Achieving Increased Readability
Swedish Red Cross texts and their English Translations

Degree Project in English
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Abstract

The importance of readable texts is gaining increased recognition, especially when writing for a diverse audience represented by people of various backgrounds and cultures.

The present study compares the levels of readability in Swedish and English texts, from the Swedish Red Cross organisation. The Swedish texts were translated into English by the author of the present study, with the aim of producing texts written in plain English for a readership with potentially low proficiency in the language. The methods used to measure the readability levels of the source and target texts included two well-established readability tests online, a textual analysis (focused on linking words and the active vs. passive voice) and questionnaires from the Red Cross supervisor and a small group of informants representing the target readership.

The results show that increased readability was achieved for the majority of the target texts compared to the corresponding source texts. However, there are results, mainly from the textual analysis, that deviate from this general picture, which may be the reason why the overall grade of the TTs is, fairly easy. However, whether the readability of the target texts is high enough for the diverse readership they are intended for is difficult to assess within the framework of the present study, such an assessment would be suitable when the texts have been available for a longer time.

Keywords: readability, readability formulas, linking words, the active voice, the passive voice, English, Swedish, translation.
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1. Introduction

The world is becoming increasingly globalised and the interaction across language borders is growing rapidly. These new relationships might be restrained by language barriers, which results in a growing need for translators who can overcome these barriers.

The need for translation is, nevertheless, an old phenomenon, and for most of human history there has been a frequent need for renderings of speech and writing into other languages. In the early days of the Common Era, the translators focused mainly on Bible and literary translations (Nord 2014, p. 4); however, the main task of the translator is generally the same regardless of time and text: to “enable communication to take place between members of different culture communities” (Nord 2014, p. 17).

In the field of translation studies, the text that is being, or has been, translated into another is usually called the source text (ST) and its language the source language (SL), while their resulting translation and its language are called target text (TT) or target language (TL), respectively. From this point forward, I will use these terms and abbreviations.

The present study focuses on the translation from specialised Swedish into a simple English. The source texts in question are from the Swedish Red Cross organisation, which is part of the International Red Cross, and they come from two different departments, the Red Cross Youth and the Red Cross Info Service. At the time of writing, the texts are accessible on the Red Cross website. They are informative texts about different activities offered by the organisation or provide information about various rights that newly arrived immigrants have in Sweden, among other things. The intended readership is mostly just that: refugees and asylum seekers who have recently come to Sweden. The addressees thus have various backgrounds and nationalities, although many are probably from Syria, Eritrea and Somalia, as these were the main countries of origin of asylum seekers in Sweden in 2014 (Migrationsinfo 2014). Translating for such a large and diverse target group with varying levels of proficiency in English is one of the challenges in the translation procedure of these texts.

Stewart (2013, p. 219) suggests that a large readership group may have a wide range of ideas as to what style and content they consider appropriate, based on their individual knowledge and background. It may therefore be a challenge for a translator to make translation choices that will meet the various expectations of the intended readers. However, in the context of the present study, I, the translator, have embarked on a possibly even more...
unusual and challenging task. In fact, there is not much potentially helpful previous research done on the specific type of translation demanded by the Swedish Red Cross, namely for the TTs to have a higher readability level than the STs, for a target readership that can be expected, on average, to have limited proficiency in the TL. Achieving the aim could be challenging due to the rather advanced level of the SL used throughout the STs. In the present study I will refer to the aim of the translation task as achieving increased readability. Readability can be considered a general term with a number of possible interpretations, but a first definition for the purpose of the present study will be attempted in section 1.1 below.

The present study could be of interest to anyone involved in translation in general, but perhaps more specifically to people working with an aim of increasing readability and simplify a text for non-native readers or, more generally, people with limited TL proficiency. The results could potentially provide some guidance for anyone embarking on a project similar to my own.

In the present study, two readability formulas have been applied in order to analyse the readability of the source and target texts and what level of proficiency is required for comprehending these (more about these formulas in sections 2 and 3). As mentioned above, this specific translation case represents a somewhat new and unexplored terrain, which opens up for various approaches. The focus is, however, on the following research questions: according to two applied readability formulas, do the STs and TTs show a difference regarding readability? Compared to the STs, do the TTs feature an increased frequency of linking words or sentences in the active voice, both of which are supposed to enhance readability? Does the feedback from the Red Cross supervisor and the readership indicate improved readability of the TTs? By comparing all of the results, is it possible to say, if yes, to what extent the readability of the STs and the TTs differs?

1.1 Readability

Simply put, readability refers to the level of difficulty or accessibility of a written text. If the aim is to achieve increased readability, it means that the text should become more comprehensible and accessible to its readers, especially those with limited proficiency in the language. According to Jabbari (2011, p. 37), it is crucial to ensure the readability of translated texts in order for information and knowledge to be transferred to a broader audience – which is exactly what the present study is about.
2. Background

2.1 The translator and translation problems

As English is the most widespread language across the globe, it is a common language to translate into, even though “[t]he status of English as a global language means that in language learning and translational contexts it has become something of a moving target” (Stewart 2013, p. 217). This situation requires skilled translators who can make information accessible to a broad and not always clearly defined TL readership. Normally, “[t]he translator can be compared with a target-culture text producer expressing a source-culture sender's communicative intentions” (Nord 2014, p. 21). However, the translators translating for non-native speakers of the TL with various levels of proficiency in that language, especially if the TL is English, are sometimes non-native speakers themselves (Stewart 2013, p. 217), which may, though it does not have to, constrain the quality of the translation.

There are many complex aspects and problems that are involved in the process of translating a text, and the decisions made by the translator can, among other things, be dependent on what type of text the ST is. For example, Nord claims that if a translator is working with an informative type of text, the final TT should correspond completely to the ST in terms of content, as that is the main focus in this type of text (2014, p. 38). If, on the other hand, a translator is working with an expressive text, Hatim and Munday (2004) write that the main focus “should be to preserve aesthetic effect alongside relevant aspects of semantic content (p. 284). And finally, if a text is operative it should, according to Hatim and Munday, “be dealt with in terms of extralinguistic effect (e.g. persuasiveness), a level of equivalence normally achieved at the expense of both form and content” (2004, p. 284). Given that this is the case, it is crucial for a translator to acknowledge the type of text that he or she is about to translate and understand the requirements for that exact text type. Regarding the requirement for informative texts, as described by Nord, it might in some cases be problematic to achieve the aim of complete equivalence. Stewart writes that the TT is very much dependent on the intended readership and that it is of importance “to be open to linguistic diversity, accommodating as far as possible the sundry requisites of the target readers” (2013, p. 233).

In fact, although Nord insists on the importance of equivalence, she also recognises that there are limits to how exact a rendering in another language can be, writing: “In informative texts the main function is to inform the reader about the objects and phenomena in the real world.
The choice of linguistic and stylistic forms is subordinate to this function” (2014, p. 37). Nord develops this, writing: “Let your translation decisions be guided by the function you want to achieve by means of your translation” (2014, p. 39). Under such circumstances, and while equivalence in one sense or another may be a general aim to strive for, translation problems are inevitable and more or less creative solutions might be required.

In his article “From Pro Loco to Pro Globo” (2013), Stewart discusses the issues of translating for an international and heterogeneous readership of mostly non-native speakers of English, and in his study, the translators are Italian university students asked to translate Italian tourist texts into English – a task that, according to Stewart, does not come “without complications” (p. 217). Stewart argues that, in situations where information on the target readership is insufficient, “it is the function of the text which becomes crucial” (p. 220), and that when translating informative texts, whose purpose, in addition to inform, is, for example, to appeal and persuade (which is common in operative texts), the translator should prioritise the informative part, as it is crucial to convey the message (p. 220). As Stewart summarises the results of his study, he lists several factors that could complicate the task of translating for a heterogeneous readership: determining the most essential purpose of the ST; the possibility that readers interpret the message of the text differently (considering their different levels of proficiency); and the issue of which kind of English to use, for example with regard to terminology that is common only in one variety of English, such as *bank holiday*, which is primarily a British English term (2013, p. 233).

The rules of translation are thus not black and white, and in many cases it might actually become a necessity for a translator to abandon the aim of producing a completely equivalent text, for example if the intended readership has limited proficiency in the TL. Where that is the case, it is important to strive for a text with high readability, in order to ensure that the text will be easy to comprehend. One way of ensuring readability is to carry out readability tests, which will be discussed in the following section.

### 2.2 Readability formulas

Readability formulas (or readability tests) are “indicators that measure how easy a document is to read and understand” (Kouamé 2010, p. 133). They were introduced in the 1920s when “educators discovered a way to use vocabulary difficulty and sentence length to predict the difficulty of a text ... They embedded this method in readability formulas, which have proven their worth in over 80 years of research and application” (DuBay 2007, p. 6). Today, there are
over 200 formulas, all with varying degrees of accuracy (Readability Formulas 2015). Since the early years, these formulas have developed in terms of validity and their number has increased steadily: “Today, reading experts use the formulas as standards for readability. They are widely used in education, publishing, business, health care, the military, and industry” (DuBay 2007, p. 6). Generally speaking, they can therefore be considered an, to some extent, adequate method when evaluating a text’s difficulty. However, there are important factors to consider when using these formulas and these will be discussed below.

Producing more readable texts is often crucial, considering how diverse the intended target groups can be in our globalised societies. According to Kouamé, “[r]eadability testing will become more necessary than ever before because of the multiple layers of reading capability within our diverse society” (p. 138). According to Hoke (1999, p. 1), readability formulas “assumed that shorter sentences and fewer syllables resulted in easier reading materials”, and these principles are often followed by text producers aiming at high readability. However, it is important to acknowledge that readability formulas do not cover all the features related to readability. Jabbari (2011) says as much: “It should be noted that Readability formulas cannot evaluate all these features that promote readability. Readability formulas measure certain features of text which can be subjected to mathematical calculations” (p. 37). In fact, “readability formulas are considered to be predictions of reading ease but not the only method for determining readability and they do not help us evaluate how well the reader will understand the ideas in the text” (Jabbari 2011, p. 37). Others, too, adopt a critical attitude towards readability formulas, for example Rush (1984), who writes: “It is inappropriate to use readability formulas for purposes other than to obtain ‘ballpark’ estimates of the appropriateness of non-instructional materials for general audiences” (p. 2). He concedes, though, that readability formulas “are useful in matching reading materials to general audiences of some assumed level of reading ability” (1984, p. 15), and Kouamé maintains that despite attempts at finding alternatives to readability formulas, there are currently none that are considered better (2010, p. 135).

Readability formulas also have a role to play in Translation Studies and for professional translators: they “can be effective because these formulas can help translators to count the number of words, multi-syllables words, and sentences they use and compare it with the number of them in the original text” (Jabbari 2011, p. 38). Then again, Kouamé describes this procedure to be quite tedious and time consuming, if done manually, and she recommends using readability tests online (2010, p. 137-38).
There are, however, important factors to consider when using online readability tests. Kouamé suggests that in order to ensure a test’s quality, one can, for example, “[e]stablish the credibility of the author(s) of the tool” (2010, p. 138). According to Kouamé, “good research practice suggests that we use several methods for testing because error is inevitable. Using more than one test provides greater insight into the document” (2010, p. 136). She also claims that some readability formulas tend to generate more optimistic results than others, especially the Fog and SMOG formulas (Kouamé 2010, p. 137). Taken together, the literature suggests that readability formulas can be used as an adequate method when evaluating the readability of a text, though they should not constitute the sole method if the aim is a thorough evaluation.

2.2.1 The Flesch Reading Ease formula

The Flesch Reading Ease formula is considered one of the most common and reliable readability formulas (Kouamé 2010, p. 136). It was developed by the author and Plain English Movement supporter Rudolph Flesch in 1948 (Readability Formulas 2015). The fact that this formula is almost 70 years old and still used regularly speaks in favour of its reliability, as it has been tested by many. The exact mathematical formula is as follows:

\[
RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)
\]

- **RE** = Readability ease
- **ASL** = Average sentence length (the number of words divided by the number of sentences)
- **ASW** = Average number of syllables per word (the number of syllables divided by the number of words)

(Readability Formulas 2015)

The results from a Flesch Reading Ease formula will be in the range of 0 to 100. The higher the result is, the easier the text is to read. Table 1 (reproduced from Readability Formulas 2015) provides a useful guide on how to evaluate the results from a Flesch reading ease test.

|----------------------|------------------|------------------------|----------------|-------------------|------------|------------------|

The table above is a helpful guide when assessing a text in terms of its readability. If the aim is a high level of readability, a result to strive for would be somewhere between 60 and 100.
There are many who have benefitted from the Flesch reading ease test. For example, in their study, “Drug information in psychiatric hospitals in Flanders: a study of patient-oriented leaflets” (2003), Zwaenepoel and Laekeman evaluated “seven leaflets concerning psychotropic medication” (p. 247) by taking three different approaches, one of which focused on readability. They used the Flesch Reading Ease formula and found that the readability level of the leaflets varied between difficult and very easy (2003, p. 248), which indicates that texts, regardless of the fact that they belong to the same type and serve the same purpose, can differ widely in terms of readability.

For a clearer understanding of how readability formulas function, here is an illustrated example of how the Flesch reading ease test evaluates two excerpts from two types of texts on related topics:

Text 1: “Now the LORD God had planted a garden in the east, in Eden; and there he put the man he had formed. And the LORD God made all kinds of trees grow out of the ground – trees that were pleasing to the eye and good for food. In the middle of the garden were the tree of life and the tree of the knowledge of good and evil” (The Holy Bible, Genesis. 1:27).

Text 2: “Christian or religious ethics might address the question, What do the tenets of the religious faith contribute to distinguishing right from wrong on life’s issues? Or, more personally, Since I call myself a Christian, how should I behave as a Christian over this issue? These are great questions. They launch the inquirer on a prescriptive task that looks to the religion, including the Bible as Christian Scripture, to advise about or make behavioral demands for the present moment” (Gosnell 2014, p. 16).

The texts above have quite similar length and they both concern Christianity, but they represent two different text types. Text 2 discusses Christianity on an academic level, while Text 1 is in a narrative form. When these two excerpts were applied to the Flesch Reading Ease test, Text 1 generated a result of 89.3, which suggests it is an easy, and almost very easy, text. Text 2 generated a result of 53.3, which suggests it is fairly difficult.

2.2.2 The Gunning Fog Index Readability formula

The Gunning Fog Index Readability formula is attributed to Robert Gunning, an American textbook publisher. He was of the opinion that many texts written by the media and businesses were unreasonably complicated, which influenced this readability formula (Readability Formulas 2015). The exact mathematical formula is as follows:

\[
\text{Grade Level} = 0.4 \times (\text{ASL} + \text{PHW})
\]

\[
\text{ASL} = \text{Average Sentence Length} \text{ (number of words divided by the number of sentences)}
\]

\[
\text{PHW} = \text{Percentage of Hard Words}
\]
According to DuBay (2007, p. 61), *hard words* are in this case “words of more than two syllables”. In the Gunning Fog Index Readability formula, a result to strive for is 7 or 8, as texts with those results are considered fairly easy to read. If a text has a result of 12 or above, it is considered very difficult to read (Readability Formulas 2015). According to Brigo et al. (2015), the result from a Gunning Fog Index test “corresponds to an academic grade level”; in other words, the result corresponds to “the number of years of education that a person needs to be able to understand the text easily on the first reading” (p. 36).

The Gunning Fog Index has been used in many empirical studies, for example by Jabbari in his article “A Comparison between the Difficulty Level (Readability) of English Medical Texts and Their Persian Translations” (2011). Jabbari explains that “50 translated booklets and their corresponding texts in English were assessed” (p. 37), to see if there were considerable differences between the STs and TTs. The results showed that there were considerable differences regarding the readability level of the STs and TTs, though none regarding the number of words and sentences in the two groups of texts (Jabbari 2011, p. 37).

The text samples used in section 2.2.1 can also be subjected to the Gunning Fog index test, and in this case, the results provided similar indications of the readability: Text 1 generated a result of 9.1, which suggests it is slightly above the supposedly ideal result of 7 or 8; Text 2 generated a result of 13, which suggests it is a very difficult text.

The next section will treat *linking words* and the active vs. passive voice, both of which are supposed to enhance readability.

### 2.4 Linking words and voice

#### 2.4.1 Linking words

A text that contains linking words is usually more readable than one that does not; this is due to the fact that linking words openly connect clauses and sentences, which results in a more cohesive text that is easier to read and follow. Fry (1986), quoted in Hoke (1999, p. 1), highlights linking words (though he refers to them as *signal words*) as one important factor that increases readability. There are various types of linking words, and it might actually be more appropriate to refer to them as *linking items*, as some of them consist of more than one word, for example *in addition*, *on the other hand*, *for instance* etc. Rush (1984) highlights the importance of linking words, referring to them as *key relationship words*: “A weakness of passages written in short sentences is that such passages frequently omit key relationship
words (i.e., because, thus, therefore)” (p. 11). It is, in other words, important to insert linking words even, and perhaps especially, when writing short sentences, considering that short sentences are commonly used as a way of increasing the readability of a text. According to Mohamed-Sayidina (2010, p. 255-56), linking words, though she refers to such words as *transition words*, can be placed in different categories, and she suggests four different ones: additive (*and, also, besides* etc), adversative (*but, yet, however* etc.), temporal (*then, before, after* etc.) and causative (*so, therefore, because* etc.). These categories can be a useful tool in the identification of all the linking words in a textual analysis.

### 2.4.2 The active vs. passive voice

In English sentences, the active voice is statistically much more common than the passive voice. Active voice means that the subject is performing the action described by the verb, for example, *Jill is writing an essay*. Passive voice does the opposite, as the grammatical subject changes from being active to being acted upon, as in *The essay was written by Jill*. The question whether to use the active or passive voice when writing texts can be debated. The most common perception is that the passive voice will make a text more formal, which might be the aim for certain texts, though it can also have a negative impact on readability. Millar, Budgell and Fuller (2013, p. 394) suggest that “the passive voice is often seen as merely a stylistic choice which results in writing which lacks clarity”. They also claim that “the passive voice will result in a structure which is more verbose than the active alternative and therefore harder to understand” (2013, p. 394). However, Estling Vannestål (2007, p. 408) claims that the passive is more suitable in some cases, for example in scientific writing, when the aim is to sound more objective. But although the passive voice may usually be associated with formality and objectiveness, there are cases when it actually makes a sentence easier to read, for example, when a clause contains a fairly long theme/subject, as in the following examples provided by Estling Vannestål (2007, p. 408):

1. *Members were informed by the Town Council representative on the Dronfield Woodhouse Sports and Social Club that some progress had been made ...*

2. *The Town Council representative on the Dronfield Woodhouse Sports and Social Club informed members that ...*

The first example, written in the passive voice, is actually easier to process than the active alternative, since the latter violates the so-called principle of end-weight, according to which long and “heavy” elements should be placed at the end of a clause or sentence. Besides, a
passive construction can be a good solution if one cannot say, or wants to avoid saying, who did something, as in *The data was analysed by using* .... It is thus not always advisable to completely exclude the passive voice from texts aiming at high readability, though the active voice is still the generally preferred choice in such contexts.

3. Material and methods

3.1 Material

3.1.1 The translation brief

When a translator embarks on a project, he or she often works on the basis of a so-called translation brief (Nord 2014, p. 21) provided by a client. The translation brief should contain an exact specification of the purpose or aim of the translation. These briefs can take different forms, but the more detailed they are, the higher the likelihood that the translator will understand the task as intended. Sunwoo (2007, p. 5) presents what she refers to as a commission checklist with important points for a translator to work from, including the following:

- In what language is the original and in what language should the translation be?
- Who is the client and what are his interests?
- What readership does the client want to address?

These questions were applied to the assignment proposal that I had received from the Swedish Red Cross in order to verify that the nature of the assignment and its aim had been specified, as well as understood. This is what the Red Cross wrote regarding the assignment's main focus:

*Translation of the Swedish Red Cross website texts into English. The goal is that the translation should be made into a plain English for non-native English speakers.*

This description is rather short, which could complicate the understanding of the translation purpose. However, if the three questions listed above are considered, it is actually possible to find the answers in the assignment description above: the SL and TL are clear, the client and his interests are also described and the intended readership and their level of proficiency as well. Although the information might be somewhat superficial, it is important to add that a personal meeting with the client took place as well, where these issues were discussed more
thoroughly. My understanding subsequent to the meeting was similar to what the assignment proposal described, then again, the Red Cross could still not provide an exact definition of the targeted readership, other than that they believed the majority would have, on average, a low proficiency in the TL.

### 3.1.2 The source and target texts

The corpus of texts analysed for the present study consists of 15 web texts from the Swedish Red Cross organisation, most of them quite short, and their translations into English. The Swedish Red Cross is a sub-organisation of the International Red Cross and Red Crescent Movement, the world’s largest disaster relief organisation, present in 189 countries (Red Cross 2015). The Swedish Red Cross carries out various activities across Sweden (but also internationally) and its staff and volunteers work on the basis of human rights. In Sweden, they are very much engaged in improving the lives of refugees and migrants, as well as organising activities for unaccompanied refugee children and adolescents, whose lives are often full of difficulties and challenges.

Two departments expressed the need for translation: the Red Cross Info Service and Red Cross Youth. The source texts were provided in the form of one text document from each department, which contained four (Info Service) and eleven (Red Cross Youth) shorter texts, respectively. All of them are primarily informative texts (though to some extent operative as they invite people to join their various activities) that describe various activities carried out by the Red Cross, rights that refugees and migrants have, support that the Red Cross can give etc. At the time the translations were carried out, the Swedish source texts were available on the organisation's website, and the plan was for the translated texts to be published there as well, provided they would meet the requirements.

### 3.2 Methods

As mentioned in the introduction, the purpose of the present study is to determine whether the TTs have increased readability compared to the STs. In order to do so, the present study makes use of three different approaches: readability tests, textual analysis and questionnaires. It is thus both quantitative and qualitative, though mostly the former, considering that both the readability tests and textual analysis consist of measuring and calculating (this is also the case for the readership questionnaires), whereas the only qualitative method is the questionnaire
from the Red Cross supervisor. In what follows, the methods that were used will be explained, in the order in which they were applied, starting with the actual translation procedure.

3.2.1 Carrying out the translation

According to the translation brief introduced above, the main focus of the translation assignment was to translate “Swedish Red Cross website texts into plain English for non-native English speakers”. Plain English, in this context, refers to a level of English that is simplified and easy to read and comprehend. In order to fulfill this task, it was crucial to first become familiar with the STs and the messages they convey, which I achieved by reading them through at least a couple of times. Following that, the STs were pasted into the online translation software Google Translate, to sort out what could be translated directly and used in the TTs, but also to identify spelling mistakes, parts that needed to be improved and reformulated, with regard to both correctness and the task of simplifying the texts.

Throughout the translation process, I searched for synonyms of words that I considered too specialised for the intended readership. Choosing the, in my opinion, most suitable word was based on my knowledge of the TL and what I considered to be understandable by people of lower proficiency. I tried to ask myself critical questions, for example Did I understand this word when I was at a beginner’s, or intermediate, level of English?, but I also discussed some choices with the Red Cross supervisor, a native English speaker. In cases where a suitable, simple synonym did not seem to exist, it was unavoidable to use a more specialised word.

I also tried to shorten the TTs and evaluated if certain long formulations from the STs were really necessary to translate. In the process, some changes were made regarding linguistic and stylistic forms, which is a possibility justified by Nord (2014, p. 39) when she claims that the translator should be guided by the objective that he or she wants to accomplish (cf. section 2.1 above).

When the TTs were completed, a meeting with the Red Cross supervisor took place where some reformulations were discussed. Following that, the TTs were edited according to the feedback I had received at the meeting, and finally the TTs were sent to the Red Cross for publishing.

3.2.2 Applying readability formulas

The two readability formulas introduced in sections 2.2.1 and 2.2.2 above were used in the present study in order to determine the level of readability of the TTs compared to that of the
STs. The reason for using the Flesch Reading Ease formula and the Gunning Fog Index
Readability formula in the present study was their ability to provide clear and concrete data.
As pointed out, they are also quite well-established since they were introduced in the first half
of the 20th century and have been frequently applied since then (DuBay 2007, p. 6). Both
formulas are available on the Readability Formulas' website, maintained by experienced
freelance writer Brian Scott, who also runs two other websites on the topic of writing. The
website is non-commercial and “offers free information and tools to understand readability
formulas” (Readability Formulas 2015).

For the calculation of the readability levels, each of the fifteen STs (four from Info
Service and eleven from Red Cross Youth) was pasted into each of the two online tools and
the results were computed. Secondly, each TT underwent the same procedure and the results
were compared to those for the STs. Thirdly, averages were calculated for all of the STs and
all of the TTs and compared to each other. In addition, the results from each readability
formula for each text were compared to see if the formulas would agree with each other. As
mentioned in sections 2.2.1 and 2.2.2, a high level of readability according to the Flesch
Reading Ease formula would yield a score somewhere between 60 and 100, while the
equivalent according to the Gunning Fog Index would be 7 or 8.

3.2.3 Textual analysis

To achieve a more comprehensive, in-depth analysis and comparison of the texts, the present
study also includes a textual analysis with two additional foci: linking words and the active
vs. passive voice. These two foci were chosen since they are supposed to enhance readability.
Fry (1986), quoted in Hoke (1999, p. 1), confirms this as he suggests that linking words and
active voice are two important factors that increase readability.

3.2.3.1 The relative frequency of linking words

As previously mentioned, the strategic use of linking words can help to make a text more
readable and these have therefore been chosen as one of the foci of the textual analysis. The
number of such words (or linking items) was counted in each of the two times fifteen texts.
Additionally, the total number of words in each text (ST and TT) were also counted. The
number of linking words in each text was divided by the total number of words in each text in
order to calculate the percentage of the relative frequency of such words. Also, a mean of each
of these results, from both the STs and TTs, were calculated for a comparison to be made.
However, note that almost any use of linking words can be considered relatively frequent in this case, considering that the texts are not particularly long.

### 3.2.3.2 The relative frequency of active and passive sentences

The textual analysis also focused on the frequency of sentences in the active versus passive voice. Sentences in the active voice tend to result in more readable texts (see section 2.4.2) and is therefore an important aspect to focus on in the present study. This analysis was done by going through each of the two times fifteen texts and by counting and comparing how many sentences in each were written in the active and the passive form, respectively. The number of passive, as well as active, sentences, from each text was divided by the total number of sentences of each text, in order to calculate a percentage showing the relative frequency; these results from the STs and TTs were then compared. One final important point to raise is that it is usually clauses that are active or passive, however, in the present study, I decided to focus on complete sentences, where I defined sentences that contained any passive construction as passive, and the sentences that did not contain passive constructions were defined as active. The choice to focus on complete sentences was simply due to time constraints.

### 3.2.4 The questionnaires

It is of great value to obtain information on how the actual readership, as well as the Red Cross itself, might assess the TTs in terms of readability. This kind of information will provide much more valid answers to the research questions, answers that the readability formulas and the textual analysis in terms of linking words and grammatical voice cannot provide by themselves. Jabbari highlights this very point when he suggests that readability formulas are rather unreliable when it comes to predicting how well the readership will understand a text (Jabbari 2011, p. 37). Asking the readers themselves will thus function as a valuable complement to the other approaches in the present study.

Two questionnaires were handed out, one for my supervisor at the Red Cross and one for a small group of people assumed to be representative of the intended readership: six individuals that participated in a meeting for undocumented migrants. (Information that these were actually quite well-educated was provided by the supervisor afterwards.)

The questionnaire for the Red Cross supervisor contained questions about the final version of the TTs and whether the assignment proposal's main objective had been achieved
or not. Initially, the questionnaire for the six members of the target group contained the four texts from Info Service, together with instructions to underline the words they did not understand and to grade each text as easy, difficult or very difficult. However, along the way, and due to the supervisor giving the assignment to another person at the Red Cross, a mistake was made and this person only handed out the four texts, asking the respondents to underline words they did not understand, which is why the questionnaires turned out not to be as informative as planned. Furthermore, the exclusion of the eleven Red Cross Youth texts from the questionnaire is due to the limited amount of time available for the study and the fact that the feedback from Red Cross Youth on those texts had not yet been given at the time of the dissemination of the questionnaires. Mindful of these limitations, I was nevertheless able to include and analyse the results from the questionnaires to see if they agreed with each other and with the rest of the results from the readability tests and textual analysis.

4. Results

This section summarises the data collected from the readability tests, the textual analysis and the questionnaires. In order to present the results in as detailed and comprehensive a manner as possible, sections 4.1, 4.2 and 4.3 feature tables and examples. The answers to the questionnaire given to the supervisor are presented as a short summary containing the most essential issues raised.

4.1 Readability formulas

4.1.1 The Flesch Reading Ease formula

The results from the Flesch Reading Ease test are presented in Table 2 below, which should be read as follows: the numbers 1-15 in the first row represent the different texts; the two rows below that show the readability scores for the STs and TTs, respectively; M, finally, symbolises the mean for each group of texts. Table 2 confirmed that each of the fifteen TTs received a higher score than the corresponding ST. The means for the all of the STs and TTs is 49.9 and 69.1, respectively, with a total difference of 19.2. According to the guide on how to evaluate Flesch Reading Ease results (see Table 1), the STs are generally “difficult” or “fairly difficult” to read and understand, while the mean score for the TTs suggested that these are “standard” or “fairly easy”. The TT with the supposedly highest readability is text number 7 with 78.9, and the one with the lowest number 4 with 56.7.
Table 2. Results from the Flesch Reading Ease test

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<th>14</th>
<th>15</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>39.9</td>
<td>51.6</td>
<td>57.1</td>
<td>28.3</td>
<td>54.1</td>
<td>43.5</td>
<td>33.1</td>
<td>61.8</td>
<td>58</td>
<td>41.8</td>
<td>55.2</td>
<td>61</td>
<td>50.1</td>
<td>53.3</td>
<td>59.1</td>
<td><strong>49.9</strong></td>
</tr>
<tr>
<td>TT</td>
<td>59</td>
<td>65.8</td>
<td>72.6</td>
<td>56.7</td>
<td>77.5</td>
<td>64.3</td>
<td>78.9</td>
<td>67.5</td>
<td>77.1</td>
<td>59.2</td>
<td>70.3</td>
<td>73.7</td>
<td>69.2</td>
<td>67.8</td>
<td>76.8</td>
<td><strong>69.1</strong></td>
</tr>
</tbody>
</table>

The results indicated a considerable difference between a couple of STs and their TTs. Text number 4, “Visit to detention centres” (Swedish: “Besök på förvar”), which is from Info Service, generated a result of 28.3 for the ST and 56.7 for the TT – a difference of 28.4. Text number 7, “The breakfast club – a good start to the day” (Swedish: “Frukostklubben – en bra start på dagen”), which is from the Red Cross Youth, even has a difference of over 45 points between the ST and the TT. By contrast, text number 8 only showed a modest ST-TT difference of 5.7.

4.1.2 The Gunning Fog Index Readability formula

The results from the Gunning Fog Index test are presented in Table 3 below (read the same way as Table 2). The mean result for the STs is 12.1, and that for the TTs 9.7, a difference of 2.4. According to the information on how to evaluate Gunning Fog test results (see section 2.2.2), the mean result for the STs suggested that these texts are very difficult to read, as they generated a result above 12. The mean result for the TTs is slightly above the suggested aim of 7 or 8 (which is taken to mean that a text is fairly easy to read), though it is well below 12. The TT that generated the lowest score (and thus the presumably highest level of readability) is text number 15 with 6.2, while at the other extreme there is text number 4 with a score of 12.7.

Table 3. Results from the Gunning Fog Index test

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<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>15.2</td>
<td>13.6</td>
<td>11.4</td>
<td>17.7</td>
<td>10.6</td>
<td>12.7</td>
<td>13.6</td>
<td>10.3</td>
<td>9.7</td>
<td>13.7</td>
<td>11.7</td>
<td>10.2</td>
<td>9.7</td>
<td>10.7</td>
<td>10.3</td>
<td><strong>12.1</strong></td>
</tr>
<tr>
<td>TT</td>
<td>12.2</td>
<td>11.6</td>
<td>9.4</td>
<td>12.7</td>
<td>8.6</td>
<td>10.4</td>
<td>8.9</td>
<td>10.3</td>
<td>7.3</td>
<td>10.2</td>
<td>8.9</td>
<td>7.2</td>
<td>10.1</td>
<td>11.3</td>
<td>6.2</td>
<td><strong>9.7</strong></td>
</tr>
</tbody>
</table>

A few of the results stand out somewhat. For example, text number 4 features the largest ST-TT difference of 5 points. By contrast, the results for text number 8 showed no difference between the ST and the TT: 10.3 for both. Finally, TTs 13 and 14 actually received a higher index (i.e. supposedly decreased readability) compared to their respective STs.
4.2 Textual analysis

4.2.1 Linking words

The results regarding the number of linking words (or items) are presented in Table 4 below, which should be read similarly to Tables 2 and 3, with the exception that the results in this case are calculated as percentage (%) of the relative frequency of linking words. Though there is considerable variation between the texts, all fifteen STs actually showed a higher frequency than the corresponding TTs, an unexpected outcome, which will be discussed more in section 5.2. The mean frequency of linking words in the STs is 9 % per text, and that for the TTs 5 %, i.e. almost half as frequent.

|     | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | M  |
|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| ST  | 11 | 10 | 9  | 11 | 10 | 8  | 9  | 9  | 7  | 11 | 9  | 7  | 6  | 8  | 10 | 9  |
| TT  | 6  | 4  | 5  | 5  | 5  | 4  | 6  | 5  | 3  | 5  | 5  | 6  | 4  | 3  | 8  | 5  |

Once again, a few results stand out from the rest. For example, ST number 10 featured a frequency of 11 %, and the corresponding TT only 5 %. The ST-TT 12 represented the smallest reduction in the frequency of linking words, as well as number 15, that also showed a modest difference. In order to put the results in perspective, Table 5, below, presents the total number of words in each text:

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<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>143</td>
<td>138</td>
<td>104</td>
<td>229</td>
<td>214</td>
<td>220</td>
<td>211</td>
<td>250</td>
<td>262</td>
<td>502</td>
<td>279</td>
<td>94</td>
<td>233</td>
<td>117</td>
<td>31</td>
</tr>
<tr>
<td>TT</td>
<td>158</td>
<td>151</td>
<td>102</td>
<td>236</td>
<td>244</td>
<td>256</td>
<td>252</td>
<td>279</td>
<td>270</td>
<td>523</td>
<td>293</td>
<td>90</td>
<td>273</td>
<td>118</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 5 shows that almost all of the fifteen STs, with the exception of numbers 3 and 12, are shorter than their corresponding TTs, but still (according to Table 4) they generated a higher frequency of linking words compared to the TTs.
4.2.2 The active vs. passive sentences

The results of the relative frequency of passive sentences can be seen in Table 6. The results of active sentences can be seen in Table 7 (both read in the same way as Table 4). Table 6 shows that the calculated mean of the relative frequency of passive sentences was the same in both the STs and TTs. The TTs initially generated a result of 3.9, which was rounded up to 4 % (considering the difference was insignificant), whereas the STs generated exactly 4 %. While the results suggested that the ST-TTs have the same frequency of passive sentences on average, there are a few results that differ from the overall trend. For example, numbers 2 and 4 show quite a high frequency of passive sentences in the STs compared to the TTs. Similarly, TT number 6 shows a frequency of 12 %, and none in the corresponding ST, likewise, ST number 11 shows no frequency, while its translation shows 5 %.

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<th>11</th>
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<th>13</th>
<th>14</th>
<th>15</th>
<th>M</th>
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<tbody>
<tr>
<td>ST</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>18</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TT</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>11</td>
<td>7</td>
<td>12</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 7 shows a similar trend as that of Table 6. The calculated mean for both of the STs and TTs showed the exact same frequency, 96 %. The result thus suggested that there is no difference between the STs and TTs, regarding their frequency of active sentences. Again, a few results differed to some extent. For example, TT number 2 shows a frequency of 92 %, while its corresponding ST only shows 75 %. On average, though, each ST-TT result is quite homogeneous.

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<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST</td>
<td>100</td>
<td>75</td>
<td>100</td>
<td>82</td>
<td>93</td>
<td>100</td>
<td>100</td>
<td>94</td>
<td>100</td>
<td>96</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>TT</td>
<td>92</td>
<td>92</td>
<td>100</td>
<td>89</td>
<td>93</td>
<td>88</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>97</td>
<td>95</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

In order to put the results in perspective, Table 8, below, presents the total number of sentences in each text:
Although Table 8 shows a variety of results between the texts, there are not that many considerable differences. The few exceptions are: TT number 10 that contains 35 sentences, 8 more than its ST; and TT number 1 and 2, containing 5 sentences more than their STs.

4.3 The questionnaires

4.3.1 Red Cross supervisor

The questionnaire filled out by the supervisor (in this section referred to as SP) contained open questions and thus probed for more complete answers, which are here presented in the form of a summary that highlights the most essential points taken up.

Regarding the initial assignment proposal provided by the Red Cross, the SP thought that the main focus, to translate into plain English, had been met to some extent. The SP elaborated on his answer and suggested that the texts follow the principles of plain English, however, these principles were not explained any further.

The SP was asked to consider the readability level of the TTs, compared to that of the STs, and he claimed that the TTs had greater readability. The SP suggested that part of the reason for this was the use of simple and active sentences, as well as the replacement of specialised words with perhaps more common and less formal alternatives.

Regarding possible weaknesses in the TTs, the SP mentioned the problematic issue of finding an easier word to replace a specialised one with. The example given was the term *undocumented migrants*, where a suggested alternative proved to result in a loss of meaning. The other weaknesses mentioned did not relate to my work as the translator, but rather to the actual content of the texts, which was the responsibility of the Red Cross.

Finally, regarding the assignment proposal and whether it had been detailed enough, the SP was of the opinion that the information about the intended readership could have been better researched by the Red Cross (considering the assignment proposal did not offer that sufficient information) before I embarked on the assignment. However, the SP was pleased.
about my initiative to include representatives from the readership into the process by handing out questionnaires to them.

Overall, the SP seemed to have a mostly positive opinion of the TTs, and only raised a few issues regarding them.

4.3.2 Readership

The words that the respondents did not understand are presented in Table 6 below. Two of the respondents underlined no word (2 and 5 and are thus not included in the table) and therefore, presumably, understood everything in the four texts; two respondents underlined one word each; and the remaining two marked 10 or more items.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Words not understood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>torture</td>
</tr>
<tr>
<td>3</td>
<td>across</td>
</tr>
<tr>
<td>4</td>
<td>flee, suffered, victims, torture, conflict, mentoring, detained, rejected, detention, detainees, authorities</td>
</tr>
<tr>
<td>6</td>
<td>defends, especially, victims, mentoring, tens, mentor-to-mentor, goal, detention, detainees, faults</td>
</tr>
</tbody>
</table>

Some of the words, torture, victims, mentoring and detainees, were underlined more than once, which suggests that they are more specialised than the rest. Another interesting finding is that respondent number 6 did not underline the word detained, but did underline the words detention and detainees, despite the fact that they belong to the same word family.

5. Discussion

This section will discuss all of the results from the present study: first those relating to each of the methods used will be discussed individually and in chronological order, following which all the results will be discussed in relation to each other to see whether any parallels can be drawn or if they are contradictory in some respect.
5.1 Readability formulas

The results from the readability formulas, the Flesch Reading Ease formula and the Gunning Fog Index, showed similar tendencies to the extent that they both suggested that the TTs are more readable compared to the STs. However, the Flesch Reading Ease results show a more distinct trend in this regard than the Gunning Fog Index. For example, all fifteen TTs have, according to the former, a higher readability score than the STs, and the results for each ST-TT pair differed quite considerably. By contrast, according to the the Gunning Fog Index, two of the fifteen TTs (numbers 13 and 14) actually generated a lower readability score than the STs. Kouamé (2010, p. 137) suggested that the tendency of generating more optimistic results is quite common among some readability formulas; however, the one she mentioned specifically was in fact the Gunning Fog, which in my case generated lower results compared to the Flesch Reading Ease. It can be a complex matter trying to evaluate the reliability of the results that are contradictory, considering that there were also texts for which the results generated by both formulas were very similar. For example, TT number 4 showed a considerable difference in readability compared to its ST in both cases. Similarly, TT 8 showed no difference in terms of the Gunning Fog index, and only a very modest difference according to the Flesch Reading Ease. Given these circumstances, it is quite difficult to determine which results are the most accurate.

It goes without saying that texts belonging to the same type may differ quite considerably in readability, as Zwaenepoel and Laekeman (2003, p. 248) witnessed in their study. In the present study, the final TTs proved this possibility. For example, TT number 7 generated the highest readability score of all according to the Flesch with 78.9 (fairly easy), and TT number 15 generated the highest readability according to the Gunning Fog with 6.2 (even easier than the suggested aim of 7 or 8, though it should be pointed out that this is the shortest text of all fifteen). In both of the formulas, TT number 4 generated the lowest readability results, which is rather interesting considering that this was one of the texts that had increased the most in readability between ST and TT, according to both formulas.

In view of these inconsistencies, it can be considered whether an additional formula should have been applied. If two out of three formulas had yielded very similar results, it would have been easy to follow the majority principle. However, while the discrepancies between the two formulas that I did employ deserve to be pointed out and discussed, the mean results from both formulas are actually more or less in agreement with each other, since both show increased readability between ST and TT.
Then again, whether the results can be taken as evidence of a sufficient increase in readability is difficult to say. After all, the majority of the TTs would not be categorised as easy or very easy, but rather as fairly easy.

5.2 Textual analysis

The results regarding the frequency of linking words in the STs and TTs showed quite a significant difference: 9 % on average in each ST compared to only 5 % in each TT, a reduction by almost half. Likewise, all of the individual STs had a higher frequency of linking words than their corresponding TTs. The most common tendency was that the TTs showed a lower frequency of linking words than their STs, and there were only a few where the difference was modest.

When analysing this possibly unexpected outcome, it is important to be reminded of an important circumstance, namely the difference in text length between STs and TTs. As I carried out the translation, I continuously tried to shorten the TTs as much as possible without losing important content, and this strategy could have been a reason for the unexpected outcome. However, on the contrary, as Table 5 shows, the STs are actually shorter than the TTs, which contradicts the idea above that the TTs would result in shorter text length. The reason for this is most likely the fact that I divided long sentences into several shorter ones, and attempted to write in a descriptive way, in order for the TTs to become more accessible to a readership with lower proficiency. Given these facts, the results suggest that the STs, in fact, have higher readability based on the relative frequency of linking words (items). Though it is important to be reminded of what was discussed in the methods section: what can be seen as frequent use of linking words? In this case, considering the texts not being particularly long, any use can be seen as relatively frequent, which suggests that the results of the linking words in the TTs, can also be considered relatively frequent.

Regarding the results of the relative frequency of active and passive sentences, respectively, the STs and TTs both generated the same frequency: 4 % passive sentences and 96 % active. There were only a few that differed from these results, some quite significantly and others with only a modest difference. In relation to the analysis of frequency of linking words, it is important to consider the text length. The majority of the STs are shorter than the TTs, based on the number of sentences in each text, which is the same outcome as that for the number of words in the ST-TTs. However, in this case the ST-TTs show the same frequency of active and passive sentences, regardless of their difference in text length, whereas the
frequency of linking words is higher in the STs than the TTs, despite the fact that the STs are shorter. Thus, it is clear that longer texts do not necessarily generate higher frequency of linking words or active/passive sentences, as seen in the analysis.

Finally, the outcome of the textual analysis results show that the STs have higher readability, based on the relative frequency of linking words, while the relative frequency of active and passive sentences suggest that the STs and TTs are equally readable. Then again, it is important to acknowledge any use of linking words and active sentences as frequent in this case.

5.3 The questionnaires

The questionnaire completed by the Red Cross supervisor offered generally positive feedback on the quality of the TTs. The supervisor was of the opinion that the main task had been met to some extent and insinuated that the main problems were, in fact, issues in the STs that the Red Cross was responsible for, and not a result of the translation itself. However, one weakness regarding the translation and its purpose was raised: the difficulty of finding easier, alternative words to replace specialised ones with. On the other hand, the supervisor conceded that in most of the tricky cases, it was not possible to find good alternatives, since none of the near-synonyms had the same meaning. As the problematic terms are so essential to the Red Cross and its work, for example *undocumented migrants*, the supervisor and I decided to retain the specialised terms.

The questionnaire for the target readership can also be said to offer mostly positive feedback, as the majority of the respondents (four out of six) claimed to have very few, or no, problems understanding the four texts. An interesting finding is that TT number 4, which had generated the lowest readability score according to both of the readability formulas and was included in the questionnaire for the target readers, does not appear to be too difficult to comprehend for the majority of the target group, as only two out of six respondents underlined words in this specific text. It needs to be added, though, that the majority of the six respondents were said to be well educated, which might be a reason for the overall positive results. It is crucial, therefore, not to disregard the two out of the six respondents that showed signs of lower comprehension levels, as these two might actually be more representative of the intended readership as a whole. This leads to the weaknesses of this particular questionnaire, as it is inevitable not to consider the fact that the respondents participating were such a small group, and can thus be seen as minimal, compared to the actual number of people
that these texts are intended for. For obvious reasons it is impossible to have all of the people from the readership participating in this questionnaire, however, it might have been more beneficial to include a larger number of respondents, in order to obtain a more sufficient answer to whether the TTs have high readability or not. Although the respondents are few, they do offer some perspective, and this has to be considered useful, in order to find answers to the questions of the present study.

5.4 Comparison of results

The results imply that the TTs have higher readability than the STs. However, all of the three different foci have not offered results solely supporting the previous claim, but have all contained contradictions: results deviating from the general trend, results only showing modest differences, result showing no differences at all and results implying that the STs have higher readability. The contradictory findings should certainly be considered as an important finding, and it might have been beneficial to apply additional methods in order to ensure a more sufficient design of the present study.

6. Conclusion

The present study shows that the final TTs have increased readability compared to the STs, as the majority of the results do not differ to any great extent. Both of the readability tests show that the readability has increased in the TTs, the questionnaires also show positive results that indicate increased readability. Then again, the results are not homogeneous throughout the three approaches, and while some results show considerable improvements between the two texts, there are some showing modest, or no, differences between the STs and TTs, even a few results indicate that the STs have higher readability. For example, some results from the readability tests disagree quite considerably as some STs generate higher readability scores than the TTs, there are also questions that arise regarding the exclusively higher frequency of linking words in the STs compared to the TTs, and finally, the feedback from the questionnaires contained a few weaknesses as well. These findings should be considered an important factor, and when evaluating the final outcome of the TTs it is clear that they affect the results, considering the overall grade of the TTs is, fairly easy. The question whether additional methods should have been used naturally arises when considering the fact that all
of the results show some kinds of disagreements and criticism. If some additional methods had been used, it might have provided more sufficient results and therefore it would have been easier to come to a clear conclusion regarding the differences in readability. Even though, the overall trend still suggests that the TTs have increased readability compared to the STs, which was the initial aim. Whether they have increased enough is difficult to say. The texts might need further revisions to increase readability, though that will most likely become clear after the texts have been accessible for a longer time.

As the present study focuses primarily on readability in source texts and translated texts, it leaves room for future studies to do further investigations and ask other questions, for example: What effects do texts with high readability have on a larger audience, are there any negative attitudes towards these types of texts?; To what extent can an informative text be alternated to improve readability, before it loses too much of its content?; It might also be of interest to do a follow-up study that focuses solely on the readership and their background, carrying out a more thorough investigation of their interpretations of the TTs. The previous suggestions are obviously applicable to any texts dealing with similar issues.
List of references


Appendices

Appendix A – Source texts

Röda Korset – Info Service

1. Flykting och andra migranter

Röda Korset verkar för en human och rättssäker flyktingpolitik och ökad förståelse för människor på flykt, såväl i Sverige som internationellt. Vi är engagerade i de flesta delar av flykting- och integrationspolitiken; rådgivning om asylprocessen, familjeåterförening, till träning i svenska språket och återvändande.

Röda Korset försvarar asylsökandes och flyktingars mänskliga rättigheter, särskilt rätten till asyl och rätten att leva med sin familj. Ärligen hjälper vi ett par tusen människor att återförenas i Sverige.

För personer som är utsatta för krigs- och tortyrskador har vi behandlingscenter och för asylsökande och papperslösa har vi förmedling av vård.

Tillgång till grundläggande sjuk- och hälsovård är en av de mänskliga rättigheterna. I Sverige finns ändå utsatta människor och grupper som inte får full tillgång till detta; papperslösa och krigs- och tortyrskadade är exempel på människor för vilka Röda Korset har egna verksamheter för att möta dessa behov.

2. Rätt till skydd

Alla har rätt att söka skydd - asyl - i andra länder, och att få en rättsäker prövning av sina asylskäl. Människor som utsätts för förföljelse i hemlandet ska ha möjlighet att få asyl. Röda Korset ger råd till flyktingar i hela Sverige. Vi kan efterforska försvunna anhöriga, förmedla rödakorsmeddelanden och hjälpa till att återförena familjer som har splittrats på grund av konflikter eller krig.

Tillsammans med Rädda Barnen och Svenska Kyrkan har vi på Röda Korset utvecklat hälsosamtalsmetod för nyanlända individer med flyktsbakgrund. Hälsosamtalet är ett individuellt och anpassat samtal som kan användas i mötet med både vuxna och barn som ett komplement till ordinarie hälsoundersökningar. Läs mer om metoden här.

Vi bidrar också till att flyktingar och migranter får stöd i att hitta vägar in i det svenska samhället genom träning i svenska språket och mentorsprogram.

3. Språkträning som underlättar

På närmare hundra platser i Sverige deltar varje år tiotusentals människor i Röda Korsets grupper för att träning i det svenska språket och läxhjälp.

Träna svenska riktar sig till dig som vill prata svenska och utveckla dina skriftliga kunskaper i det svenska språket. Språkträningen utgår ofta från deltagarnas respektive modersmål. Grupperna är ett komplement till SFI, dvs svenska för invandrare.

Hitta din närmaste träna svenska-grupp här

4. Besök på förvar

Röda Korsets frivilliga besöker regelbundet de människor som är intagna på Migrationsverkets förvar. Där sitter asylsökande som ska avvisas, och som myndigheter i Sverige bedömer kanske kommer att försöka gömma sig innan avvisningen kan ske.

Röda Korset besöker och ger stöd till asylsökande och andra migranter som är frihetsberövade vid Migrationsverkets förvarsenheter. Målet är att motverka risken för att personer i förvar förlorar sin självkänsla och värdighet samt stärka skyddet för de förvarstagnas mänskliga rättigheter och i största möjliga mån garantera att de behandlas värdigt och humant.

Migrationsverket eller polismyndighet har rätt att frihetsberöva utländska medborgare under vissa förutsättningar, framförallt handlar det om asylsökanden som ska avvisas och där myndigheterna bedömer att han/hon kommer att avvika från verkställighet.

Vi erbjuder medmänskligt stöd, såsom samtal och sociala aktiviteter, till förvarstagna. Detta i syfte att motverka isolering och lintra effekterna av vistelsen vid förvaret. Om vi uppmärksammar brister i efterlevnaden av förvarstagnas mänskliga rättigheter, t ex rätten till hälsa, rättssäkerhet och human behandling, kan vi påpeka detta för ansvariga myndigheter.

Besöken ger också insyn i denna del av flyktingmottagandet i Sverige och en möjlighet att påverka reglerna för förvarstagnas inbördes räkning. Vid besök kan vi även uppmärksamma behov av stöd i det enskilda asylärendet, behov av att återupprätta kontakt med en nära anhörig samt erbjuda stöd vid återvärandet.

Röda Korsets frivilliga besöker förvarsenheterna i Åstorp, Källered, Mäst och Gävle.

Röda Korset – Ungdomsförbundet

1. Det här gör vi

Vi jobbar för att alla barn och unga ska känna sig trygga och må bra. Våra tusentals frivilliga engagerar sig för de som behöver oss mest.

Vi hjälper till med läxor, chatters om det som kan känna jobbigt och svårt, pratar med skolelever om asylfrågor. Vi har kompisgrupper för unga som just har kommit till Sverige och våra frukostklubbarser till att skolbarn får en bra start på dagen.

Över hela landet vecka efter vecka engagerar sig tusentals frivilliga för de som behöver oss mest.

Kärnan i vår verksamhet är våra lokalföreningar som samlar medlemmar i hela landet.

Vår vision – ett humant samhälle

Röda Korsets Ungdomsförbunds vision är ett samhälle där barns och ungas människovärde sätts i främsta rummet och som tar till vara på barn och unga som en resurs. Ett samhälle som är humant respekterar alla barn och ungas mänskliga rättigheter och ger dem möjligheter till ett värdigt liv. Humanitet ska komma först i alla lägen.
**Barnkonventionen i praktiken**

I våra verksamheter utgår vi från Barnkonventionen. Vi arbetar för att barn och unga ska känna sig delaktiga.

Alla barn och unga ska känna att de kan påverka sin vardag. Alla barn och unga ska ha tillgång till en trygg och meningsfull fritid.

Kärlek och respekt – ska det vara så jävla svårt?

**2. Kompisgrupper för ensamkommande**

Våra kompisgrupper hittar på aktiviteter tillsammans med ensamkommande barn och unga. Barn som ofta befinner sig i en mycket utsatt situation.

Våra kompisgrupper består av frivilliga som träffar barn och unga som kommit ensamma till Sverige. De vi träffar väntar på, eller har nyligen fått, besked om uppehållstillstånd.

Tillsammans spelar de biljard, läser läxor, fikar, öva språk, klättrar eller åker skidor. En del kompisgrupper anordnar även sommarläger. I dagsläget har vi ungefär 25 kompisgrupper runt om i landet.


**Ensamkommande utsatt grupp**

Ensamkommande barn och unga är en grupp som ofta befinner sig i en mycket utsatt situation. De barn och unga vi träffar bor på tillfälliga boenden. På boendena lever de ofta i en oviss väntan på asylbeslut, eller så väntar de på förflyttning till en annat boende.

Att delta i en kompisgrupp gör väntan på asylbeskedet lite drägligare.

**Du kan engagera dig**

Som frivillig i en kompisgrupp får du utbildning av oss för att få den kunskap och de verktyg du behöver för att genomföra ditt uppdrag.

Om du vill bli frivillig i en kompisgrupp, ta kontakt med din närmaste lokalförening. Har du ingen lokalförening där du bor, tveka inte att kontakta vårt kansli.

**3. Frukostklubben – en bra start på dagen**

Vi driver frukostklubbar på skolor i Malmö och Göteborg. Den gemensamma frukosten är en trygg mötesplats som ger eleverna en bättre skoldag.

Våra frukostklubbar bidrar till en bra start på dagen och ger eleverna bättre förutsättningar för att klara sin skolgång. Frukostklubbarna är ett samarbete mellan skolor och Röda Korsets Ungdomsförbund. Våra frivilliga serverar frukost till skoleleverna.

Barn som äter lite eller ingen frukost har svårare att koncentrera sig och presterar sämre i skolan. Är frukostvanorna dåliga brukar det allmänna hälsotillståndet också vara sämre. Vi vill att alla barn ska ha samma förutsättningar att klara skolan. Därför driver vi frukostklubbar tillsammans med sex skolor i Malmö och en i Göteborg.
Ökar gemenskapen på skolan

Frukosten är mer än bara maten vi åter. Frukostklubben är också en lugn och trygg mötesplats där skolelever, skolpersonal och frivilliga från oss träffas och åter tillsammans.

Våra frivilliga fungerar som förebilder och genom att välkomna eleverna att vara med i frukostserveringen är frukostklubben en möjlighet för skolan att öka delaktigheten bland eleverna.
Just barnets rätt att vara delaktig i saker som rör barnet handlar Barnkonventionens artikel 12 om.

Engagera dig som frivillig

Bor du i Malmö eller Göteborg kan du engagera dig som frivillig i en frukostklubb. Se våra lediga uppdrag eller kontakta oss för mer information.

4. Läxhjälp för alla

För att alla barn ska få lika chans att klara skolan bedriver vi läxhjälp som är gratis och öppen för alla. Vi har läxhjälp på skolor, bibliotek och boenden för ensamkommande.

Vi har läxhjälsgrupper på skolor där elever kan samlas efter skolan och göra sina läxor i lugn och ro och få hjälp om de behöver. Vi har även läxhjälp på bibliotek och boenden för ensamkommande barn och unga.

Mer än läxor

Läxhjälpen är så mycket mer än att bara tragga glosor och mattetal. Inom läxhjälpen blir eleven sedd och får känna sig viktig.
Genom att arbeta med ett barnrättsperspektiv ökar vi delaktigheten i våra läxhjälsgrupper.
Tillsammans med Sensus har vi tagit fram en utbildning för frivilliga inom läxhjälpen som handlar om hur vi sätter barn och unga i fokus.

Du kan engagera dig


5. Jourhavande Kompis


Du är anonym

Vi är själva unga och inga experter – psykologer eller terapeuter. Vi är helt enkelt dina kompisar och det är du som bestämmer vad vi ska prata om!
Vill du prata med Jourhavande kompis? Klicka på knappen nedan för att chatta.
Jourhavande kompis ordinarie öppettider:
Vardagar 18.00 – 22.00
Helger 14.00 – 18.00
15 minuter före stängningstid slutar vi att ta emot nya samtal.

Vill du chatta i mobilen?

Klicka här
Om det uppstår tekniska problem, om det ringer i telefonen du chattar från, om du byter fönster i webbläsaren på mobil eller surfplatta, slår på skärmsläckaren eller liknande så stängs chatten ner automatiskt eftersom systemet då uppfattar dig som inaktiv. Om detta skulle uppstå får du gärna starta en ny chatt och prata vidare med oss!


6. Vad vi tycker


Visionen – ett humant samhälle

Vår vision är att barns och ungas människovärde sätts i främsta rummet och att barn och unga uppfattas som en resurs i samhället. Ett samhälle som är humant respekterar alla barn och ungas mänskliga rättigheter och ger dem möjligheter till ett värdigt liv. Humanitet ska komma först i alla lägen och det är Röda Korsets Ungdomsförbunds ansvar, som en del av rödakors- och rödahalvmånerörelsen, att reagera och påverka när politiska beslut går emot Röda Korsets värdegrund.

Vårt påverkansarbete grundar sig på Röda Korsets grundprinciper och utgår från de erfarenheter vi har från den verksamhet vi bedriver.
Kärlek och respekt, ska det vara så jävla svårt?


Vi vill se ett samhälle som respekterar de mänskliga rättigheterna och låter humanitäre värderingar genomsyrta hela asylprocessen. Mottagandet av barn och unga bör individanpassas mer och det måste säkerställas att kommuner har kunskaper och resurser för att se till barnets bästa.


Humanitär migration och Social trygghet


Det används inhuma metoder för att fastställa barns ålder. Vi ser ett Sverige där det finns en ständig misstro mot och okunskap om ensamkommande, även bland socialtjänst, boendepersonal och andra berörda aktörer. Personalen måste lära sig känna igen symptom av tortyr och hur en bemöter unga människor som utsatts för svåra trauman. Även vid ett återvändande finns det idag stora brister där barn och unga riskerar att fara illa. Varför ska kärlek och respekt behöva vara så jävla svårt?

7. Engagera dig för en bättre värld

Som frivillig hos oss gör du skillnad för barn och unga samtidigt som du utvecklas själv.

Som frivillig gör du konkret skillnad för andra barn och unga. På så sätt bidrar du till att göra världen till en bättre plats.

Du kan bli frivillig i någon av våra verksamheter. De vanligaste är:

- Läxhjälp
- Kompisgrupper
- Jourhavande Kompis
- Rollspelet På flykt
- Frukostklubben

Som frivillig hos oss får också möjlighet att växa och utvecklas. Du får utbildning av oss, du lär dig att planera och utveckla en verksamhet och får möjlighet att träna ledarskap.

**Engagera dig där du bor**


**Bli medlem**


Kontakt
Vill du engagera dig i någon av våra verksamheter eller har du en idé om en helt ny verksamhet? Hör av dig!
info@rkuf.se eller kontakta din närmaste lokalförening!

**8. Bli medlem i Röda Korsets Ungdomsförbund**

Vi ställer upp för unga människor i utsatta situationer. Det kan du också göra!


**Gratis medlemskap**

Från och med 1 januari 2015 är det första året gratis för nya medlemmar. Därefter kostar det 50 kronor per år. Pengar som går till verksamheten i din lokalförening.
Klicka här för att bli medlem
Välkommen till världens största humanitära nätverk!

**9. Få stöd. Vi finns för dig när du behöver**

Flera av våra verksamheter finns till för dig som behöver stöd eller någon att prata med.
**Du som precis har kommit till Sverige**

Våra kompisgrupper anordnar aktiviteter för barn och unga som bor på boenden för ensamkommande.

Genom kompisgrupperna kan du som är ny i Sverige träffa andra unga. Tillsammans planerar ni vad ni vill hitta på, det kan vara att spela fotboll, gå på bio, fika, eller något annat som ni har lust med.

För rådgivning i enskilda flyktingärenden, efterforskning, familjeåterförening, rödakorsmeddelanden, återvändande och intyg om fångenskap ring Svenska Röda Korset på 020 – 41 50 00. Telefontid tisdag-onsdag-torsdag kl 9:30-12:00

Du som är krigs- och tortyrskadad kan få hjälp av något av Röda Korsets behandlingscenter

Du som är flykting eller papperslös och vill få hjälp att hitta rätt vård kan få hjälp här.

Svenska Röda Korset arbetar med alla delar av asylprocessen: rådgivning om asylprocessen, familjeåterförening, träning i svenska språket och återvändande.

Här kan du läsa mer om vilket stöd Svenska Röda Korset ger till asylsökande och migranter.

**Jourhavande Kompis**


**Hjälp med läxorna**

Funkar det inte så bra i skolan? Vi kan hjälpa dig med läxorna.

Läs mer om vilket stöd Svenska Röda Korset ger.

10. **Få hjälp med läxorna**

Grunden i vår läxhjälp är att den ska ge alla en lika chans i livet och en chans att nå sin fulla potential. Därför är den alltid öppen för alla och kostar inget att delta i.

De som hjälper till med läxorna engagerar sig frivilligt i Röda Korsets Ungdomsförbund. Läxhjälpgrupperna träffasoftast på skolan eller i biblioteket. Vi ordnar också läxhjälp på boenden för ensamkommande flyktingbarn.

För närvarande bedriver vi läxhjälp på följande orter:

Behöver du hjälp med läxorna? Kontakta närmaste lokalförening för att se vilka skolor de har läxhjälp på. Du kan också kontakta någon i vår personal och föreslå att vi ska starta läxhjälp på din skola.

Vår moderorganisation Röda Korset kan också erbjuda läxhjälp.

11. **Kontakt**

Här hittar du kontaktuppgifter till förbundsstyrelsen och personal.

Om du vill engagera dig eller undrar över något – kontakta oss!

Hornsgatan 54, Box 17563, 11891 Stockholm

E-post: info(@)rkuf.se, (vx) 08-4524600
Appendix B – Target texts

Red Cross Info Service

1. Refugees and other migrants

The Red Cross works for a fair and secure refugee policy. We want people to learn more about the reasons why people flee their countries and we want everyone to have a deeper understanding for this. We:

- support during the asylum process
- reunite families
- help people practice Swedish
- help people return to their home country

The Red Cross defends asylum seekers and refugees' human rights, especially, the right to have a family life and the right to asylum. Every year we help many refugees to reunite with their families.

Basic health care is a human right that some people in Sweden cannot get. The Red Cross has treatment centres for people who have suffered because of war or are victims of torture. We can also help you with health care if you are an asylum seeker or an undocumented migrant.

The Red Cross have activities to help everyone who cannot get basic health care.

2. Right to protection

Everyone has the right to seek protection - asylum - in other countries. It is important that every asylum application is fairly judged based on the law. People who risk getting mistreated in their home country should be able to get asylum.

The Red Cross gives advice to refugees in Sweden. We can help to:

- find information about missing family members
- send Red Cross messages to family members overseas
- reunite families who have been separated by conflict or war

The Red Cross has started a health talk for refugees. This health talk can be used to help both children and adults. The health talk is based on your needs. The health talk is extra to your normal health check-up, please read more here.

We also help refugees and migrants to find ways into Swedish society. For example, we can help you with practicing Swedish and with mentoring programs.

3. Helpful language practice

Every year across Sweden tens of thousands of people join the Red Cross' groups for Swedish language practice and homework help.
Practice Swedish is for people who want to speak Swedish and get better at writing in Swedish. The practice Swedish groups are an addition to the government-funded Swedish lessons.

Find your nearest practice Swedish group here

Would you like to practice Swedish? Here are all the places in Sweden where the Red Cross has homework help, practice Swedish groups, advice to refugees and Mentor-to-mentor activities. If you have any questions you can always ask the Red Cross circuit where you live.

4. Visit to detention centres

The Red Cross has volunteers who regularly visit people who are detained by the Swedish government. The detainees are asylum seekers waiting to be rejected. Many are asylum seekers waiting to be sent home because their case has not been successful.

The Red Cross visits and gives support to asylum seekers and other migrants in detention centres. The goal is to help them stay strong and positive. We make sure that they are well-treated and respected. The Migration Board or the police has the right to hold foreign nationals in detention centres under certain circumstances, typically asylum seekers, waiting to be sent home, that Swedish authority believes might try to hide from them.

We make sure that detainees have someone to talk to. We also organise other social activities. The goal is to make their time in detention as easy as possible. If we see faults in the treatment of detainees, for example, poor health care and legal rights, we can mention this to the responsible authorities. The visits give us useful information about refugees in Sweden. We can use this information to make the situation for refugees better and more humane. On our visits we can also give personal support. We can:

- help you with your asylum case
- contact your family members
- help you return to your home country

The Red Cross volunteers visit detention centres in Ästorp, Källered, Märsta and Gävle.

Red Cross Youth

1. What we do

We want all children and young people to feel safe and happy. We have thousands of volunteers helping those who need us the most.

We help you with your homework, you can chat to us about things that may trouble you, we also talk to students about asylum. We have friend groups for unaccompanied children who have just arrived in Sweden and our breakfast clubs make sure that school children get a good start to the day. Every week across Sweden thousands of volunteers help those who need us the most.

The root of our work is our members who gather at local branches all over the country.
Our vision – a humane society

The Red Cross Youth's vision is a humane society where children and young people's value is most important. We believe that every child and young person is intelligent and talented and they should have the right to use these qualities.

A humane society should respect children and young people's human rights and give them the possibilities to live a good life. Humanity must come first at all times.

The CRC in practice

Our work is based on The Convention on the Rights of the Child. We want all children and young people to feel involved.

All children and young people should feel that they have the right to influence their daily lives. Their spare time should be safe and meaningful.

Love and respect – how damn difficult can it be?

2. Friend groups for unaccompanied children

Our friend groups have many different activities for children and young people who have come to Sweden alone. These children are usually in a very vulnerable situation.

Our friend groups consist of volunteers who meet with unaccompanied children. The children we meet are usually waiting, or have just gotten, the answer if they can stay in Sweden or not.

The friend groups play billiards, they do homework, have snacks, practice languages, climb or ski. Some friend groups organize summer camps. Today we have about 25 friend groups across Sweden.

The friend groups are a good way for young people to meet. The meetings can help to make their days easier and they get to talk to other people in the same situation. The friend groups also give these children a better start in Sweden.

Unaccompanied children – a vulnerable group

Unaccompanied children coming to Sweden alone are usually in a very vulnerable situation. The children and young people we meet live in short-term homes. They are usually waiting for an asylum decision, or waiting to be moved to another home.

Being part of a friend group makes waiting for the asylum decision a little easier.

You can help – be a volunteer

As a volunteer in a friend group you get the training and knowledge that is needed to carry out this mission. If you want to become a volunteer in a friend group, contact your nearest Red Cross branch. If you do not have a local branch where you live, please contact our main office.
3. The breakfast club – a good start to the day

We have breakfast clubs at schools in Malmö and Göteborg. The breakfast club is a safe meeting place that gives students a better day at school.

Our breakfast clubs give students a good start to the day and help them to do better in school. The breakfast club is a partnership between the Red Cross Youth and schools and it is our volunteers who serve breakfast to the students.

If a child eats little or no breakfast it will be difficult for that child to concentrate and do good in school. If a child eats little it can also effect the child's health.

We want all children to have the same possibilities to do good in school. That is why we have breakfast clubs together with six schools in Malmö and one in Göteborg.

A friendlier atmosphere

The breakfast is more than the food we eat. The breakfast club is a calm and safe meeting place where students, school staff and Red Cross Youth volunteers meet and eat together.

Our volunteers serve as role models. The students also help out to serve the breakfast, which makes their own involvement grow.

It is very important for a child to feel involved and important. In The Convention on the Rights of the Child, article 12, one can read more about this.

You can help – be a volunteer

If you live in Malmö or Göteborg you can become a volunteer in a breakfast club.

See our vacant missions or contact us for more information.

4. Homework help for everyone

All children should have the same possibilities to do good in school. We offer homework help for free and everyone is welcome. We have homework help in schools, libraries and in homes for children who have come to Sweden alone.

All children have the right to get through school, no matter what their situation is. Sometimes children need extra help with their homework. We believe that all children should have the same possibilities in life and be able to reach their goals. That is why we offer homework help for free and everyone is welcome.

We have homework groups in schools where students can come after school. Here they can do their homework in peace and quiet and get the help they need. We also have homework help at libraries and in homes for unaccompanied children.
More than just homework

The homework help is more than just grammar and mathematics. The homework group makes every student feel important and special.

The homework group also increases the participation among the students.

We have put together a training program for our volunteers, together with Sensus. The program teaches the volunteers about the homework groups and they also learn how they can support the students.

You can help – be a volunteer

As a homework volunteer you will get training and learn about the useful methods on how you can support the students you meet. If this sounds interesting, please contact your nearest local branch.

You can start a homework group if there is no one where you live. Contact our office and we will give you information on how to start one. The Swedish Red Cross is also doing homework help.

5. Everyday friend

Everyday friend is a chat hotline for everyone under 25 years. When you chat you are anonymous and you decide what you want to talk about.

Everyday friend is for children and young people under 25 years. You can chat about anything you want. Everyday friend is there for you!

You are anonymous

You are anonymous when you chat to Everyday friend. We cannot see your real name or where you are. We are there to listen and support you.

We are young people and no experts. We are your friends and you decide what we should talk about!

Do you want to talk to Everyday friend? Click on the button below to start chatting.

Everyday friend's opening hours:
Monday-Friday 18.00 – 22.00 (6pm – 10pm)
Weekends 14.00 – 18.00 (2pm – 6pm)
We stop taking new calls 15 minutes before closing.

Do you want to chat on your phone?

Click here
If there are technical problems, for example, if the phone you are chatting on starts ringing, if you change the browser window on your phone, if you turn on the screen saver or something similar, the chat will switch off automatically as it will think you are inactive. If this happens, you can always start a new chat and continue to talk to us!
Remember that the data traffic you use on the phone-chat cost money. It does not cost if you are using a free WiFi network or if you are a customer at Telenor. Contact your service provider for information about the prices. If you are a customer at Telenor, the Everyday friend phone-chat is free.

6. About us

What we think

The Red Cross Youth takes part of political advocacy work to ensure that human rights are respected. We do this to ease the effects of humanitarian challenges in Sweden and the world, and to prevent them from happening. We will give a brief description of our views in this section. If you want more information you can read our full Humanitarian Policy Programme 2015-2017.

The vision – a humane society

Our vision is that the value of children and young people should come first. We also want that children and young people should be seen as important people in our society. A humane society should respect children and young people's human rights and give them the possibilities to live a good life. Humanity must come first at all times. It is our responsibility to act if we see political decisions going against our values and beliefs.

Our advocacy is based on the Red Cross' basic principles and on the experiences from the activities we do.

Love and respect, how damn difficult can it be?

Our motto is love and respect. We support everyone's human rights. We stand up against mistreatment and racism. Our work is based on feminism and that means we believe in equal rights for everyone, regardless of your gender, ethnicity, class sexuality, age or functionality, etc.

We want a society that respects human rights. We want human rights to be respected during asylum processes. All unaccompanied children should be looked after and get the help they need. Every district in Sweden must have good knowledge and resources so that they can help these children.

Europe's borders are growing stronger. Many people do not have a visa and they have to travel to Europe illegally. This journey is often dangerous and many people die along the way. This is unacceptable. We believe that Sweden have a responsibility to ensure people's safety, not just when coming to Sweden, but also within the European Union and internationally.

Humanitarian Migration and Social Security

2015-2017, we work in the areas of Humanitarian Migration and Social Security. Children and young people's safety should always come first, no matter if you are waiting for an asylum decision or already living in Sweden.
We believe we need to strengthen the security for children and young people in the community. We meet many children who are afraid of what their future will be like, afraid they might have to leave Sweden. The unaccompanied children who come to Sweden only get support from society till they turn 18 years old. The society does not give them much help in finding their families either.

The methods that are used to find out how old a child is are not friendly. There is a growing distrust and ignorance towards unaccompanied children. This attitude is also common among the people who work with these children. The staff must learn to recognize the symptoms of torture and how to treat young people who have been through trauma. There is also little support for young people who have to return to their home country. Why is love and respect so damn difficult?

7. You can make the world a better place

As a volunteer you can make a difference in children and young people's lives. At the same time, you will grow as a person.

As a volunteer you make a clear difference in children and young people's lives. That way you help to make the world a better place.

You can become a volunteer in one of our activities. The most popular activities are:

- Homework help
- Friend groups
- Everyday friend
- The role play On the run
- The Breakfast club

On our website you can find advertisement for volunteers and many activities. You can find all vacant missions there. Not finding what you are looking for? We always have room for people who want to volunteer! Contact your nearest local branch. As a volunteer you get the opportunity to grow and develop. You will get training from us, you learn how to plan and develop an activity and the opportunity to practice leadership.

Volunteer in your hometown

Contact your local Red Cross branch and ask what activities they have. The local branches are usually represented by young members who carry out activities where they live.

Find your local branch.

Become a member

The easiest way to make the world better for children and young people is to become a member. As our member you stand up for human rights and for a humane world where children and young people can feel safe.

By becoming a member you support the activities at your local branch. The first year your membership is free, after that is costs 50 kronor per year. The money goes to your local branch.
Contact

Do you want to volunteer? Maybe you want to start a new activity? Contact us!

info@rkuf.se or contact your nearest local branch!

8. Become a member of the Red Cross Youth

We stand up for young people in difficult situations. You can do that too!

As our member you stand up for human rights and for a humane world where children and young people can feel safe. You can also become a volunteer and take part of our activities.

Free membership

Since January 1st 2015 the membership is free for the first year.

After that is costs 50 kronor per year. The money goes to your local branch.

Click here to become a member
Welcome to the world's largest humanitarian network!

9. Get support. We are there for you when you need us

Many of our activities are there to help you if you need support or someone to talk to.

Newly arrived in Sweden

Our Friend groups organize activities for unaccompanied children. The Friend group is a good way for newly arrived children and young people to meet others of the same age. We plan the activities together. Some of the activities we do are: football, cinema, snack time, or any other thing you want to do.

For advice on your individual refugee case, research, search for family members, Red Cross messages, return to your home country and certificate of captivity call the Swedish Red Cross on 020 – 41 50 00. The opening hours are Tuesday-Wednesday-Thursday 9.30am – 12:00pm

If you are a victim of war and torture injuries you can get help from any of the Red Cross treatment centers. If you are a refugee or an undocumented migrant and want help to find the right health care you can get help here.

The Swedish Red Cross works with all parts of the asylum process: advice on individual cases, family reunion, practicing Swedish and support when returning to your home country.

Read more here about the support the Swedish Red Cross gives to asylum seekers and migrants.
Everyday friend

Do you feel lonely? Do you need someone to talk to? If you are younger than 25 years you can log on to our chat hotline Everyday friend. You can talk to us about anything. You are always anonymous.

Homework help

Are you struggling with school? We can help you with your homework. Read more about the support that the Swedish Red Cross gives.

10. Homework help

The basis of our homework help is to give everyone the same chance to reach their goals. That is why our homework help is open for everyone and it does not cost anything. Our volunteers help out with homework. The homework groups are usually in schools or at libraries. We also offer homework help in homes for unaccompanied children.

Right now we offer homework help in these places:
Do you need help with your homework? Contact you nearest local branch to see what schools they have homework groups in. You can also contact our staff if you want us to start a homework group at your school. Our parent organization the Red Cross can also offer homework help.

11. Contact

Here you can find contact information for the board of the Red Cross Youth and our staff. If you want to volunteer or have any questions – contact us!

    Hornsgatan 54
    Stockholm Box 17563
    11891 Stockholm
    Email: info(@)rkuf.se
    Telephone: 08-4524600
Appendix C – The questionnaire for the Red Cross supervisor

Questionnaire for supervisor at the Red Cross

The assignment proposal from the Red Cross described the main focus of the planned translations as follows: Translation of the Swedish Red Cross website texts into English. The goal is that the translation should be made into a plain English for non-native English speakers. Has the this focus been 1) completely met 2) met to some extent 3) not met

Please develop your answer:

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2. Would you say the translated texts are on a higher readability level, compared to the original Swedish texts?

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3. What are the strengths of the translated texts?

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4. What are the weaknesses of the translated texts?

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5. In retrospect, was the assignment's main focus detailed enough, or could it have been developed further?

Thank you for your answers!