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**LA THÈSE A ÉTÉ  
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TEACHING TRANSLATION IN THE VENEZUELAN CONTEXT:  
GENERAL OBSERVATIONS  
THEORETICAL CONSIDERATIONS  
AND EXERCISES

Thesis submitted to the School of Graduate Studies  
of the University of Ottawa  
in partial fulfillment of the requirements  
for the degree of Master of Arts,  
Applied Linguistics (Translation)

presented by  
Carlota Diaz

supervised by  
Dr. Roda P. Roberts



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## PREFACE

One of the subjects frequently discussed in the past few years by translation experts and linguists in articles, works, symposia, panel discussions, etc. has been the teaching of translation. "Should We Teach Translation?", "Translators--Made, Not Born?", "Why A University Translation Programme", "Peut-on former des traducteurs techniques?", are the titles of just a few of the many papers written on the subject.

This recent interest in the teaching of translation is no doubt due to several factors. In the first place, the ever increasing need for translators in every part of the world has meant that employers cannot wait for individuals with natural translation abilities "to be born"; it has become necessary to take students who show some potential in languages and train them to meet the functions of a translator. Secondly, the growing desire on the part of translators to be considered as professionals--just like doctors and lawyers--has reinforced the need for professional training. These factors have led to the establishment of many translation programmes for schools throughout the world since World War II and, more especially, since the 1960's.

But, while translation programmes have been set up,

there is little agreement on how translation should be taught. Many translation teachers even today believe that all it takes to teach translation is to distribute texts to the students and then "correct" their translations of these texts (see J. Orsoni and R. Larose, 1979). While some "methods" of translation have been published in the last ten years (e.g. J. Delisle, L'analyse du discours comme méthode de traduction, 1980, J.P. Bénéard and P. Horguelin, Pratique de la traduction. Version générale, 1977, G. Vitale et al., Guide de la traduction appliquée, Tome Premier. Version, 1978, G. Vázquez-Ayora, Introducción a la Traductología, 1977, E. Brinton et al., Translation Strategies. Estrategias para la Traducción, 1981, B. Steel; Translation from Spanish: An Introductory Course, 1981), there is still much that needs to be done in this area--especially in terms of English-Spanish translation, for which only three manuals--all incomplete--seem to be available at present.<sup>1</sup>

As a teacher of translation at the University of Los Andes in Mérida, Venezuela, I am obviously interested in the problems of translation teaching. The opportunity to study in Canada and to observe translation programmes in this country has made me realize that the teaching of translation must

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<sup>1</sup> This conclusion is based on information supplied by Spanish translation instructors in Venezuela, Canada and in the United States.

take into account several important factors: 1) the translation situation in the country; 2) the specific needs of the students in terms both of the overall translation situation in the country and of their particular linguistic weaknesses and strengths, and 3) the theoretical principles underlying the translation operation. It is only on the basis of these three factors that a translation teacher can decide what to teach and how to teach it.

This realization explains the genesis of this thesis as well as its structure. In an effort to improve the teaching of translation in Venezuela--and more particularly in Mérida--I have set up a certain number of exercises designed to introduce students to translation (Chapter V) in terms of the factors mentioned above (Chapter I: "The Translation Situation in Latin America and Especially in Venezuela", Chapter II: "Objectives of a Translation Programme in the Mérida Context", Chapter III: "Some Theoretical Principles Underlying the Translation Process"): Some of the exercises I have presented have been inspired by existing translation manuals, which are analyzed in Chapter IV.

The exercises themselves are intended to fill in the gaps in the three manuals of translation used for English-Spanish translation and to serve as the basis for an introductory course in Mérida. It is my hope that these exer-

cises will serve as an inspiration to other Spanish translation teachers and will eventually lead to the publication of a soundly conceived English-Spanish translation manual.

## Acknowledgments

I wish to thank Dr. Rodney Williamson for having accepted to revise the English-Spanish exercises and notes of this thesis and for his valuable remarks.

I also wish to express my profound gratitude to Dr. Roda P. Roberts, Director of the School of Translators and Interpreters of the University of Ottawa, for the many hours of her precious time she devoted to helping me in the preparation and writing of this thesis. Without her dedication, advice and encouragement, this undertaking could not have been carried out in the short time available to me.

CHAPTER I

TRANSLATION IN LATIN AMERICA

The rapid growth in the past decades of mass communication has made people in every country aware of the vital need to promote world understanding by overcoming language difficulties. Because of ever increasing expanding relations between countries at the political, economic and technological levels, there is a greater need than every before for effective communication between nations of the world. It is obvious that such relations are only possible either if the "leaders" of a country are multilingual or if they can rely on the services of qualified mediators, i.e. translators. Since the first option is unrealistic, the second option, that of having recourse to translation, is the one that has been adopted by most countries. This is the case of Latin America, where few people are even functionally bilingual, much less multilingual.

#### TRANSLATION IN LATIN AMERICA (excluding Venezuela)

Little is known about translation in Latin America in the past. Translation as a regular activity seems to have developed there only fairly recently as a result mainly of scientific and technical development, which is dependent on scientific information from other countries, which in turn, demands the crossing of linguistic barriers. Translation in Latin America is therefore primarily functional in nature,

its purpose being the transmission of practical information, rather than the enrichment of culture or the dissemination of the word of God or the broadening of the literary heritage.

In principle, the fact that there is a practical, communicational need for translators in Latin America should make the professional translator emerge as a privileged individual capable of bridging the information gap created by differences between languages and, therefore, as a specialist with a promising career filled with great possibilities. Unfortunately, this is far from being the case in Latin America, since translation in Latin American countries is conceived of as an activity of secondary importance. The underestimated value of translation as a profession is revealed by the low status accorded to the translator in most of these developing countries where the professional translator works under highly unfavourable conditions. This low status, reflected by poor remuneration in comparison with other professions, has been pointed out in articles such as "Los Traductores en los Países en Vías de Desarrollo" published in *Babel* in 1980.<sup>1</sup>

The problems faced by Mexican translators in turning out quality work were pinpointed in two four-month seminars, organized before the founding of the translation programme.

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<sup>1</sup> E. Carballo, "Los Traductores en los Países en Vías de Desarrollo," *Babel*, No. 1, 1980, pp. 9-10.

at the Colegio de México in 1974 by future instructors at the Colegio.<sup>2</sup> Their conclusions are interesting in that the problems they identified in Mexico are the same as those commonly experienced in the translation world in other Latin American countries: a) the translator is isolated, exploited, and his work is not recognized; b) lack of culture is a serious handicap which prevents translators from efficiently performing their job, since translators find it difficult to interpret cultural allusions due to a deficient cultural background; c) difficulties in finding specialized technical terms is a hindrance to good translation work; d) finally, poor writing ability in Spanish is a significant impediment in the restructuring of a translated text.

The first problem, that of the exploiting of translators and the lack of proper recognition of their work, will need to be tackled head-on by national translators' associations, which are slowly being organized in Latin America. In Brazil, for example, the translators' association (ABRATES) is reportedly working to have approved a bill which would class the profession of translation as an intellectual activity of a higher rank. In a few countries, such as Argentina, the practice of translation is now being regulated by law: Argentinian translators must be members of the Colegio

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<sup>2</sup> M. Legros-Chapuis, "Méthodes pour l'enseignement de la traduction," Actes 2<sup>me</sup> Colloque sur l'enseignement fonctionnel du français et de la traduction en Amérique latine, pp. 195-198.

de Traductores de Buenos Aires and a legal provision regulates protection of the official title "Sworn Court Translator". The demand for recognition of translation as a profession will no doubt increase as translators from different Latin American countries exchange information through its Latin American Committee formed during its Ninth World Congress of the International Federation of Translators in May 1980, and as more Latin American associations become members of the International Federation of Translators.<sup>3</sup>

However, if translation is to be recognized as a profession in Latin America, translators will have to be better prepared from the point of view of cultural background, terminology and writing ability in their dominant language (problems b, c and d above) and this will require specialized training. A start has already been made in this respect in the last ten years, and translation programmes are

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<sup>3</sup> According to the FIT Newsletter No. 1-4 (1982), the application of the Colegio Nacional de Licenciados en Traducción y/o Interpretación of Venezuela for admission into FIT was approved by the FIT Council that same year. The admission will be made official during the next FIT Congress to be held in Vienna in 1984. According to the international publication on translation Babel published in September 1981, only five Latin American countries were members of the International Federation of Translators (FIT) at the time: Argentina, Brazil, Guatemala, Mexico and Uruguay.

now offered by the Faculty of Letters at the University of Minas Gerais and the Latin-American Faculty of Letters and Human Sciences at Sao Paulo in Brazil, by ten different universities in Argentina<sup>4</sup>, by the Colegio de México and the Instituto de Intérpretes y Traductores in Mexico, and by the Colegio Mayor de Nuestra Señora del Rosario in Colombia.<sup>5</sup> Some of these programmes seem to be well-developed.

The translation programme at the Colegio de México, a four-semester programme, was especially designed to train students for translating textbooks of a technical or a cultural nature from a foreign language into Spanish. Students are required to master one foreign language before entering the programme. Courses such as linguistics, text analysis, terminology, stylistics and comparative grammar are given in

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<sup>4</sup> This information was taken from the "Proceedings of the Colloque sur l'enseignement fonctionnel du français et de la traduction en Amérique latine" held in Buenos Aires in 1977. When asked about translation schools in Argentina, Mrs. Irma de Azar declared that English translation programmes were given in at least ten universities in the country.

<sup>5</sup> While these programmes are the only ones for which we have been able to find documented proof, there are probably more translation programmes in Latin America than are listed here.

addition to the practical translation courses.

The Instituto de Intérpretes y Traductores in Mexico offers a three-year programme for training technical interpreters and technical translators. Students can opt for interpretation or translation, or both. The programme includes what are termed "theoretical" and "theoretical-practical" courses<sup>6</sup>--in the first category are found courses such as linguistics, in the second, courses such as literary analysis and composition, and translation of general texts.

In Colombia, the Colegio Mayor de Nuestra Señora del Rosario has a three-year training programme for translators and interpreters. The courses given during the first two years are designed to widen the students' general cultural background and initiate them in the basics of translation. During the last year, the students specialize in either translation or interpreting.

Unfortunately, there is little information available on many of the other specialized translator training programmes mentioned above. Moreover, much of the training of translators still seems to be done in the framework of language programmes by instructors who have had little or no translation training themselves. However, colloquia

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<sup>6</sup> Information taken from the brochure prepared by the Instituto de Intérpretes y Traductores of Mexico.

and congresses on translation and the teaching of translation are now being held fairly regularly in Latin America-- e.g. the Colloque sur l'enseignement fonctionnel du français et de la traduction en Amérique latine (Buenos Aires, 27 July-August 4, 1981) and the 4th SEDIFRALE (Caraballeda, Venezuela, March, 1981)--and it is to be hoped that the situation of translation training there will improve as a result in the forthcoming years. For competent translators are needed in Latin America to translate the mass of foreign information indispensable for the economic, political and technological growth of its developing countries.

#### THE VENEZUELAN TRANSLATION SITUATION

##### Need for translators

Venezuela is one of the Latin American countries where translation is an important activity from the point of view of volume of work. In its present state of economic development, the country requires translation of a vast amount of information in the form of technical and scientific literature, technical manuals, legal documents, research papers, textbooks, etc.

Programs of industrial development promoted by the Venezuelan State are being carried out with foreign technical

assistance. The transference of this foreign technical knowledge to local manufacturers entails translation of printed material, such as instructions for the use of machinery, etc. Also, the presence of foreign multinational corporations in Venezuela involves the translation of international legal documents by which the corporations' activities are controlled and regulated by the State. Furthermore, a large number of documents which are of great interest for the economic growth of the country and are printed in English by international and regional organizations such as UNECLA and UNCTAD require quality translation work.

In university teaching and research, there is also a great need for translation of reference materials that would otherwise not be accessible to a large number of undergraduate and graduate students, who do not possess adequate reading skills in foreign languages. For, unfortunately, a great percentage of information indispensable for the training of experts in specialized fields is contained in foreign publications (books, articles, journals, research papers, etc.). Similarly, professionals interested in developments in their specific fields must rely on translations of foreign publications for their information, unless they are in possession of at least a passive knowledge of a foreign language.

An educational program started in 1974, and sponsored by the Venezuelan government (Fundación "Gran Mariscal de Ayacucho") for the training abroad of students in specialized areas, both at the undergraduate and graduate levels, has entailed the translation of a large number of transcripts, certificates, etc. In addition, dozens of students sent abroad every year for specialized training or language learning by private institutions or their own families require their personal documents to be translated.

Finally, translation services are also required for events such as international congresses on science, technology, finance, economics, etc., which are constantly held in the country. There are also many job opportunities for translators of legal documents in both the governmental and private sectors.

Since translation and translators, especially those specialized in technical fields, are in demand in Venezuela, it should follow that the profession be well-organized, respected and well-paid. However, this is not really the case, although Venezuela is one of the few Latin American countries where the translation profession is legally recognized.

### Status of translators in Venezuela

Legislation concerning the profession ("Ley de Intérpretes Públicos") regulates and protects the right to use the title "Public Interpreter" and determines the conditions under which this professional designation is legally permissible and the conditions under which it can be awarded.<sup>7</sup>

According to Article 2 of this legislation passed in June 1956, in order to obtain the title of "Public Interpreter", the translator "deberá someterse a un examen de castellano, de los idiomas correspondientes y demás conocimientos necesarios y obtener en cada materia la calificación exigida por la Ley de Educación para ser aprobado." The examination consists of two parts: an oral part and a written part. The written part consists mainly in the translation of legal documents.

Article 5 of the same legislation stipulates the conditions whereby a translator who has not passed the certification examination can be designated "Public Interpreter":

"Los jueces...podrán designar y juramentar a personas que no posean el título oficial siempre que posean conocimiento suficiente en el idioma o idiomas respectivos, si en el lugar no residieren intérpretes públicos o si los residentes no pudieren actuar por impedimento físico o cualquier causa le-

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<sup>7</sup> It should be pointed out that the title "Public Interpreter" applies equally to translators and interpreters, with no distinction made in their roles.

gal."

To hold a position as translator with the government<sup>8</sup> or to produce certified translations that are legally recognized, translators have to have passed the appropriate state examination--with the exception noted above--and hold the title of "Public Interpreter". There are very few such translators. Many of them have long years of translation experience and a good command of the foreign language in which they work. Often, they are, in fact, native speakers of that language, although they generally have no specialized training in translation. There may soon be even fewer "public interpreters" than before, for the government has recently added an article to the legislation concerning translators whereby only translators who are Venezuelan citizens are allowed to sit the state examination.

Translators who have not passed the state examination--this is the case of the majority of graduates from university translation training programmes<sup>9</sup>--and who are therefore

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<sup>8</sup> The classification for government translators is as follows: Translator I, Translator II, Translator III, Translator IV, Multilingual I and Multilingual II. The requirements for Translator I and Translator II are, respectively: a bachelor's degree or equivalent, plus two years of learning the foreign language to be used and a bachelor's degree or equivalent plus command of the foreign language to be used. Whereas for Translator III an "excellent" command of the foreign language is required, Translator IV must possess an "exceptional" command. This information was taken from a paper given by the Asociación Civil Colegio Nacional de Licenciados en Traducción y/o Interpretación (CONALTI) in the First Latin American Congress of Translators recently held in Spain.

<sup>9</sup> It is hard to determine exactly why university graduates in

not considered "Public Interpreters" are nevertheless not prohibited by the law governing public interpreters from working as translators. However, since they cannot certify their translations and since certification of documents is an important aspect of Venezuelan life, translators who are not public interpreters have more limited job opportunities.

In spite of the attempt to control to some extent the translation profession and translation quality through the "Ley de Intérpretes Públicos", the fact that there are many translators who are not public interpreters and that the few public interpreters are not all necessarily of the best quality<sup>10</sup> makes the status of translators ambiguous at best in Venezuela.

There is unfortunately a misconception about translation that is widely spread in Venezuela. It is generally believed that any bilingual or even a person with a limited knowledge of a foreign language can do translation, which, being an easy task, can be performed very rapidly. This belief has several consequences.

First, the linguistic unawareness of so-called bilinguals doing translation--secretaries, engineers, or doctors

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translation do not pass the examination. One possible reason may be the legal nature of the texts presented. Another may be the students' lack of practical experience. Yet another may be the fact that the use of dictionaries is not allowed.

<sup>10</sup> It is a recognized fact that no one examination can satisfactorily guarantee quality work.

who have studied abroad or know another foreign language-- affects the quality not only of translation but also of the Spanish language, introducing changes in it that are contrary to the "genius" of the language. It is generally accepted that many of the language mistakes found in articles published by popular Venezuelan newspapers and magazines are the result of poor literal translations from foreign texts. In just one article originally written in English and translated for a major Venezuelan newspaper, El Nacional, the following eight non-idiomatic "anglicized" sentences are found:<sup>11</sup>

"El monto de ayuda a Israel es aumentado y todo lo demás resulta comprimido..."

"Eso fue ilustrado por los sucesos del otoño del hemisferio norte de 1973."

"La fuerza aérea ha llevado de 290 aviones de primera línea a 366...que están ahora en venta a causa de la adquisición de naves."

"...Estados Unidos y sus tecnológicamente superiores industrias militares..."

"Reagan propuso que 1.025 millones del total fuesen considerados no como deudas, sino éstas perdonadas y transformadas en regalos."

"Y Washington prometió suministrar petróleo en caso de emergencia, a causa de que Israel debía devolver también los campos petroleros del Sinaí." (New paragraph)

"Pero tal actitud no frenó a Israel, aunque prestó algún tiempo a Washington para demostrar a las capitales árabes..."

"...y Reagan no está listo como para ser tan generoso y ha demorado notificar al Congreso de su intención de..."

<sup>11</sup> El Nacional, 16 January 1983, p. A-11.

A multitude of such examples can have highly negative effects on our language, since words, expressions and structures that do not correspond to the "genius" of Venezuelan Spanish are unconsciously adopted by thousands of Venezuelan readers; resulting in the long run in a distortion of the language and an impoverishment of expression ability.

A second consequence of the widespread misconception about translation is that employers or clients, who believe that translation is an easy task and who are more interested, in any case, in profits than in translation quality, pay translators poorly.

Finally, translators, who are poorly paid, are obliged to accept work for which they are not properly qualified-- and which they carry out under very difficult conditions-- simply to earn a more or less decent living.

It is to be hoped that the present situation of translators will be improved by the growth of specialized translation training programmes on the one hand--these are discussed in more detail further on--and by the recent establishment of translators' associations.

In 1980, the first such association was created by translators and interpreters who had graduated from the Universidad Central de Venezuela. Obviously, among the objectives pursued by this young association, protection and

regulation of the rights of professional translators stand out as the two main ones. Immediately after the association of professional translators trained at the U.C.V. was created, a second one was formed by Venezuelan interpreters belonging to the International Association of Conference Interpreters. Subsequently, the Public Interpreters formed their own association. Although the situation has not greatly changed in the last three years, there is now new hope for improvement of working conditions for translators. For, up to now, the lack of organization among translators and the absence of a code of ethics, rights and duties have resulted in a lack of professionalism and little exchange of information and experiences, and the outcome has inevitably been poor translation quality and, correspondingly, lack of respect for the profession.

#### Translator training in Venezuela

If translators are to reach a satisfactory level of performance, they must be specifically trained for the work they are called upon to do. Two major programmes are offered at the university level in Venezuela for future translators:

- a) A five-year B.A. Honours programme in Translation or Interpreting, offered by the Universidad Central de Venezuela.

- b) A four-year B.A. Honours programme in Language and Literature (English or French) with a major in Teaching or Translation, offered by the Universidad de los Andes.

In addition to these programmes, the odd translation course is offered in a few other institutions; the Universidad del Zulia, for instance, offers a translation course during the last semester of its five-year language teaching programme, and the Universidad de Carabobo offers a seminar on technical translation within its English programme.

The five-year programme of the School of Modern Languages of the Universidad Central is divided into two parts. During the first four semesters, students who wish to specialize in translation and interpreting take the same courses as those intending to specialize in modern languages; they devote their time to learning the two foreign languages selected--five possibilities are offered: German, French, English, Italian and Russian-- and to improving their writing skills in the Spanish language. In addition to the language courses, students also take courses such as general linguistics, introduction to modern mathematics, literary linguistic analysis. The last six semesters are devoted to the area of specialization: translation and interpreting. In addition to practical courses in translation and interpreta-

tion, students study subjects such as phonetics and phonology, morphology and syntax, contrastive grammar, semantics, and contrastive stylistics of the languages selected for translation purposes. The objective of the translation and interpreting section is to train generalists capable of applying the translation techniques acquired to a wide range of areas (politics, economics, law, technology, science, etc.). Therefore, the texts translated by the students are diverse in content. Translation of written texts is practiced in both directions, i.e. from the foreign language into Spanish and vice versa. Within five years, students seem to acquire reasonably good language and translation skills.

The translation programme offered by the Department of Modern Languages<sup>12</sup> of the Universidad de Los Andes in Mérida, is a shorter and less well-structured one. It is contained within the four-year English Language and Literature programme or within the four-year French Language and Literature programme and is intended for those students who wish to specialize in translation rather than in teaching. Students in the translation option are required to take three translation courses: Methods and Techniques of Translation I and II, and Translation Practice (one a semester in the last two years). Since I am interested primarily in English-Spa-

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<sup>12</sup> The Department of Modern Languages belongs to the Faculty of Education and Humanities, School of Letters.

nish translation, I will discuss these three courses in the context of the English programme. (In any case, the parallel courses in the French programme are similar).

The first course--Métodos y Técnicas de Traducción I--presumes a basic theoretical knowledge of certain aspects of the English language, and its objective is to encourage students to put this knowledge into practice by developing their ability to translate simple texts from English into Spanish. This introductory course also trains students to prepare terminological records and translator's notes and use dictionaries correctly.

The aim of the second course--Métodos y Técnicas de Traducción II--is to train students in the translation of technical and scientific texts and familiarize them with the terminology of the areas studied (mathematics, physics, engineering, statistics, computer science, biology, chemistry and health sciences).

The main objective of the third course--Práctica de la Traducción--is to familiarize students with the Venezuelan and English-American legal and educational systems and terminology and train them in the translation of texts dealing with these areas.

In addition to these specifically translation-oriented courses, students must take other courses in the general En-

glish programme. The objectives of these other, complementary courses are the following:

- a) improving the linguistic abilities of students in their mother tongue (Phonetics, Morphosyntaxis, Linguistics);
- b) giving students an excellent passive and active knowledge of the English language (four levels of English, covering grammar, phonetics, composition, conversation, followed by English Linguistics);
- c) familiarizing students with the origins of the English language and the history and literature of the two major countries--England and the U.S.--where the English language is spoken (History of the English Language, History of England, History of the United States, English Literature I, II, III and IV, and North American History I and II);
- d) widening the cultural background of students through courses such as Classical Literature, Literary Analysis and Criticism, Literary Theory, Comparative Literature and History of Art;
- e) heightening the students' sensitivity to literature, by means of two research-oriented literature courses.
- f) enabling the student to write term papers, by means of a research techniques and methodology course.


Elective courses include Spanish History and Literature.

It is clear that the translation programme at the Universidad de Los Andes is heavily literature-and-culture-oriented. It can be argued that the number of specifically translation-oriented courses forming part of the overall programme intended to prepare students in the field of translation is insufficient to provide satisfactory training. Unfortunately, due to the existing complexity in the arrangement of courses in the overall structure of the four-year English Language and Literature programme and the priority given to literature and culture, the period of time devoted to specific translation units cannot be extended.

However, within the framework of general curricular revision at the U.L.A., currently being prepared for approval by the University Council, the translation programme is being examined in depth by the staff of the translation section of the Department of Modern Languages. Obviously, any modifications intended to attain more ambitious objectives and to improve teaching methodology must take into account the administrative limits imposed. Thus, since the possibility of introducing new, additional courses is virtually eliminated, attention must be focussed on the content of those courses already in existence and the optimal use of pedagogical resources. However, before any adjustments in content and teaching methods are made, the objectives of the translation programme must be reexamined, since content and methodology result from the aims proposed.

CHAPTER II

OBJECTIVES OF A TRANSLATION PROGRAMME:  
GENERAL CONSIDERATIONS AND  
CONSIDERATIONS IN THE MERIDA CONTEXT



## OBJECTIVES OF A TRANSLATION PROGRAMME: GENERAL CONSIDERATIONS

The objectives of a translation programme are ideally based on the general requirements for the practice of translation. Four basic requirements can be considered as essential in the practice of translation anywhere in the world: command of the source language, command of the target language, knowledge of the subject matter, and mastery of translation techniques.

In an ideal situation, the students would already have acquired a command of the source and the target languages before beginning their translation programme, which could then be oriented towards the mastery of translation techniques and an initiation into certain areas of specialization. Most of the European programmes (e.g. the ESIT programme<sup>1</sup>) were based until recently on the firm belief that language teaching should not enter into a translation programme proper. However, it is now an accepted fact that students today are inadequately prepared in the languages they will work with as translators. So, in all translation programmes, some language improvement is seen as a necessity in the curriculum. Nevertheless, if translation programmes and schools can select their students carefully by means of an entrance examination--such as the one given by the School of Translators and Interpreters of the Universi-

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<sup>1</sup> Ecole supérieure d'interprètes et de traducteurs de l'Université de Paris III.

ty of Ottawa, which tests both passive and active skills in English and French and also basic general knowledge (see Appendix 1)--and if they have a curriculum that extends over a period of at least three years, as is the case with all Canadian programmes, they can hope to attain reasonable objectives.

Presented below are the general and specific objectives that a good translation programme can still aim for today. These objectives were established after a study of translation curricula of Canadian universities and after discussion with translation professors in the Canadian system.

#### General Objectives

1.0 To train students to translate in both directions.

#### Specific Objectives

1.1 To enable students to write stylistically in their mother tongue.

1.2 To give students an excellent passive knowledge of the foreign language.

1.3 To enable students to write correctly in the foreign language.

1.4 To give students enough practice to enable them to translate correctly and with style into their mother tongue.

General Objectives (cont'd)Specific Objectives (cont'd)

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| 2.0 To train students to be able to analyze and reflect on translation problems. | 2.1 To introduce students to the various phases involved in translation.                              |
|  | 2.2 To train students in the use of different approaches to translation from literal to adaptation.   |
|  | 2.3 To provide students with a basic knowledge of linguistics.  |
|  | 2.4 To enable students to recognize the linguistic relationships between their two working languages. |
| 3.0 To train students to find and use appropriate documentation for their work.  | 3.1 To familiarize students with the uses of documentation.   |
|  | 3.2 To introduce students to various types of available documentation.                                |
|  | 3.3 To provide students with criteria for evaluating documentation in view of needs.                  |

General Objectives (cont'd)Specific Objectives (cont'd)

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| 4.0 To train students in terminological methods.                        | 4.1 To train students to draw terminological information from available documentation.  |
|   | 4.2 To train students to note terminological information in a suitable format.  |
| 5.0 To train students to work in one or two areas of specialization.    | 5.1 To give students an adequate knowledge in certain limited areas of specialization for them to be able to translate as specialists in this area. |
|   | 5.2 To familiarize students with specialized terminology in given areas of specialization.  |
| 6.0 To turn out translators who have a well-rounded general background. | 6.1 To introduce students to various areas of general culture.  |
|   | 6.2 To induce students to read widely.  |

General Objectives (cont'd)Specific Objectives (cont'd)

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| 7.0 To provide students with enough practical training for them to be able to fit into the work milieu at the end of their training. | 6.3 To encourage students to read in their two languages.              |
|  | 6.4 To make students analyze various problems encountered in readings. |
|  | 7.1 To give the majority of courses a very practical bias.             |
|  | 7.2 To provide a practicum.  |

OBJECTIVES OF A TRANSLATION PROGRAMME: CONSIDERATIONS IN THE MERIDA CONTEXT

However, the objectives that we have presented above would be impossible to attain in the Mérida setting for at least three reasons:

- 1) the time restrictions faced by translation teachers;
- 2) the previous training of students, that leaves much to be desired;
- 3) the lack of selection of students.

The first point has already been discussed above. It is impossible administratively to have more than three semester courses devoted specifically to translation. Our only hope would be to have some of the translation-related language, linguistic and cultural preparation done in other courses in the general English programme--those courses given to translation and non-translation students alike.

But in every course in the English programme, teachers are faced with the arduous task of training students who are ill-prepared for intellectual work of any kind, and more especially for any form of linguistic activity. For in Venezuela, the primary and secondary educational systems are far from being adequate and do not provide the fundamentals necessary to prepare students either intellectually or emotionally. Students are not encouraged to do individual work during the early stages of education, i.e. at the elementary and secondary school levels, where a paternalistic attitude can often be perceived. This lack of development of creativity and initiative is clearly reflected in students at the university level, not only by the absence of a self-confident attitude or the evidence of limited cognitive perception, but in extremely poor expression and writing abilities in their own language.

If mother language skills are inadequate among Venezuelan students, foreign language skills leave even more to be desired. Although the secondary school curriculum includes five years of foreign language learning (English), incoming university students do not possess a satisfactory level of knowledge and fluency in this language.

This deficiency becomes quite obvious in the first of a series of English "reading" courses that students of some faculties must take at the university level. These courses are compulsory and designed to train students to read specialized texts written in English in their area of specialization. At the beginning of the first "reading" course, the student's level of understanding of the English language is often tested by means of a short, easy passage followed by questions about the text and a few questions on English grammar. Simple as the text may be, the majority of students are unable to answer correctly, not only because of their limited vocabulary but mainly because of their lack of training in relating conceptually the main ideas of texts. At the most, students manage a word-for-word "translation" of short isolated sentences. It is clear that such students would be unable to pass an entrance examination such as the one given by the School of Translators and Interpreters of the University of Ottawa<sup>2</sup> (see Appendix 1)--an examination in which students

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<sup>2</sup> I am referring here to the English as a second language section of the entrance examination.

are asked to answer questions about long and difficult passages and also write a 200-word composition on a given subject. In order to pass the examination they would need to have a) a more extensive vocabulary in the English language; b) a thorough knowledge of English morphology and syntax, and c) an acute perception of the relationships between individual phrases and sentences. These are the elements that the English language courses during the first two years of university in Mérida try to provide, with 15 to 25 hours of language instruction per week. However, even after all these hours of language learning, most students would not be able to reach the passing level required for the English test by the School of Translators and Interpreters of the University of Ottawa, especially if the use of dictionaries was not allowed.<sup>3</sup>

What makes matters worse is the fact that translation instructors have no way of weeding out the weak students by means of an entrance examination. Students registered in the English programme have the right to opt for translation, without further consideration of their suitability for this specialized option. And since the only requirement to enter the English programme is a high school diploma ("grado de bachiller"), there is little weeding of students at any stage. The only guarantee we have of the foreign language skills of

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<sup>3</sup> The School of Translators and Interpreters of the University of Ottawa allows no dictionaries.

students opting for translation is that they have passed four semesters of English courses. And, since there is no reason to believe that all students who pass a course are equally good, the level of English of those who choose the translation option varies from poor to fairly good. Moreover, since there are no Spanish writing courses during the first two years of university, there is no way of pinpointing the student's command of his dominant language either.

With such tremendous linguistic obstacles to overcome, it is clear that it is impossible, in three short courses, to train students to translate adequately both from the foreign language into their mother tongue and vice versa (see Objective 1.0 above). Although most schools of translators have courses intended to train their students to translate into at least one foreign language, one may well ask oneself whether, given the problems of translator training in Venezuela, and more particularly in Mérida, there is a legitimate reason why Venezuelan translation students should be trained to render Spanish texts into, say, English.

Translation into the foreign language is an issue that has been, and still is, hotly debated. According to some authors, translation into a language other than the mother tongue or into one that is equally mastered should be discouraged and "no effort should be made to accomplish the vir-

tually impossible."<sup>4</sup> Others have been even more critical and described translation into the second language as "au mieux une espérance démesurée et de plus une exigence absurde."<sup>5</sup> Still others, especially those dealing with highly specialized scientific and technical translation, see nothing wrong with translating into a foreign language. They contend that the translator's competence in the field he is dealing with is far more important than his faultless writing style since a lack of familiarity with the subject matter may result in errors far more serious than mere linguistic improprieties. The only function of a scientific and technical text, they argue, "is to convey information, and to convey it not necessarily in the form in which it was actually written in the source language, but as it was intended to be written."<sup>6</sup> The point they make is that, in many countries where minor languages are spoken, the bulk of scientific and technical translation from the minor languages into one of the major languages has to be carried out by non-native speakers of the target language because of the growing volume of translation work and the increasing lack of fully bilingual translators to do that work.

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<sup>4</sup> D. Gold, "Planning a School for Translators and Interpreters," Babel, No. 3, 1975, p. 107.

<sup>5</sup> Jean-René Admiral, Traduire: théorèmes pour la traduction, p. 48.

<sup>6</sup> K.J. Ahlsved, "Translating into the Translator's Non-primary Languages," in La traduction, une profession, ed. P. Horguelin, p. 186, (underlined in the text).

Given that Venezuela is not a country with a minor language, the question that now arises is whether there is a real need for translators in Venezuela to be able to work into their foreign language. It may be said in general that the bulk of the translation work in this country is from the foreign languages (mainly English) into Spanish. However, legal documents in both the public and the private sectors have to be translated both out of and into the foreign language. Because of the market needs, the state examination required to become a public interpreter contains at least one legal text to be translated from Spanish into the foreign language. This requirement for the state examination makes it imperative for translation programmes in Venezuela to include at least a minimum of translation from Spanish into the foreign language. At the Universidad de Los Andes, translation into English is taught, but only in the framework of the legal translation course, which is the final course in the translation option.

From what we have just said, it is clear that at least one area of specialization--law--has to be treated in translation programmes in Venezuela. However, the brief survey of translation needs in Venezuela presented above indicates clearly that the student should also have some background in economics, in technical fields, in education and in many other areas. Unfortunately, students in the translation op-

tion at the University of Los Andes have no knowledge of these subjects, and the programme they are taking allows no slots for electives in these areas. Since it is obvious that the three specifically translation-oriented courses cannot provide students with the basic concepts of each of these fields as well as the necessary practice in the translation of specialized texts from these fields, the solution to the problem seems to be, not the study of the terminology of various specialized areas, but an introduction to methods of documentation and terminology, which the students can then apply, on their own, to the fields in which they are called upon to translate. Experience has shown that adequate training in the systematic analysis of specialized terms, the elaboration of conceptual analysis and functional "fiches", and the consultation of specialized reference works improves the translator's capability in specialized translation both in terms of quality and of quantity.

The arguments presented above bring out two irreconcilable facts: a) that all the general and specific objectives aspired to by Canadian translation schools are applicable also to the Venezuelan context; b) that it is impossible to attain all these objectives in the space of only three semester-long courses. So the first step would be to see which of these objectives--and more particularly, specific objectives--could be handled in the framework of other courses.

Passive knowledge of the foreign language (Specific Objective 1.2) could be developed not only in the four English language courses but also in those courses dealing with the history, literature and culture of English-speaking countries where readings in English could be used more systematically for understanding not only of the general content but also of English structure. Such detailed comprehension could be verified using objective methods that allow for quick correction (see Appendix 2 for an example). Writing ability in the foreign language (Specific Objective 1.3) could also be developed in these same courses by instructors of English literature, history, etc. correcting the assignments submitted in English not only for content, but also for language errors. Writing ability in the mother tongue could also be developed through written assignments in all courses taught in Spanish, which again would be corrected not only for content but also for language. Finally, General Objective 5.0 --that of turning out translators with a well-rounded general background--can only be attained through a large pool of courses, and each course in the English programme should try to work towards this objective.

The "transfer" of these objectives to non-translation courses would imply that content of the kind found in TRA

3717 Documentation sur le Canada<sup>7</sup> in the Ottawa translation programme would be covered in a variety of courses. Such a transfer would also imply that exercises of the type found in J. Bossé-Andrieu's Exercices pratiques du français and Exercices pratiques de style, i.e. exercises intended specifically to improve the students' writing ability in the mother tongue, would not be included automatically in the translation courses--although, of course, on the basis of error analysis, the translation instructor could add a few exercises of this nature if the need arose.

Such a "transfer" of objectives would involve close collaboration with non-translation instructors, who would first have to be convinced of the need to modify their own objectives and approaches and who might then require guidance in preparing materials adapted to the "newly acquired" objectives. The translation instructor may thus be called upon to act as a resource person for these other courses and should be ready to put in the time and effort this could involve. His energy will be well-spent if such extra work results in better trained translators.

Another objective, among those presented on p. 24 that will need to be "transferred" or drastically pruned, is that

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<sup>7</sup> "TRA 3717 DOCUMENTATION SUR LE CANADA (3 h.p.s.s. - 3cr). Etude des institutions canadiennes par les documents. Exploitation des moyens offerts par les bibliothèques de canadians et de publications officielles," School of Translators and Interpreters, Programmes and Interpreters, Programmes and Admission Requirements, p. 55.

of training students to work in one or two areas of specialization. The sensible solution from a purely pedagogic point of view would be to eliminate this objective on the grounds that it is impossible to deal with specialized translation before dealing with general translation,<sup>8</sup> and that three translation courses are hardly enough to give students a good grounding in the latter. However, since we have seen above that in order to qualify as "public interpreter" graduates must be able to do legal translation at the very least, the specialization objective cannot be eliminated completely. However, it can be reduced to one area of specialization--law. Moreover, efforts should be made for legal concepts to be taught in the framework of other courses, so that precious time in translation courses is not wasted. While there is no one course dealing with law among the general courses required by the English programme, many legal concepts could be covered in the framework of courses on the history and culture of English-speaking nations. Furthermore, for lack of time, students should be familiarized with specialized legal terminology only indirectly--through lectures on legal concepts in various courses proposed above, through specific exercises that aim at applying the methods of documentation and terminology taught and through particular texts translated in the final

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<sup>8</sup> J. Darbelnet, "Spécialisation et enseignement de la traduction," in La traduction, une profession, ed. P. Horguelin, p. 189.

translation course.

All the other objectives, which seem to me to be essential in translation training and which would be difficult to "transfer" to other courses, would have to be aspired to in the three translation courses. It is obvious that they cannot all be attained to a satisfactory degree. Thus, for example, when I say that students should be given enough practice to enable them to translate correctly into their foreign language, I have to take into consideration the fact that three courses are not enough in any case, and that "enough" in this specific objective is relative to the total time spent on translation. In fact, all the remaining objectives will need to be reduced to the basics if they are to be attained at all.

One objective in particular will need to be reduced to the essentials--that of training students to analyze and reflect on translation problems. In fact, this objective might well seem superfluous, given the time restraints. However, my reason for not eliminating it is basically simple. The translation operation is based on certain principles and involves certain procedures both strictly "translational" and linguistic--which all good translators are aware of, either instinctively or through reflection. Since students in the Mérida programme have little time to develop an instinct-

tive awareness of these principles and procedures, since, in other words, there are not enough translation courses to put into practice the inductive approach (from a part to a whole, from the particular to the general), a deductive approach (from general principles to concrete application or consequences) is called for. Such an approach, which would require the presentation of certain "theoretical" aspects, would at least allow the student who has not had time during his training to confront a good many of the problems he will face as a translator to cope with these new problems intelligently, on the basis of certain principles, as they arise. However, it is understood that the theoretical aspects I consider essential will need to be presented succinctly and very simply so that they can be understood by the students.

Since some of the exercises I will present in the second part of this thesis are based on my theoretical beliefs and principles, I will now present a résumé of them.

CHAPTER III

THE THEORY BEHIND  
THE PRACTICE AND PEDAGOGY

Translation theorists agree that a translation "corresponds" to its original in relevant respects; thus, translation is often defined in terms of equivalence. Obviously, then, one of the first tasks of the translation teacher is to familiarize students with generally valid principles of translation equivalence. Before a student can be expected to translate any text adequately, he must know something about the principles and difficulties involved in the translation process. He must be made aware, for example, of the dangers of a word-for-word translation. No matter to what extent there may exist similarities between two cognate languages, numerous structural patterns in the source language have an entirely different pattern in the target language, and this will inevitably pose difficulties to the inexperienced translator, especially if he does not possess a complete command of the source language.

Even at the lexical level, it is often difficult to find perfect equivalence from one language to another, i.e. each item does not necessarily have an exact semantic equivalent in the other language. Even at the level of one language, some authors have often argued that synonymous expressions (semantic equivalences) are non-existent. In this respect, B. Mates points out that "two expressions are synonymous in a language L if and only if they may be interchanged in each sentence in L without altering the truth va-

lue of that sentence."<sup>1</sup> If true synonymy turns out to be non-existent within one natural language, there exists therefore little chance that we might find it between different languages. The concept of synonymy is usually applied to one language, in any case. Thus, the translator must rely upon criteria other than synonymy in order to establish equivalence.

#### "SIGNIFIÉ" AND "SENS", CONTEXT AND SITUATION

He must first make a distinction between the "signifié" (or structural meaning) of words and their "sens" (or message meaning). Words in isolation--as found in the dictionary--have structural meaning but no message meaning. The "signifié" has two components: "signification", which Maurice Pergnier and Roda P. Roberts (1983) define as "un trait sémantique minimal commun aux différentes acceptions",<sup>2</sup> and "désignations" or the different acceptions of a word. Since no two words in two different languages have exactly the same acceptions nor the same signification, it follows that the translator will not be able to establish equivalences at the level of the entire "signifié".

However, while the signification remains untranslatable

<sup>1</sup> B. Mates, Meaning and Interpretation, p. 209.

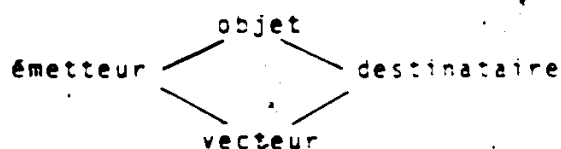
<sup>2</sup> M. Pergnier and R.P. Roberts, "Quelle théorie sémantique pour la traduction?" Unpublished paper presented at the 10th LACUS Forum in Quebec at Laval University, August 1983.

and while it is impossible to find all the acceptations of a given word in a "corresponding" word in another language, it is possible for the translator to determine the precise concept a word designates in a text and to find an equivalent for that given designation. This he can accomplish by means of context.

Context, which may be defined as the semantic association of linguistic elements in an utterance which integrates a given item into its pertinent lexical, structural and conceptual field, thus establishing the unique valid designation of that item, becomes a linguistic frame that is essential for the translator to disambiguate the meanings of not only lexical items but also structural items, and integrate them into a meaningful, coherent message. It is only within the complexity of context that these items can be adequately understood in one language and reformulated in the other language.

However, signs in a text are not only conceptually and contextually interrelated, but are inevitably related to certain extra-linguistic circumstances relating a specific situation. Therefore, to present the full message meaning, the translator has to work not only with context but also with situation. Situation in translation implies not only the cultural, social, and historical facts underlying the

words of the text,<sup>3</sup> but also the situational elements that govern the act of communication, and establish the message meaning as intended by the author. According to M. Pergnier, these situational elements or parameters are the "émetteur", the "objet", the "vecteur", and the "destinataire".<sup>4</sup> These four parameters are represented by Pergnier as follows:



Each parameter affects the production of a given message to a greater or lesser extent. For instance, any act of communication will be influenced by certain features of its "émetteur" or source. His cultural background, the clarity or ambiguity of his linguistic expression, even his idiolect, are factors inevitably reflected in the message he transmits. It follows that no two sources are likely to produce exactly the same message, even if the content they wish to convey is the same. The "objet" or the subject of the message also influences its formulation. If, for example, the subject to be dealt with is statistical information, the presentation will undoubtedly be different from that given to a political argument, not only in content but also in the

<sup>3</sup> J.P. Vinay and J. Darbejnet, Stylistique comparée du français et de l'anglais, p. 258.

<sup>4</sup> M. Pergnier, Les fondements sociolinguistiques de la traduction, p. 50.

degree of objectivity or subjectivity reflected. The "vecteur" of the message--i.e. the temporal and spatial conditions governing the enunciation--can also affect its production in that it may determine the addition or deletion of certain linguistic elements in the text: for instance, the "same" subject may be presented in more detail in a letter and more briefly in a telegram. Finally, the "destinataire" or intended receptor, i.e. the audience for whom the message is intended, plays an essential role in any act of communication since messages are generally produced because the source wishes to communicate something to someone. Obviously, then, the person or persons to whom the source wishes to transmit his message should be able to understand it and, to ensure this understanding, the source must take into consideration the linguistic and cultural background of his intended receptors when formulating his message.

The influence of these parameters in the enunciation of a message can be illustrated by means of a simple example: "It's cold, isn't it?" Let us suppose that the temperature is around 5°C. The speaker (source) is a Canadian student who runs into a Cameroonian student (intended receptor) on campus in the fall and makes a passing comment to him. The latter, not being used to the cold, is bundled up in a heavy coat. The Canadian speaker is aware that summer is over and the temperature is dropping, although in his estimation it

is not really cold yet: However, he really thinks that 5°C signifies cold for the Cameroonian. Since he does not have the time (vector) to chat about the weather (object) and explain that the chill in the air signifies that winter is on its way and that he realizes that the Cameroonian student finds that it is already very cold, he keeps his message short and simple and adjusts it in terms of his receptor.

All these parameters presented above determine to a certain extent the production of any act of communication, although each parameter plays a more or less significant role according to the function of the message. Messages can have three main functions: expressive, informational or vocative.<sup>5</sup> If a message has a primarily expressive function, the parameter "émetteur" will play a major role. If it has a primarily informational function, the parameter "objet" will be given predominance. If the vocative function is primordial, the "destinataire" will influence the message considerably.

While each of these situational elements influences the production of the message ('encodage'), they also play a significant role in its comprehension ('décodage') for only by making reference to these elements can the reader interpret or understand integrally the "sens" of the message. Thus, "la référence aux paramètres situationnels a pour résultat de faire appréhender les signes dans les champs lexicaux

<sup>5</sup> P. Newmark, Approaches to Translation, p. 13.

qui sont les leurs dans l'énoncé."<sup>6</sup> In other words, through understanding of the "émetteur", the "objet", the "vecteur", and the "destinataire", the receptor is able to identify the true meaning ('sens') of the message as intended by the author.

The influence of these parameters in the comprehension of a message may be illustrated by means of another very simple example: "Please help me with the table." It is important for the listener and reader of this statement to know who the transmitter of the message is to understand what the polysemic word "table" means in this case. If the transmitter is a schoolboy, he may be asking for help with his mathematics homework (multiplication table); if it is a housewife, she may be asking for help in moving the piece of furniture called "table". Similarly, the intended receptor could also throw light on the meaning of "table". If this statement is made to a schoolteacher, the word "table" probably means "multiplication table"; if it is addressed to a husband, "table" probably stands for a "piece of furniture". The object of the message--requesting assistance with something--involves the addition of a formula of politeness--"please". The fact that the message is an oral one, rather than a written one--although it could form part of a dialogue in a text--could account for the fact that the simple "please"

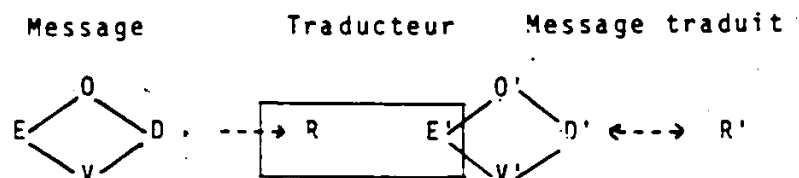
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<sup>6</sup> M. Pergnier, op. cit., p. 57.

is used rather than the more formal "would you mind..."

Since translation is an operation involving both the comprehension and the reproduction of the message, the situation of communication in the translation process is two-fold. The problems posed by the four parameters in intralingual communication are aggravated in interlingual communication for there is a significant degree of variation in the situational parameters, in addition to the change in the language of communication.

The communication model involved in translation is presented by Pergnier (1978) as follows:



Interlingual communication--as the model shows--is complicated by several elements. In addition to the fact that the translator is not normally the "destinataire" of the original message--since, in most cases, the message is not intended for him--and is therefore a casual receptor, he is also its "émetteur" in the new situation of communication, and thus "replaces" the original source. And even if he makes great efforts to reproduce "faithfully" the meaning,

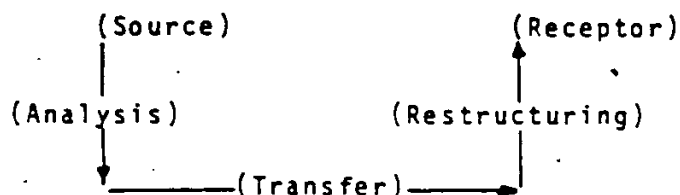
style, and tone of the original, his translation will always reflect to some extent his individual linguistic and stylistic traits and, in certain cases, a certain degree of misunderstanding about the "objet" of the message due to an insufficient knowledge of the subject matter dealt with. For the translator, unlike the original source, is not generally a specialist in the subject of the communication. The "vecteur" may also change from the source text to the target text --a report may be required in summary form in the target language, for instance--although such a change is relatively rare. On the other hand, as far as the "destinataire" is concerned, it is obvious that the audience of the translated text will be different from that of the source text.

#### PHASES OF THE TRANSLATION OPERATION

The complex operation of translation, which involves two different sets of situational parameters in addition to two different languages and which involves comprehension of a message, on the one hand and its reproduction, on the other, has been "systematized" to some extent by E. Nida,<sup>7</sup> who breaks it down into three phases as illustrated by the following model:

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<sup>7</sup> E. Nida and C. Taber, The Theory and Practice of Translation, p. 33.



While these three phases of Nida--analysis, transfer, and restructuring--are also clearly distinguished by other authors--who very often use different terms to designate them<sup>8</sup>--it is obvious that, in practice, they merge partially, and very often experienced translators carry out one global operation. However, some understanding of the three phases is necessary to acquire a good working method.

The analysis phase involves a great deal more than just a quick reading of the text. The first contact with the text should, of course, allow the translator to identify the type of text he is dealing with, i.e. whether it is informative, expressive, or vocative, so that he can, accordingly, place the emphasis on the content, the form, or the exhortative function of the text. A first or second reading should also enable him to deduce the specific "désignation" of words

<sup>8</sup> While J. Delisle divides the process into "compréhension", "reformulation", and "analyse justificative", the same phases are designated as "assimilation", "confrontation", and "restitution" by N. Schumaker.

and sentences, taking into account the immediate context. For example, an attentive reading of the sentences "Is the coffee hot?/ No, it's cold" makes it clear that "it" refers to the coffee. But this type of reading is insufficient to disambiguate the total message meaning ('sens'). The translator then has to go beyond the specific "désignation" of words in the text and strive to find that information which will enable him to combine words and structures into a global message. He may obtain the information he needs from the global context--where it may be implicit--from his own intellectual and cultural background, or from the elements involved in the communication situation. J.P. BÉnard and P. Horguelin, in their analysis of "Why Nobody's Happy About Appliances" in their manual Pratique de la traduction. Version générale, show how and where such information may be found by the translator.

Only after having clearly identified and situated all the linguistic and extralinguistic elements and understood their interrelations within the text can the translator start looking for the optimal equivalents of units of thought in the target language in the next phase which is the transfer phase. At the lexical level, the main concern of the translator will obviously be the confrontation of "supposed" equivalents in the two languages, the final choice depending on context and situation. At the structural level, there

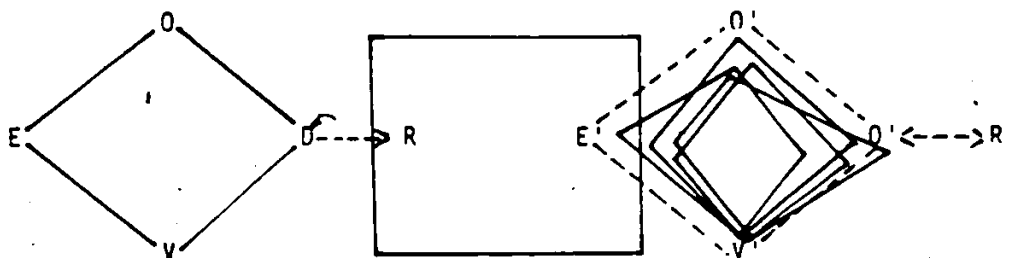
may be a need to make drastic grammatical changes, invert the word order, or even add or delete entire structural units, either because of differences between the two languages or because of the need to simplify or clarify the translated message for the intended receptor.

Once the equivalents in the target language are virtually established at the transfer phase, the target text needs to be carefully revised by the translator at the restructuring phase. At this point, he should detect and correct any incoherence between sentences or paragraphs or any gaps or redundancies. But above all, at this stage the translator must make all those subtle readjustments required to make the text as transparent and idiomatic as possible in the light of the purpose of the message and the intended receptor.

#### EQUIVALENCE RATHER THAN IDENTITY

One might believe that if the translator worked faithfully through all these phases and if he had a sound knowledge of his two working languages, he would achieve the ultimate hope of every translator, i.e. reproduce in another language the original message perfectly. However, this is only a dream for, just as intralingual communication is never "perfect" in that there are inevitably some distortions

caused in the transfer, so also, and even more so; interlingual communication with all its implications and limitations, can never reproduce the same message exactly. The translator cannot hope for perfect identity between the two messages, not only because of linguistic and cultural differences but also because the elements involved in the communication change. Depending on the translator and more particularly on the purpose of the translation and on the background and aspirations of the new set of intended receptors, more emphasis may be given in the translation to one parameter than to the other, with the result that the translation will be "different" to some degree from the original. These "differences" are indicated in Roda P. Roberts' adaptation of Pergnier's model:<sup>9</sup> the broken line indicates the "ideal", the ultimate hope of perfect similarity; the unbroken lines indicate the "differences" normally found in the translation when more priority is given to one situational element rather than another by the translator.



<sup>9</sup> Roda P. Roberts, "Translation: An Act of Communication," Bulletin of the CAAL, p. 161.

While such "differences" are inevitable--and in some cases even desirable, if the original text is poorly written or if the intended receptors of the translation are very different from those of the original--the task of the normal translator is to recognize that the "differences" should be as minimal as possible and motivated wherever possible.

Since translation is indeed a very complex activity, the translator obviously requires a great deal more than just a sense of intuition to accomplish it. He needs an organized system of concepts on the basis of which he can understand the process of translation and the elements involved in it. Although both linguists and translators have made many attempts in the past to propose an "ideal" translation theory that accounts for a thorough understanding and handling of the multiple aspects involved in the translation activity, there still exists no such theory. Nevertheless, considering the fact that translation principles must basically aim at explaining, and thus simplifying, the complexity of the translation operation, I feel that the concepts discussed above should constitute the fundamental criteria of every translator since they facilitate considerably the problem of

"equivalence in difference"<sup>10</sup> involved in the reformulation of the sense units found in one language in another language. Since the adequacy of a translation is measured by the degree of equivalence between the meaning of the source text and the meaning of the target text,<sup>11</sup> the translator cannot disregard the differences between "signifié" and "sens", i.e. the difference between linguistic equivalence and contextual/situational equivalence. In other words, the translator must realize that, although most signs are polysemic in isolation, they take on one particular meaning ('sens') in a given context and situation, that meaning resulting not only from a reduction of the "signifié" to one "désignation", but also from the intervention of the situational elements which add pertinent information. On the basis of the contextual and situational analysis of the source text--first phase of the process--the translator reformulates the sense units, again taking into account the communicative situation--second phase--and, finally, he proceeds to making the stylistic changes required--third phase.

Because translation involves a change not only of lan-

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<sup>10</sup> In his celebrated article "On Linguistic Aspects of Translation" in R. Brower's On Translation, p. 233, Roman Jakobson sees equivalence in difference as the "cardinal problem of language".

<sup>11</sup> See M. Pergnier's "Language-Meaning and Message-Meaning: Towards a Sociolinguistic Approach to Translation," in Language Interpretation and Communication, eds. D. Gerver and H. Wallace Sinaiko, p. 199.

guage but also of certain situational parameters, the translator product cannot be expected to be in perfect identity with the original work. However, if the translator has approached the source text he wants to translate carefully and has taken into consideration the criteria described above, he can certainly hope to resolve the problem of "equivalence in difference" and reformulate very adequately the sense units found in one language in another language.

CHAPTER IV

ANALYSIS OF METHODS  
OF TEACHING TRANSLATION

As a teacher of translation who has the approach to translation presented above, I would obviously like to find a translation manual with a similar approach, which I could use with my beginning students. Taking into account the specific needs of students in Mérida, such a manual would not only have to have an approach similar to mine, but would also have to contain the following elements.

1) The basic concepts of translation should be presented briefly but systematically. This is necessary, as I have already mentioned, because there are too few translation courses to use an inductive approach and allow the students to deduce for themselves, on the basis of concrete applications, the general principles that underlie good translation.

2) The exercises in the manual should be intended for Spanish speakers using English as their source language. For, as I have already indicated, the bulk of the translation work in Venezuela is into Spanish. While the requirements of the state examination make it necessary for us to teach some translation from Spanish into English, I feel that in the light of the students' limited ability in written English, the first course in translation should deal only with translation from English into Spanish.

3) The exercises should consist of more than simply texts in English to be translated into Spanish. While carefully

chosen texts in a variety of areas can save translation teachers some preparation time. I feel that texts by themselves are not adequate pedagogical tools at this stage, for each text covers a variety of problems and beginning students may get easily discouraged by the mass of errors that they make when tackling only full texts. The exercises should be designed to inculcate in the students the principles and procedures of good translation. Thus, they should illustrate the various points brought out in the previous chapter. They should, for instance, teach the student how to analyze a text using situational parameters, or how to use context as a guide in resolving the meaning of a word in a given communicative situation.

With these criteria in mind, I have examined three manuals frequently used in Spanish translation courses to see if they would be suitable for my needs: Introducción a la Traductología by Gerardo Vázquez-Ayora, Translation Strategies, Estrategias para Traducción by E. Brinton et al., and Translation from Spanish: An Introductory Course by B. Steel.

Introducción a la Traductología by G. Vázquez-Ayora.

A basic course intended for Spanish-speaking translators and translation students, the Introducción a la Traductología

G. Vázquez-Ayora, Introducción a la Traductología, 47 p.

combines both theory and practice providing some fundamental principles of linguistics and a methodology to apply in the translation process. Special emphasis is placed throughout the work on the contribution of generative-transformational grammar to the solution of certain translation problems. According to Vázquez-Ayora, the transformation model should enable the translator to preserve the original content intact and, at the same time, provide him with a large number of varied surface structures in the target language, thus enriching his inventory of stylistic variants.

Although Vázquez-Ayora often refers to the sentence as the translation unit, he nevertheless devotes a whole chapter to discourse analysis, stressing its importance in translation and indicating the macrostructure as the major translation unit, since the entire semantic structure is affected by the interrelation of sentences. Context and situation are brought out in the book as two important criteria in the analysis and interpretation of the meaning of the source text and the selection of target equivalents.

Contrastive linguistics, "the core of any translation methodology", is discussed in detail and illustrated by many examples by the author, who insists greatly on the affective and descriptive elements of expression of English and Spanish. Polysemy, the abuse of anglicisms, and the use of dic-

tionaries are some of the other aspects dealt with by Vázquez-Ayora in the first part of his work.

The last two chapters--one third of the book--provide a detailed description, supported by numerous examples, of various translation procedures and the methodology that a good translator should follow when performing his task.

It is clear that this lengthy work (471 pages) would make the translation student very aware of important theoretical and practical considerations necessary to achieve good translation. However, the very fact that this one book contains such extensive and detailed description of so many concepts and aspects makes it difficult for any translation teacher to use this work systematically, in spite of Vázquez-Ayora claim that it constitutes a "basic course".

On the other hand, while the innumerable translated sentences can be an invaluable tool for an English-Spanish translation course, considering the quasi-inexistence of other publications of this kind, they do not completely answer my pedagogical needs since they only serve to illustrate the structural differences between English and Spanish and highlight the particular features or "genius" of each language. While a comparative linguistic approach would certainly be useful to my students, especially in view of their inadequate level of English, such an approach does not

give students a complete picture of translation. I believe that translation problems should be tackled within the framework of a communicative situation. And, although Vázquez-Ayora devotes two chapters to context, situation and discourse analysis, he only presents isolated sentences as examples, which are inadequate to make students reflect upon strategies and choices in specific communication situations.

What seems most useful in this work is the presentation of various translation techniques, ranging from the simple literal operation to the more subtle and complex transformations. These techniques, illustrated as they are by a large number of translated sentences, serve as a helpful guide to both the translation teacher and the translation students to solve the problems of meaning caused by language dissimilarities and could be usefully adopted in and adapted to a basic translation course for Spanish-speaking students in Mérida.

Translation Strategies. Estrategias para la Traducción by E. Brinton, C. White, E. Cruz and R. Ortiz y Ortiz.

Translation Strategies. Estrategias para la Traducción.<sup>2</sup> a manual of translation techniques written by four translation and language professors from different Mexican univer-

<sup>2</sup> E. Brinton et al., Translation Strategies. Estrategias para la Traducción, 192 p.

sities, is intended for both English-speaking and Spanish speaking translation students and professional translators.

Short texts on a variety of subjects, covering literary, journalistic, and technical translation, are provided in both English and Spanish. Most of the texts are followed by a few questions on the text designed to focus attention of the meaning of the text as a whole. Exercises which consist in the selection of one or two translations out of several alternative translations provided for words and phrases within a given context are intended as a starting point for consideration and discussion of problems of syntax, style, etc. Other exercises, which consist of filling in blanks with the correct form of given verbs, are obviously designed to develop the student's foreign language abilities. While one extensive appendix (A) presents the grammatical difficulties found in the texts provided for translation and referred to in footnotes to these texts, another appendix (B) gives useful hints on certain techniques that can be used to handle the translation problems encountered in the texts provided.

Considering the almost total lack of manuals, handbooks, or guides, this "introductory" course not only provides a wide range of passages for translation from English to Spanish and vice versa but, as the authors claim in the introduction, it also suggests some ways of dealing with the many

problems confronted by the translator and helps to develop good translation habits. While the grammar points treated in Appendix A merely serve to bring out some of the basic differences between the functions of parts of speech in the two languages and are therefore oriented towards language improvement rather than translation, the brief hints provided in Appendix B can certainly serve to initiate beginners in the handling of some of the techniques commonly used in translation.

Some of the exercises following the passages are obviously intended to create awareness in the translation student of the problems that may arise in the "comprehension" of the source text. For instance, a literary passage, followed by a brief analysis of the author's style and some comments on the degree of irony implicit in the text, is accompanied by an exercise in which given phrases are translated in several different ways and the student is required to select the translation that best conveys the sarcasm of the given phrases. It is clear that this type of exercise is designed to make students reflect on the tone of the original text and the author's intention.

However, while exercises of this type may help students to realize that certain translations are absolutely unacceptable, they do little to develop in students the active abili-

ty to transfer meaning into the other language. In fact, this course contains no specific exercises designed to develop the ability to provide adequate contextual equivalents.

To sum up then, this "introductory course" is by no means complete. But Appendix B--with its hints on translation techniques, which are illustrated, not through isolated sentences but through the passages provided in the book itself--and some of the exercises intended to draw the student's attention to some of the elements involved in the communicative situation--could be profitably used to achieve some of the didactic objectives I have outlined in Chapter II.

Translation from Spanish: An Introductory Course by B. Steel.

As indicated in its preface, B. Steel's Translation from Spanish: An Introductory Course<sup>3</sup> is a course designed "to improve passive comprehension of Spanish syntactical structures and to serve as an essential introduction to translation from Spanish." Obviously, then, this manual is not suitable for my needs, since my students, being native

<sup>3</sup> B. Steel, Translation from Spanish: An Introductory Course, 307 p.

speakers, can understand without difficulty the precise functions of the forms and patterns discussed through sample sentences in this work.

Nonetheless, in spite of the fact that the course is totally devoted to a systematic study of those forms, patterns and functions of the Spanish language presenting comprehension and translation problems for advanced English-speaking students of Spanish, it seems that it is being used to teach translation strategies to both English-speaking and Spanish-speaking students in the States.<sup>4</sup>

I personally feel that the only way Spanish-speaking students can possibly benefit from this manual is by making a comparative analysis of the Spanish sentences and their translations and deducing for themselves the structural and stylistic changes necessitated by the "genius" of each language. While the Spanish forms and patterns with multiple or complex functions presented in the examples do not seem particularly useful to Spanish-speaking students such as we have in the Mérida translation programme, some of the English translations provided can serve to illustrate, inversely, difficult grammatical points in English which they have not mastered sufficiently.

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<sup>4</sup> This was indicated by North American teachers of Spanish translation to Dr. Roberts during a recent symposium on the teaching of translation in Provo, Utah, April 1983.

Even from the point of view of the author's intended receptors (advanced English-speaking students of Spanish), this work, which presents no theoretical concepts related to the translation process and contains only grammatical explanations and examples, does not fully meet its own objectives. For while it may help to improve their Spanish language skills, it contains little that can justify its claim to serving as "an essential introduction to translation from Spanish."

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Since none of the three translation manuals that I know of meet all, or even the majority, of my needs in terms of the objectives I have set for a basic English-Spanish translation course, I have also examined manuals intended for English-French translation in order to see if they could be translated and adapted for my purposes. These manuals are the Guide de la traduction appliquée by G. Vitale et al., Pratique de la traduction. Version générale by J.P. Bénard and P. Horguelin, and L'analyse du discours comme méthode de traduction by J. Delisle.

Guide de la traduction appliquée by G. Vitale et al.

The Guide de la traduction appliquée<sup>5</sup> by G. Vitale, M. Sparer, and R. Larose of the University of Quebec, was basically conceived to develop in French-speaking students the ability to translate specialized texts from English into French. The manual attempts to compensate for a lack of "specialization" on the part of translation teachers.

Each of the nine specialized areas dealt with in the manual--business, working relations, publicity, economy, political science, law, finances, accounting, and data processing--are treated as follows: a general introduction on the subject and on possible translation difficulties in the area is followed by a series of texts on that subject, each text being accompanied by "guiding" notes that pinpoint difficulties and indicate one or more ways of "solving" them. At the end of the guide, a "reasoned" translation is presented to show students the analytic process the authors followed to set up the guiding notes. The manual also contains a short list of reference books on each of the specialized areas presented and a brief explanation of many of the translation terms contained in it.

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<sup>5</sup> G. Vitale, M. Sparer, and R. Larose, Guide de la traduction appliquée, 397 p.

Apart from the brief explanation of certain terms related to the translation process--such as "adaptation", "amplification", "faux-amis"--and a few suggestions intended to place students on the right track as far as the author and "destinataire" of the source text, as well as the text itself, are concerned, there are no theoretical principles proposed.

The "guiding" notes, which refer mainly to lexical and grammatical difficulties involved in the texts, are inadequate in that they merely indicate in passing to students the use of certain techniques or the modification or deletion of certain elements, or again, the avoidance of certain structures. They do not explain the reason for the difficulties or the different ways in which they can be tackled. The "reasoned" translation, on the other hand, presents the problem areas of the source text clearly, and the strategies used to find the equivalents proposed in the target language are, to a certain extent, made explicit.

While the 162 texts presented for translation are functionally varied and representative of the fields chosen, the manual contains no exercises designed specifically to provide students with criteria and methods they can use in analysis and transfer.

In spite of the fact that this manual does not present

any theoretical principles on the basis of which the texts proposed for translation can be approached, the texts themselves provide excellent examples of the many difficulties a translator is bound to encounter during the translation process. Examples can be extracted to illustrate, for instance, the meaning in context of words and expressions which could be wrongly interpreted by students because of their form. Such examples, as well as the strategies proposed by the authors in the "reasoned" translation may, to some extent, be useful in attaining some of my course objectives.

Pratique de la traduction. Version générale by J.P. Bénard and P. Horguelin.

The Pratique de la traduction. Version générale<sup>6</sup> by J.P. Bénard and P. Horguelin, which is divided into three main sections, combines practical aspects with some theoretical principles and also contains a condensed history of translation and translation theory.

More than theory, the authors present a methodology that can be applied through the entire process of translation, from the very first contact with the source text right up to the verification of the final product. The

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<sup>6</sup> J.P. Bénard and P. Horguelin, Pratique de la traduction. Version générale, 151 p.

first part of the work presents the criteria and techniques to be used in the various phases of the process,<sup>7</sup> while the second section consists of three commented translations which illustrate the techniques used in each phase to disambiguate or transfer meaning. Step by step, the sentences of the source text presenting the most difficulties are analyzed, and practical solutions are provided by the authors on the basis of concepts and criteria previously discussed, such as contextual meaning, author of the source text, lexical and structural dissimilarities of the languages involved, need for documentation, etc. The final part of the manual comprises twenty-five texts to be translated (obviously, the bulk of the work), of which only ten are preceded by a few preliminary notes on the difficulties involved in the text themselves.

There is no doubt that some of the principles of translation advocated in this manual fit in well with the approach I have presented above. Translation, the authors believe, is more than a mere transformation of linguistic code; it is a process accomplished in terms of a situation common to the "émetteur" and the "destinataire" of the text; thus, "...la concordance doit se faire au niveau du message et non de l'expression, car les langues procèdent

<sup>7</sup> The authors break down the translation process into two phases ("décodage" and "encodage"), and six steps, namely, "lecture", "analyse", and "compréhension" ("décodage"), and "transfert", "restructuration", and "vérification" ("encodage").

à un découpage différent de la réalité.<sup>8</sup> In keeping with this approach, the authors insist, in the commented translations, on situating the message communicated by the author within the contextual and situational elements present in the text. The three commented translations provide good examples of the use of certain principles and procedures in translating.

Given that the number of commented translations is small and that each commented translation covers a variety of problems specific exercises on specific problems would certainly have enhanced the value of this manual by making the student more aware of these problems and by helping him more directly to eliminate them. There is, however, little doubt that the clear and detailed explanation of the steps followed in the translation process would be of great use in a basic translation course and that this section can easily be adapted to meet my teaching needs.

L'Analyse du discours comme méthode de traduction by  
Jean Delisle.

In L'Analyse du discours comme méthode de traduction,<sup>9</sup>

<sup>8</sup> J.P. Bénéard and P. Horguelin, op. cit., p. 17.

<sup>9</sup> J. Delisle, L'Analyse du discours comme méthode de traduction, 265 p.

Jean Delisle proposes a translation teaching methodology intended for students at the introductory level. It is based on the principle that the process of translation can only be accomplished at the discourse level.

The two main parts of this work--the first dealing with theoretical concepts and the second with practical exercises--are closely linked, for one exemplifies and corroborates the theoretical considerations postulated in the other. After considering the various translation theories--linguistic, semiotic, sociolinguistic--as well as the comparative linguistics approach from his pedagogical point of view, the author arrives at the conclusion that an important distinction should be made between the operations of "transcodage"--a purely linguistic transposition carried out at the lexical or phrastic level--and "traduction"--the interpretation and transfer of message meaning. The operation of "traduction" involves three main phases, namely, "compréhension", "reformulation", and "analyse justificative". To be able to successfully carry out this three-phased operation, the future translator requires two basic abilities, that of "comprehension" and that of "re-expression". Accordingly, the general objective of a basic practical course, Delisle argues, should be to train students to analyze units of thought expressed in a message and to reformulate them in another language, and not to present a

comparative analysis of the two languages involved. The message is clear: seule la méthode interprétative peut conduire à la postulation d'équivalences contextuelles.<sup>10</sup>

The twenty-three objectives and exercises proposed in the second part of the work aim primarily, although not exclusively<sup>11</sup> at describing and illustrating the main aspects involved in the analytic approach to "sens", which the author feels should prevail within the pedagogical framework of a translation course.

There is no doubt that the theoretical views proposed in the first part of L'Analyse du discours comme méthode de traduction are similar to our own, particularly those on the subject of contextual equivalence. Obviously, the author's aim is to make clear to students and professional translators that "l'analyse du discours", as opposed to "stylistique comparée" or any other method analyzing linguistic signs isolated from their contextual environment, is the only valid method for a translator to interpret and reformulate the "sens" of any utterance in a communication situation. However, while it is clear that the analysis of discourse plays a fundamental role in the process of trans-

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<sup>10</sup> Ibid., p. 124.

<sup>11</sup> Some objectives and exercises proposed are strictly intended to improve the students' ability to express the ideas conveyed in the source text by exploiting the resources of the target language and, more particularly, to get them used to using idiomatic expressions not suggested by the formal expression of the original.

ation, the reader of Delisle's theoretical views is left with the impression that the translator is inevitably subjected to an exhaustive interpretation of the entire text before he can arrive at elucidating the meaning of any linguistic item in the text. Perhaps this misleading conclusion could have been avoided if the author had introduced earlier in the work the concepts of immediate context and distant context to delimit the exegetic analysis required for a given unit. It is only at a later stage that the author makes reference to the "microtext"--later referred to as "cotexte" or "contexte immédiat". On the other hand, the rather complex formulation of the theoretical concepts and a certain lack of clarity in the terminology used to designate those linguistic and non-linguistic elements that help in the analysis and interpretation of a text<sup>12</sup> might confuse the novice translator to some extent, thus making this part somewhat impractical for direct classroom use.

However, the exercises designed specifically to make students aware of the importance of contextual interpretation--as well as of certain semantic and stylistic imperatives--could be used effectively, with a few adaptations,

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<sup>12</sup> For example, "contexte cognitif", "contexte référentiel", "bagage cognitif", "paramètres contextuels et référentiels" are used without prior definition, at times interchangeably.

in the teaching of translation to Spanish-speaking students at the introductory level. On the whole, L'Analyse du discours comme méthode de traduction provides an excellent model that can be adapted, simplified, and added to in order to meet the needs of my translation students.

My analysis of six translation manuals has made it clear that none of them completely meet my needs for various reasons. Some of them are more language-oriented than translation-oriented. Some do not present specific problems-based exercises. Others lack a theoretical presentation. Still others make the theoretical presentation too complex. Finally, the majority are not intended for Spanish-speaking students working from English into Spanish. Nevertheless, this analysis helps to bring to light the good points (both in terms of theoretical presentation and in terms of practical exercises) found in existing manuals, which can be adapted and added to by teachers of Spanish translation such as myself, who have almost no valid didactic tools at our disposal. In fact, the following chapter, which contains specific exercises intended for my Spanish-speaking translation students, has been inspired to a large extent by the ideas, objectives and exercises presented in some of the manuals analyzed above.

CHAPTER V

TRANSLATION EXERCISES FOR  
SPANISH-SPEAKING STUDENTS  
FROM ENGLISH INTO SPANISH

"Practice makes perfect" has long been the adage followed by translation instructors and translation schools. However, there is little doubt that teaching translation by distributing texts to be translated and then correcting the translation (and/or providing the "correct version") has proved unsatisfactory both from the point of view of student reactions and from that of instructors (see J. Orsoni and R. Larose, "L'enseignement de la traduction et la préparation des travaux" and C.R.B. Perkins, "Towards the More Systematic Teaching of Translation"). Efforts have therefore been made in the last five years to provide more systematic teaching of translation.

Some of the new ideas have been integrated into the manuals discussed in the previous chapter; others are found in articles such as R.P. Roberts' "Exercices particuliers prévus pour l'enseignement de la traduction vers la langue seconde," (1982) and "Teaching Students to Translate into their Second Language: Pitfalls, Problems, Expectations, Exercises," (1983). I have used these various sources of exercises in two different ways. In some cases, I have borrowed integrally the form of exercise proposed by these sources, my own contribution being the choice of texts in the light of Spanish-speaking students working from English into Spanish (Exercises I.2-3-4-5-6-7, III.2-4-5-7, IV.1-2,

V.1-3-6-7, VI.1, and VII.1-2-3-4). In other cases, I have adapted certain exercises to meet my objectives (Exercises I.1, II.3, III.3-6, and V.2). Yet, other exercises are totally my own (Exercises II.1-2-4, III.1, IV.3, V.4-5, VII.5, and VIII.1).

The exercises have been grouped according to specific course objectives. Although many exercises may combine two or three objectives, each has been conceived with one particular one in mind, and it is under this one objective that each is classed.

Along with each exercise, I have indicated the phase of the translation process, if any, that is involved in the exercise (analysis, transfer, restructuring) and the main "theoretical" concepts that the students should understand before they undertake the exercise. Basic, simple explanations of the concepts indicated--explanations intended for students--can be found in the notes placed after the exercises. Suggested answers for the exercises are presented right after each exercise. Explanations concerning certain grammatical structures that Spanish-speaking students find hard to transfer also appear in the end notes.

COURSE OBJECTIVE I: Students should be able to analyze the source text and fully comprehend the message it conveys from the point of view of context, both immediate and global.

EXERCISE I.1 (analysis)

CONCEPTS INVOLVED immediate context (see p.171)  
polysemy (see p.172)

Use the immediate context to disambiguate the meaning of the underlined polysemic words in the following sentences and circle the words and expressions which remove ambiguity. Explain, whenever possible, in what way the items circled helped you to disambiguate the meaning of the underlined words.

Example: I hadn't the nerve to do it.

I hadn't the nerve to do it.

(The immediate context "to do it" indicates that "nerve" in this sentence is used in the sense of "courage", and not in the "physical" sense of tendon or nervous tissue. In the latter sense, "nerve" could not be used with "to do it").

I. a) The teacher handed out several sheets to his students.

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b) Hundreds of steel sheets were used in the factory.

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II. a) Glass is more brittle than porcelain.

b) He was wearing dark glasses.

III. a) The beggar was wearing a worn cap.

b) I couldn't find the cap of my new pen.

IV. a) He gave a beautiful ring to his wife on her birthday.

b) A ring of fans surrounded the famous actress.

V. a) She sent me a long letter from the capital of Sweden.

b) The title of the book was written in capital letters.

ANSWERS TO EXERCISE I.1:

- I. a) The teacher handed out several sheets to his students.

The immediate context "teacher" and "students" indicate that "sheets" in this sentence is used in the sense of paper sheets.

- b) Hundreds of steel sheets were used in the factory.

The immediate context "steel" and "factory" indicates that "sheets" in this sentence is used in the sense of a special type of sheets for manufacturing.

- II. a) Glass is more brittle than porcelain.

The immediate context "more brittle" and "porcelain" indicates that "glass" in this sentence is used in the sense of the material itself and not in the sense of a mirror.

- b) He was wearing dark glasses.

The immediate context "he", "was wearing" and "dark" indicates that "glasses" in this sentence is used in the sense of something to protect one's eyes.

- III. a) The beggar was wearing a worn cap.

The immediate context "beggar" and "was wearing" indicates that "cap" in this sentence is used in the sense of an accessory.

- b) I couldn't find the cap of my new pen.

The immediate context "of" and "pen" indicates that "cap" in this sentence is used in the sense of an object belonging to a pen.

- IV. a) He gave a beautiful ring to his wife on her birth-day.

The immediate context "beautiful", "wife" and "birthday" indicates that "ring" in this sentence is used in the sense of an ornamental band.

- b) A ring of fans surrounded the famous actress.

The immediate context "fans", "surrounded" and "actress" indicates that "ring" in this sentence is used in a figurative sense.

- V. a) She sent me a long letter from the capital of Sweden.

The immediate context "sent" and "long" indicates that "letter" in this sentence is used in the sense of a written message.

She sent me a long letter from the capital of Sweden.

The immediate context "Sweden" indicates that "capital" in this sentence is used in the sense of the main city of that country.

- b) The title of the book was written in capital letters.

The immediate context "title of the book", "written" and "letters" indicates that "capital" in this sentence is used in the sense of large letters.

The title of the book was written in capital letters.

The immediate context "title of the book", "written" and "capital" indicates that "letters" in this sentence is used in the sense of letters forming words.

EXERCISE 1.2

(analysis)

CONCEPTS INVOLVED:

distant context (see p.171)

polysemy (see p.172)

Indicate the elements in the more distant context which have helped make clear to you the underlined words and phrases of the following text:

"For several days, Mr. Sammler returning on the customary bus late afternoons from the Forty-second Street Library had been watching a pickpocket at work. The man got on at Columbus Circle. The job, the crime, was done by Seventy-second Street. Mr Sammler if he had not been a tall straphanger would not with his one good eye have seen these things happening. But now he wondered whether he had not drawn too close, whether he had also been seen seeing. He wore smoked glasses, at all times protecting his vision, but he couldn't be taken for a blind man."

Example: pickpocket: "at work", "the man", "the crime".  
(Elements which help to make the meaning of the word "pickpocket" clear).

the man: \_\_\_\_\_  
 the job: \_\_\_\_\_  
 straphanger: \_\_\_\_\_  
 these things: \_\_\_\_\_  
 seeing: \_\_\_\_\_  
 he: \_\_\_\_\_  
 blind man: \_\_\_\_\_

ANSWERS TO EXERCISE I.2:

the man: a pickpocket

the job: pickpocket at work

straphanger: bus

these things: the job, the crime, a pickpocket at work

seeing: had been watching, with his one good eye, have  
seen these things happening

he: Mr. Sammler

blind man: with his one good eye

(Elements which have helped to make clear the underlined  
words).

EXERCISE I.3 (analysis)CONCEPT INVOLVED: global context (see p.171)

Read the text provided twice. Then underline the important ideas it contains.

TEXT

We are healthier today than ever before. Even at the beginning of this century man's average life-span was only 46 years, while today life expectancy is about 71 years. Not only do we survive longer, but the threats to our health are quite different. It is the degenerative diseases--coronary heart disease, stroke, osteoarthritis, which kill or cripple us now. A hundred years ago we died, usually of infectious disease, before we had a chance to degenerate. Social improvements, aseptic surgical techniques, have contributed to our better survival rates, but the strongest weapon in our defensive armoury has been the development of effective drugs, beginning with the discovery of the sulfa drugs and penicillin in the 1930's.

What are the hazards to health which face us now? Things are weighted for or against us on our very entry to life. Inherited tendencies to disease, for example, personality and body type may make us more prone to some mental or physical illnesses than others. Sex and marital status both influence longevity--women, on average, live four years longer than men and married people survive better than single. It is healthier to be born into the upper social classes, who tend to live longer, be ill less--factors influenced by their better housing, nutrition and their employment in less dangerous occupations. Where we live makes a difference too. Many diseases have a geographical

variation; multiple sclerosis, for example, is less prevalent near the equator, and cancer of the breast is uncommon in Japan. Environment, air pollution and climate all have their effect on health, but undoubtedly the greatest risks of all are the ones we inflict upon ourselves, by eating too much, smoking too much and taking too little exercise.

Obesity is one of the most common and potentially lethal western diseases and it is due, quite simply, to eating more than we need. Fat people throw extra strain on their hearts and weight-bearing joints, they are more prone to coronary heart disease, high blood pressure, diabetes, gallstones and atherosclerosis. What we eat can influence our health as well-many doctors think that diets which reduce the cholesterol level in our blood by cutting down on animal fats and replacing them with the "unsaturated" fats found in vegetable oils may help to reduce coronary heart disease. And because the western diet is a low-fibre diet, with little indigestible residue, it produces a stool too small for the bowel muscle to propel efficiently. Adding high fibre bran to the diet to increase its bulk has been found to help prevent a good many digestive disorders such as constipation and diverticular disease.

Although tobacco consumption in both Britain and America has fallen slightly since the dangers of smoking were recognized in the 1960's, more than half Britain's adults still smoke, and at least 50,000 deaths per year in Britain in people under 64 can be attributed to smoking. Besides having higher death rates, smokers are generally less healthy too. The main risks they run are from lung diseases, cancer, bronchitis, emphysema, and from coronary heart disease.

Inactivity is not only unhealthy, but can be dangerous.

Taking vigorous--and regular--exercise is known to be one of the best protective measures against coronary heart disease you can take.

Many of us lead fairly stressful lives, and although the cause and effect relationship between stress and disease is not a simple one, there is undoubtedly some sort of link between stress and happiness. Stresses in an individual's personal relationships, work or financial affairs, for example, have been found to build up in the period preceding a coronary attack, and may well predispose him to other illnesses too.

Some of the greatest advances in the last few decades have been in the prevention of disease. Immunization programmes have virtually eradicated smallpox, diphtheria and polio, and milk pasteurization and tuberculin testing have abolished the risk of tuberculosis. Women are being educated to recognize the early signs of breast cancer for themselves and, where the resources are available, to have regular pap tests for cervical cancer. In addition, programmes of screening (examining symptomatic stage) have become increasingly popular, especially in America where the business man's annual check has become almost routine. But it is now believed that to be of any real value such screening should not be haphazard but should be concentrated on disease where early diagnosis can affect treatment and eventual outcome and those potentially most at risk can be identified, such as diabetes. Perhaps more worthwhile are legislative measures such as the clean air legislation which has dramatically reduced the incidence of chronic bronchitis in British cities. Compulsory seat-belt laws in Australia reduced the road-accident rate by 25 per cent and the drink laws in Britain cut it by 15 per-

cent in the first year of operation.

Even more important are government health education programmes such as anti-smoking campaigns. Few medical advances could affect our future health as profoundly as a successful attempt to persuade us to modify our life-styles and reduce the avoidable risks we run.

ANSWERS TO EXERCISE I.3:TEXT

We are healthier today than ever before. Even at the beginning of this century man's average life-span was only 46 years, while today life expectancy is about 71 years. Not only do we survive longer, but the threats to our health are quite different. It is the degenerative diseases--coronary heart disease, stroke, osteoarthritis, which kill or cripple us now. A hundred years ago we died, usually of infectious disease, before we had a chance to degenerate. Social improvements, aseptic surgical techniques, have contributed to our better survival rates, but the strongest weapon in our defensive armoury has been the development of effective drugs, beginning with the discovery of the sulfa drugs and penicillin in the 1930's.

What are the hazards to health which face us now? Things are weighted for or against us on our very entry to life. Inherited tendencies to disease, for example, personality and body type may make us more prone to some mental or physical illnesses than others. Sex and marital status both influence longevity--women, on average, live four years longer than men and married people survive better than single. It is healthier to be born into the upper social classes, who tend to live longer, be ill less--factors influenced by their better housing, nutrition and their employment in less dangerous occupations. Where we live makes a difference too. Many diseases have a geographical

variation; multiple sclerosis, for example, is less prevalent near the equator and cancer of the breast is uncommon in Japan. Environment, air pollution and climate all have their effect on health, but undoubtedly the greatest risks of all are the ones we inflict upon ourselves, by eating too much, smoking too much and taking too little exercise.

Obesity is one of the most common and potentially lethal western diseases and it is due, quite simply, to eating more than we need. Fat people throw extra strain on their hearts and weight-bearing joints, they are more prone to coronary heart disease, high blood pressure, diabetes, gallstones and atherosclerosis. What we eat can influence our health as well-many doctors think that diets which reduce the cholesterol level in our blood by cutting down on animal fats and replacing them with the "unsaturated" fats found in vegetable oils may help to reduce coronary heart disease. And because the western diet is a low-fibre diet, with little indigestible residue, it produces a stool too small for the bowel muscle to propel efficiently. Adding high fibre bran to the diet to increase its bulk has been found to help prevent a good many digestive disorders such as constipation and diverticular disease.

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cent in the first year of operation.

Even more important are government health education programmes such as anti-smoking campaigns: Few medical advances could affect our future health as profoundly as a successful attempt to persuade us to modify our life-styles and reduce the avoidable risks we run.

EXERCISE I.4

(analysis)

(follows preceding exercise)

CONCEPT INVOLVED:

global context (see p. 171)

Summarize in ten lines the important ideas of the text provided (see Exercise I.3), using the language of the text.

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ANSWERS TO EXERCISE I.4

1 We live longer nowadays because of development of  
2 drugs, medical techniques, and disease prevention  
3 measures. Nevertheless, modern life exposes men  
4 and women to new risks and dangers, those of over-  
5 eating, smoking heavily. Inactivity and stress,  
6 which are potential causes of disease, as well as  
7 environment and air pollution can also have nega-  
8 tive effects on our health. The most effective  
9 health measures for the future would be a modifi-  
10 cation in life-style to eliminate avoidable hazard.

EXERCISE I.5      (analysis)

(follows two preceding exercises)

CONCEPT INVOLVED:      global context (see p. 171)

Underline twice ten words or expressions related to the main idea of the text provided (see Exercise I.3).

ANSWERS TO EXERCISE I.5TEXT

We are healthier today than ever before. Even at the beginning of this century man's average life-span was only 46 years, while today life expectancy is about 71 years. Not only do we survive longer, but the threats to our health are quite different. It is the degenerative diseases--coronary heart disease, stroke, osteoarthritis, which kill or cripple us now. A hundred years ago we died, usually of infectious disease, before we had a chance to degenerate. Social improvements, aseptic surgical techniques, have contributed to our better survival rates, but the strongest weapon in our defensive armoury has been the development of effective drugs, beginning with the discovery of the sulfa drugs and penicillin in the 1930's.

What are the hazards to health which face us now? Things are weighted for or against us on our very entry to life. Inherited tendencies to disease, for example, personality and body type may make us more prone to some mental or physical illnesses than others. Sex and marital status both influence longevity--women, on average, live four years longer than men and married people survive better than single. It is healthier to be born into the upper social classes, who tend to live longer, be ill less--factors influenced by their better housing, nutrition and their employment in less dangerous occupations. Where we live makes a difference too. Many diseases have a geographical

variation; multiple sclerosis, for example, is less prevalent near the equator and cancer of the breast is uncommon in Japan. Environment, air pollution and climate all have their effect on health, but undoubtedly the greatest risks of all are the ones we inflict upon ourselves, by eating too much, smoking too much and taking too little exercise.

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cent in the first year of operation.

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EXERCISE, I.6

(analysis)

(follows three preceding exercises)

CONCEPT INVOLVED:

global context (see p.171)

Summarize in one sentence (two or three lines) the main idea of the text provided (see Exercise I.3), first in English, then in Spanish.

1

2

3

1

2

3

ANSWERS TO EXERCISE I.5:

1 Despite all the negative effects modern life has on our  
2 health, we live longer thanks to preventive medicine.

1 A pesar de los factores negativos de la vida moderna que  
2 afectan la salud, el promedio de vida del hombre de hoy es  
3 más alto gracias al progreso de la ciencia médica.

EXERCISE I.7

(analysis)

(follows four preceding exercises)

CONCEPT INVOLVED: global context (see p. 171)

Read the text provided (see Exercise I.3). Find five words and expressions in the first two paragraphs which seem ambiguous or difficult to you. Then examine the text and identify contextual clues that might give an idea of the meaning of these words and expressions.

Example: average life-span

contextual clues: "at the beginning of this century", "only 46 years", "today", "life expectancy is about 71 years", "survive"

ANSWERS TO EXERCISE I.7:

1. life-expectancy  
contextual clues: "at the beginning of this century",  
"only 46 years", "average life-span",  
"survive longer"
2. stroke  
contextual clues: "degenerative diseases", "which kill  
or cripple", "coronary heart disease"
3. cripple  
contextual clues: "threats to our health", "kill or.."
4. defensive armoury  
contextual clues: "strongest weapon", "has been the de-  
velopment of effective drugs"
5. hazards  
contextual clues: "threats to our health", "effect on  
health", "the greatest risks.."

COURSE OBJECTIVE II: Students should be able to analyze the source text and fully comprehend the message it conveys from a cultural point of view and also from the point of view of various situational elements involved in it.

EXERCISE II.1 (analysis)

CONCEPT INVOLVED: extralinguistic knowledge (see p.172)

A culture-bound word occurs in each of the following sentences. Identify both and explain in Spanish their meaning taking into account the cultural background.

Example: Prime Minister Trudeau greeted President Reagan at the airport.

Prime Minister: jefe de un gobierno parlamentario (Canadá, Gran Bretaña, etc.).

1. The young father smiled at the baby-sitter and invited her to join him in a drink.

\_\_\_\_\_:

2. I asked the conductor if Victoria Station was far away.

\_\_\_\_\_:

ANSWERS TO EXERCISE II.I:

1. Baby-sitter: Persona que se encarga ocasionalmente del cuidado de un niño mientras los padres de éste están ausentes.
2. Conductor: Persona que se ocupa de cobrar el valor del pasaje en los autobuses de Londres.

EXERCISE II.2 (analysis)CONCEPT INVOLVED: situational parameters (see p.172)

Underline the ambiguous words or phrases in the following sentences. The ambiguity is due to the fact that the situational parameters are not clearly presented. Indicate the different situational parameters which could be applied to the ambiguous words or phrases you have underlined.

Example: The child looks backward.

The child looks backward.

The child / looks in a certain direction  
 \ seems to be retarded

1. Can you please help me with the table?

2. It is cold.

3. He looked over the old fence.

4. It was a lovely picture.

ANSWERS TO EXERCISE II.2:

1. Can you please help me with the table?

Speaker  $\left\{ \begin{array}{l} \text{schoolboy (table: table of mathematics)} \\ \text{wife (table: furniture)} \end{array} \right.$

2. It is cold.

It  $\left\{ \begin{array}{l} \text{animal, baby, object} \\ \text{impersonal (weather)} \end{array} \right.$

3. He looked over the old fence.

He  $\left\{ \begin{array}{l} \text{examined the fence} \\ \text{peeped over it} \end{array} \right.$

4. It was a lovely picture.

Speaker  $\left\{ \begin{array}{l} \text{describing a tender scene} \\ \text{praising a nice painting} \end{array} \right.$

EXERCISE II.3 (analysis)CONCEPT INVOLVED: situational parameters (see p.172)

Read the following text, which is an excerpt from a longer work. Using the few indications of situational parameters found in the reference, do some research in order to be able to answer the questions that follow the text.

TEXT

"The value of culture is its effect on character. It avails nothing unless it ennobles and strengthens that. Its use is for life. Its aim is not beauty but goodness. Too often, as we know, it gives rise to self-complacency. Who has not seen the scholar's thin-lipped smile when he corrects a misquotation and the connoisseur's pained look when someone praises a picture he does not care for? There is no more merit in having read a thousand books than in having ploughed a thousand fields. There is no more merit in being able to attack a correct description to a picture than in being able to find out what is wrong with a stalled motorcar. In each case it is special knowledge. The stockbroker has his knowledge too and so has the artisan. It is a silly prejudice of the intellectual that his is the only one that counts.

The True, the Good and Beautiful are not the perquisites of those who have been to expensive schools, burrowed in libraries and frequented museums. The artist has no excuse when he uses others with condescension. He is a fool if he thinks his knowledge is more important than theirs and an oaf if he cannot comfortably meet them on an equal footing"

W. Somerset Maugham, The Summing-up

Answer the following questions:

1. Is the text North American or British in origin?
2. Is it excerpted from a philosophical work, an essay or the personal reflections of the author?
3. Is the text modern (20th century) or not?
4. What kind of audience do you think this text is intended for?

ANSWERS TO EXERCISE II.3:

1. The author of the text is British. Therefore, the text is British in origin.
2. It is excerpted from the personal reflections of the author.
3. W.S. Maugham lived between 1874 and 1965. Therefore, the text is modern.
4. I think it is intended for an educated reading public.

EXERCISE II.4

(analysis)

CONCEPTS INVOLVED: extralinguistic knowledge (see p.172)  
documentation (see p.176)

Read the following text which contains several elements that are not part of the Venezuelan environment and culture and are unfamiliar to most Venezuelans. Identify five of these elements. Then write a short note explaining each element. Indicate which elements would need to be translated.

TEXT

"It was thanks to the print that Dickens became a comic writer. He began as a provider of copy for a popular cartoonist. To consider the comics here, after "The Print," is to fix attention upon the persistent print-like, and even crude woodcut, characteristics of our twentieth-century comics. It is by no means easy to perceive how the same qualities of print and woodcut could reappear in the mosaic mesh of the TV image. TV is so difficult a subject for literary people that it has to be approached obliquely. From the three million dots per second on TV, the viewer is able to accept, in an iconic grasp, only a few dozen, seventy or so, from which to shape an image. The image thus made is as crude as that of the comics. It is for this reason that the print and the comics provide a useful approach to understanding the TV image, for they offer very little visual information or connected detail. Painters and sculptors, however, can easily understand TV, because they sense how very much tactile involvement is needed for the appreciation of plastic art.

Many a wrinkled teenager recalls his fascination with that pride of the comics, the "Yellow Kid" of Richard F. Outcault. On first appearance, it was called "Hogan's Alley" in the New York Sunday World. It featured a variety of scenes of kids from the tenements, Maggie and Jiggs as children, as it were. This feature sold many papers in 1898 and thereafter. Hearst soon bought it, and began large-scale comic supplements. Comics (as already explained in the chapter on The Print), being low in definition, are a highly participational form of expression, perfectly adapted to the mosaic form of the newspaper. They provide, also, a sense of continuity from one day to the next. The individual news item is very low in information, and requires completion or fill-in by the reader, exactly as does the TV image, or the wirephoto. That is the reason why TV hit the comic-book world so hard. It was a real rival, rather than a complement. But TV hit the pictorial ad world even harder, dislodging the sharp and glossy, in favor of the shaggy, the sculptural, and the tactual. Hence the sudden eminence of MAD magazine which offers, merely, a ludicrous and cool replay of the forms of the hot media of photo, radio, and film. MAD is the old print and woodcut image, that recurs in various media today. Its type of configuration will come to shape all of the acceptable TV offerings."

Marshall McLuhan, The Comics

Elements which do not belong to the Venezuelan environment and culture:

- 1.
- 2.
- 3.
- 4.
- 5.

ANSWERS TO EXERCISE II.4:

1. Dickens: Charles Dickens, English novelist of the 19th Century, famous for the humour and sympathy of his characterization and his criticism of social injustice. (Not to be translated)
2. comics: comic strips in newspapers, etc. especially in the U.S. (It can be translated as "comiquitas" or "historietas cómicas").
3. "Yellow Kid": one of the characters created for the comic strips called "Yellow Kid". (Not to be translated)
4. Sunday World: title of newspaper published in New York. (Not to be translated)
5. MAD: modern humorous magazine. (Not to be translated)

COURSE OBJECTIVE III: Students should be able to choose the right words in transfer on the basis of context, rather than by sole reliance on bilingual dictionaries.

EXERCISE III.1 (preparation for transfer)

CONCEPTS INVOLVED: meaning out of context (see p.174)  
meaning in context (see p.174)

Find out the various meanings of the following words and, based on the definitions given in an English dictionary, find a suitable Spanish equivalent for each of the meanings. Then, use each of the equivalents in an idiomatic sentence where the context makes the meaning clear.

Example: fine: in satisfactory health (bien)  
Me siento bien.

fine: very thin (fino)  
Tratamiento especial para cabello fino.

fine: a certain amount of money imposed as a penalty (multa)  
Te pondrán una multa si te estacionas allí.

1. drop:

2. picture:

3. fair:

4. fan:

ANSWERS TO EXERCISE III.1:

1. drop: a small quantity of liquid that forms in a spherical mass (gota)  
El médico recetó 10 gotas al día.
- drop: a decrease in amount or value (baja, reducción)  
El gobierno anuncia inminente baja en la producción de petróleo.
- drop: the act of unloading troops, equipment or supplies by parachute (lanzamiento)  
El lanzamiento de víveres y medicinas salvó muchas vidas.
2. picture: visual representation of a person or scene, produced on a surface (cuadro; foto)  
Colgó el cuadro en la pared de su cuarto.
- picture: a motion picture (película)  
Esa película fue filmada en el sur de España.
- picture: situation considered as an observable scene (situation)  
Así como pinta la situación, parece que no hay esperanza de solución.
3. fair: just, impartial (justo)  
Fue un veredicto justo e imparcial.
- fair: a traveling entertainment with side shows, rides, etc. (feria)  
Los niños se divertieron mucho en la feria.
- fair: light in complexion; blonde (blanco, rubio)  
Su hija mayor es linda y de piel muy blanca.
4. fan: device for creating a current of air (ventilador).  
El ventilador ha sido reemplazado por el aire acondicionado.
- fan: any of various hand-agitated devices for cooling oneself (abanico)  
Compré un lindo abanico en España.
- fan: an ardent admirer of a pop star, film actor, foot-ball team, etc. (aficionado; fanático; admirador)  
Miles de aficionados se lanzaron al ruedo y alzaron en hombros al famoso torero.

EXERCISE III.2 (preparation for transfer)CONCEPT INVOLVED: context (see p.171)

Study the text presented below. Then indicate which of the equivalents proposed for the underlined words best suits the context.

"This peculiar region lies to the east of the Tisza, the Danube's big northern tributary--an immense, open, treeless plain, geometrically flat, unfenced and uncultivated; the salpetre in the soil prevents the growth of any crop save grass, on which tens of thousands of horses, sheep, cattle and pigs grazed in huge flocks."

peculiar: rara, especial, peculiar, singular

open: . abierto, sin límites, extenso, descubierto

flat: llano, horizontal, uniforme, plano

growth: crecimiento, cultivo, desarrollo, maduración

ANSWERS TO EXERCISE III.2:

peculiar: singular

open: abierto

flat: plano

growth: cultivo

EXERCISE III.3 (analysis and transfer)

CONCEPTS INVOLVED: context (see p.171)  
"faux-amis" (see p.174)

Identify the precise meaning of the underlined word on the basis of the context and translate the sentence paying special attention to the underlined word. Do not be misled by similarity of form between the underlined English word and a corresponding Spanish form.

- I. a) The characters he plays are childish.  
b) He is a man of character.
- II. a) A figure of \$1,800 was suggested by the manager.  
b) He likes girls with a slender figure.
- III. a) Dr. Brown will attend to you in a minute.  
b) All children must attend school.
- IV. a) Who is the conductor of the orchestra?  
b) Metals are good conductors of heat and electricity.
- V. a) They might or not arrive tonight. In either case they won't be in time for the ceremony.  
b) The woman told the police her diamond ring could have been kept in either case.

ANSWERS TO EXERCISE III.3:

- I. a) The characters he plays are childish.  
Los personajes que él representa son infantiles.
- b) He is a man of character.  
Es un hombre con personalidad.
- II. a) A figure of \$1,800 was suggested by the manager.  
El gerente propuso la cifra de \$1,800.
- b) He likes girls with a slender figure.  
Le gustan las chicas de figura esbelta.
- III. a) Dr. Brown will attend to you in a minute.  
El Dr. Brown le atenderá en seguida.
- b) All children must attend school.  
Todos los niños deben asistir a la escuela.
- IV. a) Who is the conductor of the orchestra?  
Quien es el director (dirige) la orquesta?
- b) Metals are good conductors of heat and electricity.  
Los metales son buenos conductores del calor y la electricidad.
- V. a) They might or not arrive tonight. In either case they won't be in time for the ceremony.  
Puede que lleguen o no esta noche. En cualquiera de los dos casos, no llegarán a tiempo para la ceremonia.
- b) The woman told the police her diamond ring could have been kept in either case.  
La mujer informó a la policía que el anillo de brillantes podía haberse encontrado en cualquiera de los dos estuches.

EXERCISE III.4 (preparation for transfer)CONCEPT INVOLVED: context (see p.171)

Using both the source text and the partial translation provided, fill in the blanks in the translation with words and expressions appropriate to the context supplied. Do not use a dictionary.

TEXT

"As soon as you get home, you will go to bed. No solid foods for a week. Take a glass of Vichy water every two hours. You can't say I'm prescribing costly drugs. We'll see how you feel at the end of the week. If by then you've regained your strength and spirits we'll know the illness is less serious than it might seem."

TRANSLATED TEXT

"Al llegar a su casa, acuéstese en seguida. No ingiera sólidos durante una semana y tome un vaso con agua Vichy cada dos horas. No puede decir que estoy.....  
..... caros. Veamos que tal se siente este fin de semana. Si para entonces ha ..... las fuer-  
zas y ..... quiere decir que ..... no es tan grave como parecía."

ANSWERS TO EXERCISE III.4:

Al llegar a su casa, acuéstese en seguida. No ingiera sólidos durante una semana y tome un vaso con agua Vichy cada dos horas. No puede decir que estoy recetándole medicamentos (medicinas) caros. Veamos que tal se siente este fin de semana. Si para entonces ha recuperado las fuerzas y el ánimo quiere decir que la enfermedad no es tan grave como parecía.

EXERCISE III.5 (transfer)

CONCEPTS INVOLVED: immediate context (see p.171)  
polysemy (see p.172)

Translate into Spanish the following sentences paying special attention to the contextual meaning of the underlined words. Since each of the underlined words is polysemic, the right equivalent for each will depend on context rather than on a bilingual dictionary.

1. There will be a big sale on sheets next week at Sears'.
2. The little girl looked at herself in the glass.
3. All graduates will be wearing caps and gowns at the ceremony.
4. Give me a ring as soon as you get home.
5. Professor Smith gave an interesting lecture on capital punishment.

ANSWERS TO EXERCISE III.5:

1. There will be a big sale on sheets next week at Sears'.  
La próxima semana habrá una gran liquidación de sábanas en Sears.
2. The little girl looked at herself in the glass.  
La niña se miró en el espejo.
3. All graduates will be wearing caps and gowns at the ceremony.  
Todos los graduandos llevarán puestos togas y birretes en la ceremonia.
4. Give me a ring as soon as you get home.  
Lláname por teléfono al llegar a tu casa.
5. Professor Smith gave an interesting lecture on capital punishment.  
El profesor Smith dio una conferencia muy interesante sobre la pena de muerte.

EXERCISE III.6 (analysis and transfer)

CONCEPTS INVOLVED: polysemy (see p.172)  
context (see p.171)

Read the following text.

- a) Circle all the words which are obviously polysemic.
- b) Figure out the precise meaning of the word in this text by a careful study of the context. Underline all elements in the context which have helped you to figure out the precise meaning.
- c) Translate the phrase in which the polysemic word is found.

Example: (from text presented below)

- a) polysemic word: business (line 1)
- b) element(s) in the context which help figure out its precise meaning: "you are in"
- c) translation: "Si usted se dedica al comercio..."

TEXT

"If you are in business and you are reading about something important to your business, you don't want to know what somebody thinks has happened. You want to know what in fact has happened. We want you to know that, too. That's why The Wall Street Journal goes to such lengths to insure that its news columns are unbiased. We're not for or against anything--not in our news columns, at least. As far as we are able, we give you the straight story."

ANSWERS TO EXERCISE III.6:

1 If you are in business and you are reading about  
 2 something important to your business you don't want to  
 3 know what somebody thinks has happened. You want to  
 4 know what in fact has happened. We want you to know  
 5 that, too. That's why The Wall Street Journal goes to  
 6 such lengths to insure that its news columns are un-  
 7 biased. We're not for or against anything--not in our  
 8 news columns, at least. As far as we are able, we give  
 9 you the straight story

- a) polysemic words: circled in the text  
 b) elements in the context which help figure out their precise meaning: underlined in the text  
 c) translation of phrases containing the polysemic word:

- 1 ... something important to your business  
 "alguna noticia importante relacionada con su negocio"  
 5 ... goes to such lengths  
 "llega a tales extremos"  
 6 ... to insure that  
 "para garantizar"  
 6 ... its news columns  
 "la sección informativa"  
 8 ... as far as we are able  
 "hasta donde nos sea posible"  
 8 ... we give you the straight story  
 "le ofrecemos la información exacta sobre los hechos"

EXERCISE III.7: (preparation for transfer/transfer)

CONCEPTS INVOLVED: meaning out of context (see p.174)  
meaning in context (see p.174)

- a) Find one or more equivalents in Spanish for the following words and expressions extracted from an English text, and write them down in the second column. Use a bilingual dictionary, if necessary.

1	2	3	4
Original text	Meaning out of context	Meaning in context provided by student	Meaning in context provided by instructor
when			
put			
comprehensive			
program			
before			
a major shift from scarce natural gas			
oil			
uncertain foreign oil			
plentiful			
domestic			
use			
by			

1	2	3	4
Original text	Meaning out of context	Meaning in context provided by student	Meaning in context provided by instructor

---

billion

Administration

urged tax incentives

for the conversion of

plants

that coal be used

factories and utilities

- b) Next, read the following original text from which these words and expressions were taken and translate it, this time paying attention to the contextual meaning of the words and expressions noted in column 1.

ORIGINAL TEXT

When President Carter put his comprehensive energy program before Congress last year, he envisioned a major shift from scarce natural gas and uncertain foreign oil to plentiful domestic coal. Coal use was to nearly double by 1985, to one billion tons a year. The Administration urged tax incentives for the conversion of industrial plants to coal, and it required that coal be used in many new factories and utilities.

- c) In the 3rd column, put down the equivalent words you have chosen in context (i.e. your translated text) and compare then with the equivalents proposed in column 2. All differences should be noted at this stage.
- d) You will now be provided with a translation prepared by the instructor. Note how the words and expressions found in column 1 have been translated in this version and write down the equivalents in column 4.

#### TRANSLATED TEXT

El Presidente Carter, al someter el año pasado el plan integral energético a la aprobación del Congreso, previó un considerable aumento en el consumo de carbón--materia prima que se produce en abundancia en Estados Unidos--como resultado de la escasez de gas natural y la incertidumbre sobre el suministro de petróleo del exterior. Según las previsiones, el consumo de carbón en 1985 debería casi duplicarse y alcanzar un total de mil millones de toneladas al año. El Gobierno, además de recomendar energicamente una reducción en los impuestos en la conversión a carbón de las instalaciones de plantas industriales, ordenó el uso del mismo en numerosas fábricas modernas y empresas de servicio público.

- e) Now compare the equivalents in columns 2, 3, and 4. You will probably find that the equivalents in column 4 are the most different from those in column 2, for a special effort has been made by the instructor to translate in context.

ANSWERS TO EXERCISE III.7:

1	2	3	4
Original text	Meaning out of context	Meaning in context provided by student	Meaning in context provided by instructor
when	cuando		al
put	poner, colocar, meter, echar; calcular, declarar,		someter
comprehensive	extenso, global, en conjunto		integral
program	programa, plan		plan
before	antes, adelante, ante, anteriormente, en presencia		someter a la aprobación (put before)
a major shift from scarce natural gas	un cambio/movimiento mayor/principal/importante de gas natural escaso		un considerable aumento [en el consumo...] como resultado de la escasez de gas natural
oil	aceite, petróleo		petróleo
uncertain foreign oil	aceite/petróleo extranjero incierto/vacilante		..la incertidumbre [sobre el suministro de] petróleo del extranjero

1	2	3	4
Original text	Meaning out of context	Meaning in context provided by student	Meaning in context provided by instructor
plentiful	copioso, abundante		[materia prima que se produce] en abundancia
domestic	doméstico, internacional		...que se produce...en los Estados Unidos
use	uso, utilización, empleo, manejo		consumo
by	por		en
billion	billón, mil millones		mil millones
Administration	administración, gobierno, dirección		Gobierno
urged tax incentives	instó/recomendó incentivos en los impuestos/derechos		recomendó enérgicamente una reducción en los impuestos
for the conversion of	para la conversión/reorganización de		en la conversión...de
plants	equipos, fábricas, plantas		plantas
that coal be used	que se use carbon		[ordenó] el uso del mismo
factories and utilities	fábricas y utilidades/empresas		fábricas...y empresas de servicio público

COURSE OBJECTIVE IV: Students should be able to identify in the source language text structures and phrases which can be translated literally without a change in meaning or lack of idiomaticity and those which have to be changed if idiomaticity or equivalent meaning is to be retained in the target text.

EXERCISE IV.1 (preparation for transfer)

CONCEPT INVOLVED: translation procedures (see p.176)

Indicate which of the sentences below lend themselves to a more or less direct translation into English because of the similarity between English and Spanish structure and idiom.

1. He has been gone for ten minutes now and there is still no sign that he is coming back.
2. A sense of change had been in the air for some time.
3. Cover with plastic and refrigerate at least 1 hour or over-night.
4. The social developments in the last decades of the eighteenth century ensured the emergence of Britain as the first nation-state.
5. South Africa security police yesterday arrested thirty black journalists in Johannesburg.
6. The journalists were arrested for holding demonstrations as they marched towards the Parliament.

ANSWERS TO EXERCISE IV.1:

1. He has been gone for ten minutes now and there is still no sign that he is coming back.

No direct translation. (Hace ya diez minutos que se fue y aún no hay indicios de que vuelva.)

2. A sense of change had been in the air for some time.

No direct translation. (Hacía tiempo que se respiraba una atmósfera de cambio.)

3. Cover with plastic and refrigerate at least 1 hour or over-night.

Direct translation. (Cubra con un plástico y refrigere durante una hora por lo menos o durante toda la noche.)

4. The social developments in the last decades of the eighteenth century ensured the emergence of Britain as the first nation-state.

No direct translation. (Como resultado de los cambios sociales en las últimas décadas del siglo XVIII, Gran Bretaña surgió como el primer estado-nación.)

5. South Africa police yesterday arrested thirty black journalists in Johannesburg.

Direct translation. (La policía de Sur Africa detuvo ayer a treinta periodistas negros en Johannesburgo.)

6. Five students were arrested for holding demonstrations as they marched towards the Parliament.

No direct translation. (Cinco estudiantes fueron detenidos por participar en una manifestación que se dirigía al Congreso Nacional.)

EXERCISE IV.2 (preparation for transfer)CONCEPT INVOLVED: Translation procedures (see p.176)

Underline in the following text the structures (sentences or parts of sentences) which cannot be translated directly into English.

TEXT

"One of the most remarkable achievements of the last quarter of a century has been the way in which food production has more than kept pace with population growth although there are signs that it may now be falling behind. Production of non-food crops such as coffee and tea has increased in two basic ways. First, the area of land under cultivation can be extended and, secondly, more productive use can be made of land already under cultivation.

Several studies have shown that a considerable area of the world could still be brought under cultivation. The precise amount varies from continent to continent, the least being in Asia and the most in Africa and Latin America. To bring land into production a mixture of capital, labour and technology is required."

ANSWERS TO EXERCISE IV.2:

One of the most remarkable achievements of the last quarter of a century has been the way in which food production has more than kept pace with population growth although there are no signs that it may now be falling behind. Production of non-food crops such as coffee and tea has increased in two basic ways. First, the area of land under cultivation can be extended and, secondly, more productive use can be made of land already under cultivation.

Several studies have shown that a considerable area of the world could still be brought under cultivation. The precise amount varies from continent to continent, the least being in Asia and the most in Africa and Latin America. To bring land into production a mixture of capital, labour and technology is required.

EXERCISE IV.3 (transfer)CONCEPT INVOLVED: word order (see p.180)

- a) Translate the following sentences into Spanish following the sentence patterns found in English.
- b) Translate the same sentences taking into account the structural patterns (i.e. order of elements) commonly used in the Spanish language.

Note that the first translation is unidiomatic in Spanish.

1. The bodies of only 22 of the 84 men who perished were recovered.
  - a)
  - b)
2. Television cameras quickly showed up.
  - a)
  - b)
3. Let the boy go to the cinema.
  - a)
  - b)
4. No measures will be taken until tomorrow.
  - a)
  - b)
5. The gypsy, who wore an old medal as a charm on his chain, looked up and smiled.
  - a)
  - b)

ANSWERS TO EXERCISE IV.3:

1. The bodies of only 22 of the 84 men who perished were recovered.
  - a) Los cadáveres de solamente 22 de los 84 hombres que perecieron fueron recuperados.
  - b) Apenas 22 cadáveres de las 84 personas que perecieron fueron recuperados.
  
2. Television cameras quickly showed up.
  - a) Las cámaras de television rápidamente aparecieron.
  - b) En seguida aparecieron las cámaras de television.
  
3. Let the boy go to the cinema.
  - a) Deja al niño ir al cine.
  - b) Deja ir al niño al cine.
  
4. No measures will be taken until tomorrow.
  - a) Ninguna medida será tomadá hasta mañana.
  - b) No se tomará ninguna medida hasta mañana.
  
5. The gypsy, who wore an old medal as a charm on his chain, looked up and smiled.
  - a) El gitano, quien llevaba puesta una vieja medalla como dije en su cadena, miró y sonrió.
  - b) El gitano, quien llevaba puesta de dije en su cadena una vieja medalla, miró (levantó la mirada) y sonrió.

COURSE OBJECTIVE V: Students should be able to move away, when necessary, from the structural patterns of the source text.

EXERCISE V.1 (transfer)

CONCEPT INVOLVED: transposition (see p. 177)

Translate the following sentences into Spanish replacing in each sentence a part of speech by another without changing the meaning of the sentence. Indicate the parts of speech which have been replaced.

Example: It is windy.

Translation: "Hace viento."

Transposition: adj./noun

1. How long is the river?
2. We stopped for lunch at a small hotel.
3. She said she would come early this week.
4. Her husband is a native American.

ANSWERS TO EXERCISE V.1:

1. How long is the river?

"¿Cuál es la longitud del río?"

Transposition: adj./noun

2. We stopped for lunch at a small hotel.

"Nos detuvimos a almorzar en un pequeño hotel."

Transposition: noun/~~verb~~

3. She said she would come early this week.

"Ella dijo que vendría a principios de esta semana."

Transposition: adj./noun

4. Her husband is a native American.

"Su esposo es norteamericano de nacimiento."

Transposition: adj./noun

5

EXERCISE V.2      -(transfer)CONCEPT INVOLVED:      modulation (see p.178)

Translate the following sentences into Spanish making the necessary lexical changes.

1. She is rather short for her age.
2. Don't get excited, you'll finish it in time.
3. The machine is out of order again.
4. The puppet changed into a little flesh and blood boy.
5. A new-born baby was saved in the fire.

ANSWERS TO EXERCISE V.2

1. She is rather short for her age.  
Es algo pequeña para su edad.
2. Don't get excited, you'll finish it in time.  
No te pongas nervioso, lo vas a terminar a tiempo.
3. The machine is out of order again.  
La máquina está descompuesta (dañada) otra vez.
4. The puppet was changed into a little flesh and blood boy.  
El muñeco se transformó en un niño de carne y hueso.
5. A new-born baby was saved in the fire.  
Se salvó un recién nacido en el incendio.

EXERCISE V.3 (transfer)CONCEPT INVOLVED: equivalence (see p.178)

Translate the following sentences, making the necessary structural changes. The Spanish equivalent must retain the same meaning of the English sentence and at the same time be idiomatic.

1. Keep off the grass.
2. May I help you?
3. He's drinking his troubles away.
4. Will you get the door, please?
5. She cried her heart out.

ANSWERS TO EXERCISE V.3

1. Keep off the grass.  
Prohibido pisar la grama.
2. May I help you?  
¿En qué puedo servirle?
3. He's drinking his troubles away.  
Busca consuelo en la bebida/Se olvida de sus penas bebiendo.
4. Will you get the door, please?  
Por favor, ve a ver quien llama a la puerta.
5. She cried her heart out.  
Lloró desconsoladamente.

EXERCISE V.4 (transfer)CONCEPT INVOLVED: passive voice (see p.180)

Translate the following sentences into Spanish taking into account the normal order of elements and the passive forms commonly used in Spanish to express the passive. Convert passive sentences into active where appropriate. Where two translations are possible (formal and informal), give both forms indicating which is formal and which is not.

1. A number of workshops will be offered next semester.
2. A new subsidy policy is being considered by the government.
3. The same reasoning was used in the June budget.
4. The programs will have to be changed more often.
5. No arrests have been made so far.
6. Those poems were written by Keats when he was very young.
7. The President will be greeted by the Foreign Minister.
8. He was greatly admired and respected.
9. They were asked to hand in their belongings.
10. His brother was sent to prison last year.

ANSWERS TO EXERCISE V.4:

1. A number of workshops will be offered next semester.  
El próximo semestre se ofrecerán varios talleres. (inf.)  
El próximo semestre serán ofrecidos varios talleres. (form.)
2. A new subsidy policy is being considered by the government.  
El gobierno estudia actualmente una nueva política de subsidio.
3. The same reasoning was used in the June budget.  
Emplearon el mismo argumento para el presupuesto de Junio. (inf.)  
El mismo argumento fue empleado con respecto al presupuesto de Junio. (more formal).
4. The programs will have to be changed more often.  
Los programas tendrán que modificarse más a menudo. (inf.)  
Los programas deberán ser modificados con más frecuencia. (form.)
5. No arrests have been made so far.  
Hasta ahora no han arrestado a nadie. (inf.)  
Hasta ahora no se ha efectuado ningún arresto. (form.)
6. Those poems were written by Keats when he was very young.  
Esos poemas los escribió Keats en su juventud. (inf.)  
Esos poemas fueron escritos por Keats en su juventud. (form.)
7. The President will be greeted by the Foreign Minister.  
El Presidente será recibido por el Ministro de R.E.
8. He was greatly admired and respected.  
Fue muy admirado y estimado. (form.)  
Lo admiraban y respetaban mucho. (inf.)

ANSWERS TO EXERCISE V.4: (cont'd)

9. They were asked to hand in their belongings.  
Les pidieron que entregaran sus pertenencias. (inf.)  
Se les pidió que entregaran sus pertenencias. (form.)
10. His brother was sent to prison last year.  
El año pasado pusieron preso a su hermano. (inf.)  
Su hermano fue encarcelado el año pasado. (form.)

EXERCISE V.5: (transfer)

CONCEPT INVOLVED: "-ing form" (see p.184)

Translate the following sentences into Spanish paying special attention to the "-ing" form in the English sentences. Analyze the sentences carefully to ensure whether the "-ing" form denotes action or intention.

1. The teacher will be asking for the assignment next week.
2. The Board of Directors is electing its new chairman today.
3. I've come to say good-bye. I'm leaving tomorrow.
4. They were watching television in the sitting room.
5. British police are seeking suspects in the slaying of three soldiers.
6. The workers are protesting the cabinet's decision.
7. She was wearing a new hat this morning.
8. The children were gathering strawberries when the bomb exploded.
9. The children were gathering strawberries while we were resting.
10. We stayed home because it was raining.

ANSWERS TO EXERCISE V.5:

1. The teacher will be asking for the assignment next week.  
El profesor pedirá el trabajo (tarea) la semana próxima.
2. The Board of Directors is electing its new chairman today.  
La Junta Directiva elige hoy su nuevo presidente.
3. I've come to say good-bye. I'm leaving tomorrow.  
Vine a despedirme. Me voy (salgo) mañana.
4. They were watching television in the sitting room.  
Estaban sentados en la sala mirando televisión.
5. British police are seeking suspects in the slaying of three soldiers.  
La policía británica busca a los responsables del asesinato de tres soldados.
6. The workers are protesting the cabinet's decision.  
Los trabajadores están protestando/ protestan contra la decisión (las medidas) tomadas por el Gabinete.
7. She was wearing a new hat this morning.  
Tenía puesto un sombrero nuevo esta mañana.
8. The children were gathering strawberries when the bomb exploded.  
Los niños estaban recogiendo fresas cuando explotó la bomba.
9. The children were gathering strawberries while we were resting.  
Mientras nosotros descansábamos, los niños recogían fresas.
10. We stayed home because it was raining.  
Nos quedamos en casa porque estaba lloviendo.

EXERCISE V.6 (transfer)  
CONCEPT INVOLVED: Context (see p.171)

Using both the source text and partial translation provided, fill in the blanks in the translation with structures appropriate to the context supplied.

ORIGINAL TEXT

"It was noted that article 2 of the Covenant was to prohibit discrimination and at the same time to require States parties to ensure that any person whose rights and freedoms were violated had an effective remedy. Considering the emphasis laid on the right to work, clarification was requested on the legislative provisions that could be invoked to obtain redress by anybody who was refused employment or access to public service in the country, as provided for in article 25 of the Covenant, for reasons other than his qualifications and experience. Information was requested on the judicial system and on the methods employed for the election and dismissal of judges and to ensure their independence and impartiality, as well on the extent of independence enjoyed by the Office of the Procurator and whether it could protect political rights from being violated by individuals, the State or persons claiming to act on behalf of the State. With regard to articles 3 and 23 of the Covenant, it was noted that the country's legislation ensured equality between the sexes, but more information was requested concerning the right of women to be elected to political office.



ANSWERS TO EXERCISE V.6:

Se observó que en el artículo 2 del Pacto se prohibía la discriminación y al mismo tiempo se pedía a los Estados partes que garantizaran un recurso efectivo a toda persona que hubiera sido víctima de una violación de sus derechos y libertades. Teniendo en cuenta la importancia que se asignaba al derecho al trabajo, se pidieron aclaraciones en cuanto a las disposiciones legislativas que podía invocar una persona a la que se hubiera negado un empleo o el acceso al servicio público en el país, por razones ajenas a sus calificaciones y a su experiencia. Se pidió información sobre el sistema judicial y sobre los métodos empleados para la elección y destitución de los jueces y para garantizar su independencia e imparcialidad, así como sobre el grado de independencia de que disfrutaba el ministerio público y se preguntó si éste podría proteger los derechos políticos contra posibles violaciones de parte de un individuo, del Estado, o de personas que alegaran actuar en nombre del Estado. En lo relativo a los artículos 3 y 23 del Pacto, se observó que la legislación garantizaba la igualdad entre los sexos, pero se pidió información en cuanto al derecho de las mujeres a ser elegidas para desempeñar cargos políticos.

EXERCISE V.7 (transfer)CONCEPT INVOLVED: meaning in context (see p.174)

Study the following source text and its translation.  
Then paraphrase the translation, varying the structures but retaining the meaning.

TEXT

"Of all the battles Napoleon fought, the most famous was the one he lost. Waterloo provides in the drama of his life the "catastrophe", that last and principal event in any tragedy. A sudden, a complete, a resounding disaster-- so many victories and so many strategic achievements ending only in a military collapse!... One more element of legend and epic grandeur, lacking till then in Bonaparte's life!"

TRANSLATION

"De todas las batallas que libró Napoleón, la más famosa fue la que perdió. En el drama de su vida, Waterloo representa la catástrofe, el acontecimiento magno y final de toda tragedia. Desastre total, inesperado y clamoroso. ¡Cuántas victorias y hazañas que acaban tan sólo en un fracaso militar! Es el episodio legendario y épico que hasta aquel momento faltaba en la vida de Bonaparte!"

ANSWERS TO EXERCISE V.7:PARAPHRASING OF TRANSLATION

La batalla de Waterloo, famosa por ser el único fracaso militar de Napoleón, es el hecho culminante--repentino y clamoroso--en el drama de su vida, que añade el episodio de leyenda y épica hasta aquel momento ausente en la vida de Bonaparte.



TRANSLATION

"La tasa de desempleo de la fuerza laboral en Febrero de 1977 fue del 11.2%, es decir, más de 300,000 trabajadores de Quebec estaban desempleados. Aunque es difícil conocer exactamente las causas de tan elevada cifra, ello obedece principalmente a la lenta recuperación de nuestros clientes habituales, especialmente los Estados Unidos. Se trata, sin embargo, de una situación adversa que deberá mejorar, y la devaluación del dólar representa un paso para lograrlo.

ANSWERS TO EXERCISE VI.1:UNITS OF TRANSLATION IN THE TRANSLATED TEXT:

La tasa de desempleo de la fuerza laboral en febrero de 1977, fue de 11.2%, es decir, más de 300,000 trabajadores de Quebec estaban desempleados. Aunque es difícil conocer exactamente las causas de tan elevada cifra, ello obedece principalmente a la lenta recuperación de nuestros clientes habituales especialmente a los Estados Unidos. Se trata, sin embargo, de una situación adversa que deberá mejorar, y la devaluación del dólar representa un paso para lograrlo.

COURSE OBJECTIVE VII: Students should be able to identify the terminology and phraseology of specialized fields and be able to find supplementary documentation on the topic treated in the original text both in the source language and in the target language. They should also acquire a technique for noting the terminological and phraseological information derived from the documentation consulted.

EXERCISE VIII: (analysis)

CONCEPT INVOLVED: terminology (see p. 175)

The source text provided is on the subject of surgery. Read the text carefully and then circle all the terms that belong specifically to the field of heart surgery.

TEXT

Modern medicine has tremendous resources to fight disability. Prostheses are nothing new, but have reached a new level of sophistication. An artificial arm can be moved by miniature motors, or can even use the electrical impulses from the muscles of the stump to initiate movement. Implants present more problems because of the body's tendency to reject any substance foreign to it. Special chemically inert metal alloys and strong polyethylene plastics have solved most of these problems so that now almost any damaged joint within the body can be replaced. Special cements are being developed which will allow the bone tissue to grow into the

new material and give the joint added strength.

Many other "spare parts" are now available. The tympanic membrane and ossicles of the ear can be replaced by man-made components to restore hearing, and artificial lenses are often inserted in the eye after cataract operations. Damaged heart-valves can be replaced and an electric pacemaker can be attached to the heart muscle to regulate its beat. Synthetic tubes can be used to replace damaged blood vessels. The function of even major organs can, to some extent, be taken over by man-made replacements as it is by the kidney dialysis machine for example, or by the heart-lung machine which enables open-heart surgery to be performed. But it is probably impossible ever to miniaturize organs of this complexity so that they could be carried within the patient's body.

The development of the cardiac catheter, a slender tube which can be pushed into the heart via a blood vessel in an arm or leg, has been a major step in diagnosing and treating heart disease. Radio-opaque material can be injected through the tube into the blood stream so that its passage through normal or abnormal channels in the heart can be traced by taking X-ray pictures. Blood samples can be withdrawn from different parts of the heart to measure their oxygen content and to assess lung and heart function directly. Catheterization can also be used to dilate coronary arteries which have become narrowed or blocked. Coronary by-pass operations, in which part of an obstructed coronary artery is replaced, usually by a piece of vein taken from the patient's leg, are being increasingly used in the treatment of coronary artery disease.

ANSWERS TO EXERCISE VII.1:

Modern medicine has tremendous resources to fight disability. Prostheses are nothing new, but have reached a new level of sophistication. An artificial arm can be moved by miniature motors, or can even use the electrical impulses from the muscles of the stump to initiate movement. Implants present more problems because of the body's tendency to reject any substance foreign to it. Special chemically inert metal alloys and strong polyethylene plastics have solved most of these problems so that now almost any damaged joint within the body can be replaced. Special cements are being developed which will allow the bone tissue to grow into the new material and give the joint added strength.

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heart disease. Radio-opaque material can be injected through the tube into the blood stream so that its passage through normal or abnormal channels in the heart can be traced by taking X-ray pictures. Blood samples can be withdrawn from different parts of the heart to measure their oxygen content and to assess lung and heart function directly. Catheriza-  
tion can also be used to dilate coronary arteries which have become narrowed or blocked. Coronary by-pass operations, in which part of an obstructed coronary artery is replaced, usually by a piece of vein taken from the patient's leg, are being increasingly used in the treatment of coronary artery disease.

EXERCISE VII.2 (analysis)

CONCEPT INVOLVED: context (see p.171)

The source text provided (see Exercise VII.1) is on the subject of surgery. After having circled all terms belonging to the field of heart surgery, underline any elements in the text that may help to explain the concept underlying each term.

ANSWERS TO EXERCISE VII.2:

Modern medicine has tremendous resources to fight disability. Prostheses are nothing new, but have reached a new level of sophistication. An artificial arm can be moved by miniature motors, or can even use the electrical impulses from the muscles of the stump to initiate movement. Implants present more problems because of the body's tendency to reject any substance foreign to it. Special chemically inert metal alloys and strong polyethylene plastics have solved most of these problems so that now almost any damaged joint within the body can be replaced. Special cements are being developed which will allow the bone tissue to grow into the new material and give the joint added strength.

Many other "spare parts" are now available. The tympanic membrane and ossicles of the ear can be replaced by man-made components to restore hearing, and artificial lenses are often inserted in the eye after cataract operations. Damaged heart-valves can be replaced and an electric pacemaker can be attached to the heart muscle to regulate its beat. Synthetic tubes can be used to replace damaged blood vessels. The function of even major organs can, to some extent, be taken over by man-made replacements as it is by the kidney dialysis machine for example, or by the heart-lung machine which enables open-heart surgery to be performed. But it is probably impossible ever to miniaturize organs of this complexity so that they could be carried within the patient's body.

The development of the cardiac catheter, a slender tube which can be pushed into the heart via a blood vessel in an arm or leg, has been a major step in diagnosing and treating

heart disease. Radio-opaque material can be injected through the tube into the blood stream so that its passage through normal or abnormal channels in the heart can be traced by taking X-ray pictures. Blood samples can be withdrawn from different parts of the heart to measure their oxygen content and to assess lung and heart function directly. Catheriza  
tion can also be used to dilate coronary arteries which have become narrowed or blocked. Coronary by-pass operations, in which part of an obstructed coronary artery is replaced, usually by a piece of vein taken from the patient's leg, are being increasingly used in the treatment of coronary artery disease.

EXERCISE VII.3 (preparation for transfer)

CONCEPTS INVOLVED: terminology (see p.175)  
documentation (see p.176)

Read the text provided (see Exercise VII.1). Then look for encyclopaedia articles on surgery and heart disease in both English and Spanish, which provide the following information:

1. definition of prosthesis:
2. meaning of pace-maker:
3. names in English and Spanish of three different disorders related to the heart:

ANSWERS TO EXERCISE VII.3

1. Definition of prosthesis: the replacement of a missing bodily part with an artificial substitute.
2. Meaning of electric pacemaker: an electronic device for use in certain cases of heart disease to assume the functions of the natural cardiac pacemaker.
3. Names in English and Spanish of three different heart disorders:  
heartburn: ardor, pirosis  
heart stoppage: paro cardíaco  
heart failure: insuficiencia cardíaca

EXERCISE VII.4

CONCEPTS INVOLVED: terminology (see p.175)  
documentation (see p.176)

Presented below is a sample terminological-phraseological record.

Heart surgery
<p>Open-heart surgery  <u>The World Reference Encyclopedia</u>,          London: Octopus Books Limited,          1979, p. 190.</p>
<p>Cirugía a corazón abierto          A. Garrido Juan, <u>Diccionario Inglés-          Español para Médicos y Estudiantes de          Medicina</u>, Barcelona: Editorial Pe-          diátrica, 1979, p. 239.</p>

Using this model, produce bilingual records on note cards for the following terms and expressions in the field of heart surgery, found in the text provided (see Exercise VII.1):

1. Heart-lung machine:
2. Pace-maker:

ANSWERS TO EXERCISE VII.4:

1.

Heart surgery

Heart-lung machine

The World Reference Encyclopedia,

London: Octopus Books Limited

1979, p. 190

Bomba cardiovascular

R. Williams, Técnicas Quirúrgicas Cardio-  
torácicas, Madrid: Editorial Almazan,

1975, p. 87.

2.

Heart surgery

Pace-maker

The World Reference Encyclopedia,

London: Octopus Books Limited

1979, p. 190

Marcapasos

A. Garrido Juan, Diccionario Inglés-  
Español para Médicos y Estudiantes de  
Medicina, Barcelona: Editorial Pe-  
diátrica, 1979, p. 359.

EXERCISE VII.5 (preparation for transfer)CONCEPT INVOLVED: borrowings (see p. 179)

The following borrowings from the English language are used in everyday Spanish. However, they are normally used in Spanish in only one specific sense. In the first column, provide the Spanish equivalent for the borrowed word, if one exists. If the English word has other meanings not found in the borrowing, provide in the second column Spanish words or expressions that convey those meanings.

Example: borrowing: "jet"Spanish equivalent: avión a reacciónother meanings of "jet": surtidor; charro; azabache

<u>BORROWING</u>	<u>SPANISH EQUIVALENT</u>	<u>OTHER MEANINGS</u>
show		
ticket		
penthouse		
switch		
jeep		
trailer		
goal		
ring		
strip-tease		
pitcher		
home run		

ANSWERS TO EXERCISE VII.6:

<u>BORROWING</u>	<u>SPANISH EQUIVALENT</u>	<u>OTHER MEANINGS</u>
show	espectáculo, función, exposición	demostración; boato
ticket	billete; boleto; entrada	(pol.) lista de candidatos, candidatura
penthouse	apartamento en la azotea	cobertizo
switch	interruptor; llave	vara, látigo; trenza, postizo; desviación, cambio
jeep	(jeep)	---
trailer	remolque; avance de película (used in both senses)	---
goal	(gol)	objetivo, meta
ring	cuadrilátero	aro, anillo; círculo, grupo, rueda; timbre de voz; toque de timbre; telefonazo
strip-tease (estriptise)		---

<u>BORROWING</u>	<u>SPANISH EQUIVALENT</u>	<u>OTHER MEANINGS</u>
pitcher	lanzador	cántaro, jarro
home run	sonrón	---
knockout	knokaut	(sl.) que sorprende o deja pasmado

COURSE OBJECTIVE VIII: Students should be able to identify in a translated text all the changes required--at the lexical, structural, and stylistic level--to make the final product as transparent and idiomatic as possible.

EXERCISE VIII.1 (restructuring)

CONCEPTS INVOLVED: translation procedures (see p.176)  
"genius" of the language (see p.179)

Read and compare the source text provided below and its translation. You will find that while the content of the original text has been entirely reproduced in the target text, there are some words and structures that need restructuring in the translated text so that it may read more idiomatically in Spanish. In each numbered sentence there is one main change to be made at the lexical, structural, or stylistic level. Make the changes that you think are required and give reasons for doing so.

Example: (from text provided below):

1 "Canada's geological history may be traced back more than two billion years, but its recorded story is brief, indeed."

(from translated text before restructuring):

1 "La historia geológica de Canadá se remonta a más de dos mil millones de años, pero la historia que se conoce del país es en realidad muy breve."

(changes made in the translated text):

1 "Aunque la historia geológica de Canadá se remonta a más de dos mil millones de años, la historia que se conoce del país es en realidad muy breve."

(El conector "aunque" al principio de la oración da mayor coherencia y fluidez al enunciado).

TEXT

Canada's geological history may be traced back more than two billion years, but its recorded story is brief, indeed. <sup>2</sup>Peopled by Indian and Eskimo nomads some thousands of years ago, and subsequently explored by other adventurers, Canada defied "official" discovery until a Venetian, John Cabot, sailing under a British flag in 1497 found a vast continent in the western world. <sup>3</sup>His report of the region induced maritime nations of Europe to exploit the rich natural resources of the area. <sup>2</sup>Then came Jacques Cartier in 1534 to plant the flag of France on a Gaspe promontory. <sup>5</sup>Colonization soon followed. <sup>6</sup>A fellow countryman, Samuel de Champlain, erected a settlement at Port Royal in 1605 and at Quebec in 1608. <sup>7</sup>British settlements, too, soon appeared. <sup>8</sup>Though thousands of peoples of other nationalities have since found on this continent a haven of economic opportunity--and of freedom--the original British-French composition still predominates in the ethnic composition of Canada.

TRANSLATED TEXT BEFORE RESTRUCTURING

<sup>1</sup>La historia geológica de Canadá se remonta a más de dos mil millones de años, pero la historia que se conoce del país es en realidad muy breve. <sup>2</sup>Poblada por indios y esquimales nómadas hace unos miles de años, y explorada más tarde por otros aventureros, Canadá no fue descubierta "oficialmente" sino hasta cuando John Cabot, navegante veneciano al servicio de Inglaterra, descubrió en 1497 un vasto continente en el mundo occidental. Los relatos del descubrimiento de Cabot animaron a los países marítimos europeos a explotar las abundantes riquezas naturales de esa región.

<sup>4</sup> Luego, en 1534, arribó Jacques Cartier y enarboló la bandera francesa en un promontorio de la bahía de Gaspé. <sup>2</sup> Pronto siguió la colonización. <sup>6</sup> En 1605, Samuel de Champlain, un compatriota, fundó una colonia en Port Royal y otra en Québec en 1608. <sup>7</sup> Muy pronto aparecieron también las colonias inglesas. <sup>8</sup> Aunque el continente norteamericano ha sido desde entonces un puerto de oportunidades económicas--y de libertad--para miles de ciudadanos de diversas nacionalidades, los elementos franceses y británicos siguen predominando en la composición étnica de Canadá.

ANSWERS TO EXERCISE VIII.1:

CHANGES MADE IN THE TRANSLATED TEXT:

<sup>1</sup> Aunque la historia geológica de Canadá se remonta a más de dos mil millones de años, la historia que se conoce del país es en realidad muy breve. <sup>2</sup> Poblada por indios y esquimales nómadas hace unos miles de años, y explorada más tarde por otros aventureros, <sup>4</sup> Canadá no fue descubierta "oficialmente" sino hasta cuando John Cabot, navegante veneciano al servicio de Inglaterra, descubrió en 1497 un vasto continente en el hemisferio occidental. <sup>3</sup> Los países marítimos europeos, entusiasmados con los relatos de Cabot sobre la región descubierta, comenzaron a explotar sus abundantes riquezas naturales. <sup>4</sup> Luego, en 1534, arribó Jacques Cartier, quien enarboló la bandera francesa en un promontorio de la bahía de Gaspé. <sup>5</sup> La colonización no tardó en llegar. <sup>6</sup> En 1605, Samuel de Champlain, compatriota de Cartier, fundó una colonia en Port Royal y otra en Quebec en 1608. <sup>7</sup> Muy pronto hicieron su aparición también las colonias inglesas. <sup>8</sup> Aunque el continente norteamericano ha sido desde entonces un puerto de prosperidad--y libertad--para miles de ciudadanos de diversas nacionalidades, los elementos franceses y británicos siguen predominando en la composición étnica de Canadá.

REASONS FOR MAKING THE ABOVE CHANGES:

- <sup>2</sup> La expresión "hemisferio occidental" es más apropiada en el contexto que "mundo occidental".
- <sup>3</sup> Inversión en la construcción sintáctica "los relatos del descubrimiento..." que da mayor énfasis al agente de la

acción "explorar" (tópico) y menos importancia a "los relatos" que inspiraron al agente.

- 4 La construcción "pronombre relativo + verbo" ("quien enarboló") es más apropiada en español que la yuxtaposición "y enarboló", construcción característica del inglés.
- 5 El elemento negativo en "la colonización no tardó en llegar" confiere mayor énfasis y fuerza a un hecho que sin duda el autor del original ha querido destacar ("muy pronto aparecieron las colonias inglesas").
- 6 "... un compatriota de Cartier". Ampliación que reduce el grado de ambigüedad que resulta del artículo indefinido "un".
- 7 "...hicieron su aparición". El uso del verbo compuesto da mayor fuerza a la acción.
- 8 El término "prosperidad" se prefiere al anglicismo "oportunidades económicas".

## NOTES

CONTEXT

The meaning of linguistic signs ("sens du mot") is inferred not only with the help of dictionaries but also through context.

Context is the linguistic environment which enables the translator to choose from all of the potential meanings of lexical items (provided grosso modo by a good dictionary) the pertinent meaning in a given text. Immediate and distant context represent a point of reference to which linguistic items are related in order to disambiguate their meaning.

Immediate context is limited to the level of the sentence and includes all the linguistic elements which are found in the same sentence as a given linguistic item and which help to specify the meaning of that particular item.

In some cases, however, the translator has to go beyond the sentence level to determine the precise meaning of a linguistic item and rely on a more distant context which can go back as far as the preceding sentence, paragraph, a whole chapter, or more.

Global context involves both immediate and distant context. When all or any part of the text may help to disambiguate meaning, the term global context is appropriate.

The meaning of words and structures as provided by dictionaries (and by grammars) are only potential meanings. To be able to discern their meaning in a text, context--immediate, distant or global--is essential.

### POLYSEMY

Nearly all linguistic signs are polysemic, i.e. they designate more than one concept. Thus, words and structures in isolation can have various meanings and be translated in different ways. This is why the translator must rely on the contextual relations of an item, his main concern being, not to apprehend the intrinsic meaning of a given word or structure, but situate it contextually.

### SITUATION (extralinguistic knowledge and situational parameters)

Situation is a larger implicit context represented by all those extralinguistic features which assist the translator in adapting the chain of linguistic elements to the reality of specific circumstances. Only through a systematic interpretative association of words and combination of words with extralinguistic features (situation) will the translator be able to apprehend and reformulate the communicative intention of a text.

The translator must not only have good knowledge of the language he is translating but he must also possess relevant knowledge of the subject matter he is dealing with and be acquainted with the cultural, historical, social facts involved in the source text. This extralinguistic knowledge will enable him to identify implicit elements in the text, which will lead him to better interpret the text and thus translate more accurately.

Situation in translation not only implies extralinguistic elements underlying the words of the text, but also the situational parameters which govern the act of communication.

and thus condition both the production and reception of the message and establish the message meaning as intended by the author. These situational parameters comprise the source of the message (writer of the text), the object of the message (what the text is about), the vector (the spatial and temporal circumstances in which the message is produced), and finally the "destinataire" (the intended receptor of the message).

#### UNITS OF TRANSLATION

Translation is an operation involving transfer of meaning, not transposition of words. Therefore, the translator cannot rely on the isolated word as the basic unit for reproducing the semantic content of a text. He must often use a larger unit of translation made up of lexical elements that are linked in such a way that they should not be translated separately. Units of translation can be:

- a) functional, i.e. the elements have the same grammatical function;
- b) semantic, i.e. they express a single sense unit;
- c) dialectic, i.e. a chain of reasoning is articulated, and
- d) prosodic, i.e. the elements are expressed by the same intonation.<sup>1</sup>

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<sup>1</sup> J.P. Vinay and J. Darbelnet, Stylistique comparée du français et de l'anglais, p. 37.

### MEANING OUT OF CONTEXT vs. MEANING IN CONTEXT

Translation involves establishing equivalences in meaning. Equivalence can be determined out of context (linguistic equivalence), or in context (contextual equivalence).

For example, if the expression "it is cold" is taken by itself, i.e. out of context, it could be translated into Spanish in different ways: "hace frío", "es frío", "está frío", "está haciendo frío", "¡qué frío!", etc. These equivalences are based on the potential meanings of the linguistic elements and are termed linguistic because potential meanings are a part of the system of language. However, if the same structure is inserted into a text, such as "I won't finish up my coffee, it is cold", the word "coffee" provides a clue that indicates the "it is cold" must be translated "está frío". The equivalence thus obtained can be said to be contextual since other verbal elements surrounding the structure have been taken into consideration to determine its precise meaning.

### "FAUX-AMIS"

"Faux-amis" are those words which, by their etymology and form, are almost identical in two languages but have, over time, adopted different meanings. Depending on their degree of semantic divergence, "faux-amis" can be total or partial.

The first category includes those words similar in form in two languages that have totally different meanings (e.g. the English word "exit" and the Spanish word "éxito" are total "faux-amis" since they have completely different meanings and are both derived from the Latin "exire").

Partial "faux-amis", considerably more abundant, have certain meanings in common and consequently present greater difficulties to the translator. For instance, the English word "application" and the Spanish word "aplicación" are partial "faux-amis". One meaning of "application" is "the act of applying to a particular purpose or use", which can be translated into Spanish as "aplicación". However, this translation is unacceptable whenever the English "application" has the meaning of a verbal or written request. In order not to be misled by the formal similarity of such words, a clear distinction must be made between the common meanings and the different meanings of partial "faux-amis" which are frequently used.

#### TERMINOLOGY

A term is a word used for designating some particular object, process or activity, in a specialized field of knowledge, e.g. a medical term. The terminology of a given area is the group of terms related to that area. Texts dealing with specialized fields abound in terms.

Terms are of two types: simple (composed of a single sign) or complex (comprising a syntagma). An example of a simple term in the field of finances is "surety". An example of a complex term in the same field of finances is "to stand surety".<sup>2</sup>

Terms are normally univocal in meaning in the given field.

<sup>2</sup> See Roda P. Roberts, "Au delà du terme", Actes 2<sup>me</sup> Colloque sur l'enseignement fonctionnel du français et de la traduction en Amérique latine, p. 202.

## DOCUMENTATION

The reproduction in the target language of the closest natural equivalent of the source language message requires more than thorough knowledge of the lexis and grammar of the languages involved. The translator must also be able to situate the message in the appropriate context and be adequately informed on the subject matter of the text he is working with. Obviously, no one individual can possibly know something about everything. However, a translator must know where to go to find the information he lacks; in other words, he must be aware of various types of documentation. Dictionaries comprise only one type of documentation available to translators--often an unsatisfactory one. Encyclopaedias, specialized journals, national and international manuals, etc. can be of great help in obtaining not only general information but also terms and expressions in specialized areas.

## TRANSLATION PROCEDURES

The final objective of translation can be roughly described as the finding of equivalences between the source language text and the target language text. To achieve this objective, the translator has two choices: direct or literal translation and indirect or oblique translation. A full sentence may sometimes be transposed directly from one language to another, the equivalent being grammatically and idiomatically correct, e.g. "I've been reading an interesting book on astrology" ("He estado leyendo un interesante libro sobre astrología"). The translator in this case has carried out direct or literal translation. More often, how-

<sup>3</sup> These translation procedures were originally presented by J.P. Vinay and J. Darbelnet in Stylistique comparée du français et de l'anglais.

ever, such parallelism does not exist between two languages and to communicate the message of the original the translator needs to move away from the wording of the original at the lexical and structural level, using a variety of procedures, e.g. "She ran up the stairs" ("Subió corriendo las escaleras"). In such cases, the translator carries out indirect or oblique translation.

Indirect translation involves, among other things, three translation procedures: transposition (changes at the level of parts of speech); modulation (changes at the lexical level), and equivalence (changes at the structural level). In certain cases, these procedures are compulsory (imposed by the structure of the language). In other cases, direct translation is possible, but the use of these procedures would make the sentence more idiomatic, more stylistically acceptable.

#### I. Transposition

By this procedure, the same concept is expressed in the target language through a different grammatical category, i.e. one part of speech in the text is replaced by another, although the meaning remains the same. For instance, in the English sentence "Since last night it has been raining steadily", the adverb "steadily" can be transposed by the Spanish negative verbal form "no ha dejado" to provide a more idiomatic and stylistic translation ("Desde anoche no ha dejado de llover").

## II. Modulation

The modulation procedure is carried out when a variation in the message is required at the lexical level, i.e. the transfer of certain combination of words cannot be made directly from one language to another but a change of point of view must be made within the utterance to express the message without altering its meaning. In other words, through "modulation", the translator goes from one pattern of thought to a different one to express the same situation. For instance, the English expression "to sleep in the open", if translated literally, results in a totally non-sensical Spanish expression. The translator must therefore look for an equivalent which, although it modifies the "viewpoint", does not alter the meaning and conveys the same idea expressed in the source text ("dormir a la intemperie").

## III. Equivalence

This procedure operates at the structural level. In order to transfer the message of the source text, it might be necessary to replace one structure by a totally different one. In this case, the translator operates through equivalence. For instance, the English structure "No trespassing" must be replaced by a completely different structure when translated into Spanish ("Prohibida la entrada"/ "prohibido el paso")

### BORROWINGS

A large number of English words have been accepted in everyday Venezuelan Spanish. Some of them designate concepts which were missing in the Venezuelan culture and therefore both concept and word have been borrowed from the English language (e.g. "blue jeans", "nylon", "pitcher"). In other cases, borrowings are used to designate concepts familiar to Venezuelans, either because a Spanish equivalent does not exist or because the Spanish word has not "caught on" ("sandwich", "spray", "penthouse").

Borrowed words are usually used to designate only one specific concept and any other meanings of the English words borrowed is completely ignored. For instance, the word "club" is only used to designate the building in which elected, fee-paying members of an association meet to talk, dine, play sports, etc.

### THE "GENIUS" OF THE LANGUAGE

To ensure adequate translation, the translator must not only understand the meaning of the ideas expressed in the source text and get the meaning across, but he must reproduce the message using the words and patterns considered most natural and idiomatic in the receptor language ("genius" of the language).

What is considered natural and idiomatic may differ considerably in the source and receptor languages. Structures, therefore, cannot always be simply transposed directly from one to the other, even if the same structural patterns exist in both languages. Inaccurate word order, the abusive use of the passive voice, or even an inadequate transference of the simple "-ing" form are only some

of the "vices" of the translator working from English into Spanish which are likely to produce equivalents which do not read naturally or idiomatically.

## I. ORDER OF ELEMENTS IN A SENTENCE

While the English language has a tendency to keep a relatively fixed word order in sentences (normally S+V+O or C pattern), Spanish is characterized by a freer distribution of its syntactical constituents. A transference of the English order is therefore likely to create an alien nuance in the Spanish version.

## II. PASSIVE VOICE

The passive voice is frequently used in English, particularly in scientific texts, because it allows an impersonal and objective presentation of facts. The Spanish passive form "ser + participle", which corresponds structurally to the English form "be + participle", is far less used than its English counterpart, since there is a marked preference for alternative passive constructions. The transference of the English passive, therefore, should be avoided, except in certain cases where it might be considered appropriate, such as the following:

### A.1 In sentences where the subject is expressed:

The agreement was signed by Venezuela and Canada.  
El acuerdo fue suscrito por Venezuela y Canadá.

This pamphlet was published by the University.  
Este folleto fue publicado por la Universidad.

A.2 In sentences where the object noun (agent) is animate:

J.F. Kennedy was killed in 1952.

J.F. Kennedy fue asesinado en 1952.

The prisoner was taken to his cell.

El preso fue llevado a su celda.

It should be noted, however, that this pattern "ser + participle" is generally found in writing and more formal speech.

In less formal Spanish another device is frequently used in passive sentences of the A.1 type (with subject specified), namely, the inversion of the grammatical relations in the sentence. Thus, the sentence:

This poem was written by my little daughter

which can be correctly translated by:

\* Este poema fue escrito por mi pequeña hija,

would rather be expressed by Spanish speakers as:

Este poema lo escribió mi pequeña hija.

(inversion from the active form "mi pequeña hija escribió este poema")

In this way, the object noun (poema) gets special relevance as it becomes the "topic"<sup>4</sup>. Another example of the same

<sup>4</sup> "Topic", as defined by E. Nida in The Theory and Practice of Translation, is "the part of a clause about which something is predicated in a comment; typically the "subject", p. 208.

structure is the following:

Those letters were written by the same author.

Esas cartas fueron escritas por el mismo autor. (formal)

Esas cartas las escribió el mismo autor. (informal)

In sentences of the A.2 type (with animate object noun), the pattern "ser + participle" is often replaced by the construction "pron. part. + 3rd pers. pl. of the verbal active form", if the animate object noun (agent) is expressed by a pronoun, e.g.

He was killed in 1952.

Lo asesinaron en 1952.

She was fatally wounded.

La hirieron mortalmente.

The other patterns commonly used to express the passive in Spanish are the following:

- B. The pattern "se + active form of the verb phrase". This pattern is normally used in sentences where the subject is not expressed and the object noun (agent) is inanimate. It should be noted, however, that the same type of sentences can be expressed by the "ser + participle" pattern in more formal written Spanish. Examples:

This matter will be carefully studied.

Este asunto se examinará con cuidado. (normal usage)

Este asunto será examinado con cuidado (much more formal)

A. banquet will be held honoring the Mayor.

Se ofrecerá un banquete en honor al Alcalde. (normal)

Será ofrecido un banquete en honor al Alcalde. (formal)

- C. The pattern "active form of the verb corresponding to 3rd pers. pl." This pattern can be used in sentences where the subject (animate or inanimate) is not specified. Again, the pattern "ser + participle" can be used if a literary or more formal speech is required. Examples:

The schoolboy was unfairly punished.

Castigarón al alumno injustamente. (informal speech)

El alumno fue injustamente castigado. (literary style)

The house was painted white.

Pintaron la casa de blanco. (informal speech)

La casa fue pintada de blanco. (literary style)

The fire has already been extinguished.

Ya apagaron el incendio. (informal speech)

El incendio ha sido ya apagado. (literary style)

It is to be noted that the above pattern is used mainly in colloquial spoken Spanish and therefore should be avoided in translation of written texts, except in the case of dialogues in literary texts and informal narrative.

### III. PROGRESSIVE ASPECT ("-ing" form)

The English progressive "-ing" form has various Spanish equivalents. The translator must therefore pay special attention to the progressive aspect indicated by the "-ing", for a straightforward translation into the Spanish progressive ("estar + gerund") could, in many cases, distort the meaning.

The English present progressive form involves not only the idea of action in progress but the idea of present or future intention.

a) Action in progress in the present:

Mary is studying in the library.

Mary está estudiando en la biblioteca. (estar + gerund)

b) Futurity-event, normally in near future involving intention:

The National Council is meeting tomorrow.

El Consejo Nacional se reúne mañana. (present or future)  
El Consejo Nacional se reunirá mañana.

The English future progressive form involves not only the idea of action in progress in the future but the idea of intended future action.

a) Action in progress in the future:

I'll be waiting for you at the main entrance.

Estaré esperándote en la entrada principal. (estar + gerund)

b) Intended future action:

My cousin will be coming to Ottawa.

Mi primo vendrá a Ottawa. (future)

The English past progressive form may express:

a) Action in progress in the past, of limited duration:

Where were you? I was working at the office.

¿Dónde estabas? Estaba trabajando en la oficina. (estar + gerund)

b) Action in progress in the past, of unlimited duration:

Back in those days, I was working in a pizza factory.

En aquella época, yo trabajaba en una "pizzería". (imperfect)

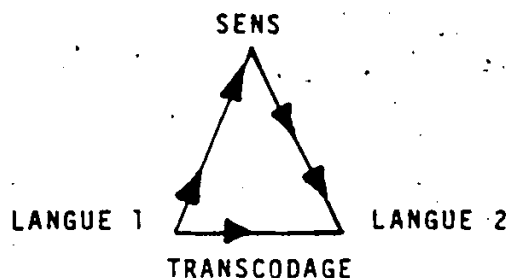
Translation students should be able to recognize those instances where the English progressive form requires as an equivalent the Spanish present, future, or imperfective form rather than the "estar - gerund" form.

## CONCLUSION

The complexities involved in translation--an activity as old as language itself--have undoubtedly been the concern of translators throughout the years. However, it has only been over the past thirty years that there have been serious attempts to construct systematic theories of translation. It is also in recent years that the teaching of translation has taken on importance, and, although it is often argued that translators, like poets, are born with such talent--and talent cannot be taught--the proliferation of schools for the training of translators in recent years has demonstrated that the teaching of translation techniques is not an impossible task. While it is true that some are born with more of a natural ability to accomplish certain tasks--for instance translating--than others, it can also be maintained that the ability to perform such tasks can be developed to some degree through adequate training. Even those with great natural ability must develop their skills through some form of training, even if it is only training on the job. For the translation process is far more complex than one is generally inclined to believe and requires more than a purely intuitive linguistic knowledge.

While there is still no one theory of translation that can be regarded as the ideal model upon which an adequate translation methodology can be based, translation schools undertaking the difficult task of training future professional translators can only hope for the best results if the didactic methods applied are adequately supported by a clear idea of what the translation process involves.

In this thesis, I have attempted to summarize and synthesize various theoretical principles proposed by others which, in my opinion, constitute the fundamentals underlying the process of translation and which, therefore, should be taken into account in the approach adopted by the translation teacher. Special emphasis has been placed on meaning--"sens"--as a significant aspect of the translation process. The "theory of meaning"--put forward by the School of Translators in Paris (ESIT)--whose major exponent is Daniča Seleskovitch--provides a model that allows for the description of discourse analysis and translation.<sup>1</sup> The essence of this theory contained in Seleskovitch's triangle



<sup>1</sup> D. Seleskovitch, "L'Enseignement de l'interprétation," in L'Enseignement de l'interprétation et de la traduction, ed. J. Delisle, p. 36.

suggests clearly and simply that the translator does not operate directly on words in "langue 1", in other words, there is no direct contact between "langue 1" and "langue 2". To interpret the original text, the translator must move away from words towards the "message meaning"--"sens"--and it is only after he has fully understood the intended message of the author that he becomes the new "emetteur" and reproduces his own text which must be essentially equivalent in meaning to the text produced by the source.

It is this idea of equivalence of meaning rather than of equivalence of linguistic signs, that the translation teacher must emphasize, and he must provide students with the means to analyze and transfer meaning. It follows that if a translation course is to provide such means, its objectives should be more ambitious than that of improving linguistic ability and providing "practice". More precisely, the role of the translation instructor should be to impress on students the need for an analysis of the source text that goes beyond the purely linguistic, make them reflect on the operation itself, and provide them with appropriate exercises which will help them to react thoughtfully to the various translation problems they are bound to encounter in the accomplishment of their task.

However, it is obvious that a basic course in translation is not a course on the theory of translation. On the other hand, it is not a language course either. Ideally, a basic course for future translators should contain an adequate dose of translation theory, translation practice, and language improvement. I have tried to combine these three components in the exercises provided in Chapter V. The theoretical principles on which the exercises are based are presented in Chapter III. The practical aspects--both translational and linguistic--are conditioned by the translation situation in Venezuela (Chapter I) and by the specific needs of students in Mérida (Chapter II). Obviously, these exercises are insufficient in and by themselves. They need to be supplemented not only by other exercises, but by texts that would show whether the student was able to fulfill several objectives at the same time. What I have tried to present in this thesis are some ideas which can be further developed and adapted to meet the individual needs of the teacher and his students. Hopefully, these ideas will make the translation teacher reflect upon one essential point: translation is not a search for equivalence between linguistic signs but between linguistic signs in situation, for translation is, above all, an act of communication.

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## Appendix 1

ENTRANCE EXAMINATIONS

## English as a Second Language (85 minutes)

This section is a test of the applicant's ability to understand and communicate in written English. You will be asked to read a non-technical, general knowledge text of approximately 400 words and answer the following kinds of questions in English:

Section I

Provide short answers to questions about the content of the passage.

Section II

Write a 200-word composition on a topic related to the text.

## Français langue seconde (85 minutes)

Cette partie se compose de deux sections:

- a) Dans la première section, les candidats doivent lire attentivement un texte d'intérêt général de 400 mots environ et répondre à des questions de compréhension portant sur ce texte.
- b) Dans la deuxième section, il est demandé aux candidats de rédiger une composition de 200 mots environ sur un sujet lié au texte donné.

## Appendix 2

## 13 The Industrial Revolution

*These extracts are taken from the book Living through the Industrial Revolution by Stella Davies and describe various aspects of this revolution.*

### Extract A

When, in addition to wool and linen, cotton and silk became available for making textiles, the organization of the supply of raw material became more intricate, for cotton and silk were imported from distant countries. The new materials required ocean-sailing ships for their transport, ports and docks, agents in foreign countries and elaborate methods of payment both for the raw material and the finished goods. Never before had such large quantities of raw material been imported for manufacture in this country and never before had British exports been so valuable. This set the pattern for our present society which is largely dependent on materials brought from abroad.

At first, the making of silk was in the hands of Huguenot refugees from France who came to this country to escape religious and political persecution. They kept their craft a closely guarded secret. Silk in cocoons does not need spinning for this has been done by the silkworm. To produce a thread for weaving, it is necessary to unwind and twist the filament: this process is called 'throwing'. Throwing and weaving silk entails a certain amount of waste and, during the seventeenth century, English merchants purchased this waste from the Huguenots and distributed it about the country for the making of buttons. Thus a new domestic industry was started and the new textile came into English hands.

- 1 The supply of raw material became more intricate because
- A wool was the only home produced product.
  - B there was a definite shortage of linen.
  - C cotton and silk had to be imported.
  - D English cotton was grown only in small quantities.
  - E silk could not be used in this country.

- 2 The textile industry was responsible for
- A the miserable expansion of British industry.
  - B the large shortage of raw material.
  - C the lowering of the amount of imported material.
  - D setting the pattern for the present Society.
  - E the uncertain pattern for our present industry.
- 3 The Huguenots came to England because
- A we needed silk spinners in this country.
  - B this was the nearest country to France.
  - C they wished to keep their craft a secret.
  - D they were in agreement with the French Government.
  - E they were being persecuted in France.
- 4 The silk thread is produced by
- A the workmen.
  - B machines.
  - C the silk worm.
  - D the cocoon.
  - E weaving.
- 5 A new domestic industry in England was started when
- A silk was first made into clothing.
  - B merchants bought the silk waste.
  - C the Huguenots used the silk waste.
  - D silk was first woven and thrown.
  - E the Huguenots passed on their secrets.

### Extract B

Within themselves, the barges were a close-knit and loyal fraternity. They stood by each other, helped each other and knew each other well if working the same routes, and by repute from over a wide area. Ale houses specially catering for the canal folk were to be found at intervals near or along the waterways. They were often called 'The Navigation' or 'The Navigators' Rest' or the 'Barge Pole'. Some of these inns were opened to serve the navvies who built the canal and remained to serve the watermen. Here, warmth, a rough meal, drink, shelter, and convivial company whiled away the time waiting turn for the lock or between unloading and reloading. The inn was a clearing-house for information about conditions on the canals and gossip about the canal folk. Messages were left and

received, 'whip-rounds' made for bargees in distress; the sense of being one of a community was consolidated in the inn, almost the only stationary place of meeting in the canal folk's world.

The barge, rather surprisingly, evoked a folk art, one of the few to be created in the period. The low, flat-bottomed, blunt-nosed narrow boat was decorated with roses and castles in strong primary colours, red, blue, yellow and an arresting green. Roses and castles adorned water-jugs, buckets, the walls of the cabins and a framework behind the tow-horses' heads was specially made to carry the resplendent design. A comparison with gypsies again springs to the mind. Gypsies also decorate their movable homes, their caravans. They use similar bright colours but not the same motifs as the canal folk.

- 6 The bargees were
- A a closely-knit brotherhood.
  - B a collection of individuals.
  - C an unconnected group of people.
  - D individualistic in the extreme.
  - E without any community spirit.
- 7 Some of the inns were originally opened to serve
- A the families of the bargees.
  - B the local community.
  - C other road travellers.
  - D the builders of the canals.
  - E all the canal users.
- 8 The inns along the canals played an important part in the lives of the bargees because
- A the innkeepers owned all the barges.
  - B they brought a sense of community.
  - C they were cold and inhospitable.
  - D they undermined any community spirit.
  - E they were built on moving barges.
- 9 The decoration on their narrow-boats was also employed on their
- A cottages.
  - B caravans.
  - C horses.
  - D inns.
  - E clothing.

- 10 The motifs used by the bargees were
- A houses and horses.
  - B animal designs.
  - C flower patterns.
  - D roses and castles.
  - E water-jugs and buckets.
- 11 The bargees and gypsies had in common
- A their movable homes.
  - B their living conditions.
  - C their design motifs.
  - D the framework on their horses.
  - E the carrying of freight.

### Extract C

Nevertheless, in spite of setbacks and periods of near ruin, there was an immense overall expansion in the iron industry during the industrial revolution. In the middle years of the eighteenth century the output of bar iron from the forges was estimated at 18 000 tons a year. Fifty years later, furnaces were turning out 250 400 tons of pig-iron. These figures show not only the increase in production; they indicate a change in the way the metal was extracted and worked. New methods and processes had made the increase possible. These changes affected the way in which the industry was organized and the lives of those engaged in it. Most, though not all, of the tonnage shown for the earlier period was produced in small furnaces and was subsequently worked by individual blacksmiths at their own forges. Most of the tonnage of the later period was the result of immensely larger undertakings.

Until the eighteenth century, the method of smelting iron from ironstone and making it into wrought or cast iron or steel had hardly altered for hundreds of years. Beginning with Abraham Darby's use of coke instead of charcoal for smelting, many inventions and improvements gradually followed. Changes in the iron industry were not as rapid as those in textiles but, by the end of the eighteenth century, fiercer furnaces, the crucible process for steel, the use of power for puddling and rolling and other inventions had enormously increased efficiency. Larger masses of metal could be handled with less labour and in a shorter time. The inventive genius of many men and much patient effort over the years were devoted to achieve these successes.

- 12 During the Industrial Revolution the Iron Industry
- A declined to a marked degree.
  - B made very little progress.
  - C became very inward looking.
  - D was tremendously expanded.
  - E made little overall expansion.
- 13 The figures quoted in the extract show
- A how quickly bar-iron had replaced pig iron.
  - B the lack of inventiveness in the industry.
  - C the effect of new industrial techniques.
  - D the industry was short of new ideas.
  - E that iron was considered of little consequence.
- 14 By the end of the eighteenth century the industry had changed from
- A the individual blacksmith to the slightly larger factory.
  - B a major to a very minor manufacturing industry.
  - C chaos back to the more efficient individual manufacturer.
  - D its first buoyant status to being neglected and run-down.
  - E small concerns to very large and well organized works.
- 15 The first improvement for hundreds of years in the iron industry came with
- A Abraham Darby's use of charcoal for smelting.
  - B the turning of iron into wrought iron and steel.
  - C the use of coke in the iron smelting process.
  - D the smelting of ironstone with charcoal.
  - E an increase in the number of blacksmiths.
- 16 By the end of the eighteenth century with the new inventions the metal
- A took longer to process, but required fewer men and material.
  - B could be dealt with in larger quantities but required greater manpower.
  - C produced was of a higher quality, but the production was still low.
  - D could be dealt with more quickly and in larger quantities.
  - E processes were more involved and therefore took much more time.

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SECTION 13

- 17 The successes of the iron and steel industry were due entirely to
- A the workmen at the furnaces who toiled for long hours under great difficulties.
  - B the owners who kept the wages down so that the profits could increase.
  - C the men of invention and their long and hard struggle to overcome their problems.
  - D the employment of unskilled labour for the cheap transportation of the ironstone.
  - E the inventions made by men of genius in a very short space of time.

#### Extract D

Farm-servants who lived in the farm-house were in a much more secure position than the day-labourer. They did not suffer from unemployment during their term of hiring and the rise in the cost of living during the war years did not affect them. The day-labourer suffered acutely from both. Numerically, the day-labourer increased during the period of the industrial revolution for the new type of farming needed much more labour, particularly in handwork such as weeding and hoeing. As a class they benefited little, if at all, from the improvements in agriculture and industry that brought wealth to others. They were considered to be almost the lowest of the social classes. As a class, they were helpless for they had neither parliamentary votes nor a voice in local government. When in 1934, the field-labourers of Hampshire and Dorset tried to form trade unions, the government acted against them; their leaders were convicted of conspiracy and were transported as prisoners to Australia.

The day-labourer could only just live on his wage when he was in full work and it was necessary for his wife to help out the family income and also his children as soon as they could toddle. It was impossible for him to save and this was known and accepted. In times of unemployment, sickness and old age, he received small sums of money or food from the parish poor-rate.

- 18 During the industrial revolution the number of day-labourers on farms increased because
- A there was a decrease in the country's population.
  - B the farmers were paying their men high wages.
  - C the work offered greater security than other jobs.
  - D of the changes in the methods of farming.
  - E they were considered to be high on the social scale.

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- 19 The government acted against the leaders of the field-labourers from Hampshire and Dorset in 1834 by
- A convicting them and transporting them to Australia.
  - B transporting them to Australia without a trial.
  - C convicting them and sending them to prison in England.
  - D trying them for conspiracy but suspending sentence.
  - E sending them as unconvicted prisoners to Australia.
- 20 In times of trouble the agricultural day-labourers received some help from
- A the farmers.
  - B their leaders.
  - C their trade union.
  - D the parish poor-rate.
  - E their parliament.

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