had lower average income than other similar professional groups. Moreover, all four groups of translators had a high level of education and saw translation as a profession that requires a high level of expertise, even though they rated their social and professional visibility, as well as their power and influence as low. For the purpose of my research, I have focused on their 2008 and 2009 studies. The study that Helle V. Dam and Karen Korning Zethsen carried out in 2009 is a continuation of the research on the status of Danish company translators conducted by the researchers in 2008. The aim of the 2008 study was to investigate the perception of translator status among in-house translators, as well as other employees of the companies in which Dam and Zethsen conducted their survey. They developed two sets of questionnaires, one for the company translators, and the other for the so-called core employees, which contained questions that closely regarded the four parameters that the authors had previously identified as essential indicators of status—salary, education/expertise, visibility and power/influence. They managed to gather responses from 49 core employees and 47 translators, and the results showed that translation was perceived as a low-status profession both by the translators and core employees.

In their 2009 study, Dam and Zethsen devoted their attention to what they call "clear low-status" and "clear high-status" ratings, which were drawn from the 2008 questionnaire data. They focused on finding possible correlations between those ratings and the information gathered from the respondents' answers that concerned demographic parameters, parameters indicating professional identity as well as the four status parameters, and, subsequently, on identifying the factors that influenced the perception of translator status. The analysis of the data indicated that both translators' and core employees' perception of translation as a high-status occupation tended to decrease with age. In regard to gender, male core employees perceived translation mainly as a low-status profession, while female core employees perceived it as a high-status profession (no correlation between status perception and gender could be found among the answers provided by the translators). The researchers did not find any correlations between high-status perceptions and professional identity as well, even though the translators who stated to have state authorisation and to dedicate most of their time spent working to translation rarely characterised translation as a low-status profession. Moreover, translators with higher salaries perceived translation as a low status profession less frequently than translators with lower salaries, but it has to be mentioned that no significant correlation was in fact found between high-status assessments and salary levels. When it comes to education and expertise, the core employees did not seem to be concerned with the level of education and expertise required to translate, but what was important to them was the confidence in the quality of the final product. Furthermore, the degree of professional contact was found to be of great importance to translators, whereas they viewed power and influence as factors that did not affect their occupational prestige at all. What they noted as important was the degree of responsibility they had, as well as the level of appreciation they got for their work.

Following the example of her Danish colleagues, Minna Ruokonen conducted a survey on translation status and its parameters among translation students in Finland (2016). She gathered 277 responses from students enrolled in translation programmes at five Finish universities. The data was collected by means of an online questionnaire, which was based on Dam and Zethsen's questionnaires for professional translators and further adapted to fit the context of the respondents, that is the students. The author decided to focus her research on four parameters that can correlate with status perception—income, expertise, visibility and power. The results of the study showed that Finnish students perceived translator status and visibility as average, while the average income translators earn was estimated as low. On the

other hand, the students believed that a high level of expertise was required to become a professional translator. When it comes to power, that is, the influence translators have, students stated that translators had a high degree of influence on the quality of their translations and on their clients. It is interesting to note that most of the respondents cited translators' associations, translators themselves, as well as their clients to have the most influence on the development of translator status in society. The researcher drew the conclusion that the students' perception of translator status was similar to the one of professional translators—they were aware of the expertise required to become a professional translator, but they also believed that the outsiders did not recognise nor acknowledge it sufficiently. However, Ruokonen stated that Finnish students were still optimistic and convinced that translator associations and translators, by working together, could improve translator status in society.

Other researchers who have contributed to the topic are Jungwha Choi and Hyang-ok Lim (2002), Rakefet Sela-Sheffy (2006, 2008, 2010), David Katan (2009), as well as Robin Setton and Alice Guo Liangliang (2011). Jungwha Choi and Hyang-ok Lim (2002) gave an overview of translation and interpretation as professions in Korea, explaining the position and status of translators and interpreters in Korean society at the beginning of the 21st century. Since proficiency in English was a highly appreciated asset in any profession in Korea, interpreters were greatly valued and they had relatively high salaries. However, the average age of Korean interpreters was thirty because, interestingly enough, interpretation was not considered as a profession that one should dedicate their entire career to, but rather as an occasional job that brought a substantial extra income. In the case of translation, even though the need for translators was constantly growing, they did not enjoy high status and they had relatively low salaries. The authors attributed the reason of this lack of social recognition to the influence of Confucianism in Korean society, in which translators belonged to the service sector and were even less appreciated than, for example, merchants.

In her research, Rakefet Sela-Sheffy (2006, 2008, 2010) focused on the collective self-images of Israeli literary and non-literary translators, as well as on the ways in which they created their self-presentational discourses and status-enhancing strategies. In order to establish themselves as professionals and, therefore, to advance their occupational prestige, Israeli translators adopted two types of strategies. While non-literary translators aspired to professionalism and institutionalisation of their profession, literary translators opted for a rather interesting approach in building their reputation. Seeking recognition as artists, they developed their public personae and presented themselves as cultural custodians and people of

art.

David Katan (2009) carried out a global survey whose aim was to investigate the habitus of translators. He gathered around 1000 responses from professional translators and interpreters, scholars, as well as translation and interpretation students. The results showed that both translators and interpreters had a strong sense of responsibility towards the original text and the final product, whereas their readers and other clients did not seem to be of any significant importance to them. Moreover, they did not ascribe a great deal of importance to translation theory, even though scholars were rather convinced that the theory was indispensable for the work that professional translators do. It is interesting to note that the translators perceived themselves as having low professional status, while the interpreters, on the other hand, saw themselves as high-status professionals.

Robin Setton and Alice Guo Liangliang (2011) conducted the first survey on the translation profession, status perception and job satisfaction in the context of Chinese and Taiwanese translators and interpreters. The ever-growing importance of China in the global economy created a demand for translation and interpreting, which led to the development of formal training, certification and research activity. Both translators and interpreters had fairly high salaries and were satisfied with their jobs, even though interpreters enjoyed higher status than translators. Furthermore, the researchers stated that most respondents had a modest perception of their contribution to society, and tended to reduce the importance of their role as cultural mediators.

3 THEORETICAL FRAMEWORK AND KEY CONCEPTS

In order to understand the disciplinary context of the present research, we must first explain the development of sociology of translation. Since, at the beginning, translation studies was a sub-discipline of (contrastive) linguistics, translation research mostly focused on linguistic analyses of texts, "[…] ignor[ing] the cognitive, social and cultural constraints under which translators operate" (Prunč 2007: 40). When translation studies became established as a separate academic discipline in the 1980s, and particularly after the so-called cultural turn in the 1990s, the concept of the social nature of translation gained more prominence, eventually allowing for the growth of the importance of the translator as well. The focus shifted from the translation product to the role that translators have in the construction of cultures. Scholars started studying various social contexts of translation activities and soon the efforts were made "[...] to methodologically frame translation and its

contexts as a social practice [...]" (Wolf 2007: 2). The idea of translation as a social practice was then further developed and incorporated into the framework of sociology of translation, a sub-discipline of translation studies that "[...] centers on the social nature of translation, aiming at promoting reciprocity between translation and society" (Wei 2014: 88). Some of the most prominent scholars in the field are Andre Lefevere, Lawrence Venuti, Theo Hermans, Daniel Simeoni and Michaela Wolf, to name a few.

Since sociology of translation is one of the most recently developed areas of translation studies, its full extent and content are yet to be determined, which makes it a fertile ground for the development of new and innovative research topics. One of such topics is that of the status of translation as a profession and of translators as professionals. The present research focuses on the perception of translators, with the terms *profession* and *status* being central for the understanding of the phenomenon.

Cambridge Advanced Learner's Dictionary defines the term *profession* as "any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education." While the most basic definition is sufficient for obtaining a general idea about the jobs that can bear the title of a profession, a more detailed explanation is necessary in order to describe the issue of seeing translation as a profession. According to Benveniste (1977: np, cited in Robinson 2007: 39), "[a] profession is an occupation that requires the application of skills based on technical knowledge, advanced education and training, formal testing of competence, controlled admission, professional associations, code of conduct and sense of responsibility to serving the public." As it was previously mentioned, the main issue with acknowledging translation as a legitimate profession, instead of a mere side job that anyone with the knowledge of a foreign language can venture into, is the lack of some of the above cited requisites. An education founded on theory and practice, prominent institutional bodies and professional certification are some of the elements that should play the most important role in establishing translation as a legitimate profession.

Since there is no singular and precise definition of the term *status* within the field of translation research, the present study will adopt the concept which is described and explained in the report *The Status of the Translation Profession in the European Union*. Pym and his co-authors (2012: 11) define status as "[…] the set of social signals that create, first, the presumption of some kind of expertise, and second, the presumed value of that expertise." It is important to underline the fact that status is therefore seen as "[…] the presumed value of expert skills, rather than the skills themselves" (2012: 3). Furthermore, translator status is an

aggregate of many elements, so people with high status are usually associated with values such as trustworthiness, prestige, authority, higher pay and a degree of professional exclusivity (Ibid.). Translators therefore see status as something that needs to be obtained along with the actual translation skills. In other words, translators need to know how to translate, but they also need to know how to present their skills to potential employers (2012: 12). The clients, on the other hand, depend on different social signals of status that rank translators as professionals. Signals such as trustworthiness, rates of pay, recognition and prestige are usually the deciding factors since "[…] someone who needs a translator cannot judge objectively how well that translator performs" (2102: 9). This brings us to the most important point when it comes to translator status. The status of an individual translator should never be understood as their translating abilities since "[i]t concerns the perception of a translator's value – what people think a particular translator can do, and how well or badly the translator is assumed to do it" (Ibid.), rather than what a translator in fact can do.

Moreover, in order to conduct research regarding status, we must first establish the means of rating status as such. The approach selected for evaluating and measuring status perceptions for the purposes of the present study is the one that was first introduced by Dam and Zethsen in their 2008 and 2009 studies. Dam and Zethsen established four categories that they saw as clear indicators of status—salary, education/expertise, visibility and power/influence. Salary is often seen as one of the most important status parameters, even though in the case of the translation profession it is not necessarily the crucial element, since the literature shows that translation remains a low-status profession despite relatively high salaries (Dam and Zethsen 2009: 14). Education and the development of expert skills are important elements as well since, from the point of view of potential clients, they are the signals that guarantee the quality of translators' work (2009: 18). Power and influence that certain professions are known to have are the elements that are, along with salary, most often seen as essential indicators of high status. For the purpose of better clarity, I have decided to refer to this category as *occupational prestige*, and view it as the social value that translation has in comparison with other professions. Lastly, the category of visibility is somewhat modified in order to adjust it to the context of the research. Dam and Zethsen (2009: 21-22) for this category intend both physical visibility, that is the location of translators' work space with regard to other employees, and professional visibility, which is understood as the level of professional contact that the translators involved in their research had with other employees. However, in the present study it denotes the importance that the translation profession has for the day-to-day functioning of communities and society in general.

Furthermore, the literature explains metaphors as means by which less concrete terms are explained and, to a certain degree, simplified through the use of more concrete terms, which are usually grounded in our personal experience (Lakoff and Johnson cited in Pavlović 580). As it was already stated, translation is a profession that still remains on the margins of professionality. There are no clear regulations about who can practice it, and the general public usually lacks basic knowledge of all the elements that a translator's job entails. Therefore, it comes as no surprise that translation is one of such terms that, in order to be understood, needs to be described and clarified by the use of metaphors, which was one of the tasks given to the respondents of the present study.

4 AIMS AND HYPOTHESES

As it was previously mentioned, most studies regarding translators' occupational prestige generally focus on translators' and their clients' perceptions of translator status. The literature suggests that, from the point of view of the general public, the translation profession is characterized as having relatively inferior status (Sela-Sheffy 2008: 609), while research studies on translators' job satisfaction indicate that translators are mostly content with their jobs (Dam and Zethsen 2016: n.p.). However, the attitudes of younger generation, that is of translation students and their colleagues are usually neglected by researchers. This is the reason for which the present study focuses on students' perceptions of translator status and sets out to investigate whether their opinions bear any resemblance to the opinions of professional translators and users of their services.

The main aims of the present research study are therefore to investigate students' perception of the translation profession, to detect potential similarities and differences in the answers provided by the three groups of respondents (students of translation, students of modern languages, non-philology students), as well as to determine the extent to which different graduate degree programmes and exposure to translation-related courses influence the respondents' answers.   In addition, the study also seeks to collect the respondents' associations regarding translation and translators, as well as the elements that influenced their individual perception of the translation profession.

Furthermore, the four hypotheses that stem from the main aims and that are examined in the study are the following:

1) Non-philology students perceive translation as a profession of low occupational status.

2) Modern languages students perceive translation as a profession of high occupational status.

3) First-year translation students have a higher perception of the translation profession than second- (final)-year translation students.

4) Translation students change their perception of the translation profession with acquiring professional experience.

5 METHODOLOGY

The present research was conducted with the objective of gathering information about students' perception of translation as a profession and translators as professionals. It is a respondent-oriented study that sought to collect and analyse attitudes and opinions of graduate students at the Faculty of Humanities and Social Sciences in Zagreb regarding translator status. The approach used for investigating students' perceptions was mixed qualitative and quantitative, and the data was collected by means of an online questionnaire. In addition, the results were analysed using *Microsoft Excel* software.

5.1 DATA COLLECTION

The data was gathered through an online questionnaire[1] that was partially based on an existing survey and adapted to conform to the context and the needs of the present research. The questionnaire consisted of two parts. The first part was designed to elicit the respondents' attitudes and opinions regarding translator status, and it was comprised of statements and open-ended questions. The eight statements were followed by a seven-point Likert scale, with the end values being *strongly disagree* (1) and *strongly agree* (7). The statements were formulated to examine the four categories used to operationalize status—education, visibility, salary and occupational prestige. The decision to use a seven-point Likert scale was made in order to enable the respondents to rank their answers as precisely as possible. The four indicators of status listed above were adopted from Dam and Zethsen's 2008 and 2009 surveys, even though their original questionnaire was not consulted during the preparation of the present study. Furthermore, every Likert item was followed by an open-ended question in order to give the respondents the possibility to explain their closed-ended answers in more

---

[1] The questionnaire can be found in the Appendix.

detail. The first part of the questionnaire ended with three open-ended questions in which the respondents could express their associations regarding translation and translators, as well as list all the elements that influenced the formation of their individual perception of the translation profession. The second part of the questionnaire served to collect general information on respondents, which included gender, year of study, degree programme and potential work experience in translation. The acquisition of background information was important for establishing potential correlations with the questions from the first part of the questionnaire during the data analysis.

The questionnaire was made available online during the period from November 2016 to January 2017. The link to the questionnaire was distributed in several ways. It was sent to an internal mailing list containing e-mail addresses of most of the students enrolled at the Faculty, and it was shared via a long distance learning platform, in closed online groups that gather students of various degree programmes, as well as through personal contact. Furthermore, the estimated time required to complete the questionnaire was 20 minutes.

5.2 THE RESPONDENTS

Given the fact that the main idea of the present study was to gain an insight into translator status from a relatively new perspective, which does not include either professional translators or their clients, students of humanities and social sciences seemed to be the most appropriate choice. All of the students who participated in the survey were at the time enrolled in various graduate programmes at the Faculty of Humanities and Social Sciences in Zagreb. It is important to note that the Faculty of Humanities and Social Sciences consists of 23 departments, which offer undergraduate and graduate, single- and double-major programmes. The areas of study include a wide range of languages, as well as non-philology programmes such as Archaeology, Art History, Comparative Literature, Ethnology, History, Information Science, Linguistics, Pedagogy, Philosophy, Phonetics, Psychology and Sociology. Even though it would surely be interesting to find out the opinions and attitudes regarding the translation profession of all students attending the Faculty, the decision was made to focus exclusively on graduate students, the main limitation being the lack of translation programmes on the undergraduate level. The graduate students who decided to take part in the survey were granted anonymity and were further divided into three groups—students of translation, students of modern languages but not of translation, and non-philology students. At this point, it has to be explained that students with double majors were placed in categories depending on whether they were language or translation students or not. To give an

example, if a student stated that they were studying Anthropology and English Literature and Culture, they were placed in the category of modern languages students. Similarly, a student studying Italian Literature and Culture and French Translation was placed in the category of translation students.

Initially, the overall number of respondents who decided to take part in the online survey was 135. However, after the data analysis, the number decreased to 126 respondents in total since five respondents were undergraduate students, and other four respondents had refused to give information about their degree programme, so their responses could not be properly analysed. Moreover, out of 126 respondents, 87% (109 respondents) were women and 13% (17 respondents) were men. It is important to note that the ratio of first- and second-year graduate students was almost equal, with 48% (61 respondents) of respondents being first-year graduate students and 52% (65 respondents) being second-year graduate students.

The respondents were further divided into three categories— non-philology students, students of modern languages but not of translation, and students of translation. The first category, non-philology students, comprised 30 respondents (24% of the overall sample). The category of modern languages students consisted of 44 respondents (35%), while there were 52 respondents (41%) in the category of translation students. The reason for such an uneven ratio of respondents lies in the fact that the majority of the students enrolled at the Faculty usually study at least one language, which is reflected in the rather low number of non-philology students that participated in the survey. Moreover, the high number of translation students that participated in the survey indicates that they had the greatest interest in the topic since it was closely related to their future profession.

In the category of non-philology students, 53% of the respondents were first-year graduate students, while 47% were second-year graduate students. Moreover, 90% of the respondents were single-major students, while 10% were double major students. The non-philological programmes that the respondents were enrolled in included Archaeology, Anthropology, Art History, Comparative Literature, Ethnology and Cultural Anthropology, History, Information Sciences, Pedagogy, Philosophy, Phonetics, Psychology and Sociology.

In the category of modern languages students, 45% of the respondents were first-year graduate students, while 55% were second-year graduate students. When it comes to study programmes, 45% of the respondents were double-major students enrolled in two philological programmes, 18% were single-major students enrolled in a philological programme, while 37% were double-major students enrolled in one philological programme and one non-philological programme. The philological programmes that the respondents were enrolled in

included Croatian, English, French, German, Hebrew, Italian, Polish, Portuguese, Slovak, Spanish, Swedish and Turkish Language. The non-philological programmes included Art History, Comparative Literature, History, Information Sciences, Linguistics, Phonetics, and Sociology.

In the category of translation students, 48% of the respondents were first-year graduate students, while 52% were second-year graduate students. Moreover, 23% of the respondents were double-major students enrolled in two translation programmes, 52% were double-major students enrolled in one translation programme and one other philological programme, while 25% were double-major students enrolled in one translation programme and one non-philological programme. The translation programmes that the respondents cited included Czech, English, French, German, Russian, Spanish and Swedish Language. Other philological programmes included Croatian, Dutch, Hebrew, Italian and Portuguese Language. The non-philological programmes included Archaeology, Comparative Literature, History, Information Sciences, Pedagogy, Phonetics and Linguistics.

5.3 DATA ANALYSIS

The analysis of the data gathered by means of the online questionnaire consisted of three procedures, depending on the two different types of data. The quantitative data was first used to calculate the mean values of the answers, which were rounded to two decimal places. In addition, the responses on the seven-point Likert scale were grouped in the following manner—the responses 1 (*strongly disagree*) and 2 were categorised as low agreement, the responses 3, 4 and 5 as average agreement, while the responses 6 and 7 (*strongly agree*) were categorised as high agreement. Furthermore, the qualitative data was summarized and organized into thematic categories that best represented the answers, that is, the views and opinions provided by the respondents.

6 RESULTS

The results of the present study reveal the respondents' perceptions of translation as a profession and translators as professionals. The first part of the chapter is dedicated to the analysis of the structure of the respondents and of their work experience in translation, while the second part of the chapter focuses on the respondents' opinions and attitudes. Their opinions and attitudes are compiled and presented in the following categories—education, visibility, salary and occupational prestige. Furthermore, at the end of the chapter, there are

two sections that give an overview of the most common metaphors that the respondents used with regard to translation and translators, as well as list the most common elements that the respondents cited as having the major importance in the formation of their individual perception of the translation profession.
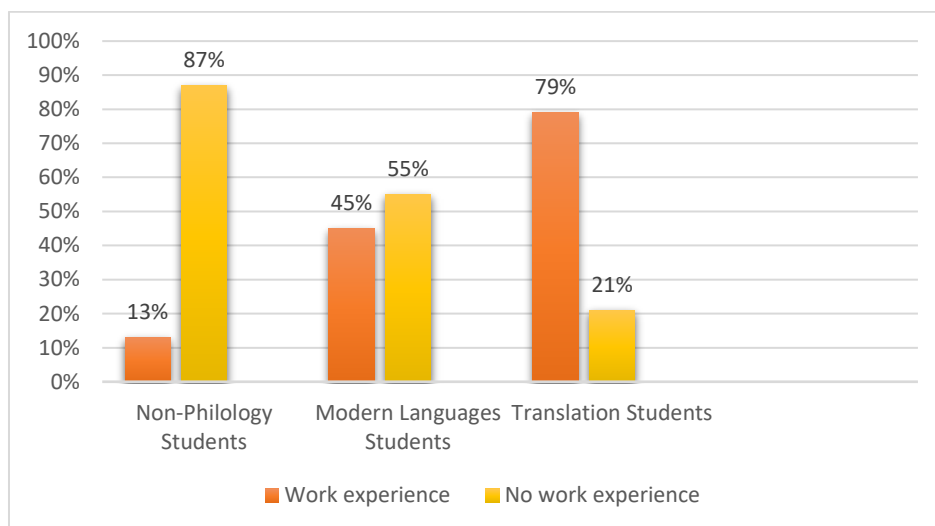
6.1 THE RESPONDENTS' WORK EXPERIENCE IN TRANSLATION

Figure 1. Work Experience in Translation

When it comes to work experience in translation, affirmative answers were present in all three groups of respondents. As hypothesised, the highest number of respondents who stated to have some sort of work experience in the field was recorded among translation students, while the respondents with the least experience in the field were non-philology students. Among non-philology students, 13% of the respondents stated to have experience working in translation, which included volunteering, internships and part-time jobs. In the category of philology students, 45% of the respondents had work experience in translation, which included part-time jobs, occasional non-paid jobs, full-time jobs, volunteering and internships. Moreover, 79% of the respondents in the group of translation students stated to have professional experience in the field, which included internships, volunteering, full-time jobs, as well as part-time jobs and occasional-non paid jobs.
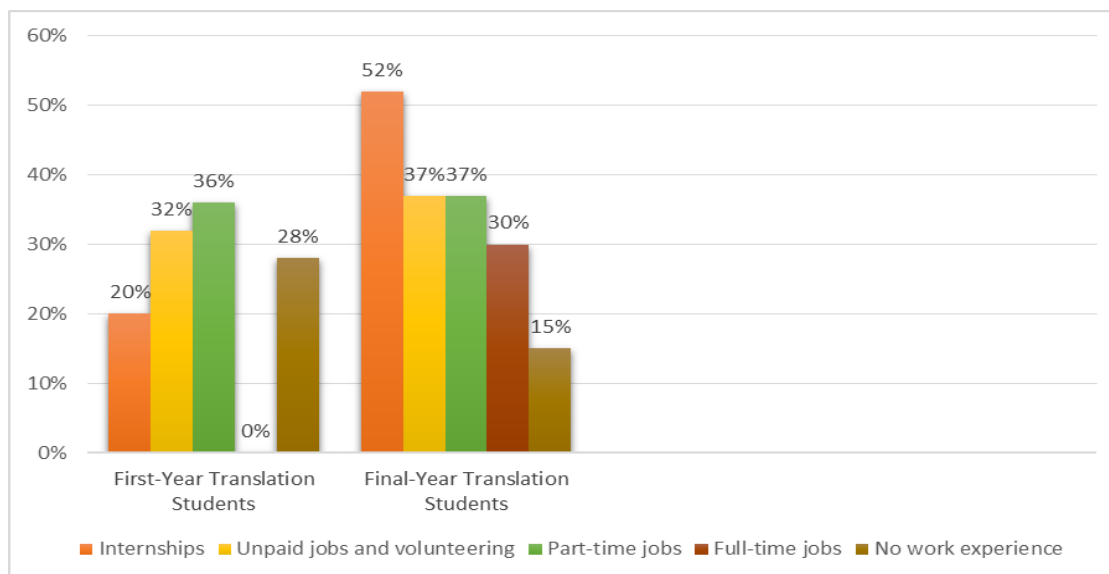
Figure 2. Work Experience in Translation—Translation Students

Furthermore, the analysis of the responses provided by first-year and second-year translation students showed that 72% of first-year translation students and 85% of their older colleagues had work experience in translation. While the percentage of the respondents with professional experience is high in both groups of translation students, it still has to be noted that most of the first-year translation students stated to have part-time translation jobs (36%), as well as occasional unpaid jobs (32%). Moreover, 20% of them acquired translation experience through internships, whereas 28% stated to have no professional experience in the field. On the other hand, the majority of second-year translation students gained translation experience through internships (52%), occasional unpaid jobs and volunteering (37%), as well as by working part-time (37%). In addition, 15% stated to have no work experience, while 30% had full-time jobs in translation, which presents the major difference in comparison with first-year students, none of whom stated that they had a full-time translation job.

6.2 QUANTITATIVE ANALYSIS: OVERALL RESULTS

As it was already mentioned, the first part of the questionnaire consisted of several statements regarding education required of translators, visibility, salary and occupational prestige, as well as of one hypothetical statement. Each of the statements was followed by a seven-point Likert scale, on which the respondents rated the degree of their agreement with the statements (Table 1). The statements were the following:

1) Translators must hold a university degree.

2) Translators must hold a degree in languages.

3) Translators must hold a degree in translation.

4) Translator services are indispensable for daily functioning of individuals and communities.

5) Translators earn above-average salaries.

6) Translation is a highly appreciated profession (similar to medicine, law, etc.).

7) I would use the services of an unqualified translator, whose rates are lower than the rates of a qualified translator.

Table 1. Mean values of the respondents' answers

Statement	1	2	3	4	5	6	7
Non-Philology Students	6.13	5.43	4.10	5.10	3.40	2.90	3.30
Modern Languages Students	6.25	5.93	4.00	5.45	3.34	2.73	2.59
Translation Students	6.41	6.20	4.80	6.10	2.92	2.57	2.29
All Respondents	6.26	5.85	4.30	5.55	3.22	2.73	2.73

When it comes to the first three statements, mean values of the respondents' answers indicate that all three groups of respondents expressed the highest agreement with the first statement and the lowest agreement with the third statement. Moreover, translation students have the highest mean values for all three statements regarding education required of translators. In addition, it is interesting to note that, for the first two statements, the mean values of the respondents' answers increase with the degree of exposure to translation-related courses. On the other hand, when it comes to the third statement, modern languages students reported lower agreement than non-philology students did, most likely because they saw themselves as potential translators, even though they were not enrolled in a translation programme. Regarding the fourth statement, mean values of the answers provided by non-philology and modern languages students are quite similar, while the mean values of translation students are moderately higher. Furthermore, regarding the last three statements, the mean values of the respondents' answers are inversely proportional to the degree of exposure to translation-related courses.

6.3 EDUCATION REQUIRED OF TRANSLATORS

The first four statements of the survey were related to the category of education. Education required of translators is the category that consisted of most survey items since the present research was carried out in the context of higher education, and therefore it was considered highly important to gain a precise insight into the respondents' opinions on education that is required in order for someone to become a translator. The statements were the following:

− Translators must hold a university degree;

− Translators must hold a degree in languages;

− Translators must hold a degree in translation;

− Anyone with a knowledge of one or several foreign languages can take up translation as a job.
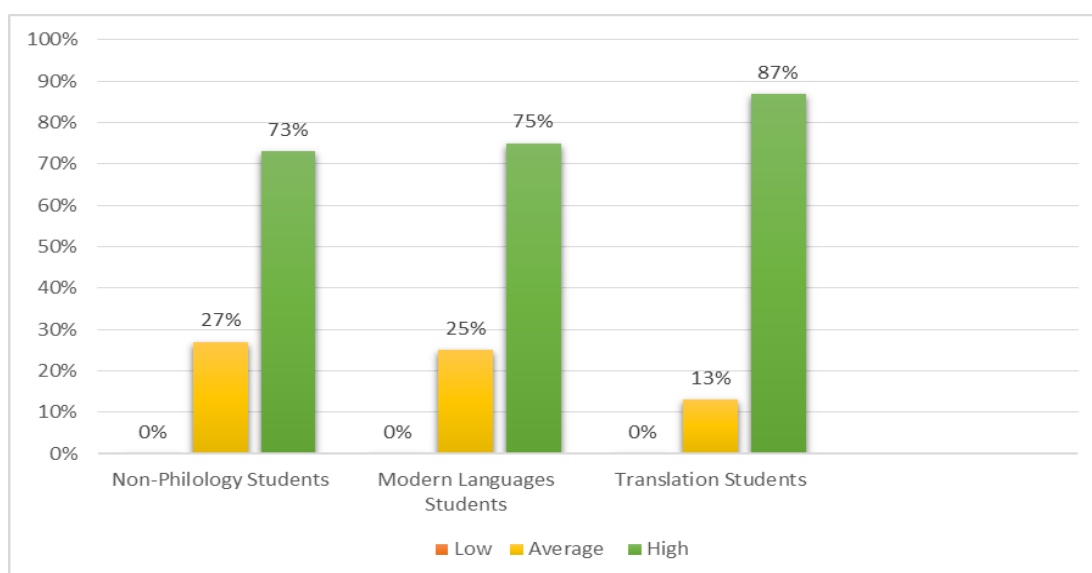

Figure 3. Translators must hold a university degree

When it comes to the first survey item, 27% of non-philology students expressed average agreement, while 73% expressed high agreement. The results are similar in the category of modern languages students, where 25% of the respondents indicated average agreement, and 75% high agreement. A greater difference in the responses can be observed with translation students, 13% of whom reported average agreement, while 87% expressed high agreement. In addition, none of the respondents had low agreement regarding the first statement.
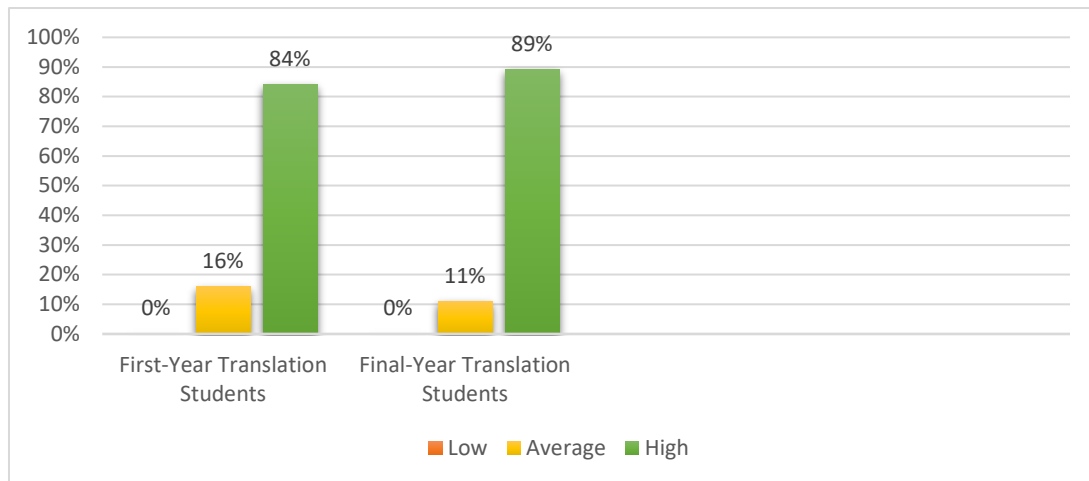
Figure 4. Translators must hold a university degree—Translation Students

Moreover, 16% of first-year translation students had average agreement and 84% had high agreement. Second-year translation students had almost identical answers, with 11% of the respondents having expressed average agreement and 89% high agreement.
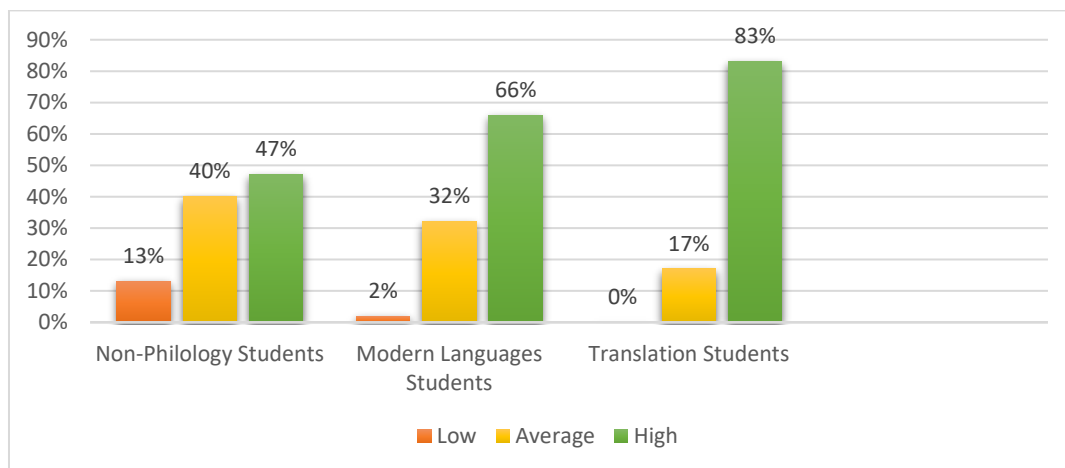

Figure 5. Translators must hold a degree in languages

As regards to the second item, 13% of non-philology students reported low agreement, 40% average agreement, and 47% reported high agreement. On the other hand, 2% of modern languages students expressed low agreement, 32% had average agreement, while 66% indicated high agreement. Once again, translation students' answers differ the most, with 17% of the respondents having expressed average agreement, 83% high agreement, while none of translation students reported having low agreement with the second statement.
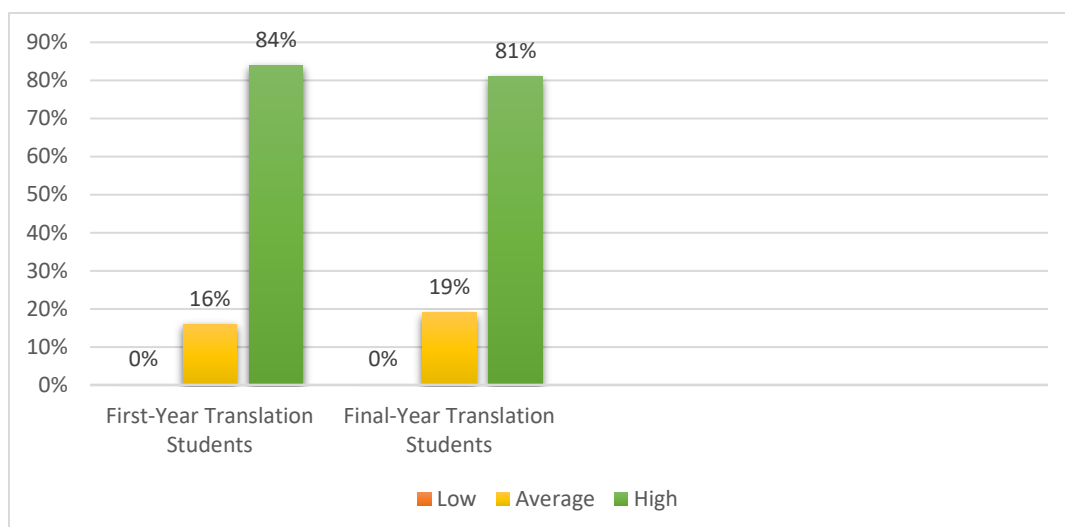
Figure 6. Translators must hold a degree in languages—Translation Students

In addition, 16% of first-year translation students and 19% of second-year translation students had average agreement, while 84% of first-year translation students and 81% of second-year translation students reported high agreement with the second statement.
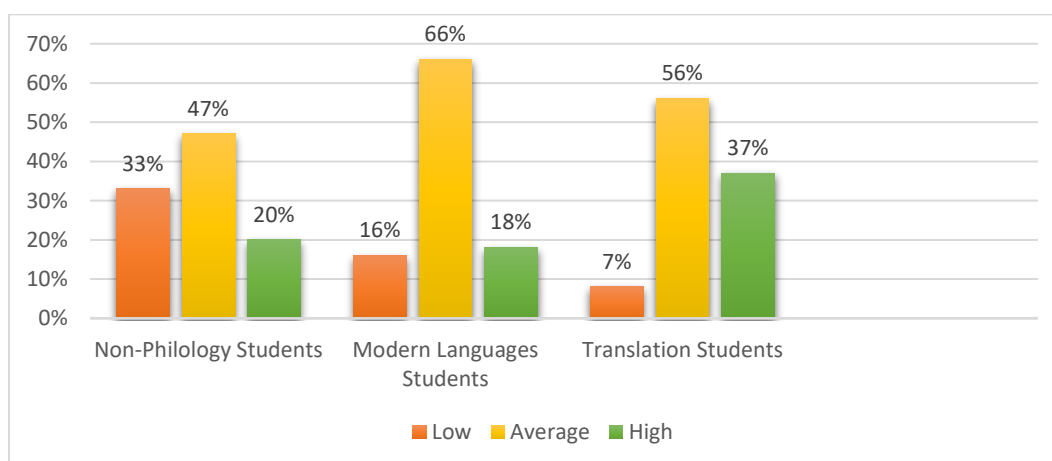

Figure 7. Translators must hold a degree in translation

The responses regarding the third survey item indicated that 33% of non-philology students, 16% of modern languages students and 7% of translation students had low agreement, while 47% of non-philology students, 66% of modern languages students and 56% of translation students expressed average agreement. In addition, high agreement was recorded among 20% of non-philology students, 18% of modern languages students and 37% of translation students.
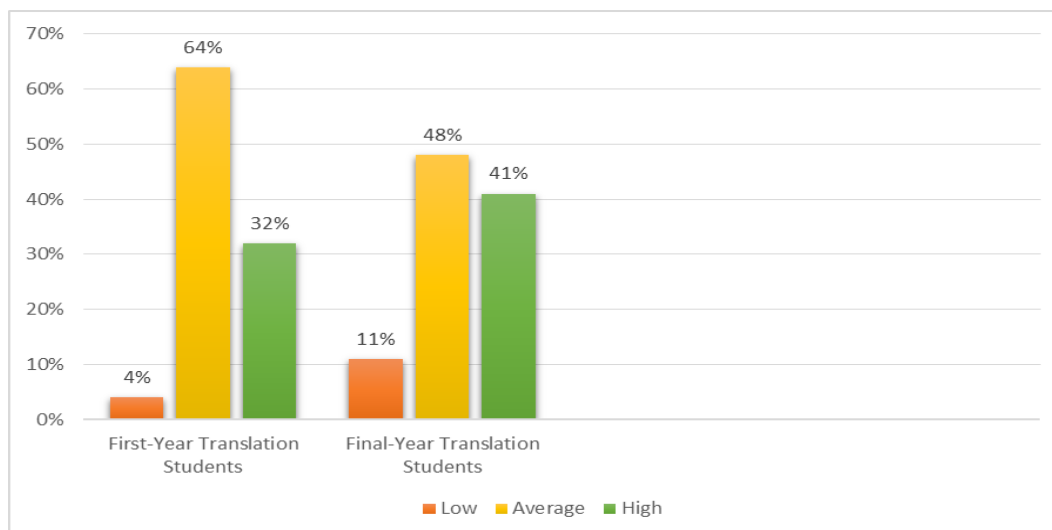
Figure 8. Translators must hold a degree in translation—Translation Students

Moreover, 4% of first year translation students reported low agreement, while 64% had average agreement and 32% expressed high agreement with the third statement. When it comes to second-year translation students, 11% of the respondents indicated having low agreement, 48% reported average agreement, while 41% had high agreement.
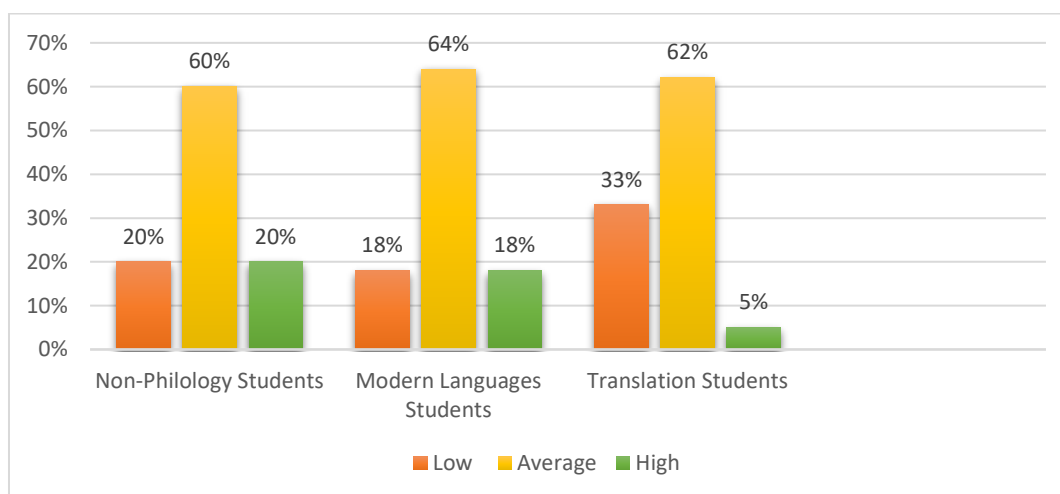

Figure 9. Anyone with a knowledge of one or several foreign languages can take up translation as a job

As regards to the fourth item, 20% of non-philology students expressed both low and high agreement, while 60% indicated having average agreement. The results are similar in the category of modern languages students as well, where 18% of the respondents indicated having both low and high agreement, whereas 64% had average agreement. Moreover, 33% of translation students reported low agreement, 62% had average agreement and 5% expressed high agreement with the fourth statement.
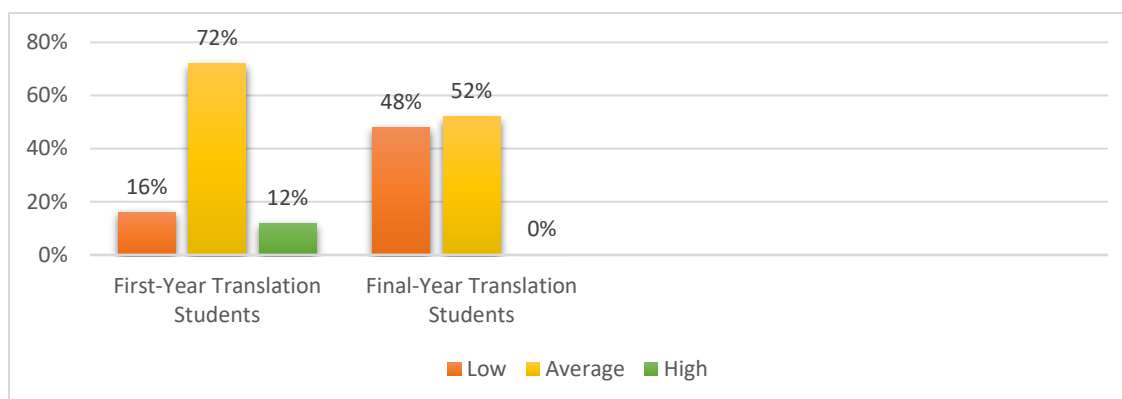
Figure 10. Anyone with a knowledge of one or several foreign languages can take up translation as a job—Translation Students

Furthermore, 16% of first-year translation students had low agreement, 72% expressed average agreement and 12% indicated having high agreement with the fourth statement. Among second-year translation students, 48% had low agreement and 52% expressed average agreement, while none of the respondents in this category reported having high agreement.

6.4 VISIBILITY

The fifth survey item regarded the respondents' perception of translator visibility in contemporary society, that is the importance and the role that the translation profession and translators have in everyday life.
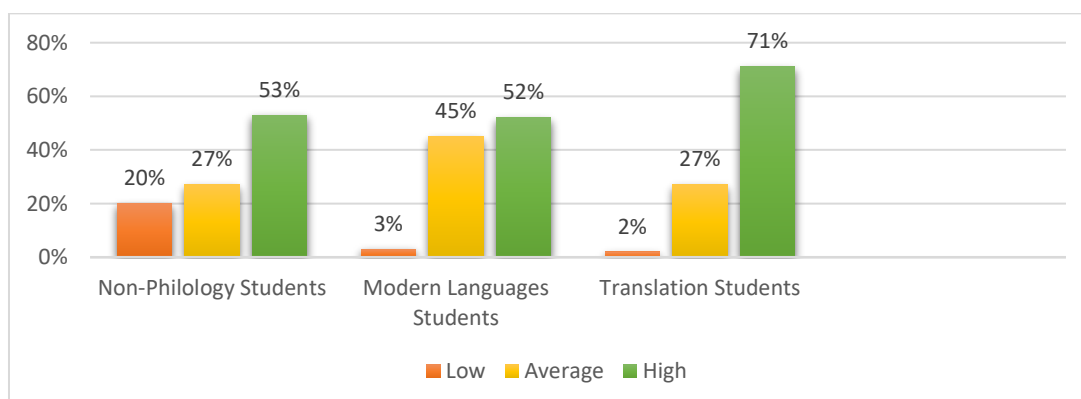
Figure 11. Translator services are indispensable for daily functioning of individuals and communities

The responses regarding the fifth survey item indicated that 20% of non-philology students, 3% of modern languages students and 2% of translation students had low agreement, while 27% of non-philology students, 45% of modern languages students and 27% of translation students expressed average agreement. In addition, high agreement was recorded among 53%

of non-philology students, 52% of modern languages students and 71% of translation students.
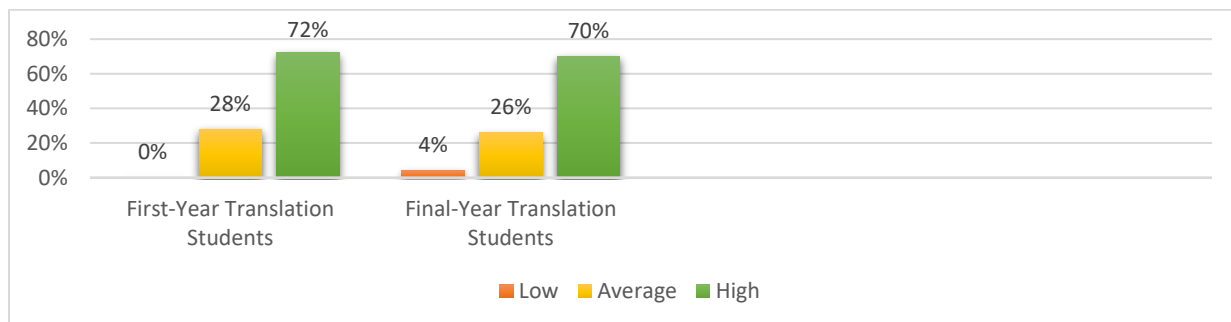

Figure 12. Translator services are indispensable for daily functioning of individuals and communities—Translation Students

Moreover, the responses indicated by first- and second-year translation students were almost identical, with 0% of first-year students and 4% of second-year students having reported low agreement, while 28% of first-year students and 26% of second-year students expressed average agreement with the fifth statement. When it comes to high agreement, it was recorded among 72% of first-year students and 70% of second-year students.

6.5 SALARY

The sixth survey item was related to the category of salary and it was introduced with the purpose of examining the respondents' opinions on the average income rates in the translation profession.
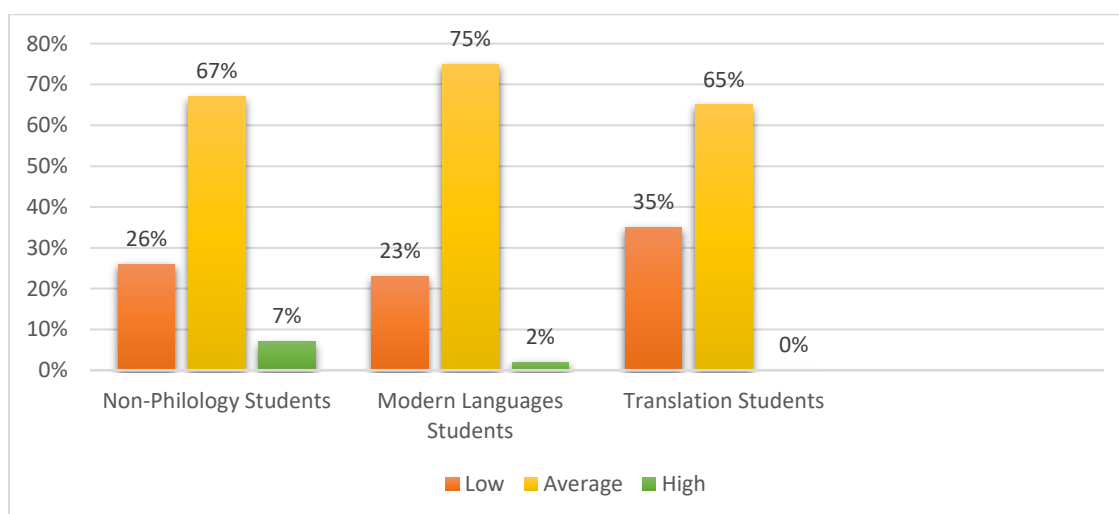

Figure 13. Translators earn above-average salaries

As regards to the sixth item, 26% of non-philology students reported low agreement, 67% average agreement, and 7% reported high agreement. On the other hand, 23% of modern languages students expressed low agreement, 75% had average agreement, while 2% indicated high agreement. Moreover, 35% of translation students reported having low agreement, 65% had average agreement, while none of translation students reported having high agreement with the sixth statement.
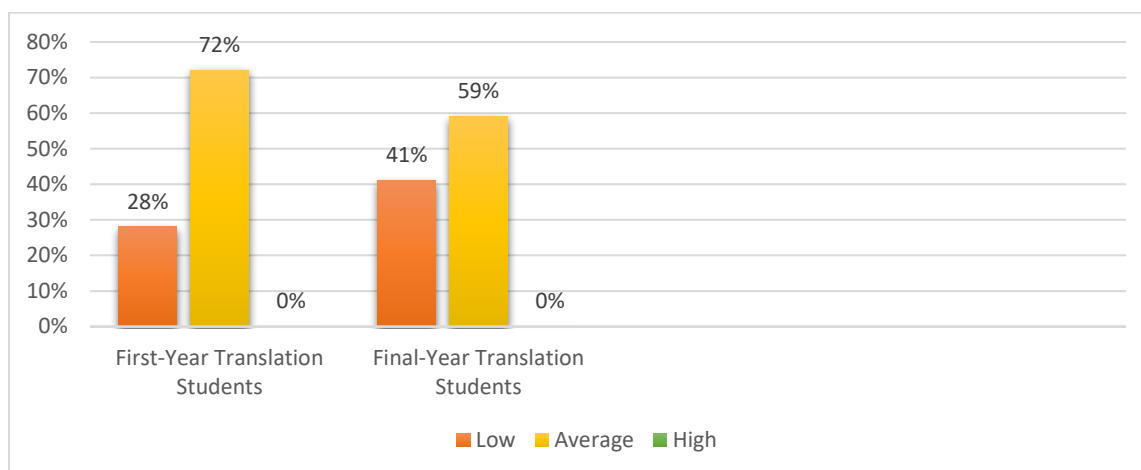
Figure 14. Translators earn above-average salaries—Translation Students

When it comes to translation students, 28% of first-year students reported low agreement and 72% expressed average agreement, while 41% of second-year students indicated having low agreement and 59% had average agreement.

6.6 OCCUPATIONAL PRESTIGE

The seventh survey item concerned the way in which the respondents perceived translators and their profession with regard to other professions such as medicine, law, etc.
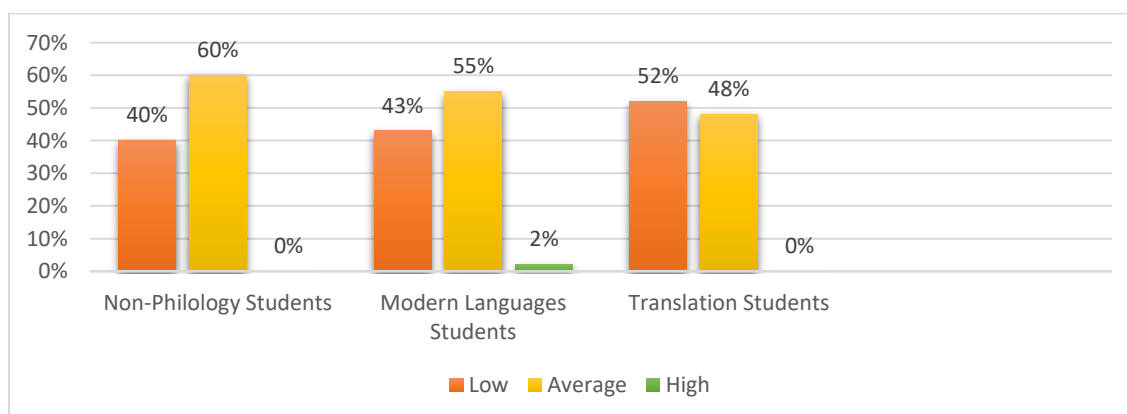
Figure 15. Translation is a highly appreciated profession

The responses indicated that 40% of non-philology students, 43% of modern languages students and 52% of translation students had low agreement with the seventh statement. Moreover, 60% of non-philology students, 55% of modern languages students and 48% of translation students expressed average agreement. As regards to high agreement, it was reported by 2% of modern languages students and by none of non-philology and translation students.
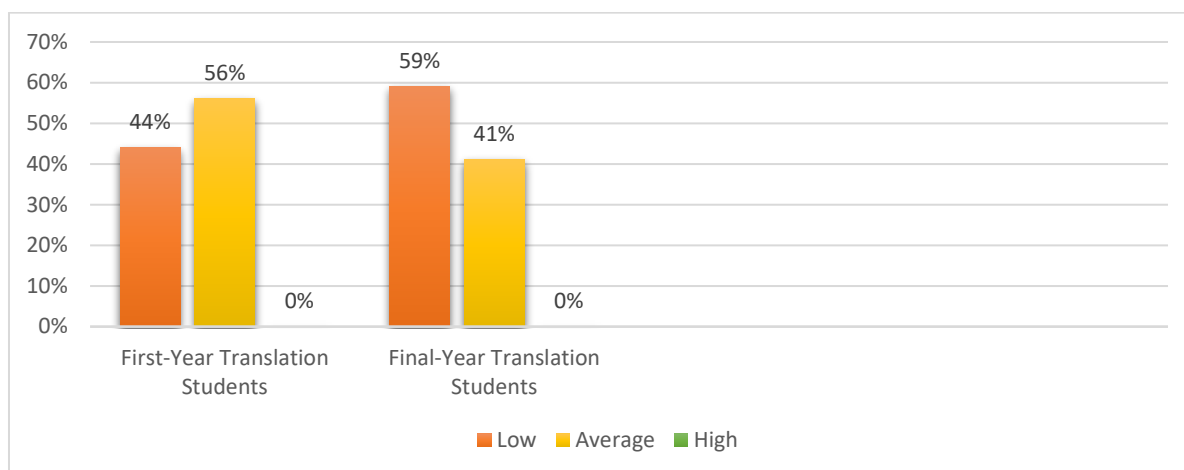
Figure 16. Translation is a highly appreciated profession—Translation Students

Furthermore, 44% of first-year translation students had low agreement and 56% expressed average agreement, while 59% of second-year translation students indicated having low agreement and 41% reported average agreement with the seventh statement.

6.7 HYPOTHETICAL STATEMENT

The idea behind the last survey item was to present the respondents with a real-life situation in which they would need translation services and, based on their responses, to determine whether their opinions and attitudes would be consistent throughout the entire questionnaire.
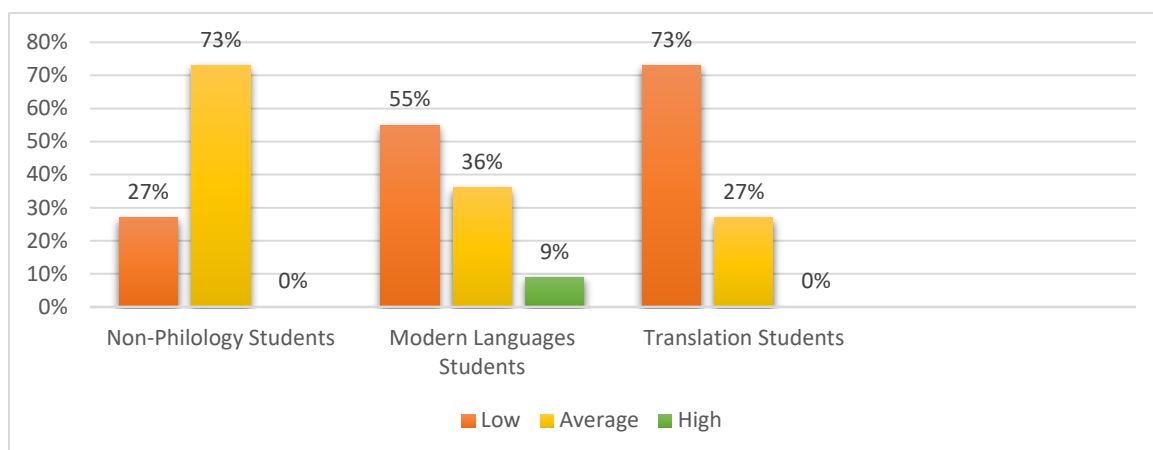
Figure 17. I would use the services of an unqualified translator, whose rates are lower than the rates of a qualified translator

The results indicate that 27% of non-philology students, 55% of modern languages students and 73% of translation students had low agreement with the eight statement. When it comes to average agreement, it was reported by 73% of non-philology students, 36% of modern languages students, as well as by 27% of translation students. It is interesting to note that 9% of modern languages students expressed high agreement, whereas none of non-philology and translation students indicated having high agreement.

Figure 18. I would use the services of an unqualified translator, whose rates are lower than the rates of a qualified translator—Translation Students
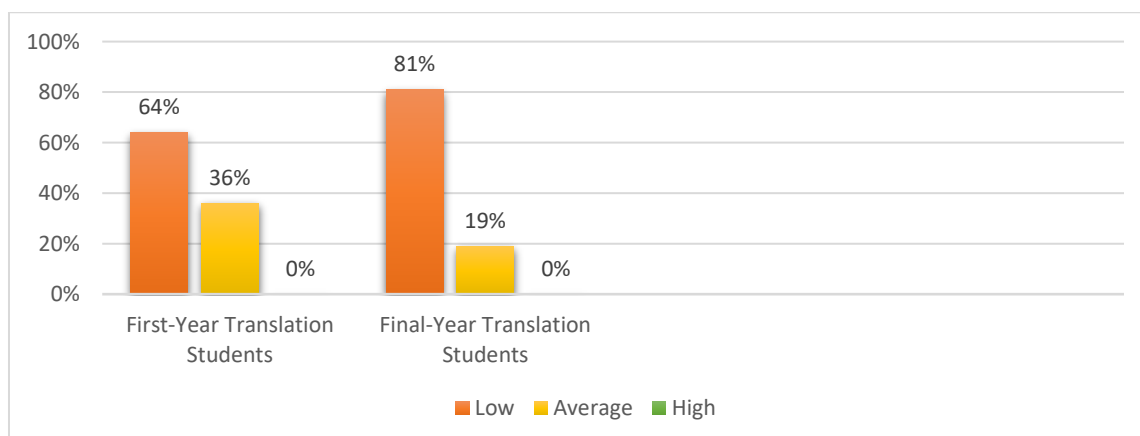
Lastly, 64% of first-year translation students and 81% of second-year translation students expressed low agreement, while 36% of first-year translation students and 19% of second-year translation students had average agreement with the eight statement.

6.8 TRANSLATION AND TRANSLATOR METAPHORS

Since it can be assumed that metaphors of translation and translators can provide us a valuable insight into the individual's perception of the translation profession, the purpose of the next part of the survey was to collect the most common associations regarding translation and translators, and to examine whether the responses would differ between the three groups of respondents. The analysis showed that all of the respondents provided quite similar metaphors, and therefore there was no need for grouping their responses into separate categories regarding their study programmes. However, the responses were summarized and categorized according to several most frequently quoted themes. In addition, quotes listed below are followed by an abbreviation indicating to which of the three groups of respondents the author of the quote belongs—NPS stands for non-philology students, MLS for modern languages students, and TS for translation students. The most common metaphors that the respondents suggested were the following:

TRANSLATION IS ART / TRANSLATORS ARE ARTISTS

- "Translation is art because it requires a lot of creativity, studying and knowledge." (NPS)
- "Translators are artists because they have to create a completely new work of art, while preserving the original meaning." (MLS)

TRANSLATION IS THEATRE

- "Translation is theatre because it transforms text into a different code." (MLS)

TRANSLATORS ARE AUTHORS

- "Translators are authors because they repeat the writing process." (MLS)
- "Translators are authors because they create a new text." (TS)
- "Translators are authors because they invest a lot of work and creativity into their jobs." (TS)

TRANSLATION IS WRITING / TRANSLATORS ARE WRITERS

- "Translation is writing because translator creates a new text." (MLS)
- "Translation is re-writing a novel because translator adapts it to the target language and culture." (TS)

- "Translators are writers because they create a new cultural artefact by adapting the original text." (TS)

TRANSLATORS ARE ENCYCLOPAEDIAS

- "Translators are encyclopaedias because they have to master numerous terms form different areas of human activity in order to know where and when to use them while translating." (MLS)
- "Translation is everyday reading of encyclopaedias because translators learn about the world with every translated sentence." (TS)

TRANSLATORS ARE DICTIONARIES

- "Translators are dictionaries because they have to know a lot of foreign words." (NPS)

TRANSLATION IS TEACHING (LEARNING) / TRANSLATORS ARE TEACHERS

- "Translation is teaching because it enables others to understand something they do not know." (TS)
- "Translation is a learning process that never stops because it requires constant expansion of language, culture and general knowledge, as well as acquisition of different other types of knowledge." (MLS)
- "Translators are teachers because they use their knowledge to put people in contact with foreign authors and their texts." (MLS)

TRANSLATORS ARE SPONGES

- "Translators are sponges because they always absorb new information (foreign languages and other types of knowledge)." (TS)

TRANSLATORS ARE MEDIATORS

- "Translators are mediators because they transfer information and have to make sure to avoid misunderstandings and conflicts." (NPS)
- "Translators are mediators between authors and readers who do not speak the same language." (MLS)
- "Translators are cultural mediators because they have to be able to function within several linguistic and cultural systems, as well as to transfer their features in other systems." (TS)

TRANSLATORS ARE DIPLOMATS

- "Translators are diplomats because they are responsible mediators in the communication between cultures." (TS)

TRANSLATION IS CONNECTION / TRANSLATORS ARE BRIDGES

- "Translation is connection because it enables people from different parts of the world to communicate and understand each other." (MLS)
- "Translators are threads because they connect people who do not speak the same language." (NPS)
- "Translators are bridges because they enable one linguistic and cultural community to get acquainted with another language and culture." (NPS)

TRANSLATION IS BUILDING / TRANSLATORS ARE BUILDERS

- "Translation is building a house because once you are finished, you admire your work and then you go on to build another house." (NPS)
- "Translators are builders because they build a text out of seemingly the same material." (MLS)

TRANSLATION IS MINING / TRANSLATORS ARE MINERS

- "Translation is mining because it entails digging through dictionaries in search of word meanings and equivalent expressions." (NPS)
- "Translators are miners because their jobs are (psychologically) demanding." (MLS)

TRANSLATION IS A GAME

- "Translation is a game because you constantly have to look for the best solution by combining different words and phrases." (TS)
- "Translation is a jigsaw puzzle because you have numerous elements that you have to use in order to create a meaningful unit." (TS)
- "Translation is a game of Sudoku because if you get just one number wrong, the entire game can fall apart." (MLS)
- "Translation is a game of soccer because everyone thinks they know the best what to do, when, in reality, no one is actually on the field playing." (TS)

TRANSLATION IS PROGRAMMING / TRANSLATORS ARE COMPUTER PROGRAMMES

- "Translation is programming because it turns caffeine and sugar into a code." (TS)
- "Translation is coding because it entails knowing at least two different systems." (MLS)
- "Translators are perfect computer programmes because they use all of their knowledge depending on the context." (TS)
- "Translators are *Google Translate* because they help us by translating languages that we do not understand." (NPS)

TRANSLATION IS MATHEMATICS

- "Translation is mathematics because translators have to be focused and precise in order to create a quality product." (MLS)

TRANSLATION IS COOKING / TRANSLATORS ARE CHEFS

- "Translation is cooking because you have to do numerous things at the same time." (TS)
- "Translators are chefs because they know how to combine all of the key ingredients." (MLS)

TRANSLATION IS CUTTING ONIONS

- "Translation is cutting onions because you think you can make it, but then you find yourself crying on the kitchen floor." (TS)

TRANSLATORS ARE DOCTORS

- "Translators are doctors because they are experts who constantly have to work on improving their skills." (MLS)
- "Translators are diagnosticians because nowadays it is difficult to find good ones." (TS)

TRANSLATION IS HEALTH

- "Translation is health because it is underrated." (NPS)

TRANSLATION IS WATER

- "Translation is water because it is indispensable." (NPS)
- "Translation is water because is enables swimmers to swim in unfamiliar waters." (TS)
- "Translation is water because without it different organs in an organism cannot function (organs=communities; organism=world population)." (MLS)

TRANSLATION IS AN ICEBERG

- "Translation is an iceberg because we only see the result, the translated text (the tip of the iceberg), but underneath the surface lies a lot of effort and hard work (the rest of the iceberg)." (MLS)

TRANSLATION IS SWIMMING

- "Translation is swimming because, even after years and years of practice, it is impossible to get the job done quickly and without putting in effort." (MLS)

TRANSLATORS ARE RAFTSMEN

- "Translators are raftsmen because they take people across the river of incomprehensibility." (MLS)

TRANSLATION IS A JOURNEY

- "Translation is a life-long journey because every day you learn and discover new things." (TS)
- "Translation is a journey by train because translator is a driver who operates the engine across the rails, which represent the author's thoughts and words, while the load that is being transported in the wagons represents the translator's thoughts and emotions." (NPS)

TRANSLATION IS EXPLORATION

- "Translation is exploration because translator is always in search of the most appropriate solution in the target language and culture." (MLS)

TRANSLATION IS MAGIC / TRANSLATORS ARE MAGICIANS

- "Translation is magic because it allows people to discover something that would otherwise be unattainable." (MLS)

- "Translators are magicians because they turn the incomprehensible into comprehensible." (MLS)

TRANSLATORS ARE WITNESSES

- "Translators are witnesses because they have to be clear, convincing and authentic." (TS)

TRANSLATION IS A WINDOW

- "Translation is a window into a different world because it enables communication between people that do not speak the same language." (TS)

TRANSLATOR IS SISYPHUS

- "Translator is Sisyphus because they always work towards the same goal." (TS)

6.9 INFLUENCES ON THE RESPONDENTS' PERCEPTION

In order to attain complete understanding of the responses regarding the four categories that define status, it was considered highly important to gain insight into the factors that, according to the respondents, shaped the ways in which they perceived translation as a profession and translators as professionals. The elements that non-philology students listed were their individual interest in learning foreign languages, reading translated books and watching subtitled films, listening about experiences of their acquaintances and colleagues who study languages and translation, and who are professional translators, as well as their personal experience, that is the need for translation services. Similarly, modern languages students cited their interest in learning foreign languages, listening about experiences of their acquaintances and colleagues who study translation and who are professional translators, but also their university education, listening about experiences of their professors, as well as their personal work experience. Translation students listed their university education and exposure to translation-related courses, personal work experience, as well as listening about experiences of their professors, colleagues and professional translators. In addition, second-year translation students also cited internships in translation agencies, analysing and producing subtitles and reading various types of texts in both original and target language.

7 DISCUSSION

The general picture arising from the results, and, more specifically, from the mean values of the respondents' answers, indicates that, contrary to expectations, all three groups of respondents have average to high perception of translator status. It has to be noted that their perception varies across the four categories used to operationalise status, which allows us to make conclusions about the elements that each of the three groups of students regards as most significant when it comes to translator status.

To begin with, the results regarding non-philology students run contrary to the first research hypothesis since, according to the responses, they have an average perception of translators as professionals and translation as a profession. Non-philology students perceive higher education as being important for the translation profession, even though majority of them do not consider having a degree in languages or translation as a crucial factor for developing a successful professional career in translation. In addition, they think that the translation profession is indispensable for the functioning of contemporary society, as well as that translators earn good salaries. However, the majority of respondents perceive translation as a moderately respectable profession. Lastly, more than a half of the respondents stated that they would turn to an unqualified translator with low rates for translation services, justifying their responses by the fact that, even though they were aware that those translations would probably not be of the highest quality, they would nonetheless do it because of the low rates. There are several possible interpretations of such a perception of translator status. The first lies in the fact that, even though non-philology students do not have a profound insight into philology as a scientific discipline, they are in constant contact with language and translation students throughout their higher education, which, to a certain degree, allows them to form educated opinions on the topic. The second interpretation may be found in the fact that non-philology students generally do not have experience working in translation, and therefore their attitudes are mostly based on their subjective impressions of the working conditions in the field.

As regards to modern languages students, their responses confirmed the second hypothesis and demonstrated that they have a high perception of translator status. According to modern languages students, higher education and, more specifically, a degree in languages is highly important for the translation practice, while a degree in translation is seen as an asset, but not as a necessary requisite for becoming a professional translator. Moreover, they perceive translators as professionals with high levels of significance for society, who,

unfortunately, are not paid accordingly and who earn average salaries. Similarly, they think that translation is a reputable profession only to a certain extent since, in their opinion, the general public still does not recognize the true importance of professional translators. Finally, more than a half of the respondents in this category stated that would not hire an unqualified translator with low rates, explaining their answers by the fact that, when it comes to translation, quality should always be the first priority, regardless of the price. The possible reasons for the high perception of modern languages students lie in the fact that, being philology students, they are much more conscious of all the elements that shape the translation profession, as well as in the fact that they have occasional work experience in translation.

Translation students perceive translation as a profession of high occupational status. They consider education to be a crucial factor for the translation profession, even though, surprisingly, not all of them agree that a degree in translation is essential for becoming a professional translator, explaining that translation theory that is taught in translation-related courses can be learned outside the academic context as well. In relation to visibility, the majority of translation students regard translators as one of the key figures that are responsible for everyday global communication. However, they think that translators' salaries are only average in comparison with other highly trained professionals. When it comes to occupational prestige, the respondents showed similar attitudes to those of Finnish translation students in the research carried out by M. Ruokonen (2016: 206); they are aware of the importance of translators and the proficiency needed to translate, but they believe that people outside the field generally do not appreciate the translation profession. Ultimately, the majority of the translation students stated that they would never ask for translation services of an unqualified translator with low rates, citing the already mentioned issues of the quality of the final product, as well as the moral and ethical reasons that, being future professionals, would prevent them from doing so.

Regarding the differences in the responses provided by first- and second-year students of translation, it has to be noted that first-year students do not have a significantly higher perception than second-year students, which is contrary to the third hypothesis. Even though it was believed that the lack of exposure to various translation-related courses and work experience in translation would affect the responses provided by first-year students, the results indicate that the only difference in the responses can be observed in the category of occupational prestige. While second-year students do not view translation as a respectable

profession, first-year students regard translation as a moderately respectable profession. Although the difference in the responses is not substantial, it was recorded that the majority of first-year students believe that the general public has a common understanding of the translation profession and the tasks it entails.

When it comes to professional experience as an element that has an important role in the creation of the perception of translator status, it can be concluded that the perception of translation students does not change significantly with acquiring professional experience. As it was already mentioned, both first- and second-year students reported similar attitudes regarding the four categories used as indicators of status. However, slight differences that were noted are interesting to comment on. It can be observed that first-year students, who mostly reported having work experience in volunteering and part-time jobs, and who therefore probably do not have a comprehensive understanding of the translation market, tend to have an idealized view of the translation profession. For example, the majority of them think that having a translation degree is indispensable for becoming a professional translator, as well as that translation is as respected profession as medicine or law. On the other hand, second-year students, the majority of whom acquired work experience through internships in translation agencies and full-time jobs, and who consequently should have a more profound knowledge of the current state of the translation market, have a more objective view of the translation profession. To illustrate, they are well aware of the fact that nowadays almost anyone can call themselves a translator, regardless of their educational and professional background, as well as that translators rarely get acknowledgement for their work.

The respondents of the present study were also given the task of providing metaphors regarding translation and translators. First of all, it was interesting to note that, although the task was of optional character, most of the respondents still agreed to provide their own metaphors. This could indicate that the students who participated in the survey were highly motivated and interested in the topic of the translation profession. Moreover, the respondents listed a wide range of metaphors, which were consequently organised into several categories.

Most of the responses were in the form of metaphors related to conveying meaning and establishing connections, such as TRANSLATORS ARE MEDIATORS and TRANSLATORS ARE BRIDGES. This does not come as a surprise since those are, in fact, metaphors that are traditionally used in relation to translation. Moreover, numerous respondents used metaphors regarding knowledge, i.e. TRANSLATORS ARE DICITIONARIES / ENCYCLOPAEDIAS and TRANSLATION IS TEACHING (LEARNING), which indicates that, despite their professional status, translators are still

perceived as highly educated individuals who have an excellent general knowledge. Similarly, there are metaphors regarding computer science as well, such as TRANSLATION IS PROGRAMMING and TRANSLATORS ARE COMPUTER PROGRAMMES, which demonstrates that the respondents view translation as a complex and demanding activity that requires sharpened skills. Many responses also contain metaphors concerning literature, i.e. TRANSLATION IS WRITING and TRANSLATORS ARE AUTHORS, which was expected since translators, to an extent, create a new piece of writing every time they translate a text. However, it is interesting to note that none of the respondents used the metaphor of the death of the author, which is commonly used among those claiming that "[…] translator allegedly kills the source text" (Pavlović 2005: 583, translation mine). Among the common metaphors are also TRANSLATION IS MINING and TRANSLATION IS BULIDING, which implies that the respondents perceive translation as a profession which requires hard work and dedication, and in which you have to begin from scratch with every new text. On the other hand, translation is seen as an amusing and enjoyable activity as well, which is proven by the use of the metaphor TRANSLATION IS A GAME. Furthermore, there are also several metaphors that, at first glance, seem quite unusual to use in regard to translation. Such metaphors are mostly related to water, i.e. TRANSLATION IS WATER, TRANSLATION IS SWIMMING, TRANSLATION IS AN ICEBERG. The respondents who used those metaphors view translation as an indispensable human activity, translator as swimmers who swim in unfamiliar waters with every new text, and translated text as only the tip of the iceberg. Lastly, some of the metaphors invented by translation students, such as TRANSLATION IS CUTTING ONIONS and TRANSLATION IS A GAME OF SOCCER, clearly indicate that they perceive translation as a profession which, among other professional requisites, cannot be practiced without commitment, determination and enthusiasm, even though nowadays everyone thinks that they can translate for living.

8 CONCLUSION

The present research has investigated and analysed the perception of translator status among the students of the Faculty of Humanities and Social Sciences in Zagreb. The aim of the research was to determine how and to what extent the respondents' degree programmes affected their opinions and attitudes regarding the translation profession. The respondents, divided into three groups (non-philology, modern languages and translation students), were invited to complete a questionnaire concerning four indicators of status (education, visibility, salary, occupational prestige).

The results indicate that students of humanities and social sciences who participated in the research have relatively positive views of the translation profession. Based on their responses, it was concluded that non-philology students have an average perception, while modern languages students and translation students have a high perception of translator status. Even though it was recorded that the respondents' perception increased with exposure to translation-related courses, the differences in the responses provided by the three groups of respondents were not as substantial as it had been expected. This could imply that the respondents' academic environment has had a considerable importance in the formation of the ways in which they perceive translation and translators.

Despite the fact that the present research was carried out on a relatively small sample and within a single higher education institution, it could serve as a valuable starting point for conducting similar research studies. When it comes to the younger generation, it would be interesting to find out the opinions of other students of humanities and social sciences in Croatia, as well as of their colleagues in other fields. Moreover, similar surveys could be conducted among professional translators, their clients and the general public since such studies could greatly contribute to increasing awareness about the role and the importance of translators in contemporary society.

REFERENCES

Choi, Jungwha & Hyang-ok Lim. "The Status of Translators and Interpreters in Korea." *Meta*, vol. 47, no. 4, 2002, pp. 627–635, https://www.erudit.org/fr/revues/meta/2002-v47-n4-meta688/008041ar.pdf. Accessed 2 August 2017.

Dam, Helle V. and Karen Korning Zethsen. "Translator Status – A Study of Danish Company Translators." *The Translator*, vol. 14, no. 1, 2008, pp. 71–96, http://www.tandfonline.com/doi/abs/10.1080/13556509.2008.10799250. Accessed 12 June 2016.

— "Who Said Low Status? A Study on Factors Affecting the Perception of Translator Status." *The Journal of Specialised Translation*, no. 12, 2009, pp. 2–36, http://www.jostrans.org/issue12/art_dam_zethsen.pdf. Accessed 12 June 2016.

— "'I Think it Is a Wonderful Job' On the Solidity of the Translation Profession." *The Journal of Specialised Translation*, no. 25, 2016, http://www.jostrans.org/issue25/art_dam.php. Accessed 12 June 2016.

Katan, David. "Translation Theory and Professional Practice: A Global Survey of the Great Divide." *Hermes* vol. 42, no.7, 2009, pp. 111–153, http://outsideinworld.org.uk/uploader/files/Hermes-42-7-katan_net.pdf. Accessed 2 August 2017.

Lesser, Wendy. "The Mysteries of Translation." *The Chronicle Review*, 27 September 2002, http://www.chronicle.com/article/The-Mysteries-of-Translation/27545. Accessed 8 August 2017.

Pavlović, Nataša. "Metaphors We Live By: Translation." *Semantika prirodnog jezika i metajezik semantike*, edited by Jagoda Granić, HDPL, 2005, pp. 579-590.

"Profession." *Cambridge Advanced Learner's Dictionary*. 3rd ed., 2008.

Prunč, Erich. "Priests, Princes and Pariahs: Constructing the Professional Field of Translation." *Constructing a Sociology of Translation*, edited by Michaela Wolf and Alexandra Fukari, John Benjamins Publishing, 2007, pp. 39-56.

Pym, Anthony, François Grin, Claudio Sfreddo & Andy L.J. Chan. "The Status of the Translation Profession in the European Union." *Studies on Translation and Multilingualism*, no. 7, Publication Offices of the European Union, 2012, http://www.termcoord.eu/wp-content/uploads/2013/08/The_status_of_the_translation_profession_in_the_European_Union.pdf. Accessed 8 August 2017.

Robinson, Douglas. *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. Routledge, 2007.

Ruokonen, Minna. "Realistic but not Pessimistic: Finnish Translation Students' Perceptions of Translator Status." *The Journal of Specialised Translation*, no. 25, 2016, pp. 188-212, http://www.jostrans.org/issue25/art_ruokonen.pdf. Accessed 12 June 2016.

Sela-Sheffy, Rakefet. "The Pursuit of Symbolic Capital by a Semi-Professional Group: The Case of Literary Translators in Israel." *Übersetzen – Translating – Traduire: Towards a "Social Turn"?*, edited by Michaela Wolf, LIT Verlag, 2006, pp. 243–252, http://www.tau.ac.il/~rakefet/papers/RS-PursuitOfSymbolicCapital-2006.pdf. Accessed 10 August 2017.

— "The Translators' Personae: Marketing Translatorial Images as Pursuit of Capital." *Meta*, vol. 53, no. 3, 2008, pp. 609–622, https://www.erudit.org/en/journals/meta/2008-v53-n3-meta2400/019242ar.pdf. Accessed 10 August 2017.

— "'Stars' or 'Professionals': The Imagined Vocation and Exclusive Knowledge of Translators in Israel." *Monografías de Traducción e Interpretación*, no. 2, 2010, pp. 131–152, http://www.tau.ac.il/~rakefet/papers/RS-MonTI_2010.pdf. Accessed 10 August 2017.

Setton, Robin & Alice Guo Liangliang. "Attitudes to Role, Status and Professional Identity in Interpreters and Translators with Chinese in Shanghai and Taipei." *Translation and Interpreting Studies*, vol. 4, no. 2, 2009, pp. 210-238, https://benjamins.com/#catalog/journals/tis.4.2.05set/details. Accessed 2 August 2017.

Wei, Qingguang. "A Sociology of Translation: From Text World to Life World." *Theory and Practice in Language Studies*, vol. 4, no. 1, 2014, pp. 88-92, http://www.academypublication.com/issues/past/tpls/vol04/01/13.pdf. Accessed 2 August 2017.

Wolf, Michaela. "The Emergence of a Sociology of Translation." *Constructing a Sociology of Translation*, edited by Michaela Wolf and Alexandra Fukari, John Benjamins Publishing, 2007, pp. 1-38.

APPENDIX

<u>THE QUESTIONNAIRE</u>

Označite u kojoj se mjeri slažete s navedenim tvrdnjama:

1. Prevoditelji moraju biti visokoobrazovani.

   uopće se ne slažem   **1**   **2**   **3**   **4**   **5**   **6**   **7**   u potpunosti se slažem

2. Objasnite svoj odgovor na prethodno pitanje.

   _____

   _____

3. Prevoditelji moraju imati završen studij jezika.

   uopće se ne slažem   **1**   **2**   **3**   **4**   **5**   **6**   **7**   u potpunosti se slažem

4. Objasnite svoj odgovor na prethodno pitanje.

   _____

   _____

5. Prevoditelji moraju imati završen prevoditeljski smjer.

   uopće se ne slažem   **1**   **2**   **3**   **4**   **5**   **6**   **7**   u potpunosti se slažem

6. Objasnite svoj odgovor na prethodno pitanje.

   _____

   _____

7. Onaj tko dobro zna jedan ili više stranih jezika može se baviti prevođenjem.

   uopće se ne slažem   **1**   **2**   **3**   **4**   **5**   **6**   **7**   u potpunosti se slažem

8. Objasnite svoj odgovor na prethodno pitanje.

   _____

   _____

9. Usluge prevoditelja neophodne su za svakodnevno funkcioniranje života pojedinaca i zajednica.

   uopće se ne slažem   **1**   **2**   **3**   **4**   **5**   **6**   **7**   u potpunosti se slažem

10. Objasnite svoj odgovor na prethodno pitanje.

   _____

   _____

11. Prevoditelji imaju iznadprosječnu zaradu.

  uopće se ne slažem   **1**   **2**   **3**   **4**   **5**   **6**   **7**   u potpunosti se slažem

12. Objasnite svoj odgovor na prethodno pitanje.

_____

_____

13. Prevoditelji su cijenjeni u društvu (poput liječnika, pravnika i sl.).

uopće se ne slažem   **1**   **2**   **3**   **4**   **5**   **6**   **7**   u potpunosti se slažem

14. Objasnite svoj odgovor na prethodno pitanje.

_____

_____

15. Prevođenje teksta povjerila/o bih prevoditelju bez kvalifikacije, ali čije su tarife niže od prevoditelja s kvalifikacijom.

uopće se ne slažem   **1**   **2**   **3**   **4**   **5**   **6**   **7**   u potpunosti se slažem

16. Objasnite svoj odgovor na prethodno pitanje.

_____

_____

17. Sljedeće rečenice dopunite vlastitim asocijacijama i objašnjenjima.

Prevoditelj je kao _____

zato što _____ .

Prevođenje je kao _____

zato što _____ .

18. Što je sve utjecalo na stvaranje vaše percepcije o prevoditeljstvu kao struci?

_____

_____

_____

Rod: Ž   M

Godina studija: 1.   2.   3.   4.   5.

1. studijska grupa: 2. studijska grupa:

_____   _____

Smjer: Smjer:

_____   _____

Jeste li dosad imali ikakvog profesionalnog prevoditeljskog radnog iskustva?

1. Da, povremeno plaćeno   4. Da, volontiranje
2. Da, povremeno neplaćeno   5. Da, studentska praksa
3. Da, redovno   6. Ne, bez iskustva

Ako jeste, ukratko objasnite o kakvom je profesionalnom prevoditeljskom radnom iskustvu riječ.

_____

_____

_____