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**Localisation as a Means of Shaping the European Union's Image:
an analysis of the Polish and English language versions of the
EUROPA portal**

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**Lokalizacja jako sposób kreowania wizerunku Unii Europejskiej:
analiza polskich i angielskich wersji stron internetowych portalu
EUROPA**

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Streszczenie

Celem pracy jest analiza polskich i angielskich wersji stron unijnych oraz wpływu ich lokalizacji na kształtowanie wizerunku Unii Europejskiej wśród Polaków. W części teoretycznej omówiono podstawowe zagadnienia związane z lokalizacją stron internetowych, specyfikę tego procesu w kontekście stron UE oraz strategię komunikowania się Unii z obywatelami. Część empiryczna zawiera analizę lokalizacji wybranych stron portalu EUROPA, z uwzględnieniem stron głównych, form zwracania się do odbiorców i interakcji z nimi, a także przejrzystości tekstów publikowanych na stronach UE. Porównano również strony unijne przeznaczone dla najmłodszych. Analiza dowodzi, że lokalizacja stron UE może pozytywnie wpłynąć na wizerunek Unii, jednak niektóre aspekty wybranych stron wymagają poprawy.

Słowa kluczowe

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Table of Contents

Introduction.....	7
Chapter 1. Website localisation: an overview.....	9
1.1. Localisation – definition.....	9
1.1.1. Origins.....	10
1.1.2. The GILT cycle.....	10
1.2. Website localisation.....	12
1.2.1. Stages of website localisation.....	12
1.2.2. Technical aspects.....	14
1.3. Cultural issues in website localisation.....	15
1.3.1. Localisation and website design.....	16
Chapter 2. Localisation of the European Union websites.....	18
2.1. EUROPA portal.....	18
2.1.1. European Union.....	18
2.1.2. EUROPA websites: objectives.....	19
2.2. Localisation for the EU.....	20
2.2.1. Localising EUROPA websites.....	20
2.2.2. Citizens first!.....	22
2.2.3. Localisation vs. clarity of institutional texts.....	25
Chapter 3. Materials and methods.....	28
3.1. EUROPA websites – language content.....	28
3.2. Visual content.....	30
Chapter 4. Localisation of EUROPA websites as a means of shaping the EU’s image.....	31
4.1. Localisation of EUROPA portal main pages.....	31
4.1.1. Europa.eu: homepage.....	31
4.1.2. European Commission: homepage.....	34
4.2. Forms of address.....	37
4.2.1. <i>You</i> vs. <i>Ty</i>	37
4.2.2. <i>You</i> vs. <i>Państwo</i>	40
4.2.3. <i>You</i> vs. impersonal forms of verbs.....	41
4.3. Interaction with the readers.....	42
4.3.1. Emotional interaction with the citizens.....	42
4.3.2. Excluding the readers?.....	45

4.4. Readability of EUROPA websites	47
Chapter 5. Engaging the youngest: localisation of <i>Kids's Corner</i>	51
5.1. <i>Kids' Corner</i> : homepage	51
5.2. Localisation of games on <i>Kids' Corner</i>	56
5.2.1. Games 6+	56
5.2.2. Games 9+	57
5.2.3. Games 12+.....	62
Conclusion	65
Summary	68
References.....	69

Introduction

As the Internet has become a basic medium of communication and exchanging information, many companies, organisations and institutions started using their websites as a tool to reach global and local audiences. A large number of users coming from different regions created the need to adapt the content of the websites to meet the expectations of the target readers, which is directly connected with their cultural and sociological background. In this case, traditional translation is not enough as the content of the websites should be specifically adapted to the target audience. This process known as website localisation is now one of the fastest developing branches of Translation Studies.

The European Union (EU) is a political union of 28 European countries founded in 1993. It aims at creating common rules and improving living conditions in Europe. Also, it promotes respect for human rights, democracy, equality, peace, and well-being of the citizens. As many other organisations, it has developed its online portal called EUROPA where all the EU's websites can be found. Since the EU tries to reach out to all its citizens, most of the websites are translated into all official languages of the EU. The EU unites different countries and hence, adapting the content of its websites to the needs of the citizens has become a significant issue. As the EU aims to build a positive rapport with the citizens in all member states, the appropriate localisation of the websites may play a crucial role in reaching out to them. Thus, the purpose of this thesis is to analyse the content of Polish and English versions of EUROPA websites and the influence of their localisation on shaping the EU's image among the citizens¹.

The theoretical part is divided into two chapters. The first one introduces the basic concepts concerning website localisation. It includes general information about localisation, its origins and interrelation with other processes in the global GILT cycle. Apart from that, it contains presentation of cultural and technical aspects of website localisation, as well as the stages of this process. The first chapter concludes with the discussion on such concepts as website usability and readability. The second chapter is dedicated to the localisation of the EUROPA portal. It presents the main issues connected with the content and objectives of the EU's websites, the European Commission's strategies of communicating with the citizens, and their reflection in the general shape of the websites and the web presence of different EU institutions. Finally, the chapter introduces the concept of website readability and its relation

¹ This dissertation is part of the project *The Eurolect: an EU variant of Polish and its impact on administrative Polish* (the National Science Centre, grant 2014/14/E/HS2/00782).

to website localisation. The third chapter of the thesis presents materials and methods applied in the analysis, and includes basic information about the readability-testing application *Jasnopis*.

Chapters 4 and 5 constitute the analytical part of the thesis, which focuses on the qualitative analysis of the content of chosen EUROPA portal web pages in Polish and English. The EU's websites taken into account in the analysis include mainly the European Commission's, European Council's, European Parliament's, and *Your Europe* websites. Chapter 4 discusses the localisation of the EUROPA websites. It begins with the comparative analysis of the main official website of the EU and the EC's homepage. Apart from that, it includes the analysis of the linguistic content of different language versions of the EU's websites taking into account the interaction with the citizens, forms of address used in Polish and English, as well as their influence on shaping the EU's image. The chapter concludes with the analysis of clarity and readability of chosen online texts found on Polish EU's websites using the *Jasnopis* application.

The final chapter 5 analyses the localisation of the visual content of EUROPA portal, namely, online games and activities found on *Kids' Corner*, an interactive website directed to children. The main objective of *Kids' Corner* is to present facts about the EU, its history, current situation, and all member states in an entertaining way, which creates the sense of being a European citizen. Thus, children learn about the EU through games and engaging interactive exercises. As the Polish version of *Kid's Corner* is translated from English, it is necessary to verify to what extent the localisation of the EU's websites complies with the strategies of web translation for the EU and what consequences it may bring to shaping the EU's image among the youngest citizens. Finally, the results of the analysis are presented in the conclusion.

Chapter 1. Website localisation: an overview

The main purpose of this chapter is to present an overview of the basic concepts concerning localisation, such as the origins of the process, its relation to the global GILT cycle, and website localisation. The chapter provides an insight into phenomena connected with localisation to better understand its specificity and challenges it may pose for translators.

1.1. Localisation – definition

The process of localisation emerged in the early 1980s along with the rapid development of computer and software technology. According to Esselink (2000, p. 1), the term *localisation* derives from the word *locale* which is generally defined as a combination of language and a particular region. It may also refer to a place where the action of the book or film is set or to a product which contains information needed to be adapted to the needs of the local market. When it comes to software engineering, Esselink defines *locale* as a combination of codes of both source and target language which include elements such as date and time formatting, currency symbols, etc. (Esselink, 2000, p.119)

There are a few viewpoints on the definition of localisation which emphasise digital nature of this process and levels of content adaptation. The most frequently quoted one was provided by Localisation Industry Standards Association (LISA), which states that localisation deals with linguistic, technical and cultural adaptation of the product to the target locale (Esselink, 2003, p. 67). Thus, members of LISA emphasised three dimensions of this process. In his article, Esselink defines localisation as “customising things (user manuals for products, especially software, and the products themselves) for a *local* audience” (Esselink, 2003, p. 67). It indicates that localisation concerns mainly digital resources and data related to a given product. Anastasiou and Schäler (2010, p. 12) refer to localisation as *high-tech translation* since it does not rely solely on the translation of the text itself, but also takes non-textual components of products into account. Non-textual components are directly connected with the digital content which includes graphics, animation, audio and video files, websites or programmes. All the discussed definitions of localisation emphasise that technology and digital content play a major role in the entire process. Therefore, localisation contributes to the development of digital global information flow and the expansion of local products into international markets.

1.1.1. Origins

The development of personal computing and software contributed to the emergence of localisation industry which started in the United States. Computers became more and more available for users who did not possess programming knowledge and hence, they needed programs and operation systems to help them use computers. Such companies as Microsoft quickly popularised their products in the USA and then started to expand into international markets. Initially, localisation services were provided from English into other languages but the rise of the World Wide Web (WWW) changed this tendency and more websites were localised into English (Jiménez-Crespo, 2013).

As observed by Esselink (2000, p. 6), at first, US companies created in-house localisation teams who focused mainly on the translation of software products. They also settled their localisation teams in their European headquarters, especially in Ireland, which soon became a leading country in the localisation industry in the 1990s. However, the rapid development of localisation services and the growing amount of products needed to be localised made software publishers realise that maintaining in-house localisation teams turned out to be too expensive. Apart from that, they decided that localisation is not part of their core business so they started to outsource localisation services. Throughout the 1990s the localisation industry became more and more popular because of newly-formed localisation organisations (such as LISA), conferences and academic publications dedicated to the issues in localisation. By the end of the 1990s a large number of companies offered new possibilities to automate localisation and translation (including the emergence of TM and localisation tools), and to manage localisation projects.

1.1.2. The GILT cycle

Localisation appears to be one of the processes of the GILT cycle which incorporates Globalisation, Internationalisation, Localisation and Translation. These terms should not be used interchangeably as they constitute four different processes, although they share common features and the boundaries between them are not clearly defined. For this reason, it is important to clarify in what way they differ from each other.

In respect of internationalization, Pym defines it as a process connected with removing the cultural and local features of the product so that it can properly function in multiple regions across the world. Also, the internationalised product should be neutral in order to enable localisation teams to adapt it to a particular locale (Pym, 2010, p. 412). Thus,

internationalisation often precedes localisation. If the product is properly internationalised, its further localisation appears to be easier and more effective.

As far as globalisation is concerned, it seems to be the broadest process in the GILT cycle and includes both internationalisation and localisation. In his article, Esselink (2003) cites the definition of globalisation provided by LISA, which states that the globalisation of high-tech products includes “integrating localisation throughout a company, after proper internationalisation and product design, as well as marketing, sales, and support in the world market” (p. 68). Therefore, it indicates that globalisation is mainly an economic and sociological phenomenon, as companies focus on selling and promoting their products on a global scale. However, although globalisation helps companies develop and gain clients across the world, it is perceived as a significant step towards creating a global culture modelled on the culture of the richest and the most influential countries.

The core process in the GILT cycle is translation. All the stages in GILT are interdependent but in fact, translation appears to be most closely related to localisation. There are two perspectives on the nature of the relation between them: is translation a part of localisation or is localisation a branch of specialised translation? O’Hagan claims that translation is the largest component of localisation and the main difference between them is that translation is based on the print media whereas localisation deals with software and programming. Initially, localisation seemed to develop separately from the conventional translation operators as they did not find it as their scope of activity. In fact, the rise of the World Wide Web made localisation an important segment of the contemporary translation business (O’Hagan, 2005, p. 13). Nowadays, there are many sophisticated multilingual websites which are often updated simultaneously. Their maintenance and translation into a number of languages is considered to be a localisation task rather than traditional translation because it demands proficiency in software engineering in addition to translation.

What is more, apart from the processes included in the GILT cycle, there exists a notion of glocalisation, a combination of the words globalisation and localisation. It relies on applying global marketing strategies to the standards of local markets. As a result, global companies adapt their products and services to the culture, customs, and even consumer preferences to reach clients in local communities (Shamsuddoha, 2008, p. 4).

1.2. Website localisation

Although the World Wide Web emerged at the beginning of the 1990s, website localisation industry started to develop a few years later. As the Internet became the fastest and the most wide-spread medium of information, it created new opportunities for companies to promote and expand their products in different countries. They started to perceive website localisation as the best solution in reaching target audience in a given country or region.

The content of a website is usually divided into technical components which should be translated and localised. As Sandrini points out, “translation and technical services constitute the two main aspects of website localisation which can be defined as the process of modifying an existing website to make it accessible, usable and culturally suitable to a target audience” (2008, p. 175). Thus, it proves that translation is a component of the process of localisation. What is more, he discusses the main features of a website which localisers should take into account in providing their services. According to him, the content of a website may be divided into categories which he refers to as *digital assets*. Digital assets are divided into common content, multimedia, application-bound, transactional, and community assets. Common content includes textual components which constitute a basis of a website. Multimedia assets contain such elements as animations, images or video streaming. In the case of application-bound assets, they include files which can be accessed only with external applications, e.g. PDF and document viewers. Transactional assets concern e-commerce (shopping carts and modes). Finally, community assets consist of dynamic content which can be edited by the visitors of a website, e.g. chat rooms and forums. Digital assets of a website are usually made accessible in the form of files and the most popular file formats include HTML, XML, CSS, etc. In order to make a website interactive or provide online services, there is a need to embed Java or Javascript code in the website. (Sandrini, 2008, p. 175) All in all, digital assets of a website comprise its main components which are taken into account in the process of website localisation. They come in different formats and codes so it is crucial for the localiser to have necessary technical knowledge and skills concerning their localisation.

1.2.1. Stages of website localisation

Website localisation projects usually involve a group of skilled operators, including translators and IT specialists. There are two techniques of website localisation which take place after translation of the common content of a website. The number of specialists engaged in the localisation project depends on the technique applied. The techniques are cloning and

pseudo-cloning (Gouadec, 2007). Cloning consists in re-integrating the components of a website using the software used to create the original website. As a result, the target version has the same structure and functions as the original. Pseudo-cloning means designing new components of the target websites or re-designing the existing ones using different software than the one originally used to create a website (Gouadec, 2007, p. 42). Thus, it helps adjust the original website to the expectations of the target audience and increases its functionality in a different locale.

In order to conduct a successful website localisation, the localiser and the client should be prepared for close cooperation with each other. There are more or less complicated website localisation projects but their stages are similar. Esselink (2003) and Gouadec (2007) provided a detailed overview of stages of a localisation project. At first, localisation vendors and website publishers meet to discuss the main issues of the project. The localiser retrieves the website, analyses its components and tests them for any errors or malfunctions. Then, they identify their aims concerning the website adaptation to the target audience and include them in their localising strategy. After that, translatable material is extracted from the website and prepared for translation. While translatable components are being translated, the localiser introduces all the necessary technical changes to make the website function properly in the target market. They include upgrading website address, creating links to multiple language versions of a website, uploading the source files and making them function properly in the target language version, reprocessing and adapting non-textual components of a website (images, animations, audio files, bars, 'pop-ups', user interfaces, etc.) and so on. After translation and technical procedures are finished, the localiser reintegrates the translated components into the structure of a website. It may demand creating additional content such as links or adapting some elements like colours if required. Before the localisation project is closed, both localisers and website publishers check the quality of the newly localised website.

The above-mentioned stages of a website localisation project assume a clear division of responsibilities between a translator and a localiser, in which the translator takes care of the linguistic content of a website and the localiser adapts necessary technical procedures. In fact, translators may do a lot more and if they acquire necessary skills, they will cope with technical and functional aspects of website localisation successfully.

1.2.2. Technical aspects

One of the most prominent issues in website localisation is the relation between language and technology. As opposed to traditional print-media translation, website localisation is a more complex process, which is connected with the digital nature of websites, their multimodal content and technical skills localisers need to possess while working on localisation projects. According to De Bortoli and Maroto (2003), “localizing the content of a web site poses some of the largest technical challenges. Web sites come in many shapes and forms, from a few pages of HTML created in basic text editors to vast scripted or database-driven sites” (p. 3). Thus, the technical challenges in website localisation are related to technology-based and interactive nature of websites so it is hardly possible to localise a website without thorough technical preparation of its content.

As Sandrini (2008, p. 169) points out, website localisation has much in common with software localisation which deals with localising applications, operating systems, databases and computer programmes. The purpose of software localisation is to make software systems accessible for users in different locales. However, the basic difference between software and website localisation is that the former relies on localising program code and the latter – on localising website content:

Technically speaking, software is basically programming code assembled in an executable file which tells the hardware processor what to do. This program code is dependent on the type of processor being used, and its instructions must work the same way before and after the localization process. Inside the program code there are elements which provide interaction interfaces with the user: menus, dialog boxes, text strings. These must be translated. The code could also contain locale specific elements which must be localized as well, such as date and time formats, currency units, paper formats, hot keys, etc. (Sandrini, 2008, p. 169)

In the case of websites, the text which is to be translated is surrounded by the technical code. In addition to the body text of a website, there appear other textual units, e.g. in the title bar, menus, hyperlinks, descriptors and keywords, graphics, sound files, etc. which Pym (2010, p. 412) refers to as *translatables*. As he points out, they can be translated in basic text editors, however, the translator should take care not to change the technical code, which may affect the functionality of a website. Therefore, various electronic localisation tools are used to extract the code from translatables.

Managing localisation projects is more complex than traditional translation projects as they usually include a considerable number of components, e.g. sample files, software, online and printed documentation, multimedia demos and others (Esselink, 2003, p. 69). Websites are frequently changed and updated. In fact, translators usually do not start translating from

the entire site but they work solely on modifications and updates (Pym, 2010, p. 412). Also, translation often starts before the source material is ready so there is a need for updating the source files a few times during translation.

Both Pym and Esselink highlight that the content of the website has to be adapted not only culturally and linguistically but also technically to the target audiences and their expectations. Technical adaptation of websites concerns local characteristics of the target market (such as language and culture) and regional standards including currency, page sizes, date/time formats, address formats and calendar settings (Esselink, 2003, p. 70). Pym also suggests such technical elements as number formats, name formats, units of measure, colour conventions, iconic conventions, legal conventions and even sound files.

1.3. Cultural issues in website localisation

Many companies use their websites as a means of promotion of their products and services. Therefore, it is crucial for a company to put emphasis on the appropriate cultural adaptation of the website in order to make it more appealing and user-friendly to the target audience. It also helps avoid misunderstandings and problems resulting from cultural differences between source and target language users of a website. Therefore, localisers need to have a necessary knowledge regarding the target culture's values, customs and taboos.

As stated in Shneor (2012, p. 5), culturally adapted websites decrease the cognitive effort the visitors of a website have to make in order to process information provided on the website. Therefore, it leads to creating positive attitudes towards the website and makes it easier to navigate. A few studies mentioned by Shneor also confirm that the cultural adaptation of websites has a positive impact on consumer's preferences and may increase the company's online sales.

Localised websites differ from each other in terms of the level of their localisation. Singh and Pereira (2005) present the issue of cultural customisation of websites at the age of globalisation. As they point out, website localisation and website internationalisation are parts of a broader process, namely, website globalisation. As a result of their analysis of e-commerce literature and resources, they prepared a classification of websites based on their level of cultural customisation. The categories include standardised websites, semi-localised websites, localised-websites, highly localised websites and culturally customised websites. Standardised websites usually provide content which applies to domestic and international clients at the same time. Thus, the company with such websites does not make an effort to

reach clients in local environments through the process of website localisation. The difference between semi-localised and standardised websites is that they international versions include information about foreign subsidiaries only. Localised websites are clearly the outcomes of the process of localisation so their web pages are translated and adapted to particular target audiences. On the other hand, the level of localisation in highly localised websites is much higher. Such websites “offer country-specific URLs with translations wherever relevant, and include relatively high levels of localization in terms of country-specific information, time, date, zip code, number formats, and so on” (Singh & Pereira, 2005, p. 13). Finally, culturally customised website reflects a complete immersion in the target culture, its values, symbolism and perception. However, the authors admit that they are not familiar with any website which is fully culturally customised although the Ikea website is close to become one. The above categorisation of websites gives evidence that it is the company’s marketing strategy that determines the need to use localisation and consequently, the cultural customisation of websites.

1.3.1. Localisation and website design

The process of website localisation involves modifying an existing website and making it accessible and usable for target users. While localising, web designers should take into account such criteria as user’s preferences, their likes and dislikes and make sure localised content does not contain any culturally offensive material. Apart from linguistic and technical adaptation, localisers should also focus on website design with regard to three parameters of website content: website usability, accessibility and readability (Al-Badi & Mayhew, 2010).

Website usability is a term which refers to the behaviour of users while visiting a website. It is also defined as the quality which helps users freely interact with the website content. Also, website usability is connected with particular features of a website and its design which facilitate navigation within the website, location of particular information, purchasing products and performing tasks throughout the web page. Website usability may be also referred to as user friendliness (Al-Badi & Mayhew, 2010, p. 2). It is an important factor especially in e-commerce websites since it influences the consumer’s satisfaction and positive perception of the website and company’s services. Features contributing to website usability include well-constructed page layout, clear navigation and appropriate cultural adaptation of website content to the target audience, etc. All the features should be taken in to account in the process of designing localised websites.

Another issue in website design concerns website accessibility. Basically, it refers to “the degree to which web information is accessible to all human beings (e.g. disabled, able-bodied, old and young)” (Al-Badi & Mayhew, 2010, p. 4). It encompasses the means thanks to which people with visual, auditory, neurological, cognitive and other disabilities get access to online information and are able to use and interact with the Web. Such features include, for instance, resizable text, screen magnifiers and text-to-speech readers. In fact, not only disabled users, but also those without disabilities benefit from website accessibility. Its key point is to create websites which are flexible in terms of users’ needs. As a result, the general usability of these websites is increased and people without disabilities may use websites according to their preferences (Thatcher et al, 2006, p. 3). Therefore, the accessibility of websites should be properly rendered in their target language version so that foreign users with different needs have an opportunity to benefit from localised websites.

Furthermore, website readability seems to play a major role in web design and its reception by the users. It refers to the extent to which texts published on a website are easy to read. It includes all the factors which influence reading comprehension of online texts, for instance, readers’ motivation, page layout, text features (font, colours, line spacing), and even quality of the user’s monitor (Al-Badi & Mayhew, 2006, p. 7). While localising a website, localisers should focus on the age and cultural background of target users, and also they should decide what kind of text patterns are acceptable in different cultures.

Chapter 2. Localisation of the European Union websites

The objective of this chapter is to describe the EU websites, their main aims, and discuss the main issues concerning their localisation in order to better understand its influence on shaping the EU's image. The chapter presents the EU's attitude towards the citizens and the role of the web in creating a positive EU's image. Also, it discusses the notion of website clarity and readability with reference to web texts published on EU websites.

2.1. EUROPA portal

2.1.1. European Union

The European Union (EU) is an economic and political union of 28 democratic European countries. The origins of the EU reach back to the middle of the 20th century when there appeared an idea to create a union of countries to ensure long-term peace in the continent after many years of wars and disintegration. The post-war European integration began in 1952 with the establishment of the European Coal and Steel Community. It was founded by six West-European countries, namely, Belgium, the Netherlands, France, West Germany, Italy and Luxembourg. The Treaty of Rome signed in 1957 established the European Economic Community (EEC) aimed at creating a common market in Europe. The community started to develop and in 1973 Denmark, Ireland and the UK joined the EU. As the European Parliament increased its influence in Europe, all citizens had an opportunity to elect their members in 1979. By the 1990s the EU included twelve members and two treaties in Maastricht and Amsterdam were signed in 1993 and 1999. In the 2000s the new currency, euro, was introduced in some countries. In 2004 10 new countries including Poland became members of the European Union, which definitively put the division between west and east Europe to an end. Then, in 2007 Bulgaria and Romania joined the EU. In 2009 all the member states ratified the Treaty of Lisbon which provided the Union with modern institutions and working methods. Finally, in 2013 Croatia became the 28th member of the European Union (European Union, 2018a).

Currently, the EU cooperates with several institutions and agencies specialising in a variety of domains. All of them own a website where all the information concerning their mission and activity can be found. Now the EU faces such issues as climate change, financial crisis, wave of refugees from Middle East and providing security after a few terrorist attacks

in France, Germany and Spain. Apart from that, thanks to its commitment to justice and world peace, the EU was awarded the Nobel Peace prize in 2012.

2.1.2. EUROPA websites: objectives

The need to make the information about the EU, its projects and services available for all EU citizens led the European Commission and other institutions to create the official EU website EUROPA in 1995. Since then it has become one of the most developed information repositories in the world and contains more than six million documents (Commission of the European Communities, 2007). Every month about 20 million people visit EUROPA websites. It may indicate that the main idea behind creating the entire portal is to use the Internet as a tool which enables effective communication between EU institutions and citizens:

The Internet can help EU institutions to understand public opinion by supporting a genuinely European public debate, with common themes, discussed openly and in real time by people from different countries who recognise each other as EU citizens with a legitimate stake in the debate. The Commission needs to speed up its awareness of issues and respond if necessary and appropriate (Commission of the European Communities, p. 3).

Thus, the EU strategy is to engage citizens in debates concerning EU affairs and keep them up to date with current issues within the EU or particular member states. In order to reach out to the European audience and create a positive image of the EU, the EUROPA websites are translated into all official EU languages.

The institution responsible for translation of EU legal written texts is the European Commission's Directorate-General for Translation, the largest translation service provider in the world located in Brussels. The main responsibilities of DGT mentioned on its official website include such issues as translating and editing legal documents prepared or accessed by the Commission, ensuring linguistic correctness and terminological consistency in all EU languages, and, most importantly, helping EU institutions communicate with the citizens to make EU policies understandable and easily accessible in different member states (DGT, 2018). In order to deal with translation and editing of specialised web texts and localisation of EUROPA websites, DGT created the Web Translation Unit to facilitate web presence of EU institutions and effective communication with the citizens. As stated in European Commission's publication "Translation and multilingualism" (2012), the Web Translation Unit "helps the various directorates-general of the Commission to write the top-level content on their websites, using the different registers, formats and processing tools required for web

content” (p. 9). Thus, the content of the EUROPA websites is constantly supervised in terms of language, translation and application of EU’s communication strategies.

As mentioned in the EC publication “Web Translation as a Genre” (2009, p. 7) the EUROPA portal has its declared user-oriented objectives. First of all, it should respond to the needs of people interested in EU affairs and current projects. Secondly, it should help people reach the information about their rights and services offered by the EU. Also, it should make it possible for the users to express their opinions and exchange them with others. Thus, the creators of EUROPA portal put emphasis on an interactive character of the websites, user-friendliness and clarity of provided content. Taking all these objectives into account, it is visible that they are created to respond to users’ needs and engage them in exchanging their views with the particular institution or other citizens in order to launch a cross-border public debate within the EU. Also, they give the citizens a sense of belonging to the European community.

2.2. Localisation for the EU

As web translation is one of the key issues in the DGT, it is important to discuss the role of localising the content of EUROPA websites. The Commission aims at integration with the citizens and uses the Internet as a tool in reaching audience within and outside the EU. So far it has not only implemented a range of strategies of communicating with the citizens through the web, but also developed its own localisation and web translation industry. The main concept of the EU is to be united in its diversity and thus, the creators of the content of EUROPA portal should take into account individual features of each member state. In this case website localisation specialists may be perceived as mediators between the EU and the citizens.

2.2.1. Localising EUROPA websites

The definition of localisation mentioned in the previous chapter indicates adapting the product to the target audience and its cultural background. In the case of communicative texts, localisation deals with creating variants which have the same effect on readers from different backgrounds. The factors taken into consideration in localising texts should include such criteria as national law, economy, climate and psychological factors concerning target readers (e.g. culture and attitudes). In fact, EU legal texts and administrative documents are strictly compatible with all legal systems in member states and hence, there is no need to localise

them. However, localisation can be easily applicable in web texts which appear on EUROPA website and serve an informative function. The level of adaptation to national environments usually depends on the translation requesters (European Commission, 2009).

Translators working for the EU have to comply with translation and localisation requirements set out by the DGT. Because of the fact that the European Commission produces an abundance of different texts and documents which have to be translated, many translation and drafting guidelines have been issued. Since the EC's main objective is to bridge the gap between the EU and its citizens, the quality of localised content of the EUROPA websites must be constantly controlled. The "DGT Translation Quality Guidelines" (2015) published by the DGT contains a set of requirements and rules for translating different types of documents issued by the EC such as legal documents, policy and administrative documents, and information for the public. The third type includes such documents as press releases, leaflets, brochures, articles for publication in the press, and, most importantly, web texts.

According to the DGT guidelines, localisation deals mainly with culture and situation-specificity of the target audience. As for the localisation of web texts, the emphasis is put on their appropriate formulation in terms of structure, stylistics, rhetoric, etc., so that they can meet the expectations of the target readers. Thus, localised web texts are supposed to be readable and usable in the same way as source texts. In addition, DGT guidelines provide the definition of localisation used among professional web text localisers:

In practice, we normally speak of 'localisation' [...] when referring to the translation and editing of press material by field officers in the representations working in close contact with press officers. Such localisation not only involves adapting titles and headlines and deleting locally less relevant information, but also adding locally relevant information found outside the source text. (DGT, 2015, p. 14)

Thus, the above definition implies that localisation of web texts involves a range of operations which make the target text relevant, important and understandable for the target readers. These operations include an appropriate selection of texts, deletion of irrelevant elements and addition of locally relevant ones, changing the order of text elements, adapting text features and typography to target cultural conventions. All in all, the final product of web text localisation is a readable and functional text, which is appropriately adapted to the needs of the target audience.

On the other hand, website localisation may be perceived as a strictly technical process. As an experienced translator for the EU institutions, Forte (2017) tries to explain the nature of website localisation in the context of localisation requests EU translators usually deal with. He points out that, according to the EU, localisation does not apply to web content

as the web is a non-local environment and creators or translators of websites are not able to control their geographical distribution. Also, Forte admits that in the case of the EU websites, the term “website localisation” concerns mainly technical issues connected with adapting the content to the target locale and in fact, the cultural customisation of EU websites is relatively low. In his point of view, the localisation of EU websites has more in common with software localisation as it needs specialised CAT tools and at least a basic knowledge of programming.

The general rule of the EU’s websites is simplicity and functionality, which enables the users to find the necessary information quickly. In order to help web translators for the EU deal with the specificity of texts published on EUROPA websites, DGT set out the guidelines concerning translation of the Commission’s websites. The Polish-language department of DGT released a document intended for web translators into Polish which contains a set of instructions on the process of translating the EU websites, style of texts, forms of address, and editing. As far as the style is concerned, it is advised to apply the so-called “5-year-old principle”, which states that if one is not able to explain the sense of a text to a 5-year-old, it means they do not understand it themselves (European Commission, 2015, p. 16). Therefore, translators should make sure they understand the text in order to render it in a clear and understandable way in the target language. Apart from that, it is crucial to know who the web texts on the EU websites are aimed at. There are a few groups of recipients: the general public (people who are not familiar with the EU jargon), specialists (people who have some knowledge about the EU and its activity), children and teenagers. Therefore, localisers of the EUROPA portal should localise the content to specific groups of recipients in their countries.

2.2.2. Citizens first!

The need to translate documents and localise content of commonly accessible EUROPA websites reflects the main goal of the EU: to make information about the EU available in all its official languages in accordance with the multilingualism policy adopted in 2008. The Council of the European Union introduced the Resolution on a European Strategy on Multilingualism to promote European languages, facilitate intercultural dialogue and distribute European documents across the world (Saville, 2016). As the web gives an opportunity to reach audience in the fastest possible way, it is crucial to provide efficient translation and localisation services to disseminate information on a large scale. For this reason, the EU and its institutions perceive web translation and localisation as a tool to communicate with its citizens in all member states.

The importance of communicating with the European citizens has become even more prominent over past few years as Euro-scepticism started to grow and Europe had to face some problems, such as a financial crisis and a wave of refugees. Thus, the main task of DGT translators and localisers is to keep the citizens from various member states informed about the current events and EU projects. Also, the main principles of the EU include legal integration and linguistic diversity, so citizens from different countries have a right to understand EU law, especially if it applies to them. For this reason, there is a need to create laws and legal documents that are vital in 24 official EU languages, as all of them are equal and constitute an integral part of European culture (Baaij, 2018).

In order to create a usable website, it is essential to find out who the visitors are and what kind of information they seek while searching through the website. For this reason, the creators of EUROPA portal conduct online surveys, use statistics and user tests to check who the users are, how they reached the website and if they found the necessary information. One of the europa.eu webpages contains information about the visitors of the entire portal (European Union, 2018). According to the data provided, in 2014 the EUROPA websites were visited 36.8 million times with 1.7 million visitors per month. Among the visitors there were mainly students, public sector workers, businessmen, researchers, and NGO's members. The information they looked for concerned, above all, how the EU works, published documents and reports, news and jobs in the EU. Apart from that, 71% of the visitors were the EU citizens, 25% came from outside Europe, and 7% from other European countries. What is more, the most frequently visited pages included home page and language selection, EU countries, EU history, institutions, and working in the EU. Therefore, it is visible that the translation and localisation of EU websites is essential as the citizens tend to visit websites in their mother tongues. Also, if the information provided is clear and understandable for them, they may use it not only for their own, but also the EU development.

One of the factors contributing to the creation of a positive image of the EU are forms of address towards the citizens. As stated in the previous subchapter, web translators should be aware of the fact who the recipients of their texts are, which determines their choices on using particular addressing forms. The most common addressing form found in English versions of the EU websites is "you" which in Polish can be translated as "Ty" [you-informal] (typically capitalised to show respect towards the reader) or "Państwo" [you-formal; 3rd person plural] (frequent in institutional emails, speeches, and some websites). Also, English "you" can be replaced with impersonal verbs such as "można" [may-impersonal] or "należy" [should-impersonal]. However, it is not advised to translate it as "my" [we] because of the

fact that in English versions of the EU websites “we” refers to the Commission staff (European Commission, 2015, p. 18). Therefore, web translators for the EU should look at the translated texts globally to decide what addressing forms are appropriate in a given context.

During his speech on the EFNIL conference 2015 in Helsinki, Ellinides admitted that according to a survey conducted by the EC in 2014, there were five key areas considered to be of main interest for EU citizens, namely, legislation, research and innovation, funding grants and subsidies, education, EU strategy and political priorities (Ellinides, 2016). Apart from that, he emphasised the role of machine translation in providing digital content in all EU languages and creating cross-border public online services for EU citizens. In fact, DGT developed a translation system called MT@EC which was operating from 2013 to 2017. As stated on the CEF Digital website, there is a new translation machine, eTranslation², built on the previous one. It was developed “to help European and national public administrations exchange information across language barriers in the EU, by providing machine translation capabilities that will enable all Digital Service Infrastructures (DSIs) to be multilingual” (CEF, 2018). The eTranslation system is based on the translation memories called Euramis which contain more than one billion sentences combined by the translators of all EU institutions. Its purpose is to enable not only citizens, but also public administrations and businesses in the EU to use digital services developed by the EU. Also, it helps translators reduce the time and cost of translating EU documents.

The above-mentioned areas EU citizens have chosen as the most important on the EU websites were taken into account by the Commission while working on the new web presence of its websites. The EC’s approach and particular choices concerning its new web presence are explained on its website (European Commission, 2018). Generally, the emphasis is put on the clarity of the websites. Both page layout and content are user-friendly thanks to such solutions as a single-column design, the fold concept (the most important information is placed at the top of a website) and lack of top-heavy navigation (users can navigate the content through the page they visit). As far as the visual elements are concerned, their use depends on the case: if the message is clear, it can be better conveyed visually. Basically, the main principle is to avoid unnecessary clutter on the websites. As mentioned on the EC website, its new web presence is still in progress and the citizens are highly encouraged to share their comments about the new website design and report any mistakes or technical

² <https://ec.europa.eu/cefdigital/wiki/display/CEFDIGITAL/What+is+eTranslation+-+MT@EC+and+eTranslation>

defects they notice. This approach also confirms that the citizens' opinion is valuable for the Commission.

The EC's attempts to reach out to the citizens, create a positive image of the EU and promote usable and readable texts may be considered a strategy of the EU's political marketing. The purpose of political marketing is to use a range of marketing strategies to communicate with the electorate and encourage a political debate:

Political marketing is about how political elites use marketing tools and concepts to understand, respond to, involve and communicate with their political market in order to achieve their goals. Political elites include candidates, politicians, leaders, parties, governments, government departments and programmes, NGOs and interest groups (Lees-Marshment, 2014, p. 2).

According to the above definition, the EU's attempt to communicate with the citizens and involve them in taking active part in the Union's activity may be perceived as the EU's political marketing strategy. Also, Lees-Marshment mentions that political marketing helps to achieve political goals and some of them may be applicable to the EU, e.g. getting a new issue onto the political agenda, establish a long-term positive relationship with the voters, pass legislation and gain support from new audiences (2014, p. 2). The basic political marketing tools used by the EU are websites and social media, such as Facebook and Twitter. As it turns out, the increase in social media popularity among the EU leaders was driven by the political campaign in the USA in 2008. It also contributed to a change in the political communication strategy in the EU: in 2009 the European Parliament created profiles on five social media sites. Currently, they are used as an elementary medium of communication with the citizens (Vesnic-Alujevic, 2013, p. 12). All in all, social media sites as a tool of the EU political marketing strategy may help create stronger bonds between the EU and its citizens and encourage them to involve in the EU's political life, for instance, to vote in the European Parliament elections.

2.2.3. Localisation vs. clarity of institutional texts

As the EU's main goal is to establish a good rapport with its citizens, texts appearing on the EUROPA portal have to be understandable, user-friendly and easily accessible for the visitors. Therefore, it is necessary that localisers and translators of the EU websites take into account the style of the target language and current trends in communicating with the users from all member states. Bearing in mind that the content of EUROPA portal concerns political, legal, and economic issues, it is crucial to explain them in a comprehensive way.

The need to provide clear and readable legal, corporate, and political texts led to a more frequent use of the so-called plain language. The idea behind this style is to avoid text features which may pose a challenge to non-professional readers, for instance, long complex sentences, passive voice, jargon words and pronominal adverbs. Basically, the main purpose of plain language users is to create a common set of rules and guidelines for people who draft official documents and institutional texts (Sobota, 2014, p. 21). Plain language texts are written to meet the needs of ordinary people so that they understand the idea after a first reading of the text. In the case of Polish institutional texts, the idea to use plain language has been applied over the past decade and may be perceived as an aftermath of the EU's aims to come closer to the citizens. Plain language proponents in Poland claim that public information does not reach the majority of the society as it is conveyed in a complicated language of the elites that an ordinary person cannot understand (Piekot and Maziarz, 2014, p. 309). Therefore, the use of plain language is connected with the level of education of a given society.

In fact, the European Commission has published a set of guidelines on clear writing available in 23 official languages. The general tendency promoted by the EU is to focus on the reader: texts have to be not only understandable, but also interesting for the readers. It can be achieved by addressing them directly and giving the information they need without unnecessary details. Also, texts should be drafted according to the KISS principle (Keep It Short and Simple), which encourages short sentences, lack of repeating, redundant expressions, jargon, and abstract words (European Union, 2011). Generally, the EU promotes simplicity, conciseness, and clarity of texts published on its official websites, which reflects its attitude towards the citizens and their needs.

Not only clarity, but also the readability of institutional texts contributes to their reception and building a positive image of an institution. As stated in Zarzeczny and Piekot (2017), the concept of simplification of institutional texts in Poland appeared in 2010, when the first guidelines were published. The effective institutional communication is possible on four levels: content (what the text is about), structure and presentation of the text, phrasing of thoughts (length and complexity of sentences), and author-recipient relation (how the author determines themselves and treats the recipient). Zarzeczny and Piekot focused on the phrasing of thoughts and they investigated texts appearing on official websites of Polish institutional bodies. According to the results of their study, the readability of these websites improves every year, however, they may still appear too difficult for people who did not obtain a MA degree. Thus, both authors of institutional texts published on websites and their translators

into Polish should take into account the criterion of readability of web texts. Although texts published on EUROPA websites are already drafted in a clear and understandable manner, their translators into official EU languages should pay attention to text styles and current writing trends in their countries.

As it turns out, the readability of institutional texts can be measured and linguists have already invented some applications and formulas to assess the level of text readability and difficulty. As observed by Gruszczyński et al. (2015, p. 579), European institutions are criticised in Poland because of using too formal style and consequently, making the translated text even more difficult than the original. One of online applications created by Polish linguists is *Jasnopis* designed by Gruszczyński in cooperation with academic workers from Polish universities. *Jasnopis* measures the readability of already existing texts and those written by the users in Polish. It analyses a linguistic form of a text and level of difficulty, and presents the results in the 1-7 scale, where 1 refers to the easiest texts and 7 means they are intended for specialists who possess necessary knowledge to understand the text. *Jasnopis* is aimed at authors and publishers of official documents, rules and regulations, instructions, manuals, course books and even descriptions of medicines (Jasnopis, 2018). Thus, it may be used to check a readability and clarity of texts translated into Polish and published on the Polish version of EUROPA websites.

Similar applications exist also for other languages and their functionalities are almost the same as in *Jasnopis*. For instance, one of the applications designed for testing the readability of English informative texts is *Readability Test Tool*.

Chapter 3. Materials and methods

The purpose of this chapter is to present the European Union websites taken into account in the analysis and describe the research process. The general aim of the thesis is to examine whether the localisation of EUROPA websites contributes to establishing a positive EU's image among the citizens and improving the communication between them and the Union. In fact, examining the influence of localised web texts on the readers would require extensive research based on interviews with them and observation of their reactions. Therefore, the following analysis concerns the language content of a few chosen EUROPA web pages in English and their Polish counterparts, which have been translated. The two versions have been compared qualitatively from the linguistic point of view taking into account English web texts and their Polish translations, the differences between them and their effect on the readers in target languages. Also, the analysis includes the clarity and readability of Polish translations of web texts, which have been verified through *Jasnopsis*.

3.1. EUROPA websites – language content

The language content of EUROPA websites encompasses various texts concerning, among other things, current political events, projects, European law, legal documents, and the activity of the EU institutions. According to the EU's multilingualism policy, EUROPA websites are provided in all official languages to make the information available for the citizens and to encourage them to participate in the debate on European affairs.

The following chapter contains a comparative analysis of texts published on Polish and English language versions of the EU websites. The main objective of the analysis is to investigate to what extent the translated texts in Polish were localised and what consequences it may bring on creating positive image of the EU among Polish citizens. As already mentioned in Chapter 2, the cultural customisation of the EU websites is relatively low and therefore, the analysis focuses on the quality of translations and strategies used by the translators to make both websites and published texts user-friendly and well-adapted to the readers. The research is based mainly on guidelines included in two publications released by the European Commission, namely, "DGT Translation Quality Guidelines" and "Jak tłumaczyć strony internetowe Komisji Europejskiej", both already discussed in Chapter 2. The findings of the research are viewed alongside the above-mentioned literature and presented on specific examples, compared in tables or screenshots. As far as the readability

and clarity of Polish texts published on EUROPA websites, they are measured through *Jasnopis*.

Jasnopis is a readability-testing web-based application designed by Polish academics. It is available online, which makes it possible for anyone to use it. As noted by Piekot and Maziarz, *Jasnopis* is based on two methods of measuring readability, namely, FOG index invented by Robert Gunning in 1952 and Pisarek's index proposed by Walery Pisarek in the 1960s. FOG index was created to estimate the years of formal education one needs to be able to understand a text on the first reading. The factors needed to calculate FOG index include an average sentence length and the percentage of complex words in a text. The result of the FOG equation is the reader's level of education determined in years (2004, p. 315). On the other hand, Pisarek's index includes only two features of the text – an average length of a sentence and the percentage of potentially difficult words (whereas difficult means longer than three syllables). Thus, both Pisarek's and FOG index take into account similar features of the text, however, they use different formulas.

In addition, *Jasnopis* calculates a few other features of a text, e.g. a number of sentences, number of paragraphs, number of words and number of complex words; average length of words, sentences, and paragraphs; percentage of complex words and particular parts of speech (including the division into normal and complex ones). Also, *Jasnopis* highlights the most problematic elements in the text so that it is possible to find the most interesting or problematic examples easily.

The screenshot displays the Jasnopis application interface. On the left, the 'STATYSTYKI' (Statistics) panel shows a difficulty level of 5/7, indicating the text is more difficult than average for the general population. Below this is a legend titled 'LEGENDA' with four categories: 'Aa Fragment wyraźnie trudniejszy od reszty tekstu', 'Aa Fragment trudniejszy od reszty tekstu', 'Aa Bardzo długie zdanie', and 'Aa Trudne słowo wymagające zmiany'. On the right, the 'DANE' (Data) panel shows the text being analyzed. A sentence is highlighted in red: 'Nie ma ogólnounijnych zasad, które określałyby jak powinny być opodatkowane dochody (pochodzące z pensji, emerytury, świadczeń, nieruchomości, spadków, darowizn lub innych źródeł) obywateli UE, którzy mieszkają, pracują lub przebywają czasowo w innym kraju UE.' Below this, there are two paragraphs of text explaining the context of the highlighted sentence.

Figure 1. An example of a text analysed in *Jasnopis*.

In order to analyse a text in *Jasnopis*, it is necessary to copy it in the central part of the application. The results are ready after a few seconds and can be seen on the left. First column presents statistics: text difficulty (*Klasa trudności tekstu*) and other features of the text enumerated in the previous paragraph. The second column contains the key concerning problematic parts of the text highlighted after the analysis. *Jasnopis* distinguishes four types of problems in the text: fragments of the text visibly more difficult than the rest of it (red colour), fragments difficult than the rest of the text (orange colour), very long sentences (highlighted grey), and difficult words which need to be replaced (underlined).

The analysis of linguistic content of the European Union websites includes the verification of their readability in *Jasnopis* to check if they are suitable for the readers they are intended at and if the difficulty of the texts may influence the communication with the citizens. Also, the analysis helps to determine whether the EU's strategy of communicating with the citizens and providing understandable information on the EUROPA portal is effective and compatible with its declared objectives.

3.2. Visual content

The second part of the analysis deals with the visual content of Polish and English versions of EUROPA websites. In fact, all language versions of the EU's websites are identical in terms of page layout, font, videos, links, and graphics presented on particular web pages. However, they are hardly ever translated into other languages and thus, videos, some links, and sections presenting current information or political events tend to be published in its original English version. Thus, it seems crucial to check if this is a common tendency on Polish websites of EUROPA portal and what the consequences of such solution may be.

The analysis of the visual content of the EU's websites includes the sections named *Kids' Corner* available on the main page of the EUROPA portal. It contains various games, facts and texts for children to help them learn about the European Union in an interesting and engaging way. Although both English and Polish versions of *Kids' Corner* are almost the same in terms of visual content, the arrangement of the texts presented on the visuals is different. There are also some elements which are not translated into Polish or differ from the English version, which indicates that it is the effect of website localisation. Also, texts provided on *Kids' Corner* were also analysed in *Jasnopis* to check if they serve their function properly.

Chapter 4. Localisation of EUROPA websites as a means of shaping the EU's image

The purpose of this chapter is to present a comparative analysis of chosen EUROPA websites in English and Polish in terms of the localisation of their linguistic and visual content. The analysis takes into account qualitative aspects of linguistic content of the EU websites in both language versions, means of interaction with the readers and, most importantly, their effect on them. The following research attempts to check if the EU communicates with the citizens effectively and engages them to participate in the European public debate.

4.1. Localisation of EUROPA portal main pages

The main aim of EUROPA portal homepages is to present the general information about the EU, its institutions and projects, law, citizen's rights, travelling and working in particular EU countries, etc. According to the information included in the article concerning the new web presence of the EU websites, and the EU's approach to creating content, the layout and style of all language versions is the same. However, there may be some differences as far as the linguistic content of the websites is concerned. For instance, general content is available in all 24 languages but some content is available in fewer languages depending on the citizens' needs and translation resources in a particular country. Therefore, it is crucial to investigate if there are any differences between English and Polish language versions of the EU's websites and if so, what their consequences might be.

4.1.1. Europa.eu: homepage

The layout of both Polish and English homepages of the EUROPA portal is practically the same. The upper part contains navigation bars, the EU flag and the page title (*Unia Europejska; European Union*) placed on the left, and a search engine on the right. Above the search engine, there are drop-down lists where the reader can choose a particular language version of the website. The navigation bar below the title of the web page contains seven links in both versions, ordered in the same way. However, the navigation links in the Polish version are longer and take more space than the English ones, which may stem from the fact that the translators translated them more descriptively than they are conveyed in English, e.g. *Strona główna* vs. *Home* or *Obszary działalności UE* vs. *EU by topic*. Also, it may be connected with

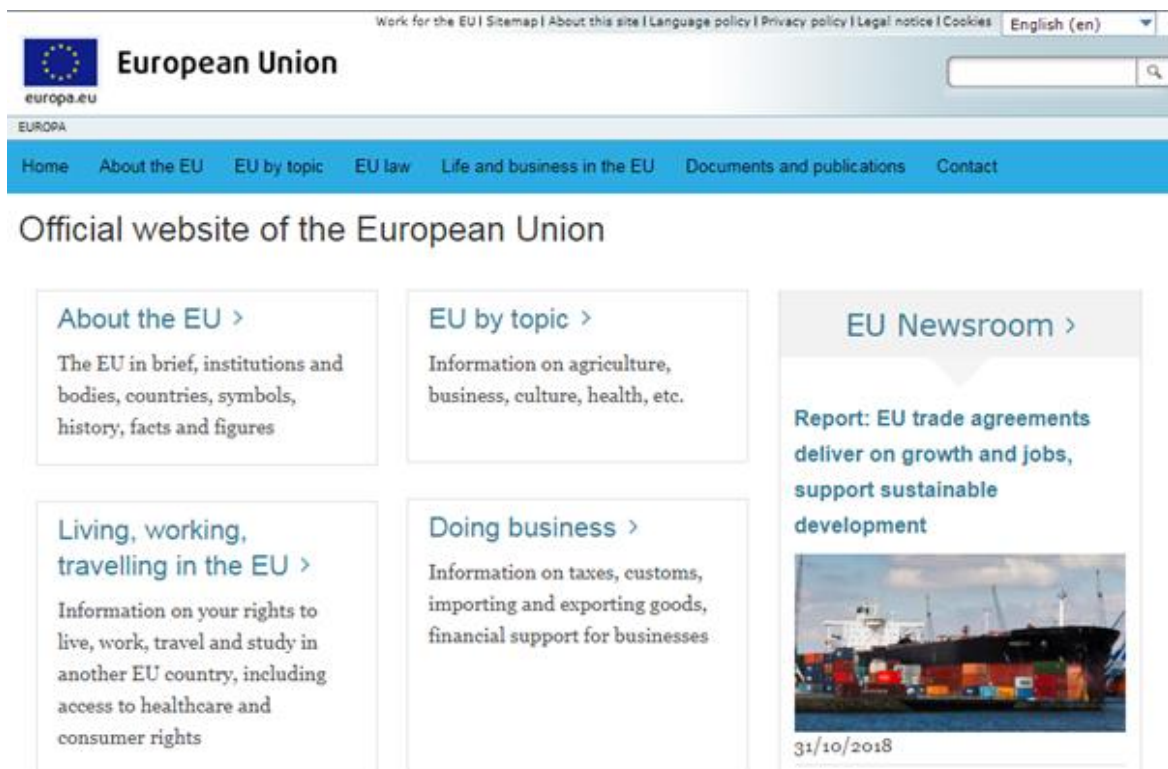


Figure 2. Official website of the EU (English).

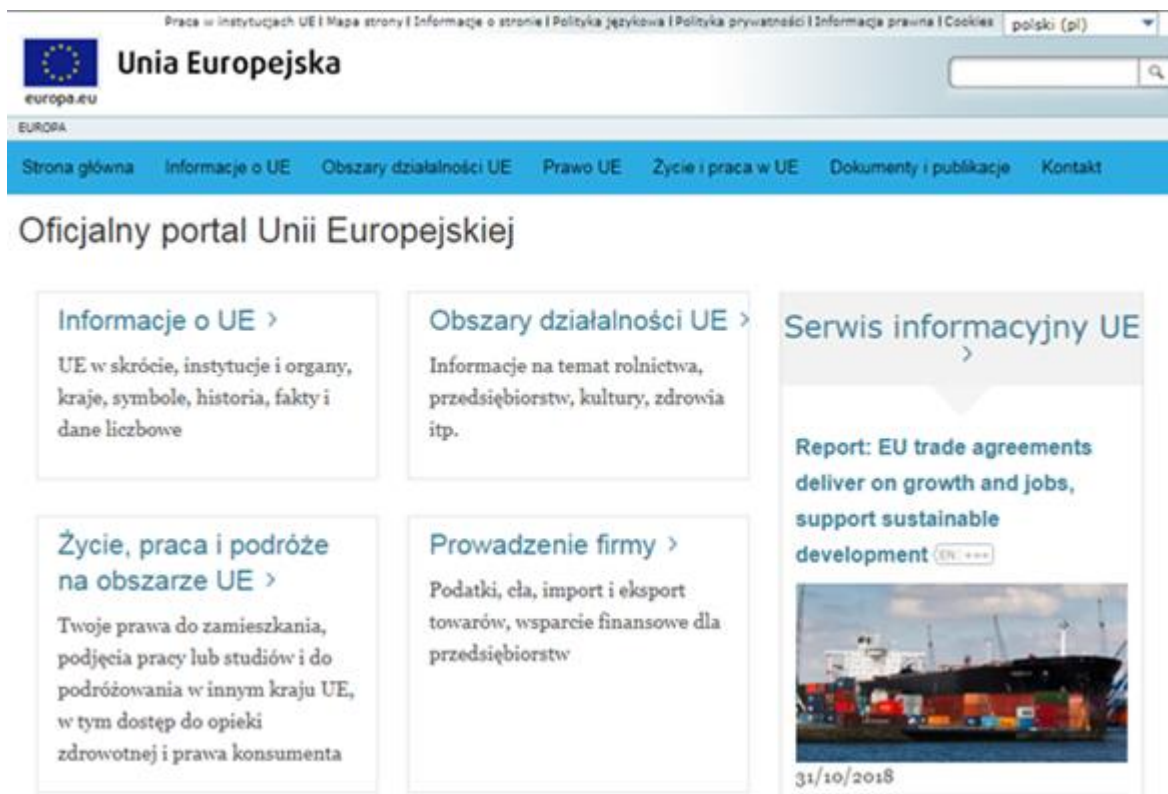


Figure 3. Official website of the EU (Polish).

the fact that Polish translators prefer more analytical approach to translating texts and therefore, translations are generally more explicit than the source texts.

The middle part of the official homepage consists of two main sections: there is a central part divided into vertical frames (eight frames containing links to general information about the EU with short details on the content), and the EU Newsroom on the left. Whereas the descriptions of particular subsections about the EU in the central part on the Polish website are translated quite accurately, in the EU Newsroom section only the headline has been translated (*Serwis informacyjny UE*). The article viewed below the headline is available only in English. What is more, the link to the newsroom presented on the Polish website leads to its English version and thus, Polish readers do not have access to the current news and information about the EU in their mother tongue. However, as it turns out, the EU newsroom is available only in three languages, namely, English, French, and German, which constitute the so-called ‘procedural’ languages of the EU. As stated on the official website of the European Commission, “there is no legal obligation to translate every page into all official languages. However, the Commission provides as much information as possible on its websites, in as many languages as possible” (European Commission, 2018a). This may explain the fact that some parts of the EU websites are available only in a few languages, depending on the target audience and the purpose. Nevertheless, such a solution can make the citizens feel excluded as they do not have an opportunity to seek information about the EU on its official websites, and in languages they understand.

As far as the bottom part of the main official EU website is concerned, it contains links to the *Kids’ Corner* and the *Teachers’ Corner*, a form that the citizens can fill in to give their feedback on the EUROPA portal, links to contact the EU, links to the EU’s social media accounts, and links to official websites of the main EU institutions. The feedback form containing questions to the citizens and addressing them directly will be discussed in the next subchapter. In the case of links provided in the bottom part, there are practically no differences between the English version and its translation in Polish. However, there is one interesting moment concerning the phone number given to contact the EU. In fact, the number provided on both versions of the website is the same, which allows the conclusion that it has not been localised and there is one standard phone number not only for Polish citizens, but also for the entire European Union. What is more, the Polish version of the website includes the information that the citizens can call this number for free, whereas it is not mentioned on the English one. It may lead to the assumption that the purpose of such a solution is to encourage the Polish citizens to use the number without any costs. It is also a step towards the

citizens – giving them an opportunity to contact the EU in person and creating an image of the institution which is easy to reach by all citizens.

4.1.2. European Commission: homepage

The main page of the European Commission reflects the Commission's approach to presenting the content of EUROPA websites and increasing their user-friendliness. First of all, the EC's main page in English does not differ from the Polish one in terms of layout, visual content, available links and navigation. Both pages use single-column layout which supports a scan reading pattern and makes the website easily accessible across various electronic devices, such as PCs, tablets or smartphones.

At the top of the EC's homepages there is a logo of the European Commission and the EU flag, two links leading to more detailed information about the EC (*Commission and its priorities; Policies, information and services*), a search engine and the highlighted link to the *State of the Union 2018*. The titles of the next segments of the website include the European Commission's priorities, two pictures presenting the President Jean-Claude Juncker and the Commissioners, information about the European Commission, contact pages, latest news, and a tab entitled "Featured" (web pages related to the future of the EU, its budget and Brexit). Also, there are links to the EC's social media accounts such as Facebook, Twitter, LinkedIn and Instagram. As far as the links to the social media are concerned, they lead to the official EC's accounts in English which are not translated not only into Polish, but also other EU's languages. The links provided on the Polish EC's homepage lead only to the Polish versions of the social media sites, however, the content is posted in English.

One of the interesting elements on the Commission's homepage in both English and Polish language versions is the above-mentioned link to the *State of the Union 2018 (Orędzie o stanie Unii w 2018 r.)*. The link opens a web page dedicated to the President's Juncker annual speech delivered in the European Parliament concerning the state of the Union. The web page contains five documents ready to download: the full text of the speech and related documents. In fact, all of them are translated into all official languages of the EU and therefore, the Polish readers have an opportunity to get familiar with them without any language barriers. Apart from that, one of the most important elements on this web page is the video presenting the President's speech in the European Parliament. President Juncker delivered the speech in Luxembourgish, his native language, but its translations are available in the form of subtitles. Thus, the EU citizens have an opportunity to choose their language version of the subtitles and watch the President's speech without any obstacles. The fact that

the video is accompanied by subtitles in 24 official languages gives the evidence that the state of the union is equally important for the citizens and the EC wants to communicate it to all Europeans. Also, it confirms the EC's approach to prioritising translation of documents and texts according to their relevance and importance.

As on the main page of the official website of the EU, some elements of the Polish version of the European Commission's homepage, such as news rooms or links, have been left untranslated. For example, the section presenting the latest news contains links to the articles in English and thus, Polish readers may feel excluded, when it comes to news and current information about the EC's activity and projects.

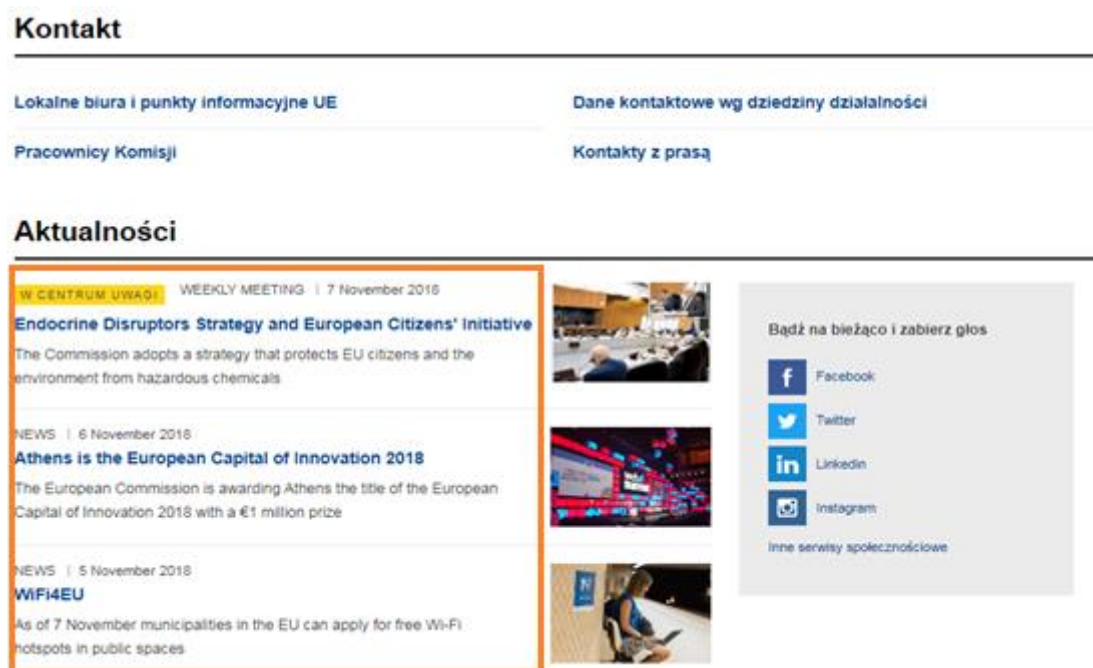


Figure 4. The lower part of the Polish homepage of the European Commission. The press releases in the *Aktualności* [Latest news] section are not translated into Polish.

Another element which is not translated is one of the links in the navigation bar at the very bottom of the page. There are seven links concerning mainly language and privacy policy, cookie files, contact, and new web presence of the EC's websites. However, the link *Resources for partners* remains unchanged in the Polish version. The link leads to the web page in English which contains guidelines for translation contractors, information about eTranslation, European Master's in Translation (EMT), and others. As it turns out, this web page is available only in English. It may result from the fact that it concerns mainly translation services in the EU and thus, people seeking information in the website may be fluent users of English. The navigation bar on this web page is the same as on the EC's

homepage and, surprisingly, the link *Resources for partners* is translated in the Polish version of this web page (*Materiały dla partnerów*). The difference between the same navigation bars on both pages may be a result of some technical problems or lack of attention to detail paid by people responsible for maintaining the website.

The European Commission's homepage also contains *Help us improve this page* section in which the readers can answer the question *What is your feedback?* There is a text box intended for writing the answer. Below the text box there are two fields the readers can tick to confirm if they agree to potentially being contacted about their feedback, and if they are willing to take part in further surveys. After agreeing for one or both statements, the readers are requested to enter their e-mail address in the form. As it appears, the *Help us improve this page* section is not translated in the Polish version of the EC's homepage, while it is available in Polish on other EC's web pages (*Pomóż nam ulepszyć tę stronę*). Again, the fact that it is provided in Polish on the majority of the EC's web pages but not on the main one may be connected with lack of attention or technical problems. Despite the fact that Polish readers can have access to the feedback form in Polish after all, they may feel discouraged to seek it on other pages if they initially see it in English on the main page.



Figure 5. The bottom part of the Polish EC's homepage (https://ec.europa.eu/commission/index_pl). Elements marked red are not translated into Polish.



Figure 6. Another web page of the EC' main website in Polish (https://ec.europa.eu/info/index_pl). In this case, the highlighted elements are translated into Polish.

All in all, the examples of EUROPA portal homepages show that some elements of the websites are not localised. It may be connected with the EC's pragmatic approach to multilingualism reflected in the fact that the Commission is not obliged to translate all the online documents or texts into all EU languages. Texts are translated depending on translation resources and the target audience. Thus, *EU Newsroom* or sections presenting the latest news are available only in English or in the three 'procedural' languages of the EU. However, some elements of the Polish versions of the main page of the EUROPA portal and the European Commission are not localised, although they are available in Polish on other subpages. Thus, such solutions may make the Polish readers feel excluded from being informed about the current situation in the EU. Also, some inaccuracies in available translations of the same elements on different web pages may seem unprofessional, which may affect the EU's image among the Polish citizens.

4.2. Forms of address

This subchapter contains the analysis of different forms of address used on Polish and English EU websites to investigate the choice of a particular form and its context. The use of forms of address is strictly connected with the cultural background and norms of politeness in the given community. They are also a tool in expressing the distance between interlocutors and establishing their rapport. Thus, it is crucial to discuss what forms of address are used in Polish and English versions of the EU websites and how they influence communication with the readers.

4.2.1. *You vs. Ty*

The choice of a particular form of address depends on the register. For instance, institutional communication (both verbal and non-verbal) implies the use of impersonal language and forms of address, which highlight the distance in communication and status of the institution. However, as the European Union attempts to minimise the distance between the Union and its citizens, the emphasis is put on the linguistic means reflecting the close distance with the audience.

Polish distinguishes three personal pronouns: *ty* [you-impersonal], *pan* [you-formal, masculine, singular], and *pani* [you-formal, feminine, singular]. As pointed out by Biel (2007, p. 515), *ty* categorizes the interlocutor as the member of a group, and emphasises the close relationship between the participants of the act of communication. On the contrary, as pointed

out by Wierzbicka (2003, p. 47), the English *you* is neutral, democratic, and does not imply a bond between interlocutors or show respect towards them. As far as the Polish EU websites are concerned, the form *Ty* [you-impersonal, capitalised] is currently the most frequently used form of address. The aim of capitalising the pronoun is to show some degree of respect towards the reader. As stated in the publication *Jak tłumaczyć strony internetowe Komisji Europejskiej* the frequent use of *Ty* is caused by the fact that it is the shortest, the most direct and stylistically the easiest form to use in Polish (European Commission, 2015, p. 17). Thus, it is advised that the translators use this form if they start translating a new text for the EU website. On the other hand, it may be assumed that the translators' creativity and language intuition are restricted because of the standardisation norms included in the guidelines.

The following examples of the contrast between Polish *Ty* and English *you* come from the *Your Europe*³ website managed by the European Commission and aimed at the citizens travelling or migrating within the EU. It is divided into two sections: *Help and advice for EU nationals and their families*, and *Practical guide to doing business in Europe*. The main objective of the website is to provide information and guidelines for the citizens who want to travel, study, work or open up their own business in a different EU country. Thus, the close distance between the citizens is reflected in the use of direct forms of address:

- 1a. *What is a valid ID card/passport in your country?*
- 1b. *Jakie dokumenty są uznawane za dowód tożsamości w Twoim kraju?*

- 2a. *What are your rights in your host country? Which administrative formalities are required?*
- 2b. *Jakie prawa przysługują Ci w kraju, do którego przyjechałeś, jakich czynności administracyjnych musisz dopełnić?*

- 3a. *When travelling to or from a non-Schengen country you must show a valid ID or passport.*
- 3b. *Przekraczając granicę kraju spoza strefy Schengen musisz okazać ważny dowód osobisty lub paszport*

As shown above, the use of *Ty* in the Polish examples (1b, 2b) emphasises respect towards the reader by capitalising the pronoun. Also, it visibly shortens the distance between the institution and its citizens by the use of direct form of address. *Your Europe* website is intended to help the citizens find the necessary information and thus, they may have a feeling that their concerns and questions are answered directly and in a friendly, understandable way.

³ <https://europa.eu/youreurope/index.htm>

Although English *you* is generally treated as a neutral pronoun, it also shows some degree of closeness to the English speaking readers. On the other hand, some users of the website (especially elderly ones) may perceive the direct forms of address as disrespectful, as they usually expect a lower degree of familiarity in the process of communication. In the case of the third example in Polish, the personal pronoun is dropped but the readers are directly addressed by means of second person singular form of the verb *musisz* [you must].

Apart from that, Polish is classified as a male-dominant language, which means that grammatical masculine gender is predominant in vocabulary, grammar and phraseology. As Polish is a grammatically gendered language, there is a strong association between lexical gender markers and their gender-specific meaning (Bojarska, 2012, p. 49). Hence, grammatical gender is assigned not only to nouns, but also forms of the verbs. In Polish, the recipients of websites or online texts (both men and women) are often directly addressed by means of 2nd person singular, masculine (however, it does not refer to present tense). Thus, the use of *ty* is usually accompanied by the masculine forms of verbs. This dominance of the masculine gender is also visible in the Polish versions of EUROPA websites, which is illustrated in example 2b (*Jakie prawa przysługują Ci w kraju, do którego przyjechałeś*, where *przyjechałeś* is a masculine form of the verb) and in the following sentences⁴:

4a. *EU rules determine however under which country's system you should be insured when two or more countries are involved.*

4b. *Przepisy prawa unijnego określają natomiast, którym krajowym systemem powinieneś być objęty, jeśli na przykład pracujesz lub mieszkasz w innym kraju UE.*

5a. *As an EU national you generally don't need a work permit to work anywhere in the EU.*

5b. *Jako obywatel UE zazwyczaj nie potrzebujesz zezwolenia na pracę w innym kraju UE.*

Example 4b shows the use of the verb *powinieneś* [should-masculine], while the feminine form is *powinnaś*. Thus, the masculine gender in Polish is used to refer not only specifically to men, but also to people in general. The situation is slightly different when it comes to the use of the word *obywatel* [citizen-masculine], which may be perceived as gender-exclusive. However, the context indicates the generic meaning of the word *citizen* in Polish.

⁴ The examples come from the *Your Europe* website, section *Work & Retirement*: https://europa.eu/youreurope/citizens/work/index_en.htm

4.2.2. You vs. *Państwo*

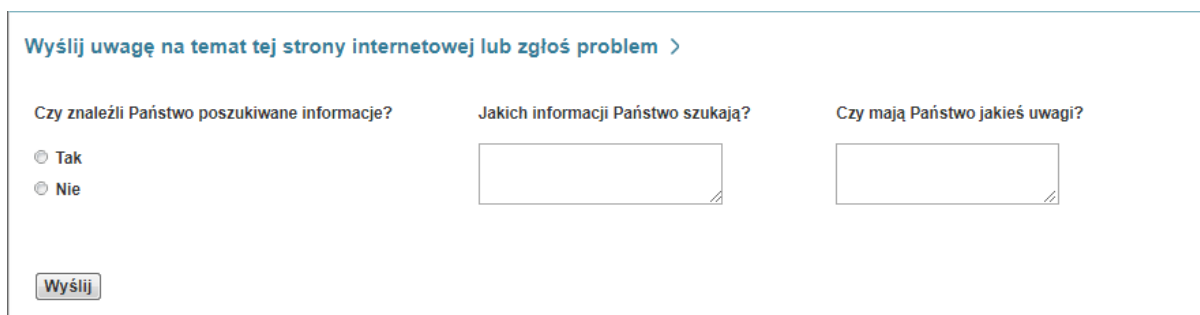
Although the EU aims at minimising the distance between the institution and the citizens, there are some cases, in which Polish translations of the EUROPA websites indicate the respect towards the reader through the use of more formal forms of address. Apart from informal *ty*, the readers may be addressed as already mentioned *pan*, *pani* or *Państwo* [you-formal, plural], usually capitalised. Whereas intimate *ty* implies a close relation between the interlocutors, *pan* or *pani* constitute the respectful pronouns and highlight the distance between them. In addition, plural form *Państwo*, which encompasses both genders, emphasises even higher degree of distance between the interlocutors and may be accompanied with the 3rd person plural or, less frequently, 2nd person plural, however, this form is regarded as more colloquial or even degrading (Biel, 2007, p. 516). As stated in the guidelines for Polish translators of the EU websites, *Państwo* is used mainly in official e-mails, speeches (as an introductory form of address), surveys and it can be found on some websites (European Commission, 2015, p. 17).

The form *Państwo* is less frequently used than *ty* on the Polish EU's websites and appears mainly on the homepages or when the readers are asked to take some actions on the website, e.g. take part in a survey or fill in the feedback form. One of the interesting examples of the use of *Państwo* can be found in the feedback form on the main page of the EUROPA portal:



The screenshot shows a feedback form titled "Give feedback about this website or report a problem >". It contains three input fields: "Find what you wanted?" with radio buttons for "yes" and "no"; "What were you looking for?"; and "Any suggestions?". A "Send" button is located to the right of the input fields.

Figure 7. Feedback form on the English main page of EUROPA portal (https://europa.eu/european-union/index_en).



The screenshot shows a feedback form titled "Wyślij uwagę na temat tej strony internetowej lub zgłoś problem >". It contains three input fields: "Czy znaleźli Państwo poszukiwane informacje?" with radio buttons for "Tak" and "Nie"; "Jakich informacji Państwo szukają?"; and "Czy mają Państwo jakieś uwagi?". A "Wyślij" button is located at the bottom left of the form.

Figure 8. Feedback form on the Polish main page of EUROPA portal (https://europa.eu/european-union/index_pl).

The Polish version formulates feedback questions politely, using the pronoun *Państwo*. Such a solution shows respect towards the readers as they are kindly asked to fill in the form. However, it contrasts with the title of the section, where the imperative form of the verb *Wyślij* [*Send*] is used, which addresses the readers directly and does not imply politeness. On the other hand, the same feedback questions in the English version are formulated neutrally, extremely directly and concisely. Thus, the Polish questions are localised in a way to underline the respect towards the users of the website and emphasise the distance between them and the institution. What is more, it may be considered unnatural to use the form *Państwo* in questions on the institutional websites, as they can be conveyed in a more neutral way, minimising the distance between the recipients and the institution.

Polish readers are also addressed as *Państwo* on other EU websites, e.g. at the top of the main page of the European Council website, where the users are informed about the cookie policy and decide whether they accept it:

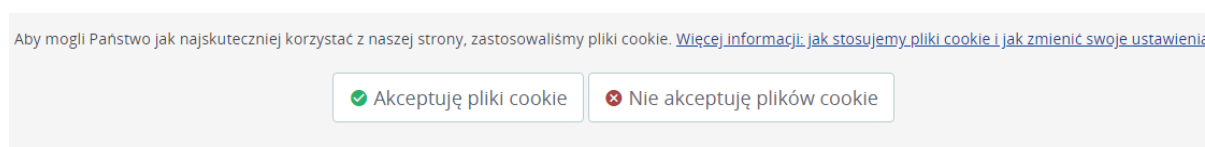


Figure 9. Information about cookie policy, Polish homepage of the European Council (<https://www.consilium.europa.eu/pl/european-council/>).

In fact, the information about cookie policy is not provided on the English website of the European Council, which indicates that it has been added to the Polish version. The examples of distancing the readers by the use of the pronoun *Państwo* can be also found on the main website of the European Ombudsman⁵:

6a. *You have a complaint against an EU institution or body?*

6b. *Chcieliby Państwo wnieść skargę przeciwko instytucji lub organowi UE?*

Again, the neutral *you* is translated as formal *Państwo* in Polish. In this case it may emphasise the status of the European Ombudsman and her respect towards the citizens.

4.2.3. You vs. impersonal forms of verbs

In formal Polish register English *you* can also be translated by means of other grammatical structures, such as the impersonal forms of verbs or imperatives. Therefore, in Polish versions

⁵ <https://www.ombudsman.europa.eu/en/home>

of the EU websites *you* may be replaced with *należy* [should-impersonal], *trzeba* [must-impersonal] or *warto* [it is worth-impersonal]:

7a. *In general, to receive unemployment benefits you need to stay in the country which pays your benefits.*⁶

7b. *Z reguły aby pobierać zasiłek dla bezrobotnych, trzeba mieszkać w kraju, który zasiłek wypłaca.*

In this case, the translation of neutral English *you* by use of impersonal construction in Polish does not indicate neither close nor far distance between the Polish readers and the European Union. It appears that impersonal verb form is neutral practically at the same level as *you*. However, it may be considered a typical example of formal institutional discourse in Polish.

To conclude, while localising European Union websites translators have to take into account language norms functioning in Polish, including the use of forms of address, and be aware of the contrast between Polish and English language phenomena. As shown above, the predominant form of address in Polish versions of the EU's websites is *Ty* [you-informal, singular], however, the form *Państwo* [you-formal, plural]. It may result from the fact that unification of the forms of address used on the Polish websites may be complicated because of the different purposes of particular websites and their target audience. Also, the translators have to follow the institutional recommendations included in style guides, which imply the use of the particular form of address depending on the context.

4.3. Interaction with the readers

The purpose of this subchapter is to present and analyse the Polish and English versions of EUROPA websites in terms of the means of interacting and communicating with the citizens. As the Internet plays more and more important role in the communication between the EU institutions and the citizens, it may help to establish a positive EU's image. Therefore, it necessitates the development of appropriate relationships with the Europeans.

4.3.1. Emotional interaction with the citizens

One of the ways of creating a positive EU's image is establishing a continuous debate between the citizens and EU institutions, as well as maintaining mutual dialogue. According to Van den Brande (2017, p. 7), the positive image of the EU cannot be based only on the

⁶ https://europa.eu/youreurope/citizens/work/finding-job-abroad/transferring-unemployment-benefits/index_en.htm

acceptance and acknowledgement of the EU by its citizens. Above all, it should depend on their emotional engagement with the EU, which creates a sense of belonging to the Union. Therefore, establishing a solid emotional basis may be considered a goal of the EU politicians to make the citizens feel part of the Union and developing their European identity. As the EU websites are now the most crucial medium of communication with the Europeans, they may take a leading role in engaging them emotionally in the EU's affairs. Thus, some linguistic means were applied on EUROPA websites to interact with the citizens and encourage them to actively participate in the EU's life.

One of the means of interaction with the readers is addressing them directly or politely, which has been discussed in the previous chapter. However, another way of engaging the audience is using the imperative mood of the verbs. This tendency is particularly visible on the European Parliament's website⁷:



Figure 10. The European Parliament's homepage (Polish).

As highlighted in the picture, imperative form of the verbs is used six times in relatively short text passages. The Polish version is an accurate translation of the English one, where the same content is also conveyed by means of imperative mood: *Watch the plenary live; Stay informed; Stay updated on what Parliament is doing; Check out the latest news, watch our meetings live and follow MEPs on social media.* The purpose of this solution is to minimise the distance between the Union and the citizens and create a sense of unity.

Another factor contributing to emphasise the EU's closeness to the Europeans is the way they the EU institutions speak about themselves on their websites. Actually, there is not

⁷ <http://www.europarl.europa.eu/portal/pl>

one particular tendency on all the websites. For instance, the European Commission and the European Council speak about themselves using third-person singular:

8a. *The European Commission's Priorities*

8b. *Priorytety Komisji Europejskiej*

9a. *The European Council defines the EU's overall political direction and priorities.*

9b. *Rada Europejska określa ogólny kierunek polityczny UE i jej priorytety.*

As shown above, this tendency is also visible in English versions of the EC's and the European Council's websites. In this case, the use of third-person may underline the distance between the EU and the citizens as it separates the institution and may create a feeling of alienation from the citizens. However, the above examples illustrate a typical institutional discourse on the EU's websites. On the other hand, the tendency is different on the Polish and English websites of the European Parliament where the closeness to the citizens is highlighted by means of first person plural *my* and *we*:

10a. *Stay in touch with us*

10b. *Bądź z nami w kontakcie*

11a. *Another request? We are here to help.*

11b. *Potrzebujesz jeszcze czegoś? Służymy pomocą.*

In this case, the use of first person plural (The Parliament – *we*) has an inclusive function, creates the sense of belonging to the same group as the citizens, and underlines familiarity and friendliness towards the Europeans. In fact, the choice of linguistic means of communication with the readers observed on the EP's websites may result from the fact that MEPs are elected by the citizens of all member states. For this reason, the EP may intend to have as positive relation with the citizens as possible, since they play a significant role in forming the Parliament.

Apart from that, citizens have an opportunity to share their opinion on the EU websites, give their feedback or report a problem and hence, they can have an influence on the general design, content and shape of the websites. The table below contains feedback or contact forms on several EU websites in Polish and English.

Table 1. Translation of feedback or contact forms on the EU's websites.

EU website	PL	EN
European Commission	<i>Pomóż nam ulepszyć tę stronę</i>	<i>Help us improve this page</i>

European Council	<i>Zgłoś problem z tą stroną</i>	<i>Is there something wrong with this page?</i>
European Parliament	<i>Skontaktuj się z nami</i>	<i>Stay in touch with us</i>
EUROPA homepage	<i>Wyślij uwagę na temat tej strony internetowej lub zgłoś problem</i>	<i>Give feedback about this website or report a problem</i>

The table shows that in this way citizens have a sense that their opinion is valuable for the EU and they are actually able to make a contribution to the shape of the EU's websites, their content and presentation. Again, the way of formulating the requests in contact and feedback forms emphasizes the EU's closeness to the citizens – addressing the readers with 2nd person singular using imperatives, and speaking about the institution as a member of the same group as the readers. Apart from that, there is a difference between the Polish and English feedback form on the European Council's websites, where the direct question *Is there something wrong with this page?* is translated as imperative *Zgłoś problem z tą stroną* [Report a problem with this page]. Thus, the same content may be conveyed in two ways having a similar function.

4.3.2. Excluding the readers?

Although the EU strives to make the information on its websites available for all the citizens, there are still some contents which are not localised into all official languages. It concerns mainly news sections and some subpages on the EU institutions websites, which can be accessed in English, German, and French or only in English. However, there are some cases where one or a few elements of a localised website are not translated and thus, viewed in other language than the rest of the content.

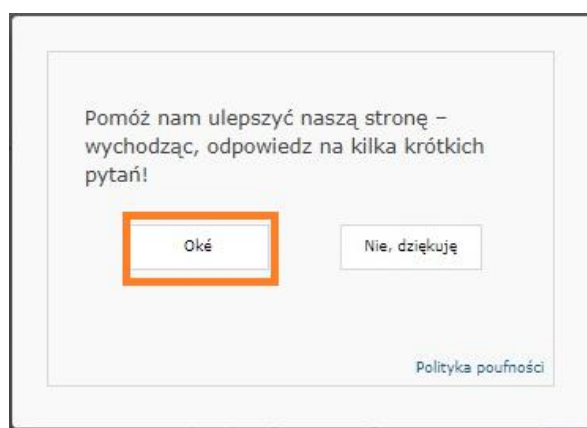


Figure 11. Feedback request on the Polish official website of the EU.

Some examples of this tendency are visible in the navigation bar and *Resources for partners* web page of the Polish EC's website discussed in section 4.2.1. Apart from that, while visiting the Polish official website of the EU, readers can come across a request to share their opinion (see Figure 11). The message contains a request to answer a few questions about the page and give some feedback about it. Whereas, almost entire communicate is in Polish, one button (supposed to be *OK* or *Tak* in Polish) is in another foreign language and, quite surprisingly, not in English. Another example can be found after entering the *Kid's Corner* on the Polish official EU website:

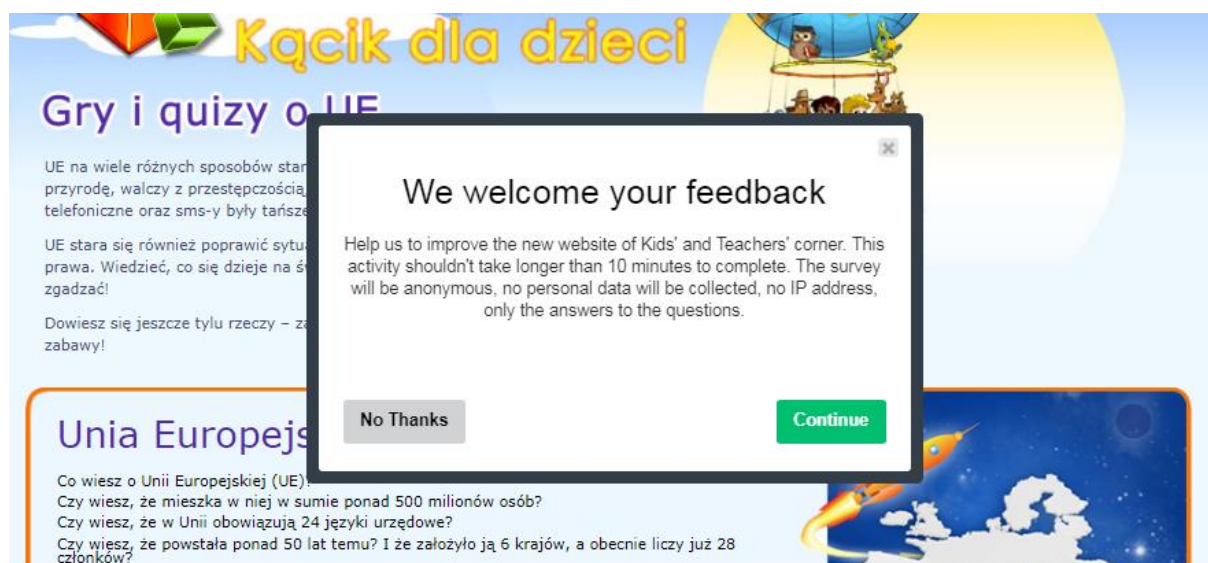


Figure 12. Feedback request on the Polish version of the *Kid's Corner* (https://europa.eu/kids-corner/index_pl.htm).

In this case, the entire feedback request in the Polish version of the *Kid's Corner* is not localised from English. What is more, the link *Continue* leads to the survey available only in English. Thus, it is not available in Polish and Polish users are not able to give their feedback if they do not speak English. Also, in this way the EU loses the opportunity to hear the opinion of Polish people.

On the other hand, there are some cases where the information about the lack of translation of a given content is included on the Polish EU websites. For instance, under the news section on the European Council's homepage⁸ in Polish, there is a short information *Gdy nie ma tłumaczenia, treść wyświetla się w języku oryginalu* [If the translation is not available, the content is viewed in the original language]. Thus, the Polish users are warned that not all

⁸ <https://www.consilium.europa.eu/pl/>

the articles and texts are translated into their mother tongue, which forces them to read in English or seek the information they need on other websites.

The examples of foreign language elements on the Polish EU websites discussed in this section indicate that the localisation of Polish websites needs to be improved. Although the EC highlights that there is not any legal obligation to translate every page into all official EU languages, feedback forms seem to be relevant for all the citizens. Therefore, the lack of their language versions may be perceived disrespectful and contribute to the citizens feeling excluded from the EU.

4.4. Readability of EUROPA websites

The following subchapter presents the analysis of the readability of randomly chosen texts published on the Polish versions of EUROPA websites. Texts come from three websites of EUROPA portal, namely, *Your Europe* website, European Council web pages, and the main official website of the EU. Texts are analysed through the application *Jasnopis* intended to measure readability of texts written in Polish. The analysis helps to determine whether the texts published on Polish EU websites (translated from English) are clear and readable for Polish citizens.

The results of the analysis are presented in tables. The first column contains the title of the section of the website where the analysed part of the text can be found. The second column presents the English title of the section. *Jasnopis* uses the criterion of text difficulty class to verify the level of text readability and therefore, it is presented in the third column. The last column of the table contains some general information about the features of the texts highlighted within it after the analysis.

As already mentioned, texts published in different sections of *Your Europe* websites are highly citizen-oriented as they contain information concerning life, healthcare, work or education in the EU. Hence, they are intended to be understandable by an average citizen. The table below presents the *Jasnopis* analysis of chosen Polish texts from *Your Europe* web pages in terms of their readability and clarity:

Table 2. Text difficulty assessment in *Jasnopis* (*Your Europe*).

Section PL	Section EN	Text difficulty class	Comments (as indicated by <i>Jasnopis</i> application)
<i>Obywatele UE – dokumenty podróży</i>	<i>Travel documents for EU nationals</i>	4/7	very long sentences

<i>Szkoła w nowym kraju UE</i>	<i>Starting school in another EU country</i>	4/7	very long sentences; some parts are visibly more difficult than the rest
<i>Uzyskanie prawa jazdy w UE</i>	<i>Getting a driving licence in the EU</i>	3/7	very long sentences, some part are more difficult than the rest
<i>Planowanie leczenia za granicą</i>	<i>Organising planned medical treatment abroad</i>	4/7	very long sentences, some part are more difficult or visibly more difficult than the rest

As shown above, translations of texts published on the Polish version of *Your Europe* websites are classified 4 or 3 in terms of their difficulty. *Jasnopsis* uses a 1-7 scale to measure the text difficulty. In this case, 4 denotes a slightly more difficult text, understandable for people with secondary education or a broad life experience, and 3 classifies the text as easy and understandable for an average Pole. Therefore, the analysis shows that texts published on Polish *Your Europe* website are generally easier and Polish people should not have problems with understanding them and find the necessary information without any language obstacles.

The next table presents the results of the analysis of texts published on Polish web pages of the European Council. They concern mainly the general information about the EU's policies (e.g. migration or trade policy) and the EU's political agenda. As opposed to the texts available on Polish *Your Europe* websites, texts published on the European Council's web pages are more specialised and aimed at the citizens who possess some knowledge concerning economy or politics:

Table 3. Text difficulty assessment in *Jasnopsis* (the European Council).

Section PL	Section EN	Text difficulty class	Comments (as indicated by <i>Jasnopsis</i> application)
<i>Ustalenie programu politycznego UE</i>	<i>Setting the EU's political agenda</i>	5/7	very long sentences, visibly more difficult parts, complex words needed to be replaced
<i>Unijna polityka migracyjna</i>	<i>EU migration policy</i>	5/7	as above
<i>Unijna polityka handlowa</i>	<i>EU trade policy</i>	4/7	as above
<i>Zmiany w przepisach o unii bankowej</i>	<i>Amendments to the banking union rules</i>	6/7	as above

If Jasnopis classifies the text as 5 according to the text difficulty, it means that it is more difficult and understandable for educated people. Class 6 of text difficulty indicates that the text is difficult to understand by an average Pole. As illustrated in the table above, texts published on the Polish European Council's web pages are rather difficult to understand for Polish citizens. In this case, the features contributing to the difficulty of the text include very long sentences and prevailing complex words needed to be replaced with easier ones. Only one of the analysed texts (*Unijna polityka handlowa*) is classified as understandable for people with secondary education.

Finally, the third table presents the results of the analysis of three texts published on the Polish main page of the EUROPA portal. The official website of the EU is highly informative as it contains links to other subpages concerning particular fields of the EU activity. As the EUROPA portal homepage is general and constitutes the first EU website to be potentially visited by the readers, it aims at both average Polish citizens and educated ones. However, the analysed examples of texts show that their level of difficulty is rather high:

Table 4. Text difficulty assessment in *Jasnopis* (europa.eu).

Section PL	Section EN	Text difficulty class	Comments (as indicated by <i>Jasnopis</i> application)
<i>Praca w instytucjach Unii Europejskiej</i>	<i>Work for the EU</i>	5/7	very long sentences, visibly more difficult parts, complex words needed to be replaced
<i>Zasady podejmowania decyzji w UE</i>	<i>How EU decisions are made</i>	6/7	as above
<i>UE w skrócie</i>	<i>EU in brief</i>	7/7	as above

Two texts concerning working for the Union and decision-making process in the EU are classified as rather difficult and understandable for people with higher education (5) and difficult to understand by an average Pole (6). Surprisingly, the text *EU in brief* is classified as a very complicated, technical, and understandable for people who possess specialised knowledge. Judging by the title of the section, one may expect that this section contains general information about the EU but in fact, it presents the goals and values of the EU, which may be difficult to interpret.

All in all, the analysis of Polish translations of texts published on the selected EUROPA websites indicates that they come in different classes of difficulty, depending on the target audience or the main topic of the text. Thus, specialised texts concerning the EU's

policy, economy, finances or goals and values are more difficult than texts published on *Your Europe* website aimed at average Polish citizens. For this reason, such a solution may create a positive image of the EU, however, people without higher education who are interested in politics or economy may have problems with understanding texts classified as more difficult.

Chapter 5. Engaging the youngest: localisation of *Kids's Corner*

The following chapter analyses the content of *Kids's Corner*⁹ website available on the official website of the EU, and compares its versions in Polish and English. *Kids's Corner* is dedicated to children aged 6-12 and their parents, as it may help them raise the children's awareness about the EU and being part of it. *Kids's Corner* contains interactive online games, texts, and facts about the European Union, all of them adjusted to the children's needs and age. Bearing in mind that in the future children will become active citizens of the EU, it is crucial to start creating its positive image in them at early age. Therefore, the main objective of this chapter is to discuss whether the localisation of *Kids's Corner* may contribute to shaping the children's positive opinion about the EU.

5.1. *Kids's Corner*: homepage

The page layout of the Polish and English versions of *Kids's Corner* is the same. The central part consists of a picture of children and animals flying a hot air balloon, and a short introduction *EU games and quizzes* (EN) and *Gry i quizy o UE* (PL). Below, there is a section containing some facts about the EU and all member states. While the English title is *The EU: what's it all about?*, the Polish one is localised as *Unia Europejska: z czym to się je?* [European Union: what is it eaten with?]. The Polish title is not a literal translation of the English one; in fact, *Z czym to się je?* is an idiomatic expression meaning *What is it about?* or *How to do it?*, and therefore, it may be assumed that it is an effect of localisation. What is more, it has also a function of a rhyme as the Polish abbreviation *UE* rhymes with *je* (*UE: z czym to się je?*). The lower part of the website contains frames with links to online games about the EU. Each frame consists of the title of the game, a picture, and a short description. The games are divided into three age groups: 6+ (green colour), 9+ (orange), and 12+ (blue); thus, the users can easily choose the appropriate one, according to the age of a child.

There are nine online games for children in the English version of *Kids's Corner*, namely, *Let's explore Europe!*, *Time Machine*, *NEURODYSEY*, *Language Quiz*, *Culture Heritage Detectives*, *Sustainable Shaun*, *Euro Run*, *LinguaGo!*, and *Memory game*. However, some games are not available, although they are still displayed on the homepage. For instance, the link to the game *Language Quiz* leads to the web page which no longer exists. *Euro Run* is

⁹ https://europa.eu/kids-corner/index_en.htm

not available either, as the link directs the user to *The Euro* section of the European Central Bank (ECB) website, where the game cannot be found.



Parents and teachers

Share

Kids' Corner

EU games and quizzes

The EU tries to make life better for all of us in all sorts of ways, like protecting the countryside, making sure the food we eat is safe, making phone calls and texts cheaper, fighting crime and lots, lots more.

The EU also works to improve life for children and young people. You need to know your rights, what you can expect from the world around you and what you don't have to put up with!

There's so much to find out - and here's the best place to start! Have fun!

The EU: what's it all about?

What do you know about the European Union?
Did you know that there are over 500 million people living in the European Union?
Do you know that people in the European Union speak 24 different official languages?
And that the European Union was created over 50 years ago and has grown from 6 to 28 countries?
And have you heard about the European flag with its twelve golden stars on a blue background?

[Click here to find out lots more about the EU!](#)

GO

Figure 13. English version of *Kids' Corner*.



Rodzice i nauczyciele

Podziel się

Kącik dla dzieci

Gry i quizy o UE

UE na wiele różnych sposobów stara się ułatwić życie swoim mieszkańcom: chroni przyrodę, walczy z przestępczością, dba o bezpieczną żywność, pilnuje, by rozmowy telefoniczne oraz sms-y były tańsze, i troszczy się o wiele innych rzeczy.

UE stara się również poprawić sytuację dzieci i młodzieży. Powinieneś znać swoje prawa. Wiedzieć, co się dzieje na świecie, i pamiętać, że nie na wszystko musisz się zgadzać!

Dowiedz się jeszcze tylu rzeczy - zacznij odkrywać świat już teraz! Życzymy dobrej zabawy!

Unia Europejska: z czym to się je?

Co wiesz o Unii Europejskiej (UE)?
Czy wiesz, że mieszka w niej w sumie ponad 500 milionów osób?
Czy wiesz, że w Unii obowiązują 24 języki urzędowe?
Czy wiesz, że powstała ponad 50 lat temu? I że założyły ją 6 krajów, a obecnie liczy już 28 członków?
Czy widziałeś już kiedyś europejską flagę z dwunastoma złotymi gwiazdami na błękitnym tle?

[Aby dowiedzieć się więcej o UE, kliknij tutaj!](#)

START

Figure 14. Polish version of *Kids' Corner* – *Kącik dla dzieci* (https://europa.eu/kids-corner/index_pl.htm).

As far as the Polish version of the *Kids' Corner* is concerned, there are links to eight games: *Odkryjmy Europę!*, *Wehikuł czasu*, *NEURODYSSÉE*, *Quiz językowy*, *Detektywi dziedzictwa kulturowego*, *Euro Run*, *LinguaGo!*, and *Zapamiętaj*. As can be seen, almost all titles of the games were polonised – only *LinguaGo!* and *Euro Run* are not translated. Also, similar situation as in the English version can be observed in the Polish one: *LinguaGo!* is not available and *Euro Run* leads to the Polish website of the ECB. Thus, presenting the games which cannot be played may be misleading and disappointing for both Polish and English children who may feel excluded.

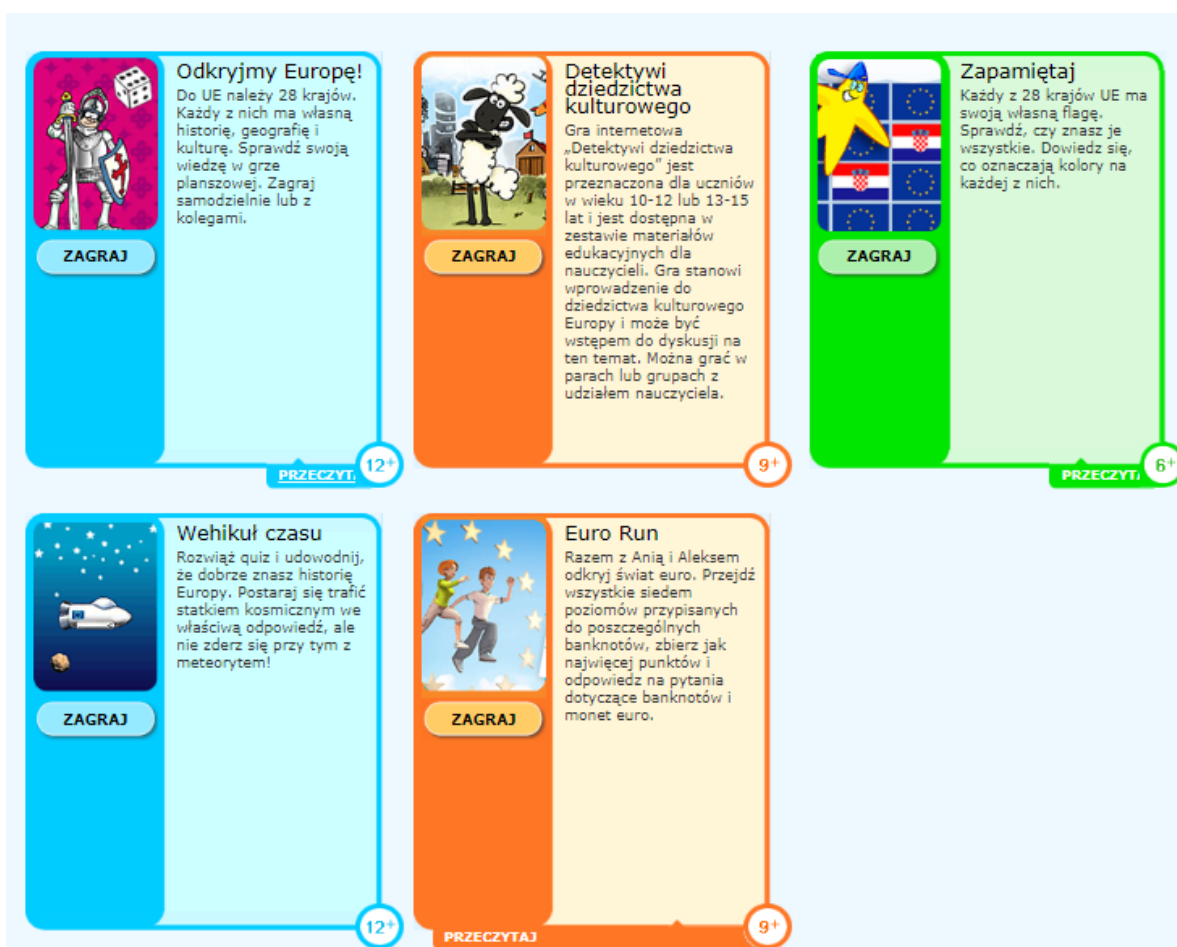


Figure 15. The bottom part of the Polish version of *Kids' Corner*.

Apart from that, the game *Sustainable Shaun* is not mentioned in the Polish *Kids' Corner*. However, the picture of Shaun the Sheep can be seen below the link to the *Detektywi dziedzictwa kulturowego* game, which indicates that there has been a technical error on the page. Also, it turns out that the Polish language version of the *Sustainable Shaun* game (*Ekologiczny Shaun*) is available on the drop-down list within the game, where different language versions can be chosen. Another interesting case is the title of the *NEURODYSSÉE*

game translated as *NEURODYSSÉE* in the Polish version. In fact, this title is in French and the Polish title of the game would be *NEURODYSEJA*. Hence, it indicates a localisation error in the Polish version.

As in the examples of EU websites discussed in the previous chapter, the linguistic means of shaping the EU's image and getting closer to the citizens are visible in *Kids' Corner*. First of all, the introductory text on the Polish homepage addresses the recipients directly, by means of informal 2nd person singular *ty*, which is a translation of neutral English *you*. It minimises the distance between the authors of the page and the recipients, but above all, addressing children informally is natural in Polish:

12a. *What do you know about the European Union?*

12b. *Co wiesz o Unii Europejskiej (UE)?*

13a. *And have you heard about the European flag with its twelve golden stars on a blue background?*

13b. *Czy widziałeś już europejską flagę z dwunastoma złotymi gwiazdami na błękitnym tle?*

14a. *There's so much to find out – and here's the best place to start! Have fun!*

14b. *Dowiesz się jeszcze tylu rzeczy – zaczynij odkrywać świat już teraz! Życzymy dobrej zabawy!*

As can be observed in 13b. the masculine form of the verb *widzieć* [see] is used: *czy widziałeś* [have you seen] addresses only male recipients, which excludes the female ones. However, this tendency is visible on the entire Polish version of the EUROPA portal.

Apart from that, the language of texts in both English and Polish version of *Kids' Corner* is visibly intended to make an emotional connection to the youngest users. One of the ways to achieve it is using exclamations, which can be observed in examples 14a. and 14b. Exclamation is a figure of speech connected with the expression of the feelings and attracting the interlocutor's or the recipient's attention. In this case, it serves its function properly, as it attracts young readers and indicates that visiting the EU websites and playing online games is entertaining. When it comes to the way of speaking about the Union, the narrator of the introductory text speaks of the EU using 3rd person singular, which creates a more distant image of the institution. It should however be noted that the text promotes the EU and creates an impression that it is a guarantee of safety, education, and rights for all Europeans. The only example of the inclusive way of speaking about the institution can be seen in 14b. Whereas the English *Have fun!* does not imply any personal identification with the EU, the Polish

Życzymy dobrej zabawy! creates an impression that it is the Union speaking to the recipients, as *życzymy* is the 1st person plural form of the verb. Therefore, it emphasises the EU's closeness to the recipients.

As the texts in *Kids' Corner* are intended for children, it seems crucial to verify whether they are clear enough and readable for them. Thus, two texts published on the Polish *Kids' Corner* homepage and some texts concerning particular EU member states published in the *EU: what's it all about?*¹⁰ section were analysed in *Jasnopis*:

Table 5. Text difficulty assessment in *Jasnopis* (*Kids' Corner*).

Section PL	Section EN	Text difficulty class
<i>Gry i quizy o UE</i>	<i>EU games and quizzes</i>	2/7
<i>UE: z czym to się je?</i> (homepage)	<i>EU: what's it all about?</i> (homepage)	2/7
<i>UE: z czym to się je?</i>	<i>EU: what's it all about?</i>	3/7
<i>Francja</i>	<i>France</i>	3/7
<i>Polska</i>	<i>Poland</i>	3/7

As shown in the table, the texts presented in *Kids' Corner* are not complicated and should not pose any problems for children. If the result of the analysis is 2/7, it means that the text is very easy. On the other hand, the result 3/7 denotes a text understandable for an average Pole. Therefore, the analysis shows that texts published in *Kids' Corner* are well-adapted to the children's age and education. Also, communicating about the EU at the appropriate level and providing the children with readable information helps to develop their sense of being a young European.

To conclude, the EU's strategy of communicating with the citizens is reflected on *Kids' Corner* in which the youngest ones have an opportunity to learn some basic concepts concerning the Union. *Kids' Corner* raises children's awareness about being a part of the EU and develops positive connotations with it thanks to engaging and enjoyable activities. However, there are some technical exclusions connected with the fact that some games are not available or only male recipients are addressed. Therefore, it may create an impression of lack of professionalism and final verification of the localisation process.

¹⁰ https://europa.eu/kids-corner/countries/index_en.htm

5.2. Localisation of games on *Kids' Corner*

This subchapter contains the comparative analysis of English and Polish versions of games available on *Kids' Corner* website. The main aim of the games is not only to provide information about the EU, its history and all member states, but also to help the children learn about the EU in an entertaining way and make them familiar with some basic facts about the Union. In fact, both language versions of the games are very similar, however, some differences between the games in Polish and English can be observed. Therefore, it seems crucial to analyse their content and investigate what discrepancies there are and discuss their consequences. The analysis contains one or two games from each age category. Because the fact that the games *Euro Run* and *Language Quiz* are not available, they are not taken into account in the analysis.

5.2.1. Games 6+

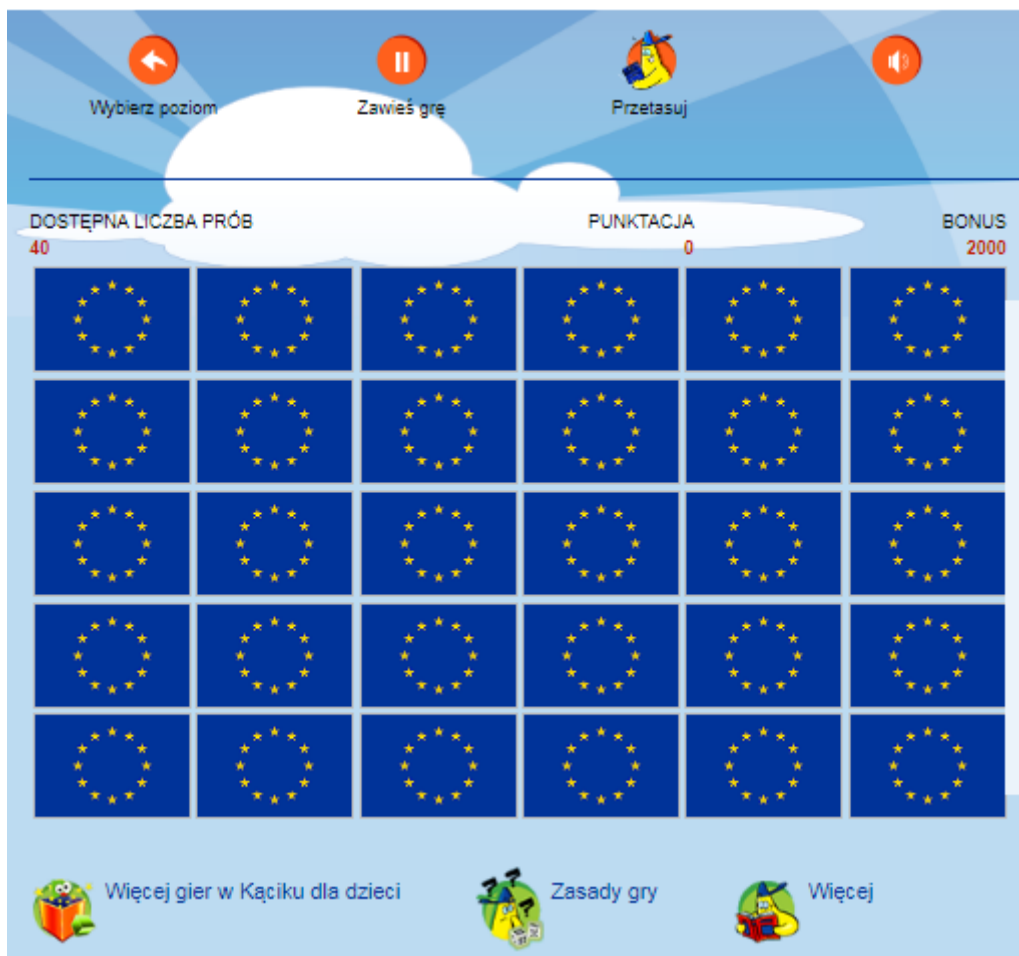


Figure 16. Polish version of *Memory game (Zapamiętaj)*.

The only game in the category 6+ is the *Memory game (Zapamiętaj)*. The purpose of this game is to help children learn and memorise the flags of all EU countries and find out some facts about them. The game is divided into two levels: *Normal* and *Expert*, which are translated as *Normalny* and *Eksperscki*: In fact, the word *Eksperscki* does not sound natural in Polish and it is a literal translation from English. Usually the more difficult level of a game is named as *Trudny* [hard]. However, in this case level *Expert* or *Expercki* is marked positively as it suggests that children choosing it are already experts, whereas if it was named *Trudny*, it could discourage them at the very beginning of the game.

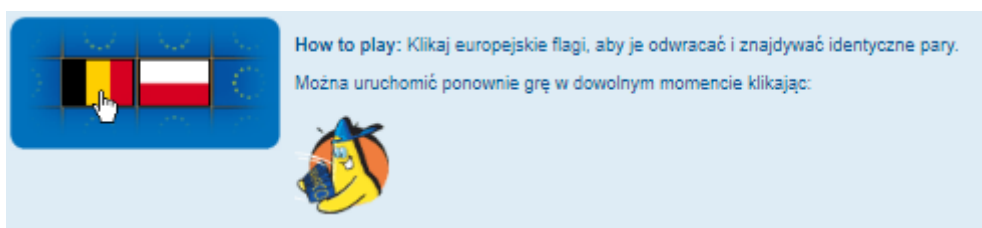


Figure 17. *How to play* section in *Memory game* instructions (Polish).

The aim of the game is to find pairs of hidden flags which are selected randomly from among the flags of all EU member states. There are practically no differences between the Polish and English versions of the game. It has been localised correctly, however, there is one part of the text which is not translated. After clicking the icon *How to play?* or *Zasady gry*, the users are directed on the subpage where they can find instructions to the game. As it turns out, the section *How to play* is not translated into Polish and constitutes the only English element in the Polish text and indicates that there is an error on this subpage.

5.2.2. Games 9+

There are three 9+ games in the Polish *Kids' Corner (Detektywi dziedzictwa kulturowego, Euro Run, and LinguaGo!)* and four on the English one (*Culture Heritage Detectives, Sustainable Shaun, Euro Run, and LinguaGo!*). As already mentioned, *Euro Run* cannot be analysed as the link to the game leads to English or Polish subpages of the ECB.

As far as *Culture Heritage Detectives* game is concerned, it is divided into two levels: children aged 10-12 and 13-15. In this game children answer questions about the cultural heritage of the EU and choose countries to which the questions refer. The main character of the game is Marcus who is a guide to the European cultural heritage. Children become detectives and try to answer the questions together with the guide. In fact, the game is properly localised as the same questions repeat in both English and Polish versions and any

significant differences have not been observed. However, there are some small details which have not been localized into Polish. For example, the welcome page of the game contains a short text where Marcus introduces himself and explains the main purpose of *Culture Heritage Detectives*. In the Polish version the character's name is *Marcus*, although it could be changed to *Marek*, a Polish equivalent of the name. As it turns out, in five other language versions (e.g. Latvian, Slovenian or Czech) it has been localised, but in most cases the name *Marcus* remains unchanged. What is more, there are letters *C.H.D.* on the character's shirt which most likely stand for *Culture Heritage Detectives*. If the abbreviation was localised, there would be *D.D.K.* letters on Marcus' shirt.



Figure 18. Polish version of *Culture Heritage Detectives*.

Another online game about the EU available for children older than 9 years old is *LinguaGo!* The game is modeled on popular Pac-Man game where the player navigates the character through a maze containing names of official EU languages in their original language version. The main purpose of the game is to recognise the languages, collect presents and avoid evil spiders chasing the main character. Also, after the first few levels, the game becomes more complicated as the player has to choose the new language of the game. In this way children are able to learn about the variety of languages spoken in the EU and become aware of the fact that they are part of a diverse Union of countries with different cultural and linguistic backgrounds.

As far as the Polish localisation of the game is concerned, the quality standards of its localisation are maintained, however, one element would need an improvement. As it turns out, the names of languages in Polish are capitalised, whereas according to Polish spelling rules, adjectives (including names of languages) are never capitalised. Thus, it may be considered a calque of English names of languages and inaccurate translation. On the other hand, it may be assumed that it is the beginning of a new line in a text and hence, it can be capitalised. However, to avoid any misunderstandings, the names of languages should be written in line with target language conventions.



Figure 19. Polish version of *LinguaGo!*

Despite the fact that the game *Sustainable Shaun* was removed from *Kącik dla dzieci*, its Polish version is still available to choose in the game. The main objective of the game is to teach children about the importance of being eco-friendly to make the planet cleaner and healthier. In *Sustainable Shaun* children build a new green city and monitor the resources, food, energy production and nature. Thus, it may play a crucial role in raising the children's awareness about the environment and ecology. As the Polish version of the game is translated from English, it is worth investigating whether its localisation contributes to creating a positive image of the EU and whether it influences the Polish children in a different way than the original version.

The visual content of both English and Polish versions of *Sustainable Shaun* is the same, which means that the Polish one has not been changed visually in the process of localisation. However, there are some linguistic differences which may create different connotations than the original version. First of all, there are two possible scenarios the game:

players can choose the regular game or specific missions with clearly defined objectives. As it turns out, the Polish titles of the missions differ from English ones. For example, the English titles *Pesticide panic!* and *En-tyre-ly barking!* are translated as *Zatrucie pestycydami* [Pesticide poisoning] and *Psie niebo!* [The dogs' heaven]. In the case of *Pesticide panic!*, the English title is emotionally marked as the word *panic* associates with fear or a desire to escape. On the other hand, the Polish *Zatrucie pestycydami* does not convey any emotional load and may be perceived as a medical term.

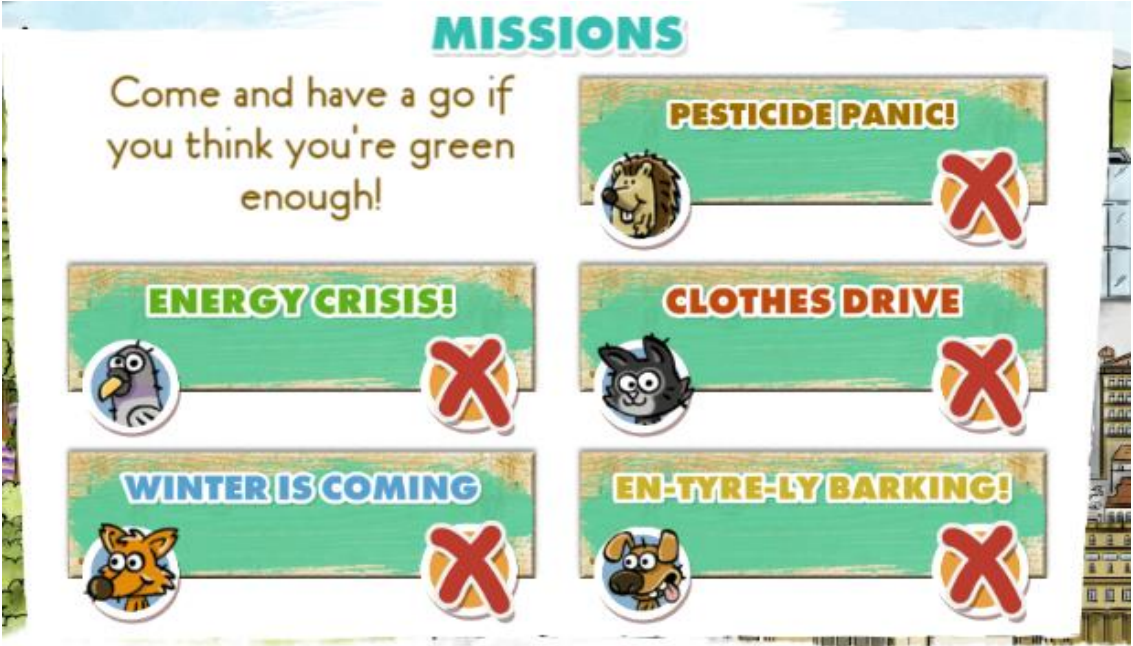


Figure 20. Missions section in the Sustainable Shaun game.



Figure 21. Misje section in the Ekologiczny Shaun game.

Another interesting example is the title *En-tyre-ly barking!* which introduces the mission where children have to help the dogs build their invention. Thus, the English title is a word play as it associates with the word *entirely*. In this case, the word *tyre* suggests the topic of the mission. On the contrary, the Polish title does not include the connotation to inventions and, above all, the word play is not retained. In fact, the Polish *Psie niebo!* associates with dogs which went to heaven after their death. However, as the word *niebo* [heaven] may be also connected with paradise and a world of happiness, the localisers' choice can be justified.

Apart from the names of the missions, there is also an introductory text *Come and have a go if you think you're green enough!* translated as *Spróbuj jeśli myślisz, że jesteś z ekologią za pan brat!*. The idiomatic expression *to be green* concerning the engagement in ecological issues has been translated as *za pan brat* (a Polish idiomatic expression) which means a friendly relationship with somebody or something. Thus, the localiser approached this short text creatively. However, there is a technical issue in the introductory text, namely, a missing comma after the word *spróbuj*. Again, it confirms the lack of the testing stage and quality assurance after the localisation process.

As it turns out, there are some localisation errors in the Polish version of *Sustainable Shaun*. One of them is the caption *Not enough materials* which remains untranslated in *Ekologiczny Shaun*. It shows up when the player has not enough materials needed to upgrade their buildings. Thus, Polish children who do not speak English may have troubles to understand the message and therefore, they may need an adult's help.



Figure 22. The main screen of the game *Ekologiczny Shaun*. The example of the lack of translation of one element.

Apart from that, there are some inflectional errors in the Polish version of *Sustainable Shaun*. As Polish is a highly inflected language and adjectives must agree with nouns in terms

of gender, number and case. In some cases, the noun-adjective agreement has not been preserved in the Polish localisation of *Sustainable Shaun*, which can be observed in Figure 23 and 24. In the former, the headline *Dzisiaj przybywają! 6 zabląkani mieszkańcy z Wielkiego Miasta!* (*Arriving today ! 6 strays from the Big City!* in the English version) contains an improperly inflected adjective *zabląkani*, whereas the correct form is *zabląkanych*. It indicates that the verb *zabląkani* (which agrees only with numbers two, three and four) remains unchanged for all numbers, even if the inflection is incorrect. Figure 24 shows another example of inappropriate noun-adjective agreement *Wyniki ekologiczny* [ecological results], where the word *wyniki* [results] is plural and *ekologiczny* is the singular form of an adjective. Thus, the caption should be *Wyniki ekologiczne* or *Wynik ekologiczny*. Thus, the discussed errors may lead to the children using an incorrect form and consequently, making language mistakes.



Figure 23. The example of improper inflection of the adjective in *Ekologiczny Shaun*.



Figure 24. The example of improper inflection of the noun or the adjective in *Ekologiczny Shaun*.

5.2.3. Games 12+

The *Kids' Corner* section 12+ contains four online games dedicated to older children. There are four games in both language versions of *Kids' corner*: *Odkryjmy Europę!* {*Let's explore Europe!*}, *Wehikuł czasu* (*Time Machine*), *NEURODYSSÉE* (*NEURODYSSSEY*), and *Quiz językowy* (*Language quiz*). As already mentioned, the *Language quiz* is not available

since the website has been removed. The following section contains the analysis of localisation of *Let's explore Europe. NURODYSSEY* is not taken into account in the analysis because of some technical issues encountered while opening both Polish and English version of the game. Also, as far as the *Time Machine* is concerned, the localisation of the Polish version of this game is well-conducted and any serious errors or inconsistencies with the English version have not been observed.



Figure 25. The main screen of the game *Odkryjmy Europę!*

The game *Let's explore Europe!* Contains a quiz in a form of a board game where children roll the dice, move on the board and answer questions about the Europe and famous Europeans. They are divided into four categories: geography, famous faces, observer (recognising places in the pictures), and quiz (general questions about the EU). The children have an opportunity to play alone or with their friends. As far as the localisation of Polish version of the game is concerned, any serious errors or issues have not been observed. The questions in a board game sometimes repeat in both versions, which indicates that there is a set of questions randomly and automatically chosen during the game. One issue connected with the localisation of the Polish *Odkryjmy Europę!* is the form of address at the first page of the game. The text provided in the orange circle *Cześć! Witajcie w Europie! Co chcesz zrobić?* (*Hello! Welcome to Europe! What do you want to do?*) is inconsistent in terms of the number of recipients addressed. The second person plural form of the verb *witajcie* contrasts with the second person singular *chcesz* in the next line. The message could be improved if the

consistency between the two sentences was preserved. Apart from that, there is a technical issue in the text, namely, one of the words is covered by the orange circle containing introduction and it indicates that the text has not been adjusted to the format of the page. Again, if the quality of the localisation was verified, the format of the text would be corrected.

All things considered, the analysis of the games on Polish and English versions of *Kids' Corner* shows that their localisation contributes to creating a positive image of the EU among children, however, some elements of the games (e.g. untranslated sentences or incorrectly inflected words) should be corrected. Although some games are not available, children still have an opportunity to learn about the EU in an engaging way. Also, it is worth mentioning that there is another website dedicated to children and teenagers, namely, *Teachers' Corner*, which aims at teachers who want to include some topics concerning the EU in their syllabus and discuss them with the students. The localisation of *Teacher's Corner* could be analysed in a further study.

Conclusion

The objective of the analysis was to point out some aspects of Polish and English versions of EUROPA portal, their linguistic and visual content, localisation and influence on shaping the EU's image among the citizens. The analysis confirms that localisation of EUROPA websites contributes to creating a positive image of the European Union, however, some issues found on the Polish websites still need some improvement.

Because of the fact that the EU is an international union and its citizens come from different cultural backgrounds, it has developed a number of strategies to reach the citizens as close as possible. One of them is providing a multilingual online portal where citizens from all member states can find the necessary information about the EU or its projects and take part in public European debate. Thus, the EU's websites serve as a tool of establishing the rapport between the Union and its citizens. The analysis of Polish and English versions of EUROPA websites showed that although the main websites are available in all 24 official languages of the EU, there are some technical aspects of their localisation (e.g. untranslated elements or unavailable content) which do not meet the expectations of the target audience.

First of all, there are some aspects of the EUROPA websites which may have a negative impact on shaping a positive image of the EU. One of them is the fact that some web pages are available only in English or in 'procedural' languages of the EU. This tendency concerns mainly entire news sections on the official websites of the EU institutions, but some elements such as links or headlines on the Polish websites remained untranslated as well. Although the EC highlights that there is not any legal obligation to translate every document or text, the lack of translation of some single elements of the web pages may be considered a localisation error. Translators translate web texts using CAT tools and they usually do not have an opportunity to verify whether their translations are compatible with technical requirements of websites. As far as the localisation of EU websites is concerned, it is visible that it involved efforts of many experts, however, the outcome of their work have not been verified. This means that the localisation process most likely lacked the final stage which includes website testing (to check whether localised elements, such as links, navigation bars or visuals function properly on a website) and quality assessment.

Another factor contributing to weakening the image of the EU is the fact that some users may feel excluded from having access to the information about the EU or omitted in the dialogue with the EU. It concerns mainly the use of masculine forms of address and translation of English *you* by means of masculine forms of the verbs in Polish. Also, there are

some inconsistencies in translation of *you*, as in some cases it is translated informally (*Ty*) or formally (*Państwo*). The differences in translation of the pronoun stem from the fact that neutral *you* can be translated in a few ways in Polish, depending on the author's intention.

One of the main reasons for localisation and translation errors occurring on the Polish EUROPA websites is the fact that web translators for the EU are restricted by standardization norms imposed by the DGT. Therefore, there is a tendency to set guidelines for EU translators on particular types of texts to be translated. According to the DGT guidelines discussed in this thesis, web texts are classified as text category C which includes information for the public. It indicates that texts for the public should be clear, natural, and presented in a reliable and attractive way. The clarity of EU websites analysed in *Jasnopis* application confirms that this goal was achieved by the translators as the texts are clear and understandable. However, the lack of attention to detail and final verification of localised elements leads to a loss of naturalness and attractiveness of translated texts indicated in the guidelines. Therefore, it may indicate that it is a problem at the institutional level as the institution imposes quality assurance procedures. Also, as the institution monitors translation resources and process, the quality of localised websites and web texts should be maintained.

As far as the *Kids' Corner* is concerned, it has a great potential to start creating a positive image of the EU among children. There are games adapted to children at different ages and therefore, they can choose from a variety of entertaining activities. In fact, designing and creating a game requires considerable financial outlays, engaging a team of IT and localisation experts. Therefore, it is expected that the final product – a game, will function properly in all language versions. However, as the analysis of *Kids' Corner* shows, games translated into Polish need verification in terms of their functioning after the localisation process. The technical issues such as unavailable content, untranslated links or parts of a page, calques from English, incorrectly inflected nouns and adjectives or inappropriately adjusted layout indicate that the final testing stage of localisation has not been conducted and the quality of localised games has not been assessed. Therefore, the recipients' impressions after visiting *Kids' Corner* may not be positive as the users expect a well-functioning website, especially as the EU positions itself as a professional and multilingual institution. Hence, the potential of *Kids' Corner* is not fully used. It must be admitted that generally the differences between the English version of *Kids' Corner* and its localisation into Polish are not very prominent. However, the small errors pointed out in the analysis may affect a positive perception of *Kids' Corner* and the EU in general.

On the other hand, the main factor contributing to creating a positive image of the Union is the fact that the EU shows the citizens that their opinion is valuable and they can genuinely contribute to the general shape of the websites. Therefore, many pages in English and Polish contain feedback forms, where citizens can share their ideas and impressions. Another factor contributing to positive image of the EU is the fact that the websites are highly interactive and user-friendly in terms of the layout, colours or navigation. Also, as one of the EU's goals is to minimise the distance between the citizens and the Union, it attempts to provide information in a readable and understandable way. Thus, translated texts published on the Polish EU's websites are appropriately adapted to the needs of the citizens, and their clarity has been verified and confirmed in the *Jasnopis* analysis. Also, the use of informal forms of address in Polish contributes to creating a positive image of the EU, as citizens may have a feeling of truly belonging to the Union.

All in all, the European Union has made a huge step towards the citizens. The web presence of main European institutions and the way of involving citizens in the European public debate reflects the EU's strategies of creating a citizen-oriented organisation, which breaks the barrier between the institution and an average citizen. However, the differences between Polish and English versions of EUROPA portal indicate that technical aspects of the localisation of the Polish websites need improvement in terms of their quality, in order to make the EUROPA portal meet the recipients' expectancy norms. Nevertheless, the Polish EU websites are well-developed and Polish citizens can have access to the information in their mother tongue in the same way as other Europeans.

Summary

The aim of this thesis is to analyse Polish and English versions of the European Union websites and the influence of their localization on shaping the EU's image among Polish citizens. The theoretical part discusses the main concepts connected with website localisation, the specificity of this process with reference to the EU websites, and strategies of communication between the EU and its citizens. The empirical part contains a qualitative analysis of chosen EU websites including homepages, forms of address, interaction with the recipients, and the clarity of texts published on the EU websites. Also, the EU websites aimed at children are compared. The analysis proves that the localisation of the EU websites may influence the EU's image positively, however, some aspects of the websites need to be improved.

Streszczenie

Celem pracy jest analiza polskich i angielskich wersji stron unijnych oraz wpływu ich lokalizacji na kształtowanie wizerunku Unii Europejskiej wśród Polaków. W części teoretycznej omówiono podstawowe zagadnienia związane z lokalizacją stron internetowych, specyfikę tego procesu w kontekście stron UE oraz strategię komunikowania się Unii z obywatelami. Część empiryczna zawiera analizę jakościową lokalizacji wybranych stron portalu EUROPA, z uwzględnieniem stron głównych, form zwracania się do odbiorców i interakcji z nimi, a także przejrzystości tekstów publikowanych na stronach UE. Porównano również strony unijne przeznaczone dla najmłodszych. Analiza dowodzi, że lokalizacja stron UE może pozytywnie wpłynąć na wizerunek Unii, jednak niektóre aspekty wybranych stron wymagają poprawy.

Резюме

Целью данной работы является анализ польских и английских версий сайтов, посвященных Европейскому союзу, а также влияние локализации этих сайтов на формирование репутации Евросоюза среди Поляков. В теоретической части работы дается характеристика локализации веб-сайтов, специфика этого процесса в контексте сайтов ЕС, а также обсуждение стратегий коммуникации Евросоюза с гражданами. В практической части работы анализируется локализация веб-сайтов ЕС, включая домашние страницы, формы обращения к гражданам, а также ясность текстов, опубликованных на вебсайтах Евросоюза. Из этого анализа вытекает, что локализация сайтов ЕС положительно влияет на репутацию Евросоюза, однако некоторые аспекты анализируемых сайтов требуют коррекции.

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