

Rewriting a Clingendael report into a 2F text

Combining descriptive corpus statistics and a functional translation analysis

Master Thesis

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Introduction

Misunderstandings and misperceptions are part of our normal pattern of communication and is a common aspect of language. During a conversation, a written text or any other situation with words involved expressing ourselves, the message between sender and receiver can be distorted due to many communication errors. There are simple errors in misunderstanding when people cannot hear or are not able to read, but there are more complex errors that deserve our attention. Communication problems occur when the perception of the receiver is different from the meaning of the message from the sender. This can be speech, video, image, text, and there are plenty other means of communication. I will look into one of this means of communications, namely texts and more specific expository texts. The other means are interesting as well, but they are beyond the scope of my research.

There are four language levels in the Netherlands 1F, 2F, 3F and 4F. These language levels relate to *the European Framework of References for Languages* (CEFR) levels: A1, A2, B1, B2, C1 and C2. 2F language level is the same as B1 language level and I will relate to both concepts as synonyms. The CEFR has constructed “Can-do descriptors” and these focus on the abilities of a reader from a certain language level, for instance on 2F level: "Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc."(Council of Europe).

This is one example out of few that is rather vague in terms of language level defining. The Dutch frameworks *Taalprofielen 2015* (Fasogolio et al.) and *Raamwerk Nederlands; Nederlands in (v)mbo-opleiding beroep en maatschappij* (Bohenn et al. 2017) do provide descriptive explanations on the language levels but unfortunately these are of no practical use.

The problem I would like to expose in this thesis is the absence of a practical framework that increases the ability to write, or in this case rewrite, a text on a certain language level. It is not possible to conduct in-dept corpus research on all the four language levels and therefore I rely on the Dutch Ministry of Education Culture and Science (Ministry of OCW). In *Taal en rekenen doorlopende leerlijnen*, an official document provided by the Ministry of OCW (Ministerie van OCW), the average Dutch language level is set at 2F. This is the language level that needs to be achieved by students at the end of the Dutch education levels vmbo and mbo 1,2 and 3.

An example of a text with a high language level is a report written by the Clingendael Institute for International Relations, a Dutch think- tank, for the members of the committee of European affairs and the members of the Dutch parliament in general in the build-up of the European Elections last year. The report was called *‘Weinig empathisch, wel effectief’*:

Percepties van Nederlandse belangenbehartiging in de Europese Unie (Dekker et al. 2019) and was on the European processes and the success of the Dutch policy making in Europe. This is written in a communicative situation where the sender and receiver understood each other since the text was written on the level on and with knowledge of the reader. It is evident that this text is a 4F level text according to *Taalprofielen*, and this level suited the reader of the source text.

However, the aim of this translation is to translate the source text for the course *Burgerschap*, a mandatory course for every mbo and vmbo student. The topic of the course suits the ideals of this mandatory course since according to *Handboek Burgerschapsonderwijs* (Eidhof et. al) the main aim of this course is to learn students how to act in a social, cultural, and political context in the Dutch society (40). By translating the source text for the course *Burgerschap I* combine a functionalist translation theory with descriptive statistics.

There is gap in literature on the quantitative research on language levels and with this thesis I will contribute to decreasing this gap with a small corpus research on 2F language. With a functionalist translation theory I will analyse the source text and the target text envisaged. In combination with the outcomes of the corpus research I will be able to rewrite the source text¹ into a text that is suitable for the target text receivers: students of the course *Burgerschap*.

In order to be able to structure this combined research approach of translation studies and corpus research, this thesis is divided into three parts. Together, part one and two provide the theoretical framework followed by part three in which this theoretical framework is put into practice and contains the target text and the revision of this text. The main aim of part one is to formulate parameters that can complement the already existing descriptions of 2F language level. The data are extracted from a manually constructed 2F corpus of old Dutch vmbo and mbo 1,2 and 3 exams and analysed with the computational measurement tool T-scan (Pander Maat et al. 2017). The translation approach is a functionalist approach with the general principle of Christiane Nord that:

“Guided by the translation brief, the translator selects certain items from the source-language offer of information (originally meant for source-culture addressees) and processes them in order to form a new offer of information in the target language...”
(Nord, *Translating as a Purposeful Activity*, 32)

¹ Only the general conclusion will be translated. This text is included in appendix 1. The full text can be read on the website of [The Clingendael Institute](#).

Chapter one of part one is on the descriptive statistics that are used for the 2F corpus research and the computational measurement tool T-scan is explained. Chapter two of part one is on the results of this research and chapter three concludes with sub-question one: 'What rules can be ascertained from the dispersion of the useful parameters to complement the description of 2F written texts by Bohnenn et al.?'.

Part two is on the functionalist analysis of the source text and the intended translation. This part is divided into three chapters. Chapter four expounds the theory of Christiane Nord on the extratextual and intratextual factors of the source text in combination with their interaction with the text. (Nord, *Text Analysis in Translation*, 2005). Each question is answered in a separate paragraph and in order to answer the questions posed by Nord on the intratextual factors properly, I will use the computational measurement tool T-scan. The use of this tool differs from part one since it is not used for quantitative research but to analyse the micro elements of the source text more closely.

The same questions Nord asks regarding the source text are answered on the target-text in chapter five and this analysis is also divided into an extratextual and intratextual analysis. Again, T-scan is used for the intratextual analysis. Also, the results of the quantitative corpus research of part one is included in this chapter as well as the answer on the functionalist question on the source text. In chapter six, I will write the main conclusion of the theoretical framework and I will answer the main question: 'What features offers the combined functionalist corpus approach for creating and implementing the 2F practical writing guide for the expository text *Weinig empathisch, wel effectief*? Subsequently, part three can be completed with the implementation of the theoretical framework. I will translate the main conclusion of the report *Weinig empathisch, wel effectief* (Dekker et al. 44-47) and reflect on the implemented theoretical framework of part one and two.

To prevent misunderstandings, the language of the source text and the language of the translation is Dutch.. Technically this is not a translation but a rewriting. The translation techniques used are therefore implemented on a rewriting, terms such as target text and target text reader imply readers of a translation. In this thesis, these terms are used to refer to the rewriting and the reader of the rewriting. Furthermore, the computational measurement tools are used throughout this thesis but in part one they are used for quantitative research and in part two they are used to support the functionalist qualitative analysis.

Part one - 2F corpus research

Chapter 1 – Descriptive statistical method

In this chapter, I will explain the principles of the descriptive statistical quantitative corpus method and justify the use of the computational measurement tool that is used. As touched upon in the introduction, there are two theoretical frameworks regarding Dutch language levels descriptors. *Taalprofielen* (Fasgolio 2015) and *Raamwerk Nederlands; Nederlands in (v)mbo-opleiding beroep en maatschappij* (Bohenn et al. 2017). The work of Fasgolio et al. is covering the language levels 1F till 4F while Bohenn only covers the relevant levels for (v)mbo. In this chapter I will complement the descriptors of Bohenn with quantitative research. I choose to complement the basic principles of Bohenn with corpus research

B1 Lezen: De teksten

Kenmerken van de teksten	
Tekstkenmerken	Tekstlengte Als het gaat om het begrijpen of verwerken van een tekst zijn de teksten 2 of 3 pagina's lang. Bij het zoeken van informatie en het oriënteren op de tekst of taak is de lengte van de tekst minder van belang.
	Zinslengte De gemiddelde zinslengte ligt rond 15 woorden per zin.
	Samenhang De teksten hebben een heldere structuur met een duidelijke opbouw en indeling. De tekststructuur wordt aangegeven met duidelijke frequente signaal- en verbindingswoorden. De verbanden en denkstappen in de tekst zijn soms moeilijk, maar worden duidelijk aangegeven. Titels en subkopjes maken duidelijk waar de tekst of het tekstfragment over gaat.
	Informatiedichtheid Meestal is er één hoofdgedachte per zin. Er worden niet te veel gegevens in één keer aangeboden. Een alinea bevat één informatie-inhoud. De tekst is redundant: er worden redelijk veel omschrijvingen en herhalingen gebruikt om de informatie weer te geven.
	Woordgebruik en woordenschat Er worden vooral frequente voegwoorden gebruikt. Ook minder frequent gebruikte woorden, beeldspraak en regelmatig voorkomend formeel taalgebruik komen voor. Er worden af en toe ook abstracte woorden gebruikt. Frequentie vaste woordcombinaties komen voor.
	Zinsbouw De zinnen bevatten meer bepalingen of zijn samengesteld met een of meer eenvoudige zinnen. De hoofdgedachte staat soms aan het einde van de zin. Er is een beperkt aantal relatieve bijzinnen. Zowel passieve als actieve zinnen komen voor, maar er zijn meer actieve zinnen.
	Uiterlijke tekstkenmerken De tekst heeft een duidelijke lay-out. Illustraties worden gebruikt ter ondersteuning van de tekst.
	Schematische overzichten en grafische informatie De afbeeldingen hebben een duidelijke en overzichtelijke lay-out. De grootte van de tekens, de ruimte in de afbeelding en het kleurgebruik ondersteunen de leerling. De leerling kan ongeveer 3 variabelen /gegevens combineren, dus de informatiedichtheid is wat hoger dan op niveau A2. De leerling combineert of vergelijkt de gegevens binnen het plaatje zelf. Er zijn denkstappen nodig om de informatie te interpreteren en te begrijpen.

Figure 1 - *Raamwerk Nederlands; Nederlands in (v)mbo-opleiding beroep en maatschappij*

instead of the principles of Fasgolio et al. regarding 2F descriptors since Bohenn offers a

more elaborate description of 2F written language. Figure 1 shows the descriptors as defined by Bohnenn.

Since this corpus research is part of a combined translation approach it is not possible to conduct research on the full range of topics given by Bohnenn. My method focused on four out of the nine topics namely sentence length, information density, word use and word frequency, and syntax. By conducting research on these four topics with a computational readability measurement tool I expected to be able to formulate more concrete rules for (re)writing a 2F text.

In this study, I used a computational measurement tool to analyse a manually composed 2F corpus consisting of old vmbo bb/kb, mbo 1 and 2 exams and B1 level texts for NT2 tests (full list in the appendix) with the aim to complement the descriptors on 2F texts by Bohnenn. The corpus contains 31 texts with 21,185 tokens divided among 1603 sentences.

According to *the Routledge Handbook of Corpus linguistics* (2010), there is no such thing as one size fits all when it comes to corpus size. The size of this corpus is unquestionably small, and it is important to stress what a corpus of this size can, and cannot, be used for to investigate. Some "grammatical items, such as pronouns, prepositions and auxiliary and modal verbs, are very frequent, and can therefore be reliably studied using a relatively small corpus" (Koester, 66). Furthermore, the matter of size can be resolved by further consideration of two additional features: representativeness and practicality (Hoffman, ed. 32). Representativeness means according to Reppen (in Hoffman, ed. 32) the ability of the corpus to represent the "type of language under investigation" and practicality is defined as "time constraints" (32).

The criterion of representativeness is met by my choice of using old mbo 1,2 and vmbo exams (Appendix two includes the list of texts used, with links). The students of these education levels need to pass their Dutch exams to complete their education, and the exams are thus parameters for this language level. The Clingendael report is an expository text with the main aim to give information. The texts in the Dutch exams are also expository texts, so they have the same aim. Furthermore, I did not use samples since the articles in the exams were relatively short (maximum of two pages), and it was possible to use the whole text. This further works in favour of representativeness since sampling means random exclusion. The size of my corpus is also influenced by practicality: manually constructing a corpus is time-consuming, since every text needs to be copied and converted from PDF files into TXT files.

Before explaining the tool that was used to determine the typical linguistic patterns and features of the corpus, I will justify my choice for this tool since there is a variety of

computational measurement tools and caution should be exercised regarding their quality because computational readability measurement tools are often criticised. Carel Jansen and Nynke Boersma discuss multiple tools in *Tijdschrift voor Taalbeheersing* (2013). They present some critical remarks on the use of these tools. First, they criticise Texamen, Klinkende taal and the Accessibility Leesniveau Tool. Jansen and Boersma focus on the validity of the tools by comparing the outcome of the tools with the comprehension level of their test group of actual readers, using a cloze-test. Jansen and Boersma compared the results of the cloze-tests with the results of the computational measurement tools and they found out that the results gave different outcomes on the same texts. The cloze-test is a reliable empirical check and this means that the three tools discussed are not useful to analyse texts properly. (Jansen & Boersma 52).

Second, they review another tool that, according to Jansen and Boersma, yields better outcomes. This tool is called T-scan. It is a collaboration between Radboud University Nijmegen, Utrecht University, CITO and Nederlandse TaalUnie. It uses the previously developed Coh-Metrix and traditional text analysis: "One of the goals of Coh-Metrix is to improve our ability to measure text difficulty." (McNamara et al. 59). T-scan analysis word length, word frequency, sentence length, coherence features and adds to these already existing methods "the intention to support users in making text-specific diagnoses" (Pander Maat et al. 53-54). Relying on these reports, I adopt the trust in the computational readability measurement tool T-scan.

There are few academic reports on the results of T-scan, not surprising given that it is a relatively new tool. This means, however, that its reliability has not yet been widely demonstrated. Pander Maat et al. (2014) review three central T-scan features: definition issues, reliability issues and validity and informative issues. (54). Pander Maat et al. conclude that T-scan can extract differences of text content within a corpus but is not flawless and not yet sufficiently able to identify syntactic complexities (68). The use of T-scan in this study should therefore be interpreted with these limitations in mind.

The analysis of the selected texts aims to use T-scan to identify useful parameters to clarify the four typical 2F features as defined by Bohnenn. T-scan contains 446 parameters specifying quantitative values of text features. Included are rather easy features comparatively speaking such as word length and text length but the complex calculations on, for example, sentence structures and conjugations are its foremost functionalities. To make useful statements on the data I developed a research strategy. This strategy is based on the basic principles that the dataset of my corpus cannot be qualified as normal divided data, the 446

different parameters are dependent variables and my corpus only creates a one-sided view on language levels since I only included texts with the (presupposed) same language level. This last principle is a shortcoming of my corpus and will be illustrated and discussed in the discussion following my results.

To circumvent difficulties concerning the dependency of parameters I do not include analysis of co-occurrences between parameters. Instead this research focuses on the dispersion within one parameter to find out whether the texts in the corpus are written according to a certain language pattern or not.

Since it is not possible to use null hypothesis significance testing because this "... is mathematically not justified in corpus linguistics" (Koplenig 18), I choose to categorise the dispersion of the useful individual parameters.

This notion can be explained as quantifying "how evenly distributed elements are..." (Gries 94). In other words, the dispersion of each useful parameter is investigated, and the results are clustered in categories resulting in a clear overview of the dispersion of useful parameters such as, for instance, sentence length. The average sentence length is set at 15 words by Bohnenn et al., but it is not clear how the words should be dispersed in a text and analysing dispersion results in more information on the sentence length in a text.

In this corpus research, a parameter is defined as useful when complementing the already existing definition of Bohnenn et al. and these parameters are made explicit in the following chapter. Each parameter is measured in percentages and divided into categories since assessing every data point separately does not provide a clear overview of dispersion. The scale and units used are explained per parameter. Furthermore, the useful parameters are divided among the four 2F topics (sentence length, information density, word use and word frequency, and syntax).

Chapter 2 - Useful parameters and their dispersion

This chapter is an enumerative description of the outcomes of the descriptive statistical corpus research with T-scan. The used text corpus consists of texts from vmbo bb/kb and mbo 1 and 2 level texts and according to *Doorlopende leerlijnen* these texts have the same language level. Following this, the output of T-scan is interpreted. At the end of this chapter sub-question one will be answered: 'What rules can be ascertain from the dispersion of the useful parameters to complement the description of 2F written texts by Bohnenn et al.?'.

Only the lexical and syntactic matters that are touched upon in the work of Bohnenn are included in the analysis. Before explaining the parameters that this corpus research are used it is important to stress that the data of this corpus are not used for statistical testing but quantitatively described and summarised. In other words, this corpus research is a descriptive statistic.

2.1. Results

As touched upon in the previous chapter, T-scan analyses 446 parameters. Out of these parameters, seven are used to complement the 2F descriptors of Bohnenn. These parameters are sentence length, Measure of Lexical Diversity in Text (MTLD), content word density

The following parameters are defined with the manual of T-scan by Pander Maat et al. (2019) and their dispersion is given. The parameters are organised by topic and the description by Bohnenn et al. is given to justify the choice for the concerning parameters.

2.1.1 Sentence length

"De gemiddelde zinslengte ligt rond de 15 woorden per zin." (Bohenn et al. 54)

As set as an example in the previous chapter, the definition of the average sentence length is a problematic principle since no clarity is given on a maximum or minimum. The 2F corpus consist of 1606 sentences that are not divided up proportionally with a range of 27 sentences per text to 104 sentences per text. The 1606 sentences are gathered and categorised in eight categories with a range of 5, a minimum of 1 and a maximum of 35 words. The smallest datapoint is one and the largest datapoint is 34. The next figure shows the average sentence length in percentages per category of the 31 texts in a downhill trend:

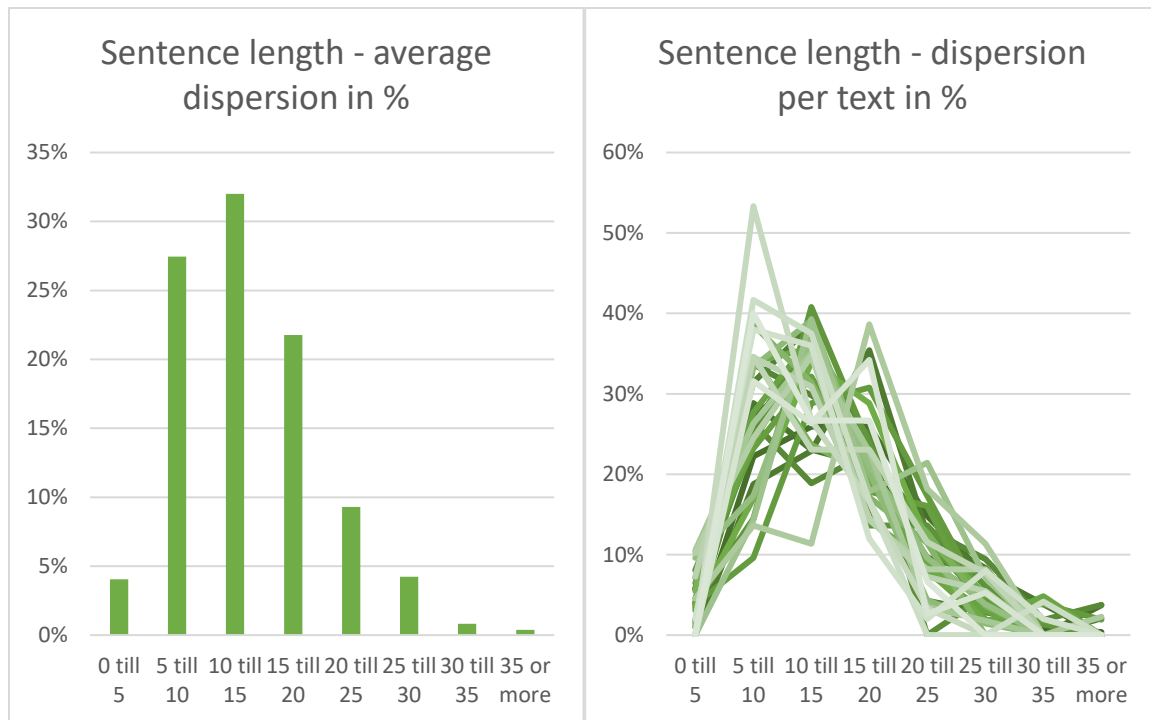


Figure 2 – Sentence length (Source: output T-scan)

Looking at the graphic it is possible to conclude that many of the sentences have a sentence length between 10 and 20 with a percentage point of 82 percent. Sentences with a word length between 20 and 30 are sometimes used with a percentage point of 15 percent but sentences with a word length of 1 till 5 or 30 and more are rare (3,4 percent point). Since it is a small corpus it is necessary to look at the division per text since a single text can be an outlier.

Looking at the dispersion per text it is possible to conclude that there are differences between the texts, but most of the texts are divided according to the average sentence length. To complement Bohnenn, the sentence length of this corpus is set at a minor use of sentences with a word length of 5 and below or 30 and more, a few sentences with a sentence length of 20 to 25 and an unquestionable majority of a sentence length between 10 and 20.

2.1.2. Information density

Meestal is er één hoofdgedachte per zin. Er worden niet te veel gegevens in één keer aangeboden. Een alinea bevat één informatie-inhoud. De tekst is redundant: er worden redelijk veel omschrijvingen en herhalingen gebruikt om de informatie weer te geven. (Bohenn et al. 54)

T-scan offers multiple parameters to measure sentence structures, lexical identities, and redundancy. As explained before, caution should be exercised when using the more complex measured parameters since T-scan is a relatively new tool. To circumvent difficulties

regarding practicability some parameters are excluded as well as on account of time constraints. The parameters that are included are Measure of Lexical Diversity in Text (MTLD) and density of the use of function words per sentence. Both parameters will be explained accordingly.

1. Measure of Lexical Diversity in Text (MTLD). The lexical diversity in a text refers to the range of different words used. The MTLD parameter can be used to clarify the statement of Bohnenn that a 2F text should be redundant (...). There are multiple linguistic tools to measure lexical redundancy in a text and a MTLD parser is one of these methods. T-scan also offers the type-token-ratio (TTR). The type-token-ratio is an index that divides the number of types by the total number of tokens of a text. However, this parameter gives misleading outcomes because of text length sensitivity. The 31 texts in the 2F corpus differ in length which means that measuring lexical redundancy with the MTLD parser yields better results.

The MTLD gives the lexical density of a text calculated as "the mean length of sequential word strings in a text that maintain a given TTR value" (McCarthy & Jarvis 384). In this case the sequential word string is a sentence since the MTLD is measured per sentence and the threshold value is .72, the default value according to Pander Maat (41). In other words, the MTLD is the number of tokens a sequence needs to pass the threshold of .72. A sentence with a high MTLD is constructed with multiple different words and few repetitions. For instance, the sentence: "Een brainstormsessie verder lag er opeens een plan op tafel: de drie vrienden zouden 'bloekaarten' gaan ontwikkelen, ofwel speciale wens-ansichtkaarten waarbij bloemzaden tussen gerecycled papier geperst zijn." (VMBO BB-2018-1) has a MTLD of 204. This is an extraordinarily high MTLD and looking at the following graphic the most MTLD scores are between 0 and 20. This implies the use of repetition on sentence level in the 2F corpus. Looking at the MTLD score dispersion per text variation of dispersion is visual, but the patterns of the text display a downhill trend with a MTLD between 0 and 10 as highest data point and an MTLD of 235 as lowest data point in terms of percentages.

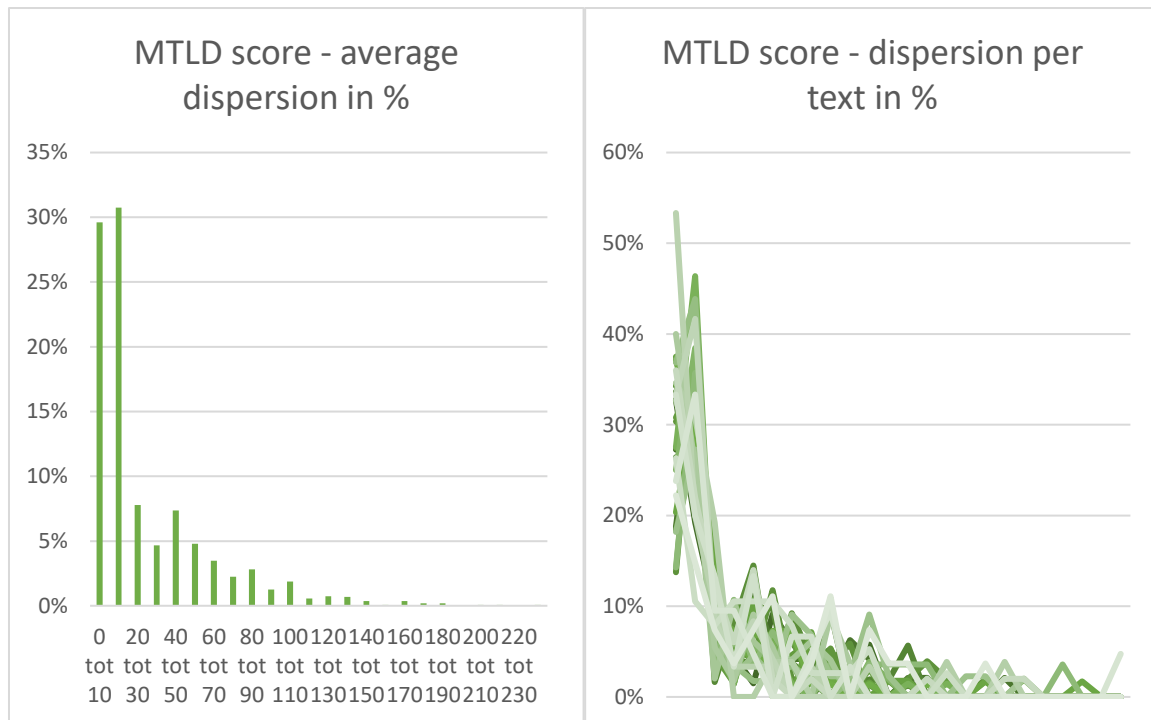


Figure 3 - Measure of Lexical Diversity in Text (MTLD) (Source: output T-scan)

According to the texts of this 2F corpus it is favourable to write a text with a majority of sentences with a repetition that can be classified with a MTLD score of 0 till 20 but sentences with a higher MTLD and a small degree of repetition can also be used. Especially sentences with a MTLD score between 20 to 30 and 40 to 50 are relatively frequent.

2. *Content word density.* The number of content words (nouns, verbs, adjectives, and adverbs) classifies the lexical density of a text (Pander Maat et al. 43). Measuring lexical density is interesting since a high lexical density means that content words such as nouns, adjectives or verbs are repeatedly used, while a low lexical density means a text contains many function words such as pronouns rather than content words. (Johansson 61-62). I adapt the notion of *information packaging*, this means that "a text with a high proportion of content words contains more information than a text with a high proportion of function words" (Johansson 65). T-scan offers a parameter to measure the number of content words per 1000 words, but this parameter is not given for the number of function words. Therefore, I use the parameter that measures the number of content words per 1000 words per sentence and this information can be used to complement the descriptor of Bohnenn about information density. The next graphics show the average dispersion of content words per 1000 words per sentence and the dispersion per text:

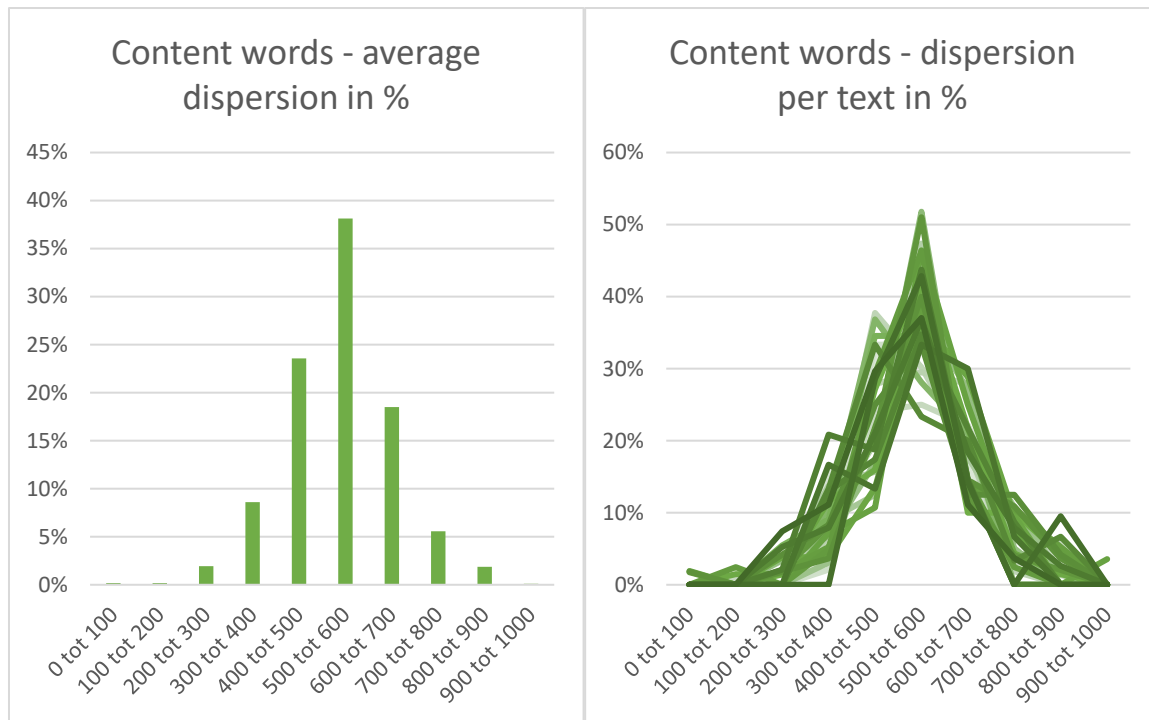


Figure 4 - Content words (source: output T-scan)

The results of the average content words per 1000 words per sentence and the dispersion of content words per 1000 words per text are similar and look like they are normally divided. It is possible to conclude that the majority of sentences has a 500 till 600 content words per 1000 words per sentence or more practical formulated approximately 1 out of five words in a sentence should be a content word. Sentences with 300 till 400 words or 600 till 700 words also occur frequently but sentences with more or less content words are rare.

2.1.3. Word use and frequency

Er worden vooral frequente voegwoorden gebruikt. Ook minder frequente woorden, beeldspraak en regelmatig voorkomend formeel taalgebruik komen voor. Er worden af en toe ook abstracte woorden gebruikt. Frequente en vaste woordcombinaties komen voor." (Bohenn et al. 54)

T-scan offers few possibilities to measure the above described elements of a 2F text. Unfortunately, T-scan does not divide frequent used conjunctions and infrequent used conjunctions therefore it is not possible to make statements on the use of conjunctions in this 2F corpus. It is possible to look at the content words and their frequency. Content words were discussed the previous paragraph in the light of lexical density, but T-scan also offers the possibility to measure the number of content words belonging to the 1000 most frequent used

content words. Since there is no consistency in the use of frequency lists among linguists and scholars (Decoo, 2015), there are different frequency lists that can be used. Before analysing texts in T-scan a choice between four frequency lists needs to be made by the user namely the Staphorsius list, the SoNaR totaal list, SoNar subcorpus kranten and Subtlex.

(Pander Maat et al. 24).

Frequency lists are far from perfect and it is important to stress the disabilities of the frequency lists that are used to measure the frequency of content words in the 2F corpus. SoNaR totaal is a corpus that consists of many Belgian texts (80 percent) and includes non-existing words and geographical names that are not part of the basic knowledge of the average Dutch reader, however, according to Pander Maat et al., the SoNaR Totaal corpus consists of more written language while the Subtlex corpus primarily consist of colloquial language. Furthermore, SoNaR Totaal corpus is a large corpus with a capacity of 500 million words (Instituut van de Nederlandse Taal). This is an advantage regarding representativeness, but a disadvantage looking at practicality. It is not possible to access the frequency lists online so the whole corpus needs to be downloaded. Due to technical issues this is not possible. Looking at the results there is no uniform usage of frequent content words in the texts of the 2F corpus:

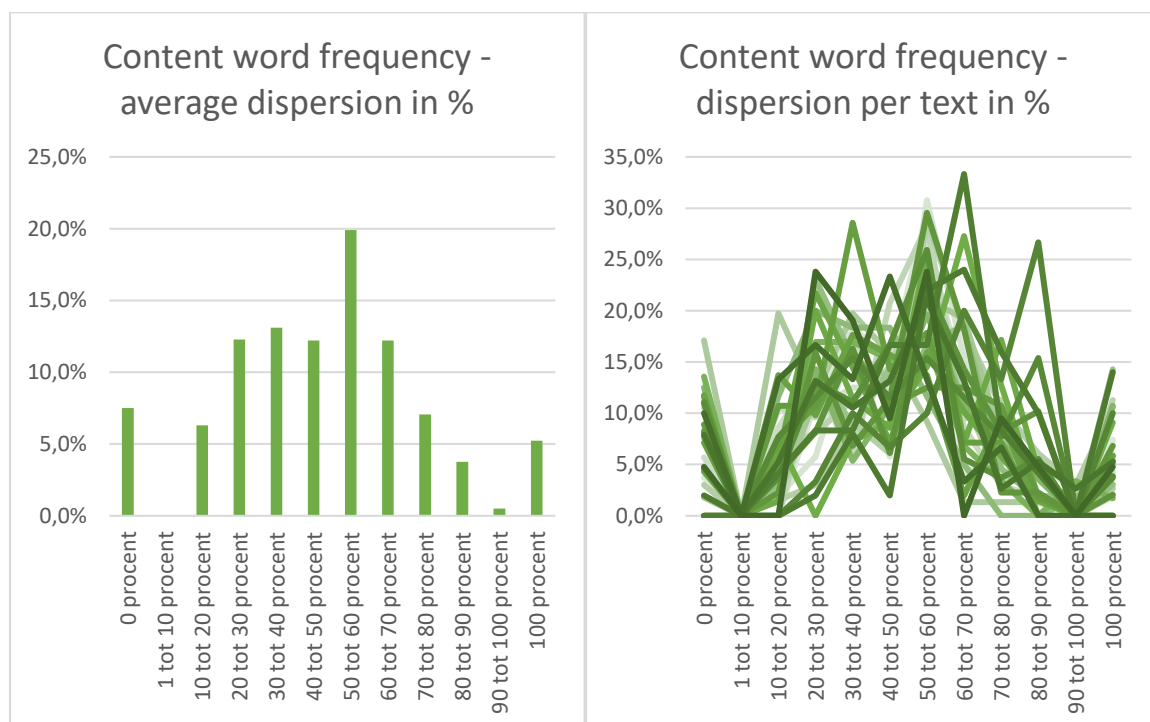


Figure 5 - Content words belonging to the 1000 most frequent content words (Source: output T-scan)

It is a possibility that using other frequency lists results in a more uniform dispersion of data per text, however due to time restrictions it is not possible to investigate this matter more closely. Further research should point out whether there is discrepancy in word frequency in this 2F corpus or the use of frequency lists is causing the fluctuating results. This paragraph on lexical features of 2F language level cannot complement the already existing 2F descriptor as formulated by Bohnenn et al. Pander Maat et al. do suggest using BasiLex and include this in T-scan in the near future. However, it is not yet possible to measure a text with this list.

2.1.4. Syntax

De zinnen bevatten meer bepalingen of zijn samengesteld met een of meer eenvoudige zinnen. De hoofdgedachte staat soms aan het einde van de zin. Er is een beperkt aantal relatieve bijzinnen. Zowel passieve als actieve zinnen komen voor, maar er zijn meer actieve zinnen.

(Bohenn et al. 54)

T-scan offers multiple parameters to look at sentence structure. One of these features is the above discussed sentence length. However, another parameter of T-scan can provide more information on the sentence structure. This parameter is called D-level and it measures the D-level as formulated by Covington et al. in *How Complex is That Sentence? A Proposed Revision of the Rosenberg and Abbeduto D-Level Scale* (2006). Covington et al. distinguish seven different levels and these levels have their own features:

Level 0: simple sentence

Level 1: non-finite clause as object without overt subject

Level 2: coordinated structure

Level 3: finite clause as object (and equivalents)

Level 4: non-finite clause as object with overt subject (and equivalents)

Level 5: finite or non-finite adjunct clause

Level 6: complex subject

Level 7: more than one structure of Level 1-6

Covington et al. 11²

² This is a short description of the D-level features, the complete list of descriptions for each D-level is in the appendix on page.

Looking at the 2F corpus it is possible to distinguish these different levels for each sentence. The following figure shows the average of the used D-levels and the dispersion of used D-level per sentence per text:

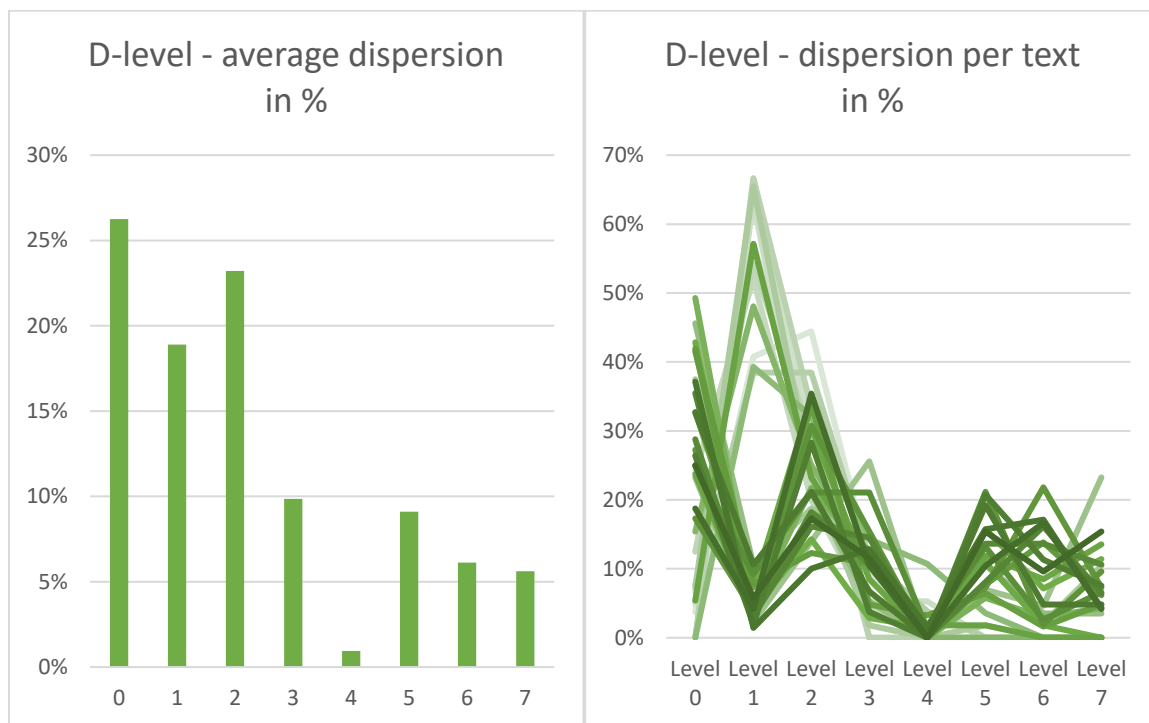


Figure 6 - D-level (Source: output T-scan)

The left graphic shows that some D-levels of the 31 texts differ to a considerable extent. There are multiple texts containing, for instance, a low percentage of D-level one but a high percentage of D-level 0.

Before discussing the different use of D-levels examples are given and the most used D-level are explained more thorough. One of levels that is used to a great extent is D-level null. D-level null characterises a sentence with a single finite verb, a question, or an elliptical sentence (Pander Maat 69). An elliptical sentence is a sentence with a missing subject and are common in part of speech and in answering a question for instance: 'Hoe ga jij naar je werk? Op de fiets' (Onzetaal.nl), 'op de fiets' is an elliptical sentence. Elliptical sentences also characterize colloquialisms. An example of D-level null is: “" Het is een mooi alternatief voor een vakantiebaan ", aldus Greiner.” (MBO 2018-2019, Tekst 1).

The next D-level that is frequently used is level one, and an example of this level is: “Creativiteit kan uitval onder werknemers voorkomen.” (VMBO KB 2017-2, Tekst 2). For the English language, level one is defined as “Infinitive or -ing complement with same subject as main clause” (Covington et al. 16). In this case ‘voorkomen’ is the infinitive and the complement is ‘uitval onder werknemers’ which has the same subject as the main clause

‘creativiteit’.

The next D-level is level two and this level is used almost as frequent as level null. An example of D-level two is: “” Dat kon deze week nog, want binnenkort vliegen ze weer verder.” (VMBO KB 2018-2, Tekst 2). This is a sentence “cojoined with a coordinating conjunction” (Covington et al. 16).

The next level is D-level three and an example of this level: “Het programma legde niet uit wat wij eventueel fout hadden gedaan.” (VMBO BB 2017-1, Tekst 3) This one example of the possible level three structures and this structure is marked as “relative (or appositional) clause modifying object of main verb” (Covington et al. 16). D-level four is rare and I will not give an example of this level, therefore the next example is a sentence with D-level five " Sommige voedselproducten zouden 36 procent duurder worden als de EU de mengplicht verder opschroeft , zoals gepland ." (MBO 2018-2019, Tekst 2) This sentence consists of multiple sentences “joined by a subordinating conjunction” and ‘zoals gepland’ is an example of “Nonfinite clauses in adjunct (not complement) positions” (Covington et al. 16).

The second highest D-level is level six: “Maar het is ' De nieuwe wildernis ' die ertoe leidt dat het plan ook wordt uitgevoerd.” (VMBO KB 2018-2, Tekst 3). This sentence contains a “relative (or appositional) clause modifying subject of main verb” (Covington et al. 17).

Another occurring D-level in the texts of the corpus is D-level seven and this D-level is the highest level and sentences with a subclause within a subclause are marked as such. An example of this level is: “Heeft een product een lagere beschermingsfactor dan erop staat, dan ben je minder lang beschermd dan je denkt.” (VMBO KB 2019-1, Tekst 2). This sentence has multiple elements of the levels null till six and therefore it is classified as D-level seven.

Looking at the data the degree of dispersion gives information on the use of the D-levels. The dispersion of the D-levels 2 to 7 can be regarded as marginal in comparison with the D-levels 0 and 1. This means that multiple texts have different percentages of sentences with D-level 0 and 1. Looking at the division of D-levels of the 31 text there are some salient aspects. The first aspect is the use of either level 1 or 0 instead of using both. A majority of the text consists, for instance, of only approximately between 2 and 10 percent sentences with D-level one and approximately around 30-40 percent D-level null or the other way around.

Another aspect is the number of sentences on D-level one till three since the majority in every text is marked with these levels. The dispersion of D-level null is explained by the complementary use of D-level one and null. From D-level three and on the use of these levels

is decreasing with D-level four as less used level. D-level five is used in some text to a greater extent (21 %) but there are also texts where D-level five is absent. The same goes for level six and seven but these levels differ from the use of level five since they go hand in hand and are used in some text to a great extent while others have no or only a few sentences with D-level 6 and 7. In other words, most texts with D-level six, no matter how many, also have sentences with D-level 7 (only one text is excluded from this rule). Following this information, it is possible to set some rules to the use of preferable D-levels in a 2F text.

As stated before, level four is marginally used in the 2F texts and therefore this level should be left out. However, level one should be compatible with level null and these two levels need to be used in a greater extent. Furthermore, most of the sentences of a 2F text should be on D-level null till three while the levels five till seven can be used marginally, but in a considerable lesser extent.

T-scan also measures the number of subordinate clauses per sentence, but this parameter is not detailed enough since Bohnenn mentions the use of relative clauses and these are not measured separately. Therefore, the dispersion of D-levels in the 2F corpus is the only useful parameter within the context of the above quoted description of Bohnenn.

Chapter 3 - Conclusion and recommendations

The main aim of using T-scan in combination with the constructed 2F corpus was to discover which linguistic features as described by Bohnenn et al. could be complemented by the parameters T-scan offers. The dispersion of these parameters was measured and it is possible to say that the outcomes unequivocally characterise this 2F corpus. However, the number of content words belonging to the 1000 most frequent words of the SoNaR totaal corpus does not correlate and therefore it is not possible to use this parameter.

Complementing the 2F descriptors was needed since the existing descriptors of language levels are ambiguous and do not provide sufficient clarity for (re)writing a text. I assumed the *Taalprofielen 2015* (Fasogolio et al.) and *Raamwerk Nederlands; Nederlands in (v)mbo-opleiding beroep en maatschappij* (Bohenn et al. 2017) and the *Common European Framework of References of Languages* as official authorities regarding language level knowledge, and I did expect uniformity among the texts of my 2F corpus. In other words, the assumption was that the exams are compiled by professionals who know from experience the features of a 2F level text.

Looking at the dispersion per useful parameter it turns out that this assumption is generally true apart from the lexical parameter on frequency words. Before looking at the functional translation approach of the text *Weinig empathisch* and implementing the outcomes of this descriptive statistical research I would like to stress the abilities and disabilities of these outcomes and my recommendation for further research. To summarise the outcomes of this corpus research it is possible to state that the descriptions of Bohnenn regarding 2F language texts can be complemented with the following statements:

- Most of the sentences should have a length between 10 and 20 words, combined with a few sentences of a length between 20 and 25. Sentences with a word length of 1 till 5 or 30 and more are rare.
- Most of the sentences should contain a repetition that can be classified with a MTLTD score of 0 till 20 but sentences with a higher MTLTD and a small degree of repetition can also be used. Especially sentences with a MTLTD score between 20 to 30 and 40 to 50 are relatively frequent.
- The sentences are constructed with multiple content words. The majority of the sentences has a content word density of one out of five but sentences with one out of three or one out of six are also relatively frequent. Sentences with more or less content words are rare.

- The majority of the sentences are labeled as D-level null till three. The levels null and one are complementary, this means that frequent usage of D-level null can result in a low usage of D-level one and vice versa. D-level four is not used and the highest levels (five till seven) can be used as minorities.

These outcomes are all on sentence level and a division to improve the practicality of these rules need to be made. Sentence length, D-level and usage of content words are parameters that can be used whilst (re)writing as a useful guide. However, it is not possible to measure these features during (re)writing. The MTL score is also not practical to use when writing, but it is a useful parameter to revise the work. Since revision is an important element of translation, I recommend using these parameters as a revision tool and, if possible, as a guidance during the writing process.

A few last notes before I start on the functionalist approach regarding the shortcomings of my corpus research. Since this corpus research was part of a larger translation brief it was not possible to include every parameter and it is possible parameters that could be of use are left out due to this reason. Furthermore, I classified the useful parameters as typical 2F features but it is not possible to conclude whether these useful parameters are typical for 2F texts or general texts features since I did not compare the result with texts with another language level, further research should point out whether or not they are unique 2F features or general text features. Composing four different corpora and comparing the different parameters is the best method to do so. Furthermore, enlarging the corpus size can solve the problem of the high lexical dispersion and this will yield better outcomes on, for instance, the frequency of content words.

The outcomes of this corpus research are included in the next part on the functionalist analysis of the source text and the target text.

Part two - Functionalist analysis

Introduction

The previous part covered the quantitative corpus approach and the analysed parameters will be included in the intratextual approach on the target text. This second part includes the answers of the functionalist questions on the extratextual and intratextual features of the source text and the target text. The functionalist question of Nord, as referred to in Lambert (1992), will be answered in chapter four and five:

Extratextual factors are analyzed by enquiring about the author or sender of the text (who?), the sender's intension (what for?), the addressee or recipient of the text is directed to (to whom?), the medium or channel of the text is communicated by (by which medium?), the place (where?) and time (when?) of text production and text reception and the motive (why?) for communication. Intratextual factors are analyzed by enquiring about the subject matter the text deals with along the following set of "WH-questions": what? In what order? Using which non-verbal elements? In which words? In what kind of sentences? In which tone? And to what effect?

(Lambert 360-361)

Chapter five answers the same extratextual and intratextual "WH-questions" on the target text. The sixth chapter is the conclusion of part two and the final translation approach is given.

Chapter 4 - A functionalist analysis on the source text

The functionalist translation analysis, with the previous stated question, can be divided into a extratextual part and a intratextual part and these two parts are divided among paragraph one and two respectively. To answer the questions of paragraph two thoroughly, T-scan is used to analyse the lexical elements of the source text.

4.1. Extratextual analysis of the source text

4.1.1. *Who writes*

Researchers of the Clingendael Institute for International Relations wrote the report called *Weinig empathisch, wel effectief: Percepties van Nederlandse belangenbehartiging in de Europese Unie*. The Clingendael Institute is a Dutch think tank on international relations and its role is to explain states of affairs objectively. The position of the Clingendael Institute as an independent research institute is important and this is the position of the writers of the source text: independent and without political interest. The writers of the report are Brigitte Dekker, Rem Korteweg, Adriaan Nunes, Monika Sie Dhian Ho and Wouter Zweers. They are research fellows and experts of the Europe research unit of the Clingendael Institute.

The report is written on commission for the committee of European affairs and this committee formulated the research questions when filing the request with different research institutes. The committee of European affairs had several candidates that could conduct this research and these candidates wrote a detailed outline of a proposal. Out of these candidates, the committee selected the Clingendael Institute to write the report. This is relevant since the frame of the report and the actual report are written by two different parties. The writers of the source text did not formulate the topics but they did develop the details and chose the research methods.

4.1.2. *What aim*

According to the source text the aim is: "The aim of the research was not to determine whether the Netherlands is actually effective in promoting its interests in the EU, but to explore how Dutch interest-promotion is perceived." (Dekker et al., 51). The aim of the report is to inform and advise the committee of European affairs. The source text is the final conclusion of the report and this part of the report provides a detailed summary of the findings of the report. The specific aim of the source text is therefore to summarise the findings on the effectivity of the policy making and the Dutch policy makers in the European Union (EU).

4.1.3. To whom

As already stated in paragraph one, the report is written for the committee of European affairs and more specifically, for the members of the Dutch parliament. This is a reading public with an average age of 47 and with a majority of higher educated people (completed University or University of applied science). People that are educated with the Dutch highest secondary school education (vwo) or higher, are marked as people with reading, speaking, and writing level 4F. This is C1/C2 of the European framework for languages and these are the most difficult language levels. Furthermore, this reading public is politically active on the highest political level. Therefore, the text contains specific information that is understandable for a small homogeneous reading audience.

4.1.4. What medium

The source text is a written document and was handed over to the ministry of Foreign Affairs, Stef Blok, on April 17th in print and available for free on the website of the Clingendael Institute. Thus, the medium is a print and a digital online text. The source text has a high level of abstraction and a specific argumentation structure. The chapters consist of multiple paragraphs with positive and negative arguments. These are features of expository texts (Taylor & Beach 135). In short, the source text is a written expository text.

4.1.5. Where

The text was written in The Hague. The Hague is the central place where the Dutch national government is seated. The Hague also has an important European function as international city of peace and justice. The Clingendael Institute is also located in The Hague and geographically close to the political departments. The researchers of the Clingendael Institute wrote the report with different interviews with experts and policy makers from different . outcomes are included in the report and this means that there are parts of the report that were written in a differing country than the Netherlands.. This is relevant since it means that the report contains first-hand information.

4.1.6. When

The text was written in April 2019, this was shortly before the European elections in May. This is no coincidence since the role of the European Union was under great attention during the elections and this is a perfect setting to discuss the role of Dutch policy makers in the European Union. The report gave an interpretation to the role of the Dutch policy makers in

the European Union and it is possible to read this information in the light of the outcomes of the elections. The policy-makers that were already active in the European Union can reflect on their work and new policy-makers could learn from the faults of their predecessors.

4.1.7. Why a text

According to the writers, the report is written with opinions from ministers, civil servants, diplomats, and experts on policy making in the European Union. These opinions matter since they give insight into the position of the Dutch policy makers in the European Union. It is not about objective results, emphasis should be placed on how Dutch policy-makers achieve political results' The committee wanted information on the effectivity of the Dutch policy-makers in Brussels and the different administrative qualities influencing the European policy-making process and advice on the means for improvement in the policy making process by the Dutch ministers, diplomats and civil servants. This text meets these requirements.

4.1.8. What function

The function of the text is to make the committee of European affairs aware of the way Dutch policy makers act and how this is perceived by other European member states. The report contributes to the understanding of the perceptions on the Dutch policy making in the EU and advises on how to increase the effectivity of the Dutch actions. The source text is a short overview of the full report and functions as a summary.

4.2. Intratextual analysis of the source text

4.2.1. What does it include and what not

The text is on the perception of the Dutch policy making process in general and this is divided into three subtopics: the ability of the Dutch policy makers in Brussels, the general view of the Dutch actions in Brussels by international experts and the perception on the cooperation and positioning of the Dutch in European coalitions. It also includes reflection on specific moments or individuals that are influential for the Dutch policy making process. For instance, the growing influence of populist parties in the Dutch parliament is influencing the Dutch position in the EU negatively since the influence of such parties is downgrading the credibility of the Dutch policy makers. Another example is the position of Mark Rutte as a policy maker and the positive effects of his long-standing presidency. The report is thorough in the reflection on influential events, individuals and collaborations and specifies the Dutch role in these processes.

Experts from other EU countries answered surveys and these surveys are the main instrument of this text. The text does not include the general opinion of the Dutch people but relies on expert opinions from international experts. (The full list is in the report, without names but with country of origin). The writers of the source text present their method with an equal number of respondents of each country. However, due to nonresponse, the number of respondents is higher for the 'old' EU countries. Almost half of the respondents are from four countries: Germany, France, Belgium, and Italy.

Looking at the profession of the respondents, there are also majorities: More than 50 percent of the respondents are (former) members of the European Commission and (former) members of the EU Member State Permanent Representation to the EU. This is according to the writers of the source text a representative number of respondents for their exploratory report on the perception of the Dutch policy makers in the EU, but they do stress that 'This report is exploratory in nature and the research is limited in scale' (Dekker et al., 51).

The source text is the general conclusion of the report and is summarising the main points of the report. It is important to look at the full report since this is giving a more complete picture. The source text does, for instance, not include the positive impact of our prime minister Rutte but it does include a short note on the national political climate. Given the fact that the source text is a conclusion of the full report, it is evident that details are not included.

4.2.2. Order of topics

I have spoken with one of the writers of the report and the order of the topics is relevant for the interpretation of the report. As referred to prior, the report is written by an independent think tank for a political committee. This means that the writers do not use their expertise to influence the policy makers in the House of Commons but do need to stress the importance of certain subjects and elements. They achieved this in the report using the order of topics . Adriaan Nunes, one of the writers of the report is clear on this matter since he was in favour of the current order of the chapters.

The construction is as follows: the first in dept chapter (Chapter 3) is on the abilities of the Dutch civil service in the EU and how individual policy makers act with different policy making instruments (organizing conferences, panel-discussions etc.). The second in-depth chapter (Chapter four) is on stereotypes and clichés of the Dutch policy makers and this chapter is on the social impact of the actions of the Dutch policy making in the EU. The third in dept chapter (Chapter five) is on the role of the Dutch in coalitions and the prior topics of

the Netherlands in the EU. The structure starts with the ability and the actions of the Dutch policy makers and how the Netherlands organizes their European civil service: national politics and how the Dutch connect their political schemes with the European politics is important. Next is the reflection on how this connection and how the actions of the Dutch are perceived by the respondents in terms of image and general reputation within the European Union. Followed by the next chapter on coalitions and the role of the Dutch in different collaborations.

The reason the report starts with the organisational structure of the Netherlands and how this is related with the politics of the European Union, is to construct a vision of the Dutch policy making in the EU from our national politics. If the report starts with the role of the Dutch policy making in EU coalitions, the focus shifts from our national interest in the European Union to our international actions that influence our national politics. This is not the aim since the Dutch policy makers are connected with the national Dutch politics. Therefore, it is reasonable to reflect on the connection between the national politics and the connection with the European political playfield first before reflecting on Dutch policy making in Brussels.

This order of topics stresses the importance of a well-structured connection of the national political agenda and the national European motives of negotiation, collaboration, and national point of view within the Union. Adriaan Nunes also stresses the use of the report. The report is used by members of the house of parliament and when you are writing a report for these members, the role of oral representation during the plenary debates is important. There will be a debate and the members all have a different political colour and will stress the points they highlight as important. Starting with the role of the connection between the Dutch political process and the connection with the European political process is a tactic choice. This order puts emphases on the importance of the national political choices and their impact on success rates of Dutch lobbying in the European Union.

4.2.3. Which non- verbal elements are used in the source text

The report is transparent in its research methods. The non-verbal elements are mostly bar graphs and pie charts with the results of the surveys and percentages. However, the image on the cover page contains some strong non-verbal elements. The role of Mark Rutte is discussed in the report and on top of the report we can see three important EU policy makers: Mark Rutte, Frans Timmermans, and Jean-Claude Juncker. Mark Rutte is prime-minister of the Netherlands and Jean-Claude Juncker was president of the European Commission at that time.

Rutte and Juncker are looking at each other with a sceptic face expression and Frans Timmermans, EU First Vice President during Juncker's European Commission, is standing there uncomfortable like a guardian and is keeping an eye on them. This image is stressing the perception of a lack of empathy and stiffness that is stressed by the respondents of the surveys on their perception of the Dutch policy makers. The source text is free from graphics or other images since a conclusion in this kind of texts does not contain pictures or graphics.

4.2.4. What words are used

The final conclusion of the report *Weinig empathisch, wel effectief* (Dekker et. al) has according to T-scan, 1396 tokens. This is the number of tokens including comma's, dots or other grammar or lexical markers. There are 116 interpunctuations measured and the other 1280 tokens are words. The average word length of these words is 6. In this paragraph, I divide these words into ten different word types: adjectives, adverbs, particles, numerals, conjunctions, pronouns, prepositions, verbs, nouns and 'special unities' (SPEC). This last category needs some clarification since T-scan separates with this category names, abbreviations but also numbers, roman numbers and words that are not recognized as such by T-scan (Pander Maat et al. 66). For instance, 'EU', 'beleids-' and geographical names such as 'Nederland', 'Spanje' and 'Duitsland' are on this list. T-scan offers a complete list with the 1280-word tokens of the source text and I will use this list to analyse the word use. The next figure is the proportion of these different word types in the text:

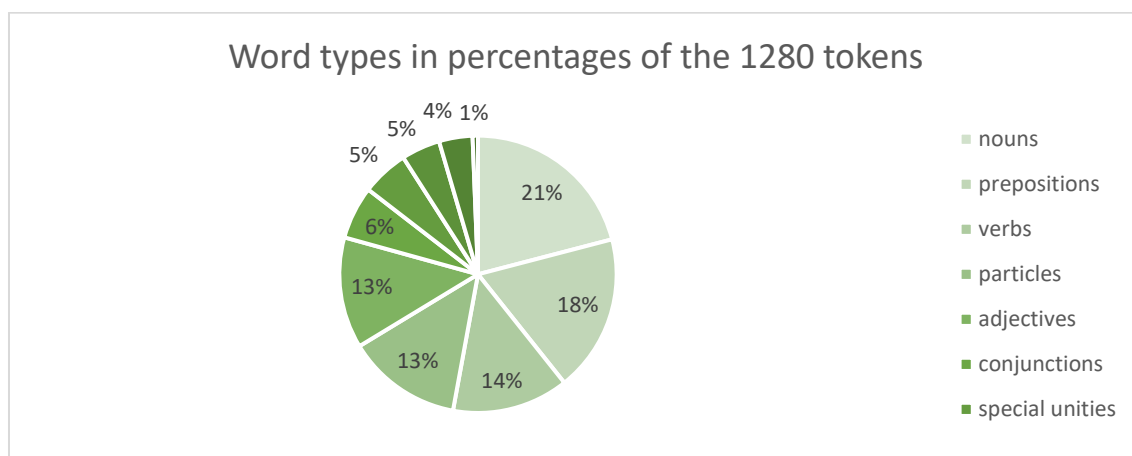


Figure 7 - Word types of the source text (Source: output T-scan)

Looking at figure seven, there are two dominant word types, three types with almost the same percentage and the remaining five are relatively small. Adverbs, conjunctions, and prepositional phrases are defined as discourse markers by Fraser (1999, in Taboada 2006).

Adverbs (5%) and conjunctions (5%) are only small percentages of all the types used while prepositions (18%) covers a large part of the words used in the source text. This is quite natural when looking at the function of the source text. The conclusion is a presentation of the results and this means that there are many sentences such as: 'voor de mate waarin', 'in vergelijking met', 'uit de survey is gebleken', 'de beeldvorming over', 'zijn van belang' (Dekker et al. 44-47). This is one explanation for the high number of prepositions, but the prepositions are also frequently used to express statements with more details: 'een studie naar de beeldvorming omtrent Nederland in het Europese besluitvormingsproces', 'effectieve methoden van belangenbehartiging in de context van', 'de referenda over de Europese grondwet en het Associatieverdrag met Oekraïne', 'gestelde prioriteiten op beleidsdomeinen [...] dragen bij aan de algehele beeldvorming van lidstaten in de EU' (44-47). These phrases contain multiple prepositions and these prepositions are used to give a detailed view on a certain subject. These two examples are the most important explanations of the use of prepositions.

The number of nouns is not specific for this text since a text always consist of many nouns. However, it is important to take a closer look at these nouns and determine their function as either words or terminology. The difference between words and terminology is important because “words are also units of reference to reality and connect us to the world” (Castellví and Teresa 30), while terminology is a body of units referring to abstract topic specific concepts. According to Castellví and Teresa (1999), the function of terminology depends on the user and there are four different main categories. The writers of the source text are part of the following category of users of terms: “For subject field specialists, terminology is the formal reflection of the conceptual organisation of a special subject and a necessary medium of expression and professional communication.” (11). Since the source text is written for Dutch political policy-makers, political terms are used but the reading public of the target text is not political engaged and will not be familiar with the meaning of the terminology.

The next figure is a list of the most important terms and their definition. I focused on nouns only and I recommend looking at verbs as well in further research. I classify words as terms if they meet the following criteria:

a. Terminology of common words

The source text has words that look like common words but are words with a text specific meaning. These words are included and marked as terminology with (c).

b. Political terminology

Tracking down the terminology is possible with different search engines. I will use the

Interactive Terminology of Europe (IATE). It is possible to search for specific terms and their meaning. These terms will be marked as terminology with a (p).

Nederland (c)	De Nederlandse beleidsmedewerkers die betrokken zijn met de Europese politiek.
Besluitvorming (c)	Het komen tot een bepaald gemotiveerd besluit met betrekking tot politieke keuzes
Lidstaten (p)	Landen die lid zijn van de Europese Unie
Standpuntbepaling (p)	De consensus van een collectieve politieke mening over politieke kwesties door de gezaghebbers van de twaalf Nederlandse ministeries en de Permanente Vertegenwoordiging in Brussel.
Departementen (p)	De twaalf verschillende vakgroepen van Nederland die een eigen expertise hebben over onderwerpen die het behoud van de Nederlandse staat aangaan.
Permanente Vertegenwoordiging (p)	Door de Nederlandse politiek aangestelde mensen die in het belang van Nederland meebesturen in de Europese Unie en de Nederlandse belangenbehartiging in deze samenwerking.
Overheidsapparaat (p)	Al wie en al wat betrokken is bij het functioneren van onze instantie waar het openbaar gezag berust (VanDaleOnline)
Europarlementariërs (p)	Volksvertegenwoordigers die in de Europese Unie besturen. (VanDaleOnline)
commissievoorstellen	
Raad (c)	Samenkomst van de lidstaten van de Europese Unie waarbij, afhankelijk van het te besproken onderwerp, een vertegenwoordiger uit alle 27 lidstaten bij aanwezig is.

Raden (c)	De Europese bijeenkomsten met een naar onderwerp wisselende samenstelling van 27 vertegenwoordigers.
Oude zes (c)	De oprichters van het beginsel van de Europese Unie (België, Duitsland, Frankrijk, Italië, Luxemburg en Nederland).
Coalitievorming (p)	Europees samenwerkingsverband waarbij twee of meerdere landen samenwerken.
Hanzecoalitie (p)	Samenwerkingsverband van Estland, Letland, Litouwen, Finland, Denemarken, Zweden, Ierland en Nederland.
Benelux (c)	Samenwerkingsverband van België, Luxemburg en Nederland.

Figure 8 - Terminology source text

The third category belonging to most words in the source text are the verbs. Same as with the number of nouns, it is normal that a text contains for the latter part of nouns and verbs. However, it is useful to look at the conjugations of the verbs since the use of past particles or present tense affects the difficulty of a text. Looking at the verbs of the source text the use of past particles and present tense are the conjugations most used. The following table shows the distribution of the exact percentage of each occurring conjugation:

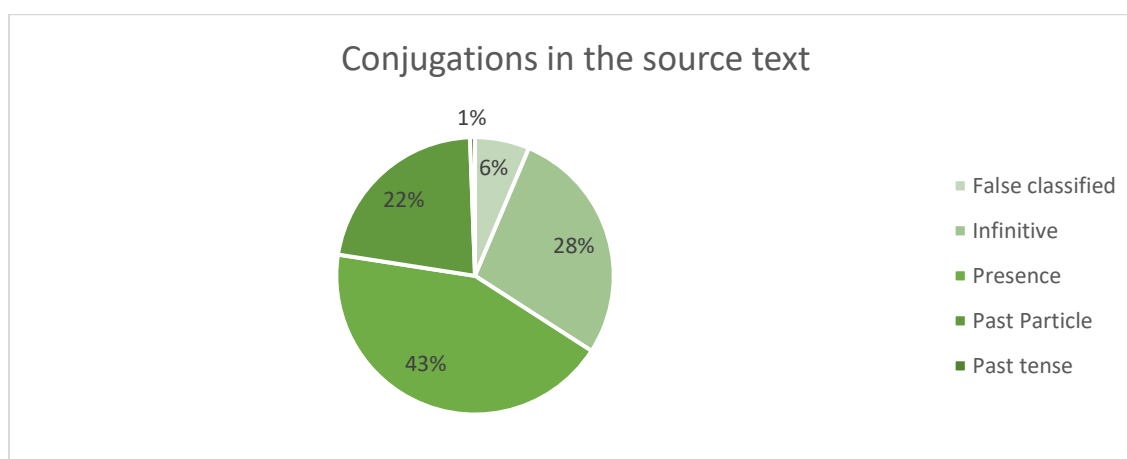


Figure 9 - Conjugations in the source text (Source: output T-scan)

Six percent of the words is false classified and only one percent of the verbs is in the past tense. Many of the verbs are present tenses and this would imply an active writing style. However, looking at the source text, the presence and infinitive are often used in combination

with a past participle because this is common in the Dutch language. Looking at the source text, it is possible to conclude that the use of the different conjugations is related to the subject of the sentence. When the writers are giving information about the Netherlands, the verbs used are in the present or infinitive: 'Nederland heeft de reputatie...', 'Nederland krijgt een 7...', 'Nederland ligt goed in de EU'. The outcomes of the surveys and interviews are often written in the past participle: 'Daarnaast is uit de survey gebleken...', 'Maar tegelijkertijd wordt geconstateerd...'. (Dekker et al. 44-47). It is important to keep in mind that the writers choose for an active writing style when relating to 'Nederland'. The passive writing style is used when presenting opinions from others.

4.2.5. What kind of sentences

There are 62 sentences in the source text and the average sentence length of the source text is 21 words with a minimum sentence length of ten words and a maximum of 46 words. The number of words per sentence is erratic and therefore the average sentence length is not a meaningful measure of information about the text. To look at the sentence length as meaningful tool in constructing the properties of the source text, the length is divided into categories:

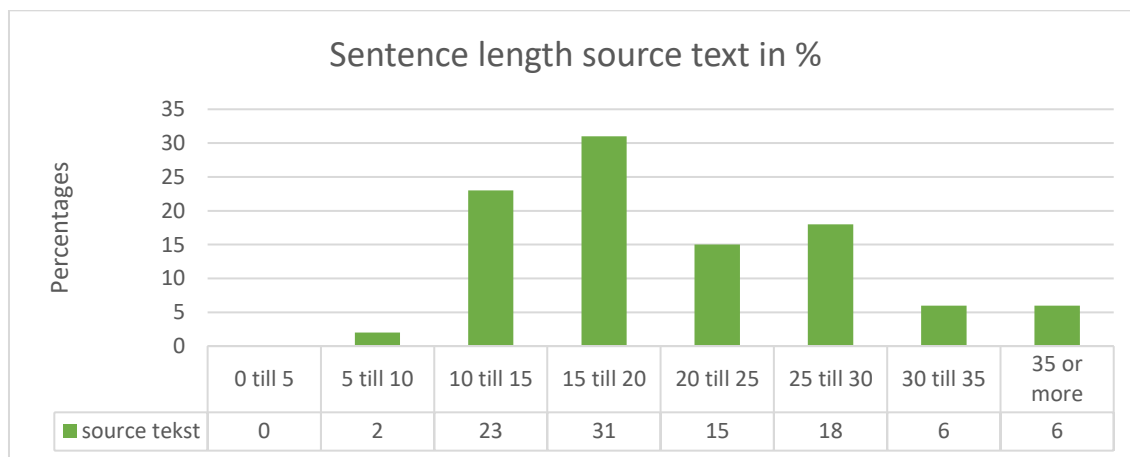


Figure 10 - Sentence length in the source text (Source: output T-scan)

Most of the sentences have a sentence length between 10 and 30 words with a percentage of 31 sentences between 15 and 20 words. However, sentences between 10 and 15 and 20 and 30 words are also frequent. As explained in part one, sentences can be classified with D-levels. To make useful statements on the sentence structure, the graphic underneath is an overview of the D-levels used in the source text:

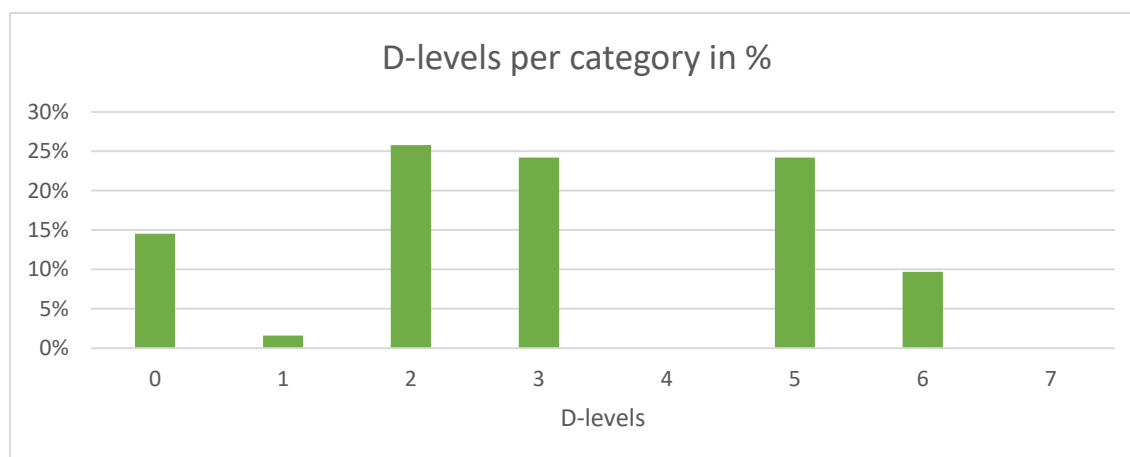


Figure 11 - D-levels source text (Source: output T-scan)

Most of the sentences are on D-level two, three and five. These levels are explained with examples of the 2F corpus in part one. In order to identify the sentence structures in the source text, examples of these three levels are given.

An example of D-level two is: 'Nederland wordt gezien als pragmatisch, zeer goed voorbereid, en zeer geloofwaardig' (Dekker et al. 44). This is a sentence with a 'conjoined verbal, adjectival or adverbial construction' (Covington et al. 16) and there are 16 sentences in the source text with these features.

An example of D-level three is: 'Uit de diepte-interviews kwam naar voren dat bewindslieden relatief weinig afspraken buiten de officiële bijeenkomsten van de Raad plannen.' (Dekker et al. 46). This sentence has a 'Finite clause as object of main verb' (Covington et al. 16) and therefore this sentence is a D-level three sentence.

An example of D-level five is: 'Daarmee scoort het lager dan Duitsland, maar hoger dan andere landen in de referentiegroep.' (Dekker et al. 44). This sentence consists of multiple sentences 'joined by a subordinating conjunction' (Covington et al. 16).

These three examples are typical of the sentences used in the source text and after writing the next chapter on the functionalist analysis on the target text, I will combine this theory with the stipulated 2F conditions. The next paragraph is the last lexical analysis of the source text.

4.2.6. What is the tone of the text

The writers of the source text are passing a judgement on the results of their survey and interview results. Therefore, there are multiple sentiment words used. This is not resulting in a one-sided vision on the matters they discuss and it is not possible to describe the tone as either

positive or negative for the most part. The three sub-questions of the three different sub-topics are written down in the source text and are answered accordingly. It is possible to look at the sentiment of the answers of each sub-question and it is important to sustain this sentiment of the source text in the target text.

The first sub-question is part of the third paragraph: “Wat is het beeld dat bestaat bij ervaren betrokkenen en deskundigen in de EU-lidstaten over de wijze waarop Nederlandse bewindspersonen en ambtelijke vertegenwoordigers Nederlandse belangen behartigen in Europese beleids- en besluitvormingsprocessen?” (Dekker et al. 44).³ The answer is predominantly positive and at the beginning of the paragraph words such as 'goed', 'zeer kundig', 'geloofwaardig' are used to describe the Dutch policy makers. These arguments are followed by words such as 'weinig flexibel', 'staat niet bekend om' are marking a negative sentiment towards the role of Dutch policy makers. However, the answer of the sub-question is closed by 'ondanks deze kritische noot' and this is partly refuting the negative outcomes. I analysed the paragraphs and I marked sentences with an argument on the successful abilities of the Dutch policy making with positive (P) and the sentences with an argument on the negative abilities with negative (N) the tone of the answer of sub-question one is: P-N-P.

The second sub-question is: “Wat wordt er verstaan onder effectieve methoden van belangenbehartiging in de context van Europese beleids- en besluitvormingsprocessen?” (Dekker et al. 45). This question is answered in paragraph five till seven. Paragraph five is an objective answer of the writers on the matter of 'effectieve methoden van belangenbehartiging' and the role of the Netherlands is not included in this paragraph. The next paragraph reflects on the establishing of the Dutch image with the results of the surveys and interviews. The writers stress the important instruments that contribute to a certain image of the Netherlands, but do not give detailed information regarding positive or negative use of these instruments. They do stress, for instance, “voornamelijk de referenda over de Europese grondwet en het Associatieverdrag met Oekraïne belangrijke gebeurtenissen zijn geweest voor de beeldvorming...” (Dekker et al. 45) but do not specify whether or not these events influenced the image of the Netherlands negative or positive. The answer of this question is on the importance of the instruments that influence the image of the Netherlands but the tone does not imply negative instruments or positive instruments.

³ In the source text the sub-question is followed by a blank line. In T-scan the sub-question is without a blank line connected to the next paragraph and therefore not a separate paragraph. The number of paragraphs in T-scan is because of this lower than the number of paragraphs in the source text. I will refer to the paragraph structure in T-scan.

The third and last sub-question is: “In vergelijking met andere EU-lidstaten, wat zien ervaren betrokkenen en deskundigen in EU-lidstaten buiten Nederland als sterke en zwakke punten van de Nederlandse belangenbehartiging in de Europese beleids- en besluitvormingsprocessen?” (45). This question is answered in the paragraphs eight till thirteen and this is the longest answer of the three sub-questions, and it is possible to subdivide the answer in 6 categories. Every subdivision contains at least a positive and a negative argument in favour of the role of the Netherlands. I analysed the paragraphs and again I marked the sentences with an argument on the successful abilities of the Dutch policy making with positive (P) and the sentences with an argument on the negative abilities with negative (N).

The sentiments of the argumentation are:

1. general vision on the Netherlands: P-P-N-N-P-P
2. role of the Permanent Representation of the Netherlands to the EU: N-P
3. to which extent the Dutch pursue 'totaal diplomatie': N-N-N-N-N-P-P
4. the Netherlands as a nation of importance: P-P-N-N
5. the success of influencing policy areas: P-P-N
6. the results of the Dutch coalition formation: P-P-N-N-N-P

The writers formulate their argumentation with measured words, and this contributes to a balanced text on the perception of the experts of the different member states of the European Union on the Dutch policy making process. It is important to retain this balanced tone of the source text.

4.2.7. *What effect*

The impact on the reading audience is partly clear with the source text since the House of Commons had a debate on the outcome of this report and the record of this is online available. The spokesperson of the report is Stef Blok, Minister of Foreign Affairs. The writers of the report are present during the debate but do not participate. Reading this report called 'Verslag van algemeen overleg, gehouden op 3 oktober 2019, over de Nederlandse Belangenbehartiging in de EU', there are several main lines in the debate about the outcomes of the report *Weinig empathisch, wel effectief*. The main questioners are the ministers of five different political parties and Stef Blok answers the questions. Two parties mainly asked questions about the way the government is outlining the European policy. This is not in the report but the parties both seized this debate as an opportunity to raise this matter. The other two parties mainly stressed the role of Rutte and how to act when Rutte will resign as prime-

minister and the absence of Minister Blok during the meetings of the Council of the European union. The title of the report stresses the Dutch attitude as an attitude caring less about empathy but at the same time as an attitude with effective results. However, during the debate this is not typically stressed and if it is made emphatic, it is quoted as a positive characteristic of the Dutch.

Whether or not the reading public will act upon the results of the source text is unknown at this moment. Conducting research on the same questions in a few years will show the results and the impact of the results of the source text.

Chapter 5 - A functionalist analysis on the target text

Further to the analysis of the previous chapter, this chapter is on the functionalist approach on the target text. Again, the functionalist approach is divided into two paragraphs. The paragraph on the intratextual analysis of the target text includes the outcomes of the previous chapters including the outcomes of the corpus research of part one.

5.1. Extratextual analysis of the target text

5.1.1 *Who translates*

I will translate the text for the course Burgerschap. This course is mandatory for every mbo and vmbo student and according to *Handboek Burgerschapsonderwijs* (Eidhof et. al) the main aim of this course is to teach students how to act in a social, cultural, and political context in the Dutch society (40). Spring this year, publishing house Essener will publish a new method for the course Burgerschap called *Thema's Burgerschap voor mbo Deel 1 en Deel 2*⁴ (Essener.nl). This method is written for students of mbo 2 and 3 education, but the publisher is working on a method for vmbo as well. The method contains 24 different themes and one of these themes is 'Europese Unie'. The low turnout among the lowest educated of our society during the previous European Elections is worrisome and the coordinating organisations *Mbo Raad* and *Vo Raad* wanting to start a project to reflect on the outcome of the elections to make the students understand the effect of their voting behaviour.

Mbo Raad and *Vo Raad* asked Essener to extend their theme 'Europese Unie' with an extra module. This module contains different materials to provide the students with extra information, this text is one of the materials that is included in the module that will be online available for the mbo and vmbo schools that would like to participate in the project called 'Jouw stem in de EU'. Publishing house Essener aims for a handbook that is "... actueel (is), burgerschap in de context plaatst en de mbo-student aanspreekt" (essener.nl/mbo). To meet these criteria, the publishing house carefully selected relevant articles. The publishing house wants to include texts that are written for politicians and discussed by politicians and therefore they choose the text '*Weinig empathisch, wel effectief*': *Percepties van Nederlandse belangenbehartiging in de Europese Unie* by the Clingendael Institute.

To meet the criteria of being appealing for MBO and VMBO students, the text needs to be rewritten colloquially for these students. Since I was an intern at the Clingendael Institute and educated as translator they asked me to translate this text. The publisher wants a

⁴ Their website gives information on this website, but also this short introduction clip [on youtube](#).

text of a maximum of one page written in the same style as their method. This style is typified according to the following rules: the text starts with a short videoclip on the subject, after the introduction of the text a question is asked, the text is accompanied with an infographic and at the end of a text there is a list with terminology used in the text. Essener has a department that is taking care of the infographic and the videoclip, the other two elements should be included by the translator.⁵

5.1.2. What Aim

The most important aim of the target text is to rewrite a text to 2F level to be understandable for vmbo and mbo students. Successfully implementing the theories on the language levels is a fundamental goal to reach this aim.

5.1.3. To whom

As stated before, the source text will be translated to students of vmbo and mbo 1,2 and 3.

5.1.4. What medium

The medium of the rewriting will be the same as the medium of the source text. The text remains a written expository text. The Clingendael Institute is well-known among scholars, politicians, policy makers and students with interest in international relations, but the texts that are written on the website are not meeting 2F language level requirements and therefore the text is translated and included in the method of Essener. The published text will be distributed online among teachers of the course Burgerschap for the educations mbo 1,2,3 and vmbo the publishing house Essener adds a small videoclip and infographic to the target text.

5.1.5. Where

The target text is written in Utrecht and the text will be read in different geographical places in the Netherlands. The text is not written in a political active place since the translator is not involved in politics nor expert in political structures. The place of reading is unknown since the text is part of the course Burgerschap and the text can be accessed online or on print.

5.1.6. When

This text should be produced as soon as possible since publishing house Essener has to meet the deadline that is posed by the Mbo Raad and Vo Raad. The deadline is set at the end of

⁵ https://www.youtube.com/watch?v=lmSOMo_OsX8

June 2020. The participating schools need to switch their course schedule when including the extended version on the theme 'Europese Unie' and therefore the Mbo Raad and Vo Raad want to hand the new method over before the summer vacation that starts in July.

5.1.7. Why a text

The source text is written for politicians about politicians and policy makers in the European Union. Since the course Burgerschap alerts students to political, social, and cultural events in the society, the function of the European Union is a suitable subject within this course.

Looking at the turnout numbers of the previous European election, it is possible to conclude that most of the students with mbo and vmbo education are unaware of the importance of the European Union and upgrading their interest in politics is important.

This text was, for instance, discussed in the House of Commons and the outcomes of the report are influencing our Dutch policy makers in their behaviour in the European Union and this is indirectly influencing the Dutch people. All the people in the Netherlands should understand what their political actions cause in an international perspective. This target text will contribute to this awareness.

5.1.8. What function

The function of the source text is maintained namely providing information about the policy making in the European Union to the reading audience. With translating this text, I will contribute to the knowledge of a group that knows little about international European politics. Another function is to show that it is possible to rewrite texts with difficult abstract concepts to a text that is concrete for every reader on 2F level.

5.2. Intratextual analysis of the target text

5.2.1. What does it include and what not

The target text will include the three main topics of the final conclusion of the report: the ability of the Dutch policy making process, the general view of the Dutch actions in Brussels and the perception on the cooperation of the Dutch policy makers in European coalitions. However, the coalitions should not be stressed as such but the countries they cooperate with should be mentioned since this is less abstract for the reader. The target text will also include the role of individual actions or persons such as Mark Rutte, the rise of populist parties and the Dutch voting behaviour. I will not include a detailed explanation of the method used in the source text. I will also leave out the technical descriptions of the Dutch civil service

structures. These will be simplified and the main points of the text on the empathy and effectivity of the actions of the Dutch policy makers will be highlighted. These choices are justified since the audience of the source text is not politically active in the European Union and the specific information regarding political choices and topics is not of interest for the target text reading audience. The inclusion and exclusion of text elements of the source text are partly constructed out of practicality. According to *Raamwerk Nederlands* (Bohenn), a 2F text has a maximum of two pages and this includes pictures and graphics. Publishing house Essener agreed with a maximum of two pages but Essener stipulated short paragraphs as condition. The text is structured in two columns and each paragraph is no longer than ten lines with the restrictions of the columns. The module is on A4 paper and each page has two columns next to each other. After each paragraph a blank line should be included. The source text has a length of three and a half page without pictures and with long paragraphs, so the source text needs to be shortened.

Another important feature is the number of topics and how they are presented in the source text. Evidence shows an increase in reading time when a new topic or narrative episode is introduced (Hyönä and Lorch 133). This decrease in reading speed is less when the topic can directly be related to the previous topic. A decrease in reading time is influencing text comprehension negatively. The topics of the source text can be related to each other since they contribute to the same main question. However, connecting these topics properly is crucial in the understanding of the 2F reader since a feature of a 2F language level text is: "De tekststructuur wordt aangegeven met duidelijke frequente signaal- en verbindingswoorden. De verbanden en denkstappen in de tekst zijn soms moeilijk, maar worden duidelijk aangegeven" (Bohenn 52).

To decide what should be included and what not, thus depends on the size of the text. Within this frame, the information density and the text features supporting text coherence need to be stressed. The next figure is a systematic overview of the information per paragraph:

Paragraph	Topics	
1	Stressing that this research is exploratory and the opinion of 62 respondents is used.	INT
2	Short overview of the lay-out of the conclusion	INT
3	Question 1 and answer	1
4	Answer to question 1	1

5	Question 2 and answer	2
6	Answer to question 2	2
7	Answer to question 2	2
8	Question 3 and answer	3
9	Answer to question 3	3
10	Answer to question 3	3
11	Answer to question 3	3
12	Answer to question 3	3
13	Answer to question 3	3

Figure 12 - Paragraph analysis source text

Looking at the paragraphs, there are two introductory paragraphs (INT) and the others are on the three different sub-topics. The answer on question three is covering six paragraphs while the other questions cover two or three paragraphs. Looking at the content of the six paragraphs, it is possible to drop elements of the answer that are of specific use of the reading audience of the source text but not for the reading audience of the target text.

For instance, information regarding Het Meerjarig Financieel Kader or the EMU. Another possibility in shortening the text is reducing the superlatives and adjectives in relation to the vision of the respondents such as: “Over het algemeen wordt Nederland op de meeste beleidsgebieden als relatief succesvol gezien” This sentence can be translated with “Experts zeggen: ‘Nederland is best goed bezig in de EU’”. To keep the balanced writing style, the number of units with positive and negative arguments will be the same in the target text. The structure will be different, but this is discussed in the next paragraph.

5.2.2. What order

The order of the source text is two paragraphs of introduction followed by eleven paragraphs of answers on the main questions of the report. This outline is preserved in the target text. However, the paragraphs will be reorganised since the information of the source text is structured in a non-linear order. The target text will be structured in a linear order since research of McNamara et al. showed that low-knowledge readers benefit from high-cohesion texts (Kendeou and van den Broek 1568). Furthermore: "In situations in which a reader has little prior knowledge of the content of a text, structural aspects of the text will be more relied upon" (Broer et al. 216). The reading audience of the target text has little prior knowledge and a well-structured, high-cohesion text is beneficial for understanding the topics.

Cohesion and texts structure can be achieved with different text instruments.

According to L.S. Land in *Zwakke lezers, sterke teksten* (2009), the difficulty of a text is defined through the relationship between cognitive load and coherence. Corpus research with vmbo exercise books showed a minimal cognitive load and with this minimal coherence. This means that texts are constructed with short sentences followed by a hard enter and not connected with coherence words such as 'because' and 'since' causing vmbo education texts that are constructed mainly with temporal relations (93). Despite the expertise of the writers of the vmbo exercise books, research of Land showed that the use of coherence markers is beneficial for the average vmbo. I will adapt the general conclusion of Land: "Leerlingen zouden in hun leerboeken dan ook juist veel geconfronteerd moeten worden met coherente en geïntegreerde teksten, in plaats met eenvoudig ogende gefragmenteerde teksten." (94).

A coherent text can be achieved by using coherence markers and a linear structure. This means that the argumentation of the source text should be divided into a positive and negative text part. This negative and positive part is divided per sub-topic. As explained before the source text has three sub-topics. It is not preferable to distinguish the negative arguments and positive arguments as a whole since this is not beneficial for the coherence. This means that the order of the topics is the same, but the argumentation structure differs. Since the positive and the negative arguments are distinguished, there is a linear structure with one non-linear component between the positive and negative part per sub-topic. Paragraph 4.2.6 described the tone of the text and paragraph 5.2.6 will define the arguments of the source text in the linear structure of the target text.

5.2.3. Which non-verbal elements are used

The last feature of a clear structured 2F text according to Bohnenn in *Raamwerk Nederlands* is the clear lay-out and the use of graphics. The way text and graphics are combined are influencing the ability of the reader to recall information after reading. The text is used in vmbo and mbo 1,2,3 education and it is therefore beneficial for the reader to recall the information. According to Carney & Levin pictures with parts-and-steps increased recall information, especially for readers with a low prior-knowledge of the topic (Carney & Levin, 13). With a parts-and-steps graphic, it is possible to explain the causal relations in the text more properly without affecting the linear structure of the text. Therefore, I will advise the publisher Essener to include a parts-and-steps graphic to explain the relation between the negative and the positive effects properly. When using graphics, it is important to refer to this graphic in the text. A graphic does not contribute to text comprehension if the reader is not

guided properly to use the graphic (20). A sentence in the introduction or conclusion can guide the reader to the graphic.

5.2.4. What words

The use of words in the target text depends on two elements. The first element is on the word classes and the division of the tokens in a text (the use of pronouns, verbs and content words) and is including the outcomes of the corpus research on content words. The second element is on the word types of a text and what words should be used in a 2F text (terminology etc.). Since corpus research did not provide clear guidelines on lexical level regarding 2F, it is necessary to look at another instrument to define the type of words that will be used in the rewriting. Therefore, the second element is on receptive vocabulary and how many words readers should understand to gain adequate text comprehension.

The first element of the lexical analysis is to compare the word tokens of the source text as explained in the previous chapter and the word tokens of the 2F corpus. The next pie chart is showing the division of tokens in the texts of the 2F corpus:

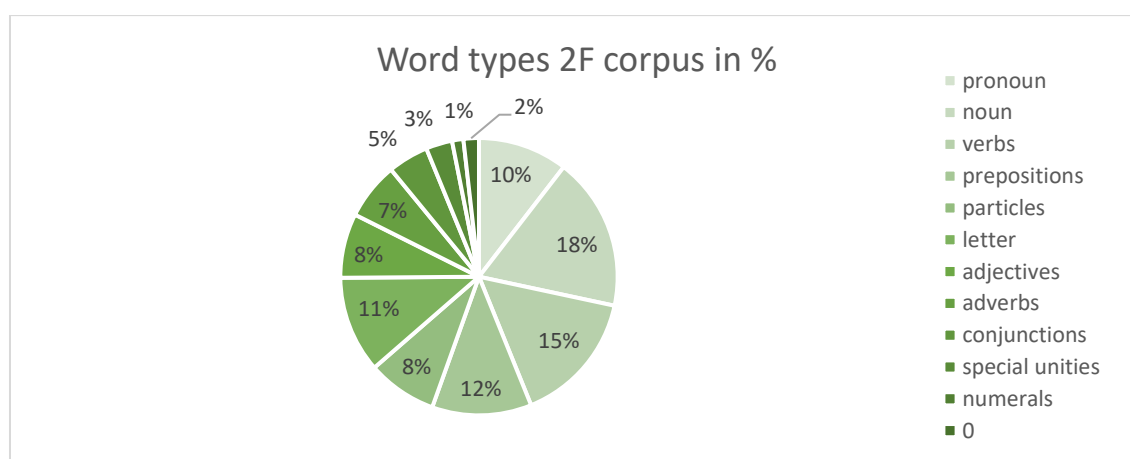


Figure 13 - Word types 2F corpus (Source: output T-scan)

This pie chart is giving the percentages of each word class of all the tokens in the 2F corpus. Looking at the 31 individual texts, the different types are used in an equal manner in each text and based on this it is possible to use the pie graphic since it offers reliable averages that are representing the individual texts. As seen in the previous chapter, adverbs, conjunctions, and prepositional phrases are defined as discourse markers (Fraser 1999, in Taboada 2006). Looking at the pie chart 24 percent of the words are discourse markers, and this is only four percent point less than the discourse marker density of the source text (28%).

Comparing the number of pronouns of the source text with the percentage of pronouns in the 2F corpus there is a difference of six percent point. Looking at the sentences in the

corpus by a random sampling it is possible to conclude the structure of the sentences in the corpus is more direct and active. A few examples are: “Stel je zelf zoveel mogelijk bloot aan helder licht” (4 manieren om uit een winterdip te blijven, Staatsexamen B1, tekst 13), “Met slaap moet je niet gaan ‘rommelen’” (Dutje op werk is aan opmars bezig, VMBO KB 2018-1, tekst 2) “Uiteindelijk staat u tot uw enkels in het water” (MBO 2018-2019, tekst 3). This is causing the use of the present tense and this differs from the verb conjugation in the source text. Furthermore, the use of prepositions was caused by the choice of verbs and the part of speech (for example 'voor de mate waarin' and 'ingaan op'). Prepositions are also used in the source text to explain a certain subject and the source text consists of sentences with multiple prepositions functioning as connectives. The use of numerous prepositions is not preferable and should only be used when this is in favour of the discourse of the text. In short, the conjugations of the source text (past tense and past participle) will not be maintained in the translation, but a more active style with the present tense will be used. Also, the number of prepositions is reduced by deleting multiple prepositions in one sentence. This is also causing shorter sentences and the benefits of this will be discussed in the next paragraph.

I already touched upon some examples referring to an active writing style but looking at the pie-chart of the 2F corpus in relation with the pie chart of the source text (page....), pronouns are much more often used in the 2F corpus. The use of personal and impersonal pronouns is causing a more involved and personal perspective while the use of indefinite impersonal pronominals and nominals and demonstratives causing a more impersonal perspective (van Hell et al., 240). The pronouns in the 2F corpus can be mostly classified as personal pronouns ('ik', 'je') together with a few indefinite impersonal pronominals and nominals ('iedereen'). While the few pronouns used in the source text are mainly neuter words such as 'het' referring to, for instance, 'Nederland'. The use of pronouns is part of the "overt expression of an author's or speaker's attitudes, feelings, judgements, or commitment concerning the messages" or in short, discourse stance (van Hell et al. 240).

Adding more personal and impersonal pronouns in the translation and using few indefinite impersonal pronominals and nominals and demonstratives will cause a more involved and personalised context. Land et al. (2009) do not classify a more involved and personalised context as positive for VMBO readers (116) and the two reasons they put forward are the fact that students are not used to personalised texts as study texts and reading a text with a more personalised context is distracting the students from the actual aim of the study text, namely to inform. Concluding, the translation can consist of more pronouns than the source text but should not become too personal since this is negatively affecting the

reading audience of the translation.

Together with this analysis on word tokens, the outcome of the corpus research on content word density is useful. As explained in part one, the use of content words per 1000 words is measured and the dispersion of the use of content words per 1000 words of the 2F corpus can be compared with the use of content words per 1000 words in the source text:

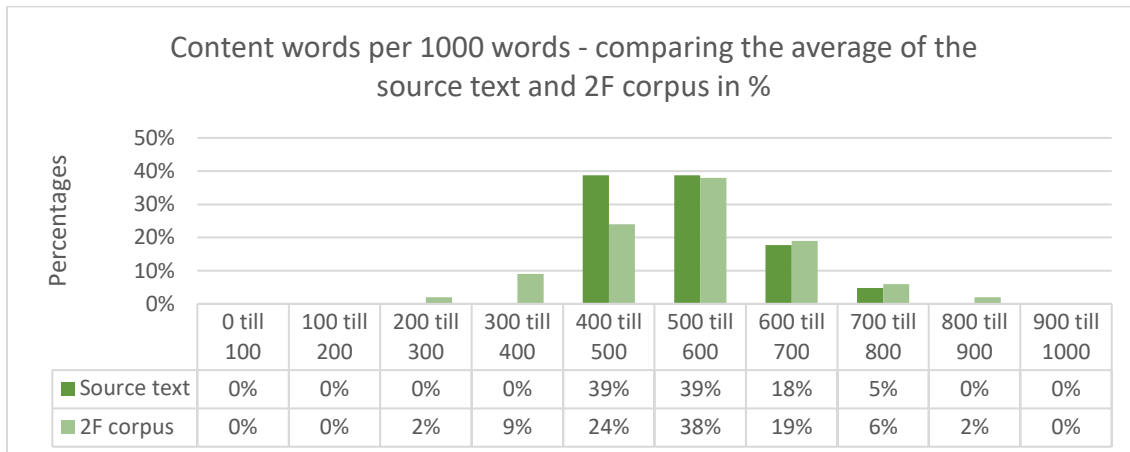


Figure 14 - Number of content words per 1000 words per sentence. Comparing the source text and the 2F corpus (Source: output T-scan)

Looking at the dispersion of the number of content words per 1000 words in percentages it is possible to make some final remarks on the use of content words in the translation. The sentences of the source text are primarily written with 400 till 600 content words per 1000 words or in other words, 4 out of 10, 5 out of 10 or 6 out of 10 words is a content word. The use of content words in the 2F corpus is not as uniform as the use of content words in the source text and it is possible to state that the sentences in the source text need to be written according to the dispersion of the 2F corpus. This implies a more diffuse use of the number of content words per sentence. In other words, the sentences of the source text with 400 till 500 content words per 1000 words should be reduced and rewritten into sentences with content words between 200 and 400 and sentences between 800 and 900. The use of content words should show a more fluctuated dispersion in the translation.

The second element focuses on the word types that should be used in a 2F text. As touched upon in chapter one, there is no consensus on high-frequency lists among scholars and every frequency lists has peculiarities. It is not possible to analyse the source text on lexical level with mathematic tools, but it is possible to make statements on the general comprehension. Research calculated that a comprehension of forty-nine out of each fifty words is needed to gain adequate comprehension of a text. (Nation 61). Goossens & Vermeer (2009) argue that average text comprehension is gained at 87% lemma covering, while

optimal comprehension is reached with 91% understanding of the lemma's (Vermeer, 19). These frames are relevant when writing the target-text and clarify the use of terminology in the target-text.

In the previous chapter on the intratextual analysis of the source text, I included a list of important and frequently used terms. In order to reduce the word length and reduce the information density, I will leave these terms out as much as possible and replace the term concerned with a word that is related to the term, for instance, 'coalities' is changing into 'samenwerkingen'. Other terminology can be used since these words are consisting of known lemma's such as 'lidstaten'. Luckily, publishing house Essener wants a list of terminology at the end of the text and this can be used to explain frequently used terminology without causing long sentences with explanations on terms. However, it is not possible to cover all the terms in the source text and only a short list of terminology can be included. The use of terms depends on the percentage of text that should be covered by the reader. Since there is no frequency lists, the translator determines whether a word or lemma can be used or not.

By leaving out a relatively large number of the complex terminology of the source text, I leave out a fundamental aspect of the source text. However, leaving out terminology can be legitimised according to the functionalist approach since:

A text producer (and the translator as a text producer) aims at producing a text in such a way that the receivers recognize the function for which it is intended, accepting it as functional precisely for this function. In order to achieve this aim, they use linguistic and extralinguistic "function markers". These markers can only be interpreted correctly by the receiver if they belong to a "marker code" with which they are familiar.

(Nord, 142-143)

By including the full set of terminology used in the source text, I do not raise familiarity with the readers of the target text. The function of the source text is to inform the reader and fundamental to this aim is the text comprehension of the reader. Excluding terminology is increasing text comprehension and readability. The next figure is a list of terminology that will be used in the target-text:

Europese Unie (EU)	Samenwerkingsverband van Europese lidstaten. ⁶	L.L.M. de Bock 4179781
Europese Commissie	Dagelijks bestuur van de Europese Unie. ⁷	
Ambtenaar	Een man of vrouw die werkt voor de overheid.	
Overheid	Het bestuur van ons land.	
Permanente Vertegenwoordiging	Overleg van ambtenaren uit alle lidstaten over wat zij belangrijk vinden.	
(Nederlandse Permanente) vertegenwoordiger	Nederlandse ambtenaar die overlegt over onze belangen.	
Europarlementariër	Volksvertegenwoordiger van de Europese Unie.	
Benelux	Samenwerking tussen Nederland, België en Luxemburg.	
Hanzecoalitie	Samenwerking tussen Denemarken, Estland, Finland, Ierland, Letland, Litouwen, Zweden en Nederland.	
Belangen	Redenen die mensen hebben om voor of tegen een bepaalde oplossing te kiezen. ⁸	
Beleid	Het geheel van maatregelen die de overheid neemt om bepaalde problemen op te lossen, te verminderen of te voorkomen. ⁹	
Brexit	Vertrek van het Verenigd Koninkrijk uit de Europese Unie ¹⁰	
Standpunt	Hoe er over iets gedacht wordt.	

Figure 15 - Terminology list target text

5.2.5. What sentences

There are 62 sentences in the source text and 1606 sentences in the 2F corpus. Comparing the sentences of the 2F corpus and the source text is not an equally divided comparison, but the differences are useful to set some rules for rewriting the sentences of the source text. Part one focussed on complementing the 2F descriptors by Bohnenn and the outcomes were a different set of rules regarding sentence structure. These rules can be used to analyse the differences between the source text and the 2F sentences. In part one sentence length, MTL D, content words and D-level were examined. The outcome on the use of content words is discussed in the previous paragraph but the other three can be used to determine whether the sentences of the source text need to be changed. In this paragraph sentence length, D-level and MTL D

⁶ Defined by Essener in one of their terminology lists in the module 'Europe'.

⁷ Idem.

⁸ Defintion by 'Begrippenlijst Stedelijke gebieden NL' van de webpagina 'AK-onderbouw, vmbo'.
http://static.digischool.nl/ak/onderbouw-vmbo/materiaal/begrip/b_stedge.htm

⁹ Idem.

¹⁰ Defined by Essener.

scores of the source text and the (averages of the) 2F corpus are compared. Starting with sentence length:

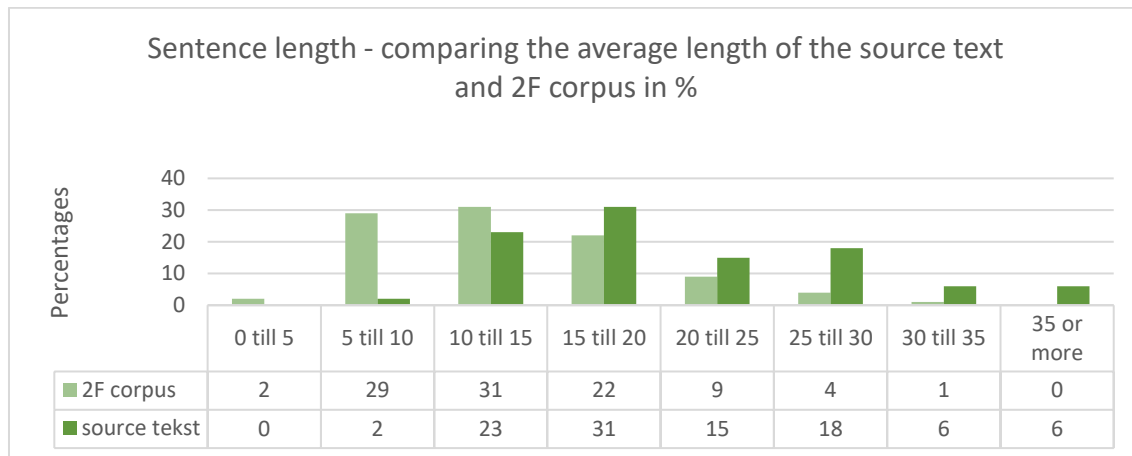


Figure 16- Comparison of sentence length (Source: output T-scan)

Just as the sentence length of the source text, the different sentence lengths of the 2F corpus show an erratic course but the division between sentence length of the source text and the 2F corpus is clearly visual and implementing the sentence structure of the 2F corpus on the source text is causing a drop of sentences with a word length of 15 and higher. Implementing the sentence length of the 2F corpus also means (apart from the other features in the sentences) an increase of sentences between 5 and 10 words in the target text. These are clear guidelines that can be used when translating, but other measurements are important to grasp the build-up of a sentence.

As seen in paragraph 4.2.5. T-scan includes the D-level scores of each sentence and these D-level scores vary from null till seven according to Covington et al. (2006) and the description of D-levels offer practical rules for sentence levels. The next figure is a

comparison of the D-level scores of the sentences of the source text (ST) and the texts in the 2F corpus:

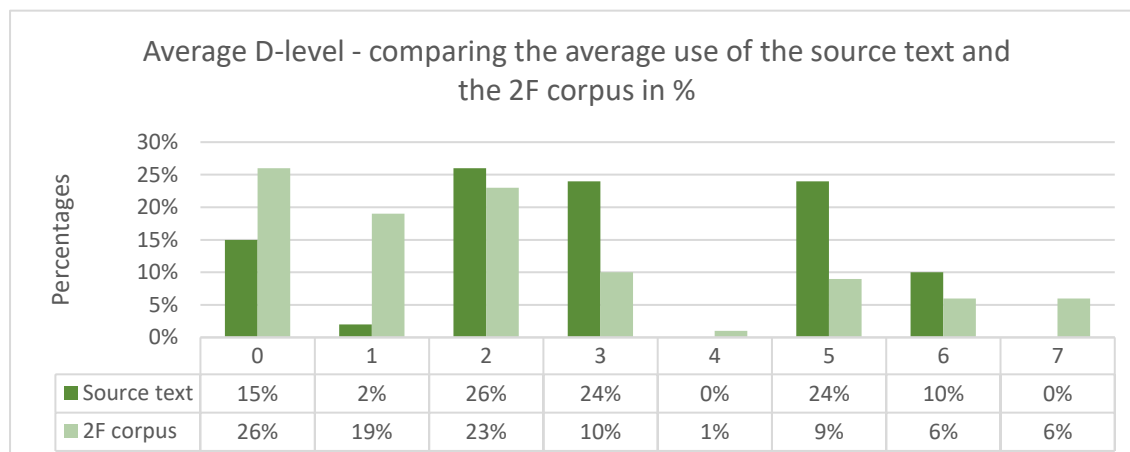


Figure 17 - Comparison D-levels (Source: output T-scan)

The D-levels are discussed in part one and paragraph 3.2.5 and they are briefly touched upon in order to explain the differences. Corpus research of part one indicated a complementary relation between level 0 and 1, a majority of sentences with D-level 0 till 3, an absolute minority of D-level 4 and a less frequent use of D-level 5 till 7, but these level do appear in 2F texts. Looking at the D-levels of the source text, there are some clear differences in the use of D-levels between the 2F sentences and the sentences of the source text. The use of sentences with level 5 and 3 should be reduced while the use of level 7 can be increased provided that the use of level 1 increases as well. In other words, more balanced use of D-levels is necessary to meet the 2F conditions. The last parameter that needs to be discussed is the MTL D:

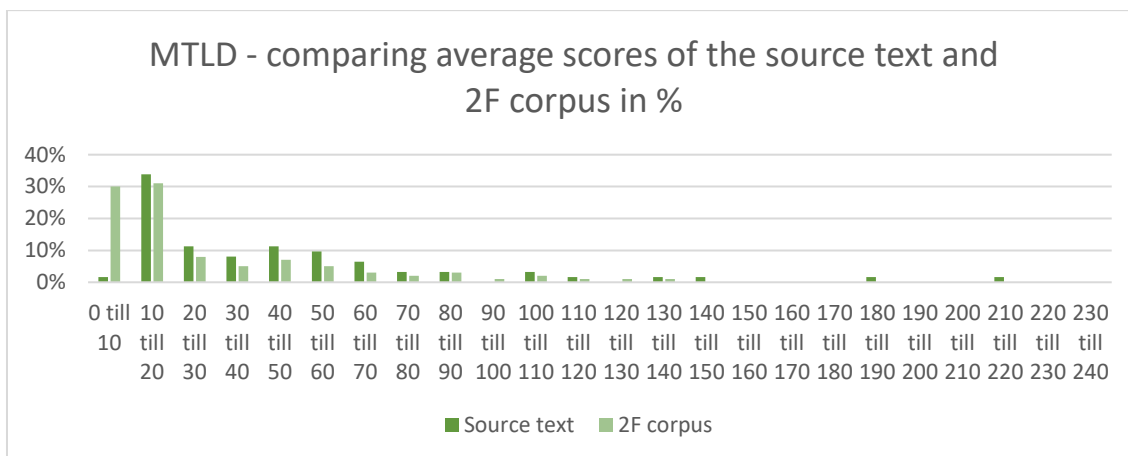


Figure 18 - Comparing MTL D scores (Source: output T-scan)

As concluded in part one a MTL D between 0 and 20 is most common in the 2F corpus, however, sentences with a MTL D between 20 and 30 and 40 and 50 are also relatively frequent. The repetition in the sentences of the source text is equal where it comes to a MTL D between 10 till 20, but apart from that it differs in great length. A MTL D score between 0 and 10 is, for instance, rare in the source text, but very common in the 2F corpus while the use of sentences with a high MTL D is more common in the source text. Sentences with a MTL D of 30 till 70 are used in the source text and this means the sentences of the source text contain less repetition than the sentences of the 2F corpus.

Therefore, the target text should contain more repetition on sentence level and the MTL D scores of the target text should be included in the revision to correctly measure the use of repetition. The use of D-levels and the MTL D score influence the tone of a text since some

D-levels are increasing a direct writing style or a passive situation and a higher MTLTD score increases repetition. These matters will be discussed in the next paragraph.

5.2.6. What is the tone of the text

As formulated before in paragraph 4.2.6 the tone of the text, in general, is balanced and not predominantly positive or negative but the several paragraphs can be predominantly positive or negative. The conclusion of the analysis per paragraph is revealing whether a sub-question is answered primarily negative, positive, or neutral. The outcome of paragraph 4.2.6 will be kept intact as well as the order of topics as discussed in paragraph 4.2.2. but the tone of the text will differ since the main verb conjugations will be present tense and more pronouns are used to engage in a more active writing style. In paragraph 5.2.4 the use of particular pronouns was clarified and how personal and impersonal pronouns cause a more personal perspective.

These changes influence the tone of the text and with this, the tone of the writers of the source text will not be the same. However: "The most important factor of this target situation defined by the translation brief is the function or hierarchy of functions expected to be achieved by the target text." (Nord, 142). Relying on Land et al., the target text functions as an information transfer about between the writers of the source text and the readers of vmbo bb/kb and mbo 1/2 when the tone of the text is "distantiebevorderend" (Land et al. 117). As stressed before, a personalised text is causing distraction among the reading audience of the target text. Land et al. researched identification fostering texts and distance fostering texts and concluded a positive outcome on text comprehension when a more distance fostering text was presented to vmbo students. (Land et al. 116-117). An identification fostering text improved the affection of the students with the text, but this kind of texts did not affect the students' text comprehension positively.

Furthermore, a distance fostering text has many degrees of distancing and moderately adding pronouns to the source text can reduce abstract concepts, for instance, 'Nederland' can be replaced with 'wij'. To function as a source of an understandable source of information the source text needs a distanced tone with certain personal aspects to attract the reader.

5.2.7. What effect

The translator brief is a text about the European Union for the course Burgerschap which is mandatory on vmbo bb/kb and mbo 1/2 level. The effect of the source text is to inform the 2F reader about the European process and to inform the reader about their impact in this political

process. According to the functionalist approach the function of the target text is equal to the function of the source text and:

Function or functionality is not a quality of a text in itself but one that is attributed to the text by the receiver in the moment of reception. Thus, it is the receiver who decides whether (and how) a text "functions" (for her/him, in this situation).

(Pym, *The Return of Ethics in Translation Studies*)

To let a text 'function' well, the target text needs to fulfil the different requirements of a 2F level text. The next chapter is concluding on the type of requirements needed based on the theory of the previous chapters, including part one.

Chapter 6 - General conclusion

“Guided by the translation brief, the translator selects certain items from the source-language offer of information (originally meant for source-culture addressees) and processes them in order to form a new offer of information in the target language...”

(Nord, *Translating as a Purposeful Activity*, 32)

The problem that is exposed in this thesis is the absence of a practical language guide for (re)writing a text on 2F level. The translation brief is clear on the target-text receiver, namely (v)mbo students with the course Burgerschap. With a functionalist approach I analysed the source text and created a translation analysis in which the translator brief and the function of the text are fundamental. In order to clarify lexical and syntactic matters, the descriptive statistics of part one are included in chapter four. The outcome of the combination of descriptive statistics and the functionalist translation analysis is a practical guide to (re)write a text on 2F language level. Relating to above quoted principle of translation the guide for rewriting the source text can be defined according to the following rules:

1. The function of the target text is the same as the function of the source text
2. Publishing House Essener defined the translator brief and the translator should act accordingly
3. The deadline of the target text is June 2020
4. The order of topics in the target text is the same as the order in the source text.

However, the rules of Land (2009) are adapted and the paragraphs in the target text are restructured in a linear manner.

5. The target text uses passive and active verbs in a balanced manner
6. Only the terminology on the list provided is included
7. The outcomes of the corpus research are used to determine sentence structures during translating and while revising

The rewriting of the source text *'Weinig empathisch, wel effectief': Percepties van Nederlandse belangenbehartiging in de Europese Unie* will be written according to these eight rules. In other words, these rules are the answer on the main question: 'What features offers the combined functionalist corpus approach for creating and implementing the 2F practical writing guide for the expository text *Weinig empathisch, wel effectief?*'. Before writing the target text, it is essential to stress the shortcomings of my method and the options of further research.

At the beginning of this thesis, I assumed that there were existing writing guides for

language levels since these are used in our primary and secondary educatory systems. Therefore, I provided that it was possible to construct a clear guide to rewrite a text on 2F level. Language is no vast discipline such as mathematics and this complicates formulating a clear writing guide for language levels. The seize of the corpus is essential to formulate reliable statements on certain language levels. My corpus was perfect for this thesis given the rules of representativeness and practicality. However, the seize is not big enough to provide a decisive answer on the typical elements of a corpus. In this thesis I assumed the outcomes of the corpus research as typical for 2F language level but as clarified in the discussion of part one, my corpus research only offers a one-sided view on language levels since only texts with the presupposed same language level are used. Comparing different language level with a large corpus is necessary in order to overcome this problem. I recommend carrying out large-scale corpus research and control these results with cloze-tests to generate more unilateral rules on language levels.

However, the combined approach including a functionalist translation analysis and corpus research is recommended since it offers more punctual answers on the broad questions of the functionalist approach. Corpus research can be used as complementary data to look into the preferable text structures of the source-text receivers. Taking into account the shortcomings of this study, it is possible to conclude that this study is successful in combining different approaches and using the outcomes to construct a useful translation approach, but further research on language levels and improving corpora seize is recommended.

Part three – Target text and revision

Chapter 7 – Target text

Nederland in de Europese Unie

*Wat doet Nederland goed en fout in de EU?*¹¹

We hebben meer dan 60 experts¹² uit de Europese Unie gevraagd wat ze van onze Europese politiek vinden.¹³ We hebben deze meningen samengevat. Hieronder kan je lezen wat ze van ons vinden.¹⁴ Dit is dus geen objectieve informatie. We hebben de experts drie vragen gesteld.^{15 16}

Vraag 1. Wat vinden jullie van onze mensen in de EU?¹⁷

Jullie liggen goed in de EU.¹⁸ Ook zijn jullie altijd goed voorbereid, nuchter en zeer geloofwaardig. De ambtenaren en Permanente Vertegenwoordigers zijn slim en goed

¹¹ Uitgeverij Essener wil een beginvraag bij ieder artikel. De structuur van de doelttekst wil dat er meerdere vragen inzitten, deze zijn geen onderdeel van de vertaalopdracht, maar een gevolg van de brontekst.

¹² De brontekst zet de samenstelling van de ‘experts’ uiteen. 62 respondenten hebben de vragenlijst ingevuld, er hebben 11 verdiepende interviews plaatsgevonden met buitenlandse (ervarings-)deskundigen en 9 met Nederlandse (ervarings-)deskundigen. De verdiepende interviews heeft plaats gevonden met de mensen uit de respondentengroep, maar de 9 interviews met de Nederlandse deskundigen niet. Met ‘experts’ worden alle verschillende respondenten op een hoop gegooid, maar dit is onvermijdelijk aangezien de tekst te lang wordt als de samenstelling wordt uitgelegd.

¹³ In plaats van de afstandelijke ‘dit is een verkennende studie naar ...’ te gebruiken, heb ik gekozen voor een actieve schrijfstijl.

¹⁴ In de brontekst wordt nadrukkelijk gezegd dat het rapport is gevormd door meningen van respondenten. De nadruk op de subjectiviteit moet behouden blijven in deze tekst. Vandaar deze korte zin.

¹⁵ Dit is een gevolg van de herschrijving. De experts van de brontekst hebben vragen beantwoord in interviews en enquêtes. Deze vragen vloeien indirect voort uit de uitkomsten van de interviews en enquêtes. Het is in deze tekst niet nuttig om het hele proces wat voorafgaat aan deze drie vragen in detail te bespreken. Hierdoor kan deze formulering als kort door de bocht worden beschouwd, maar niet incorrect.

¹⁶ Dit is de eerste alinea en de inhoud heeft haar functie behouden. In de brontekst is de eerste alinea een uitleg van de structuur van de tekst. Dit is in deze herschrijving behouden. Wel zijn vakspecifieke elementen verwijderd. Er wordt in de brontekst namelijk genoemd dat er ook ‘mogelijke punten tot vervolgonderzoek’ worden genoemd. De aanbevelingen zijn achterwege gelaten, waardoor deze informatie overbodig is voor de doelttekstlezer. Ook is het niet van belang dat de hoofdvragen en deelvragen worden benoemd aangezien deze tekst als een onafhankelijke tekst wordt gepresenteerd.

¹⁷ In deze vraag is ‘het beeld dat bestaat’ veranderd in ‘mening’ en ‘Nederlandse bewindspersonen en ambtelijke vertegenwoordigers’ veranderd in onze mensen. Hier treedt een betekenisverschil op, maar dit is noodzakelijk voor de begrijpelijkheid. Zoals besproken in de lexicale analyse, is een lezer het meest gebaat bij een tekst waarvan zij tussen de 78 en 94 procent van de woorden kent. Ik beredeneer dat ‘onze mensen’ meer herkenning oproept onder mijn doelttekstlezer dan ‘bewindspersonen’. Ook de werkwoordcombinatie ‘belangen behartigen’ is een vakspecifieke combinatie die te abstract is voor mijn lezerspubliek. Het tweede deel van deze vraag (de wijze waarop ... Nederlandse belangen behartigen in Europese beleids- en besluitvormingsprocessen?) ontbreekt. De vraag krijgt een te complexe zinsstructuur (D-level) wanneer dit tweede deel wordt toegevoegd. Het beleid komt wel weer terug in het antwoord op deze vraag.

¹⁸ Het abstractere ‘Nederland’ is veranderd in ‘jullie’ om de vraag-antwoord structuur te benadrukken.

voorbereid.¹⁹ Jullie hebben ook invloed op de besluiten van de Europese Commissie. Jullie zijn hier ongeveer net zo goed in als Engeland en Spanje.²⁰

Nederlandse ambtenaren zijn alleen niet zo flexibel. Jullie blijven bij jullie eigen beleid en zijn niet zo meelevend met andere lidstaten.²¹ Dit is niet altijd een nadeel. Het lukt jullie vaak om plannen voor elkaar te krijgen.²²

Vraag 2. Wat is er nodig om plannen voor elkaar te krijgen in de EU en hoe doet Nederland dit?

Het is belangrijk dat alle neuzen dezelfde kant opstaan.²³ Overleggen met de Permanente Vertegenwoordigers is heel belangrijk.²⁴ Alle ambtenaren moeten dezelfde standpunten hebben en zorgen dat ze dezelfde dingen zeggen en doen. De Permanente Vertegenwoordiging speelt een belangrijke rol.

Jullie houding bij onderhandelingen is ook belangrijk. Als je argumenten opbouwend uitspreekt, kan je eerder je zin krijgen.²⁵ Het is ook belangrijk om je nationale beleid aan te passen aan het Europese beleid.

Jullie regeringsleider speelt hierbij een belangrijke rol. Mark Rutte zorgt voor een positief beeld over Nederland.²⁶ Net als de ambtenaren. Jullie ambtenaren in de EU moeten weten wat er speelt, slim zijn en de juiste mensen kennen. De Europarlementariërs zijn hiervoor onmisbaar.

¹⁹ In deze zin staan twee termen die worden uitgelegd in de begrippenlijst. De zin bevat verder een opsomming, maar naast de termen geen lexicale complexiteit waardoor de zin toch leesbaar blijft.

²⁰ De rapportcijfers zijn weggelaten doordat de tekst korter moet. Ook is de vergelijking met Duitsland verdwenen. De brontekst impliceert dat Duitsland het op veel fronten heel goed doet in de EU, dus dat Nederland lager dan Duitsland scoort is niet zo raar. Gezien de voorkennis van het doelttekstpubliek zal deze zin niet zo worden opgevat en verliest zij haar functie. Weglaten moet doordat het niet uitgelegd kan worden vanwege ruimtegebrek. De vergelijking met Spanje en Engeland is objectief.

²¹ Argumentatiestructuur is veranderd om geen discontinuïteit te veroorzaken. De negatieve argumenten zijn dus na de positieve argumenten gezet.

²² Positieve argumentatie heeft in deze paragraaf de overhand. Deze toevoeging is ten nadele van de continuïteit, maar is onvermijdelijk om de functie te behouden. Zoals uiteengezet in brontekst- en doelttekstanalyse, moeten verbanden duidelijk worden aangegeven. Dat wordt hier gedaan met het verwijswoord 'dit'.

²³ Volgens Bohnenn et al. kan beeldspraak voorkomen in een 2F tekst. De keuze voor beeldspraak is hier passend volgens de brontekst en sluit aan op het niveau van de doelttekstlezer.

²⁴ Geen gebruik van persoonlijke voornaamwoorden in deze zin en de volgende zinnen. Er wordt in deze paragraaf geen subjectieve informatie gegeven, maar een uiteenzetting van factoren. Door er geen 'jullie' aan toe te voegen blijft de toon en de functie van de brontekst behouden.

²⁵ Wisseling van 'jullie' naar 'je' om een algemeenheid uit te drukken. 'je' Wordt hier gebruikt in de context van 'men'.

²⁶ Mark Rutte wordt in doelttekst expliciet genoemd, maar niet op deze plek. Ik heb het naar voren gehaald om de continuïteit te bevorderen en 'regeringsleider' minder abstract te maken.

Maar stemgedrag speelt ook een rol. Een voorbeeld is het Oekraïne referendum. Alle lidstaten stemden voor, de Nederlanders stemden tegen.²⁷ Een ander voorbeeld is de populariteit van Geert Wilders.²⁸ Andere lidstaten vertrouwen jullie daardoor minder.

Vraag 3. In vergelijking met andere lidstaten, wat zijn onze goede en slechte kwaliteiten?²⁹

Wij vinden jullie ervaren en slim. Jullie zijn goed voorbereid. Ook veranderen de standpunten weinig, en dat is duidelijk. Jullie ambtenaren weten wat er speelt en kunnen snel dingen regelen.³⁰

We vinden de Nederlandse houding wel stijf. Jullie zijn niet zo flexibel tijdens onderhandelingen. De Permanente Vertegenwoordigers houden bijvoorbeeld nogal vast aan hun eigen ideeën. Dit komt ook door jullie regering. Zij beslissen wat de vertegenwoordigers moeten doen.³¹

Jullie krijgen wel meer voor elkaar dan je zou verwachten van een klein land.³² Dit komt doordat jullie bij de eerste zes landen van de EU horen. We weten wat we aan jullie hebben.

²⁷ In deze alinea is het Europese stemgedrag en het Nederlandse stemgedrag samengevoegd. In de brontekst wordt er onderscheid gemaakt tussen interne en externe politiek. Deze tweedeling zorgt niet voor duidelijkheid en door deze twee voorbeelden naast elkaar te zetten, roept het meer herkenning op bij de doeltekstlezer. Het is mogelijk dat mensen het 'Oekraïne referendum' niet kennen, maar Geert Wilders is zeer bekend. Om te voorkomen dat het 'Oekraïne referendum' te abstract blijft, is de zin 'alle lidstaten stemden voor, de Nederlanders stemden tegen' toegevoegd. In deze zin is expliciet gekozen voor 'Nederlanders' in plaats van 'jullie', omdat anders de lezer wordt aangesproken en 'jullie' wordt in deze tekst gebruikt voor de Europese beleidsmedewerkers en ambtenaren.

²⁸ Zoals in mijn analyse benadrukt, gebruik ik meer voorbeelden in de doelttekst dan eigenlijk aanwezig zijn in de brontekst. Dit zorgt voor minder abstractie en komt de begrijpelijkheid ten goede. Geert Wilders wordt genoemd in deze context in het rapport van het Clingendael Instituut, maar niet in de conclusie, dus niet in de brontekst. Doordat het in dezelfde context wordt gebruikt in het rapport, is dit geen foutieve informatie.

²⁹ Dit is een brede vraag en in de brontekst wordt deze vraag met verschillende onderwerpen behandeld. Deze onderwerpen zijn overgenomen en herschreven in de volgende paragrafen. Doordat er verschillende onderwerpen worden besproken is iedere paragraaf gesplitst in een positief deel en een negatief deel. Het was niet mogelijk om alle positieve argumenten en alle negatieve argumenten bij elkaar te plaatsen. Dit zorgde voor een verwarrend geheel zonder coherentie.

³⁰ De positieve argumenten zijn achter elkaar gezet en het 'Nederlandse ambtelijke apparaat' is verwoord met 'ambtenaren'. Hier treedt een duidelijk betekenisverschil op. Het is niet wenselijk om deze term bij te voegen op de begrippenlijst aangezien deze niet te lang mag worden. Verwijzen naar personen is ook minder abstract dan verwijzen naar structuren. Het betekenisverschil wordt dus gerechtvaardigd door tekstbegrip.

³¹ De brontekst heeft het ook over positieve kwaliteiten van de Permanente Vertegenwoordigers, maar die zijn hier achterwege gelaten. Wel wordt er net als in de brontekst nuance aangebracht door te stellen dat zij hier niet zoveel aan kunnen doen.

³² In plaats van 'boven zijn gewicht boksen' is gekozen voor meer letterlijk taalgebruik. 'Boven zijn gewicht boksen' is niet terug te vinden in het Nederlandse woordenboek, maar wel in het Vlaamse woordenboek. Om te voorkomen dat de lezer over deze beeldspraak struikelt, is deze weggelaten.

Jullie zijn ook duidelijk in wat jullie willen.³³ Dit zorgt voor gezag.³⁴ Hoe jullie bijvoorbeeld omgaan met Brexit³⁵, vinden wij interessant.

Jullie werken met veel verschillende landen samen. De Benelux vinden wij een goede samenwerking. De Hanzecoalitie vinden we niet allemaal goed.³⁶ Sommigen van ons vinden dat de Hanzecoalitie te veel besluiten afkeurt. Als je het te vaak oneens bent met de meerderheid, vinden mensen je lastig.

Afsluiting

Experts vinden Nederland niet zo meelevend en gematigd als andere lidstaten. Ook vinden ze dat we alleen doen wat we moeten doen en niet zo van vernieuwing zijn. We wijken niet echt af van onze nationale belangen. Experts vinden dat we meer rekening moeten houden met de Europese belangen.³⁷

Ondanks deze minder positieve kwaliteiten, doen we het best goed. We zijn goed in onderhandelen en staan open voor samenwerken. Experts vinden ons zelfverzekerd en goede ideeën hebben.³⁸

³³ Hier wordt in de brontekst de rol van Mark Rutte benoemd, die is in deze tekst naar voren gehaald en wordt hier niet nogmaals benoemd omdat er dan te veel nadruk op wordt gelegd. Ook is hier een hele alinea weggelaten. De brontekst benadrukt nog op welke terreinen Nederland het meest succesvol is (EMU en klimaatbeleid). Zoals vermeld in tekstanalyse, is EMU te specifieke informatie en niet nuttig voor de doeltekstlezer.

³⁴ Dit is een toevoeging van de vertaler en wordt niet expliciet genoemd in de brontekst. Deze zin is toegevoegd om de overgang tussen 'jullie weten wat jullie willen' en 'hoe jullie omgaan met Brexit...'. Zonder de tussenzin 'Dit zorgt voor gezag', moeten lezers dit verband zelf leggen. Gezien het niveau van de doeltekstlezer, is het niet waarschijnlijk dat dit verband automatisch wordt gelegd.

³⁵ Deze term staat in de begrippenlijst van de module 'Europa' van uitgeverij Essener en de betekenis is overgenomen in de begrippenlijst bij deze tekst. Zo kunnen lezers het begrip makkelijk opzoeken.

³⁶ Beide samenwerkingen worden genoemd in de brontekst en deze zijn behouden zodat er concrete voorbeelden kunnen worden genoemd. Wel is de uitgebreide uitleg weggelaten bij de Benelux. De functie van deze voorbeelden in de brontekst, aangeven dat Nederland met de verschillende samenwerkingen soms een positief beeld achterlaat en soms een negatief, is behouden.

³⁷ In deze paragraaf zijn de argumenten toegevoegd die per alinea ontbreken. Deze argumenten zijn wel belangrijk en worden daarom als samenvattende negatieve en positieve punten benadrukt. De balans tussen negatieve en positieve punten is behouden, met de positieve afsluiting omdat dit het algemene beeld is van de tekst.

³⁸ Een laatste noot over de lay-out van deze vertaling. De vertaling is geschreven volgens de indeling van Essener. De twee kolommen zijn hier alleen vanwege praktisch oogpunt weggelaten. De alinea's voldoen aan de eisen wanneer ze in kolommen worden geplaatst.

Begrippenlijst	L.L.M. de Bock 4179781
Europese Unie (EU)	Samenwerkingsverband van Europese lidstaten. ³⁹
Europese Commissie	Dagelijks bestuur van de Europese Unie. ⁴⁰
Ambtenaar	Een man of vrouw die werkt voor de overheid.
Overheid	Het bestuur van ons land.
Permanente Vertegenwoordiging	Overleg van ambtenaren uit alle lidstaten over wat zij belangrijk vinden.
(Nederlandse Permanente) vertegenwoordiger	Nederlandse ambtenaar die overlegt over onze belangen.
Europarlementariër	Volksvertegenwoordiger van de Europese Unie.
Benelux	Samenwerking tussen Nederland, België en Luxemburg.
Hanzecoalitie	Samenwerking tussen Denemarken, Estland, Finland, Ierland, Letland, Litouwen, Zweden en Nederland.
Belangen	Redenen die mensen hebben om voor of tegen een bepaalde oplossing te kiezen. ⁴¹
Beleid	Het geheel van maatregelen die de overheid neemt om bepaalde problemen op te lossen, te verminderen of te voorkomen. ⁴²
Brexit	Vertrek van het Verenigd Koninkrijk uit de Europese Unie ⁴³
Standpunt	Hoe er over iets gedacht wordt.

³⁹ Definitie zoals gegeven in de methode van Essener. In deze lijst herhaald zodat studenten dit begrip makkelijk op kunnen zoeken. Dit begrip hebben ze dus al een keer gehad.

⁴⁰ Idem.

⁴¹ Definitie afkomstig uit 'Begrippenlijst Stedelijke gebieden NL' van de webpagina 'AK-onderbouw, vmbo'.
http://static.digischool.nl/ak/onderbouw-vmbo/materiaal/begrip/b_stedge.htm

⁴² Idem.

⁴³ Definitie zoals gegeven in de methode van Essener.

Chapter 8 - Revision

Before marking this translation as finished, the rules as set in the final conclusion of the translation analysis should be revised. The rules are:

1. The function of the target text is the same as the function of the source text
2. Publishing House Essener defined the translator brief and the translator should act accordingly
3. The deadline of the target text is June 2020
4. The order of topics in the target text is the same as the order in the source text.

However, the rules of Land (2009) are adapted and the paragraphs in the target text are restructured in a linear manner.

5. The target text uses passive and active verbs in a balanced manner
6. Only the terminology on the list provided is included
7. The outcomes of the corpus research are used to determine sentence structures during translating and while revising

The function of the source text was: "...not to determine whether the Netherlands is actually effective in promoting its interests in the EU, but to explore how Dutch interest-promotion is perceived." (Dekker et al., 51). Furthermore, the function was to inform the source text reader. The target text succeeded to maintain this function. The source text specific elements were removed if necessary and the terminology used is explained. Although, the nuanced vision is often replaced with a simplistic view on the matter concerned, the text is still summarising the outcomes of the opinions of the respondents.

Furthermore, the target text meets the requirements of publishing house Essener. A question is asked at the beginning of the text and ended by a list of terms and the deadline is met. Concerning the intratextual aspects regarding linearity and passive and active verbs, these requirements are also met. The linearity of the text was a significant obstacle. As explained in the footnotes of the target text, it was not always possible to structure the arguments in a linear manner. Therefore, some paragraphs contain negative and positive arguments. The translator choose to keep arguments together to support text coherence. The use of passive and active verbs is accurate used.

The last requirement concerns the outcomes of the 2F corpus research. During the translation these parameters were monitored with T-scan and the following data is retrieved from the target text:

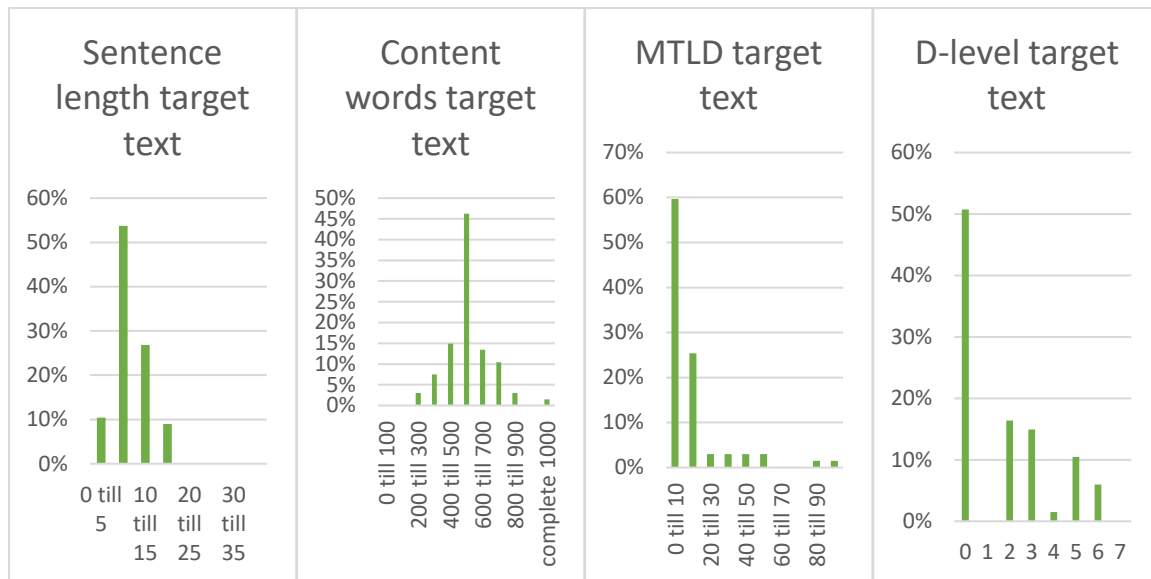


Figure 19 - Target text analysis

Looking at the dispersion for the four useful parameters it is possible to conclude:

1. The sentences of the target text contain between the 1 and 19 words, with a majority of sentence between 5 and 9 words. Looking at the dispersion per text in the 2F corpus, this is a fine score.
2. The MTLD score of the target text and the MTLD scores of the 2F text behave in a similar pattern. The MTLD scores of the 2F corpus are mainly between 0 till 20 and the target text follows these rules. The highest MTLD score of the target text is between 90 and 100.
3. The number of content words per 1000 words per sentence of the target text is dispersed according to the same pattern as the content words of the 2F corpus. The majority of the sentences has 500 till 600 content words per 1000 words per sentence.
4. The dispersion of the D-levels in the text is also in line with the outcomes of the 2F corpus research.

To conclude, the set of rules for the target text are successful implemented and the text can be used by publishing house Essener.

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Appendix

Appendix 1 - Source text

Dit is een verkennende studie naar de beeldvorming omtrent Nederland in het Europese besluitvormingsproces. Op basis van een vragenlijst die door 62 respondenten is ingevuld, een elftal verdiepende interviews met buitenlandse (ervarings-)deskundigen en verkennende gesprekken met een met een groep van negen Nederlandse (ervarings-)deskundigen is een beeld gevormd over de wijze waarop het Nederlandse optreden in de EU gezien wordt. Het doel van het onderzoek is niet om vast te stellen of Nederland daadwerkelijk effectief is in het behartigen van zijn belangen in de EU, maar om te verkennen hoe de Nederlandse belangenbehartiging gepercipieerd wordt. Een mogelijke vraag voor vervolgonderzoek is of een “positief” beeld over het Nederlandse optreden in de EU wel, of niet, bijdraagt aan grotere effectiviteit van de Nederlandse belangenbehartiging.

Hieronder worden de hoofdvragen en de deelvragen beantwoord om vervolgens tot aanbevelingen voor het verbeteren van de perceptie van de effectiviteit van Nederlandse belangenbehartiging in de EU te komen. Ten slotte worden er nog een aantal mogelijke punten voor vervolgonderzoek genoemd.

‘Wat is het beeld dat bestaat bij ervaren betrokkenen en deskundigen in EU lidstaten over de wijze waarop Nederlandse bewindspersonen en ambtelijke vertegenwoordigers Nederlandse belangen behartigen in Europese beleids- en besluitvormingsprocessen?’

Nederland ligt goed in de EU. Nederland wordt gezien als pragmatisch, goed voorbereid, en zeer geloofwaardig. Nederlandse ambtenaren en de Permanente Vertegenwoordiger worden gezien als zeer kundig, goed voorbereid met een hoge mate van institutionele kennis. Maar tegelijkertijd wordt geconstateerd dat de Nederlandse inzet in het Europese beleidsvormingsproces weinig flexibel is. Nederland staat niet bekend om een hoge mate van empathie of solidariteit richting andere EU lidstaten.

Ondanks deze kritische noot krijgt Nederland van de respondenten een 6,9 voor de mate waarin het in staat is Commissievoorstellen te beïnvloeden. Nederland krijgt een 7 van externe (ervarings-)deskundigen voor de mate waarin het besluitvorming in Brussel kan beïnvloeden. Daarmee scoort het lager dan Duitsland, maar hoger dan andere landen in de referentiegroep. In vergelijking met de referentiegroep kan Nederland zich qua beeldvorming over de effectiviteit van het optreden het beste meten met landen als Spanje en het Verenigd Koninkrijk.

Wat wordt er verstaan onder effectieve methoden van belangenbehartiging in de context van Europese beleids- en besluitvormingsprocessen?

Om effectieve belangenbehartiging in Brussel mogelijk te maken zijn de interne en tijdige afstemming en coördinatie van de departementen in de standpuntbepaling in overleg met de Permanente Vertegenwoordiging in Brussel essentieel. Na de standpuntbepaling volgt consistente inbreng hiervan door Nederlandse functionarissen in een ‘totaaldiplomatie’, ook in informele gelegenheden en in samenwerking met derde partijen zoals denktanks en belangenorganisaties, als belangrijk element van effectieve belangenbehartiging. De bezetting van sleutelposities in de Europese instellingen en de plaats die de Permanente Vertegenwoordiging inneemt in dit netwerk zijn van belang.

Naast het goed functioneren van het overheidsapparaat telt de opstelling van een lidstaat tijdens onderhandelingen. De competenties, het netwerk en de expertise van bewindslieden en ambtenaren moeten samengaan met een goed begrip van de Europese beleids- en besluitvormingsprocessen. De rol van Europarlementariërs is na het verdrag van Lissabon hierbij een onmisbare schakel geworden. Daarnaast is uit de survey gebleken dat voornamelijk de referenda over de Europese grondwet en het Associatieverdrag met Oekraïne belangrijke gebeurtenissen zijn geweest voor de beeldvorming over Nederland, alsmede in mindere mate de organisatie van het Europees voorzitterschap. Voorgaande zaken komen samen in de algemene reputatie van een lidstaat. Om effectief belangen te behartigen lijkt een constructieve opstelling van een lidstaat in de EU gewenst, alsmede de bereidheid om nationale belangen in te passen in een Europese agenda. Daarbij vormt het profiel van de regeringsleider een belangrijk onderdeel van de beeldvorming over een lidstaat.

Voor de perceptie van een lidstaat spelen het binnenlandse politieke klimaat van een lidstaat alsook sleutelmomenten uit het verleden een rol. Ook de gestelde prioriteiten op beleidsdomeinen en de (strategische inzet tijdens) territoriale en thema-specifieke coalitievorming dragen bij aan de algehele beeldvorming van lidstaten in de EU.

In vergelijking met andere EU-lidstaten, wat zien ervaren betrokkenen en deskundigen in EU-lidstaten buiten Nederland als sterke en zwakke punten van de Nederlandse belangenbehartiging in de Europese beleids- en besluitvormingsprocessen?

Nederland wordt gezien als zeer kundig en ervaren in de beleids- en besluitvormingsprocessen van de EU. Het land staat bekend om zijn goede voorbereiding op onder handelingen en consistentie in het uitdragen van standpunten. Dit laatste wordt echter

ook wel eens als starheid uitgelegd. Nederland staat minder bekend om zijn flexibiliteit en innovatieve ideeën tijdens onderhandelingen. De buitenlandse ervaringsdeskundigen zien een Nederlands ambtelijk apparaat dat goed geïntegreerd is en relatief snel en effectief kan handelen. De Nederlandse invloed op Commissievoorstellen, een vroege schakel in het Europese wetgevingsproces, wordt overwegend als positief gezien.

Andere lidstaten zien een beperkte onderhandelingsruimte voor de Nederlandse Permanente Vertegenwoordiging – terwijl deze juist een sleutelpositie inneemt in de relatie met andere lidstaten en de EU. Het strikte mandaat dat de Permanente Vertegenwoordiging meekrijgt vanuit Den Haag ligt hier grotendeels aan ten grondslag. Daartegenover staat dat buitenlandse experts de persoonlijke kwaliteiten van de Permanent Vertegenwoordigers zeer hoog inschatten, waardoor deze ondanks een strikt mandaat wel effectief weet te opereren.

Het voeren van “totaaldiplomatie” gebeurt, volgens de deskundigen, nog niet op alle niveaus. Van eenstemmigheid onder bewindslieden is niet altijd sprake, zoals bijvoorbeeld omtrent het Meerjarig Financieel Kader. Als Nederlandse bewindspersonen afwezig zijn in de Raden dan wordt dat opgemerkt, en ook de relatief lage aanwezigheid van Haagse topambtenaren en Kamerleden die Brussel aandoen valt op. Ook in het behartigen van belangen op informeel gebied kan Nederland nog stappen maken. Uit de diepte-interviews kwam naar voren dat bewindslieden relatief weinig afspraken buiten de officiële bijeenkomsten van de Raad plannen. De organisatie van informele activiteiten, zoals debatten, lezingen en seminars door Nederland is beperkt zichtbaar, maar na deelname aan deze evenementen zijn buitenlandse experts wel positiever over Nederland. Tegelijkertijd weet Nederland volgens de buitenlandse experts goed samen te werken met derde partijen, zoals denktanks en belangenorganisaties.

Nederland heeft de reputatie dat het boven zijn gewicht weet te boksen, mede door het positieve profiel van premier Mark Rutte, door de ervaring als één van de ‘Oude Zes (zeker in vergelijking met de nieuwe lidstaten) en de voorspelbare en consistente houding tijdens onderhandelingen. De rol van Nederland in de EU wordt als duidelijk ervaren, en er wordt met interesse gekeken naar de positionering van Nederland na Brexit. Wel wordt aangemerkt dat Nederland in de EU een rigide en weinig empathische houding aanneemt. De Nederlandse inzet wordt soms als afgemeten ervaren, en Nederland staat niet bekend om zijn innovatieve ideeën. Er is in de onderhandelingsinzet veelal sprake van een assertieve vasthoudendheid aan de nationale belangen, die volgens buitenlandse experts te weinig wordt verbonden aan een Europese agenda.

Nederland wordt het meest succesvol geacht in het beïnvloeden van beleidsdomeinen als de EMU, de interne markt en op klimaatbeleid. Over het algemeen wordt Nederland op de meeste beleidsgebieden als relatief succesvol gezien. Nederland wordt minder gezien als een land dat diepere Europese integratie nastreeft.

Op het gebied van coalitievorming is er een aantal duidelijke punten naar voren gekomen. De Benelux wordt als een belangrijke coalitie ervaren, wanneer het als blok optreedt. Het feit dat er drie liberale premiers aan de macht zijn bevordert overeenstemming op de inhoud. Ook het feit dat consensus in de Benelux wordt gezien als een consensus tussen een meer ‘noordelijk’ en een meer ‘zuidelijk’ perspectief, draagt bij aan effectiviteit van deze coalitie. De Hanzecoalitie wordt door sommige buitenlandse experts als positief en door anderen als negatief ervaren. Het veelvuldig optreden van Nederland in blokkerende minderheden kan qua beeldvorming schadelijk zijn. Nederland wordt in het buitenland niet als bruggenbouwer gezien, terwijl dit in eigen land wel zo wordt gepercipieerd. Ten slotte wordt Nederland in het proces van coalitievorming gezien als assertief, initiatiefrijk en als een land dat openstaat voor nieuwe, wisselende coalities.

Appendix 2 - List of 2F texts

“sparen voor een tweedehandsje”, original published by Jurriaan Nolles, de Volkskrant, 7 July 2014. *Nederlands CSE KB* (2017, 1), 10-11. <https://alleexamens.nl/examens/VMBO-KB/Nederlands/index.html>.

“Dutje op werk is aan opmars bezig”, original published by Jurriaan Nolles, de Volkskrant, 10 February 2016. *Nederlands CSE KB* (2018, 1), 6-7. Idem.

“Natuur + film = voorspellen”, original published by Arend van der Meulen, de Leeuwarder Courant, 1 November 2014. *Nederlands CSE KB* (2018, 2), 9-10. Idem.

“Test zonnebrandmiddelen, minder beschermd dan gedacht”. *Nederlands CSE KB* (2019, 1), 2-4. Idem.

“Gehaktballen”, original published by Nelleke Polderman, Consumentengids, March 2013. *Nederlands CSE KB* (2016, 1), 2-4. Idem.

“Laat maar hangen”, original published by Mandy Pijl, De Stentor, 13 August 2014. *Nederlands CSE KB* (2016, 1), 6-7. Idem.

“Weg met spraakverwarring”, from: Paul Bots, De Gelderlander, 17 January 2013. *Nederlands CSE KB* (2016, 1), 9-10. Idem.

“Waarom jongens geen meisjes zijn en meisjes geen jongens”, original published by Mark van Vugt, de Volkskrant, 7 January 2014. *Nederlands CSE KB* (2016, 1), 11-12. Idem.

“Lekker buiten kokkerellen”, original published by Brenda Kluijver, Kassa, June/July 2012. *Nederlands CSE KB* (2016, 2), 2-5. Idem.

“Online shoppen, hoe doe je dat?”, original published by Sandra van Maanen, De Gelderlander, 14 november 2013. *Nederlands CSE KB* (2016, 2), 6-7. Idem.

“Op de werkvloer werkt Adele het best”, original published by Carien ten Have, de Volkskrant, 16 October 2012. *Nederlands CSE KB* (2016, 2), 9-10. Idem.

“Enig idee wat die frappuccino’s kosten?”, original published by Wilma van Hoeflaken, NRC Handelsblad, 25 en 26 January 2014. *Nederlands CSE KB* (2016, 2), 11-12. Idem.

“Test koekjes, koekje van geknutseld deeg”, original published by Nelleke Polderman, Consumentengids, februari 2015. *Nederlands CSE KB* (2017, 2), 2-6. Idem.

- “Het gevaar van lawaai”, original published by Sandra van Maanen, de Gelderlander, 11 January 2014. *Nederlands CSE KB* (2017, 2), 7-8. Idem.
- “Nog lekkerder!”, original published by Lindy Jense, de Gelderlander, 13 december 2014. *Nederlands CSE KB* (2017, 2), 10-11. Idem.
- “Paard als spiegel”, original published by Nienke Oort, de Telegraaf, 7 september 2013. *Nederlands CSE BB* (2016, 1), 2-3. Idem.
- “Verkooppraatjes aan de deur”, original published by Charlotte Huisman, de Volkskrant, 4 september 2014. *Nederlands CSE BB* (2016, 1), 5-6. Idem.
- “Trainen zonder toeters en bellen”, original published by Ingrid Beckers, de Gelderlander, 28 January 2014. *Nederlands CSE BB* (2016, 1), 9-10. Idem.
- “Pakjes a.u.b. niet afgeven op37b”, original published by Hanneke van Houwelingen, Algemeen Dagblad, 27 October 2014. *Nederlands CSE BB* (2017, 1), 5-6. Idem.
- “Digitaal onderwijs modern, maar werkt het ook?”, original published by Daniel Jansen, de Gelderlander, 11 March 2014. *Nederlands CSE BB* (2017, 1), 9-10. Idem.
- “Een bos vergeet-me-nietjes als kaartje voor verjaardag”, original published by Lennaert Rooijackers, Algemeen Dagblad, 2 July 2016. *Nederlands CSE BB* (2018, 1), 2. Idem.
- “Gezonde lunch houdt personeel fit”, original published by Ingrid Beckers, de Gelderlander, 1 november 2014. *Nederlands CSE BB* (2018, 1), 5-6. Idem.
- “Waarom u kunt rekenen op de beste behandeling”, leestekst 4, *Examenblad mbo* (2018-2019). <https://www.examenbladmbo.nl/onderwerp/voorbeeldexamens-voor-kandidaten/2015-2016#p2>.
- “Verstopt!”, leestekst 3, *Examenblad mbo* (2018-2019). Idem.
- “Oxfam Novib: “Te veel voedsel verdwijnt in de brandstoftank”, leestekst 2, *Examenblad mbo* (2018-2019). Idem.
- “Ruiken aan ondernemerschap”, leestekst 1, *Examenblad mbo* (2018-2019). Idem.
- “De Gemeenteraadsverkiezingen”, tekst 1, *NT2TaalMenu*. Niveau B1, staatsexamen 1. <https://nt2taalmenu.nl/nt2-b1-lezen-tekst-1/>.

“Nieuwe planten en dieren”, tekst 2, *NT2TaalMenu*. Niveau B1, staatsexamen 1.

<https://nt2taalmenu.nl/nt2-b1-lezen-tekst-2/>.

“Vakantie vroeger en nu”, tekst 3, *NT2TaalMenu*. Niveau B1, staatsexamen 1.

<https://nt2taalmenu.nl/nt2-b1-lezen-tekst-3/>.

“4 manieren om uit een winterdip te blijven”, tekst 13, *NT2TaalMenu*. Niveau B1, staatsexamen 1. <https://nt2taalmenu.nl/nt2-b1-lezen-tekst-13/>.

Appendix 3 – D-level scales by Covington et al.

Level 0	Simple sentences, including questions	<i>The dog barked. Did the dog bark? Where are you going?</i>
	Sentences with auxiliaries and semi-auxiliaries	<i>This may have solved it. He is going to take the bus.</i>
	Simple elliptical (incomplete) sentences	<i>The dog over there. He did.</i>
Level 1	Infinitive or <i>-ing</i> complement with same subject as main clause	<i>Try to brush her hair. Try brushing her hair. I felt like turning it.</i>
Level 2	Conjoined noun phrases in subject position	<i>John and Mary left early.</i>
	Sentences conjoined with a coordinating conjunction	<i>I came early but Peter arrived late.</i>
	Conjoined verbal, adjectival, or adverbial constructions	<i>He sang and jumped on the way home.</i>
Level 3	Relative (or appositional) clause modifying object of main verb	<i>The man scolded the boy who stole the bicycle.</i>
	Nominalization in object position	<i>Why can't you understand his rejection of the offer?</i>
	Finite clause as object of main verb	<i>John knew that Mary was angry. Remember where it is?</i>
	Subject extraposition	<i>It was surprising for John to have left Mary.</i>
	Raising	<i>John seems to Mary to be happy.</i>
Level 4	Non-finite Complement with its own understood subject	<i>I expect him to go. I want it done today. I saw him walking the dog. I consider John a friend. I want these animals out of my house.</i>
	Comparative with object of comparison	<i>John is older than Mary.</i>
Level 5	Sentences joined by a subordinating conjunction	<i>They will play today if it does not rain.</i>
	Nonfinite clauses in adjunct (not complement) positions	<i>Cookie Monster touches Grover after jumping over the fence. Having tried both, I prefer the second one.</i>
Level 6	Relative (or appositional) clause modifying subject of main verb	<i>The man who cleans the rooms left early.</i>
	Embedded clause serving as subject of main verb	<i>For John to have left Mary was surprising.</i>
	Nominalization serving as subject of main verb	<i>John's refusal of the drink angered Mary.</i>
Level 7	More than one level of embedding in a single sentence	<i>John decided to leave Mary when he heard that she was seeing Mark.</i>