

## Language background of the reader as a factor in translation reception of popular fiction

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While there is fairly unanimous agreement among translation scholars that translated language differs from originally written language (Chesterman, 2004; House, 2008; Malmkjær, 2008; Olohan & Baker, 2000; Toury, 2004), the question whether these differences (e.g., language and translation errors) affect the reading and reception of translated texts by the reader has been hardly ever asked in empirical studies (Kruger, 2013; Walker, 2019). In effect, the issue of the reception of translated texts remains one of the most under-researched areas in Translation Studies (Kruger & Kruger, 2017). Although the eye-tracking methodology seems the most suitable to capture the reader's cognitive effort needed to recover meaning from text, there are many variables which contribute to the overall reading experience. The research into whole text reading has shown that these can be divided into text- and reader-related factors (Hyönä, Lorch & Kaakinen 2002; Jarodzka & Brand-Gruwel, 2017). In this presentation, we want to report on a translation reception study as a part of a larger reading studies project in which we investigate how the language background of the readers – their proficiency in the language from which the texts were translated – plays a role in the fluency of reading and in the self-reported narrative engagement. Three groups of readers with different levels of proficiency in English read excerpts from popular fiction – a text originally written in Polish, and three excerpts translated from English into Polish while their eye movements were recorded by EyeLink 1000 Plus. The initial findings show that the readers with high proficiency in the language from which the texts were translated and with some translation experience were more distracted by language errors and disfluencies in translated texts than readers with lower levels of proficiency. We attribute these differences to the higher levels of metalinguistic awareness which develop in parallel to translation experience and language proficiency.

(304 words)

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