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# Translating into a Non-Native Dialect: A Corpus-Based Investigation

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Thesis submitted to the  
Faculty of Graduate and Postdoctoral Studies  
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*Muchos, con intención de desconfianza interrogarán: ¿Qué zanja insuperable hay entre el español de los españoles y el de nuestra conversación argentina? Yo les respondo que ninguna, venturosamente para la entendibilidad general de nuestro decir. Un matiz de diferenciación sí lo hay: matiz que es lo bastante discreto para no entorpecer la circulación total del idioma y lo bastante nítido para que en él oigamos la patria.*  
(Borges & Clemente, 1965)

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## Abstract

Traditionally, translators have been encouraged to translate only into their mother tongue; however, this premise is being increasingly challenged in the translation literature. This thesis explores the related issue of translators working not into a foreign language, but into a foreign dialect. In particular, the dual objective of this thesis is first to demonstrate that corpora and corpus analysis tools provide a viable means for investigating and describing dialects, and second to determine whether a specially designed monodialectal corpus can be a useful resource for helping translators to produce adequate target texts in a non-native dialect.

To meet these goals, two different yet related experiments are conducted. The first consists of a comparison between the textbook descriptions of the *bonaerense* dialect used in the Buenos Aires region of Argentina and the actual linguistic features present in a corpus consisting of authentic texts written in this dialect. The results reveal disparity between the textbook descriptions and the corpus contents, proving that a corpus is a versatile resource that can be used to learn more about dialects.

The second experiment consists of a comparison of two sets of translations into *bonaerense* prepared by a group of translators from Spain. The first set of translations is carried out using conventional non-corpus-based resources (e.g. term banks, dictionaries), while the second set is produced using the above-mentioned monodialectal corpus of *bonaerense*. The results of this second experiment provide evidence suggesting that a monodialectal corpus can indeed facilitate the production of a target text in a non-native dialect.

*En règle générale, il est tenu pour acquis que les traducteurs doivent traduire vers leur langue maternelle. Cependant, cet axiome fait l'objet d'un débat à l'heure actuelle. Cette thèse concerne non pas la traduction vers une langue étrangère, mais bien à la traduction vers un dialecte étranger. Son double objectif est, dans un premier temps, de démontrer que l'emploi d'un corpus et d'outils d'analyse de corpus constitue un moyen légitime pour étudier et décrire des dialectes, et, dans un deuxième temps, de déterminer si un corpus monodialectal facilite ou non la production de traductions de qualité satisfaisante dans un dialecte non maternel.*

*Afin d'atteindre ces objectifs, deux expériences différentes mais liées ont été menées. La première compare la description linguistique de l'espagnol de Buenos Aires tirée des ouvrages de référence avec les caractéristiques linguistiques observables dans un corpus de textes électroniques produits dans ce dialecte. Les résultats font état d'une différence entre les caractéristiques dialectales et démontrent que les corpus sont des outils flexibles qui facilitent l'étude des dialectes.*

*Dans la deuxième expérience, sont comparées deux séries de traductions faites par deux groupes de traducteurs espagnols vers l'espagnol de Buenos Aires. Les traducteurs d'un premier groupe disposaient seulement de ressources lexicographiques traditionnelles (p. e. banques de données terminologiques, dictionnaires) tandis que les traducteurs du deuxième groupe avaient accès au corpus d'espagnol de Buenos Aires, précédemment mentionné. Les résultats de cette deuxième expérience permettent de penser que le corpus monodialectal peut améliorer la traduction vers un dialecte non maternel.*

## Acknowledgments

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On a more personal note, I would like to use this opportunity to let my father, mother and sister know how important their sacrifice and constant support have been. And if I talk of sacrifice, patience and loving support, I cannot but think of Stéphane. Thank you for bearing with me and keeping me sane. Last but not least, a special mention to my Ottawa "family" and friends, who made this city feel like home and writing this thesis, a much lighter task.

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## **Introduction**

A perusal of some of the titles of recently published works in the field of translation makes it clear that corpora are beginning to play an increasingly important role in this discipline. For instance, Sara Laviosa's *Corpus-based Translation Studies: Theory, Findings, Applications* (2002), the collected volume entitled *Corpus-based Approaches to Contrastive Linguistics and Translation Studies* (2003) that was co-edited by Sylviane Granger, Jacques Lerot and Stephanie Petch-Tyson, and *Introducing Corpora in Translation Studies* (2004) by Maeve Olohan all testify to the growing importance of corpora in translation. However, since it is only relatively recently that translation scholars have begun to seriously investigate the potential of corpora for helping us to learn about and carry out translation, there still remains much work to be done. With the research reported in this thesis, I hope to go some way toward filling this gap, particularly with regard to the potential of corpora for helping translators to gain a deeper knowledge of and work more easily with non-native dialects.

### ***0.1. Objectives***

This thesis has two distinct yet related objectives. Firstly, I would like to demonstrate that corpora and associated corpus analysis tools present a viable means for conducting empirical investigations into the textual characteristics of linguistic dialects. Secondly, I would like to investigate whether a specially designed corpus can be used as a resource for helping a translator to produce a translation in a dialect of which he or she is not a native speaker.

## ***0.2. Justification and Motivation for Research***

One reason why it is opportune to undertake this research project at this particular time is because it seems that the translation industry is currently in the process of challenging the long-held axiom that translation should only be conducted towards the mother tongue.

Translation theorists (Ladmiral, 1994; Newmark, 1981) and practitioners (e.g. FIT, Translator's Charter, Article 6, 1994; UNESCO Recommendation, Article 14, point d, 1976), have long supported the belief that translators should, by preference, work into their native language only. As a result, the translation into a non-native language—sometimes known as inverse translation or prose translation—has been largely ignored by translation researchers (Beeby Lonsdale, 1996).

Recently, however, a number of scholars (Campbell, 1998; Pokorn, 2000, 2004, 2005) have begun to challenge this claim that translators should not work into a foreign language. Campbell (1998), for instance, notes that in today's reality it is often a necessity for translators to work into non-native tongues. For example, countries that are former colonies may still use the colonial language as the official language, though it may not be the native language of most of the population. In addition, in countries with high immigration, first and second generation immigrants must often translate out of their native language and into the language of their new country. Finally, in the case of less-widely used languages (e.g. Finnish, Catalan), there may not be many translators who have a knowledge of those languages as a second language and who can therefore translate out of them, which means

that native speakers of those languages must translate out of them instead (Beeby Lonsdale, 1996; Campbell, 1998).

While scholars are now beginning to pay more attention to the issue of inverse translation, to the best of my knowledge, no one has yet investigated the related matter of translation into a non-native dialect (e.g., a peninsular Spanish speaker translating into Argentinean Spanish). Campbell (1998) and others have presented convincing arguments as to why inverse translation represents a real need in our society, and I believe that it is also possible to make a strong case for needing non-native dialect translation.

Campbell, Beeby and Pokorn's arguments in favour of prose translation is based either on changing societies, i.e. societies that have been colonized or that receive a big influx of immigration, or on small societies with their own language, like the Finnish or Catalan one, whose reduced numbers make them a special case. In the case of non-dialect translation, the reasoning is not based on the changes or the particularities of certain societies but on new trends found worldwide: globalization and localization.

Globalization, which refers to a business strategy where companies sell their products on the international market, has become firmly established (Fry and Lommel 2003: 8). This has, in turn, led to the rise of localization, which refers to the practice of linguistically and culturally adapting a product for the intended target market (Esselink, 1998: 2). It is no longer enough to simply translate texts into major languages such as Spanish, French or German. Rather, texts must now be adapted for specific *locales*, where a locale is understood to be a region and language combination, such as Argentinean Spanish,

Mexican Spanish or Cuban Spanish (rather than simply Spanish)—i.e. a combination of a language and the particularities of a given region: dialect, culture, geography, etc. (Hall and Hudson, 1997: 4).

These new trends in business and in marketing have had a direct effect on the one hand, on translation organization—now a company does not only need an English into Spanish translator, but an English into Mexican Spanish translator, an English into Argentinean Spanish translator and so on—and on the other hand, on translation supply itself—with the increase of international business and relations the amount of documents to be translated has skyrocketed.

Non-native dialect translation can help palliate both of these effects. On the one hand, from an operational perspective, if one translator was able to translate into different dialects, it would be much simpler for a client to deal with one translator for a given language (e.g., Spanish) than to deal with a different translator for each variety of that language (e.g., Argentinean Spanish, Chilean Spanish, Colombian Spanish, Peruvian Spanish, etc.). Instead of explaining the requirements once and answering questions from a single translator, the client may have to explain the requirements to, for example, 10 or 15 different translators, and answer questions from each of them. Moreover, if the translators charge by the hour—as is becoming more common in the localization industry (Bowker 2002: 122)—then the multi-translator model will also prove to be more expensive since the client will need to pay all of the translators who are working in parallel to read and familiarize themselves with all the details of the text. In contrast, a single translator who is able to produce multiple translations into various dialects might only need to process

certain parts of the text once and so could potentially work more quickly, which would cost the client less money overall.

Another point worthy of consideration is that, as the demand for translation continues to increase, there are not enough translators available to meet this demand (Lange and Bennett 2000: 203). It could be, for example, that at the time when a client needs to find a translator to produce a text for an Argentinean target audience, the client is not able to easily find an Argentinean translator who is available to meet the necessary deadline. However, there might be Spanish translators from other regions available. If they were able to translate into a dialect other than their own, the client's problem would disappear. But can a translator produce an acceptable translation into the Argentinean dialect without being a native speaker of this dialect? This would indeed pose an enormous linguistic challenge and the most plausible answer is that s/he would not be able to do so, unless this person has been appropriately trained and disposes of the right resources.

Given that this type of translations has not yet been explored, nowadays we ignore how those appropriate training programs and translational and lexicographical resources should be. This thesis is an attempt to contribute to our knowledge of resources for non-native dialect translation. To do so, one of the main questions that this thesis sets out to answer is whether or not corpus-based resources can be used to help a translator produce a useful target text in a dialect that is not his or her own.

### ***0.3. General Methodology***

The general methodology used in this thesis can be summarized in the following major steps. Note that, in line with the objectives, the thesis is divided into two distinct yet related parts, with a third part providing an overall evaluation of the work.

#### ***Part I: An investigation of language variety: Textbooks vs Corpora***

1. Conduct a literature survey of dialectology to gain a deeper understanding of what is known about dialects.
2. Analyze the characteristics of one particular dialect—Buenos Aires Spanish—as presented in linguistic textbooks.
3. Locate and compile corpora of both Argentinean/Buenos Aires Spanish and peninsular Spanish to be used as material for investigating the validity of the textbook descriptions.
4. Experiment with corpus analysis tools to find means of identifying the extent to which the linguistic features of the dialect that were described in the textbooks actually appear in a corpus of authentic texts.
5. Analyze and evaluate the results of the corpus-based investigation.

#### ***Part II: An experiment using corpus-based resources to translate into a non-native dialect***

1. Conduct a literature survey of corpus use in translation to gain a better knowledge of how corpora can and have been used to further our understanding of the translation process and product to date.

2. Design and carry out a pilot test experiment where translators will use corpora to translate into a non-native dialect (i.e. Buenos Aires Spanish), and the resulting texts will be assessed by an external evaluator.
3. Analyze the data generated by the pilot study experiment and draw preliminary conclusions.

### ***Part III: Overall evaluation***

1. Conduct an overall assessment of the research carried out in the context of the thesis.
2. Suggest possible directions for future research.

## ***0.4. Scope and Limitations***

Because this research is being carried out in the context of an MA, certain limitations must be applied, primarily because of practical constraints such as limited time and finances.

### ***0.4.1 Language/dialect***

The general language under investigation in this project is Spanish. There are many different dialects of Spanish in existence and it would certainly be extremely interesting to reproduce this research with several dialects of the same language or even with dialects of different languages. However, in the context of an MA thesis, I can only assume the task of carrying out this research between two dialects and aim to develop a methodology that could be successfully replicated when a larger project was possible.

The dialects I have chosen to work with are Spanish from Buenos Aires and peninsular Spanish. In the experiment described in chapter 4, Buenos Aires Spanish will be the target dialect and peninsular Spanish will be the volunteer translators' native dialect.

The reasoning behind these choices is very practical: on the one hand, I chose Spanish from Buenos Aires as a target dialect given that I had access to a recent and reliable linguistic description of the dialect, a great amount of electronic texts and a language professional willing to volunteer as an evaluator, on the other hand, I chose peninsular Spanish as the volunteer translators' mother tongue because most of my contacts speak this dialect and therefore it was the dialect with a bigger pool of candidates.

#### *0.4.2 Syntax and not lexis or phonetics*

Linguists seem to agree that differences across dialects can occur at a phonological, lexical or syntactic level (Coseriu, 1981; Henríquez Ureña, 1976; Montes Giraldo, 1982). As the focus of this thesis is translation and not interpreting, all phonological differences fall out of its scope. Therefore, all the texts comprised in the corpus will be written and not oral.

Lexical differences, in turn, are very pertinent to the subject of this work. However, they are so numerous that their study would entail a whole other research project. For the

purpose of this thesis I will have to limit my attention to morphosyntactical<sup>1</sup> differences between dialects.

### *0.4.3 Corpora*

As far as the monodialectal corpus I intend to compile, in the frame of an MA thesis, it is not realistic to pretend to gather a corpus of texts which will generate statistically sound results, as this would be a very labour-intensive and time-consuming task. The function of the corpus has to be limited to offer tentative results and to generate a robust methodology that can be used to compile a larger corpus, if ever possible in the future.

This limitation on size is susceptible to have a more substantial effect on the research carried out in the first part of this thesis. In order to minimize any negative impact this may cause to the analysis, I will supplement my research with a pre-compiled reference corpus of Argentinean Spanish. I am aware that this is not a fully satisfactory solution as the Argentinean corpus will include texts written in other Argentinean dialects. Unfortunately, no pre-compiled corpus of Spanish from Buenos Aires was available and a compromise was necessary.

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<sup>1</sup> In the context of this thesis, morphosyntactic characteristics are those that concern the order of words in a sentence and how they relate to each other, as well as those that concern flexive morphemes.

#### *0.4.4 Source Texts*

The experiment described in chapter 4, requires two source texts as the experiment entails two different tasks 1) to translate without access to any type of corpora and 2) to translate with access to corpora, namely the monodialectal corpus I will have compiled. Ideally both texts should be of an equal difficulty and present the same challenges. However, it is almost impossible to find two texts so similar. Therefore, the experiment was organized bearing this obstacle in mind and the tasks were distributed so that the impact of this limitation on the results would be reduced to the minimum. A detailed description of the experiment organization can be found in section 4.4.2.

#### *0.4.5 Participants*

In the context of an MA thesis, financial constraints apply which make impossible to remunerate participants. All participants had to be volunteers. This reduced the pool of candidates to the experiment in two ways. Firstly, it is a lot harder to attract people to volunteer and secondly, as the evaluator was also a volunteer, the number of texts to evaluate had to be limited not to abuse of this person's generosity.

### *0.5. Outline*

As described in the methodology, in section 0.3 this thesis is divided in two parts, each of which focuses in one of the two objectives noted in section 0.1. The first part of the thesis aims to demonstrate that corpora and corpus analysis tools should be considered for empirical research on linguistic dialect description, while the second part will investigate

whether the use of a specially designed corpus improves the language adequacy when translating into a non-native dialect.

To be more precise, Part I consists of two chapters “1. Language variety” and “2. Corpus-based investigation of dialectal features”. Chapter 1 defines conceptually and terminologically what should be understood by language variety. In order to do so, key terms such as language, variety and dialect must be discussed and defined. It also illustrates this theoretical discussion by describing one example of dialect, Spanish from Buenos Aires, which is the dialect that will receive most of the attention throughout the whole thesis. Chapter 2 puts the previous description of Spanish from Buenos Aires under scrutiny in an electronic corpus of real texts written in this dialect. In order to do so, first such a corpus had to be compiled, and therefore, the chapter begins with a description of the corpus design. The second half of the chapter is dedicated to the actual analysis of the presence of the linguistic characteristics of the dialect in the electronic corpus.

In turn, Part II consists of three chapters “3. Corpora and translation: an overview”, “4. Experiment Description” and “5. Data Analysis and Discussion”. Chapter 3 contextualizes corpora within translation studies by describing when and how the use of corpora entered the field and what applications have been found to this tool. Chapter 4 describes the experiments design, preparation and execution. And Chapter 5 analyses and discusses the data collected in the experiment.

Finally, Chapter 6 concludes this thesis with an evaluation of the experiments carried out and several suggestions about how this research could be extended in the future.

## **PART I: An investigation of language variety: Textbooks vs. Corpora**

As noted in section 0.1, this thesis has two primary objectives. The first is to demonstrate that corpora and associated corpus analysis tools, which are becoming extremely popular for investigating a wide-range of translation-related issues, present a viable means for conducting empirical research into the textual characteristics of linguistic dialects. This will be done as a means of laying the foundation for our second objective, which is to investigate whether a specially designed corpus can be used as a resource for helping a translator to produce a translation in a dialect of which he or she is not a native speaker.

I will first focus on meeting the former of these two objectives. In order to do so, in the first chapter of this part of the thesis, I will begin by discussing the terms ‘language’, ‘variety’ and ‘dialect’, and explain how these terms should be understood in the context of this work. Once these terms have been explained, a description of one particular dialect—the Spanish spoken in Buenos Aires—will be presented.

With the theoretical and linguistic framework set, I will proceed in the second chapter to design and compile a monodialectal corpus—*bonaerense*—, which I will first use to analyze the presence of the Spanish from Buenos Aires characteristics described by linguists in real texts and later, in the second part of this thesis, to test whether such a tool helps Spanish translators from Spain to adequately reproduce *bonaerense* dialect.

## 1. Language variety

In order to investigate language variety one must first establish what it consists of. What is a language? How does it differ from a variety? Where does a dialect fit in? How do they all intertwine? In this chapter I will discuss these concepts and I will illustrate them with the description of a dialect: Spanish from Buenos Aires.

### *1.1. Conceptual and terminological overview: language, variety, dialect*

The field of study that explores different varieties of a language, such as Argentinean Spanish, Cuban Spanish and Mexican Spanish, is known as dialectology (Chambers & Trudgill, 1998). However, a review of the literature reveals that the term dialect is actually polysemous, and at times even quite controversial. In order to gain a better understanding of dialect, it will be necessary to delve into the concepts of language and variety, which themselves are not entirely clear-cut.

#### *1.1.1 Language vs. Dialect*

Let us begin by exploring the concept that *a priori* seems to be the broadest: language. It is important to note that sometimes 'language' is more of a political term than a linguistic one. In fact, Chambers and Trudgill (1998 : 4) go so far as to state that "language is not a particularly linguistic notion at all" because "languages are recognized as such for reasons that are as much political, geographical, historical, sociological and cultural as linguistic". Martinet (1967 : 146), in turn, notes that when used in a restricted way, 'language' is indeed a politically created category achieved when a dialect becomes a State's official

communication vehicle. A famous quote from Yiddish scholar and linguist Max Weinreich (1945 : 3-18) illustrates this idea a lot more colourfully: “A language is a dialect with an army”. According to these definitions, Argentinean Spanish and peninsular Spanish (i.e. the Spanish spoken in Spain) would be both languages and dialects. However, in the context of this thesis, I would like to distance this discussion away from political issues and adopt a more linguistic perspective.

According to Swiss linguist Ferdinand de Saussure (1974), language consists of a system of abstract symbols shared by all the speakers of a certain language (*langue* or ‘language’), and this system is realized in a speaker's utterance in a given place and time (*parole* or ‘speech’). This general definition of language does not help to identify the differences between language, dialect and variety, but Saussure does explore these issues in later chapters on geographical linguistics. Here, Saussure (1974) explains that a dialect is granted the status of language when it sustains a body of literature or when it is not intelligible by other communities of speakers.

These two criteria have not enjoyed a general support. Martinet (1967) disagrees with the body of literature argument as he states that “*même les gens cultivés hésiteront à traiter le catalan comme une langue en dépit de la littérature dont celui-ci peut s'enorgueillir*”. Martinet, as mentioned-above, argues that the political body of a State is the one who establishes which dialects are considered languages<sup>2</sup>. Chambers and Trudgill (1998), in

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<sup>2</sup> It must be taken into account that Martinet formulated this statement in 1967. At this moment in history Spain was still under General Franco's dictatorship, and the use of Catalan in public places was absolutely banned and Spanish was the only official language of the country.

turn, criticize the intelligibility argument by explaining that dialects differ gradually from one region to another and that therefore, two extreme dialects of neighbouring languages, such as Norwegian and Swedish, can actually be more mutually intelligible than two dialects at the opposite extremes of the same language, such as Bavarian German spoken in southern Germany and Plattdeutsch spoken in northern Germany. Years earlier, American linguist Edward Sapir (1968) formulated the same criticism using a similar example.

This exploration of Saussure's vision of language has not served to move this discussion away from politics, nor has it clarified the confusion between the notions of language, variety and dialect. However, it has served to introduce a number of concepts required to understand the vision of language presented by Montes Giraldo (1982), who bases his definition of language on Saussure's understanding of this concept. The difference is that Montes Giraldo uses the terms language-idiom for *parole*, and language-system for *langue*.<sup>3</sup> According to him, the focus of linguistics is on language as a system, while the focus of dialectology is on language as an idiom. He also specifies two conditions for a language-idiom to be accepted as such. Firstly, it must permit all the communicative functions of a society, and secondly, it must contain the refined register employed by speakers in formal situations. Therefore, Montes Giraldo (1982) defines language-idiom as a "given linguistic system whose varieties fulfill all the communicative needs of the community using it", my translation<sup>4</sup>).

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<sup>3</sup> Saussure's 'speech' and Montes Giraldo's 'language-idiom' are not perfect synonyms. While both are materializations of an abstract language, Saussurean 'speech' is intrinsically individual and Montes Giraldo's 'language-idiom' is collective, meaning that it necessarily involves more than one subject.

<sup>4</sup> "sistema lingüístico particular que mediante sus diversas variantes llena todas las necesidades comunicativas de la comunidad que lo utiliza".

To illustrate this definition, if we analyze Martinet's Catalan example, we deduce that Montes Giraldo would agree with Martinet in that Catalan in 1967 was not a language because at the time it did not fulfill all the communicative needs of the Catalan society—not because the language lacked any necessary features but because, at the time, it was illegal to use it for many purposes. However, today in 2006, he would surely recognize it as a full-fledged language because the new political situation in Spain has removed all bans on the language and Catalan has seen all its communicative functions reestablished.

Trying to define 'language' is not a trivial matter as there are many ways to perceive this entity which is part of all human interaction. For example, Coseriu (1981) also has his own particular perception of 'language'. According to him, 'language' can be divided in three levels: universal, historical and discursive. The first refers to the capacity of speaking, the second, to a specific system in a certain place and time, and the third, to a subject's realization of the two previous levels. The level that most concerns us is historical language, which he defines as

“a language that has historically been established as an ideal unit and commonly identified as such by its speakers and the speakers of other languages by means of its own adjective: *Spanish* language, *Italian* language, *English* language, *French* language, etc” (Coseriu, 1981; my translation<sup>5</sup>)<sup>6</sup>.

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<sup>5</sup> “lengua que se ha constituido históricamente como unidad ideal e identificada como tal por sus propios hablantes y por los hablantes de otras lenguas, comúnmente mediante un adjetivo «propio»: *lengua española*, *lengua italiana*, *lengua inglesa*, *lengua francesa*, etc.

<sup>6</sup> This definition of language has not escaped criticism since Lope Blanch, even if not directly commenting on Coseriu's criteria, points out that people of different backgrounds may not be able to recognize different dialects, e.g. someone from South America will have trouble distinguishing the different peninsular dialects and the same will happen to a Spanish person traveling overseas (1989).

He also points out that no historical language is ever homogenous; it always presents internal variety. Therefore, a historical language can never be described as a single linguistic system, because it always materializes in one of its varieties, i.e. no one speaks “Spanish”, the generic language, but Argentinean Spanish, Mexican Spanish, Chilean Spanish, Castilian Spanish, etc. (Coseriu, 1981).

In conclusion, while there is no consensus as to the label that should be used (e.g. language-idiom, historical language), or with regard to the perspective from which we should view it (e.g. political, historical), there does seem to be agreement that a given language contains varieties. Accordingly, the next section will explore the concept of ‘variety.’

### *1.1.2 Variety*

Coseriu (1981) and Montes Giraldo (1982) agree that varieties can be divided in three groups: diatopic, diastratic and diaphasic. Diatopic varieties are ascribed to different geographic locations (e.g. Argentinean Spanish, Chilean Spanish), diastratic varieties are ascribed to different socio-cultural groups (e.g. medical jargon, slang), and diaphasic varieties to different styles of language (e.g. colloquial, literary). According to Coseriu (Coseriu, 1981), each of these groups of varieties materialize into linguistic systems of their own, respectively: dialects, language levels and language styles. Note that these varieties intertwine and that each dialect can be found in different language levels and different language styles, and likewise, each language style can be found in different dialects, and so on, as summarized in Table 1.

|        |         | DIALECTS          |                   |                   |                   |
|--------|---------|-------------------|-------------------|-------------------|-------------------|
|        |         | Argentinean       | Chilean           | Cuban             | ...               |
| LEVELS | medical | <i>literary</i>   | <i>literary</i>   | <i>literary</i>   | <i>literary</i>   |
|        |         | <i>colloquial</i> | <i>colloquial</i> | <i>colloquial</i> | <i>colloquial</i> |
|        |         | ...               | ...               | ...               | ...               |
|        | peasant | <i>literary</i>   | <i>literary</i>   | <i>literary</i>   | <i>literary</i>   |
|        |         | <i>colloquial</i> | <i>colloquial</i> | <i>colloquial</i> | <i>colloquial</i> |
|        |         | ...               | ...               | ...               | ...               |
|        | slang   | <i>literary</i>   | <i>literary</i>   | <i>literary</i>   | <i>literary</i>   |
|        |         | <i>colloquial</i> | <i>colloquial</i> | <i>colloquial</i> | <i>colloquial</i> |
|        |         | ...               | ...               | ...               | ...               |
|        | ...     | <i>literary</i>   | <i>literary</i>   | <i>literary</i>   | <i>literary</i>   |
|        |         | <i>colloquial</i> | <i>colloquial</i> | <i>colloquial</i> | <i>colloquial</i> |
|        |         | ...               | ...               | ...               | ...               |

Table 1 Varietal mesh. (adapted from Coseriu, 1981)

An understanding of language such as that presented in Table 1 helps to clarify the ambiguity between language, dialect and variety. Spanish as the abstract language shared across the different countries would be the ‘(historical) language’, while the Spanish spoken in each region would be considered ‘dialects’, each of which would have their own diastatic and diaphasic varieties. This understanding of the terms can help to explain why several works describing the Spanish spoken in America contain the term ‘dialectology’ in their respective titles (Alvar, 1996; Montes Giraldo, 1982; Zamora Vicente, 1970).

### 1.1.3 Dialect

Dialect, as a technical term, does not constitute a pejorative word nor pre-suppose any political positioning. As Chambers and Trudgill (1998) clearly state at the beginning of their book, in accordance with Coseriu's definition of dialect, “all speakers are speakers of at least one dialect (...) and it does not make any kind of sense to suppose that any one dialect is in any way linguistically superior to any other”.

Nevertheless, as mentioned in section 1.1 above, the use of the term 'dialect' can, however, be controversial. This is because it has been used by some to identify sub-standard varieties and linguistic systems that cannot fulfill all the linguistic needs of a community, and which are therefore subjugated to another language (Chambers & Trudgill, 1998; Sapir, 1968). This situation explains the statement made by Martinet (1967: 155) that "*le terme de dialecte implique dans l'usage courant un jugement de valeur*". When dialect is used in this judgmental way, it is often the case that the linguistic community in question is using a variety that has not only lost full functionality of the linguistic system but also one which is no longer recognized as the language of the State. Under such circumstances, the use of the term 'dialect' is viewed as being especially offensive (Montes Giraldo, 1982). Once again, however, this is approaching the realm of politics, which is beyond the scope of this thesis.

One thing that is certain is that there is no general agreement on the use of the term dialect. For example, the *Real Academia Española* (RAE), in their new *Diccionario panhispánico de dudas* (2005), always refers to Spanish 'varieties' rather than 'dialects'. Three possible explanations come to mind. Firstly, they might be referring to 'diatopic varieties' and simply using 'varieties' as a shortened form. Secondly, they may be using 'variety' as an abbreviated form designating the concept of 'national variety' put forward by Stepanov (cited in Montes Giraldo, 1982), which they use to refer to the varieties of international languages such as English, French, Spanish, Portuguese, etc. that are each spoken in a different country<sup>7</sup>. Finally, and perhaps most plausibly, given that the dictionary is aimed at

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<sup>7</sup> This concept should be interpreted somewhat loosely because Spanish language varieties do not abide strictly by national borders. Henríquez Ureña (1976) in *Observaciones sobre el español en América y otros*

the general public who are not necessarily well versed in the discipline of linguistics nor in its associated specialized terminology, the RAE might have opted for the term ‘variety’ as a neutral and less connoted way of referring to the dialect used in a certain geographic area.

In the context of this thesis, the term ‘dialect’ should be understood as a strictly technical term with no value judgment attached. It will be used in the sense presented by Coseriu (see section 1.1.2), that is, in the sense of a diastratic variety of a language.

### ***1.2. An example of a dialect: bonaerense***

The preceding sections have helped to provide a better understanding of the general concepts denoted by the terms *language*, *variety* and *dialect*; however, the concept of dialect, which is central to this thesis, can perhaps be further clarified with the help of a detailed example. Therefore, the following sections will look more closely at one particular dialect—*bonaerense*, the Spanish spoken in the Buenos Aires region of Argentina—with a view to learning which particular syntactic features of this dialect make it distinct from peninsular Spanish.

To contextualize this example, I will first examine the most popular Argentinean varieties. I will then proceed to give an overview of some different theories about the dialectal regions of Argentina. Finally, I will close this chapter with a summary of Fontanella de Weinberg’s (2004) description of *bonaerense*.

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*estudios filológicos* identifies five main dialectal areas in the whole of the Americas – a geographic area that certainly contains more than five countries.

### 1.2.1 Variation in Argentinean Spanish

When reading about the Spanish used in Argentina, the first thing one learns is that Argentinean Spanish *per se*, just like “Spanish”, exists only as an abstraction or, in keeping with Lope Blanch's (1989) comment about the impression of American Spanish as a general language community, as a perception from people unfamiliar with the region and therefore unable to distinguish its different dialects.

The fact that there is diatopic variation within Argentina should come as no surprise if one considers this country has a surface area of 2 780 092 km<sup>2</sup> and is home to an estimated population of 38 592 000 inhabitants (as of 2005).<sup>8</sup> With such a vast size and population, variation is bound to occur.

A quick perusal of the literature on Argentinean dialectology reveals a plethora of terms referring to language varieties that can be found in this country, including *lunfardo*, *vesre*, *cocoliche*, *gauchesco*, *porteño*, *rioplatense* and *bonaerense*. The first four in this list are diastratic varieties. Guarnieri (1979) gives an explanation of these varieties in the preface to his *Diccionario del lenguaje rioplatense*. *Lunfardo* is a variety whose origin is sometimes attributed to the proletarian class (Guarnieri, 1979) and other times, to outlaws and wrongdoers (*lunfas*) (Borges & Clemente, 1965). *Vesre* is a playful variety, oftentimes combined with *lunfardo*, which presents syllabic inversion, i.e. some words are pronounced

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<sup>8</sup> “Argentina”. (2006). In *Encyclopædia Britannica*. Retrieved June 10, 2006, from Encyclopædia Britannica Premium Service: <http://www.britannica.com/eb/article?tocId=9355752>

backwards: *revés* becomes *vesre*.<sup>9</sup> *Cocoliche* is the mix of Italian and Creole spoken by Italian newcomers to Argentina and that was later used by *sainete* (one-act farce) writers to characterize their main comic character, *Cocoliche*, named after this variety. *Gauchosco* is the variety spoken by *gauchos* (peasants). It originated due to the isolation from cities that rural areas underwent for centuries. This variety is known for its archaisms as well as the influence it receives from local indigenous languages.

The last three varieties are diatopic and therefore, dialects. However, these terms are also demonyms—names for the inhabitants of a specific place. When *porteño*, *rioplatense* or *bonaerense* are used as demonyms in Argentina, they generally refer respectively to the inhabitants of the city of Buenos Aires, the inhabitants of Río de la Plata or the surrounding river basin area, and inhabitants of the province of Buenos Aires. Unfortunately, in Argentina, while geographical regions are very well delimited, dialectal regions are not. The next section will summarize several studies carried out in this regard.

### 1.2.2 Dialectal regions in Argentina

At this time, there is no consensus in Argentina with respect to the number of dialectal regions, their boundaries or their denominations. Different scholars have investigated this question and they have come up with different answers. Alvar (1996) summarizes three different dialectological studies<sup>10</sup> of Argentina: one conducted by Vidal de Battini, another

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<sup>9</sup> This is similar to idea behind the French language dialect known as *verlan*. For more information about *verlan*, see: <http://en.wikipedia.org/wiki/Verlan> (retrieved July 27, 2006).

<sup>10</sup> All of them based exclusively on linguistic data.

by Rona, and the third by Alvar himself. According to this summary, Vidal de Battini identified five dialectal regions, Rona identified four and Alva identified several. Rona's classification involves the whole American continent and therefore is too broad for the scope of this thesis. Vidal de Battini's dialectal regions are as follows: *litoral* (almost the whole province of Santa Fe, parts of Entre Ríos, Buenos Aires, La Pampa and the whole of Patagonia), *guaranítica* or *nordeste* (provinces of Misiones, Corrientes, East of Formosa y Chaco, Northeast of Santa Fe and Northwest of Entre Ríos), *noroeste* (provinces of Jujuy, Salta, Tucumán, Santiago del Estero, Catamarca, La Rioja, North of San Juan and San Luis and Northwest of Córdoba) *Cuyo* (provinces of Mendoza, San Juan and North of Neuquén) and *Central* (provinces of Córdoba and San Luis). Alvar's dialectal regions are: *litoral-pampeana* (Vidal de Battini's *litoral*), *nordeste* (Vidal de Battini's *guaranítica*), *noroeste* (West of Chaco y Formosa, most of Jujuy, Salta, La Rioja, Catamarca and Tucumán, except for the centre), *andina del norte* (North of San Juan, West of La Rioja and Catamarca, North of Jujuy and part of Salta's Northwest), *cuyano central* (Northeast and centre of Córdoba, centre and North of San Luis, most of San Juan, Mendoza and north of Neuquén), Santiago del Estero and some other minor regions like the centre of Entre Ríos, South of Jujuy, part of Salta's centre and Tucumán's centre.

It is evident that the divisions and the terminology differ from one scholar to the next. In the context of this thesis, I will follow the divisions and terminology set out by Fontanella de Weinberg<sup>11</sup> (2004). This recent dialectological study bases its dialectal divisions on

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<sup>11</sup> Prior to her death in 1995, María Beatriz Fontanella de Weinberg was a well-known and widely published professor of dialectology and historical linguistics at the Universidad Nacional del Sur in Argentina.

Vidal de Battini's five regions with the only difference being that it divides Battini's *litoral* into three smaller regions (*bonaerense, litoral and Patagonia*), which results in a total of seven principal dialectal regions, and therefore dialects: *bonaerense, litoral, nordeste, noroeste, centro, cuyano y Patagonia*. As explained in section 0.4.1, owing to practical limitations of time and resources, I will restrict my study to a single dialect: *bonaerense* or the Spanish from Buenos Aires.

Note that from now on, whenever the terms *bonaerense* or “from Buenos Aires” are used, they should be understood as referring to the dialect that Fontanella de Weinberg (2004, my translation) describes as belonging to “the city of Buenos Aires and the province bearing the same name, as well as most of the territory of the province of La Pampa”<sup>12</sup>, and not in their demonymic sense.

### *1.2.3 Bonaerense: linguistic description*

Differences across variants can occur at a phonological, lexical or syntactic level (Coseriu, 1981; Henríquez Ureña, 1976; Montes Giraldo, 1982). As explained in section 0.4.2, this study focuses mainly on morphosyntactic differences. Moreover, those morphosyntactic characteristics that are clearly defined as being particular to groups of speakers with low levels of education will be excluded.

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<sup>12</sup> “la ciudad de Buenos Aires y la provincia del mismo nombre, así como la mayor parte del territorio de la provincia de La Pampa.”

In order to compile a list of the morphosyntactic characteristics considered distinct to the *bonaerense* dialect, I analysed a series of published Argentinean linguistic descriptions: Alvar's *Manual de dialectología hispánica: el español de América* (1996); Fontanella de Weinberg's *El español bonaerense: cuatro siglos de evolución lingüística* (1987), *El español de América* (1992), and *El español de la Argentina y sus variedades regionales* (2004); Lipski and Iglesias Recuerdo's *El español de América* (1996); Placer's *¿Los argentinos hablan español?* (2003) and Vaquero de Ramírez's *El español de América* (1996). An initial assessment revealed that many of the above-listed works treat Argentinean Spanish as a single dialect and focus mainly on phonetic and lexical characteristics. Therefore, I had set aside Alvar (1996), Fontanella de Weinberg (1992), Lipski and Iglesias Recuerdo (1996), Placer (2003) and Vaquero Ramírez (1996). This left two works by Fontanella de Weinberg:

- *El español bonaerense: cuatro siglos de evolución lingüística* (1987) and
- *El español de la Argentina y sus variedades regionales* (2004).

The first book is a diachronic description of *bonaerense* Spanish, while the second is a synchronic description of the different dialects of Spanish spoken in Argentina, including *bonaerense* Spanish. In both of these works, Fontanella de Weinberg considers morphosyntactic characteristics, and since the descriptions from the 1987 volume are included and expanded in the 2004 volume, I decided to use the latter as the principal resource on which to base my own morphosyntactic investigation of the *bonaerense* dialect.

Based on the work of Fontanella de Weinberg (2004), it is possible to summarize the following characteristics, present across all registers, as being those that make Spanish from Buenos Aires recognizably distinct from other varieties of Spanish.<sup>13</sup>

Fontanella de Weinberg, when describing *bonaerense*, identifies the following six morphosyntactic characteristics, which will be described in detail below:

1. *Voseo*
2. Plural agreement of existential *haber*
3. Verb number variation in passive constructions with *se*
4. Use of the singular indirect object pronoun *le* for plural noun phrases
5. Ambiguous gender of certain words
6. *Dequeísmo* and *queísmo*

#### **1.2.3.1. *Voseo***

*Voseo* refers to the use of the personal pronouns (*vos, ustedes*) in the familiar second person, as well as distinct second person verbal conjugations. For example, in the singular, Spanish from Buenos Aires uses the pronouns '*vos, te, vos, tu, tuyo*' while peninsular Spanish uses '*tú, te, ti, tu, tuyo*'. Meanwhile, in the second person plural, Buenos Aires Spanish uses the pronoun *ustedes* and not the pronoun *vosotros*, which is typical of

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<sup>13</sup> Note that comparisons will be made between *bonaerense* and peninsular Spanish, in order to highlight the differences between both dialects. This will be relevant for the second objective of this thesis, explained in section 0.1., namely to test whether a *bonaerense* corpus would be useful to translators from Spain in order to reproduce this Argentinean dialect.

peninsular Spanish. The form *ustedes* does appear in peninsular Spanish, but it represents a second person of respect (similar to the French pronoun *vous*).

As for verbal conjugations, the second person plural form is completely absent from Spanish from Buenos Aires because the pronoun *ustedes* is used. To agree with *ustedes*, verbs are conjugated in the third person plural, even though this pronoun is functioning as a familiar second person plural pronoun. Regarding the second person of the singular, variation occurs across all three conjugations (-ar, -er, -ir) in the indicative present, subjunctive present and imperative, all of which are inflected to agree with the personal pronoun *vos*; this produces a verbal form that is not used in peninsular Spanish (see Table 2).

| Variety          | Indicative Present |               | Subjunctive Present |               | Imperative      |              |
|------------------|--------------------|---------------|---------------------|---------------|-----------------|--------------|
| Bonaerense (vos) | 1 <sup>st</sup>    | <b>cantás</b> | 1 <sup>st</sup>     | <b>cantés</b> | 1 <sup>st</sup> | <b>cantá</b> |
|                  | 2 <sup>nd</sup>    | <b>temés</b>  | 2 <sup>nd</sup>     | <b>temás</b>  | 2 <sup>nd</sup> | <b>temé</b>  |
|                  | 3 <sup>rd</sup>    | <b>partís</b> | 3 <sup>rd</sup>     | <b>partás</b> | 3 <sup>rd</sup> | <b>partí</b> |
| Peninsular (tú)  | 1 <sup>st</sup>    | <b>cantas</b> | 1 <sup>st</sup>     | <b>cantes</b> | 1 <sup>st</sup> | <b>canta</b> |
|                  | 2 <sup>nd</sup>    | <b>temes</b>  | 2 <sup>nd</sup>     | <b>temas</b>  | 2 <sup>nd</sup> | <b>teme</b>  |
|                  | 3 <sup>rd</sup>    | <b>partes</b> | 3 <sup>rd</sup>     | <b>partas</b> | 3 <sup>rd</sup> | <b>parte</b> |

Table 2 Different 2<sup>nd</sup> pers. sing. verb forms in *bonaerense* and peninsular Spanish

#### 1.2.3.2. Plural agreement of existential *haber*

Another difference between the two varieties occurs with the agreement in number of *haber* + plural noun phrase. In peninsular Spanish, the verb *haber*, when used to denote existence<sup>14</sup> is always conjugated in the singular, regardless of the number of existing

<sup>14</sup> The English equivalent would be the construction 'there + a form of the verb 'to be'' (e.g. there is, there are).

objects. In Spanish from Buenos Aires, *haber* is sometimes conjugated in the plural to agree with the number represented in the noun phrase.

E.g. Hubo políticos que no acudieron al Congreso. (peninsular)  
Hubieron políticos que no acudieron al Congreso. (*bonaerense*)

### **1.2.3.3. Verb number variation in impersonal and passive constructions**

#### **with *se***

Another characteristic of *bonaerense* concerns number variation of the verb form in impersonal and passive constructions with *se* and with a plural patient element.

E.g. Se vende cuadros.  
Se venden cuadros.

Nowadays, according to de Bruyne (1995), RAE considers both uses correct in all dialects. However, traditionally the use of the verb in the singular with the presence of a plural patient agent had been considered unacceptable. De Bruyne (1995) also points out that “the preference for the singular is noticeable in Latin America”.

### **1.2.3.4. Use of the singular indirect object pronoun *le* for plural noun**

#### **phrases**

This phenomenon consists in the use of the pronoun ‘*le*’ to substitute for both singular and plural indirect object phrases, instead of using it exclusively for singular indirect object phrases and using the pronoun ‘*les*’, for plural ones, as established by normative grammar and used most commonly in Spain (Alarcos Llorach, 1994: 70).

E.g.

A los estudiantes internacionales, le darán un permiso de trabajo especial. (*bonaerense*)

A los estudiantes internacionales, les darán un permiso de trabajo especial. (*normative*)

La abuela le compra a su nieto golosinas todos los domingos. (*normative*)

### 1.2.3.5. Ambiguous gender of certain words

According to Fontanella de Weinberg (2004), in *bonaerense* certain words have been recorded to have ambiguous gender, i.e. sometimes they appear in the feminine and other times in the masculine, with no change to the semantic meaning of the word. Some examples of this gender variation are: *el/la caparazón*, *armazón*, *lente*, *sartén*, *cortaplumas*, *echarpe*, *omelette* and *cassette*.

Although some of these words also have ambiguous gender in Spanish (*armazón*, *lente* and *cassette*), in the RAE's dictionary the rest of the words from the above list have a given gender: *caparazón* (masc.), *sartén* (fem.), *cortaplumas* (masc.) and *echarpe* (masc.)—except for the word *omelette*, which does not appear in the dictionary.

### 1.2.3.6. *Dequeísmo* and *queísmo*

According to Fontanella de Weinberg (2004) a final distinguishing characteristic of the Spanish from Buenos Aires is the omission or inclusion of a preposition, usually '*de*', in subordinate clause introducers where they would/would not be expected to appear in normative Spanish. Therefore, this omission or inclusion of a preposition is considered erroneous in peninsular Spanish.

- E.g. Dudo de que diga la verdad.  
Estoy convencido Ø que vendrá.

These phenomena are described in detail in the Real Academia Española's new *Diccionario panhispánico de dudas* (2005) (henceforth referred to as DPD). I will offer a summary of this explanation below.

### *Dequeísmo*

As explained above *dequeísmo* is the supplementary use of the preposition *de* before the conjunction *que*. The most common cases of *dequeísmo* are the following.

- a. Use of *de* at the beginning of a subject subordinate clause

- E.g. Me alegra de que seáis felices.  
Es seguro de que nos quiere.  
Le preocupa de que aún no hayas llegado.

- b. Use of *de* at the beginning of a direct object subordinate clause, which usually occurs with verbs of:

“thought” such as *pensar*, *opinar*, *creer*, *considerer*, etc.

- E.g. Pienso de que conseguiremos ganar el campeonato.  
Creo de que el vestido verde te sienta mejor.

“speech” such as *decir*, *comunicar*, *exponer*, etc.

- E.g. Me dijeron de que se iban a cambiar de casa.  
Me comunicaron de que el contrato se terminaba en agosto.

“perception” such as *ver*, *oír*, etc.

E.g. He oído de que te casas.  
He visto de que renovaron las ventanas.

c. Use of *de* at the beginning of an attributive subordinate clause

E.g. Mi intención es de que participemos todos.

d. Insertion of *de* in conjunctions that do not require it

E.g. a no ser de que  
a medida de que  
una vez de que

e. Use of *de* instead of the preposition required by the governing verb

E.g. insistir de que (instead of *en*)  
fijarse de que (instead of *en*)

### *Queísmo*

In contrast to *dequeísmo*, *queísmo* is the omission of a preposition in a sentence that requires it. The most common cases of *queísmo* are the following.

a. Omission of a preposition in pronominal or non-pronominal verbs governing over a preposition.

|      |                         |                      |
|------|-------------------------|----------------------|
| E.g. | acordarse Ø que (de)    | convencer Ø que (de) |
|      | alegrarse Ø que (de)    | insistir Ø que (en)  |
|      | arrepentirse Ø que (de) | olvidarse Ø que (de) |
|      | tratar Ø que (de)       |                      |

b. Omission of a preposition in substantives followed by a prepositional clause.

E.g. condición Ø que (de)  
ganas Ø que (de)  
deseos Ø que (de)

c. Omission of a preposition in locutions that require it.

E.g. a pesar Ø que (de)  
a fin Ø que (de)  
a condición Ø que (de)  
en caso Ø que (de)  
hasta el punto Ø que (de)

d. Omission of a preposition in the certain verbal locutions.

E.g. caber/haber duda Ø que (de)  
caer en la cuenta Ø que (de)  
darse cuenta Ø que (de)

### ***1.3. Concluding remarks***

This chapter has provided an explanation of the concepts and terms *language*, *variety* and *dialect*, as well as a detailed example of one particular dialect—*bonaerense*—which will be the subject of further investigation in this thesis. The description of *bonaerense* provided in this chapter has been based on descriptions of this dialect as gleaned from textbooks, and in particular from the work of Fontanella de Weinberg (2004). With all due respect to this work, it is well-known that textbooks can often be prescriptive in nature, rather than truly descriptive. In addition, languages evolve, so that what might once have been true could become less accurate over time. As noted in section 0.1., one of the goals of this study is to demonstrate that a corpus-based approach offers a viable means of investigating the textual

characteristics of dialects. Accordingly, in the following chapter, I will undertake a corpus-based study of *bonaerense* in an attempt to determine the extent to which textbook descriptions actually reflect the way this dialect is used in authentic texts.

## 2. Corpus-based investigation of dialectal features

In order to determine whether the characteristics of *bonaerense* presented in textbooks (see section 1.2.3) actually occur in real texts, it will be necessary to use a number of different corpora. For some parts of the investigation, it will be possible to use existing corpora that are available via the Internet; however, it will also be necessary to compile a monodialectal corpus of the Spanish from Buenos Aires. This chapter will provide a description of the corpora used, as well as of the types of analyses conducted on them with the help of a number of software tools, which will also be described.

### 2.1. Corpora

For this project, several different corpora are needed. Firstly, since the main object of study is the *bonaerense* dialect, it will be necessary to have a monodialectal corpus of texts in this dialect. Given that I was not able to find an existing, pre-compiled corpus of *bonaerense*, it was necessary to compile one myself, as described below. However, because corpus compilation is a hugely labour-intensive and time-consuming task (Bowker and Pearson, 2002), I cannot, in the context of an MA thesis, compile a sufficiently large corpus of *bonaerense* to produce highly generalizable results. Therefore, I will supplement my *bonaerense* corpus with a larger, pre-compiled reference corpus of Argentinean Spanish.<sup>15</sup> Finally, I will need a reference corpus containing texts in another Spanish dialect in order to verify that those characteristics which are purportedly unique to *bonaerense* are not

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<sup>15</sup> Clearly, it would be preferable to have a larger *bonaerense* corpus, since the Argentinean corpus includes not only *bonaerense* but also other dialects used in Argentina; however, under the circumstances, this seems to be a reasonable compromise.

present in this other Spanish dialect. As noted in section 0.4.1, I will be using the peninsular Spanish dialect for this purpose.

### *2.1.1 Designing and constructing a bonaerense corpus*

When designing and constructing the *bonaerense* corpus, I had to keep in mind not only the first objective of this thesis, which was to demonstrate that corpora provide a viable means for investigating the textual characteristics of a given dialect, but also the second objective, which is to investigate whether a specially designed corpus can be used as a resource for helping a translator to produce a translation in a dialect of which he or she is not a native speaker. This second objective had an influence on the nature of the corpus compiled for this project. The principal design decisions that were made are described in the following sections under the headings scope, channel, linguistic quality, and publication date.

#### **2.1.1.1. Scope**

As noted above, the *bonaerense* corpus will also be used in the translation experiment described in the second part of this thesis. Since the vast majority of texts that get translated are of a specialized—or at least semi-specialized—nature, it seemed logical to compile a corpus of texts from a specialized domain, rather than a general language corpus, which would be more appropriate for lexicographical studies. However, I decided against choosing a domain that was extremely region-specific in terms of content, such as one dealing with the flora and fauna of a particular geographic area, as this type of text probably should be translated by a local since it is likely to be *conceptually* difficult for

someone from another region to understand and process. Instead, I wanted to find a field where the specialized concepts in question would be equally familiar to readers from both geographic regions (i.e. Buenos Aires and peninsular Spain), so that the challenges presented to the translators in the upcoming translation exercise would be primarily of a linguistic nature (i.e. dealing with a non-native dialect) rather than of a conceptual nature (i.e. dealing with highly unfamiliar region-bound concepts). With this in mind, I opted for the domain of information technology, which is less likely to be influenced by culture and environment.

When choosing the level of specialization, I had to take into account that the translation exercise be carried out by volunteer participants, as explained in section 0.4.5. Since the volunteer translators are all students or recent graduates, they have a limited amount of translation experience and therefore might feel intimidated by highly technical texts. Accordingly, I decided to use popularized material from the information technology domain, rather than highly technical material, when constructing my corpus.

Moreover, as noted by Rosenblat (1965), highly specialized texts are less likely to exhibit dialectal features. By choosing popularized texts<sup>16</sup>, I felt there was a greater chance that dialectal features would be present.

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<sup>16</sup> Popularized texts are texts that deal with a specialized subject but which are aimed at a non-expert audience. For example, while a research journal such as *Nature* would be considered specialized, a magazine such as *Scientific American*, which is aimed at the general public, is a popularized publication.

#### **2.1.1.2. Channel**

As noted in section 0.4.2, this research focuses on written text and on the use of a corpus for translation purposes. Consequently, no oral texts were collected, and the resulting corpus reflects only the written form of the dialect.

#### **2.1.1.3. Linguistic quality**

Since this corpus will eventually be used as a resource for translators working into a non-native dialect, it is imperative that the texts which it contains are of a high linguistic quality. Preferably, they should be professionally written and published, rather than simply be texts of unknown origin posted to the Internet.

#### **2.1.1.4. Publication date**

Finally, because translators generally seek to use up-to-date terminology, particularly in a rapidly evolving field such as information technology, I wanted the corpus to be composed of recently published material.

#### **2.1.1.5. Resulting corpus: the *ClarínInformática* corpus**

To build the corpus of Spanish from Buenos Aires, I set out to find texts that met the criteria outlined in the preceding sections. During my research, I discovered that a major national newspaper from Buenos Aires, *Clarín*<sup>17</sup>, has a weekly supplement on technology,

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<sup>17</sup> <http://www.clarin.com>

entitled *Informática 2.0*. I looked at some of the articles and I found that they met the criteria of domain (i.e. information technology) and specialization level (i.e. popularized) required for the corpus. Moreover, since the texts were written by journalists—a type of language professional—the contents were of a good linguistic quality.

*Clarín* is available free of charge on the World Wide Web, from where not only the most recent issues, but also archived issues, can be download. In keeping with my requirement to have recent information, I collected articles that were published in the supplement *Informática 2.0* between the 29<sup>th</sup> of June 2005 and the 17<sup>th</sup> of May 2006, which amounted to 126 texts, totaling 85 784 words. Three examples of the type of text included in the *ClarínInformática* corpus can be seen in Appendix D.

My only reservation about using the *Clarín* newspaper as a resource is that, as mentioned above, it is a national newspaper rather than a local one. Although its city of publication is Buenos Aires, it is distributed around the country and may therefore not be written exclusively in *bonaerense*. However, since local publications are not easily accessible outside of the region, I was unable to identify any better sources and decided to move forward with the project using *Clarín*. As noted by Bowker and Pearson (2002: 71-72)

...while it is useful to carefully analyse the goals of your project and to design a corpus that would ideally meet these requirements, there are often practical constraints that may make it difficult to actually compile your 'ideal' corpus. This does not mean that you should abandon all your corpus-building efforts; it simply means that you should be prepared to be a little bit flexible and to re-examine your ideal criteria in the light of the resources at hand. If you are willing to do this, you will end up with a corpus that, thought not perfect, will still have the potential to provide you with a wealth of valuable information about your chosen LSP.

#### 2.1.1.6. Pre-processing

To facilitate various types of searches, I chose to annotate the *ClarínInformática* corpus with part-of-speech information. In other words, I used a freely-available part-of-speech tagging program called TreeTagger<sup>18</sup> to automatically insert information about each word's grammatical category into the corpus. Note that, as is the case with all automatic language processing software, the results are not perfect; however, they are certainly usable. TreeTagger was developed at Institute for Computational Linguistics of the Universität Stuttgart in Germany. The tagger output is in form of a three-column list: input word, POS tag, and lemma. The program works with a 57-tag set, which is included in Appendix A. The fact that the tagged text is presented in a three column format with the lemma and the POS tag appearing as regular words and not in the more traditional tagged format (i.e. with the POS tag appearing between angled brackets < >), means that it is not possible to conduct an analysis using tags *per se*. However, this information is still useful because a similar type of search can be conducted using the tag labels as plain text. The precise ways in which the tags were used during corpus interrogation will be described in more detail in section 2.2.1.1.3.

#### 2.1.1.7. Corpus analysis tool: WordSmith Tools 4.0

In order to explore the *ClarínInformática* corpus, I used a popular and well-respected corpus analysis tool called WordSmith Tools 4.0.<sup>19</sup> This tool allows users to generate Key-

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<sup>18</sup> For more information on TreeTagger, please consult: <http://www.ims.uni-stuttgart.de/projekte/corplex/TreeTagger/>

<sup>19</sup> General information about WordSmith is available at: <http://www.lexically.net/wordsmith/index.html>. In addition, please consult the following website for an extensive list of research papers, theses, etc. that have

Word-In-Context (KWIC) concordances, word frequency lists, and other types of information such as collocates, patterns and clusters. The processing capabilities of WordSmith and other comparable corpus analysis tools have been well documented in the literature (e.g. Austermühl 2001; Bowker and Pearson, 2002) so I will not describe them here; however, specific details of the particular searches that were carried out for this research project will be explained in upcoming sections.

In addition to the fact that it is a very good tool, WordSmith was also selected for pragmatic reasons. Firstly, it is available for use at the University of Ottawa, and I had already learned how to use it in the context of the TRA 5903 Computers and Translation course. Moreover, this tool is also available at the Facultat de Traducció i Interpretació at the Universitat Pompeu Fabra, in Barcelona, Spain, which is where the experiment described chapter 4 was carried out.

### 2.1.2 *Corpus de Referencia del Español Actual (CREA)*

The *Corpus de Referencia del Español Actual (CREA)*<sup>20</sup> is part of an initiative launched by the Real Academia Española (RAE) in 1993 with the aim of creating a *Banco de Datos Lingüísticos* (linguistic data base), which consists of both a diachronic and a synchronic corpus. The diachronic corpus, which shows how the Spanish language has developed over time, is represented by the *Corpus Diacrónico del Español (CORDE)*, while the synchronic corpus, which contains current usage, consists of CREA. With this *Banco de Datos*

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involved the use of WordSmith Tools:

[http://www.lexically.net/wordsmith/corpus\\_linguistics\\_links/papers\\_using\\_wordsmith.htm](http://www.lexically.net/wordsmith/corpus_linguistics_links/papers_using_wordsmith.htm)

<sup>20</sup> <http://www.rae.es>

*Lingüísticos*, RAE hopes to compile a representative sample of the Spanish language both throughout history, and from around the world.

The research in this thesis is synchronic rather than diachronic, so the CREA corpus is the one that is of primary interest here. In April 2005, this ever growing corpus was estimated to contain approximately 160 million words. In order to design the CREA, a set of chronological, geographical, channel and subject criteria were fixed.

Chronologically, all texts had to be published between 1975 and 1999. Geographically, the corpus had to contain texts from both Spain and Latin America, however, not all dialects would be represented equally. As summarized in Table 3, peninsular Spanish represents 50% of the content, while the remaining 50% is shared between all the other Spanish dialects as follows: 20% Mexican Area (Mexico, Southeastern USA, Guatemala, Honduras, El Salvador), 10% Andes (Ecuador, Peru, Bolivia and the inland portions of Venezuela and Colombia), 8.5% Caribbean Area (Cuba, Puerto Rico, Panama, Dominican Republic, the coasts of Venezuela and Colombia, and Northeastern USA), 7% Rioplatense Area (Argentina, Paraguay, Uruguay), 3% Chilean Area (Chile), and 1.5% Central Area (Nicaragua and Costa Rica). Using these percentages, it is possible to calculate the number of words for each dialect. For the purpose of this thesis, I used the peninsular Spanish section, which contains approximately 80 million words, and the Argentinean (Rioplatense) section, which has approximately 11.2 million words.

| Area               | Percentage   | Words         |
|--------------------|--------------|---------------|
| <u>Spain</u>       | <u>50.0%</u> | <u>80.0 M</u> |
| Mexican            | 20.0%        | 32.0 M        |
| Andes              | 10.0%        | 16.0 M        |
| Caribbean          | 08.5%        | 13.6 M        |
| <u>Rioplátense</u> | <u>07.0%</u> | <u>11.2 M</u> |
| Chilean            | 03.0%        | 04.8 M        |
| Central            | 01.5%        | 02.4 M        |
| <b>Total</b>       | <b>100%</b>  | <b>160 M</b>  |

Table 3 Dialect Distribution in CREA

As far as the text channel is concerned, texts could come from monographies, magazines, journals or oral transcriptions. Finally, given that this corpus aimed to be a general reference for the Spanish language, texts could and had to cover almost all subjects: science, politics, daily life, economics, fiction, etc. A more detailed description of the percentage distribution for every subject, channel and publication year can be found in the Help file of the corpus<sup>21</sup>.

CREA is available on-line and it comes with its own proprietary search interface, which allows users to limit the searches with regard to medium (newspaper article, monograph, etc.), specific work, author, dates, subject and region. The query syntax accepts the Boolean operators AND, OR and NO as well as the distance parameter (/dist)<sup>22</sup>. Wildcard searches are also permitted; however, given the size of the corpus, searches for suffixes (e.g. \*rar), prefixes (e.g. des\*) and infixes (e.g. \*crei\*) are not practical. The results are displayed in KWIC-format, i.e. with the searched word or expression centered and highlighted and with

<sup>21</sup> <http://www.rae.es> See the *Ayuda* in the CREA main site.

<sup>22</sup> The distance parameter allows you to look for two words appearing within a certain number of words before and after the first word. For example, if you write a query such as “vehicle dist/5 SUV” the interface will display of occurrences of the word vehicle containing the word SUV within the five previous or following words.

eight to ten words context in both sides. Apart from the concordance, the results also include year of publication of the text, author, title, country of publication, subject and publishing company.

## ***2.2. Analysing the corpora***

Now that the corpora and processing tools have been described, the following sections will proceed to outline the steps that were taken to analyse these corpora, as well as the results of this analysis. Keep in mind that the object of this investigation is to determine whether the six characteristics identified by textbooks as being characteristic of *bonaerense* are in fact represented in authentic texts written using this dialect. Once again, the six characteristics in question are:

1. *voseo*,
2. number agreement of the existential verb *haber* with a plural noun phrase,
3. verb number variation in passive and impersonal constructions with *se* and a plural patient element,
4. use of the singular indirect object pronoun *le* to replace plural indirect object noun phrases,
5. ambiguous gender of certain words, and
6. *queísmo* and *dequeísmo*.

In general, the procedure used was as follows. First, I searched for the presence of these features in the *ClarínInformática* corpus and, in cases where few results were obtained; I

expanded the search to include the Argentinean section of the CREA corpus. Next, I attempted to verify the absence of these features in the peninsular Spanish section of the CREA corpus. This two-part process was necessary because, in order to support the claim that a given characteristic is distinct to Spanish from Buenos Aires, not only must that characteristic be present in this dialect, it should correspondingly be absent from other dialects.

Note that because of the size difference in the CREA collections of peninsular Spanish (80 million words) and Argentinean Spanish (11.2 million words), it is difficult to compare the results from the two corpora using absolute values. Therefore, I will instead normalize the results into “number of occurrences per thousand words (‰)” in order to facilitate comparison.

### *2.2.1 Bonaerense characteristics in ClarínInformática and CREA*

This sections presents an analysis of the presence in the corpora ClarínInformática and the Argentinean and peninsular sections of CREA of the *bonaerense* characteristics described in 1.2.3.

#### **2.2.1.1. Voseo**

As explained in section 1.2.3.1, the phenomenon known as *voseo* affects both personal pronouns and verb forms.

### 2.2.1.1.1. Pronouns *vos* vs. *tú*, *ti*

I will first investigate the use of the pronouns *vos/tú,ti* and *ustedes/vosotros*. If the textbook descriptions are to be believed, then we should expect to find an absence of *tú* and *ti* in the *bonaerense* dialect, along with the presence of *vos*.

In the *ClarínInformática* corpus there are no occurrences of the pronoun *tú* and only one occurrence of *ti*, which appears within a reference to the title of the book *Todo lo malo es bueno para ti: como la cultura popular nos esta haciendo más inteligentes* by Steven Johnson.

With regard to occurrences of the pronoun *vos*, only six are found. At first, this might seem suspicious; however, the absence of this pronoun might be due to a number of factors. Firstly, it is worth noting that Spanish does not require the presence of the subject in all sentences because the verb form already indicates the person (a phenomenon commonly referred to as *pro-drop*). Secondly, we must consider the fact that the texts included in the corpus are mainly instructive and descriptive, the former of which commonly use a lot of imperative constructions, which tend to omit the personal pronoun, and the latter of which rarely address the reader, and therefore do not tend to include second person pronouns.

Because relatively few occurrences were retrieved from the *ClarínInformática* corpus, the search was expanded to include the Argentinean CREA corpus. Here I found a combined total of 785 occurrences (0.090‰) of the pronouns *tú* and *ti*, and 2 608 occurrences

(0.298‰) of the pronoun *vos*. These results would seem to indicate a preference for the use of *vos* in Argentinean Spanish. However, there is evidence of reminiscent use of *tú* and *ti*.

A look in the peninsular Spanish CREA corpus, where we would expect to find few occurrences of *vos* and many of *tu* and *ti* provides more convincing evidence: 32 507 occurrences (0.520‰) of the pronouns *tú* and *ti* opposed to only 872 occurrences (0.014‰) of *vos*.

A closer look at the use of *vos* in the peninsular Spanish CREA corpus shows three different types of the pronoun *vos*. Firstly, in some very rare cases, the form *vos* is not the Spanish pronoun *vos* but the Catalan one, as, for some reason, a Catalan text has mistakenly been included in corpus. Second, some of the occurrences are indeed the familiar second person pronoun typical of *voseo* and show the pertinent verb inflection. Finally, and by far the most common, the pronoun *vos* is not the familiar second person pronoun but a sort of courtesy pronoun, used in Spain, which corresponds to this term's first definition in the RAE dictionary<sup>23</sup> and requires its respective verb forms to be inflected in the second person of the plural, even if it refers to a second person of the singular. In conclusion, the polysemous nature of the pronoun *vos* initially gives the impression of a certain use of *voseo* in the Spanish spoken in Spain. However, a closer look unveils the mirage and proves that *voseo* is not common in peninsular Spanish.

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<sup>23</sup> <http://www.rae.es>

#### **2.2.1.1.2. Pronouns: *ustedes* vs. *vosotros***

As for the use of pronouns for the second person of the plural (*vosotros/ustedes*), the textbook descriptions indicated that *ustedes* is more typical of *bonaerense*, while *vosotros* is common to peninsular Spanish. Unfortunately, no occurrences of either pronoun were found in the *ClarínInformática* corpus. However, if the search is repeated in the Argentinean CREA corpus, 62 occurrences (0.007‰) of *vosotros* and 787 (0.090‰) of *ustedes* are revealed. The results show a trend similar to the use of the pronouns for the second person of the singular: a marked preference for *voseo* manifested through the use of *ustedes*, but still a reminiscent use of the *tú/vosotros* paradigm.

Predictably, when carrying out the same search in the peninsular Spanish CREA corpus, I found high occurrences of *vosotros* (2 336, 0.037‰) and of *ustedes* (5 412, 0.087‰). This is not surprising because both pronouns are used in this dialect to refer to the second person of the plural, the former, in a familiar register and the latter, in a formal one. Unfortunately, however, it would have been too difficult to analyze all of these occurrences to determine how many of the instances of *ustedes* appeared in a formal register.

#### **2.2.1.1.3. Verb forms in the second person**

As explained in section 1.2.3.1, *voseo* also implies the use of a very specific second person verb flexion in the indicative present, subjunctive present and imperative tenses (see Table 2 in page 27). In order to investigate the use of this verb flexion, the best strategy is to use WordSmith to search for information in the part of speech tags in the *ClarínInformática* corpus. By searching for all the occurrences of the tag “VHfin” (finite verb *haber*) and

“VLfin” (finite lexical verb), I was able to retrieve all the finite forms for lexical verbs. I have excluded the auxiliary verb *estar* because it so happens that, since this verb is irregular, some of its forms have the same flexive suffixes as the ones belonging to the *vos* person. Next, as shown in Figure 1, I proceeded to limit the results by using an advanced search to find only those occurrences where the word immediately to the left of the tag (where the tag itself was used as the search term) ends in -ás, -és, -ís, -á, -é, and -í, which are the verb endings typical of *voseo*. Finally, to prevent any overlap with future forms, I excluded all the occurrences of words ending in -rá, -rás.

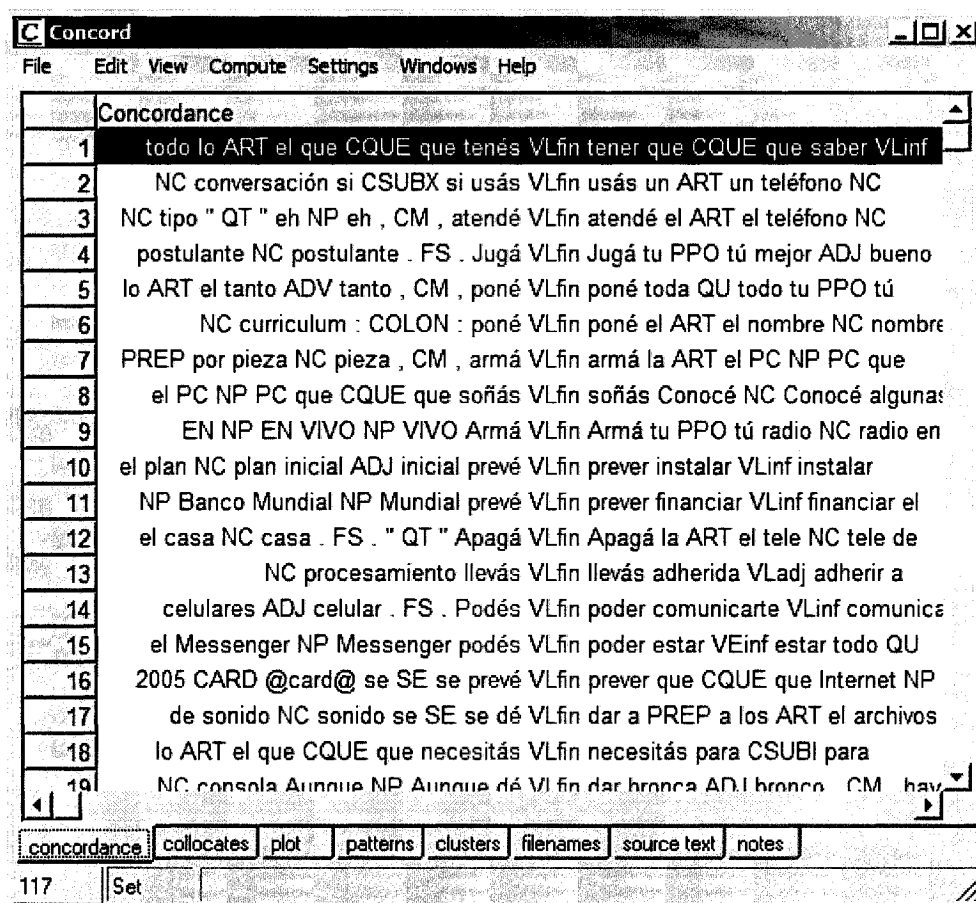


Figure 1 Concordances of *voseo* verb forms in the specialized corpus

Using the above strategy, I initially retrieved 134 occurrences. However, when I viewed the results, I realized that the automatic tagger (see section 2.1.1.6) has erroneously identified a number of word forms as verbs (i.e. *así*, *caché*, *después*, *país*, *qué*, *quizá* and *tevé*). I proceeded to exclude these words from the search, which left 117 occurrences in the list. After a manual check, I confirmed that all of these were verb forms belonging to the *voseo* flexion.

The fact that the CREA corpus does not include POS-tags means that it would be too time-consuming and labour-intensive to conduct a search for all verbs. Therefore, the search was limited to the two most popular *voseo* verb forms that were discovered in the *ClarínInformática* corpus: *podés* (28 occurrences) and *tenés* (19 occurrences).

In the Argentinean section of the CREA, there are 974 occurrences ( 0.111‰) of the verb forms *podés/tenés* versus 330 occurrences (0.038‰) of the respective equivalent verb forms for *tú*, (i.e. *puedes/tienes*).

As for the results in the peninsular Spanish section of the CREA, they show a much more radical difference with 12 891 occurrences (0.206‰) of *puedes/tienes* and only 6 occurrences (0.0001‰) of the *voseo* flexions *podés/tenés*.

The results of all the *voseo*-related searches in both the Argentinean and peninsular Spanish CREA corpora are summarized in Table 4.

| Charac.<br>Texts | 2 <sup>nd</sup> person sing. pronouns |        | 2 <sup>nd</sup> person pl. pronouns |          | 2 <sup>nd</sup> person sing. verb forms |               |
|------------------|---------------------------------------|--------|-------------------------------------|----------|-----------------------------------------|---------------|
|                  | vos                                   | tú-ti  | Ustedes                             | vosotros | podés-tenés                             | puedes-tienen |
| Argentinean      | 0.298‰                                | 0.090‰ | 0.090‰                              | 0.007‰   | 0.111‰                                  | 0.038‰        |
| Spanish          | 0.014‰ <sup>24</sup>                  | 0.520‰ | 0.087‰ <sup>25</sup>                | 0.037‰   | 0.0001‰                                 | 0.206‰        |

Table 4 *Voseo* characteristics in the Argentinean and Spanish sections of the CREA.

This investigation using both the CREA and the *ClarínInformática* corpora seems to confirm that *voseo* is a characteristic of Argentinean Spanish since it is present in the Argentinean corpora while simultaneously being relatively infrequent in the peninsular Spanish corpus.

#### 2.2.1.2. Plural agreement of existential *haber*

As detailed in section 1.2.3.2, Fontanella de Weinberg identified the use of the plural form of the verb *haber* in its existential sense as a characteristic of *bonaerense*. A search in the *ClarínInformática* corpus shows that there are 16 occurrences of this verb in the plural, but none of them is in its existential sense.

Unfortunately, the CREA interface does not allow for complex searches such as “search for all plural verb forms followed by a plural word at a distance of 5 words”. This made it impossible to verify the presence/absence of this plural use of the existential *haber* in the Argentinean and the Spanish sections as it would be too labour-intensive to manually check all the occurrences of this verb in the plural, since there were 5 465 occurrences in the Argentinean section and 37 191 in the peninsular Spanish section.

<sup>24</sup> There is an overlap with the Argentinean *vos*, the Catalan *vos* and the formal Spanish *vos*.

<sup>25</sup> *Ustedes* is a pronoun widely used in Spanish as a formal second person pronoun similar to the French pronoun *vous*.

Disappointingly, I was therefore not able to investigate this characteristic using the corpora at my disposal. However, I would like to note that, in principle, corpora could be used for such an investigation. It was simply the limited size/scope of the *ClarínInformática* corpus and a limitation of the CREA search tool that prevented such research from being carried out on the present corpora.

### **2.2.1.3. Verb number variation in passive and impersonal constructions**

#### **with *se***

As described in section 1.2.3.3, another characteristic that distinguishes *bonaerense* from other Spanish dialects concerns the variation in number of the verb form in impersonal and passive constructions with *se* and with a plural patient element. In *bonaerense*, the singular is more common (e.g. *Se vende cuadros*), whereas in peninsular Spanish, the plural form is preferred (e.g. *Se venden cuadros*).

Accordingly, I searched in the *ClarínInformática* corpus for all the occurrences of the pronoun *se* not followed by the combination of a word ending in -n (which marks the third person of the plural in verb forms) and a word ending in -s (which marks the plural in substantives) at a maximum distance of five words. A total of 196 occurrences were retrieved. A manual inspection of these revealed that only eleven were passive or impersonal constructions with a plural patient element. The following is the list of all eleven of the relevant occurrences that were extracted from the corpus.

- a. Se puede hacer dos tipos de radiollamadas:
- b. También se puede enviar SMS (mensajes de textos cortos) de larga distancia.
- c. Pero para tapar este bache se puede visitar decenas de páginas que presentan estadísticas actualizadas así
- d. Lo primero es preguntar cómo se puede sacar las fotos de allí para enviarlas a la PC.

- e. En ese caso se puede afrontar costos algo mayores.
- f. Al llegar a la página, se puede empezar a subir las fotos, textos o cualquier otro archivo sin ninguna
- g. También se puede enviar estos mensajes a direcciones de e-mail.
- h. Se puede ver los mensajes tipo MMS en pantallas en blanco y negro.
- i. Después, cuando se quiere mandar imágenes, hay que hacer clic sobre Insertar fotos
- j. ...por medio del cual se puede mandar paquetes de hasta 1GB por e-mail.
- k. Con este sistema se puede transmitir datos hasta a 10 metros (sin obstáculos).

Unfortunately, the limitations in the CREA interface make it impossible to carry out this type of complex search, which means that the conclusions with regard to this characteristic are tentative at best. Although the eleven cases listed above do confirm the presence of this structure in texts originating from Buenos Aires, eleven occurrences in a corpus of less than 100 thousand words does not provide enough evidence to conclusively state that this structure is unique to *bonaerense*.

Once again, however, it should be noted that it is, in principle, possible to investigate this type of feature in a corpus. However, the tools and corpora at my disposal make it difficult to do so in the context of this thesis.

#### **2.2.1.4. Use of the singular IO pronoun *le* to replace plural noun phrases**

It was noted in section 1.2.3.4 that in *bonaerense*, the singular pronoun *le* is used to replace both singular and plural indirect object phrases, whereas in peninsular Spanish, *le* is generally used to replace singular object phrases only. A search of the *ClarínInformática* corpus reveals that four out of the 79 occurrences of the pronoun *le* are used to refer to plural noun phrases:

- a. De ser así, ¿se **le** quitarán horas de trabajo a los empleados administrativos cuyos ojos recorren ...
- b. Hoy ya no **le** tememos a virus que destruyan computadoras individuales sino a amenazas mucho...
- c. Algo semejante **le** ocurre a quienes vayan a buscar el archivo al sitio.
- d...las redes locales **le** permiten a las conexiones un máximo de 33 Kbps.

Unfortunately, the vast number of occurrences of this pronoun in both the Argentinean (34 679<sup>26</sup>) and the peninsular Spanish (212 897<sup>27</sup>) sections of the CREA, together with the limitations of CREA's search interface, made it impractical to explore the actual use of *le* in the CREA corpora.

Therefore, the conclusions about the use of *le* in *bonaerense* are once again tentative. The examples retrieved from the *ClarínInformática* conference do confirm that *le* is used to replace both singular and plural noun phrases; however, the low number of occurrences of *le* being used to replace plural noun phrases raises the question about how widespread this practice really is.

#### 2.2.1.5. Ambiguous gender of certain words

In section 1.2.3.5, it was observed that a number of words in the Spanish used in Buenos Aires are ambiguous in gender, which means that they sometimes appear in the feminine and at other times in the masculine, with no change in meaning. The list of such words provided by Fontanella de Weinberg (2004) includes: *caparazón*, *armazón*, *lente*, *sartén*, *cortaplumas*, *echarpe*, *omelette* and *cassette*.

---

<sup>26</sup> This number does not include the agglutinated occurrences of *le*.

<sup>27</sup> *idem*

Only a single occurrence of one of these words appears in the *ClarínInformática* corpus: the word is *lente* and it is used as a masculine substantive.

Because of the vast size of the CREA corpora, I limited my search to three of the ambiguous gender words featured in Fontanella de Weinberg's list<sup>28</sup>, namely *armazón*, *caparazón* and *lente*. The results of this search conducted in both the Argentinean and peninsular Spanish sections of CREA are illustrated in Table 5 below.

|           | Masculine |       |     |       | Feminine |       |     |       | Unknown <sup>29</sup> |       |    |       | Total |     |
|-----------|-----------|-------|-----|-------|----------|-------|-----|-------|-----------------------|-------|----|-------|-------|-----|
|           | AR        |       | ES  |       | AR       |       | ES  |       | AR                    |       | ES |       | AR    | ES  |
| Armazón   | 33        | 34.7% | 170 | 76.2% | 49       | 51.6% | 21  | 09.4% | 13                    | 13.7% | 32 | 14.3% | 95    | 223 |
| Caparazón | 60        | 70.6% | 105 | 73.0% | 6        | 07.0% | 0   | 00.0% | 19                    | 22.4% | 39 | 37.0% | 85    | 144 |
| Lente     | 23        | 22.3% | 17  | 02.6% | 61       | 59.2% | 185 | 83.0% | 19                    | 18.4% | 21 | 09.4% | 103   | 223 |

Table 5 Presence of ambiguous gender words in the CREA

The CREA corpus confirms that these words are indeed used in some instances in the feminine and in others, in the masculine. A closer look tells us that their gender is considerably more ambiguous in Argentinean Spanish as compared to peninsular Spanish. For example, in Argentinean texts, *armazón* is masculine 34.7% of the time and feminine 51.6%, while in peninsular Spanish texts, it is masculine 76.2% of the time and feminine in a mere 9.4% of the cases. An even more convincing example is *caparazón*, which in Argentinean appears in the feminine in 59.3% of the cases as compared to 22.3% occurrences in the masculine, while in peninsular Spanish, 83.0% of the time it is feminine and only 2.6% of the time masculine. Finally, it is worth noting that in the case of *armazón*

<sup>28</sup> I was forced to make this decision because the gender of each occurrence had to be manually checked as in many cases the gender was indicated not by an article but by an adjective or a pronoun appearing later on in the text.

<sup>29</sup> In certain sentences it was impossible to tell what gender the word had as there were no articles, adjectives or pronouns marking it.

gender does change in both varieties, but opposite preferences can be observed: in Argentinean Spanish, it is feminine in the majority of cases (51.6%), while in peninsular Spanish, the majority of occurrences take the masculine form (76.2%).

#### **2.2.1.6. *Dequeísmo* and *queísmo***

The final characteristic of *bonaerense* that will be investigated here is *dequeísmo/queísmo*, which was introduced in section 1.2.3.6, and which refers to the omission or inclusion of a preposition (typically *de*), in subordinate clause introducers where they would/would not normally be expected to appear.

##### **2.2.1.6.1. *Dequeísmo***

Following an examination of all 57 occurrences of *de que* in the *Clarín* corpus, I determined that none of these appears to be a case where the preposition *de* has been inserted contrary to expectation (see Figure 2 below).

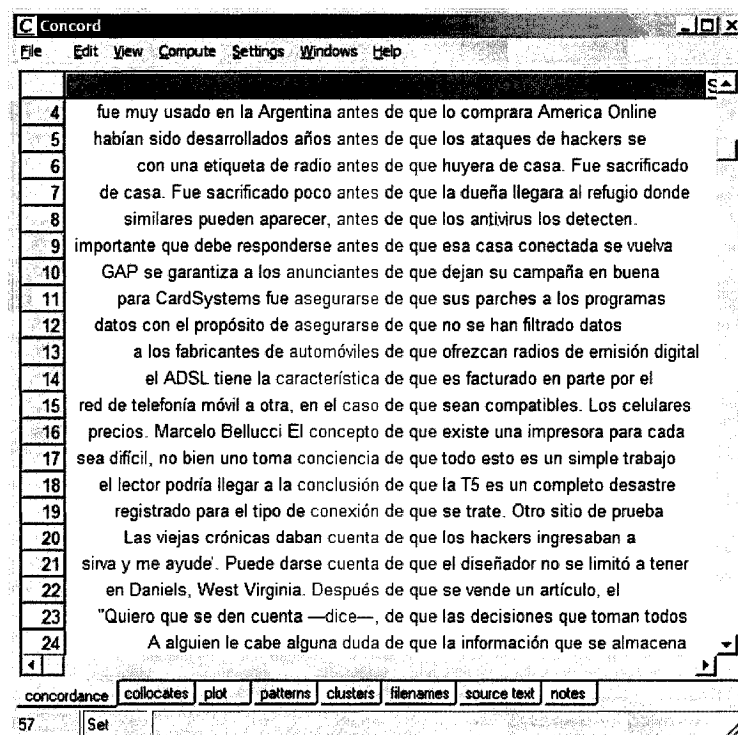


Figure 2 Occurrences of *de que* in the corpus *ClarínInformática*

I next proceeded to explore *dequeísmo* in the CREA corpora. An exhaustive search in these corpora would be too arduous given that there are 12 917 occurrences of *de que* in the Argentinean texts and 99 275, in the peninsular Spanish ones. Therefore, following the suggestions listed in section 1.2.3.6 for structures prone to generating examples of *dequeísmo*, I began by looking at the verb *alegrarse* with a subject subordinate clause. In the Argentinean section I uncovered 13 occurrences (0.001‰) of *dequeísmo* within this structure and in the Spanish section I found 160 occurrences (0.003‰).

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Consulta: ¿e alegr\* de que, en todos los medios, en CREA, en ARGENTINA  
Resultado: 13 casos en 13 documentos.

OBTENCIÓN DE EJEMPLOS

Recuperar Concordancias Normal Clasificación Agrupación Marcas

Cómo citar el CORPUS

Concordancias

Pantalla: 1 de 1. Ver párrafos

Nº CONCORDANCIA

1 tante de lo que parece. Inclusive, todos sabemos, me alegro de que nuestro país pueda brindar esta  
2 permanente y electoral que se hace en este tema. Me alegro de que hayamos vuelto al estilo de dis  
3 toria. Yo tenía quince años en aquella época. Me alegro de que haya sido joven. Yo no lo era t  
4 er la posibilidad de hacerlo. Señor presidente: me alegro de que después de los momentos de ofus  
5 de esta presa demasiado entregada. Por lo tanto, se alegró de que lo transfirieran a Halifax. Est  
6 baila... VINCENT (Asombrado) Si, si, eso pinté, me alegro de que te hayas dado cuenta, muy poca  
7 a poder preparar la estrategia más conveniente. - Me alegro de que esté acá, Larralde. Tenemos muc  
8 mo decía, mientras esperaba que saliese Nicolini, me alegré de que Eva pudiese tener todavía unas  
9 gaban un chisporroteo verdoso. Uno -suelo pensar- se alegra de que sucedan estas cosas. El soldadi  
10 parta. Sombrio) No te arrojaste a mis piernas, no te alegraste de que volviera vivo, no tenés curi  
11 ía nada. BEATRIZ Y vos, ¿qué le decías? GENERAL Me alegro de que hayas vuelto, Ester. BEATRIZ ¿  
12 rto, en la cama que hace tiempo has abandonado, y me alegro de que así sea, porque Bobby es mejor  
13 , el Rey Sol de Egipto, el Toro Victorioso! ¡Cómo me alegré de que nada restase de mi Reina! Nada,

Ir arriba Pantalla: 1 de 1. Ver párrafos

Done Internet

Figure 3 Examples of *dequeísmo* in CREA's Argentinean section

Next, I looked at the verb *decir* with a direct object subordinate clause. In the Argentinean section, I found five occurrences of this verb followed by *de que*, but, as shown below, only the first one (0.0001%) is a true case of *dequeísmo*.

- ¿Qué es esto que usted dice de que Evita es una puta?
- ... a pesar, dice, de que los pregoneros de catástrofes ...
- ¿Y su esposo qué dice de que usted estudie?
- El canje de bonos de deuda no exime, dijo, de que en 2002 -cuando se necesitará ...
- Moreiras estaba convencido, según decía, de que Conde no se había llevado el dinero...

In the peninsular Spanish section I obtained 51 occurrences of the verb *decir* followed by *de que*, but, similarly to the case in the Argentinean section, only 28 (0.0004‰) of those were actually cases of *dequeísmo*.

I then searched for occurrences of the structure *ser intención de que* and found no occurrence of such a structure in either of the two CREA corpora. Next, I looked for the expression *a no ser de que* and obtained no occurrences in the Argentinean section and only two in the peninsular Spanish one. Finally, I looked for the structure *insistir de que* and found no occurrence in either section.

Table 6 summarizes the presence of *dequeísmo* in the Argentinean and the peninsular Spanish sections of the CREA. For the three search patterns that generated examples (i.e. *alegrarse*, *decir* and *a no ser*), it was always the case that there were proportionally more instances of *dequeísmo* in the peninsular Spanish corpus than there were in the Argentinean corpus—a trend that seems to contradict the statements given in the textbooks.

| <b>DEQUEÍSMO</b> |                    |                           |
|------------------|--------------------|---------------------------|
| <b>Varieties</b> |                    |                           |
| <b>Struct.</b>   | <b>Argentinean</b> | <b>Peninsular Spanish</b> |
| alegrarse        | 0.001‰             | 0.003‰                    |
| decir            | 0.0001‰            | 0.0004‰                   |
| ser intención    | 0‰                 | 0‰                        |
| a no ser         | 0‰                 | 0.00003‰                  |
| insister         | 0‰                 | 0‰                        |

**Table 6** *Dequeísmo* in CREA's Argentinean and Peninsular Spanish sections

### 2.2.1.6.2. *Queísmo*

In order to facilitate the search for occurrences of *queísmo* in the *ClarínInformática* corpus, I limited my search to those structures that are prone to generating *queísmo* as described in section 1.2.3.6. Of all the model structures listed in that section, I only found one occurrence of *queísmo* in the form of an omission of a preposition in a locution that technically requires it:

**A pesar Ø que** ya pasó más de un tercio del año y que hay unos 100.000 virus dando

In the CREA corpora, I first looked at the structure *olvidarse que* and obtained 52 occurrences (0.001‰) in the Argentinean section and 191 (0.003‰) in the peninsular Spanish section. Secondly, I searched for the substantive *ganas* followed by a prepositional clause not introduced by *de* and found one occurrence of such structure in both (Argentinean: 0.0001‰, peninsular Spanish: 0.00002‰) of the CREA corpora. Thirdly, I looked for occurrences of the locution *a pesar de que* missing its preposition and found 19 occurrences (0.002‰) in the Argentinean section and 24 (0.0004‰) in the peninsular Spanish one. Finally, I searched for the expression *caber duda que* and found 15 occurrences (0.002‰) in the Argentinean section and 123 (0.002‰) in the peninsular Spanish section. Table 7 summarizes the presence of *queísmo* in the Argentinean and the peninsular Spanish sections of CREA.

| <i>QUEÍSMO</i>  |             |                    |
|-----------------|-------------|--------------------|
| <i>Varietes</i> |             |                    |
| <i>Struct.</i>  | Argentinean | Peninsular Spanish |
| Olvidarse       | 0.006‰      | 0.003‰             |
| Ganas           | 0.0001‰     | 0.00002‰           |
| a pesar         | 0.002‰      | 0.0004‰            |
| caber duda      | 0.002‰      | 0.002‰             |

**Table 7** Presence of *queísmo* in CREA's Argentinean and peninsular Spanish sections

In the case of these examples, the presence of *queísmo* in the Argentinean corpus is either equal to (*caber duda*), or greater than (*olvidarse*, *ganas*, *a pesar*), that found in the peninsular Spanish corpus. These findings do seem to offer support for the suggestion put forward in the textbooks that *queísmo* is characteristic of Spanish from Buenos Aires.

#### **2.2.1.7. Discussion and tentative conclusions**

The aim of the preceding sections was to conduct an empirical investigation to determine whether the characteristics that textbooks claim are representative of the Spanish from Buenos Aires are in fact represented in authentic texts in this dialect, and correspondingly, whether they are absent from texts written in the peninsular Spanish dialect.

I had hoped to be able to conduct this investigation primarily using the *ClarínInformática* corpus, which was specially designed as a monodialectal corpus of the Spanish from Buenos Aires. However, it proved to be too restricted in size and scope to permit a full investigation of all these features. For instance, it generated too few examples of words with gender ambiguity, of the verb *haber* in its existential sense, and of *dequeísmo* and *queísmo*. Although the searches do reveal the presence of the other characteristics, the corpus data provided convincing evidence for only one of these—*voseo*—which does indeed seem to be characteristic of *bonaerense*. In the case of the remaining two

characteristics—verb number variation in passive and impersonal sentences with *se* and with a plural patient, and the use of the singular pronoun *le* to refer to plural noun phrases—the *ClarínInformática* corpus did provide evidence of the existence of these features; however, it was not overwhelming, which makes it difficult to determine whether or not they are predominant.

Because the evidence based on the *ClarínInformática* corpus was tentative at best, I supplemented this research by carrying out similar investigations in the Argentinean and peninsular Spanish sections of the CREA. Here, one of the problems I encountered was the opposite to that experienced with the *ClarínInformática* corpus: the CREA corpora were too big to carry out exhaustive searches because the proprietary search interface is very limited and will not permit certain types of advanced searches. In the cases of the three characteristics 1) verb agreement of the verb *haber* in its existential sense, 2) the use of the singular pronoun *le* to replace plural noun phrases, and 3) verb number variation in passive and impersonal sentences with *se* and with a plural patient, I unfortunately could not generate any meaningful data because of the search restrictions. However, I was able to investigate the other four characteristics, and I found that the CREA corpora confirmed the findings from the *ClarínInformática* corpus with regard to *voseo* being a distinguishing characteristic of Argentinean Spanish. In addition, I was able to investigate a number of the words with an ambiguous gender, and I discovered that while the gender is ambiguous in both dialects, the evidence suggests that the ambiguity is more pronounced in Argentinean Spanish than in peninsular Spanish. In addition, when there is a preferred gender, it is sometimes opposite in the two dialects (e.g. feminine in Argentinean and masculine in peninsular Spanish). Finally, the CREA corpora showed that while *dequeísmo* and *queísmo*

occurs in both dialects, *queísmo* is more common in Argentinean Spanish, which does support the claims made in textbooks, while *dequeísmo* appears to be more prevalent in peninsular Spanish, which does not lend support to the textbook claims. A comparative summary of all the findings is provided in Table 8.

| Corpus<br>Char.                                  | Clarín-<br>Informática                                                                                                                                           | Argentinean<br>CREA                                                 | Peninsular<br>Spanish CREA                                           | General conclusions                                                                                                                                                                                    |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>voseo</i>                                     | Clearly present                                                                                                                                                  | Clearly present                                                     | Largely absent                                                       | <ul style="list-style-type: none"> <li>• Is clearly a distinguishing characteristic of <i>bonaerense</i></li> <li>• Supports textbook claims</li> </ul>                                                |
| <b>Existential<br/>haber</b>                     | Insufficient data                                                                                                                                                | Insufficient data                                                   | Insufficient data                                                    | <ul style="list-style-type: none"> <li>• Lack of data to determine whether it is a distinguishing characteristic of <i>bonaerense</i></li> <li>• Unable to verify or refute textbook claims</li> </ul> |
| <b>Verb number<br/>variation</b>                 | Limited evidence to support presence                                                                                                                             | Insufficient data                                                   | Insufficient data                                                    | <ul style="list-style-type: none"> <li>• Limited evidence that it is a distinguishing characteristic of <i>bonaerense</i></li> <li>• Tentatively supports textbook claims</li> </ul>                   |
| <b>Le to replace<br/>plural noun<br/>phrases</b> | Limited evidence to support presence                                                                                                                             | Insufficient evidence                                               | Insufficient evidence                                                | <ul style="list-style-type: none"> <li>• Limited evidence that it is a distinguishing characteristic of <i>bonaerense</i></li> <li>• Tentatively supports textbook claims</li> </ul>                   |
| <b>Ambiguous<br/>gender</b>                      | Insufficient data                                                                                                                                                | Clearly present and more ambiguous than in peninsular Spanish       | Present but less ambiguous than in Argentinean Spanish               | <ul style="list-style-type: none"> <li>• Is a distinguishing characteristic</li> <li>• Supports textbook claims</li> </ul>                                                                             |
| <i>Dequeísmo</i>                                 | Insufficient data                                                                                                                                                | Present but to a lesser degree than in peninsular Spanish           | Clearly present, and to a greater degree than in Argentinean Spanish | <ul style="list-style-type: none"> <li>• Tentative evidence that it is <i>not</i> a distinguishing characteristic of <i>bonaerense</i></li> <li>• Tentatively refutes textbook claims</li> </ul>       |
| <i>Queísmo</i>                                   | Insufficient data                                                                                                                                                | Clearly present, and to a greater degree than in peninsular Spanish | Present but to a lesser degree than in Argentinean Spanish           | <ul style="list-style-type: none"> <li>• Is a distinguishing characteristic</li> <li>• Supports textbook claims</li> </ul>                                                                             |
| <b>Overall<br/>conclusion</b>                    | In cases where data can be generated, the textbook claims are generally supported; however, the characteristics of <i>bonaerense</i> are not all equally strong. |                                                                     |                                                                      |                                                                                                                                                                                                        |

Table 8 Comparative summary of the results obtained

A number of points must be kept in mind when interpreting data. The first is that this was a limited study, and it does not provide enough evidence to unequivocally support or refute any of these claims (with the possible exception of *voseo*, for which the evidence seems quite convincing). Another point that must be considered is that the Argentinean section of the CREA corpus was not composed solely of texts written in the *bonaerense* dialect (see section 2.1.2). It is possible that the characteristics of *bonaerense* are being “diluted” by the presence of other Argentinean dialects which do not contain precisely the same characteristics, and this may have skewed the results of the investigation somewhat. In order to provide a more definitive answer about whether or not the characteristics presented by the textbooks are truly reflected in a corpus of texts, it would be necessary to consult a monodialectal *bonaerense* corpus of a substantial size.

#### **2.2.1.8. Additional observations**

Although this investigation focused on determining whether or not the corpus data provided support for the textbook claims, I made some additional interesting observations when analyzing the data.

##### ***2.2.1.8.1. Relative representativeness of the different characteristics***

Although the corpus data do generally confirm the claims made in the textbooks about the characteristics of *bonaerense*, they reveal that these characteristics are not equally representative of this dialect. When the characteristics are presented in the textbooks, they

are simply given in a list with no clear statement or indication of any underlying ranking, nor any specific comments about the prevalence or rarity of these features.

Anyone consulting such a textbook is given the impression that all of these characteristics are equally representative of *bonaerense*; however, the data generated by this study suggest a somewhat different situation. Based on this data, it appears that some characteristics, such as *voseo*, are “strongly” associated with the Spanish used in Buenos Aires, and other characteristics, such as ambiguous gender, are “moderately” indicative of this dialect, and still others, such as *dequeísmo/queísmo* are only “weakly” indicative of this dialect.

It could be very useful for translators working into a non-native dialect to have access to information about the representativeness of the different characteristics. Without such information, translators might over-use or under-use certain features, which could result in the translated text sounding somewhat unnatural to the target audience. Therefore, corpora could provide a complement to textbooks by allowing translators to gain a better overall understanding of the appropriate usage of the characteristics of a dialect.

#### ***2.2.1.8.2. Normative and non-normative use***

A second observation that I made after reviewing the results obtained from the corpus-based analysis was that the four characteristics that had very little presence in the *ClarínInformática* corpus all had something in common: they either are or have been regarded by prescriptive grammarians as being incorrect (Alarcos Llorach, 1994; Bruyne &

Pountain, 1995; Real Academia Española, 2005). Consider the following views on these structures that have been presented in prescriptive grammars.

1. The verb *haber* is identified by RAE's 1994 (Alarcos Llorach) grammar as a defective verb<sup>30</sup>. In particular, the grammar states that when denoting existence, the verb is only used in the singular (Alarcos Llorach, 1994). A similar explanation of the use of the verb *haber* in its existential sense can be found in de Bruyne's *A comprehensive Spanish grammar* (1995): "*Haber* in the singular (...) forms the existential expression 'there is, are'. Note that in Spanish only the singular of *haber* is considered correct in this sense".
2. With regard to verb number variation in passive and impersonal constructions with *se* and a plural patient, this has apparently become so common in usage that prescriptive grammars now admit both forms of agreement: singular and plural. However, not so long ago, only the plural agreement used to be considered correct (Bruyne & Pountain, 1995)
3. The pronoun *le* is clearly identified as being the singular form of the indirect object pronoun and therefore unable to replace plural indirect objects (Alarcos Llorach, 1994; Real Academia Española, 2005)
4. *Queísmo* and *dequeísmo* in the forms described in section 1.2.3.6 are considered by RAE's DPD (2005) to be "improper" use or omission of the preposition *de*, and by de Sousa's *Manual de estilo de la lengua española* (2003) as "incorrect use[s] of the language".

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<sup>30</sup> Merriam-Webster's On-line dictionary (<http://www.m-w.com>) defines *defective* in its second meaning as "lacking one or more of the usual forms of grammatical inflection".

With this in mind, I searched for the presence of the corresponding “correct” or normative structures in the *ClarínInformática* corpus. I found 192 occurrences of the verb *haber* in its existential sense, conjugated in the singular with a plural direct object; 194 occurrences of passive and impersonal sentences with *se* with a plural patient that agrees in number with the verb; 48 occurrences of the pronoun *le* replacing a singular indirect object phrase; 57 examples of the correct use of *de* before *que*; and 11 cases of the correct omission of *de* before *que*. Table 9 compares the presence of the normative versus non-normative structures in the *ClarínInformática* corpus.

|                                      | Non-normative<br>use | Normative use    |
|--------------------------------------|----------------------|------------------|
| <b>Existential <i>haber</i></b>      | 0                    | 192              |
| <b>Passive/ Impersonal <i>se</i></b> | 11                   | 194              |
| <b>Pronoun <i>le</i></b>             | 4                    | 48 <sup>31</sup> |
| <b><i>Dequeísmo</i></b>              | 0                    | 57               |
| <b><i>Queísmo</i></b>                |                      |                  |
| ▪ <i>darse cuenta</i>                | 0                    | 3                |
| ▪ <i>a pesar</i>                     | 1                    | 8                |

Table 9 Normative vs. non-normative uses in the *ClarínInformática* corpus

In section 2.2.1.6 above, the CREA corpora were used to study the presence of *dequeísmo* and *queísmo*, and it was revealed that both of these characteristics can be found in Argentinean Spanish as well as in peninsular Spanish. Table 10 and Table 11 below show the results of a search for the corresponding “correct” structures; in other words, I have reproduced the same type of searches described in section 2.2.1.6, but this time looking for occurrences with the normative presence or absence of the preposition. As this data reveals, in the vast majority of cases the correct use of the preposition was more frequent.

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<sup>31</sup> There are 48 occurrences where the pronoun *le* replaces a singular indirect object phrase and 38 occurrences where the pronoun *les* substitutes a plural indirect object phrase.

### DEQUEÍSMO

| Varieties<br>Struct. | Argentinean |         | Spanish  |         |
|----------------------|-------------|---------|----------|---------|
|                      | with        | without | with     | without |
| <i>alegrarse</i>     | 0.001‰      | 0.003‰  | 0.003‰   | 0.002‰  |
| <i>decir</i>         | 0.0001‰     | 0.826‰  | 0.0004‰  | 1.143‰  |
| <i>ser inteción</i>  | 0‰          | 0.0007‰ | 0‰       | 0.0002‰ |
| <i>a no ser</i>      | 0‰          | 0.004‰  | 0.00003‰ | 0.008‰  |
| <i>insister</i>      | 0‰          | 0.006‰  | 0‰       | 0.004‰  |

Table 10 *Dequeísmo* in CREA's Argentinean and peninsular Spanish sections

### QUEÍSMO

| Varieties<br>Struct. | Argentinean |         | Spanish  |         |
|----------------------|-------------|---------|----------|---------|
|                      | with        | without | with     | without |
| <i>olvidarse</i>     | 0.006‰      | 0.005‰  | 0.003‰   | 0.003‰  |
| <i>ganar</i>         | 0.0001‰     | 0.0009‰ | 0.00002‰ | 0.0008‰ |
| <i>a pesar</i>       | 0.002‰      | 0.039‰  | 0.0004‰  | 0.039‰  |
| <i>caber duda</i>    | 0.002‰      | 0.007‰  | 0.002‰   | 0.044‰  |

Table 11 *Queísmo* in CREA's Argentinean and peninsular Spanish sections

These results show that in all three of the corpora the normative uses of the structures in question are more common than the non-normative ones. This is in keeping with an observation made by Grefenstette (2002), who in a paper exploring the potential of using the World Wide Web as a corpus, notes that typically “the correct form is always orders of magnitude more frequent than the erroneous form.”<sup>32</sup>

One possible explanation for this might be the fact that we now live in an “information society”, as well as in a “global village”, which means that material can be posted to the Internet and viewed by anyone, and that television programs, movies, books, newspapers, etc. that are produced in other regions are more easily accessible to people who may have formerly been exposed only to material in their own dialect. Now that such people have

<sup>32</sup> Interestingly, Grefenstette (2002:206) actually uses *dequeísmo* as one of his examples to support this point, with other examples being use of prepositions in Dutch and spelling variants in English.

access and exposure to other dialects—especially more widely used dialects—it is possible that they are being influenced by the norms of those other dialects. The corpus-based investigation that I have conducted here is a synchronic one, but it would be very interesting to conduct a diachronic investigation to see if the features that the textbooks identify as being characteristic of *bonaerense* had a stronger presence in this dialect in the past than they do today. This is another reason why corpora can be a useful resource for investigating dialects—a properly designed corpus can serve as a means of tracking the evolution of a dialect over time, and allowing a researcher (or translator) to see what forms of usage are most typical or appropriate at a given time.

### ***2.3. Concluding remarks***

This chapter has served to establish that corpora can indeed be useful for investigating the features of a given dialect. In the next part of this thesis, I will explore the potential of corpora specifically for acting as a resource to help a translator produce an adequate translation in a dialect of which he or she is not a native speaker.

## **PART II: An experiment using corpus-based resources to translate into a non-native dialect**

This second part of the thesis focuses in the other objective, noted in section 0.1, to investigate whether the use of a specially designed corpora can improve the language adequacy when translating into a non-native dialect.

I will first focus on giving an overview of the relationship there has been between electronic corpora and translation. The first chapter of this part will look into when the use of corpora entered into translation studies and what applications has the field found to this tool.

Once the theoretical framework has been established, I will proceed to explain the experiment's design, preparatory work and execution in chapter 4. Finally, chapter 5 consists of a thorough analysis of the results obtained in the experiment.

### **3. Corpora and translation: an overview**

In the previous part of this thesis, it was shown that corpora can provide an excellent means of learning more about the characteristics of a given dialect. In this part of the thesis, I would now like to investigate the potential of corpora for acting as a translation resource that would assist a translator working into a non-native dialect. Before proceeding to a description of the experiment, I will begin by providing an overview and assessment of the ways in which corpora have been used in translation studies to date.

#### ***3.1. Learning about translation vs learning how to translate***

The concept of a “corpus” as a large collection of authentic texts that can be studied with the help of software tools in order to learn more about some aspect of language is now well understood and has been well documented in the literature (e.g. Sinclair 1991; Kennedy 1998; McEnery and Wilson 1996; Tognini-Bonelli 2001; Bowker and Pearson, 2002). I will not revisit the basics of corpora here, but rather, I will focus specifically on the applications of corpora in the context of translation. There are two principal ways in which corpora have been used in the field of translation to date. On the one hand, they can be used by researchers to learn more about translation and translated texts, and on the other hand, they can be used as resources to help translators find solutions to translation problems. In the scope of this thesis, the latter of these is more relevant; however, I will also give a brief summary of some work done in the former area to provide a greater context.

### *3.1.1 Using corpora to learn more about translation products and processes*

This kind of research is rooted in Descriptive Translation Studies (DTS), which is the translation theory that emerged following the welcome of Even-Zohar's polysystem literature theory and Toury's norms into translation. DTS research avoids prescriptive and judgmental approaches and focuses on the description of translated texts as a system of their own.

The polysystem theory presented by Even-Zohar (Shuttleworth, 1998: 176) is an attempt to describe the behaviour and evolution of literary systems. Under this theory, a society's textual production is viewed as a dynamic group of systems that are organized hierarchically and that are in a constant struggle to occupy the centre in order to become the canon. For example, the old struggle for dominance of narrative, theatre and poetry. This directly affects the status of translated texts which, as a group of texts of a common nature, under this theory, are considered to form their own system that is in constant interaction with the rest of the polysystem, and which are therefore a legitimate object of study. Corpora present an excellent means of conducting research in this context because a system of translated texts can in fact be considered to be a type of corpus.

Meanwhile, Toury (Baker, 1998: 163) introduced the concept of norms, in the sense of "regularities of translation behaviour within a specific sociocultural situation", which aims to replace the concept of equivalence. Toury's norms shift away from the source-centred notion of equivalence towards the notion of a main trend in a given set of circumstances.

Corpora are very useful for this type of investigation since they are able to reveal such trends.

Baker (1993) was among the first researchers in translation studies to specifically encourage the use of corpora for DTS research. In her 1993 paper entitled “Corpus Linguistics and Translation Studies: Implications and Applications” she laid out a series of potential lines of research that included things such as recurrent features of translation (sometimes called translation universals), socio-cultural norms, the intermediate stage of translation, and the notions of equivalence and unit of translation. In the years following, many researchers took up these paths.

For example, three researchers—Laviosa, Olohan and Kenny—conducted extensive investigations into some of the different recurrent features of translation. Laviosa (1998) devised a so-called comparable corpus consisting of two parts: the first contained original language texts in English, while the second contained texts that had been translated into English. She used this corpus to investigate the feature known as “simplification”. By comparing elements such as lexical density and sentence length in the two parts of the corpus, Laviosa was able to determine that texts do appear to undergo a simplification process in translation. For her part, Olohan (2002) used a similar corpus to investigate a feature known as “explicitation”. She looked for markers such as the optional use of the relative pronoun “that” (e.g. He said that he would come. / He said Ø he would come.) and she concludes that, on the whole, translated texts are indeed more explicit than original texts. Finally, Kenny (1998, 2001) used a parallel corpus of texts translated from German into English, along with general reference corpora in these two languages, to investigate the

extent to which translated texts were “normalised” (i.e. made less creative and more neutral than the originals). She concludes that normalisation is indeed a recurrent feature in translated material.

Meanwhile, other researchers, such as Pagano, Magalhães, and Alves (2004), study the construction of identity, translation strategies, and the process of translation using CORDIAL (Corpus of Discourse for the Analysis of Language and Literature), which is a multilingual translational corpus. Pagano, Magalhães and Alves (2004) use a combination of think-aloud protocols and a corpus of corresponding translations to study the process-product interface in translation. Finally, Tognini-Bonelli and Manca (2004) investigate translation equivalence and translation units by examining corpora, determining that equivalence is often established not at word-level, but at the level of larger units.

### *3.1.2 Using corpora as resources for helping to produce translations*

The second major application of corpora in the field of translation, and the one that is most relevant in the context of this thesis, is the use of corpora as a resource for finding solutions to translation problems.

For instance, numerous researchers (Kübler, 2003; Maia, 2003; Schmied, 2004; Varantola, 2003) have demonstrated that corpora offer a great means for locating terminological equivalents, as well as for enabling translators to unmask false friends (Schmied, 2004), or to determine the real meaning of a word borrowed from another language (Laviosa, 2004).

Corpora have also proved useful for shedding some light on grammatical and stylistic issues such as the use of modals (Schmied, 2004), verb arguments (Kübler, 2003), and phraseology and collocations (Lindquist, 1999; Palumbo, 2001; Zanettin, 1998; Zanettin, 2001). Similarly, corpora can also help translators to identify orthotypographical conventions, to uncover strategies on how to translate cultural references or to show cultural connotations (Bertaccini & Aston, 2001; López Rodríguez, 2001), or to acquire conceptual knowledge about a specialized domain and linguistic knowledge about how to express these concepts when writing for a specialized audience (Bowker, 1998; Maia, 2003).

Different types of corpora can prove useful in different ways. Roberts and Bossé-Andrieu (2006) provide a detailed description of how three different types of corpora—monolingual corpora, bilingual translation corpora, and bilingual comparable corpora—can be used to solve a variety of translation problems. Monolingual corpora contain texts in only one language, bilingual translation corpora contain source texts in language A aligned with the translations in language B, and bilingual comparable corpora contain original texts in two different languages that are similar in content, style and communicative function. Using an extended example, Roberts and Bossé-Andrieu (2006) explain how these different types of corpora can be used to help solve both source-text related problems (e.g. a lack of understanding of a specialized concept or term) and target-text related problems (e.g. finding an equivalent or determining an appropriate style).

Bilingual translation corpora are the most straightforward since they can essentially be consulted in a similar way to a dictionary—one simply has to look up a given term or

expression and then see how it was translated. Of course, this is also the most difficult type of corpus to create or locate, since it entails having access to a large body of previously translated texts of the type and in the subject field needed for the translation job at hand.<sup>33</sup> A bilingual comparable corpus is somewhat easier to construct because it simply requires texts that have the same communicative function, but which need not be translations of one another. Although such corpora do not offer “a single translationally established correspondence,” Zanettin (1998) points out that they still have a lot to offer to translators because they “present a repertoire of recurring collocational or structural features which provide a basis for establishing equivalence between stretches of texts in two languages.” Even a monolingual corpus, which is the most straightforward type to create, can be an extremely useful resource for a translator. As Bowker (1998) demonstrated in an experiment, students who used a monolingual target language corpus containing texts in the specialized field of information technology were able to produce translations that were more idiomatic and conceptually accurate than students who did the same translation using conventional resources such as dictionaries and reference books.

#### **3.1.2.1. Specific advantages of using corpora as a translation resource**

A survey of the literature clearly indicates that many people are using corpora as a translation resource. What then, are the principle advantages offered by this type of resource? Information about grammar, style, cultural specificities, specialized knowledge and terminology can certainly be found in other resources, such as grammar books,

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<sup>33</sup> As translation memories become more popular, access to such corpora may become easier since a bilingual translation corpus is essentially a by-product of using a translation memory tool.

dictionaries, monographs, etc., so what benefits are to be gained by using corpora instead? In this section, I will outline what I consider to be the main advantages offered by corpora, and on the strength of this, I will go on to pose a research question that will serve as the basis for the experiment described in Chapter 4.

Every translator knows that dictionaries, printed parallel texts, consultation with experts, and even one's own intuition can be invaluable when it comes to translating a text. However, it is also widely recognized that such resources do have some drawbacks. For example, as discussed by Bowker and Pearson (2002), dictionaries are chronically behind the times when it comes to representing current language because of delays owing to the printing and production process. Moreover, in the case of printed dictionaries, which are still very commonly used, the restricted amount of space available means that information such as contexts or examples, as well as frequency information, must often be omitted or at least kept to a minimum. This is a shame because it is precisely this type of information that translators find valuable. Finally, if the dictionary is not in electronic format, one also has to factor in the time required to actually look up information in the volume.

Parallel texts, if gathered in printed form, are also very time-consuming to collect and consult. Thankfully, more and more information is becoming available online, so translators can often locate parallel texts on the Internet. However, if they do not use corpus analysis tools to help with the analysis, consulting these documents will be time-consuming, and it also risks being incomplete since patterns are difficult to detect when they are spread over several pages or documents (Bowker & Pearson, 2002).

There are also drawbacks associated with simply using the Web itself as a corpus. Information overload is common, and unless a translator has a tool that will process the search results, there is once again the risk that patterns will go undetected or that useful information will be overlooked. Perhaps even more serious is the problem of quality control. A translator can easily enter a search term into Google or some other search engine to see what suggestions come back; however, once the search has been completed, the translator then has to spend time evaluating and comparing the reliability of the source.

Consulting an expert can certainly provide an answer to the question of reliability; however, experts are busy people and may not always have time for consultations with translators. Furthermore, even experts may have different opinions on the same issue, but there is a limit to how many experts a translator can consult in order to see which opinion seems to be most prevalent.

Corpora, unlike conventional resources such as dictionaries or other reference books, can be kept up to date more easily, provide contextual and frequency information (e.g. in the form of KWIC concordances and word lists), perform systematic and exhaustive searches (computers do not get tired or miss a word), and are always available for consultation. Moreover, as mentioned above, corpora offer the possibility of looking for grammar, terminology, style, cultural specificities and specialized knowledge information and all this in one single source – or in the words of Bowker and Pearson (2002), corpora offer “one-stop shopping” – which saves the translator the time and effort. Of course, corpora are not perfect, and I am not advocating that translators should abandon all traditional resources and use corpora exclusively. Rather, my aim here has been to point out that corpora do

offer some benefits not presented by other resources, and corpora should therefore be considered a useful complement to a translator's array of resources.

### **3.2. Research Question**

One way in which I think corpora may be particularly useful to translators is in helping them translate into a non-native dialect. To the best of my knowledge, this subject has not yet been investigated in any other study; however, I think it could be useful to do so since, as outlined in section 0.2, there is an increasing recognition that translators may need to translate into languages other than their mother tongue.

I therefore propose to devise a pilot experiment that will test whether or not a specially designed monodialectal corpus—in this case, the *ClarínInformática* corpus described in section 2.1.1—can help translators whose mother tongue is peninsular Spanish to produce a translation that is appropriate for and acceptable to a target audience from Buenos Aires.

The experiment will be described in detail in Chapter 4. Owing to the limitations imposed on this study (as described in section 0.4), it will not be possible to reach a definite conclusion; however, I hope to be able to determine whether or not this line of research shows merit and should therefore be the subject of a scaled-up study in the future.

## 4. Experiment Description

In this section I will describe the steps taken to design and carry out a pilot experiment to investigate the research question posed in section 3.2.

### 4.1. Objective

The main objective of this pilot test is to determine whether a specially designed monodialectal corpus can help translators to produce an acceptable text in a non-native dialect. A secondary objective is to determine whether this corpus-based approach is more or less effective than a traditional approach (e.g. using conventional resources such as dictionaries or parallel texts).

### 4.2. General Methodology

Basically, the idea of the experiment is to have two groups of translators—Fuego and Agua—and to have them each translate two texts. The translators are all native speakers of peninsular Spanish, while the target audience for the translated texts consists of Spanish speakers from Buenos Aires.

Fuego will translate Text 1 using conventional resources and Text 2 using the specially designed monodialectal *ClarínInformática* corpus that was described in section 2.1.1. Meanwhile, Agua will do the reverse, translating Text 2 using conventional resources and Text 1 using the *ClarínInformática* corpus.

Following the translation task, translators will be asked to answer a short questionnaire about their experience.

Finally, the resulting translations will be sent to an evaluator to be assessed according to a set of guidelines and a marking grid.

### ***4.3. Preparatory work***

Before the experiment could be carried out, a certain amount of preparatory work was conducted. This included identifying a subject field and a corpus analysis tool, building a corpus, selecting participants and source texts, and identifying conventional resources. These will be discussed in detail below.

#### *4.3.1 Selecting the subject field, corpus and corpus analysis tool*

Some of the necessary preparation work had in fact already been carried out as part of the work described in the first half of this thesis. As noted in section 2.1.1.1, the subject field of information technology had been selected because it consists of a specialised domain for which it is possible to find popularized texts. These two factors are important because most translation that takes place today is in specialised or semi-specialised fields, but highly technical fields are less likely to show evidence of dialectal variation.

The corpus to be used in this pilot experiment is the purpose-built *ClarínInformática* corpus described in section 2.1.1.5, and the corpus analysis tool used to interrogate the corpus is WordSmith Tools, described in section 2.1.1.7.

### *4.3.2 Selecting participants*

This experiment requires two types of participants: translators and an evaluator. The criteria used to identify each of them are outlined in the following sections. It is important to note that because I am working within the scope of an MA thesis, I do not have funds to pay participants, which meant that I was therefore forced to rely on volunteers. This in turn reduced the pool of potential candidates available.

#### **4.3.2.1. Translators**

To participate in the experiment, translators need to meet a certain set of criteria:

- Mother tongue: peninsular Spanish
- Working source language: English or French
- Familiarity with Spanish from Buenos Aires: minimal to none
- Translation Experience: at least a B.A. in Translation
- Computer Experience: advanced user with previous experience working with corpora

My aim was not only to find a group of candidates who met these criteria, but ideally, I wanted all members of the group to be as homogeneous as possible (e.g. with regard to amount of translation experience, etc.)

I was able to identify four suitable participants. All four have peninsular Spanish as their mother tongue, they have either English or French as a working source language, and they have little or no knowledge of Spanish from Buenos Aires<sup>34</sup>. With regard to translation experience, all four participants hold a B.A. degree in translation earned within the past few years. Finally, as part of their studies, the four translators had taken courses in translation technology, where they had learned about corpora and had been exposed to some corpus analysis tools.

Note that because it was difficult to find a homogeneous group of native peninsular Spanish speakers in the Ottawa area, all of the participants are living in Spain. The particulars of how the experiment was conducted “long distance” will be described in section 4.4.1.

#### **4.3.2.2. Evaluator**

In order to assess the adequacy of the translations produced as part of this experiment, it was necessary to find an experienced translator, who is a native speaker of Spanish from Buenos Aires, to act as an evaluator. I was fortunate to be able to recruit a translator who is

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<sup>34</sup> In the questionnaire, two of the participants stated that they knew, in principle, that peninsular Spanish and *bonaerense* had different characteristics, but they could not name these differences. Meanwhile, the remaining two participants said that they would be able to recognize Spanish from Buenos Aires but would not be able to reproduce it.

a native of Argentina, who holds an MA in Translation, and who has been employed at the Translation Bureau of the Government of Canada for the past several years.

#### 4.3.3 *Selecting source texts*

For this experiment, it was necessary to select two different texts—one to be translated with the help of conventional resources, and one to be translated with the help of the *ClarínInformática* corpus. It was therefore necessary to find two texts that were comparable.

The source texts selected for this experiment had to meet four conditions. Firstly, the content had to be similar to the texts contained in the *ClarínInformática* corpus. Therefore, I had to look for texts dealing with a technological subject, but aimed at a non-specialized audience. This meant looking for texts that contained basic descriptions of some type of information technology, or tips for buying or using some new type of tool. Secondly, the register and style of the new source texts had to be similar to that of the texts typically published in *Clarín's*. Hence, I needed relatively informal texts that addressed the reader directly. Thirdly, the source texts had to contain structures that, when translated, would potentially require the use of characteristics deemed to be typical of *bonaerense* (e.g. *voseo*, ambiguous gender, etc., as described in section 1.2.3). Finally, the source texts had to be available in both English and French because some of the participants had English-Spanish as a working pair, while others had French-Spanish.

The last requirement is the one that presented the greatest challenge. While in Canada it is very easy to have access to major newspapers both in English (e.g. *The Globe and Mail*, *The National Post*) and in French (*Le Devoir*, *La Presse*), they are not translations of each other and therefore, I could not find any adequate source texts in what would have been the natural counterparts of *Clarín*. I then turned towards magazines that are actually published in English and in French such as *enRoute* (the bilingual in-flight magazine produced by Air Canada), *Scientific American/Science et Vie* (a popularized science magazine published in English and translated into French) and some of University of Ottawa bilingual publications such as *Perspectives* and *Tabaret*, which sometimes give a popularized account of research at the university, including research in information technology.

Unfortunately, none of these publications produced useful source texts. The publications from the University of Ottawa could not be used because their content was too specialized and was therefore not a close enough match for the popularized type of article represented in the corpus. The *Scientific American / Science et Vie* pair initially appeared very promising because the section *Technicalities* in *Scientific American* was a perfect match for *Clarín's Informática 2.0* supplement. However, it turned out that this specific section was not translated for *Science et Vie*. Finally, *enRoute* had several articles that covered similar content to what is contained in the corpus. The problem this time was the style of the articles. These were descriptive rather than instructive, which meant that they were predominantly written in the third person rather than the second person.

Next, I investigated localized websites dealing with technology products as a possible source. I found the Hewlett Packard (HP) website<sup>35</sup>, which is localized in many languages and dialects. In localization, it is sometimes the case that the content of one site does not necessarily correspond closely with the content of another, and unfortunately, this was the case with the versions that had been localized for English and French speaking Canada. However, the content on the United Kingdom and on the France sites was very similar indeed. Within the Home & Home Office section of the site there is a Digital Photography Experience Centre. As part of this section, HP posts educational articles to introduce newbies to the world of digital photography. Two of the articles were particularly relevant for this experiment as they fulfilled all four requirements: (1) they were available in French and in English, (2) they dealt with technological subjects but were aimed at the general public, (3) they were instructive and addressed the reader directly, and (4) they contained structures that, when translated into Spanish, could potentially require the use of characteristics deemed to be representative of *bonaerense*. The two articles that were selected are the following. The complete texts can be found in Appendix B.

- Text 1: *Choosing a digital camera*<sup>36</sup> / *Choix d'un appareil photo numérique*<sup>37</sup>
- Text 2: *Photo printers to help your business*<sup>38</sup> / *Des imprimantes photo au service de votre entreprise*<sup>39</sup>

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<sup>35</sup> <http://www.hp.com>

<sup>36</sup> [http://h41257.www4.hp.com/cda/hpec/display/main/hpec\\_content.jsp?zn=hho&cp=2-705-706^2353\\_4022\\_0\\_\\_](http://h41257.www4.hp.com/cda/hpec/display/main/hpec_content.jsp?zn=hho&cp=2-705-706^2353_4022_0__)

<sup>37</sup> [http://h41257.www4.hp.com/cda/hpec/display/main/hpec\\_content.jsp?zn=hho&cp=2-705-706^2353\\_4022\\_1\\_\\_](http://h41257.www4.hp.com/cda/hpec/display/main/hpec_content.jsp?zn=hho&cp=2-705-706^2353_4022_1__)

<sup>38</sup> [http://h41257.www4.hp.com/cda/hpec/display/main/hpec\\_content.jsp?zn=hho&cp=2-705-706^983\\_4022\\_0\\_\\_](http://h41257.www4.hp.com/cda/hpec/display/main/hpec_content.jsp?zn=hho&cp=2-705-706^983_4022_0__)

The first text presents an overview of the different features that a digital camera can have, and which features might appeal to different types of users. The second text presents a guide on how to use a photo printer for your business. As both texts appeared in the “Home & Home Office” section of the HP website, their level of specialization can be considered to be general. Both texts are instructive and, as such, they use a lot of imperative constructions and address the reader directly. Finally, they also contain some structures that can potentially be translated using morphosyntactical structures that are deemed to be characteristic of Spanish from Buenos Aires. The texts presented in Appendix C have been highlighted to identify these different structures.

In fact, the only problem presented by these texts is that they were too long for the purpose of this project. Because I was relying on volunteers to both translate and evaluate the texts, I felt it necessary to reasonably limit the amount of work they had to do. The texts taken from the HP website were all between 600 and 800 words in length, and I felt it was expecting too much of the volunteers to process these texts. Fortunately, however, it was possible to identify coherent subsections of approximately 250 words in each text, and these extracts, shown in Appendix C, were used in the actual experiment.

#### *4.3.4 Selecting conventional resources*

While part of the experiment calls for translators to work with the help of the ClarínInformática corpus (see section 4.2), the other part calls for translators to work using

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<sup>39</sup> [http://h41257.www4.hp.com/cda/hpec/display/main/hpec\\_content.jsp?zn=hho&cp=2-705-706^983\\_4022\\_1\\_\\_](http://h41257.www4.hp.com/cda/hpec/display/main/hpec_content.jsp?zn=hho&cp=2-705-706^983_4022_1__)

conventional resources, which could include dictionaries, term banks, monographs, parallel texts, or even the Internet. I suggested a number of references that might prove useful (see the instructions in Appendix D), but participants were not obliged to use them. Moreover, because I wanted to make the experiment as realistic as possible, I decided not to place any restrictions on the resources that translators could use, with one single exception. I stipulated that during the task carried out with traditional resources only, no electronic corpus could be used. The ban on corpus applied, of course, to the ClarínInformática corpus, but also to any other type of corpus such as CREA (described in section 2.1.2) or Corpus del Español<sup>40</sup>.

#### *4.3.5 Preparing a WordSmith tutorial for translators*

The next step taken to prepare for the experiment was to put together a WordSmith tutorial for the translators. As noted in section 4.3.2.1, one of the selection criteria used when choosing participants was that they must have some familiarity with corpus analysis tools. All the participants did meet this criterion; however, they were not necessarily familiar with the specific tool chosen for this experiment. Therefore, I prepared a tutorial and sample corpus that the translators could use to familiarize themselves with the most important and useful features of WordSmith before participating in the actual experiment. This tutorial was distributed to the participants approximately two weeks prior to the actual pilot test. A copy of the tutorial can be viewed in Appendix D.

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<sup>40</sup> A 100-million word Spanish corpus created by Prof. Mark Davies of Brigham Young University and available on-line at <http://www.corpusdelespanol.org/>.

### *4.3.6 Preparing information packs*

I had to draw up two different sets of documentation for this experiment: one for translators and the other for the evaluator.

#### **4.3.6.1. Translators' Documentation Package**

Instructions for translators participating in the experiment were drawn up to ensure that each translator was following the same procedure (e.g. respecting the time limit, using the appropriate filenames conventions, translating the texts in the required order). In addition, a questionnaire was prepared containing questions about the participants' knowledge of Argentinean Spanish, their translation experience, their familiarity with translation technology, and their impressions of the experiment. The instructions and questionnaires can be found in Appendix D.

#### **4.3.6.2. Evaluator's Documentation Package**

The evaluator's documentation package consisted of a set of instructions, three sample texts, and an evaluation form. The instructions for the evaluation explained the objective of the task, the context, the limits of the evaluation (i.e. things that the evaluator did not need to consider), and the tools available. The three sample texts were extracted from the corpus and all of them covered a similar content as the source texts. The purpose of these sample texts was to give the evaluator an idea of the type of text that the translators were aiming to produce (e.g. with regard to style, register). Finally, the evaluation form asked the evaluator to first provide a general overall assessment of the adequacy of the translation for a target

audience of Spanish speakers from Buenos Aires. Then, it asked for an assessment of four different aspects of the text: verbs, pronouns, lexis and phraseology. Finally, the evaluator was asked to conduct a comparative assessment of the two texts produced by each translator (i.e. one using a corpus and one using conventional resources) and to determine which text in each pair was the most appropriate. The evaluator was also invited to make any additional comments or observations. The evaluator's package can be found in Appendix E.

#### ***4.4. Execution of the experiment***

This section will describe the particulars of how the experiment was actually carried out. Note that, before participating in the experiment, the translators had already completed the WordSmith Tools tutorial as described in section 4.3.5.

##### ***4.4.1 Location and Dates***

As mentioned previously in section 4.3.2.1, owing to the difficulty of identifying a suitable group of translators in Ottawa, I organized the experiment to take place in Spain in the Facultat de Traducció i Interpretació at the Universitat Pompeu Fabra in Barcelona. This location offered all the resources needed to carry out the test: a properly equipped library, computers, Internet access, and the corpus analysis tool WordSmith Tools. The experiment took place between the 12th and the 24th of June to accommodate the availability of the participants. In other words, the participants did not all work simultaneously but rather at their convenience. They did, however, all work in the same location and have access to the

same resources, and they all had the same time limit of one hour for completing each of the two 250-word translations.

#### 4.4.2 Groupings and translation task

The four translators were divided into two different groups: “Fuego” and “Agua”. This was done for a number of reasons. Firstly, in order to retain anonymity, translators (and their work) were identified simply as “Fuego 1”, “Fuego 2”, “Agua 1”, and “Agua 2”.

Secondly, although I tried to find two texts that were comparable in terms of their level of difficulty, it was not possible to find two texts that posed precisely the same translation problems (see section 4.3.3). The groupings helped to compensate for any bias that might be introduced on account of the different nature of the two source texts. As summarized in Table 12, members of Fuego translated Text 1 using only conventional resources and Text 2 using the *ClarínInformática* corpus (as well as any conventional resources desired). Meanwhile members of Agua did the reverse. Note, however, that both groups began by translating the text to be produced using only conventional resources. Since the translators could actually use these conventional resources for both translation tasks (see section 0.3), if there is any improvement in the translation of the second text it will presumably be primarily due to the use of the corpus.

|                                            | <i>Fuego</i>  | <i>Agua</i>   |
|--------------------------------------------|---------------|---------------|
| Task 1: Translate without access to corpus | <b>Text 1</b> | <b>Text 2</b> |
| Task 2: Translate with access to corpus    | <b>Text 2</b> | <b>Text 1</b> |

Table 12 Distribution of texts and tasks for each group

Finally, once the translators had completed both translations, they were asked to complete the questionnaire contained in Appendix D.

#### *4.4.3 Evaluation task*

All eight of the translated texts were gathered together and returned to me by one of the participants, in order to preserve anonymity. These were then sent to the evaluator, along with the information package described in section 4.4. It is important to note that the evaluator was not given any information about the resources used to produce any of the translations. The evaluator was given ten days to complete the evaluation task, at which time she returned the results to me.

#### *4.5. Concluding remarks*

This chapter has described the experiment that was carried out to determine if the *ClarínInformática* corpus could be a useful resource for helping non-native speakers of the *bonaerense* dialect to produce a suitable translation for a target audience from Buenos Aires. The results of this experiment will be analysed and discussed in Chapter 5.

## 5. Data Analysis and Discussion

The preceding chapter contained a description of the experiment. In this chapter, I will proceed to analyse and discuss the results of that experiment. There are two types of results to be analysed: the evaluator's scores and comments, and the translators' questionnaires. The translations, the evaluation and the questionnaires can be found in Appendix F.

### 5.1. Evaluator's scores and comments

This section will contain an analysis of both quantitative data (i.e. the evaluator's scores) and qualitative data (i.e. the comments and examples provided by the evaluator).

#### 5.1.1 Quantitative analysis

In this section, I will focus on an analysis of the scores assigned by the evaluator to each of the texts, both at a global level and to individual characteristics of the text, such as the correct use of verb forms, personal pronouns, lexis and phraseology<sup>41</sup>. The results of the evaluator's scoring is summarized in Table 13. This data will also be used to carry out an analysis of the performance of each individual translator, comparing the scores that each translator received when using the corpus, as compared to those earned when not using the corpus.

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<sup>41</sup> Note that although Part I of this thesis focused on syntax and did not analyse the *bonaerense* dialect in terms of lexis and phraseology, this decision was made purely in order to limit the amount of work being carried out for an MA thesis. Clearly, in a translation exercise, lexis and phraseology cannot be ignored. Moreover, as explained in section 3.1.2, corpora are very useful for helping translators to locate the correct terminology and phraseology. Therefore, these aspects have been included in Part II of this thesis.

|                        | AGUA 1          | AGUA 2          | FUEGO 1         | FUEGO 2         |
|------------------------|-----------------|-----------------|-----------------|-----------------|
|                        | WITHOUT CORPUS  |                 | WITHOUT CORPUS  |                 |
| <b>General Aspects</b> | Partially       | Partially       | No              | No              |
| <b>Verb Forms</b>      | Mostly Adequate | Adequate        | Inadequate      | Mostly Adequate |
| <b>Pers. Pronouns</b>  | Mostly Adequate | Adequate        | Inadequate      | Adequate        |
| <b>Lexis</b>           | Mostly Adequate | Inadequate      | Mostly Adequate | Mostly Adequate |
| <b>Phraseology</b>     | Mostly Adequate | Mostly Adequate | Mostly Adequate | Inadequate      |
|                        | WITH CORPUS     |                 | WITH CORPUS     |                 |
| <b>General Aspects</b> | Partially       | Yes             | Partially       | Partially       |
| <b>Verb Forms</b>      | Mostly Adequate | Mostly Adequate | Inadequate      | Adequate        |
| <b>Pers. Pronouns</b>  | Mostly Adequate | Mostly Adequate | Adequate        | Adequate        |
| <b>Lexis</b>           | Mostly Adequate | Mostly Adequate | Mostly Adequate | Adequate        |
| <b>Phraseology</b>     | Adequate        | Adequate        | Mostly Adequate | Mostly Adequate |

**Table 13 General summary of the evaluator's scores**

#### 5.1.1.1. Global analysis

At the overall “general” level, five out of the eight texts were categorized by the evaluator as being partially adequate for a target audience from Buenos Aires. Two others were deemed inadequate, while only a single text received a classification of adequate. Interestingly, the two texts deemed to be inadequate were produced using conventional resources, while the only text selected as being wholly acceptable was produced with the help of a corpus.

Moreover, as summarized in Table 14, a look at the scores assigned for specific characteristics shows that the non-corpus users generated 4 inadequate scores, 9 mostly adequate scores and 3 adequate scores. In contrast, the corpus users had only a single inadequate score, 9 mostly adequate scores, and 6 adequate scores.

|                               | WITHOUT CORPUS | WITH CORPUS |
|-------------------------------|----------------|-------------|
| No. of inadequate scores      | 4              | 1           |
| No. of mostly adequate scores | 9              | 9           |
| No of adequate scores         | 3              | 6           |
| Total                         | 16             | 16          |

**Table 14 Score's for specific characteristics**

In other words, while the total number of mostly adequate scores remained regardless of the type of resource used, the number of adequate scores doubled when a corpus was employed, while the number of inadequate scores dropped by 75%. Once again, these data seem to indicate that the use of the corpus enhances the adequacy of the translation into a non-native dialect.

#### **5.1.1.2. Analysis of specific characteristics**

Looking specifically at the category of verb forms, it appears that both resources appear to provide equally good support for translators. Non-corpus users received one score of inadequate, two of mostly adequate, and one of adequate. The very same scores were given to the corpus users.

In terms of personal pronouns, the corpus seems to offer a slight advantage here. In the case of the non-corpus users, two scores of adequate were received, along with one score of mostly adequate and one of inadequate, while the corpus users received two adequate scores and two mostly adequate scores.

Regarding lexis, the corpus led to a better performance. Three of the four scores earned by non-corpus users were mostly adequate, while the final was inadequate. In contrast, corpus users earned three mostly adequate scores and one adequate score.

Finally, as regards phraseology, it is here that the most significant difference appears. The non-corpus users received three scores of mostly adequate and one of inadequate, while the corpus users received two scores of mostly adequate and two of adequate.

In summary then, it appears that the corpus does in fact offer a slight advantage over the conventional resources, with the most improvement being shown in the category of finding appropriate phraseology, slight improvements coming in the categories of lexis and personal pronouns, and no change at all being noted in the case of identification of correct verb forms. This resulted in a slightly better overall performance by the corpus users.

#### **5.1.1.3. Analysis of individual translator performance**

Since the general objective of this experiment was to determine if a specially designed monodialectal corpus could be a useful tool for helping a given translator to produce an acceptable target text for a dialect of which he or she is not a native speaker, another useful way to analyse the data is to compare the two texts produced by each individual translator. Each translator produced two translations—one was done solely using conventional resources, while the other was done with the help of the *ClarínInformática* corpus. The evaluator, who did not know which texts were translated using the corpus and which were translated without it, was specifically asked to look at the pair of texts produced by each

translator and to judge which of the two was the most acceptable for the Buenos Aires target audience. The results are summarized in Table 15.

| Translator \ Resources used | Text translated with conventional resources | Text translated with corpus |
|-----------------------------|---------------------------------------------|-----------------------------|
| Agua 1                      | Equally acceptable                          | Equally acceptable          |
| Agua 2                      | Less acceptable                             | More acceptable             |
| Fuego 1                     | Less acceptable                             | More acceptable             |
| Fuego 2                     | Less acceptable                             | More acceptable             |

**Table 15 Scores on individual translator performance**

With the exception of Agua 1, for whom the evaluator found that there was no difference between the two texts in terms of their general acceptability, the evaluator determined that the translations produced with the help of the corpus *ClarínInformática* were more acceptable than those translated using only conventional resources. This seems to be another good indicator that a corpus is a useful resource for helping translators to produce a text in a non-native dialect.

Some more specific observations can be made on the level of individual translators. Considering once again the overall ratings assigned to the texts, three of the four translators showed an improvement, with Fuego 1 and 2 both going from an inadequate score to a partially adequate score, and Agua 2 going from a partially adequate to an adequate score. Meanwhile, Agua 1 retained the same general score of partially adequate when using the conventional tools and the corpus.

Nevertheless, Agua 1 did show a slight improvement at the level of specific categories. The same score was retained in three of the four categories; however, in the fourth category (i.e.

phraseology), improvement was shown as Agua 1 moved from a score of mostly adequate to adequate.

Similarly, Fuego 1 showed improvement in one specific category when using the corpus. In this case, it was the category of personal pronouns, where the score leaped from inadequate to adequate.

Fuego 2 is the translator who showed the most improvement when using the corpus, going from one inadequate score, two mostly adequate scores and one adequate score to one mostly adequate and three adequate scores. This means that while Fuego 2 kept the same score in the personal pronoun category, there was improvement shown in the three other categories when the corpus was used.

Finally, in spite of showing an overall improvement, Agua 2 revealed mixed results at the level of individual categories. In two of the categories—verb forms and personal pronouns—this translator actually obtained poorer results when working with the corpus, dropping from a score of adequate in both categories when working with conventional resources to a score of mostly adequate in both categories when working with the corpus. However, for the categories of lexis and phraseology, this translator showed improvement when working with the corpus, raising the scores from inadequate and mostly adequate to mostly adequate and adequate respectively.

#### **5.1.1.4. Impact of the texts**

One thing that must be kept in mind during the analysis is that two different texts were used during this experiment. As described in section 4.3.3, although every effort was made to find comparable texts, it is still possible that one text was more amenable to being translated with a given resource. This is why we had the two groups work on the texts using different resources (e.g. Fuego used the corpus for Text 1 and the conventional resources for Text 2, while Agua did the opposite). The fact that the translations produced with the help of the corpus—whether these were translations of Text 1 or of Text 2—generally received higher scores supports the contention that it is the use of the corpus that makes the difference, rather than the contents of a given text.

#### **5.1.2 Qualitative Analysis**

In this section I will examine the comments and examples provided by the evaluator with regard to the translators' performance according to each textual characteristic (i.e. verb forms, personal pronouns, lexis and phraseology).

##### **5.1.2.1. Verb forms and personal pronouns**

Given that verb forms and personal pronouns have to agree in person and number, I will analyze the comments of these two characteristics in the same section. The four translations reveal two different strategies. Two translators decided to use the formal second person *Usted*, while the other two for the informal second person *vos* or *vosotros*. In the context of this analysis, I will disregard the translations using *Usted* since, as the evaluator points out,

the use of this person is correct but formal and not specifically Argentinean or from Buenos Aires. This choice goes against the scope established for this translation task, which requested the translators to write for the newspaper *Clarín*, a publication that clearly opts for a more informal tone. Moreover, the choice of a formal language neutralized another dialectal characteristic identified by the evaluator: the difference in the use of the future tense (preference for the construction *ir + a + infinitive* in Argentina as compared to the simple form in Spain) disappears because of the higher level of formality. This point of view coincides with that of Rosenblat (1965: 49, my translation) who affirms that “the formal language from Latin America shows an impressive unity with the formal language from Spain”<sup>42</sup>.

Of the two translators who opted for the use of an informal second person, one was from the Agua group and the other from the Fuego group. Their use of verb forms was as follows. When translating with the help of only the conventional resources, Agua 1 opted for *vos* but used the future simple form (considered formal), which created a register clash. Meanwhile, it is hard to determine whether Fuego 1 opted to use the second person of the plural *vosotros* or the archaic formal *vos* used in Spain<sup>43</sup>. As explained in section 1.2.3.1, *vosotros* is never present in Spanish from Buenos Aires, and neither is this formal type of *vos*. Consequently, the evaluator considered this choice absolutely inadequate. Interestingly, when Fuego 1 moved on to translate the next text with the help of the

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<sup>42</sup> “el habla culta de Hispanoamérica presenta una asombrosa unidad con la de España”

<sup>43</sup> This personal pronoun uses the same verbal forms as *vosotros* but it is singular and belongs to a much higher language register. In the past it was used to address people of higher rank, for example, it was used among the aristocracy and by peasants to address feudal lords. Nowadays its use is very restricted although one can find it in formal communications addressed to the Royal Family (Alarcos Llorach, 1994: 76).

*ClarínInformática* corpus, this translator decided to abandon the choice of *vosotros*/formal *vos* and this time opted for the *vos* characteristic of Buenos Aires Spanish.

The evaluator found errors in the use of *voseo* verb forms for both translators (Agua 1 and Fuego 1) and qualified their verb use as “exaggerated with traces of incorrect uses from certain regions of the country [Argentina] (my translation)<sup>44</sup>”. Based on this observation, one might conclude that although the translators have not mastered the correct use of *voseo* verb forms, they do at least identify this verb paradigm as the one to be used and they generate a text that, even if incorrect in places, at least has the general “feel” of Argentinean Spanish rather than peninsular.

The comparison of the comments received by each translator for the two texts also points towards an improvement of the evaluator’s impression when the *ClarínInformática* corpus was used. On the one hand, Agua 1 used *vos* in both translations, but for the text produced with help from the corpus the evaluator praises the correct use of the imperative with the second person *vos*. Meanwhile, in the case of Fuego 2, it was the corpus that helped the translator to realize that the use of *vosotros*/formal *vos* was not appropriate, which ultimately led to the correct choice of the informal *vos*.

As explained in 1.2.3.1, *voseo* not only involves the use of certain verb forms but also of certain personal pronouns and adjectives (*vos, te, vos, tu, tuyo* instead of *tú, te, ti, tu, tuyo*). The analysis of the evaluator’s comments shows that Agua 1, who did not use the correct

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<sup>44</sup> “exagerado, con un dejo de usos incorrectos de algunas regiones del país”

possessive adjectives when translating without access to the corpus, corrected this error when translating with the help of the *ClarínInformática* corpus.

### 5.1.2.2. Lexis

With regard to lexis, the evaluator identified four pairs of terms that have a different frequency of use in Spanish from Buenos Aires as compared to peninsular Spanish. These pairs are represented in the *ClarínInformática* corpus as illustrated in Table 16. Of these four pairs, *computadora/ordenador* and *elegir/escoger* appear in both source texts, while *video/vídeo* appears only in Text 1, and *oficina/despacho* appears only in Text 2.

| Preferred term in <i>bonaerense</i> (no. of occurrences in <i>ClarínInformática</i> ) | Preferred term in peninsular Spanish (no. of occurrences in <i>ClarínInformática</i> ) |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <i>computadora</i> (102)                                                              | <i>ordenador</i> (0)                                                                   |
| <i>video</i> (90)                                                                     | <i>vídeo</i> (2)                                                                       |
| <i>elegir</i> (25)                                                                    | <i>escoger</i> (2)                                                                     |
| <i>oficina</i> (23)                                                                   | <i>despacho</i> (0)                                                                    |

Table 16 Representation in *ClarínInformática*

The fact that Spanish speakers from Latin America typically prefer the *computadora* whereas Spaniards are more likely to use *ordenador* is one of the better-known lexical differences between these dialects, even among non-language professionals. Nevertheless, when not using the corpus, only two translators opted for *computadora* while the other two used *ordenador*. However, when using the *ClarínInformática* corpus, all four translators opted for the term *computadora* or the borrowed acronym *PC* with a feminine article (which also appeared in the corpus). As for the pair of verbs *elegir/escoger*, when not using the corpus, two translators chose *elegir* while two selected *escoger*. However, when using

the corpus, one of the translators who had previously used *escoger* made the switch to *elegir*, which is more appropriate for the target audience.

With regard to the pair *oficina/despacho*, which appeared only in Text 2, the opposite trend occurred. When using conventional resources, both translators correctly employed *oficina*, but when using the corpus, one translator selected *oficina* and the other chose *despacho*.

Finally, in the case of the spelling variant *video/vídeo*, which appeared in Text 1, the evidence is inconclusive. When the translation was done using conventional resources, one translator opted for *vídeo* and the other for *video*, and when the text was translated with help from the *ClarínInformática* corpus, one translator used *video* and the other used a construction that avoided the term altogether.

In summary, one could say that in the course of translating the two texts, there were a total of six occurrences<sup>45</sup> when each of the four translators were able to make a choice between a term that was more typical of *bonaerense* and one that was more typical of peninsular Spanish. This means that in the whole experiment, there were a total 24 opportunities—12 when using conventional resources and 12 when using the corpus—to see what lexical solution would be chosen. These decisions are summarized in Table 17.

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<sup>45</sup> Of course, sometimes a given term (e.g. computer) appeared more than once in a source text. However, once a translator had made a decision about the translation (i.e. *computador* or *ordenador*), the chosen term was used consistently throughout. Therefore, we are not counting each instance of a term but rather each different term.

|                                                 | Using conventional resources | Using the corpus |
|-------------------------------------------------|------------------------------|------------------|
| No. of times <i>bonaerense</i> solution chosen  | 7 (58%)                      | 7 (58%)          |
| No. of times peninsular Spanish solution chosen | 5 (42%)                      | 2 (17%)          |
| No. of times a “neutral” strategy was used.     | 0 (0%)                       | 3 (25%)          |
| Total                                           | 12 (100%)                    | 12 (100%)        |

Table 17 Summary of lexical choices

As the data reveals, regardless of whether or not the corpus was used, the correct *bonaerense* solution was used approximately 58% of the time. However, what is interesting is that when conventional resources were being used, the incorrect peninsular Spanish term was used in the remaining 42% of cases. However, when the *ClarínInformática* corpus was used, the number of times that an incorrect peninsular Spanish term was selected drops to 17%, while the remaining 25% of the time, a neutral solution was chosen (i.e. a solution that would be acceptable in either dialect). This may suggest that the corpus offers translators a wider range of options for finding acceptable translation solutions.

#### 5.1.2.3. Use of phraseology

The evaluator did not identify any examples of phraseological usage that were common to all participants. However, the evaluator did observe that in the case of Fuego 2, this translator used a number of unfamiliar structures in the translation of Text 2 (the text translated using only conventional resources), whereas this same translator did not produce unusual structures when translating Text 1 (with the help of the *ClarínInformática* corpus).

#### 5.1.2.4. Other comments

When conducting the evaluation, the evaluator was given the opportunity to add any additional comments deemed relevant. When commenting on the translations of Text 1, the

evaluator mentions that two translators—Fuego 2 (using conventional resources) and Agua 1 (using the corpus)—adapted units of measurement units to the metric system (i.e. centimetres), while Fuego 1 (using conventional resources) left the measurements in inches, and Agua 1 (using the corpus) failed to mention any unit.

With regard to the issue of style in translations of Text 1, the evaluator comments that the only translator to adopt a style that was very similar to that used by the *Clarín* newspaper was Agua 1, who translated this text using the *ClarínInformática* corpus. In contrast, Agua 2 and Fuego 2, the participants who used the formal second person *Usted*, write in a correct and coherent but more formal and neutral style.

In the comments for translations of Text 2, the evaluator notes that the translation by Agua 2 (using conventional resources) “does not show a clearly Argentinean tone except for some terminological uses” (my translation)<sup>46</sup>. However, a very similar observation was made about the translation done by Fuego 2 (using the corpus): “nothing characterizes it as a text adapted for an Argentinean audience” (my translation)<sup>47</sup>.

None of these additional comments provide any conclusive evidence about the usefulness of a corpus for helping a translator who is a non-native speaker of a dialect to produce a text that is acceptable to a target audience whose members are native speakers of that dialect.

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<sup>46</sup> “No denota un tono marcadamente argentino excepto en algunas opciones léxicas.”

<sup>47</sup> “No tiene nada que lo caracterice como un texto especialmente adaptado al público argentino.”

### 5.1.3 Translators' questionnaires

Although the data generated by the evaluator provided the principal means of determining the extent to which a corpus can be useful for producing an adequate text in a non-native dialect, it is also interesting to take into account the opinion of the translators themselves. In the following sections, I will consider the insights provided by the translators with regard to their degree of satisfaction with the translations produced, the resources chosen, and the helpfulness of both conventional resources and the *ClarínInformática* corpus.

#### 5.1.3.1. Satisfaction with their translations

With regard to satisfaction, two of the translators were partially satisfied with both their texts. The third translator was uncertain about how well the *bonaerense* dialect had been produced in the translation done using conventional resources, whereas this same translator was more satisfied with the translation produced using the *ClarínInformática* corpus. Similarly, the fourth translator was unsatisfied with the translation carried out using conventional resources and was convinced that the translation done with the help of the corpus did a better job of reproducing the Spanish typical of Buenos Aires.

Agua 2 explained the higher confidence in the text produced with the help of the corpus by noting that it was possible to check the usage of words when in doubt. Meanwhile, Fuego 1 added that the reason s/he was unsatisfied with the translation produced using conventional resources was because although these resources made it clear that differences existed between Argentinean Spanish and peninsular Spanish with regard to *vos*, as well as to the

imperative form of this person and the possessive adjectives, it was not clear exactly how these differences should be implemented.

### 5.1.3.2. Satisfaction with conventional resources used

In terms of conventional resources that were used during the experiment, the only mention of a printed resource is an English-Spanish bilingual dictionary used by only one of the translators. The rest of translators relied on online monolingual dictionaries (e.g. Longman), online bilingual dictionaries (e.g. WordReference<sup>48</sup>, and the electronic resources listed in the instructions (see Appendix D)), terminological databases (e.g. Termium<sup>49</sup>, Eurodicautom<sup>50</sup>, Cercaterm<sup>51</sup>), search engines (e.g. Google) and other linguistic resources such as RAE's verb conjugation tool built-in their on-line available dictionary<sup>52</sup>.

The translators expressed dissatisfaction with these kinds of conventional resources, which they felt did not meet their specific needs in the context of this experiment. For example, they complained that the peninsular—Argentinean Spanish dictionaries were unidirectional, which limited the type of lookups that could be carried out. Moreover, such dictionaries did not include information on verb conjugation. However, the translators did acknowledge that such resources were useful for non-dialect specific issues, such as finding equivalents for some specialized terms such as *snapshot*, *photo printer* or *double-sided printing*.

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<sup>48</sup> <http://www.wordreference.com>

<sup>49</sup> <http://www.termium.gc.ca>

<sup>50</sup> <http://europa.eu.int/eurodicautom/Controller>

<sup>51</sup> <http://www.termcat.cat/>

<sup>52</sup> <http://www.rae.es>. To view the verb conjugation tool, look up a verb and click on the blue square next to it.

#### **5.1.3.3. Satisfaction with the specialized corpora**

In general, the *ClarínInformática* corpus is viewed by the translators as a useful resource. They found it helpful for finding appropriate collocations, terminology, gender, personal pronouns and verb conjugations. Moreover, two of the translators highlight the fact that they made some serendipitous finds; in other words, while searching for a solution to a particular problem, they also found a solution to a different problem (e.g. in the context surrounding the initial search). No such serendipitous finds were reported when using the conventional resources.

#### **5.1.3.4. Additional comments**

The translators were invited to include any other comment they deemed relevant. Three of them mentioned that they would have preferred to have more time beyond the one-hour time limit to produce their translation, and they commented that a greater familiarity with WordSmith Tools 4.0 would have allowed them to translate faster and benefit more from the corpus. One of the participants mentioned that working with the corpus takes more time, and another one added that with more time to look into the corpus the translation would have been more adequate.

#### ***5.1.4 Concluding remarks***

The analysis of data presented in this chapter seems to support the finding that a specially designed monodialectal corpus, such as *ClarínInformática*, can indeed help translators to translate texts into a non-native dialect. The quantitative data generated during this

experiment show that in the majority of cases, the translations produced with the help of the corpus were deemed more adequate for the needs of the target audience than the translations produced solely with the assistance of conventional resources. These findings were supported by the qualitative data provided by both the evaluator and the translators. For instance, the evaluator notes that in a number of cases, a translator who made poor choices when working with the conventional resources sometimes went on to correct these choices when working with the corpus. Moreover, the translators themselves were either equally satisfied or more satisfied with the translations that were produced with the help of the *ClarínInformática* corpus. In the final chapter, I will undertake an assessment of the experiments carried out in this thesis, and I will make some suggestions for future research to be carried out in this area.

## 6. Conclusion

At the beginning of this thesis, two main objectives were set: 1) to demonstrate that corpora and corpus analysis tools provide a valid means of conducting empirical research on dialects, and 2) to investigate whether a specially designed monodialectal corpus could be a useful resource for helping translators to work into a non-native dialect. Now that the experiments designed to investigate these issues have been carried out, I can make some general observations about this project. In this final chapter, I will therefore conduct an overall evaluation of the work presented in this thesis, and I will make some suggestions with regard to how this research could be expanded in the future.

### 6.1. General Evaluation

Given that this thesis comprises two different experiments, this section will also be divided in two parts.

#### 6.1.1 Corpus-based investigation of dialects

Overall, I feel that the general approach used to conduct the investigation into the characteristics of the *bonaerense* dialect was largely successful. I was able to compare the features found in the corpus against the textbook descriptions, and I feel that the methodology that I used could be generalized to apply to similar investigations of other dialects. Based on my investigation, I was able to draw some preliminary conclusions.

However, if I were to repeat the experiment, there are certain aspects of the process that I feel could be improved.

First and foremost, I would plan to compile a larger corpus because the limited size of the *ClarínInformática* corpus did not permit the investigation of a number of linguistic characteristics, nor could it provide statistically significant data for those that could be investigated.

In addition, I would try to obtain a more detailed Spanish tagger. For example, for the purpose of this study it would have been useful if the tagger had identified the person of the verb forms. It would be even better if I could obtain a tagger that was specifically adapted to process the Spanish from Buenos Aires. Although I did make an effort to find such a tagger, I was not successful; however, perhaps in the future one may become available.

Finally, I would also plan to dedicate more time to studying the contents of the CREA corpora, particularly in those cases where I had to severely limit or abandon my investigations because it was too labour-intensive and time-consuming.

It should be noted, however, that I feel that the amount of work that I did was consistent with the expectations of an MA thesis, and in order to make the three improvements suggested above it would be necessary to embark on a project that is much larger in scope than an MA-level research project.

### *6.1.2 Corpora as a useful resource for translating into a non-native*

#### *dialect*

Once again, I feel that the general approach used to conduct the investigation into the value of a corpus for helping a translator to work into a non-native dialect was largely successful. I was able to compare the texts produced both with and without the help of a corpus, and I once again feel that the methodology that I used could be generalized to apply to similar investigations of other dialects, or even of other languages. Based on my investigation, I was able to draw some preliminary conclusions. Nonetheless, there are a number of ways in which this research could be improved.

Firstly, in order to produce more valid results, the experiment would have to be conducted on a much larger scale, using a greater number of both translators and evaluators. By enlarging the size of the experiment, it would be possible to make more convincing generalizations.

On a purely practical level, I would also recommend that such an experiment take place in the presence of the researcher, rather than long distance. This would no doubt make things smoother and easier in terms of logistics.

With regard to the contents of the questionnaires, I would try to reformulate the questionnaires for both the translators and the evaluator in order to minimize as much as possible the “open” questions. On the present questionnaires, the “closed” questions (where the participant could choose an answer from a pre-set list) proved much easier to analyse

than the "open" questions. Of course, this raises the question as to whether the participants providing answers from a closed list were actually giving the answers that they wanted to give, or merely the answers that they were able to give. This experience has taught me that valid questionnaires are extremely difficult to design, and I think it would be beneficial to take a course, consult with an experienced questionnaire designer, or at least do some additional reading in this area before reformulating the questionnaire.

Finally, I think that it would also be helpful to provide the evaluator with a sample of an evaluated translation to make it more clear that, for the purpose of this experiment, the focus of the evaluation should be firmly on language adequacy and not on other aspects of the translation.

## ***6.2. Suggestions for Further work***

In additions to the suggestions for improvement noted above, there are a number of other ways in which this research could be extended.

For instance, it would be very interesting to reverse the second experiment by having Argentinean translators produce translations into peninsular Spanish. This might help to further measure the differences between these two dialects. Of course, extending the study to investigate completely new dialects—whether these be dialects of Spanish or of other languages—would also be interesting and would help to test the generalizability of the methodology presented here.

In addition to testing different dialects, it would also be worthwhile increasing the number and type of texts used in the experiments. For instance, introducing texts with different registers or subjects could provide a means of identifying areas of these dialects where the differences are more or less significant. For instance, are there fewer (or simply different) differences between scientific texts than there are between commercial texts, or between texts in a higher register as opposed to a lower register, etc.

Another interesting factor that could be studied in a future investigation is the impact of the translator's level of familiarity with the non-native dialect. The same experiment described in Part 2 of this thesis could be carried out using groups of candidates that have different levels of familiarity with the dialect. It seems logical to assume that, the greater a translator's knowledge of the target dialect, the better the translation should be. However, it would be very interesting to determine the minimum level of familiarity needed in order to be able to produce a translation that is deemed to be adequate.

This research could also be expanded to include a more detailed investigation of lexis, in addition to the investigation of syntax. In order to do so, a larger specialized corpus of Spanish from Buenos Aires, as well as an equivalent specialized corpus of peninsular Spanish, would be required in order to carry out a similar investigation to the one described in section 2.2.

Even the morphosyntactical characteristics of the *bonaerense* dialect could be investigated in more detail. For instance, in this project, I restricted the investigation to an examination of the extent to which the characteristics identified in textbooks were actually reflected in a

corpus of authentic texts. However, it would be very interesting to determine whether or not there are additional distinctive features contained in authentic texts that have not been listed in the textbook descriptions.

Finally, the studies reported in this thesis are synchronic in nature, but it could be equally interesting to pursue a diachronic study that investigates how the features of the *bonaerense* dialect are evolving over time.

### ***6.3. Concluding remarks***

As mentioned in the introduction, translators have long held the view that translation should only be conducted towards the mother tongue. However, it was also noted that, more and more often, this view is now being challenged. Globalization and the resulting need for localization may well provide an impetus for training translators to work into a non-native dialect. The results of the two small experiments conducted in the context of this thesis show that corpus-based resources hold some promise for helping translators to learn more about dialectal features and for facilitating translation into a non-native dialect. Clearly, more research needs to be done in this regard, but I hope that the work presented here has taken some steps towards filling the gap, and that it has demonstrated that additional research in this area would be worthwhile.

## APPENDIX A

### TreeTagger's 57-tagset

|       |                                                                   |
|-------|-------------------------------------------------------------------|
| FS    | Full stop punctuation marks                                       |
| SYM   | Symbols                                                           |
| ART   | Articles (un, las, la, unas)                                      |
| ADJ   | Adjectives (mayors, mayor)                                        |
| ADV   | Adverbs (muy, demasiado, cómo)                                    |
| ALFP  | Plural letter of the alphabet (As/Aes, bes)                       |
| ALFS  | Singular letter of the alphabet (A, b)                            |
| CARD  | Cardinals                                                         |
| CC    | Coordinating conjunction (y, o)                                   |
| CCAD  | Adversative coordinating conjunction (pero)                       |
| CCNEG | Negative coordinating conjunction (ni)                            |
| CODE  | Alphanumeric code                                                 |
| CQUE  | que (as conjunction)                                              |
| CSUBF | Subordinating conjunction that introduces finite clauses (apenas) |
| CSUBI | Subordinating conjunction that introduces infinite clauses (al)   |
| CSUBX | Subordinating conjunction underspecified for subord-type (aunque) |
| DM    | Demonstrative pronouns (Ésas, Ése, esta)                          |
| FO    | Formula                                                           |
| INT   | Interrogative pronouns (quiÉnes, cuÉntas, cuÉnto)                 |
| ITJN  | Interjection (oh, ja)                                             |
| NC    | Common nouns (mesas, mesa, libro, ordenador)                      |
| NP    | Proper nouns                                                      |
| NEG   | Negation                                                          |
| ORD   | Ordinals (primer, primeras, primera)                              |
| PAL   | Portmanteau word formed by a and el                               |

|       |                                                       |
|-------|-------------------------------------------------------|
| PDEL  | Portmanteau word formed by de and el                  |
| PE    | Foreign word                                          |
| PNC   | Unclassified word                                     |
| PPX   | Clitics and personal pronouns (nos, me, nosotras, te) |
| PPO   | Possessive pronouns (tuyas, tuya)                     |
| PREP  | Preposition                                           |
| PREP  | Negative preposition (sin)                            |
| QU    | Quantifiers (sendas, cada)                            |
| REL   | Relative pronouns (cuyas, cuyo)                       |
| SE    | Se (as particle)                                      |
| VEfin | Verb estar. Finite                                    |
| VEger | Verb estar. Gerund                                    |
| VEinf | Verb estar. Infinitivo                                |
| VE    | Verb estar. Past participle                           |
| VHfin | Verb haber. Finite                                    |
| VHger | Verb haber. Gerund                                    |
| VHinf | Verb haber. Infinitive                                |
| VHadj | Verb haber. Past participle                           |
| VLfin | Lexical verb. Finite                                  |
| VLger | Lexical verb. Gerund                                  |
| VLinf | Lexical verb. Infinitivo                              |
| VLadj | Lexical verb. Past participle                         |
| VMfin | Modal verb. Finite                                    |
| VMger | Modal verb. Gerund                                    |
| VMinf | Modal verb. Infinitive                                |
| VM    | Modal verb. Past participle                           |
| VSfin | Verb ser. Finite                                      |
| VSger | Verb ser. Gerund                                      |
| VSinf | Verb ser. Infinitive                                  |
| VS    | Verb ser. Past participle                             |

#### TEXT01

*FRENCH*

### Choix d'un appareil photo numérique

Que vous soyez débutant ou expert en photographie, vous trouverez toujours un modèle qui vous convient. Voici un panorama des différents appareils photo numériques actuels, avec un aperçu des fonctions les plus importantes. Ceci devrait vous aider à trouver l'appareil photo idéal pour vous.

#### Identifiez vos besoins

Le type d'appareil photo que vous achèterez dépendra de l'usage que vous souhaitez en faire. Si vous savez quel type de photos vous prendrez le plus souvent, cela vous aidera à choisir la résolution et les autres fonctions nécessaires.

Commencez par identifier vos besoins. Souhaitez-vous visionner et partager vos images sur un ordinateur ou produire un grand nombre de tirages ? Y a-t-il des fonctions spécifiques qui vous intéressent, comme un zoom puissant pour réaliser des gros plans, un logiciel qui facilite l'envoi de vos photos par e-mail ou un mode enregistrement vidéo ?

Pour les photos occasionnelles, les albums de famille ou un site Internet personnel, un modèle d'entrée de gamme avec le minimum d'options supplémentaires vous conviendra sans doute. En revanche, si vous souhaitez produire des grands tirages (plus de 20 x 25 cm), orientez-vous vers un modèle avec plus de commandes manuelles et un nombre de pixels légèrement supérieur.

De même, si vous utilisez votre appareil photo pour réaliser des illustrations professionnelles ou si votre activité repose sur des images numériques de qualité professionnelle, vous apprécierez la qualité, la vitesse et les fonctions spéciales des appareils photo plus sophistiqués.

Voici un aperçu de ce qui est disponible sur le marché.

## **1. Appareil photo numérique instantané de base**

Les appareils photo numériques d'entrée de gamme sont la solution idéale pour deux types d'utilisateurs : les personnes qui envisagent de prendre et de partager des photos de qualité moyenne ; et celles qui souhaitent un modèle pour débutants afin de se faire la main avant de passer à un équipement plus onéreux. Les résolutions pour ces appareils atteignent environ 4 mégapixels ; les réglages manuels sont réduits au minimum ; et ils sont rarement équipés d'un zoom optique. La plupart sont livrés avec un logiciel qui rend le téléchargement et la retouche d'images aussi simples que possible.

## **2. Gamme intermédiaire**

Si vous souhaitez avoir plus de contrôle sur les résultats, il vous faudra un modèle plus haut de gamme avec des fonctions avancées comme le mode de déclenchement manuel, un système optique de qualité et plus de mégapixels pour vous permettre d'imprimer de grands tirages et de bien les recadrer. La plupart des modèles de gamme intermédiaire ont un écran à cristaux liquides, une résolution de 4 à 5 mégapixels et un objectif de meilleure qualité. Le zoom optique et le port USB sont universels. Il s'agit d'une vaste catégorie avec un grand choix de fonctions et de prix.

## **3. La sophistication du haut de gamme**

Cette catégorie avancée d'appareils photo numériques plus avancés vise à offrir plus de maîtrise sur le plan créatif grâce aux capacités accrues du zoom, par exemple. L'objectif est généralement de meilleure qualité ; la résolution démarre à 5 mégapixels ; vous avez plus de mémoire jumelée à votre appareil photo ; et vous commencez à voir apparaître certaines fonctions haut de gamme.

A titre d'exemple, - l' appareil photo numérique HP Photosmart R817 offre une résolution de 5,1 mégapixels pour des détails ultra nets et des agrandissements de qualité photo jusqu'à 50 x 75 cm . Le zoom optique 5x vous permet de vous rapprocher de l'action et vous pouvez utiliser la fonction de capture vidéo spéciale pour enregistrer des films avec le son. Le HP PhotoSmart R817 comprend aussi de très nombreuses fonctions spéciales, des commandes manuelles et la technologie HP Real Life exclusive. Celle-ci améliore la prise de vue grâce, notamment, à l'éclairage adaptatif qui vous permet de voir les détails dans les zones d'ombre, à l'élimination de l'effet « yeux rouges » sur les photos que vous avez prises et au montage panoramique intégré.

#### 4. Accessoires

Si vous vous lancez dans la photographie numérique, voici quelques conseils essentiels.

- **Piles rechargeables supplémentaires.** Ne vous laissez pas prendre de court par une pile épuisée. Les appareils photo à mégapixels élevés consomment beaucoup d'énergie et vous devrez sans doute transférer souvent vos photos sur votre ordinateur, ce qui exige aussi beaucoup d'énergie.
- **Sacoche de transport.** Ne vous baladez pas en mettant votre appareil photo coûteux à la vue de tous. De plus, cette sacoche vous permettra aussi de le protéger et de le maintenir en bon état.

**Trépied.** Ce n'est pas un accessoire indispensable, mais il est bien utile, surtout si vous souhaitez faire beaucoup de portraits ou de gros plans.

*ENGLISH*

### Choosing a digital camera

There's a digital camera out there for just about everyone, from novice snappers to photography gurus. Here's a snapshot of current digital camera options, with a review of the most important features. It should help you zoom in on the camera that's just right for you.

#### Know your needs

The type of digital camera you buy will depend on how you intend to use it. Knowing what kind of photos you'll be taking most often will help you decide what resolution and other features you'll need.

Start by identifying your needs. Will you be viewing and sharing your pictures on a computer or do you plan to make a lot of prints? Are there specific features you're interested in, like a powerful zoom for close-ups, software that makes e-mailing photos easier, manual controls, or even a video-recording mode?

For occasional snapshots, family album projects, or a personal website, you'll probably be happy with an entry-level model that has minimal extras. On the other hand, if you want to make really big prints (beyond 8" x 10"), you'll need to look for a model with more manual controls and a slightly higher megapixel count.

Likewise, if you're using the camera for professional graphics work or if your business depends on pro-quality digital images, you'll definitely appreciate the quality, speed and special features of a more sophisticated camera.

Here's an overview of what's available:

### **1. Basic point-and-shoot**

Entry-level digital cameras are a great solution for two types of users: those who plan to take and share images of medium quality, and people wanting a starter camera to help them get the hang of digital photography before they buy more expensive equipment. Resolutions for these cameras reach about 4 megapixels; manual settings are minimal and optical zoom are rare. Most include software that makes downloading and editing images as easy as it gets.

### **2. Middle range**

If you like more control over your results, then you'll want a higher-end model with advanced features like manual shooting modes, quality optics, and more megapixels so you can make large prints and crop effectively. Most intermediate digital cameras have an LCD, a resolution span from 4 to 5 megapixels, and higher lens quality. Optical zoom and a USB port are universal. This is a large category with a broad range of features and prices.

### **3. High-end sophistication**

In the advanced digital camera category, you'll find more emphasis on creative control, like increased zoom capabilities. Lenses on cameras in this category tend to be of higher quality; resolutions start from 5 megapixels; you get more memory bundled with your camera; and high-end features start to appear.

For example: the HP Photosmart R817 digital camera has 5.1-megapixel resolution for super-sharp detail and photo-quality enlargements up to 20 x 30 inches. The 5x optical zoom lets you get close to the action. You can use the special video clip capture feature to record moving pictures and sound. And it's loaded with special features, manual controls and HP's unique Real Life Technologies. These improve your picture taking, with Adaptive Lighting to help keep detail in shadows, Red Eye elimination on shots you've already taken and panorama stitching in the camera.

### **4. Accessories**

If you're just starting out in digital photography, there are a few items that are essential:

- **Extra rechargeable batteries.** Don't be caught out by a low battery. The higher megapixel cameras can really eat up power and you'll probably be transferring pictures to your computer a lot, which also uses lots of power.
- **Carrying case.** Don't walk around with an expensive camera on view all the time. It will also help keep your camera in good condition.

- **Tripod.** Not an essential accessory but still very useful to have, especially if you want to do lots of portrait or close-up work.

## TEXT0 2

## FRENCH

### Des imprimantes photo au service de votre entreprise

Depuis l'avènement du premier appareil photo, la photographie aide les entreprises à commercialiser leurs biens et leurs services, et à dominer leurs concurrents. La couleur a grandement renforcé l'impact de la photographie sur les affaires, augmentant de 40 % le nombre de clients lisant les documents commerciaux. L'utilisation intelligente de la photographie couleur est l'un de vos outils commerciaux les plus puissants. Une imprimante photo de bonne qualité peut révolutionner votre communication.

Si vous utilisez déjà beaucoup la photographie dans vos matériaux marketing, interrogez-vous sur la rentabilité réelle de la production de ceux-ci. Vous faites probablement appel à un imprimeur local qui mange une partie de votre budget et vous laisse avec de grands tirages de brochures ou de dépliants sur les bras. Souvent, vous devez payer les photos que vous utilisez. Au final, vous vous retrouvez avec un article onéreux que vous ne pouvez modifier en fonction de l'évolution de votre entreprise car tout changement vous oblige à recommencer le processus dans son intégralité.

Pourtant il existe une autre solution basée sur deux éléments clés : un appareil photo numérique et une imprimante photo.

### Devenez votre propre service de production

Grâce aux avancées récentes de l'imagerie numérique, ajouter des photos à toute forme de communication commerciale est désormais une pratique courante pour nombre de nouvelles entreprises. Si vous pensez que ceci est uniquement du ressort des professionnels du graphisme, vous vous trompez. En réalité, rien n'est plus simple. Supposons que vous lanciez un nouveau produit et que souhaitiez envoyer un dépliant à vos clients pour leur annoncer le lancement. Voici ce que vous pouvez faire.

- **Commencez par la prise de vue :** prenez des photos avec votre appareil photo numérique. Vous pouvez peut-être créer un petit décor en arrière-plan ou la réaliser quelque part dans votre bureau. Tout photographe professionnel vous dira que, pour réussir, il faut prendre un grand nombre de photos et choisir la meilleure. Une fois que vous avez l'image idéale, passez à la seconde étape.

- **Transférez votre image sur votre PC :** branchez votre appareil photo sur votre PC et téléchargez l'image. Normalement, vous devriez avoir dans votre appareil un logiciel graphique et de retouche d'images qui vous permettra de retoucher la photo exactement comme vous le souhaitez. N'ayez pas peur de faire des essais. Après tout, si ça ne marche pas, il vous suffit d'effacer votre travail et vous n'aurez rien perdu. Avec certains modèles d'imprimante, vous pouvez même placer votre carte mémoire directement dans l'imprimante.
- **Insérez l'image dans la maquette de votre dépliant.** Une bonne photo donnera vie à la maquette d'un simple dépliant. Si vous n'avez pas de maquette, essayez d'utiliser les projets créatifs faciles à réaliser dans l'application Imaginez et Imprimez, qui vous permet de créer et de distribuer rapidement des dépliants performants.
- **Imprimez sur votre imprimante photo.** Une bonne imprimante photo produit des images de qualité photo. Assurez-vous d'avoir le bon papier pour produire le maximum d'effet. Choisissez une imprimante équipée de la fonction d'impression recto verso pour imprimer sur les deux faces.

Voilà, c'est terminé. La seule chose dont vous avez besoin, c'est d'une imprimante photo de qualité. Heureusement, il en existe un grand nombre sur le marché.

## Choisir la bonne résolution

La qualité de votre image est en partie déterminée par la résolution de l'imprimante. Pour des photos, celle-ci doit avoir une résolution de 4 800 x 1 200 ppp (points par pouce). Certaines imprimantes HP sont équipées de la technologie photo REt (resolution enhancement technology) ou PhotoREt qui augmente considérablement la gamme de couleurs disponibles et souligne les moindres détails dans les images. De plus, l'impression à encres multiples de HP produit des gouttelettes d'encre ultra petites, donnant des millions de couleurs qui fonctionnent ensemble pour produire des images sans grain, des couleurs plus intenses, et des noirs, blancs et gris plus fidèles. Les nouvelles encres Vivera de HP offrent les meilleures couleurs possibles avec une résistance incomparable à la lumière pour durer pendant des générations.

Avec une imprimante photo, vous êtes sûr d'optimiser l'impact des images que vous utilisez dans votre entreprise.

## **Photo printers to help your business**

Ever since the first camera, photography has helped businesses promote their goods and services and raise themselves above the competition. Colour has increased the impact that photography has on business, increasing customer readership by 40 percent. The smart use of colour photography is one of your most powerful business tools. A good quality photo printer will change what you can achieve.

If you already use photography in a good deal of your marketing material, ask yourself how cost-effective the production of that material actually is. Chances are that you use a local print shop that can take a bite from your budget and leave you with a large print run of brochures or flyers left over. Often, you have to pay for the photographic images you use. In the end, you have an expensive item that you can't change as your business changes - and alterations mean going through the whole process again.

But there is another way, and a digital camera and photo printer are the keys.

## **Become your own production department**

The recent advances in digital imaging have meant that adding photos to any form of business communication is now an accepted practice for many new businesses. You may think that it's something that only graphics professionals can do, but you'd be wrong. Here's how easy the process is. Let's say you have a new product coming out and you want to send out a flyer to launch to your customers. Here's what you can do:

- **Start shooting:** Take your digital camera and take some shots. Perhaps you could create a little set as a background or set it somewhere in your office. Any professional photographer will tell you that the secret to success is to take a lot of shots and select the best. Once you have the ideal shot, it's time for the second stage.
- **Download the image:** Plug your camera into your PC and download the image. You're likely to have editing and graphics software with the camera that will let you edit the shot to exactly what you want. Don't be afraid to experiment. After all, if it doesn't work you just delete your work and you've lost nothing. Some photo printers let you put your camera's memory card directly into the printer.
- **Place the image into your flyer layout:** A simple flyer layout will come to life with good photography. If you don't have any flyer layout, try the easy-to-use flyer creative projects in Design & Print application that allow you to create and deliver effective flyers quickly.
- **Print to your Photo printers:** A good photo printer will produce photo-realistic images. You have to ensure that you have the right paper stock to achieve the maximum impact. Pick a printer with duplex capabilities for double-sided printing.

That really is all there is to it. All you need is a quality Photo printer. Luckily there are a number available.

## **Making a sound resolution**

The quality of your image is partly determined by the printer's resolution. For photo output your printer needs to be capable of 4800x1200dpi (dots per inch). Some of HP's printers feature what's known as photo resolution enhancement technology (PhotoREt) which dramatically increases the range of available colours and creates finer details in photos. In addition, HP's multiple-ink printing allows ultra-small ink drops giving millions of colours that work together to produce grain-free images, more intense colours and truer blacks, whites and greys. HP's new Vivera inks deliver the best possible colours together with unbeatable fade-resistance to last generations.

Using a photo printer will ensure that you maximise the impact of the photography you use in your business.

## APPENDIX C

### Source Text Analysis

#### 1. Potential dialectal structures location

| COLOUR CODING                 |  |                                     |  |
|-------------------------------|--|-------------------------------------|--|
| <i>Voseo</i>                  |  | Pronoun <i>le</i>                   |  |
| <i>Haber</i> existential      |  | Ambiguous gender                    |  |
| Impersonal/Passives <i>se</i> |  | <i>Dequeísmo</i> and <i>queísmo</i> |  |

#### TEXTO 1

#### FRENCH

### Choix d'un appareil photo numérique

Que vous soyez débutant ou expert en photographie, vous trouverez toujours un modèle qui vous convient. Voici un panorama des différents appareils photo numériques actuels, avec un aperçu des fonctions les plus importantes. Ceci devrait vous aider à trouver l'appareil photo idéal pour vous.

#### Identifiez vos besoins

Le type d'appareil photo que vous achèterez dépendra de l'usage que vous souhaitez en faire. Si vous savez quel type de photos vous prendrez le plus souvent, cela vous aidera à choisir la résolution et les autres fonctions nécessaires.

Commencez par identifier vos besoins. Souhaitez-vous visionner et partager vos images sur un ordinateur ou produire un grand nombre de tirages ? [REDACTED] qui vous intéressent, comme un zoom puissant pour réaliser des gros plans, un logiciel qui facilite l'envoi de vos photos par e-mail ou un mode enregistrement vidéo ?

Pour les photos occasionnelles, les albums de famille ou un site Internet personnel, un modèle d'entrée de gamme avec le minimum d'options supplémentaires vous conviendra sans doute. En revanche, si vous souhaitez produire des grands tirages (plus de 20 x 25 cm), orientez-vous vers un modèle avec plus de commandes manuelles et un nombre de pixels légèrement supérieur.

De même, si vous utilisez votre appareil photo pour réaliser des illustrations professionnelles ou si votre activité repose sur des images numériques de qualité professionnelle, vous apprécierez la qualité, la vitesse et les fonctions spéciales des appareils photo plus sophistiqués.

Voici un aperçu de ce qui est disponible sur le marché.

255 words

## **Choosing a digital camera**

There's a digital camera out there for just about everyone, from novice snappers to photography gurus. Here's a snapshot of current digital camera options, with a review of the most important features. It should help you zoom in on the camera that's just right for you.

### **Know your needs**

The type of digital camera you buy will depend on how you intend to use it. Knowing what kind of photos you'll be taking most often will help you decide what resolution and other features you'll need.

Start by identifying your needs. Will you be viewing and sharing your pictures on a computer or do you plan to make a lot of prints? [REDACTED] you're interested in, like a powerful zoom for close-ups, software that makes e-mailing photos easier, manual controls, or even a video-recording mode?

For occasional snapshots, family album projects, or a personal website, you'll probably be happy with an entry-level model that has minimal extras. On the other hand, if you want to make really big prints (beyond 8" x 10"), you'll need to look for a model with more manual controls and a slightly higher megapixel count.

Likewise, if you're using the camera for professional graphics work or if your business depends on pro-quality digital images, you'll definitely appreciate the quality, speed and special features of a more sophisticated camera.

Here's an overview of what's available:

236 words

## Des imprimantes photo au service de votre entreprise

### Devenez votre propre service de production

Grâce aux avancées récentes de l'imagerie numérique, ajouter des photos à toute forme de communication commerciale est désormais une pratique courante pour nombre de nouvelles entreprises. Si vous pensez ■■■ ceci est uniquement du ressort des professionnels du graphisme, vous vous trompez. En réalité, rien n'est plus simple. Supposons ■■■ vous lanciez un nouveau produit et ■■■ souhaitiez envoyer un dépliant à vos clients pour ■■■ annoncer le lancement. Voici ce que vous pouvez faire.

- **Commencez par la prise de vue :** prenez des photos avec votre appareil photo numérique. Vous pouvez peut-être créer un petit décor en arrière-plan ou la réaliser quelque part dans votre bureau. Tout photographe professionnel vous dira ■■■, pour réussir ■■■ et choisir la meilleure. Une fois ■■■ vous avez l'image idéale, passez à la seconde étape.
- **Transférez votre image sur votre PC :** branchez votre appareil photo sur votre PC et téléchargez l'image. Normalement, vous devriez avoir dans votre appareil un logiciel graphique et de retouche d'images qui vous permettra de retoucher la photo exactement comme vous le souhaitez. N'ayez pas peur de faire des essais. Après tout, si ça ne marche pas, il vous suffit d'effacer votre travail et vous n'aurez rien perdu. Avec certains modèles d'imprimante, vous pouvez même placer votre carte mémoire directement dans l'imprimante.
- **Imprimez sur votre imprimante photo.** Une bonne imprimante photo produit des images de qualité photo. Assurez-vous d'avoir le bon papier pour produire le maximum d'effet. Choisissez une imprimante équipée de la fonction d'impression recto verso pour imprimer sur les deux faces.

279 words

## Photo printers to help your business

### Become your own production department

The recent advances in digital imaging have meant that adding photos to any form of business communication is now an accepted practice for many new businesses. You may think ■■■ it's something that only graphics professionals can do, but you'd be wrong. Here's how easy the process is. Let's say (that) you have a new product coming out and (that) you want to send out a flyer to launch ■■■ your ■■■■■■■■■■. Here's what you can do:

- **Start shooting:** Take your digital camera and take some shots. Perhaps you could create a little set as a background or set it somewhere in your office. Any professional photographer will tell you ■■■ the secret to success is to take a lot of shots and select the best. Once (that) you have the ideal shot, it's time for the second stage.
- **Download the image:** Plug your camera into your PC and download the image. You're likely to have editing and graphics software with the camera that will let you edit the shot to exactly what you want. Don't be afraid to experiment. After all, if it doesn't work you just delete your work and you've lost nothing. ■■■■■■■■■■  
■■■ you ■■■ your ■■■■■■■■■■.
- **Print to your Photo printers:** A good photo printer will produce photo-realistic images. You have to ensure ■■■ you have the right paper stock to achieve the maximum impact. Pick a printer with duplex capabilities for double-sided printing.

258 words

## 2. Potential translations

### TEXTO 1

Texto 1 presents a great number of phrases that are susceptible of using *voseo* in their translation and one case of existential structure with a plural direct object. I will list below the parts of the text with their respective multiple potential translations.

| FRENCH                                                           | ENGLISH                                                                                           | SPANISH                                                                                                                                   |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| que vous soyez                                                   | —                                                                                                 | si (tú) eres<br>si sois (vosotros)<br>si (usted) es<br>si (vos) sos                                                                       |
| vous trouverez<br>vous prendrez<br>vous apprécierez              | —<br>you'll be taking<br>you'll need<br>you'll be viewing<br>you'll be happy<br>you'll appreciate | (tú/vos) –ás<br>(vosotros) –éis<br>(usted) –á<br>(ustedes/ plural) –an<br>Other: encontrar, tomar, necesitar, visionar,<br>estar, valorar |
| qui vous convient.                                               | —                                                                                                 | que te convenga<br>que os convenga<br>que le convenga<br>que les convenga                                                                 |
| vous aider<br>vous aidera<br>vous intéressent<br>vous conviendra | Help you<br>will help you<br>you're interested                                                    | ayudarte/ te ayudará<br>ayudaros/os ayudará<br>ayudarle / le ayudará<br>ayudarles/ les ayudará<br>Other: interesar, servir                |
| idéal pour vous.                                                 | Right for you                                                                                     | perfecto para ti<br>perfecto para vos<br>perfecto para vosotros<br>perfecto para usted<br>perfecto para ustedes                           |
| Identifiez<br>Commencez<br>orientez-vous                         | Know<br>Start                                                                                     | -e, -a (tú),<br>-é, -á (vos)<br>-ed, -ad (vosotros)<br>-an, -en (ustedes)<br>Other: conocer, comenzar, centrarse                          |
| vos besoins                                                      | your needs                                                                                        | tus necesidades<br>sus necesidades<br>vuestras necesidades<br>Other: imágenes, fotos                                                      |
| vous achèterez<br>vous souhaitez<br>vous savez                   | you buy<br>you intend                                                                             | (tú) –es<br>(usted) –e<br>(vosotros) –éis<br>(ustedes) –en<br>Other: comprar, desear, pensar, saber                                       |
| souhaitez-vous<br>vous souhaitez<br>vous utilisez                | —<br>you plan<br>you're using                                                                     | (tú) –es, –as<br>(vos) –és, –ás<br>(usted) –e, –a<br>(vosotros) –éis, –áis<br>(ustedes) –en, –an                                          |

|                                       |                             |                                                                                                              |
|---------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------|
| votre appareil                        | —                           | Other: querer, desear, pensar, usar<br>tu cámara<br>su cámara<br>vuestra cámara<br>Other: actividad, negocio |
| Y a-t-il des fonctions<br>spécifiques | Are there specific features | *Han funciones específicas                                                                                   |

## TEXTO 2

Texto 2 presents a great number of phrases likely to be translated into structures showing *voseo*. It also contains structures that can be translated with the verb *haber* in its existential sense with a plural direct object clause, with the indirect object pronoun or with *dequeísmo* and *queísmo*.

| FRENCH              | ENGLISH                | SPANISH                                 |
|---------------------|------------------------|-----------------------------------------|
| votre entreprise    | your business          | tu empresa                              |
| votre service       | your department        | su empresa                              |
| votre appareil      | your digital camera    | vuestra empresa                         |
| votre bureau        | your office            | vuestro negocio                         |
| votre image         | your work              | Other: negocio, servicio, cámara        |
| votre PC            | your memory card       | digital, oficina, despacho, imagen, PC, |
| votre travail       | your printer           | ordenador, computadora, trabajo,        |
| votre carte mémoire |                        | tarjeta de memoria, impresoar           |
| votre imprimante    |                        |                                         |
| Devenez             | Become                 | -e, -a (tú),                            |
| Commencez           | Start                  | -é, -á (vos)                            |
| prenez              | Download               | -ed, -ad (vosotros)                     |
| passez              | Print                  | -an, -en (ustedes)                      |
| Transférez          | Pick                   | Other: volverse, empezar, tomar, pasar, |
| branches            |                        | descargar, conectar, imprimir, escoger  |
| téléchargez         |                        |                                         |
| Imprimez            |                        |                                         |
| Choisissez          |                        |                                         |
| vous pensez que     | You may think          | (tú) -es, -as                           |
| vous vous trompez   | you'd be wrong         | (vos) -és, -ás                          |
| vous lanciez        | you have a new product | (usted) -e, -a                          |
| vous pouvez         | you could create       | (vosotros) -éis, -áis                   |
|                     | you just delete        | (ustedes) -en, -an                      |
|                     | you've lost nothing    | Other: pensar, lanzar, tener, borrar,   |
|                     | you have to            | haber                                   |
| Si vous pensez que  | think that             | *pensar de que                          |
|                     |                        | pensar que                              |
| Supposons que       | say (that)             | *suponer de que                         |
|                     |                        | suponer que                             |
| (vous) souhaitiez   | you have               | (tú) -es, -as                           |
| vous avez           |                        | (usted) -e, -a                          |
|                     |                        | (vosotros) -éis, -áis                   |
|                     |                        | (ustedes) -en, -an                      |

|                                                                            |                           |                                                                                       |
|----------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------|
| vos clients                                                                | Your customers.           | Other: querer, tener<br>tus clientes<br>sus clientes<br>vuestros clientes             |
| leur annoncer                                                              | launch to your customers. | anunciarles                                                                           |
| vous dira                                                                  | will tell you             | te dirá<br>le dirá<br>os dirá                                                         |
| dira que                                                                   | tell that                 | *decir de que<br>decir que                                                            |
| , il faut prendre un grand<br>nombre de photos et choisir la<br>meilleure. |                           | se tiene que tomar muchas fotos<br>se tienen que tomar muchas fotos                   |
| Une fois que                                                               | Once (that)               | *Una vez de que<br>Un avez que                                                        |
|                                                                            | let you                   | permitirte<br>permitirle<br>permitiros                                                |
| vous n'aurez rien perdu.                                                   |                           | tú/vos) -ás<br>(vosotros) -éis<br>(usted) -á<br>(ustedes/ plural) -an<br>Other: haber |
| Assurez-vous d'avoir                                                       | ensure that               | *asegurarse que<br>asegurarse de que                                                  |

These tables only present the potential translations that would imply characteristics distinct of Spanish from Buenos Aires as explained above. However, all translators know that there are many ways of translating each text and the options chosen by the participants in the experiment may not follow the ones covered in these tables.

## **APPENDIX D**

### **Translators' Documentation Package**

#### **Content:**

- 1. WordSmith Tools 4.0 Tutorial**
- 2. Experiment Instructions**
- 3. Questionnaire**

## **1. WordSmith Tools 4.0 Tutorial**

# **INTRODUCCIÓN A WordSmith Tools 4**

### **Antes de empezar:**

1. Crea una carpeta con el nombre «Tutorial» en la C:/ de vuestro ordenador.
2. Descomprime el archivo introduccion.zip que os he mandado por correo electrónico junto a este tutorial.
3. Guardad los 4 archivos que contiene el documento .zip en la carpeta «Tutorial» que has creado en la C:/

## WordSmith Tools, un primer encuentro

|                                        |        |
|----------------------------------------|--------|
| 1. WordSmith Tools.....                | XX     |
| 2. Acceder al programa.....            | XX     |
| 3. Registrar el programa .....         | XX     |
| 4. Vuelta de reconocimiento .....      | XX     |
| 5. Modificar la lengua de trabajo..... | XXI    |
| 6. «Concord».....                      | XXIII  |
| a. Búsqueda básica .....               | XXIV   |
| b. Búsqueda avanzada .....             | XXV    |
| c. «collocates» .....                  | XXVII  |
| d. «patterns» .....                    | XXVII  |
| e. «clusters» .....                    | XXVIII |
| 7. «WordList» .....                    | XXVIII |
| a. «Stop List» .....                   | XXVIII |
| b. «Compare WordLists» .....           | XXIX   |

### 1. WordSmith Tools



WordSmith Tools es un programa de análisis de corpus textuales. Gracias a este tipo de herramientas se pueden explotar grandes conjuntos de textos mediante búsquedas de carácter contextual o estadístico.

### 2. Instalar el programa

- Haz Ctrl + clic sobre el enlace siguiente. Si no se abre ninguna ventana, corta y pega la dirección en el cajetín de búsqueda del explorador.  
[http://www.lexically.net/downloads/version4/all\\_wordsmith\\_4.exe](http://www.lexically.net/downloads/version4/all_wordsmith_4.exe)
- Se abrirá una ventana automáticamente, Haz clic sobre «Run». Puede que salga otra ventana, si es así, haz clic de nuevo sobre «Run».
- El programa creará el icono amarillo the WordSmith Tools en el escritorio (Section 1) y también se encontrarán en el menú de Inicio de Windows (  Inicio ), bajo el submenú programas.

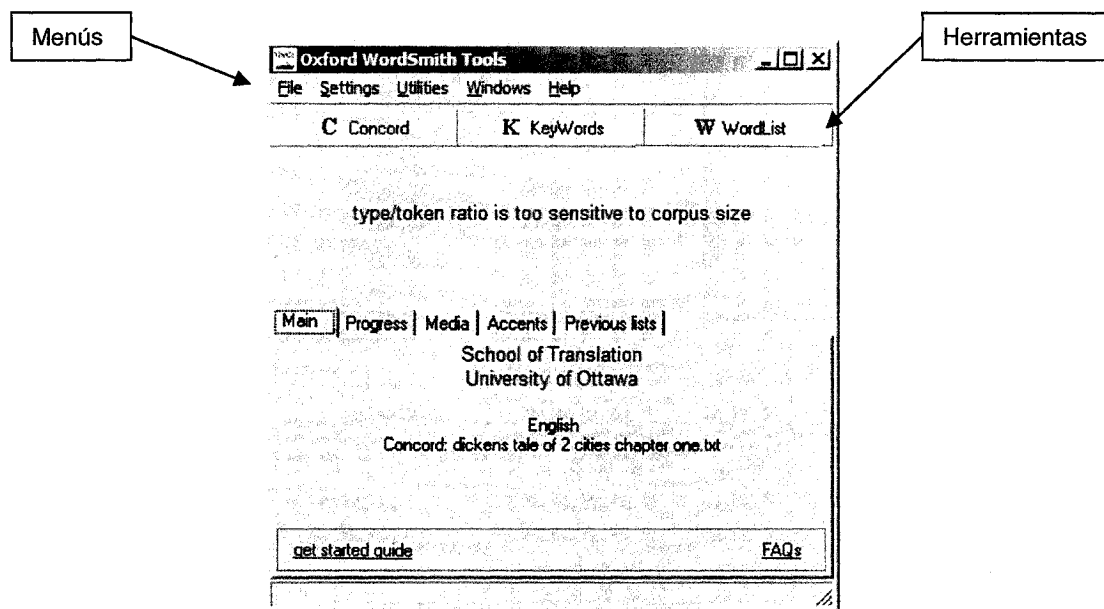
### 3. Registrar el programa

- Abre WordSmith Tools.
- En la ventana del «Controller»/ en el menú «File», haz clic sobre «Update from demo».
- Se abrirá una ventana. Introduce los datos siguientes:

Registered to: XXXXXXXXXXXX  
Other details:  
Registration code: XXXXXXXXXXXX

### 4. Vuelta de reconocimiento

Al arrancar el programa se abre la ventana «Controller», que debe estar abierta en todo momento para el correcto funcionamiento del programa. Para más comodidad, puedes minimizar-la.



**Imagen 2. Ventana «Controller»**

Desde esta ventana podrás navegar entre las distintas herramientas del programa y los menús de opciones. Para este proyecto, nos centraremos en dos de las tres herramientas principales: «Concord» y «WorldList».

### **5. Modificar la lengua de trabajo**

Antes de proseguir, es necesario ajustar los parámetros del programa. Para ello, abre el menú «Settings» y haz clic sobre «Adjust settings....». Se abrirá una ventana con distintas pestañas. Activa la pestaña «Languages».

Como verás (Imagen 3), el español no consta en la lista de idiomas. Es por eso que hay que modificarla.

- Haz clic sobre el botón de la derecha «Edit Languages» y se abrirá una pestaña distinta (Imagen 4).
- Desplaza hacia abajo el menú «Available Languages» de la parte inferior izquierda hasta encontrar «Spanish» y selecciónalo.
- Una vez seleccionado, haz clic sobre la flecha azul a la derecha del menú y verás como se añade a la lista de la derecha.
- Al cerrar la ventana, el programa preguntará si quieres guardar la selección, acepta y a continuación haz clic sobre OK.
- Ahora, el programa está listo para empezar a trabajar.



## 6. «Concord»

«Concord» es un programa que extrae listas de ejemplos del uso de palabras en contexto (concordancias), presentes en el corpus. Por ejemplo, la Imagen 5 muestra una lista de ejemplos del uso de la forma de tratamiento «señor» en distintos textos de Benito Pérez Galdós.

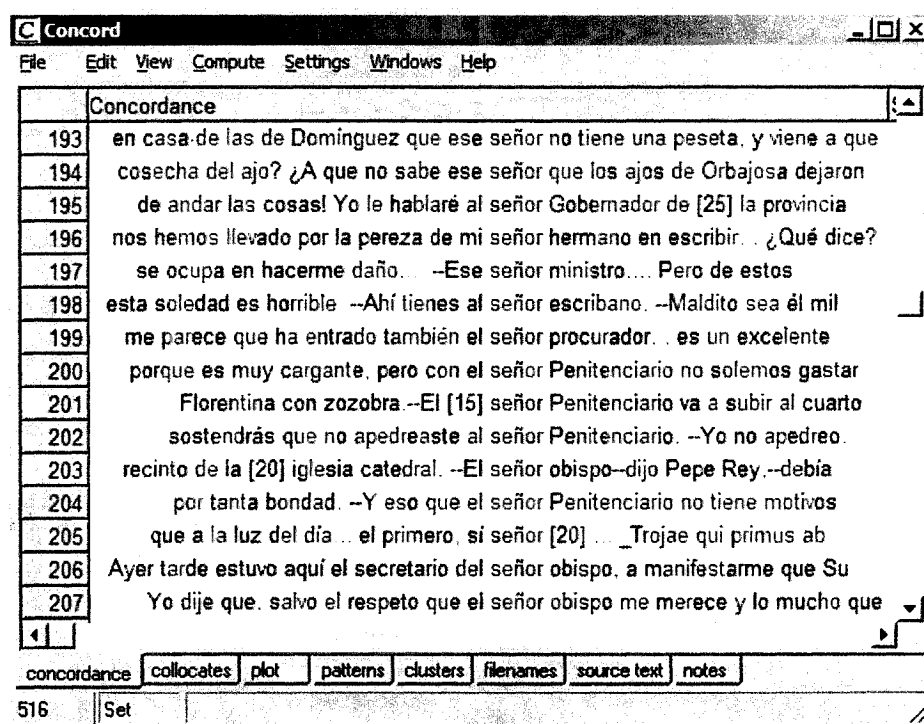


Imagen 5. Lista de concordancias

Uso del «Concord» paso a paso:

- Para abrir la herramienta, haz clic sobre el botón «Concord» de la ventana «Controller».
- Para realizar una búsqueda, abre el menú «File» y haz clic sobre «New». O simplemente usa el atajo Ctrl + N.
- En la primera pestaña «Texts» es dónde puedes escoger en qué textos se llevará a cabo la búsqueda.
- Haz clic en el botón «Choose Texts Now» y se abrirá una ventana nueva. En la parte izquierda verás la estructura de la raíz de tu ordenador. Usa el botón  para subir niveles o haz clic en las distintas carpetas para abrirlas.
- Una vez hayas encontrado la carpeta «Tutorial», selecciona los documentos **PerezGaldos-Fontana.txt**, **PerezGaldos-Fortunata.txt** y **PerexGaldos-Perfecta.txt**.
- A continuación, haz clic sobre la flecha azul a la derecha del menú y verás como se añade a la lista de la derecha.
- Haz clic sobre  en la esquina superior derecha.

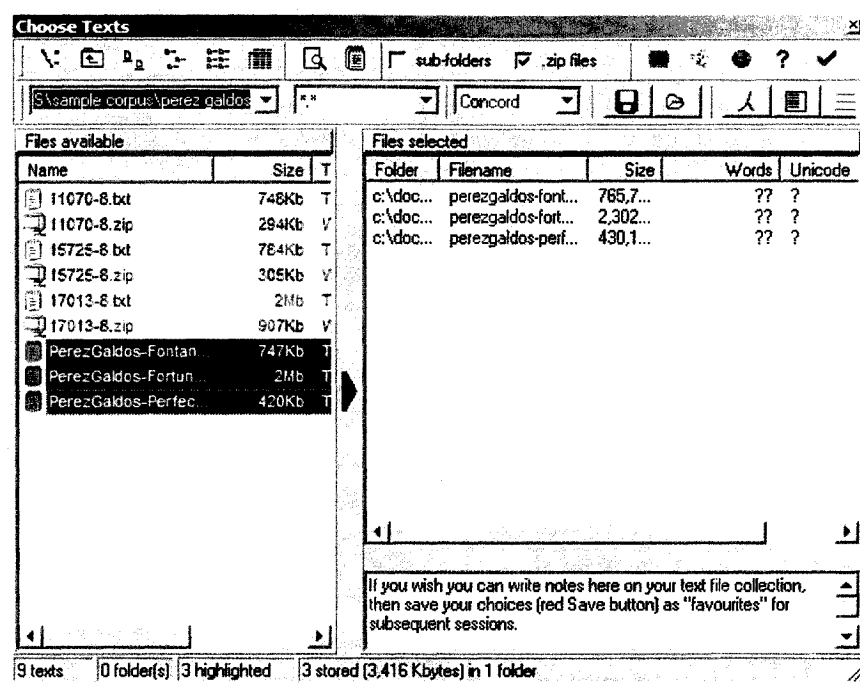


Imagen 6. Ventana de selección de textos.

### 6.1 Búsqueda básica

La ventana de búsqueda se abre automáticamente tras escoger los textos con los que quieres trabajar. Si no fuera así, abre el menú «File» de la ventana «Concord» y haz clic en «New» o pulsa Ctrl + N.

«Concord» dispone de dos interfaces de consulta: una básica (pestaña «Search Word») y otra avanzada (pestaña «Advanced»). En el cajetín de búsqueda pueden introducirse palabras o expresiones (Imagen 7). Por defecto, el programa no diferencia entre mayúsculas o minúsculas. Una de las virtudes de esta herramienta es su sintaxis de consulta:

| Símbolo | Descripción                                                                                                                                          | Ejemplos                                  |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| *       | ignorar el final de la palabra,<br>ignorar el principio de la palabra,<br>ignorar el principio y el final de la palabra,<br>ignorar toda una palabra | tele*<br>*ness<br>*happi*<br>book * hotel |
| ?       | aceptar cualquier carácter, incluso signos de puntuación                                                                                             | Engl???                                   |
| #       | aceptar cualquier cifra, del 0 al 9                                                                                                                  | ?50.00<br>\$###<br>£##.00                 |
| ^       | aceptar cualquier letra del alfabeto                                                                                                                 | Fr^nc^                                    |
| ==      | respetar mayúsculas o minúsculas                                                                                                                     | ==French==<br>==Fr*==                     |
| /       | Separar palabras alternativas.                                                                                                                       | may/can/will                              |

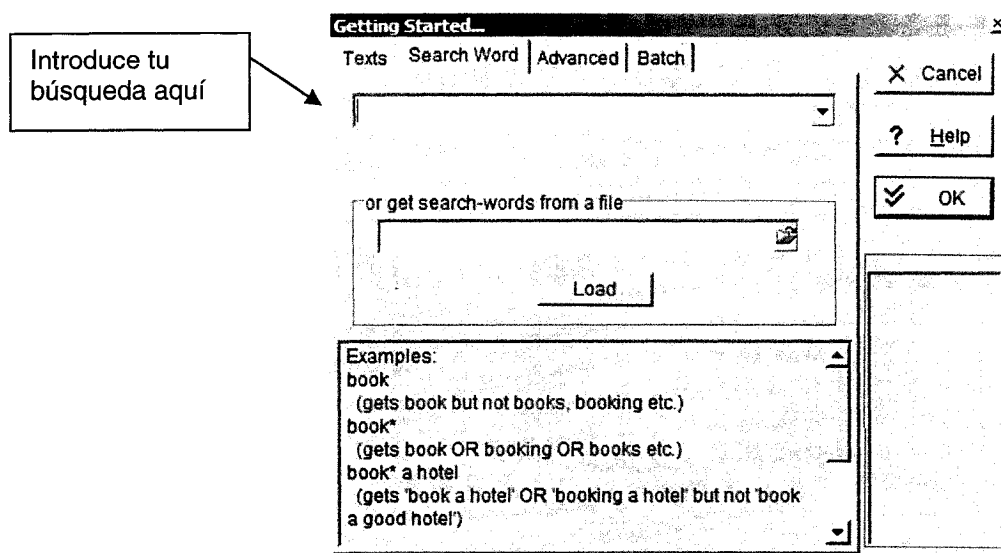


Imagen 7. Búsqueda básica.

## 6.2 Búsqueda avanzada

En la siguiente pestaña «Advanced», las opciones de búsqueda avanzada permiten introducir dos condiciones a la búsqueda básica.

- 1) Buscar ejemplos de expresiones que contengan una palabra o expresión principal, introducida en el cajetín de texto de la búsqueda básica, a cierto número de palabras hacia la derecha (R) o izquierda (L) de otra palabra o expresión, que debe introducirse en esta misma pestaña «Advanced».
- 2) Excluir ejemplos que contengan cierta palabra o expresión.

**Recuerda:** Puedes servarte de la misma sintaxis de consulta.

En la parte inferior derecha verás un cuadro resumen de los parámetros de consulta que has introducido.

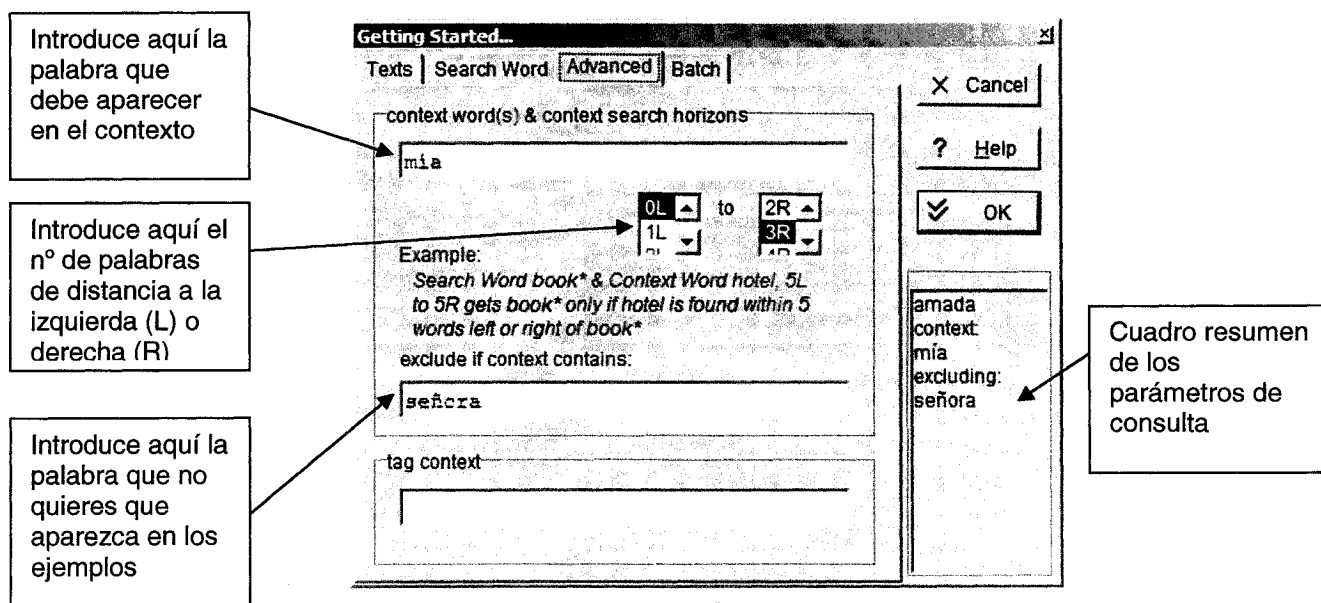
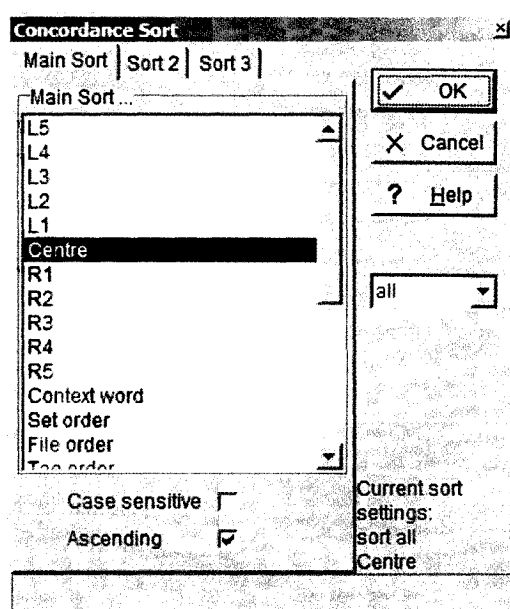


Imagen 10. Ventana de búsqueda avanzada

A menudo se obtienen cantidades ingentes de ejemplos, que aunque pueden contener una gran riqueza de información, puede resultar imposible de analizar. Para facilitar la explotación de los resultados, el programa ofrece una gran variedad de maneras de ordenar estos últimos. Para ello, haz clic sobre la barra «Concordance» sobre la lista de ejemplos y se abrirá una ventana nueva llamada «Concordance sort», en la que podrás establecer tres criterios de ordenación. Generalmente, un solo criterio bastará.

En la Imagen 8 puedes ver la lista de criterios disponibles. Cada opción ordenará los ejemplos alfabéticamente en función del elemento seleccionado. Por ejemplo, si se realiza una búsqueda de ejemplos donde aparezca las preposiciones «para» o «por» y se ordenan según «Centre», todos los ejemplos que contengan para se listarán antes que los que contengan por. Las opciones L1, L2, L3, L4 y L5, listarán los ejemplos en orden alfabético según la palabra que se encuentre a 1, 2, 3, 4 o 5 palabras de distancia de la palabra o expresión introducida en la búsqueda básica. R1, R2, R3, R4 y R5 harán lo mismo pero hacia la derecha. Finalmente, la opción «Context Word» ordenará los ejemplos alfabéticamente según la palabra o expresión introducida en la pestaña de búsqueda avanzada.



**Imagen 8. Criterios de ordenación.**

Como se puede observar en la Imagen 9, ordenar los ejemplos ayuda a descubrir tendencias y construcciones. Por ejemplo, la Imagen 9 ilustra el uso de la locución «por mucho que».

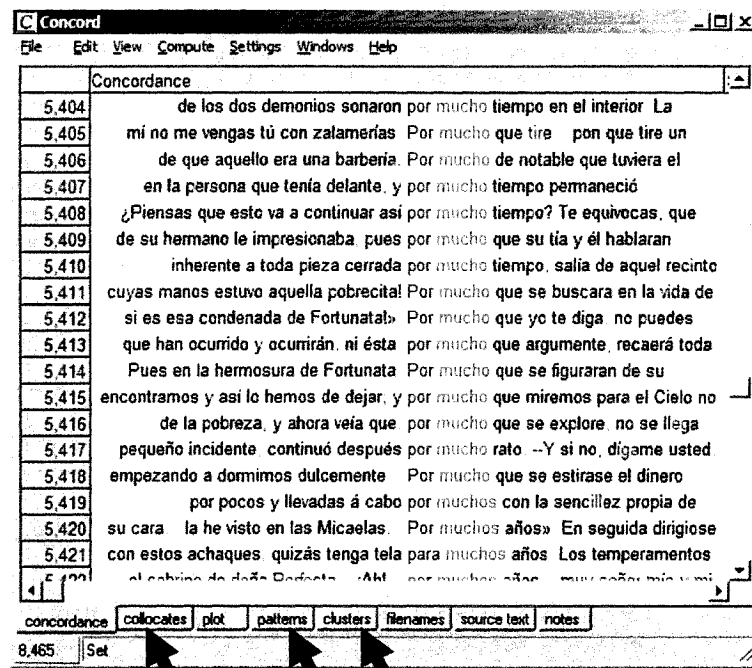


Imagen 9. Ejemplos ordenados según L1

El programa todavía tiene más herramientas de análisis. Bajo la lista de ejemplos se encuentran una serie de pestañas. Hasta ahora, hemos trabajado sólo en la pestaña «Concordance». Sin embargo, encontrarás información muy interesante en las pestañas «Collocates», «Patterns» y «Clusters» (Imagen 9).

### 6.3. «collocates»

La información que contiene esta pestaña pretende ayudar a identificar tendencias y estructuras. La tabla de datos muestra las veces que la palabra de la primera columna aparece junto a la palabra de la segunda y en qué posición se encuentra (una, dos, tres palabras a la derecha, a la izquierda etc.).

Inicialmente la tabla está organizada por orden de frecuencia. Sin embargo, haciendo clic sobre el título de cada columna los datos pueden reorganizarse alfabéticamente o de mayor a menor y viceversa.

### 6.4. «patterns»

Esta ventana ofrece la misma información que la anterior pero de forma distinta. Mientras que la anterior expresa la relación de las palabras en cifras, ésta muestra listas de palabras ordenadas de mayor a menor frecuencia. Aunque mostrar dos veces la misma información puede parecer redundante, recuerda que hay quien interpreta mejor la información en cifras y quien la interpreta mejor en palabras.

El valor de frecuencia varía en función del corpus que usemos. Por ejemplo, en un corpus pequeño (10 000 palabras) 20 ocurrencias de una determinada estructura pueden representar una frecuencia elevada mientras que si se tratara de un corpus grande (100 millones de palabras), 20 ocurrencias indicarían una estructura de uso marginal. Por eso puede personalizarse el valor de frecuencia mínimo:

- a. Ve a la ventana «Controller», menú «Settings», «Adjust Settings....» y a la pestaña «Concord».
- b. En la parte inferior de ésta, en el cuadro «Collocates», puedes modificar el valor de frecuencia mínimo, el número de palabras por unidad, el número de palabras que se considerarán alrededor y los límites de análisis, por ejemplo, se puede detener el análisis siempre que se llegue al final de una frase.

### 6.5. «clusters»

Esta pestaña presenta grupos de tres palabras que aparecen con frecuencia en la lista de ejemplos. Este análisis saca a relucir estructuras fraseológicas.

#### Ejercicios:

- a. Busca ejemplos del uso de la conjunción «sino».
- b. Ordena los ejemplos por la primera palabra a la derecha y observa las distintas proposiciones que puede introducir la construcción.
- c. Busca los parónimos de la palabra lamento (lament\*).
- d. Busca ejemplos de palabras que usen el prefijo des- (des\*).
- e. Busca ejemplos de las conjunciones disyuntivas «ora .... ora», «o...o»
- f. Busca ejemplos donde «señor» y «don» aparezcan en la misma frase.
- g. Busca ejemplos del uso de «más», observa las pestañas «collocates», «patterns» y «clusters» y decide cual te parece más útil.

### 7. «WordList»

Como el nombre indica, en esta pestaña puedes elaborar listas de palabras según la frecuencia con la que aparecen en el corpus. Puedes reordenar la lista alfabéticamente, de mayor a menor frecuencia o por archivo con sólo hacer clic sobre el título de cada columna.

#### 7.1 «Stop List»

Si lo que te interesa son palabras de contenido, puede que preposiciones, artículos y demostrativos, (las palabras, por su función, más frecuentes en español) entorpezcan tu trabajo.

Para solucionar este problema puedes crear una lista con las palabras que quieres excluir del análisis.

- d. Escribe la lista en la Libreta de notas o en cualquier otro programa siempre y cuando guardes el archivo como sólo texto (.txt).
- e. Separa las palabras con comas o escribe una palabra por línea.
- f. Una vez tengas la lista, ve a la ventana «Controller», al menú «Settings», en la opción «Adjust Settings...», en la pestaña «Lists».
- g. Una vez ahí, en el cajetín «stop list» busca la lista que acabas de crear en tu ordenador pulsado el botón  y cuando la encuentres, selecciónala.
- h. Haz clic sobre el botón «Load».

La próxima vez que crees una lista de palabras, el programa ignorará las palabras que se encuentren en esta lista.

Para modificar la lista, haz los cambios en el documento de texto y luego ven a esta misma ventana y haz clic sobre «Edit».

### 7.2. «Compare WordLists»

La herramienta «WordList» tiene una opción que permite comparar dos listas de palabras para extraer las palabras más frecuentes que difieren en una y otra lista. Este tipo de información sirve para comparar estilos o contenido. Por ejemplo, si se comparan dos listas una a partir de un corpus técnico sobre motores y la otra sobre textos literarios del siglo XX, aparecerán grandes diferencias terminológicas. O si se comparan listas hechas a partir de textos del siglo XVI y del siglo XX, los resultados mostrarán diferencias de grafía.

Para usar esta opción, crea una lista de palabras de cada texto o grupo de textos que quieras comparar y guárdalas. Para guardar una lista ve al menú «File» de la ventana «WordList» y haz clic sobre la opción «Save» (📁) o usa el atajo Ctrl + F2.

#### **Ejercicios:**

1. Haz una lista de palabras de uno de las tres obras de Pérez Galdós.
2. Con la ayuda de la lista anterior, crea una lista de las palabras gramaticales más frecuentes del español que quieras excluir del análisis («stop list»). Guarda esta lista, puede servirte durante el experimento.
3. Haz una nueva lista de palabras usando la lista que has creado en el ejercicio 2.
4. Compara las listas de palabras de dos obras de Pérez Galdós.
5. Compara las listas de palabras de una obra de Pérez Galdós, escrita en el siglo XX y de La Celestina escrita en el siglo XVI (archivo **RojasF-lacelestina.txt**)

## 2. Experiment Instructions

### INSTRUCCIONES

En primer lugar, muchas gracias por participar en este experimento.

- Objeto:** Con este experimento se pretende evaluar la utilidad de un corpus electrónico como recurso de traducción en proyectos que impliquen localización dialectal.
- Logística:** Las participantes deben dividirse en dos grupos: Agua y Fuego. Dentro de cada grupo, los participantes se numerarán, por ejemplo: Agua1, Agua2, etc.
- Los textos que deben traducirse están disponibles en francés y en inglés. Podéis escoger la lengua del original con la que os sintáis más cómodas.
- Encargo:** Durante todo el experimento, debéis imaginar que os han encargado traducir los textos en cuestión para ser publicados en Argentina, más concretamente en Buenos Aires, en el periódico «Clarín». El cliente quiere que los textos estén localizados a la variante Argentina, en particular, bonaerense.
- Duración:** Tenéis 1h para las tareas 1 y 2 respectivamente y tiempo ilimitado para la tarea 3. Deberéis anotar la hora de inicio y fin de cada tarea al final de la traducción. No tenéis que usar todo el tiempo disponible si no es necesario, pero en ningún caso podréis dedicar más de 1 hora a las tareas 1 y 2.
- Preparativos:** Descomprimid el archivo experimento.zip en una carpeta nueva. Deberán crearse 3 archivos y una carpeta: Texto1.doc, Texto2.doc, Cuestionario.doc y la carpeta *ClarínInformática*.

|                  |                                                                                                                                                                                 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ATENCIÓN:</b> | Aunque se trate de un experimento, las traducciones serán evaluadas por revisores profesionales. Es importante que traduzcáis los textos como si de un encargo real se tratara. |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

¿Preparados? ¿Listos? ¡Ya!

XXX

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## TAREA 1

---

**Agua:** Traducir el documento Texto1.doc

**Fuego:** Traducir el documento Texto2.doc

**Todas:** Duración: 1h

Recursos: Todos los que usaría un traductor en una situación de traducción real excepto cualquier tipo de corpus. Podéis usar todos los recursos de la biblioteca de la facultad, diccionarios, Internet pero **NO** debéis utilizar el Corpus *ClarínInformática* ni el Corpus de la RAE, ni ningún otro tipo de herramienta similar.

Al terminar la tarea, guardad la traducción en Word con el nombre **Texto<vuestro nº><Agua o Fuego><vuestro nº>.doc**. Por ejemplo, Texto1Agua1.doc

**!!!Es extremadamente importante que guardéis los archivos siguiendo estas instrucciones porque será el único modo de saber qué recursos habéis usado!!!**

Anotad la hora de inicio y fin de la tarea al final de la traducción.

Recursos de interés:

**Enlaces:**

- [Diccionario Panhispánico de Dudas de la RAE](#)
- [Diccionario de Regionalismos de la Lengua Española](#)
- [Diccionario Argentino-Español](#)
- [Glosario de la Biblioteca Digital Argentina](#)
- [Diccionario del Museo José Hernández](#)
- [Vocabulario Gaucho Explicado](#)

**Diccionarios disponibles en la UPF-Rambla:**

- ABAD SANTILLÁN, Diego. *Diccionario de argentinismos de ayer y de hoy*. Buenos Aires: Tipográfica Editora Argentina, 1991. PC4872 .A23 1991
- HAENSCH, Günter; WERNER, Reinhold. *Diccionario del español de Argentina. Español de Argentina – Español de España*. Madrid: Gredos DL, 2000. PC4872 .D53 2000
- VERDEVOYE, Paul; Fernando Colla Héctor. *Léxico argentino-español-français*. Madrid: CSIC, 1992. PC4872.F74 L49 1992

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## TAREA 2

---

**Agua:** Traducir el documento Texto2.doc

**Fuego:** Traducir el documento Texto1.doc

**Todas:** Duración: 1h

Recursos: El corpus *ClarínInformática*, WordSmithTools y todos los recursos típicos de una situación de traducción: diccionarios monolingües, bilingües, etc. Recordad que **la herramienta de trabajo principal debe ser el corpus**.

Al terminar la tarea, guardad la traducción en Word con el nombre **Texto<vuestro nº><Agua o Fuego><vuestro nº>.doc**. Por ejemplo, Texto2Agua1.doc

**!!!Es extremadamente importante que guardéis los archivos siguiendo estas instrucciones porque será el único modo de saber qué recursos habéis usado!!!**

Anotad la hora de inicio y fin de la tarea al final de la traducción.

Consejo:

Al abrir los textos en Wordsmith, podéis seleccionar la carpeta *ClarínInformática* y pulsar la flecha azul para abrir todo el corpus de una sola vez.

---

### **TAREA 3**

---

Todas las participantes deberán rellenar el cuestionario del documento **cuestionario.doc**. Para esta tarea **no hay límite de tiempo**. Una vez rellenado, guardad el documento con el nombre **Cuestionario<Agua o Fuego><Vuestro nº>.doc**, por ejemplo: CuestionarioAgua1.doc

---

### **TAREA 4**

---

Enviad los 3 documentos que habéis creado (Texto1XXXN.doc, Texto2XXXN.doc y CuestionarioXXXN.doc) a XXXX@XXXXXX

**De nuevo, ¡muchísimas gracias por vuestra colaboración!**

**FIN**

### 3. Questionnaire

Participante: Agua1

#### CUESTIONARIO

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##### Conocimiento del español de Argentina

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1. Antes de realizar este experimento...
- ☐ desconocía que hubiera diferencia alguna entre el español de España y el de Argentina.
  - ☐ sabía que existen diferencias entre las variedades pero no hubiera sabido identificar en qué radican.
  - ☐ conocía las características de la variedad Argentina pero no hubiera sabido reproducirlas.
  - ☐ conocía las características de la variedad Argentina y dominaba ambas variedades indistintamente.

---

##### Experiencia en traducción

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2. En este momento, he cursado ..... en traducción.
- ☐ una licenciatura
  - ☐ un máster
  - ☐ un doctorado (☐ 1r curso, ☐ 2º curso, ☐ 3r curso, ☐ 4º curso)
3. Trabajo como traductora desde hace ...
- ☐ menos de un año.
  - ☐ menos de dos años.
  - ☐ menos de cinco años.
  - ☐ más de cinco años.

---

##### Conocimientos en informática

---

4. En general, cuando tengo que trabajar con ordenadores,...
- ☐ siento pánico, los aborrezco.
  - ☐ me defiendo, pero me dan aprensión.

☐ me siento cómoda, no suelo tener problemas.

☐ me encanta, les hago hacer lo que quiero.

5. ¿Habías utilizado un corpus antes de realizar este experimento?

☐ No, nunca.

☐ alguna vez.

☐ De vez en cuando.

☐ Habitualmente

---

**Impresiones sobre el experimento** —Usa todo el espacio que sea necesario

---

6. ¿Estás satisfecha de tu traducción?

Texto 1:

Escribe aquí tu respuesta

Texto 2:

Escribe aquí tu respuesta

7. ¿Qué recursos has utilizado?

Texto 1:

Escribe aquí tu respuesta

Texto 2:

Escribe aquí tu respuesta

8. ¿Te han sido útiles los recursos tradicionales para realizar esta tarea de traducción? Explica, da ejemplos.

Escribe aquí tu respuesta

9. ¿Te ha sido útil el corpus *ClarínInformática* para realizar esta tarea de traducción? Explica, da ejemplos.

Escribe aquí tu respuesta

---

**Otros comentarios**

---

Escribe aquí tus comentarios

## **APPENDIX E**

### **Evaluator's Documentation Package**

#### **Content:**

##### **1. Evaluation Instructions**

##### **2. Sample Texts**

##### **3. Evaluation Grid**

## INSTRUCCIONES PARA LA EVALUACIÓN

- Objeto:** Evaluar 4 versiones de dos textos, un total de 8 textos, en función de su adecuación a la variedad Argentina del español, en particular, al español bonaerense.
- Contexto:** La evaluadora, al leer los textos, debe preguntarse:  
*¿Da el texto la sensación de haber sido escrito por una persona de Argentina?*  
*¿Hay algún elemento del texto que suena fuera de lugar para un/-a argentino/-a?*  
*¿Si este texto se publicara en el Clarín, sabría el lector si el texto ha sido escrito por una persona argentina o no?*
- Límites:** No se trata de evaluar o revisar la tarea de traducción. El objeto de la evaluación no es juzgar si se ha usado el término técnico correcto ni si la traducción es fiel o no al original. Por este motivo no se han proporcionado los textos originales.
- Herramientas:**
1. Tres textos-ejemplo extraídos del periódico el *Clarín* de temática y formato similar a los textos a evaluar: Ejemplo1.doc, Ejemplo2.doc y Ejemplo3.doc.
  2. Formulario de evaluación: Evaluacion.doc

### 3. Sample texts

#### EJEMPLO 1

##### MODELOS PARA CADA NECESIDAD

Elegí la impresora que más te convenga

Cuál es el equipo que más se ajusta a tus necesidades en tu casa, la oficina o el estudio. Modelos, características y precios.

Marcelo Bellucci

El concepto de que existe una impresora para cada necesidad, más que un estímulo puede resultar una carga para el comprador. Cuando llega el momento de tomar una decisión, hay **muchísimos modelos** disponibles, con tantas **similitudes como diferencias**.

Para barrer con toda la incertidumbre que rodea a una buena elección, aquí va un detallado informe con la descripción de los diferentes equipos que hay en el mercado, sus características técnicas y el espacio en donde mejor se acomodan: **el hogar, una oficina o para uso profesional**. Por eso, antes de pensar en una marca o hablar de algún precio, la pregunta obligatoria es **¿Cuál es el uso que se le va a dar a la impresora?**

Las variables que marcan la diferencia en cualquier impresora son: la velocidad, que se expresa en páginas por minuto (**ppm**), la resolución máxima, que se mide en puntos por pulgada (ppp o dpi), el precio de los insumos y su rendimiento.

**Básicas y compactas.** El segmento más económico pero no menos efectivo lo ocupan las impresoras de **chorro de tinta**, consideradas como las reinas en el rubro hogareño. Se destacan por ser **livianas y delgadas**, un detalle que las califica para ocupar un lugar en el escritorio de los profesionales independientes.

Quien esté considerando una máquina de estas características para imprimir todo tipo de documentos, páginas web y ocasionalmente alguna que otra foto, tiene varias alternativas a su alcance.

Dentro de la línea más accesible de cada marca, la HP DeskJet 3535, que tiene una bandeja de entrada para cien hojas y un ciclo de trabajo de quinientas páginas por mes, **cuesta \$179**.

La Canon iP1000 logra una marca de 14 ppp en negro y 11 a color, a una resolución de 4.800 por 1.200 dpi, está en **us\$63**. La Lexmark Z615 sale **por \$180** y la Epson C45 **cuesta \$250** y viene con un cartucho negro de regalo.

**A puro color.** Un escalón arriba llegan los equipos de chorro de tinta que imprimen con **calidad fotográfica**. La diferencia con las anteriores —además del precio— es la tecnología que éstas ponen en juego. El mayor logro es que no requieren de una conexión a la PC para sacar una copia, imprimen imágenes de 10 por 15 cm. (y otros tamaños) sin bordes, incorporan lectores de diferentes tarjetas y algunas vienen con un display de color que permite realizar ajustes a la imagen.

Si de rapidez se trata, la tecnología de impresión de las Canon PIXMA iP3000 logra imprimir una foto de 10 x 15 cm en 36 segundos. Tiene una resolución de 4.800 por 1.200 dpi y cuesta us\$166. Para evitar el desperdicio de tinta, utiliza un sistema de cuatro cartuchos combinados. El negro cuesta **us\$ 16,80** y los otros, **us\$11 cada uno**.

La HP Photosmart 8150 tiene un visor de color de 6,4cm para retocar el brillo o el contraste de las fotos, reconoce once tipos de tarjetas de memoria, se le puede agregar un adaptador Bluetooth para enviar los trabajos desde otro dispositivo inalámbrico. Su precio es **de \$800**. Lleva dos cartuchos: **el cartucho negro sale \$ 72 y el color \$84**. Se le puede agregar un cartucho fotográfico opcional que **cuesta \$ 85**.

Para lograr la apariencia de las fotos convencionales, la Lexmark Z715 saca copias sin bordes y a seis colores con el cartucho fotográfico, que se vende por separado. **Su precio es de \$250**. Consume dos tanques. El precio de los cartuchos de alto rendimiento es: negro es **de \$105 y el color \$135**. En bajo rendimiento, el negro sale **\$64 y el color \$66**.

**Todos para uno.** Por sus prestaciones, la comodidad, pero sobre todo por su reducido tamaño, los equipos multifunción de chorro de tinta se pueden incluir en la lista de una casa, la oficina o el estudio de cualquier profesional. Las funciones básicas que ofrecen son: imprimir, escanear, sacar fotocopias y mandar faxes.

Y como si lo que brindan fuera poco, son muy accedibles, el HP PSC 1210 **cuesta \$300**. Mientras que la Epson Stylus CX 3500 vale **\$ 470**. Lleva dos cartuchos el color sale **por \$27 y el negro \$40**.

**Rapidez y productividad.** En el terreno de la oficina, lo que impera no es tanto la calidad de las copias sino el tiempo que demoran en salir. Los equipos láser son la opción indicada para el que precise rapidez y calidad.

La Lexmark E230 es un equipo de escritorio, con un diseño compacto, cuyo valor es **de \$600**. La Phaser 3116 es un equipo para oficinas con bajo volumen de impresión que cuesta

us\$154 más IVA. Para quien pretenda velocidad, pero también una gran calidad en la impresión, los equipos láser color son la mejor opción. La HP Color LaserJet 2600n se consigue por \$1.650.

## EJEMPLO 2

### TUS CIBERFOTOS LLEGAN ADONDE VOS QUIERAS

Paso a paso, cómo lograr que tus imágenes pasen fácil, rápido y sin problemas desde el teléfono móvil a otra computadora, a otro teléfono celular o al papel. Cómo enviarlas como MMS. Y qué cables, tarjetas y softs precisás.

Miguel Distéfano

Sacar e imprimir fotos con un celular es cada vez más fácil: los teléfonos móviles de última generación permiten enviar desde allí a la impresora a través de la tecnología inalámbrica Bluetooth, siempre que la impresora acepte esa norma.

Las fotos no sólo se pueden ver en estos dispositivos sino que pueden llegar a otros aparatos similares **a través de los mensajes multimedia (los MMS)** o, directamente, a la PC vía cable USB, Bluetooth o infrarrojo. Desde la compu se puede armar un álbum digital para guardar en CD o imprimirlas.

### ¿Celulares o cibercámaras?

Son cada vez más los teléfonos celulares que traen cámara digital incorporada. Y si hasta no hace mucho cumplían modestamente con la tarea de sacar fotos (con baja resolución, sin flash, poco brillo), hoy están mucho más cerca de la perfección. Hay teléfonos con prestaciones muy similares y, en ocasiones, superiores a las de varias digicámaras hogareñas, con lentes profesionales y que pueden sacar fotografías con una resolución de hasta 7 megapíxeles. Las fotos, entonces, tienen cada vez una mayor calidad, lo que se traduce generalmente en un mayor tamaño (los teléfonos tienen cada vez más capacidad o incluyen tarjetas de expansión de memoria).

Por eso, a la hora de compartirlas con familiares o amigos a través de los **mensajes multimedia**, la cosa empieza a complicarse. Enviar un MMS con una foto en alta calidad puede tardar mucho o, directamente, no llegar.

Para poder disfrutar de las fotos más allá de verlas en el celular, conviene pasarlas a la computadora. El problema es que muchos teléfonos (generalmente, los de rango bajo), no

permiten sacar las fotos del celular por otro medio que no sea los mensajes multimedia. En cambio, muchos otros emplean tarjetas de expansión de memoria. Como por ahora no hay un estándar para estos minidisquetes, cada celular puede traer ranura para **Memory Stick, SD, MMC** o algún otro **tipo de tarjeta**.

Su tamaño también varía: van de los 16 o 32 MB hasta los 512 MB e incluso 1 GB. Después, la tarjeta puede colocarse en una PC con ranuras para tal fin (algunas modernas, generalmente de marca, las traen). Y muchas impresoras dedicadas a imprimir ciberfotos incluyen ranuras para los formatos más populares de tarjetas.

### **Cómo sacar las fotos**

Lo primero es preguntar cómo se puede sacar las fotos de allí para enviarlas a la PC. Generalmente, el cable y el software son accesorios opcionales y, por ahora, bastante caros. En algunos casos, lo único que se vende aparte es el cable, ya que el software se puede bajar en forma gratuita desde Internet. Lo único que hay que fijarse con cuidado es el **modelo** de teléfono y el **sistema operativo** que utiliza la computadora, para bajar la versión de software adecuada. Las formas más comunes de transmitir una imagen desde un celular a una PC impresora son:

**MMS (Multimedia Message Service)**. Enviar un MMS a otro teléfono es fácil, siempre que el celular lo permita. En este caso, estos mensajes podrán ir y venir. Como los mensajes de texto, los MMS se pueden enviar de una red de telefonía móvil a otra, en el caso de que sean compatibles.

Los celulares con tecnología GPRS que ofrezcan alta velocidad de transferencia pero que no admitan mensajes multimedia podrán ver, al menos, un mensaje con una dirección web y una contraseña, aunque no puedan leerlo en el celular. También se puede enviar estos mensajes a direcciones de e-mail. Tampoco hace falta, sí o sí, un celular con pantalla en color. Se puede ver los mensajes tipo MMS en pantallas en blanco y negro.

Para enviar un mensaje, hay que ir a la opción **Mensajes** y seleccionar **Escribir un nuevo mensaje**. Según el aparato, habrá una serie de opciones para escribir el mensaje, por ejemplo la de **Multimedia message**. Después habrá que escribir el nombre del destinatario, el asunto del mensaje y algún texto. Luego, en **Options**, se le podrá insertar un archivo multimedia (audio, foto o video). Cuanto más grande sea la imagen, más tardará en llegar a destino.

### **Infrarrojo y bluetooth**

Los celulares con puerto infrarrojo (IrDA) permiten enviar las imágenes de manera rápida y sencilla. Eso sí, el puerto tiene que estar activado tanto en el celular como en la PC (sólo lo tienen algunas de las más nuevas) o en la impresora. El proceso de envío es simple: en el

celular, hay que escoger la imagen a enviar y, en la opción **Send** o **Envío**, elegir entre las opciones IrDA o infrarrojo y seleccionar **Transmitir**.

Para que se pueda completar la transferencia, los puertos deben estar frente a frente y bien cerca uno de otro. Si en la PC o en la impresora el puerto está activado, la imagen llegará enseguida.

Si teléfono y PC tienen Bluetooth, el envío será aún más fácil. Con este sistema se puede transmitir datos hasta a 10 metros (sin obstáculos). Bastará con elegir la imagen y el sistema de envío.

### **EJEMPLO 3**

#### **ARMÁ YA TU PROPIA RED CASERA**

Si querés poner dos o más PC en red, estos consejos te van a sacar las típicas dudas y te harán perder definitivamente el miedo. ¿Qué tipo de red es más conveniente? ¿Cómo incorporo notebooks? ¿Y qué hay de los viejos periféricos? ¿Implica riesgos el armado de una red?

David Pogue

Trabajar en red puede ahorrarnos mucho dinero. Y, además, ganar en comodidad, en organización y hasta en estética hogareña. Por ejemplo, permite tener **una sola instalación de cabledem, ADSL o impresora para usar con todas las computadoras de la casa**. También compartir información: uno puede copiar archivos, verificar la agenda de la familia y hasta ver fotos o conectar un MP3 para acceder a archivos musicales, aprovechando contenidos y recursos que residen en otra computadora de la casa, quizás ubicada a varios metros. Y para hacerla completa, este tipo de instalación permite jugar en red con otros miembros de la familia.

Muchos instalaron su propia red hogareña con éxito. Otros se desmayan con sólo de pensarlo. Y una gran mayoría piensa que le resultaría interesante tener una pero al mismo tiempo entienden que, para instalarla, hace falta estar capacitado. La verdad es que la tarea no es en absoluto complicada, aunque con esta completa guía de preguntas y respuestas sobre la instalación de una red hogareña todo será aun más sencillo.

#### **¿Qué tipo de red debería instalar, ¿con conexión por cable o inalámbrica?**

Todavía es recomendable el método de conexión en estrella usando los llamados cables

Ethernet: es barato, baja rápido los datos y, si se compara a las redes inalámbricas, es de gran seguridad. Todas las computadoras Mac y muchas con Windows tienen incorporado un sistema de puertos Ethernet.

La idea es conectar todas sus computadoras a un router. El router permite que todas las computadoras se comuniquen entre sí y también con el cablemodem o el ADSL. Además, hay routers que también pueden funcionar como filtro de contenidos.

La desventaja de adoptar el Ethernet es que el piso se va a llenar de cables, y probablemente termine habiéndolos hasta en las paredes. La alternativa más prometedora es la red inalámbrica, también conocida como Wi-Fi 802.11 o Airport. Este sistema trabaja un poco como un teléfono inalámbrico: con un Access Point (router inalámbrico) la casa se tapiza con una señal de red. Por su parte, un adaptador inalámbrico permite que cada computadora reciba la señal. La mayoría de las nuevas notebooks tienen esta característica incorporada. Otras pueden ser equipadas con un adaptador tarjeta Wi-Fi. Y se puede convertir la computadora de escritorio en inalámbrica incorporándole un adaptador Wi-Fi.

### **¿Qué ocurre si tengo dos computadoras de escritorio y dos notebooks inalámbricas?**

En ese caso, convendría comprar un router inalámbrico multipuerto. Viene equipado con enchufes para cuatro cables Ethernet, y también con antenas que transmiten una señal inalámbrica para sus notebooks Wi-Fi.

### **¿Es verdad que con una red inalámbrica alguien podría espiar y revolver mis datos.**

En teoría, es posible que algún curioso infiltrado intercepte su comunicación inalámbrica, incluso las contraseñas. En las redes públicas inalámbricas que no requieren de una contraseña para entrar, como las disponibles en los lobbies de los hoteles, es un riesgo difícil de evitar.

Aunque es difícil que alguien esté interesado en espiar a un usuario dentro de su casa, hay manera de protegerse ante esta eventualidad: conectar la contraseña opcional de Wired Equivalent Privacy (WEP), un sistema cifrado o el Wi-Fi Protected Access, más conocido como WPA.

### **¿Esto significa que cada vez que me conecte tendré que establecer una contraseña nueva?**

No. Los sistemas operativos Mac OS X y Windows XP pueden recordar la contraseña.

### **¿Qué tipo de equipo inalámbrico debería comprar?**

Cada dos años, la industria informática lanza nuevos y más rápidos modelos para redes inalámbricas. Se los reconoce por los antipáticos nombres de 802.11a, 802.11b y 802.11g. La variedad "g" es más rápida y tiene mayor cobertura que las viejas categorías "a" o "b". Y, además, es compatible con las tres.

### **¿Por qué la conexión a Internet se hace tan lenta?**

En principio, no hay por qué creer que una red más rápida significará más velocidad de Internet. Aún la más lenta de las redes caseras es actualmente más veloz que el verdadero embotellamiento de su cablemódem o de una ADSL. Una red más veloz transfiere archivos entre sus propias computadoras con más velocidad pero, en general, no hace diferencia en su actividad en la Web o el correo electrónico.

### **¿Podré conectar mi vieja impresora a mi red?**

Sí. La vía directa es conectando la impresora a la computadora y luego encender la opción Printer Sharing. Para más instrucciones busque "compartir impresora" en la ayuda de Windows XP o Mac OS X. Las otras computadoras podrán mandar datos a esa impresora, siempre que la principal esté encendida.

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#### 4. Evaluation Gris

#### FORMULARIO DE EVALUACIÓN

##### TEXTO 1

##### Evaluación general:

¿Se adecua el texto al uso y al estilo del español bonaerense?

Agua1:    Sí                    Agua2:    Sí                    Fuego1:    Sí                    Fuego2:    Sí

##### Aspectos concretos:

|             |                                                                                            |
|-------------|--------------------------------------------------------------------------------------------|
| Verbos      | ¿Presenta el texto las formas verbales adecuadas? P.ej. voseo.                             |
| Pronombres  | ¿Se usan los pronombres personales adecuados?                                              |
| Léxico      | ¿Los términos usados son los más comunes en Buenos Aires? P.ej. computadora y no ordenador |
| Fraseología | ¿Se usan expresiones, construcciones verbales y fraseología comunes en Buenos Aires?       |
| Otro        | Si existe algún otro aspecto que condiciona la evaluación, coméntelo y dé ejemplos.        |

##### 1. Uso de las formas verbales

| Textos  | Evaluación |
|---------|------------|
| Agua1:  | Adecuado   |
| Agua2:  | Adecuado   |
| Fuego1: | Adecuado   |
| Fuego2: | Adecuado   |

##### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

##### 2. Uso de los pronombres personales

| Textos  | Evaluación |
|---------|------------|
| Agua1:  | Adecuado   |
| Agua2:  | Adecuado   |
| Fuego1: | Adecuado   |
| Fuego2: | Adecuado   |

##### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

##### 3. Uso del léxico

| Textos  | Evaluación |
|---------|------------|
| Agua1:  | Adecuado   |
| Agua2:  | Adecuado   |
| Fuego1: | Adecuado   |
| Fuego2: | Adecuado   |

##### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

##### 4. Uso de la fraseología

| Textos  | Evaluación |
|---------|------------|
| Agua1:  | Adecuado   |
| Agua2:  | Adecuado   |
| Fuego1: | Adecuado   |
| Fuego2: | Adecuado   |

##### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

##### 5. Otros aspectos

| Textos  | Evaluación         |
|---------|--------------------|
| Agua1:  | Comente el aspecto |
| Agua2:  | Comente el aspecto |
| Fuego1: | Comente el aspecto |

##### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

**Fuego2:** Comente el aspecto

Dé ejemplos, si es pertinente.

## TEXTO 2

### Evaluación general:

*¿Se adecua el texto al uso y al estilo del español bonaerense?*

**Agua1:** Sí

**Agua2:** Sí

**Fuego1:** Sí

**Fuego2:** Sí

### Aspectos concretos:

|             |                                                                                            |
|-------------|--------------------------------------------------------------------------------------------|
| Verbos      | ¿Presenta el texto las formas verbales adecuadas? P.ej. voseo.                             |
| Pronombres  | ¿Se usan los pronombres personales adecuados?                                              |
| Léxico      | ¿Los términos usados son los más comunes en Buenos Aires? P.ej. computadora y no ordenador |
| Fraseología | ¿Se usan expresiones, construcciones verbales y fraseología comunes en Buenos Aires?       |
| Otro        | Si existe algún otro aspecto que condiciona la evaluación, coméntelo y dé ejemplos.        |

#### 1. Uso de las formas verbales

| Textos         | Evaluación |
|----------------|------------|
| <b>Agua1:</b>  | Adecuado   |
| <b>Agua2:</b>  | Adecuado   |
| <b>Fuego1:</b> | Adecuado   |
| <b>Fuego2:</b> | Adecuado   |

#### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

#### 2. Uso de los pronombres personales

| Textos         | Evaluación |
|----------------|------------|
| <b>Agua1:</b>  | Adecuado   |
| <b>Agua2:</b>  | Adecuado   |
| <b>Fuego1:</b> | Adecuado   |
| <b>Fuego2:</b> | Adecuado   |

#### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

#### 3. Uso del léxico

| Textos         | Evaluación |
|----------------|------------|
| <b>Agua1:</b>  | Adecuado   |
| <b>Agua2:</b>  | Adecuado   |
| <b>Fuego1:</b> | Adecuado   |
| <b>Fuego2:</b> | Adecuado   |

#### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

#### 4. Uso de la fraseología

| Textos         | Evaluación |
|----------------|------------|
| <b>Agua1:</b>  | Adecuado   |
| <b>Agua2:</b>  | Adecuado   |
| <b>Fuego1:</b> | Adecuado   |
| <b>Fuego2:</b> | Adecuado   |

#### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

#### 5. Otros aspectos

| Textos         | Evaluación         |
|----------------|--------------------|
| <b>Agua1:</b>  | Comente el aspecto |
| <b>Agua2:</b>  | Comente el aspecto |
| <b>Fuego1:</b> | Comente el aspecto |
| <b>Fuego2:</b> | Comente el aspecto |

#### Ejemplos

Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.  
Dé ejemplos, si es pertinente.

## PARTICIPANTES

### Evaluación del trabajo de cada participante:

*¿Si se toman en cuenta los DOS textos producidos por cada participante (Texto 1 y Texto 2), cuál de ellos se adecua mejor al español bonaerense o a un texto susceptible de ser publicado en el periódico Clarín?*

**Agua1:**    Texto 1    **Agua2:**    Texto 1    **Fuego1:**    Texto 1    **Fuego2:**    Texto 1

## **APPENDIX F**

### **Results of the experiment and the evaluation**

#### **Content:**

- 1. Translations**
- 2. Questionnaires**
- 3. Evaluation**

## **1. Translations**

### **TEXTO 1 AGUA 1**

#### **Cómo elegir tu cámara digital**

Ya seas principiante o un experto en fotografía, encontrarás siempre un modelo que te convenga. Te mostramos a continuación un resumen de las cámaras digitales actuales, con una descripción de las características más importantes. Esto te ayudará a encontrar la cámara que vos necesitás.

Decidí cuáles son sus prioridades.

El tipo de cámara que compres dependerá del uso que quieras darle a la misma. Si sabés el tipo de fotos que te gusta tomar más a menudo, esto te ayudará a elegir la resolución y otras funciones que son necesarias.

Empezá por decidir lo que vos necesitás. ¿Querés ver y compartir tus fotos por ordenador o planeás reproducir muchas copias? ¿Hay características específicas que te interesan, como un zoom potente para tomar primeros planos, un software que facilite el envío de fotos por e-mail o una función para filmar videos?

Para las fotos esporádicas, álbumes de familia o una página web personalizada, por ejemplo, un modelo básico con un mínimo de opciones suplementarias seguramente te convendrá. Por el contrario, si necesitás imprimir en grandes formatos (más de 20 x 25 cm.), elegí un modelo con más controles manuales y un número de píxeles ligeramente superior.

Asimismo, si utilizás tu cámara digital para llevar a cabo ilustraciones profesionales o si tu actividad requiere imágenes digitales de calidad profesional, apreciarás la calidad, la velocidad y las funciones especiales de las cámaras digitales más sofisticadas.

He aquí un resumen de lo que existe en el mercado.

Tiempo: 1 hora (10-11h)

## **TEXTO 1 AGUA 2**

Hora de inicio: 19:20h

Hora finalización: 20:26h

Escoger una cámara de fotos digital

Tanto si usted es principiante como si es experto en fotografía, siempre encontrará un modelo que le convenga. Seguidamente detallamos una muestra de diferentes cámaras digitales actuales así como algunas de sus funciones más importantes. Esta información debería ayudarle a encontrar su cámara ideal.

Defina sus necesidades

El tipo de cámara de fotos que compre dependerá del uso que desee hacer de ella. Saber qué tipo de fotos tomará con más frecuencia, será una ayuda para escoger la resolución y otras funciones necesarias.

Empiece por definir sus necesidades. ¿Desea ver y compartir sus imágenes en una computadora o hacer un gran número de copias? ¿Hay alguna función concreta que le interese, como un zoom potente para hacer grandes planos, un software que facilite el envío de sus fotografías por correo electrónico o una función de grabadora de vídeo?

Para tomar fotos ocasionales, para albums familiares o para su sitio web, lo mejor es, sin duda, un modelo sencillo con el mínimo de opciones suplementarias. Por el contrario, si desea hacer grandes impresiones (más de 20 x 25), oriéntese hacia un modelo con más comandos manuales y un número de píxels ligeramente superior.

Así mismo, si utiliza su cámara de fotos para fotografías profesionales o si su actividad se basa en imágenes digitales de calidad profesional, preferirá la calidad, la velocidad y las funciones especiales de las cámaras más sofisticadas.

Vea una pequeña muestra de lo que hay disponible en el mercado.

## **TEXTO 1 FUEGO 1**

Hora inicio: 10.30

Hora fin: 11.30

### **Cómo elegir una cámara digital**

Existen cámaras digitales para todo el mundo, desde principiantes hasta gurús de la fotografía. Aquí tenés una fotografía de las distintas opciones de cámaras digitales en la actualidad, con un resumen de las características más importantes. Debería ayudar a aproximarse a la cámara que está pensada precisamente para vos.

#### **Conocé tus necesidades**

El tipo de cámara digital que comprés dependerá de cómo querés usarla. Saber qué tipo de fotos querés sacar la mayoría de las veces te ayudará a decidir qué resolución y otras características necesitás.

Empezá por identificar tus necesidades. ¿Verás y compartirás fotos en una computadora o pensás imprimir muchas? ¿Estás interesado en características especiales como por ejemplo un zoom potente para primeros planos, software que facilite enviar fotos por e-mail, ajustes manuales o incluso modo de videograbación?

Para fotos esporádicas, álbumes familiares o una página web personal, probablemente será suficiente con un modelo de entrada que tenga los extras mínimos. Por otro lado, si querés impresiones realmente grandes (más de 8" x 10") tendrás que buscar un modelo con ajustes manuales y con un número de megapíxels algo mayor.

Del mismo modo, si utilizás la cámara para trabajos gráficos de manera profesional o si tu negocio depende de imágenes digitales de gran calidad, sin duda apreciarás la calidad, rapidez y características especiales de una cámara más sofisticada.

Este es un resumen de lo que está disponible.

## **TEXTO 1 FUEGO 2**

### **Elección de una cámara digital**

Existen cámaras digitales para casi todo el mundo: desde el fotógrafo aficionado hasta el más experto pueden tener la suya. Aquí le ofrecemos una relación de las diversas cámaras digitales que tiene actualmente a su disposición, y un repaso de sus características más importantes. Le ayudará a escoger la cámara que más se ajusta a sus necesidades.

#### **Conozca sus necesidades**

El tipo de cámara digital que compre dependerá del uso que le quiera dar. Si sabe el estilo de fotos que tomará con más frecuencia, le será más fácil decidir qué resolución y qué otras características tiene que tener la máquina.

Comience por identificar sus necesidades. ¿Verá y compartirá sus fotos en la computadora o prevé que hará muchas impresiones? ¿Está interesado en algunas características específicas, como por ejemplo en un zoom potente para sacar primeros planos, en un software que le facilite el envío de fotos por correo electrónico, en controles manuales o en la función de grabación de video?

Para sacar fotos ocasionalmente, para los álbumes familiares o para una página web personal, probablemente será suficiente un modelo de entrada de gama con las opciones adicionales mínimas. Por otra parte, si quiere hacer impresiones de gran tamaño (más de 20 x 25 cm), tendrá que buscar un modelo con más controles manuales y de resolución ligeramente superior.

Del mismo modo, si tiene que usar la cámara para trabajos gráficos profesionales o si su empresa requiere de imágenes digitales de calidad profesional, seguro que apreciará la calidad, la velocidad y las características especiales de una cámara más sofisticada.

Aquí tiene un repaso de lo que está disponible en el mercado:

Hora de inicio: 18:04 h

Hora de fin: 19:10 h

## **TEXTO 2 AGUA 1**

### **Impresoras para fotos al servicio de tu empresa**

Convertíte en tu propio servicio de producción

Gracias a los recientes avances en el mundo de la imagen digital, insertar fotos en todo tipo de comunicación comercial se considera una práctica habitual de las empresas de nueva creación. Si vos pensás que esto se aplica exclusivamente a los diseñadores gráficos, te equivocás. En realidad, no hay nada más sencillo. Supongamos que vos lanzás un nuevo producto y que deseás enviar un folleto a tus clientes para anunciar el lanzamiento. He aquí lo que podés hacer:

- Comenzá a disparar: tomá fotos con tu cámara digital. Podrías crear un decorado de fondo o tomarla en alguna parte de tu despacho. Cualquier fotógrafo profesional te dirá que, para lograrlo, tené que tomar muchas fotos y elegir la mejor. Una vez que tenga la imagen idónea, pasá a la segunda etapa.
- Descargá la imagen a tu PC: conectá la cámara a la PC y descargá la imagen. En teoría, tu cámara tendría que disponer de un software gráfico y de retoque que te permitiera retocar la foto tanto como lo deseás. No tengas miedo de hacer pruebas. Después de todo eso, si no funciona, sólo tenés que borrarlo y no habrás perdido nada. Con ciertos tipos de impresora, incluso podés colocar la tarjeta de memoria directamente en la impresora.
- Imprimí con tu impresora para fotos. Una buena impresora para fotos producirá imágenes de calidad fotográfica. Comprabá que tenés el tipo de papel adecuado para conseguir un efecto óptimo. Elejí una impresora dotada de la función de impresión recto verso para así poder imprimir por las dos caras.

Tiempo total: 1 hora (15-16h)

## TEXTO 2 AGUA 2

Impresoras fotográficas al servicio de su empresa

Conviértase en su propio servicio de producción

Gracias a los recientes avances en el mundo digital, adjuntar fotografías a cualquier forma de comunicación comercial es, cada vez más, una práctica normal para muchas empresas nuevas. Si cree que se trata únicamente de un apoyo para diseñadores gráficos, se equivoca. En realidad, no hay nada más simple. Supongamos que lanza un producto nuevo y desea enviar un folleto a sus clientes para anunciar dicho lanzamiento. Puede hacer lo siguiente:

**Empiece por tomar una fotografía:** Tome fotografías con su cámara digital. Si quiere, puede crear un pequeño decorado de fondo o tomarla en cualquier parte de su oficina. Cualquier fotógrafo profesional le dirá que, para que salga bien, hay que tomar un gran número de fotos y escoger la mejor. Cuando tenga la fotografía ideal, pase a la segunda etapa.

**Transfiera la imagen a su computadora:** Conecte su cámara de fotos a su computadora y transfiera la imagen. Por supuesto, en su computadora debería tener una tarjeta de gráficos y un programa para retocar imágenes que le permita modificar la foto hasta tenerla exactamente como la desea. No tenga miedo de hacer pruebas. Al fin y al cabo, si no funciona, basta con borrar el trabajo y no habrá perdido nada. Incluso puede insertar su tarjeta de memoria en algunos modelos de impresora directamente.

**Imprima en su impresora fotográfica.** Una buena impresora fotográfica produce imágenes en calidad de foto. Asegúrese de tener el papel correcto para producir el máximo de efecto. Elija una impresora equipada con la función de impresión recto verso para imprimir por las dos caras.

Tiempo: 8:45-21:35

## TEXTO 2 FUEGO 1

### Impresoras para ayudar en su negocio

#### Sed su propio departamento de producción

Los recientes avances en imagen digital han significado que añadir fotos a cualquier tipo de comunicación de negocios sea ahora una práctica aceptada en muchos nuevos negocios. Pensaréis que es algo que sólo los profesionales gráficos pueden hacer, pero estáis equivocado. Aquí veréis la facilidad del proceso. Pongamos que disponéis de un nuevo producto que está a punto de salir al mercado y que queréis enviar un folleto de lanzamiento a sus clientes. Esto es lo que podéis hacer:

- **Empezad a disparar:** Tomad vuestra cámara digital y sacad algunas fotos. Quizás podríais crear un pequeño escenario como fondo o colocarlo en algún lugar de la oficina. Cualquier fotógrafo profesional os contará que la clave del éxito está en sacar muchas fotos y elegir la mejor. Una vez tengáis la foto perfecta, es momento de continuar con el siguiente paso.
- **Descargad la imagen:** Enchufad la cámara en vuestra computadora y descargad la imagen. Es probable que en la cámara tengáis *software* de edición y de gráficos que os permitirán editar la imagen exactamente como queráis. No tengáis miedo a experimentar. Al fin y al cabo, si no funciona únicamente tendréis que borrar vuestro trabajo y no habréis perdido nada. Algunas impresoras de fotos permiten introducir la tarjeta de memoria directamente.
- **Imprimid en sus impresoras de fotos:** Una buena impresora de fotos proporcionará imágenes con calidad fotográfica. Debéis aseguraos de que disponéis del papel adecuado para conseguir el máximo impacto. Elegid una impresora con capacidad *duplex* para imprimir a doble cara.

## TEXTO 2 FUEGO 2

### Impresoras fotográficas al servicio de su empresa

#### Conviértase en su propio departamento de producción

Los avances recientes en imagen digital han convertido la práctica de adjuntar fotos a cualquier forma de comunicación comercial en un hecho habitual en muchas empresas de nueva creación. Quizá piense que se trata de una tarea que solamente los profesionales gráficos pueden realizar, pero está equivocado. A continuación verá que el proceso es muy simple. Imagínese que tiene un producto nuevo que tiene que salir al mercado y quiere enviar un folleto a sus clientes para anunciarles el lanzamiento. Esto es lo que puede hacer:

- **Tome fotos:** Coja su cámara digital y tome algunas fotos. A lo mejor puede construir un decorado como fondo o tomarlas en algún lugar de la oficina. Cualquier fotógrafo profesional le diría que el secreto del éxito es tomar muchas fotos y seleccionar la mejor. Cuando tenga la imagen ideal, es la hora de pasar a la segunda fase.
- **Descargue la foto:** Conecte su cámara en el PC y descargue la imagen. Seguramente su cámara trae programas de gráficos y de edición que le permitirán editar la imagen como desee. No tenga miedo a hacer pruebas. Después, si no queda satisfecho con el resultado, simplemente elimine el trabajo hecho y no habrá perdido nada. Algunas impresoras fotográficas le permiten de introducir directamente la tarjeta de memoria de su cámara en la impresora.
- **Imprima en su impresora fotográfica:** Una buena impresora fotográfica produce imágenes de calidad fotográfica. Tiene que asegurarse de que dispone del tipo de papel adecuado para lograr el mejor efecto. Escoja una impresora equipada con el dispositivo de impresión a doble cara.

Hora de inicio: 17:00 h

Hora de fin: 17:56 h

## 2. Questionnaires

Participante: Agua 1

### CUESTIONARIO

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#### Conocimiento del español de Argentina

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10. Antes de realizar este experimento...

- ☐ desconocía que hubiera diferencia alguna entre el español de España y el de Argentina.
- ☐ sabía que existen diferencias entre las variedades pero no hubiera sabido identificar en qué radican.
- ☒ conocía las características de la variedad Argentina pero no hubiera sabido reproducirlas.
- ☐ conocía las características de la variedad Argentina y dominaba ambas variedades indistintamente.

---

#### Experiencia en traducción

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11. En este momento, he cursado ..... en traducción.

- ☐ una licenciatura
- ☐ un máster
- ☐ un doctorado (☐ 1r curso, ☒ 2º curso, ☐ 3r curso, ☐ 4º curso)

12. Trabajo como traductora desde hace ...

- ☒ menos de un año.
- ☐ menos de dos años.
- ☐ menos de cinco años.
- ☐ más de cinco años.

---

#### Conocimientos en informática

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13. En general, cuando tengo que trabajar con ordenadores,...

- ☐ siento pánico, los aborrezco.
- ☒ me defiando, pero me dan aprensión.

☐ me siento cómoda, no suelo tener problemas.

☐ me encanta, les hago hacer lo que quiero.

14. ¿Habías utilizado un corpus antes de realizar este experimento?

☐ No, nunca.

☐ Alguna vez.

☐ De vez en cuando.

☒ Habitualmente

---

**Impresiones sobre el experimento** —Usa todo el espacio que sea necesario

---

15. ¿Estás satisfecha de tu traducción?

Texto 1:  
Relativamente.

Texto 2:  
No demasiado.

16. ¿Qué recursos has utilizado?

Texto 1:

Termium y algunos textos paralelos en línea, sobre todo me he ido a la página Clarín.com. Como se trata de una variedad dialectal que no es la mía, quería comprobarlo todo y me sentía demasiado insegura. Sobre todo el voseo me ha resultado muy difícil (sin [www.rae.es](http://www.rae.es) y la posibilidad de ver cómo se conjuga el VOS, no hubiese podido hacer nada). En la vida real, y a menos que el hambre me obligara, no hubiera aceptado hacer un texto específicamente para un público argentino.

Lo que está claro es que la consulta de gramáticas y otros recursos no da realmente tiempo en una hora. Desde mi punto de vista, traducir hacia el español de Argentina es incluso más difícil que una traducción inversa.

El resultado final no me resulta natural y me he preocupado más por la variedad que se me pide que la calidad en sí del texto.

Texto 2:

Corpus de la RAE, el *ClarínInformática* y textos paralelos con el dominio -ar.

17. ¿Te han sido útiles los recursos tradicionales para realizar esta tarea de traducción? Explica, da ejemplos.

No, si por tradicionales hablamos de recursos en papel, no, no me han sido útiles. Todo lo que he utilizado ha sido electrónico.

18. ¿Te ha sido útil el corpus *ClarínInformática* para realizar esta tarea de traducción? Explica, da ejemplos.

Sí, aunque no me ha salvado la vida. Me ha servido para las colocaciones como –tomar fotos, para saber el género de PC, la PC (la computadora), ver que el vos se utiliza más en textos de carácter publicitario, etc.

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**Otros comentarios**

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Escribe aquí tus comentarios

## CUESTIONARIO

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### Conocimiento del español de Argentina

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19. Antes de realizar este experimento...

- ☐ desconocía que hubiera diferencia alguna entre el español de España y el de Argentina.
- ☒ sabía que existen diferencias entre las variedades pero no hubiera sabido identificar en qué radican.
- ☐ conocía las características de la variedad Argentina pero no hubiera sabido reproducirlas.
- ☐ conocía las características de la variedad Argentina y dominaba ambas variedades indistintamente.

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### Experiencia en traducción

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20. En este momento, he cursado ..... en traducción.

- ☒ una licenciatura
- ☐ un máster
- ☐ un doctorado (☐ 1r curso, ☐ 2º curso, ☐ 3r curso, ☐ 4º curso)

21. Trabajo como traductora desde hace ...

- ☒ menos de un año.
- ☐ menos de dos años.
- ☐ menos de cinco años.
- ☐ más de cinco años.

---

### Conocimientos en informática

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22. En general, cuando tengo que trabajar con ordenadores,...

- ☐ siento pánico, los aborrezco.
- ☒ me defiendo, pero me dan aprensión.
- ☐ me siento cómoda, no suelo tener problemas.
- ☐ me encanta, les hago hacer lo que quiero.

23. ¿Habías utilizado un corpus antes de realizar este experimento?

☐ No, nunca.

☒ alguna vez.

☐ De vez en cuando.

☐ Habitualmente

---

**Impresiones sobre el experimento** —Usa todo el espacio que sea necesario

---

24. ¿Estás satisfecha de tu traducción?

Texto 1:

Creo que la traducción que he hecho es buena para el español que se usa en España ya que no sé seguro si las palabras que he usado son las específicas de la variedad argentina o no.

Texto 2:

Estoy más satisfecha de esta traducción porque he podido comprobar si las palabras de las que dudaba se usan o no en la variedad argentina.

25. ¿Qué recursos has utilizado?

Texto 1:

Recursos vía Internet: diccionarios bilingües, Eurodicautom...

Texto 2:

El corpus de Clarín Informática y los recursos anteriormente mencionados.

26. ¿Te han sido útiles los recursos tradicionales para realizar esta tarea de traducción?

Los recursos tradicionales son útiles pero no ayudan en el caso de tener una gran duda. Es decir, te ofrecen la palabra en la versión argentina primero y la traducción al español de España. Esto no ayuda demasiado cuando la duda surge de la variedad de la península.

27. ¿Te ha sido útil el corpus *Clarín Informática* para realizar esta tarea de traducción? Explica, da ejemplos.

Sí, ha sido útil porque, además de ofrecer seguridad en el momento de escoger una palabra u otra, me ha permitido descubrir una palabra que hubiera dicho de manera diferente. Por ejemplo: tarjeta gráfica por tarjeta de gráficos.

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**Otros comentarios**

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Creo que este corpus ayuda bastante pero sería más útil con un conocimiento mayor del programa Wordsmith Tools; así se ganaría más tiempo.

## CUESTIONARIO

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### Conocimiento del español de Argentina

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28. Antes de realizar este experimento...

- ☐ desconocía que hubiera diferencia alguna entre el español de España y el de Argentina.
- ☒ sabía que existen diferencias entre las variedades pero no hubiera sabido identificar en qué radican.
- ☐ conocía las características de la variedad Argentina pero no hubiera sabido reproducirlas.
- ☐ conocía las características de la variedad Argentina y dominaba ambas variedades indistintamente.

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### Experiencia en traducción

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29. En este momento, he cursado ..... en traducción.

- ☒ una licenciatura
- ☐ un máster
- ☐ un doctorado (☐ 1r curso, ☐ 2º curso, ☐ 3r curso, ☐ 4º curso)

30. Trabajo como traductora desde hace ...

- ☐ menos de un año.
- ☒ menos de dos años.
- ☐ menos de cinco años.
- ☐ más de cinco años.

---

### Conocimientos en informática

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31. En general, cuando tengo que trabajar con ordenadores,...

- ☐ siento pánico, los aborrezco.
- ☐ me defiendo, pero me dan aprensión.
- ☒ me siento cómoda, no suelo tener problemas.
- ☐ me encanta, les hago hacer lo que quiero.

32. ¿Habías utilizado un corpus antes de realizar este experimento?

- ☒ No, nunca.
- ☐ Alguna vez.
- ☐ De vez en cuando.
- ☐ Habitualmente

---

**Impresiones sobre el experimento** —Usa todo el espacio que sea necesario

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33. ¿Estás satisfecha de tu traducción?

Texto 1:

No puedo decir que esté totalmente satisfecha con la traducción, porque he dudado mucho de la corrección de las formas verbales que he utilizado. Sin embargo, creo que podría ser más cercana a un texto en variedad argentina de lo que sería la traducción del Texto 2.

Texto 2:

No estoy nada satisfecha con mi traducción porque a medida que la iba realizando era consciente de que probablemente no estaba utilizando la conjugación verbal de manera adecuada, de acuerdo con la variedad dialectal que se me pedía. Sabía que el tratamiento (vos) era distinto al español de España (por conocimiento previo y porque aparecía en los glosarios) pero no sabía cuál era exactamente la forma correcta que debía utilizar. Del mismo modo, tampoco supe cómo utilizar los imperativos ni los posesivos.

34. ¿Qué recursos has utilizado?

Texto 1:

He utilizado los recursos tradicionales (los mismos que para el Texto 2). Además, he usado el corpus *ClarínInformática* y WordSmithTools.

Texto 2:

Únicamente he utilizado los recursos tradicionales:

- Diccionario Argentino-Español
- Glosario de la Biblioteca Digital Argentina
- Diccionario del Museo José Hernández
- Vocabulario Gaucho Explicado
- Diccionario de la RAE
- Diccionario Collins inglés-español-inglés

35. ¿Te han sido útiles los recursos tradicionales para realizar esta tarea de traducción?  
Explica, da ejemplos.

Los recursos tradicionales (diccionarios y glosarios) me han sido útiles para aclarar dudas puntuales de vocabulario, sobre todo por la traducción del inglés. (Por ejemplo, no estaba segura de cómo traducir "snapshot"). Con ellos también he podido comprobar si podía utilizar palabras como "computadora" y me he asegurado de que debía traducir el verbo "take" por "tomar/agarrar" y no "coger". Sin embargo, no me han proporcionado información sobre mis dudas más importantes que eran: la conjugación verbal (en relación con el tratamiento) y los posesivos.

36. ¿Te ha sido útil el corpus *ClarínInformática* para realizar esta tarea de traducción? Explica, da ejemplos.

Sí, me ha resultado útil especialmente para saber cuáles son las terminaciones utilizadas con "vos" (comprés, necesitás, etc.) y para darme cuenta de que, a pesar de ello, la forma "te" se sigue utilizando.

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#### Otros comentarios

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A pesar de que he usado el corpus *ClarínInformática*, el hecho de que no estoy habituada a utilizar herramientas como WordSmithTools (no tengo un gran dominio del programa) y de que disponía de un tiempo restringido para la realización de la tarea han hecho que no haya podido sacar el máximo provecho de esta herramienta. Sin embargo, me he dado cuenta de que, de haber dispuesto de más tiempo, probablemente hubiera podido deducir más terminaciones o características propias del argentino.

## CUESTIONARIO

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### Conocimiento del español de Argentina

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37. Antes de realizar este experimento...

- ☐ desconocía que hubiera diferencia alguna entre el español de España y el de Argentina.
- ☐ sabía que existen diferencias entre las variedades pero no hubiera sabido identificar en qué radican.
- ☒ conocía las características de la variedad Argentina pero no hubiera sabido reproducirlas.
- ☐ conocía las características de la variedad Argentina y dominaba ambas variedades indistintamente.

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### Experiencia en traducción

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38. En este momento, he cursado ..... en traducción.

- ☐ una licenciatura
- ☐ un máster
- ☒ un doctorado (☐ 1r curso, ☒ 2º curso, ☐ 3r curso, ☐ 4º curso)

39. Trabajo como traductora desde hace ...

- ☐ menos de un año.
- ☐ menos de dos años.
- ☐ menos de cinco años.
- ☐ más de cinco años.

\*\*\*\*No trabajo como traductora

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### Conocimientos en informática

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40. En general, cuando tengo que trabajar con ordenadores,...

- ☐ siento pánico, los aborrezco.
- ☐ me defiendo, pero me dan aprensión.
- ☒ me siento cómoda, no suelo tener problemas.

☐ me encanta, les hago hacer lo que quiero.

41. ¿Habías utilizado un corpus antes de realizar este experimento?

☐ No, nunca.

☐ Alguna vez.

☒ De vez en cuando.

☐ Habitualmente

---

**Impresiones sobre el experimento —Usa todo el espacio que sea necesario**

---

42. ¿Estàs satisfecha de tu traducción?

Texto 1:

Más o menos. He resuelto algunas cuestiones terminológicas muy a la ligera, y sin comprobarlas como debiera por falta de tiempo. El problema principal ha sido el tiempo, ya que una hora no da para repasar bien el texto, y seguramente una lectura posterior lo habría mejorado.

Texto 2:

Es el texto que he traducido primero, y en traducir el segundo, me he dado cuenta de algunos fallos. Me surgieron dudas que no tuve tiempo de comprobar, y al final tuve que decidirme por una opción, que no estoy segura que sea la correcta. Podría decir que estoy medio satisfecha.

43. ¿Qué recursos has utilizado?

Texto 1:

Corpus *ClarínInformática*, búsquedas a Google, diccionario monolingüe inglés Longman (en línea), diccionario bilingüe inglés-español WordReference (en línea), Cercaterm (Termcat, en línea).

Texto 2:

Diccionario monolingüe inglés Longman (en línea), diccionario bilingüe inglés-español WordReference (en línea), búsquedas a Google, Cercaterm (Termcat, en línea).

44. ¿Te han sido útiles los recursos tradicionales para realizar esta tarea de traducción? Explica, da ejemplos.

Lo cierto es que me parecía que sí que lo eran, pero cuando he realizado la segunda traducción, con el corpus, me he dado cuenta de que no lo eran tanto como creía. A veces, no obstante, es el conocimiento del mundo lo que te traiciona. Por ejemplo, me he dado cuenta al consultar el corpus de que *ordenador*, en el español de Argentina, se llama *computadora* y que, por lo tanto, tendría que decirse *la PC* en vez de *el PC*.

Por otro lado, estos recursos siguen siendo útiles para las cuestiones más técnicas, relacionadas con la terminología específica del ámbito (*impresora fotográfica, dispositivo de impresión a doble cara*).

45. ¿Te ha sido útil el corpus *ClarínInformática* para realizar esta tarea de traducción? Explica, da ejemplos.

Sí, me ha sido útil. Puedo hasta decir que he encontrado cosas que ni siquiera buscaba (el caso de la *computadora* que explico en la pregunta anterior), pero como trabajaba con concordancias de hasta 5 palabras a derecha e izquierda, pues se hacían visibles muchos detalles.

Por ejemplo, he podido verificar el tratamiento de *usted* que se utiliza presumiblemente en Argentina. Y también he podido resolver cuestiones terminológicas (*envío de fotos por correo electrónico*).

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#### Otros comentarios

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Para futuros experimentos... quizá un poco más de tiempo para las traducciones sería necesario.

Ya no digo acortar los textos, porque supongo que se necesita un mínimo de palabras...

Me parece importante apuntar que el hecho de trabajar con el corpus supone un mayor gasto de tiempo. Personalmente, he notado muchísimo que el hecho de trabajar con corpus me tomaba más tiempo, ya que se podían observar muchos fenómenos en él.

### 3. Evaluation

## FORMULARIO DE EVALUACIÓN

### TEXTO 1

#### Evaluación general:

¿Se adecua el texto al uso y al estilo del español bonaerense?

**Agua1:** En parte    **Agua2:** En parte    **Fuego1:** En parte    **Fuego2:** En parte

#### Aspectos concretos:

|             |                                                                                            |
|-------------|--------------------------------------------------------------------------------------------|
| Verbos      | ¿Presenta el texto las formas verbales adecuadas? P.ej. voseo.                             |
| Pronombres  | ¿Se usan los pronombres personales adecuados?                                              |
| Léxico      | ¿Los términos usados son los más comunes en Buenos Aires? P.ej. computadora y no ordenador |
| Fraseología | ¿Se usan expresiones, construcciones verbales y fraseología comunes en Buenos Aires?       |
| Otro        | Si existe algún otro aspecto que condiciona la evaluación, coméntelo y dé ejemplos.        |

#### 1. Uso de las formas verbales

Textos      Evaluación

**Agua1:**      Mayormente adecuado

**Agua2:**      Adecuado

Inadecuado

**Fuego1:**

**Fuego2:**      Adecuado

#### Ejemplos

Usa el futuro simple, cuando es más habitual usar el vb ir+a+ infinitivo: "encontrarás siempre" en vez de "siempre vas a encontrar" (v. Ejemplo 1 "el uso que se le va a dar a la impresora")

En casos como "seguramente te convendrá", me parece que usaríamos el presente del subjuntivo "te convenga".

Aunque también usa el futuro simple, no resulta tan chocante como en el texto anterior. Creo que tiene que ver el uso de "usted".

En algunos casos, parece afectado o exagerado, con un dejo de usos incorrectos de algunas regiones del país. Por ej., la oración "El tipo de cámara digital que comprés dependerá de cómo querés usarla" me parece que no es correcta. En ese caso, usaríamos el presente del subjuntivo: "El tipo de cámara digital que compres dependerá de cómo quieras usarla".

Usa el futuro simple, cuando es más habitual usar el vb ir+a+ infinitivo: "Verás y compartirás..." en vez de "vas a ver y compartir" o "pensás ver y compartir".

Esta construcción es más informal y se adecua al uso de "vos".

El uso de "usted", más formal, concuerda con el uso del futuro simple.

#### 2. Uso de los pronombres personales

Textos      Evaluación

#### Ejemplos

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Emplea "vos", pero en algunos casos no hace falta, está implícito en la forma del verbo: "la cámara que vos necesitás". Eso denota que el texto lo escribió alguien que no domina bien la variante argentina. Vale diferenciarlo de la frase "adonde vos quieras" del título del Ejemplo 2, que denota énfasis, por eso se especifica el pronombre.</p> <p>Coherencia y supresión del pron. personal (sujeto tácito), implícito en la forma verbal: "(Ud.) defina sus necesidades".</p> <p>Usa la forma verbal correspondiente a "vos", pero no incluye el pronombre. Bien.</p> <p>El uso de usted es adecuado para un artículo más neutro y formal.</p> |
| <b>3. Uso del léxico</b>        | <b>Textos</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Evaluación</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                 | <b>Agua1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mayormente adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                 | <b>Agua2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                 | <b>Fuego1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                 | <b>Fuego2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                 | <b>Ejemplos</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                 | <p>Dice "ordenador" en vez de "computadora".</p> <p>"Videos", por otra parte, está muy bien, ya que no lleva la tilde de la variante de España.</p> <p>Usa términos en inglés, como "e-mail", que son más comunes en Argentina.</p> <p>Me parece bien que diga fotos y no fotografías, que es más usual e informal y concuerda con el estilo del texto.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                 | <b>Agua1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mayormente adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Inadecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                 | <b>Agua2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Mayormente adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                 | <b>Fuego1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                 | <b>Fuego2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                 | <p>Utiliza "escoger", "vídeo" con tilde, como en España, que no son vocablos que caracterizan la variante argentina.</p> <p>El plural de "album" debería ser "álbumes" (V. M. Seco).</p> <p>Sí utiliza "computadora".</p> <p>Me parece bien el uso de "cámara de fotos". Dice fotos y no fotografías, que es más usual e informal y no concuerda tanto con el estilo más formal del texto.</p> <p>Sería mejor decir "filmación de videos" que "videograbación".</p> <p>Me parece bien que diga fotos y no fotografías, que es más usual e informal y concuerda con el estilo del texto.</p> <p>Lo único que no entiendo es el sentido que tiene la palabra "relación" en ese contexto.</p> <p>Usa "computadora" y "video", que está muy bien, ya que no lleva la tilde de la variante de España.</p> <p>Me llama la atención que diga fotos y no fotografías, que es más informal que el estilo de este texto.</p> <p>Usa "correo electrónico", que es más correcto, más neutro, al igual que "grabación de video". Si hubiese dicho "filmación de video", hubiese sido más acorde a lo que se habla en Argentina.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                 | <b>Ejemplos</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                 | <p>"Para llevar a cabo ilustraciones" suena afectado. No está mal, pero podría emplearse algo más sintético como "realizar".</p> <p>Es neutro, aunque frases como "encontrar su cámara ideal" suenan traducidas. No suena natural en</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>4. Uso de la fraseología</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                 | <b>Textos</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Evaluación</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                 | <b>Agua1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mayormente adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                 | <b>Agua2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mayormente adecuado                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                          |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | Mayormente adecuado                                                    | español, independientemente de la variante.<br>El "aquí tenés" no suena bien. "Acá" se usa más, especialmente si se trata de un discurso informal.<br>"pensada [...] para vos" da una idea certera de que se trata de un texto pensado para el público argentino.<br>"un modelo de entrada que tenga los extras mínimos" no suena muy idiomático. Es más claro, "modelo básico".                                                                                                                                                                                                                                                                                                                      |
| <b>Fuego1:</b>           |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                          | Mayormente adecuado                                                    | "un modelo de entrada de gama con las opciones adicionales mínimas" suena más rebuscado, para un público más informado. Es más claro, "modelo básico".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Fuego2:</b>           |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>5. Otros aspectos</b> |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Textos</b>            | <b>Evaluación</b>                                                      | <b>Ejemplos</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Agua1:</b>            | Uso del pron. posesivo para "vos"<br>Estilo<br>Equivalencias<br>Estilo | "Decidí cuáles son sus prioridades": incoherencia, entiendo que debería ser "tus prioridades".<br>Sigue un estilo muy parecido al del diario Clarín.<br>Estáa bien que puso las dimensiones de las fotografías en cm. (como en el Ejemplo 1).<br>El estilo parece correcto, usa la forma "usted", que pone más distancia, pero parece más una traducción que el texto 1. Es un texto definitivamente más neutro que sería aceptable en Argentina si se corrigieran las opciones léxicas señaladas anteriormente.<br>No especifica la dimensión de las fotografías ¿20 x 25 qué?<br>Le falta algo a la frase, quedaría mejor si dijera "copias". Si hace referencia a "fotos", no está bien redactado. |
| <b>Agua2:</b>            | Dimensiones<br>"compartir muchas"                                      | Dos errores importantes: "aproximate" en vez de "aproximate" y "tendrís" en vez de "tendrás".<br>Las dimensiones de las fotografías se dan en pulgadas en vez de en cm. No está adaptado. (V. Ejemplo 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Fuego1:</b>           | Errores<br>Equivalencias<br>Estilo                                     | Me parece muy correcto y coherente si se prefiere un estilo más formal con el lector. Noté la anteposición del pronombre "le", creo que usamos más esta forma proclítica, que la enclítica: "que le quiera dar" en vez de "que quiera darle".<br>Puso las dimensiones de las fotografías en cm. (como en el Ejemplo 1).                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Fuego2:</b>           | Equivalencias                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## TEXTO 2

### Evaluación general:

¿Se adecua el texto al uso y al estilo del español bonaerense?

**Agua1:** En parte    **Agua2:** Sí    **Fuego1:** No    **Fuego2:** No

### Aspectos concretos:

|             |                                                                                            |
|-------------|--------------------------------------------------------------------------------------------|
| Verbos      | ¿Presenta el texto las formas verbales adecuadas? P.ej. voseo.                             |
| Pronombres  | ¿Se usan los pronombres personales adecuados?                                              |
| Léxico      | ¿Los términos usados son los más comunes en Buenos Aires? P.ej. computadora y no ordenador |
| Fraseología | ¿Se usan expresiones, construcciones verbales y fraseología comunes en Buenos Aires?       |
| Otro        | Si existe algún otro aspecto que condiciona la evaluación, coméntelo y dé ejemplos.        |

#### 1. Uso de las formas verbales

**Textos      Evaluación**

**Agua1:**      Mayormente adecuado

**Agua2:**      Mayormente adecuado

**Fuego1:**      Inadecuado  
Mayormente adecuado

**Fuego2:**

#### Ejemplos

En algunos casos, parece afectado o exagerado, con un dejo de usos incorrectos de algunas regiones del país.. Por ej., la oración "Comprobá que tenés el tipo de papel adecuado para conseguir un efecto óptimo." me parece que no es correcta. En ese caso, usaríamos el presente del subjuntivo: "Comprobá que tengas el tipo de papel adecuado para conseguir un efecto óptimo." Comparar con la frase "No tengas miedo de hacer pruebas", en la que se usa correctamente el subjuntivo y no se abusa de la conjugación para vos \*No tengas miedo...

Por otra parte, me parece acertado el uso del imperativo para el pronombre vos: convertíte, empezá, imprimí, etc., al igual que el uso del presente: pensás, equivocás, podés.

Usa las formas verbales correctas para "usted", pero sería igual si estuviera dirigido al público español. No denota un tono marcadamente argentino.

Todas las conjugaciones son para la forma "vosotros". Usa las formas verbales correctas para "usted", pero sería igual si estuviera dirigido al público español. No denota un tono marcadamente argentino.

#### 2. Uso de los pronombres personales

**Textos      Evaluación**

**Agua1:**      Mayormente adecuado

#### Ejemplos

Emplea "vos", pero en algunos casos no hace falta, está implícito en la forma del verbo. Parece que fuese un rastro de una construcción inglesa, que siempre exige un sujeto. No me parece idiomático decir "Si vos pensás que..." o "Supongamos que vos lanzás...". El "vos" está de más.

|                                 |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                     | <p>Está correcta la concordancia entre vos y el adjetivo posesivo "tu" o el reflexivo "te".</p> <p>Usa las formas pronominales correctas para "usted", pero sería igual si estuviera dirigido al público español. No denota un tono marcadamente argentino. Se usan los demostrativos y posesivos "vuestro/s". Sin embargo hay un error de concordancia en "para ayudar en su negocio", "lanzamiento a sus clientes" y "imprimid en sus impresoras" en vez de decir "vuestro", "vuestros" y "vuestras", respectivamente.</p> <p>Usa las formas pronominales correctas para "usted", pero sería igual si estuviera dirigido al público español. No denota un tono marcadamente argentino.</p> |
|                                 | Mayormente adecuado |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Agua2:</b>                   | Inadecuado          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Fuego1:</b>                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                 | Adecuado            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Fuego2:</b>                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>3. Uso del léxico</b>        |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Textos</b>                   | <b>Evaluación</b>   | <b>Ejemplos</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Agua1:</b>                   | Mayormente adecuado | Hubiéramos dicho "oficina" en este contexto, en vez de "despacho".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                 |                     | "Disparar" en vez de "sacar fotos" me plantea dudas. Los adjetivos "idónea" y "óptimo" no me terminan de convencer. Este último parece haberse puesto de moda por influencia del portugués.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                 | Mayormente adecuado | Por otra parte, PC y foto me parecen opciones correctas e informales, acordes con el estilo del texto. En contraste con el primer ejemplo, usa "oficina" y también "computadora" e "ideal".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Agua2:</b>                   |                     | El verbo "escoger", por el contrario, no es tan usual como "elegir".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                 | Mayormente adecuado | Sería correcto para Argentina usar los términos "computadora", "negocio", "oficina", "elegir" aunque probablemente no resaltaríamos en itálica "software" ni dúplex, que escribiríamos con tilde.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Fuego1:</b>                  |                     | "Disparar" en vez de "sacar fotos" me plantea dudas. En general es neutro, salvo por el uso del verbo "coger", que tiene una acepción muy diferente en Argentina y sería inapropiada para este contexto.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                 | Mayormente adecuado | Tampoco es adecuado el género de PC, que concebimos como femenino, por que se refiere a LA computadora.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Fuego2:</b>                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>4. Uso de la fraseología</b> |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Textos</b>                   | <b>Evaluación</b>   | <b>Ejemplos</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Agua1:</b>                   | Adecuado            | Sola la frase "para así poder imprimir por las dos caras" me parece un poco rebuscada, que no fluye, pero no afecta directamente lo relativo a la variante argentina.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                 | Adecuado            | "el máximo de efecto" me suena raro, creo que me resulta dudoso ese uso de la preposición "de". Tal vez sería más natural decir "el máximo efecto".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Agua2:</b>                   |                     | La construcción "Pongamos que..." no es correcta en este contexto, diríamos "supongamos...". Existe la frase "ponéle que", en el mismo sentido, pero es muy informal y se usa oralmente.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                 | Mayormente adecuado | Muchas estructuras que me suenan poco familiares: "de nueva creación" en vez de "nuevas", "es la hora de pasar" en vez de "es hora de", "miedo a" en vez de "miedo de" o "permiten de introducir" por "permiten introducir".                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Fuego1:</b>                  | Inadecuado          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Fuego2:</b>                  |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

La frase "dispositivo de impresión a doble cara" me parece bien lograda y más clara aunque no puedo decir que sea más adecuada que otra para el público argentino.

#### 5. Otros aspectos

| Textos         | Evaluación                   |
|----------------|------------------------------|
| <b>Agua1:</b>  | Errores                      |
| <b>Agua2:</b>  | Estilo                       |
| <b>Fuego1:</b> | Errores<br>Suen a traducción |
| <b>Fuego2:</b> |                              |

#### Ejemplos

Dos errores importantes: "tené" en vez de "tenés" y "tenga" en vez de "tengas".  
Bastante neutral. No denota un tono marcadamente argentino excepto en algunas opciones léxicas. Dice "estáis equivocado" en vez de "equivocados". Muchas estructuras parecen pegadas a una versión extranjera y hasta erróneas (\*permitir de). No tiene nada que lo caracterice como un texto especialmente adaptado al público argentino.

### PARTICIPANTES

#### Evaluación del trabajo de cada participante:

*¿Si se toman en cuenta los DOS textos producidos por cada participante (Texto 1 y Texto 2), cuál de ellos se adecua mejor al español bonaerense o a un texto susceptible de ser publicado en el periódico Clarín?*

**Agua1:** No hay diferencia    **Agua2:** Texto 2    **Fuego1:** Texto 1    **Fuego2:** Texto 1

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