As the world has become more globalised, a need for sharing knowledge and information among nations has arisen, and consequently contributed to the significance of a translation process as a means of international data exchange. However, translation may sometimes become a cause for concern, particularly in regard to specialised terms of which rendering becomes a daunting and demanding task even for a professional translator. When dealing with specialised terms translation, the principal aim is represented by an attempt to search for full or at least approximate equivalents which is virtually not always successful. Such a failure usually arises from cultural diversity and different views of life among nations what is consequently reflected in language structures. This phenomenon may be observed in various fields of human activities such as politics, religion, sport, transport etc. One of the areas in which considerable differences in language systems may be noticed is education, specifically education systems. A terminological distinctiveness of every education system makes translation an extremely problematic and complex process that may sometimes result into the adoption of inaccurate translation solutions. Even though the situation worsens with every inappropriate translation, no remarkable effort to standardise education terminology may be observed. Therefore, the thesis attempts to bring the issue of problematic translation in the field of education into focus, specifically concentrating on the analysis of the translation of names of Slovak educational institutions into the English language. More specifically, the existing English equivalents that substituted the Slovak terms are closely and thoroughly examined by means of the definitions’ comparison on the basis of which a degree of mutual correspondence between the Slovak and the English term is established and the accuracy of the equivalents’ usage tested. In the case of the application of particular translation procedures as a means of rendering the Slovak terms, since substitution is considered impossible, procedures are defined and the correctness of the English translations thoroughly considered. In the case of an imprecisely established equivalent or a suggested translation, an alternative solution is suggested. The analysis comprises of the examination of 35 specialised terms representing the names of Slovak educational institutions and their English translations collected from various sources, specifically from the documents of the European Union and the dictionaries. As regards the English translations, the British and the American English and the education systems of both countries are taken into consideration.

1 Translation of specialised terms

When translating a general language text, the main objective is to achieve the reproduction of formal structures of the source language into the target language as well as to convey content and style of a source text. However, when the target of translation is a specialised text, the situation becomes more difficult. A problematic part of a translation process is caused by the component usually lacking in a general language text, namely specialised terms that seem to require more careful attention and preparation on the part of a translator.

1.1 Knowledge of a specialised subject field

At the very beginning of the specialised translation process, it is important to be acquainted with a specialised subject field of a translated text. It does not include only a basic knowledge competence of the field, but also the awareness “of the conceptual organization of the area in both languages” (Talaván Zanón 2011: 15) as well as the familiarity with terminology and its usage in both languages. In order to achieve a desired result in translation, Cabré (1999) argues that translators themselves should
choose the subject area in which they are willing to work. Knowledge of the area and its terminology may be gained by means of parallel texts, specialised dictionaries, glossaries, databases etc. However, when looking for sources of information, their quality should be taken into consideration. Employed sources should exhibit the characteristics of reliability, accessibility, specificity, originality, thoroughness and they should be incorporated in authentic corpora. Apart from written documents, ‘oral human informant’, i.e. either a native speaker of the target language or specialists in a given field, seems to represent one of the most relevant sources (Talaván Zanón, 2011). Sometimes, specialised knowledge acquisition tends to be underestimated and one might think that the proficiency in source and target languages is sufficient for a translation process. However, in such cases, a final revision is a necessity leading only to wasted time on the part of the expert responsible for revising.

1.2 Conceptual equivalence

After a translator gets acquainted with the subject field of a translated text, it is time to identify particular specialised terms in a source text and attempt to provide corresponding equivalents in the target language. When a translator tries to substitute source language specialised terms for target language terms, the major principle underlying the process of finding an equivalent is based on conceptual identity, since “only after having certified the correspondence between the concepts of the terms used in different linguistic systems can one speak about terminological equivalence” (Fuertes-Oliver and Abbaras-Baño 2008: 72). In order to ascertain a degree of correspondence, one is required to undertake conceptual analysis of definitions of both terms, since it is a definition that “provides the only reliable instrument for the analysis of equivalence” (Picht and Drskau 1985: 105, in Feder 1999: 141). However, as regards definitions, a translator has to face an uneasy task, as definitions among various languages may differ. This phenomenon is caused by many factors, with distinct language structures resulting from different views of the world being apparently the most relevant one. Therefore, the aforementioned knowledge of the subject field in which translation is realized seems considerably essential.

In the case of the translation of the education terminology in question, finding an appropriate English equivalent proved to be extremely difficult task since a distinct nature of the education systems and their developed terminology systems seem to profoundly affect means through which the analysed Slovak terms are rendered, with a result that only a small number of the Slovak terms may be substituted for the English equivalents and the rest of the terms are translated by means of translation procedures. The performed analysis shows that only 12 terms, from the overall number of 35, were rendered through the corresponding English equivalents. The remaining number of the Slovak terms was rendered through various translation procedures.

1.2.1 Degrees of conceptual equivalence

Generally, there proved to be four degrees of equivalence found between terms, with the full/complete conceptual equivalence representing the first degree. With regard to this type of equivalence, the relation between terms is based on total conceptual correspondence. There were only three cases in which the relation between the Slovak and the English terms may be considered fully equivalent, namely fakulta-faculty, pedagogická fakulta-faculty of education and špeciálna škola-special school. Unfortunately, this ideal state is considered rather uncommon, since it is only the specialised language with highly developed taxonomies and so-called international terminology that may serve as a source of conceptually full equivalents (Arntz, 1993).

Conceptual overlapping, standing for the second degree of equivalence, is dependent upon “the degree of documented intersection” (Fuertes-Oliver and Abbaras-Baño 2008: 72). On the basis of this fact, two types of conceptual overlapping may be distinguished, namely intersection and too small intersection. When two terms are intersected, their content equivalence is so similar that they may be correlated, for instance, základná škola-primary school/elementary school, stredná škola-secondary school/high school, konzervatórium-conservatory/conservatoire. The analysis shows that this type of equivalence is the most widespread one among the examined terms. The second type of conceptual overlapping, namely too small intersection, tends to occur between terms of which content equiva-
lence is hardly comparable. The terms such as detské jasle-crèche, obchodná akadémia-business school or akadémia-academy of arts may serve as examples of this type of conceptual overlapping.

The third possible relationship established between terms is that of inclusion. It is based on the inclusion of one term in another, meaningfully ‘larger’, term that usually has, apart from a common meaning, further additional meanings such as akadémia-academy.

Lastly, there might be the possibility of no conceptual relationship existing between both terms. This situation refers to the last type of equivalence, namely conceptual lack of equivalence that is usually related to the issue of faux amis, i.e. two seemingly comparable terms have actually nothing in common. During the analysis, no example of faux amis was found.

1.3 Application of translation procedures

In the case of too small intersection, absolute lack of equivalence or when a translated term exists only in one of language systems and there is no at least roughly comparable equivalent in a target language system, one is required to overcome this problem and reproduce a term in the target language by means of employing particular procedures. The procedures that are considered the most frequently used ones among translators as well as terminologists comprise of loan words or calques, coining a new term in the target language or the use of an equivalent paraphrase (Arntz, 1993).

Loan words, i.e. borrowings, represent words originally coming from the source language that are incorporated into a target text, either in their authentic form or in a form accommodated to the rules of the target language. A typical example of borrowing observed in the analysed materials is the English term gymnásium serving as the translation solution for the Slovak term gymnázium.

On the other hand, calques represent a translation procedure during which a phrase or a word is rendered from one language to another literally (Hrehovčík, 2006). There is a tendency for these procedures to be employed when the content of a translated term is unique and typical of the region where the source language is spoken. There were only two Slovak terms rendered by means of fully calqued English expressions, namely základná škola – basic school and praktická škola-practical school. Surprisingly, it was observed that calques are more often employed in combination either with the already established English equivalent (hotelová akadémia- hotel academy), or with another translation procedure, namely simplification (policajná vysoká škola- police higher education institution) and borrowing (tanečné gymnázium- dance gymnasion). These means of translation also proved to be the most frequently employed ones when rendering the Slovak terms in question.

Coining a new term in the target language is regarded as another possibility when the problems with translation occur. The process involves the creation of a new word by means of grammatical or word-formation rules of a target language system what may consequently lead into the naturalness of an expression as well as to a greater acceptance on the part of a target audience. Stredná odborná škola-secondary vocational-technical school may be regarded as an example of this type of a translation procedure.

An equivalent paraphrase stands for a paraphrase explaining a source language term. Because of its informative nature, a paraphrase is apparently preferred means of translation of specialised terms with no equivalents in the source language (Arntz, 1993). Stredná všeobecnovzdělávacia škola- secondary school providing general education stands for an example.

Although the aforementioned procedures are the most frequently employed ones, they do not exhaust all the possibilities of how to render specialised terms. According to Kvetko (2009), with regard to a translation process, the following procedures may be also regarded as frequent means of translation: explicitation, simplification, modulation, transposition and translator’s note. From the mentioned procedures, only simplification, which represents the replacement of a source text word with more general word in a target text, was employed within the analysed terms. It was used as the translation solution for the Slovak terms materská škola – pre-primary school and vysoká škola – higher education institution.

1.4 Problems occurring during the translation of education terminology

As the analysis indicated, a distinct nature of the education systems functioning in Slovakia, the United Kingdom and the United States of America and their developed terminologies seems to be clearly reflected in means of translation of the analysed education terms. However, it is also an overall
quality of translation that is affected, unfortunately, in a negative way. Terminological distinctiveness often leads to the problem of various translation solutions suggested for a single term, inaccurately established English equivalents and incorrectly proposed translations required to be completely altered or further modified.

First of all, in 19 cases, every single Slovak term was rendered by means of several alternatives what proves the unstable character of the translation of the education terminology in question. For instance, the Slovak term materská škola was rendered by two English terms nursery school, kindergarten and by the simplified term pre-primary school. In such a case, when more than one translation solution is offered, the context of translation should be taken into account and only one translation solution should be employed throughout a text.

As regards the accuracy of the translation, only 16 Slovak terms were accurately translated without any need for change or replacement. The translations of the remaining number of the Slovak terms were necessary to be modified or completely altered. With regard to them, 7 cases of inaccurately used equivalents occur, such as detské jasle-crèche, obchodná akadémia-business school, and the number of improperly suggested renderings increased to 17. Examples include zdravotnícke vysoké školy-medical higher education institutions (suggested alternative-health care higher education institutions), pedagogická fakulta-faculty of pedagogy (suggested alternative-faculty of education) or odborné učilište-secondary vocational school (suggested alternative-special secondary vocational school).

In 11 extreme cases, completely new alternative solutions were proposed such as stredná odborná škola- secondary vocational-technical school, stredná zdravotnícka škola-secondary school of allied health or školy pre žiakov so špeciálnymi výchovno-vzdelávacími potrebami- schools for disabled, socioeconomically disadvantaged and gifted children.

**Conclusion**

As the performed analysis indicates, the translation of the education terminology poses many obstacles that translators have to overcome. Not only that there seems to be a problem to find an appropriate equivalent to a particular term, but in many cases, chosen equivalent is inaccurate. In such situations, translators are compelled to translate an equivalent through a variety of translation procedures what also proves to be problematic process often resulting into incorrect solutions. Apparently, there are still many defective parts in the translation of the education terminology that are necessary to be further examined and properly solved in order to avoid confusion and misunderstanding on the part of a reader and to make the education terminology work less complicated. Therefore, it is hoped that this study will serve as an impetus for the people working in the field to concentrate more intently on the mentioned problematic parts of the translation process and thus avoid the confrontation with further potential difficulties.

**Bibliography:**


