

**UNIVERSITY OF EL SALVADOR  
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**Level of Precision in the Translation Reached by the Students Registered in  
"Le Français et la Traduction" and "Translation I" of the Foreign Language  
Department from the University of El Salvador, Semester I-2017.**

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## **Abstract**

This investigation was aimed to find out the level of precision in the translation reached by the students registered in "Le Français et la Traduction" in contrast with the results of the course "Translation I" at Foreign Language Department of the University of El Salvador. 30 students randomly chosen from a group of "Le Français et la Traduction" and "Translation I" through a series of translation evaluations. The data required for this study was gathered through a rubric model developed by Hajar Khanmohammad and Maryam Osanloo. Interviews to teachers in charge of mentioned courses, as well as an analysis of the contents studied in each course were also addressed in this research through synoptic charts. The analysis of the results gathered from these instruments shows that due to different factors such as the amount of time dedicated to practice, the contents developed in each of the activities proposed by teachers suggested, there is a small difference in the level of precision that each of the courses.

*Keywords: translation, Le Français et la Traduction, level of precision in translation.*

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“Make some time for everything and what’s yours it will come to your hands in the appropriate time” –Ghandi

At the beginning I used to complain about why things happen, but then I realize that all happens for a reason, time teach you many things, it gives you the opportunity to know people and discover true intentions, this was for me a time to grow, a time of value to prepare myself for a great gift, to work hard to obtain what I want, through this entire adventure I couldn’t stop to think about all the people that made me what I am right now, that help me with this journey to make it bearable, because without them this wasn’t be possible.

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Diana Lara.



“You can achieve anything you put your mind and hard work to”

Sara Sampaio

Being the first child of a single mother was never something easy; despite all the difficulties we went through, my mother never thought, not even for a second, that I would not attend University. And now, that I concluded my major, I am ready to face new challenges. However, this is something that I could not have done all by myself. Along all this way, there were people who were always cheering me up and that is something I am grateful for.

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I  
Introduction Chapter

1.	Overview of the Introduction.....	1
1.1	Statement of the problem.....	2
1.2	Objectives.....	5
1.3	Background and needs .....	6
1.4	Purpose of the study.....	7
1.5	Rational.....	7
1.6	Description.....	8
1.7	Expected outcome.....	8
1.8	Research questions.....	9
1.9	Significance to the field .....	10
1.10	Definitions.....	12
1.11	Limitations.....	13

II  
Literature Review Chapter

2.	Overview of the Literature Review.....	14
2.1	Translation.....	15
2.1.1	Definition.....	15
2.1.2	Translation Process.....	16
2.1.3	Translation Types.....	18
2.1.4	Translation strategies.....	20
2.2	Translation problems.....	23
2.2.1	Equivalence in translation.....	28
2.3	Translation assessment.....	30

III  
Methodology Chapter

3.	Overview of the Methodology.....	36
3.1	Research Focus.....	36
3.2	Type of study.....	37
3.3	Research design.....	38

IV  
Results Chapter

4.	Overview of Data analysis and interpretation.....	41
4.1	Data analysis and interpretation of the data.....	41
4.2	General results.....	43
	4.2.1 Results by criteria.....	44
4.3	General results of the teacher's interview.....	49

V  
Conclusions Chapter

5.	Overview of the Conclusions.....	51
5.1	Conclusions.....	52
5.2	Recommendations.....	53

References

6.	Bibliography.....	56
6.1	Web references.....	57
7.	Annexes.....	58



## Chapter I: Introduction

### 1. Overview of the Introduction

Translation has many branches of study and consists of many different and connected parts that make this matter an exhaustive work. Translators face different problems such as finding equivalence between source and target language, grammar, vocabulary, language and cultural register. When translating, all of these aspects or obstacles should be taken into account to make this practice successfully.

Students who are in a constant research of this broad topic often deal with some obstacles that had already been mentioned but mostly with cultural register and equivalence between the languages; that makes a difficult topic of study which also needs all the possible guidance that enables the students to obtain a higher level of precision during the translation process.

In El Salvador there are some Majors that are related to translation, such as the Major “*Licenciatura en Traducción e Interpretación del Idioma Ingles*” (Universidad Evangélica de El Salvador) and the Master in Translation English-Spanish/Spanish-English of the University of El Salvador. At the Department of Foreign Languages of the University of El Salvador, there are two Majors that include translation-related courses (Bachelor of Arts in Modern languages specialization in French and English and the Bachelor of Arts in English Teaching), this two translation-related courses are “Translation I” in the Bachelor of Arts in English Teaching and “*Le Français et la Traduction*” in the Bachelor of Arts in Modern Languages specialization in French and English. The main difference between these courses is that “*Le Français et la Traduction*” has only one semester to develop all the information and contents concerning

translation. In contrast, translation courses at the English Teaching Major are developed in two semesters (Translation I and Translation II) having more time to practice and master their translation skills.

Taking into account the above mention, students of "*Le Français et la Traduction*" face more problems because of the little time to develop the entire content of the course. Thus, a question arises: what is the level of precision when translating reached by students? To answer this question, a research was carried out to compare the level of precision in translation reached by students registered in the courses "*Le Français et la Traduction*" and "Translation I" of the Foreign Language Department from the University of El Salvador, semester I-2017.

### **1.1 Statement of the problem**

Translation is one of the oldest disciplines in history and even though nowadays many people are involved professionally in translation, very few of them have real knowledge of what translation process implies. One may be able to transmit information from one language (Source Language) to another language (Target Language) this may seem like a simple task, but what process is needed to carry out the translation? Is it possible to make a translation only with the knowledge of both languages (SL and TL)? Is it necessary to deepen into the topic of the text to make an accurate translation?

In order to answer these questions, other interrogatives need to be answered. For example, what is considered as a good translation? And how is a translation evaluated? This may seem totally subjective, but if clear parameters and criteria are set to facilitate a deeper analysis; the precision of a translation can be determined. While there are many aspects to be taken into account to determine the reliability of a translation, it can be emphasized that a basic

and fundamental principle is to transmit the same content from the source text into the target language. This principle establishes that no personal ideas or opinions should be added or suppressed. In other words, a translation must be loyal to the content and the purpose of the original text in order to obtain the same effect on the reader as if the same author had written it.

It is true that nowadays it is easier to have contact with different cultures, different languages and study them; however, the knowledge of a language is not enough to be able to work as a translator. This requires a specific knowledge that can only be acquired in the exhaustive study of the SL, the TL and translation techniques. Hence, understanding the importance of this activity, many universities and institutes around the world have implemented studies focused on translation field.

Until few years ago, there were no specialized programs in this type of studies in El Salvador. However, as the globalization progresses, the translation of various kinds of documents becomes increasingly necessary. Because of this, study programs were emerging with the purpose of training professionals in translation that can solve the needs of this "era of communication". Example of this, are the Major from Universidad Evangélica de El Salvador called "*Licenciatura en Traducción e Interpretación del Idioma Ingles*" and the Master in Translation English-Spanish/Spanish-English of the University of El Salvador. While other programs include translation-related courses (Bachelor of Arts in Modern Languages specialization in French and English and the Bachelor of Arts in English Language taught at the Foreign Language Department of the University of El Salvador.)

"Translation I" and "Translation II" are instructed in the English Teaching Major and "*Le Français et la Traduction*" is taught in the Bachelor of Arts in Modern Languages

specialization in French and English. Two translation orientated courses are included in the English Teaching Major and as a result, a systematic development of the translation skills of the students. However, in the Bachelor of Arts in Modern Languages specialization in French and English, only one course is oriented to the study of the translation and it doesn't have continuity in the development of the translation skills of students.

By taking this as a parameter a question arises; how is it compared the level of precision reached in translation by the students of the major of Arts in Modern Languages specialization in French and English who study the course "*Le Français et la Traduction*" and students of the English Teaching Major who take the course "Translation I"?

Until now, a study like this has not been conducted to measure the performance of students in these courses. Therefore, this research aims to reveal the level of precision in the translation of the students of the course "*Le Français et la Traduction*" in contrast with the students from the course "Translation I".

## 1.2 Objectives

### General

❖ To identify the degree of accuracy in the translation achieved by the students of the Bachelor of Arts in Modern Languages Specialization in French and English that study the subject "Le Français et la Traduction"

### Specific

- ❖ Use practical exercises and standardized rubrics to determine the level of accuracy in student's translations.
- ❖ Verify if the content studied in the course 'Le Français et la Traduction' affects the degree of reliability of their translations.
- ❖ Contrast the level of accuracy of the translation reached by the students of the Bachelor of Arts in Modern Languages Specialization in French and English, who attend the course "Le Français et la Traduction" and the students of the Bachelor of Arts in English Language Teaching that study the course "Translation I"

### **1.3 Background and needs**

Concerning the topic of translation it is of great significance knowing the bases of how to make a good translation; there are many interesting factors to take into account, for example idiomatic references and acronyms or cultural expressions only understood in the source language. Thus, translation needs time and it's important to pay attention to details such as language nuances or register.

As for what can be said about the previous researches on precision in students of translation, difficulties begin with being aware of what it is involved in translating a text in a second language. In the last years, the content of translation courses at the Foreign Language Department have not been modified and there is a difference in the way courses are taught.

This, indeed influence students' quality and development of their translations. Unfortunately, there have been no studies about measurements of the students precision in the courses related to translation in the Foreign Language Department of the University of El Salvador. Given that there is no chance to know the quality of the learning and development in their translation skills. The awareness of the contributions of this study can help to improve the syllabus design and to improve teacher's point of view in this field. Also, this research attempted to provide students and teachers with a set of recommendations for future growth of knowledge in translation field providing basis for further investigations.

## **1.4 Purpose of the study**

Since translation is a broad topic it cannot be studied in one semester; it takes more time to learn the theory and to develop translation skills. It is necessary and vital for students to have more time to practice so that, they can improve and reach a good level of precision of their translations.

The performance of the students in translations has not been conducted before, so the purpose of this research project is an attempt to enhance the way in which translation is taught at the Foreign Language Department.

## **1.5 Rational**

When doing a translation it is not only enough to be bilingual; translation goes beyond that. If someone pretends to translate a text, this person has to study and take into account many factors as the culture register and the target audience. Hence, translating is a practice that a person masters by studying and constantly practicing.

However, students from the Modern Language Major do not have the opportunity to develop their translation skills. This is because, just one translation related course is taught on this Major. Therefore, this research pretends to answer one question, when making a comparison of the performances of the students of “*Le Français et La Traduction*” and “Translation I” what is the level of precision that students reach at the end of the semester? This will help to expose the problems that students face and moreover it attempts to give a solution for this problem and enhance the way of translation it has been taught.

## **1.6 Description**

To carry out this research 15 students of the Major of Modern Languages specialization in French and English from the fifth year and 15 students of English Teaching Major were selected as a sample; three exercises of translation were administered to this sample; the first one at the beginning of the study, the second at the middle of the research and the last at the end of the research period of the project. These exercises were properly analyzed through a rubric developed by Hajar Khanmohammad and Maryam Osanloo, grading the translations with established parameters that showed accurately and adequately the results of such research.

## **1.7 Expected outcome**

In the research on the level of precision in the translation of the students of the Major in Modern Languages Specialization in French and English, and the English Teaching Major students; the rubric of Hajar Khanmohammad and Maryam Osanloo is used with the purpose of revealing the level of precision that students reach when translating. The objective of using this instrument was to verify whether if the knowledge acquired in a single semester is in an acceptable level of quality. This was a contrast with the level reach by students at the English Teaching Major who have the opportunity to develop their translation skills of two semesters. Therefore, the following results were expected to be obtained through this study:

- 1) Students of the Bachelor of Arts in English language teaching that take the elective course of translation achieve a greater degree of reliability when translating.
- 2) 2) A deepening study of translation and more time invested in translation practice will enable better performance at the time of translating documents.



## 1.8 Research questions

- ❖ What is the level of precision reached in translation by the students from the Bachelor of Arts in Modern Languages specialization in French and English that attend the course of "*Le Français et la traduction*" in comparison with the students who take the course of "Translation I" from the English Teaching Major?
- ❖ What type of practical exercises and standardized rubrics should be used to determine the level of precision in student translations?
- ❖ What is the incidence of the contents studied in the course "*Le Français et la Traduction*" and the degree of precision of the students' translations?
- ❖ Is the level of precision reached by the Bachelor of Arts in Modern Language specialization in French and English students of the course "*Le Français et la Traduction*" acceptable?

## 1.9 Significance to the field

It would be very difficult to establish an exact place where the translation had its origins since this activity has not been exclusive to a single culture. Although it is not known exactly where its origins are or who were the first to use it, it is believed that translation as a discipline emerge in Rome in an attempt to assimilate Greek culture (cf.) J.C. Contrary to what people might think, the primary function of a translator is not just to convey texts from one language to another. It is rather the correct use of a series of knowledge, not only of one or several foreign languages, but also the sociocultural aspects of the language in order to carry the message that one wishes to transmit to the target language by giving it as much sense as possible and finding the most appropriate terms that the target population can understand.

In a multicultural world like in our times, the knowledge of different languages allows to have a broader vision of the world without limitations of the language. In an individual way, learning languages not only favors the development of skills such as communication, writing and creativity, among many others, but also allows access to better academic and work opportunities. However the knowledge of a second language is not enough for the realization of a translation. That is why translators' role is important not only as a transmitter of information from one language to another, but also it acts as a bridge between different cultures.

Many universities around the world have realized the importance of having degrees focused on this branch of human sciences. In our country, the Department of Foreign Languages of the University of El Salvador offers the Bachelor of Arts in English Teaching and the Bachelor of Arts in Modern Languages specialization in French and English.

When verifying the courses that the students of each major must attend, it was noted that in the Bachelor of Arts in English Teaching students can choose for the translation area courses "Translation I" and "Translation II" in two semesters. On the contrary, the Bachelor of Arts in Modern Languages specialization in French and English only dedicates one semester to the development of skills for translation with the course called "*Le français et la traduction*". Therefore, the contents and the time invested in their learning may differ.

Because of the above-mentioned elements, some questions arise: what level of precision in the translation area do the students of the Bachelor in Modern Languages who study the course "*Le français et la traduction*" reach? Is it possible to achieve a reliable degree of translation with only one semester of study in this area? Regarding to measurement studies or performance analysis in the students of this course, the Foreign Language Department does not register any previous investigation of this type to date. That is why the objective of this research is to measure the level of precision at the time of making a translation.

It is of great importance to enhance this ability of equivalence between one language and other in the students of the Foreign Languages Department since the demand for different areas make the work of a translator fundamental. Likewise, it can help to expand professional opportunities or even to promote interest in continuing a specialization in the study of translation with master or postgraduate studies in this area.

## 1.10 Definitions

- Precision: the fact of being exact or correct. The ability to do something without making mistakes. (<http://dictionary.cambridge.org/>)

- Equivalence: Translational equivalence is the similarity between a word (or expression) in one language and its translation in another. This similarity results from overlapping ranges of reference. (<http://www.glossary.sil.org/term/translational-equivalence>)

- Register: the style of language, grammar, and words used for particular situations. (<http://dictionary.cambridge.org>)

- Target Language: a language that you are changing spoken or written words into. (<http://thesaurus.yourdictionary.com/search/>)

- Target Language Cultura: sophisticated awareness of the cultural context; translation shows a sophisticated command of TL lexis, syntax, and register. (rubric by HajarKhanmohammad and Maryam Osanloo )

- Source text: The original text from which a translation is done into another language, often abbreviated as ST. (<http://thesaurus.yourdictionary.com/search/>)

- Shifts, omissions, additions and inventing equivalents: Correct use of relative clauses, verb forms; use of parallel structure; creative inventions and skillful solutions to equivalents; no fragment or run-on sentence (rubric by Hajar Khanmohammad and Maryam Osanloo)

## 1.11 Limitations

Taking into account that there are no records of previous research on the level of precision in translation that students reach in the Foreign Languages Department of the University of El Salvador, it can be said that indeed, the part of collecting the data was the most difficult task during this investigation. To begin with, not all students attended regularly the courses' classes. Even though at the beginning of the investigation 50 students were taken into account, their constant absence to classes made a reduction necessary at the end of the study. Also, not all the students were in a good disposition to collaborate with the translation exercises; in some cases they just copied part of their classmates' translation. On the other hand, the students were given the opportunity to use dictionaries when translating. Unfortunately just some students consult them.

For further research in this field and topic, it is recommended to do the translation exercises as a part of real evaluations for the semester score in order to obtain all the interest of students to get a real grade. Thus, limitations and problems mentioned above will be avoided.

## Chapter II: Literature Review

### 2. Overview of the Literature Review

Students of translation follow many stages in order to start the path to become a good translator; for instance: translation theory and time invested to achieve this goal. Through these stages students achieve a fairly good level of precision when translate. But, what determines precision in translation? Through this literature review tree aspects that determine precision in translation will be addressed.

The first part is regarding translation aspects such as meaning, history, the process of translation, some translation types and its strategies. These topics have been taking into consideration because they belong to the syllabus used in translation courses by students. The next part is about translation problems and equivalence in translation. Some translations theorists comment the problematic points that a translator can find such as ambiguity, idioms, lexical structural differences and how to deal with them. Thus, it is an important element for analysis of this research. On the other hand, according to theorists when assessing a translation, intelligibility, accuracy and fidelity must be taken into consideration; therefore, the last part in this literary review is translation assessment, which will be understood as how translation is evaluated.

The aim of this literature review is to study the relevant aspects that determine whether a translation is accurate or not. Therefore, the bases of translation, translation problems and translation assessment will be studied. In other words, this literary review will provide the theoretical foundation to address the problematic of this research.

## **2.1 Translation**

Translation has been a fundamental activity for humankind since very ancient times. Despite of this, for many people it is still very difficult to define this discipline and even understand the difficulty translation requires implies. Thus, there is a misconception that any person able to communicate in two languages can perform a translation which leads to a kind of underestimation of the field.

### **2.1.2 Definition**

The term "translation" has its origin in the Latin term "traduccio" which means guiding or taking something from one side to another. This term, in turn, is composed of three different parts; First, we see the prefix "trans" which means "from one side to the other", in the middle the verb "ducere" whose interpretation is "to guide" and finally the suffix "tion" equivalent to the word "action".

Narrowing the definition for the term "translation" would surely be very difficult because the interpretation of the word itself can become as varied as the number of times it has been defined. Therefore, the definition of "translation" will be affected by personal ideas, points of view and the aspects that have taken into account those who attempted to define it.

There are; however, successful and accurate definition of this term such as the one of J.C. Catford, in his book of 1965 a Linguistic Theory of translation, in which he stated that "translation is the substitution of textual material in a language Origin (LO) by textual material equivalent to a language term (LT)" or as the concept of Nida and Taber (1974) who argued that "translation consists of reproducing, by means of a natural and exact equivalence the message of the LO to the LT , first in terms of meaning and then in style. " In both definitions authors express that translation process is basically conveying a message that has been

expressed in a source language and then be emitted into a target language. This is a brief and simple definition of translation. Nevertheless, other authors emphasize other aspects of translation, resulting in more complex definitions.

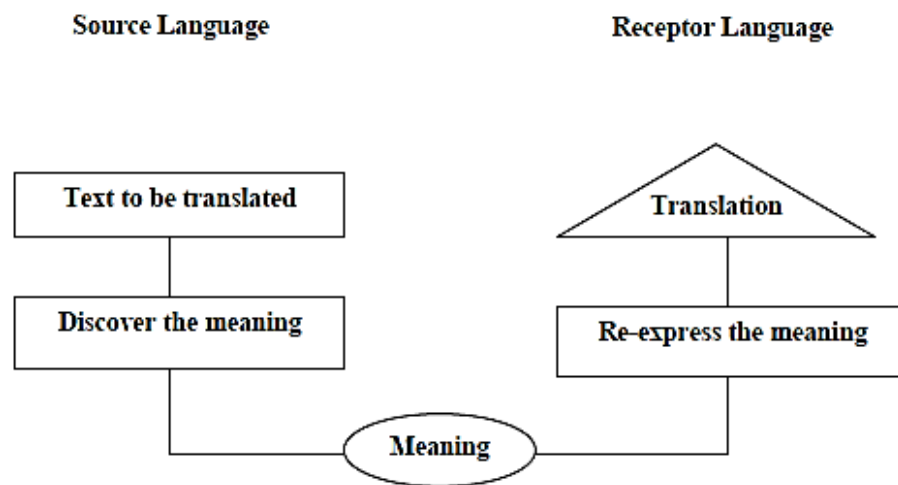
Ester Saletta(1939), proposed a concept of translation that is not entirely related to grammatical, lexical, morphological or syntactical aspects of the languages rather but focused in cultural sense. She states: "Translating does not only mean to transfer a message in one language into another one or the transfer of a source text into target language, but rather the transfer between cultures, the various forms of contact between those cultures in question cannot be ignored." Translation then exceeds in this sense linguistic difficulties and directs its principal interest towards the people and their relations.

### **2.1.3 Translation Process**

In a general, translators' main purpose is to turn texts, of every genre or kind, available in other languages into a target language. According to Meetham and Hudson (1969), translation can be defined as: "The process or result of converting information from one language into another. The aim is to reproduce as accurately as possible all grammatical and lexical features of the Source Language original by finding equivalents in the target language. At the same time all factual information in the original text must be retained in the translation." Also, in the definition of translation according to Eugene A. Nida in Theory of Translation cited above, mentioned that "translation is not a separate science" and goes beyond by saying that "Skilled translators must have a special capacity for sensing the closest natural equivalent of a text, whether oral or written. But translating is essentially a skill and depends largely on a series of disciplines, for example, linguistics, cultural anthropology, philology, psychology, and theories of communication."



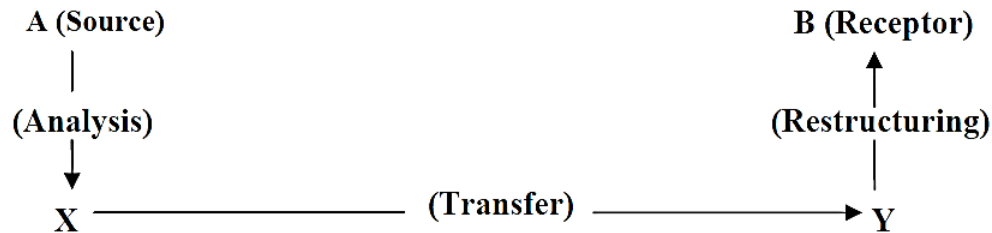
According to Larson (1984) when translating a text, translator's goal is an idiomatic translation; therefore, they make every effort to communicate the meaning of the SL text into the natural forms of the receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or reconstructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. The following diagram is presented by Larson as translation process:



On the other hand Nida and Taber (1982) distinguish translation process into three stages:

1. Analysis, in which the surface structure is analyzed in terms of the grammatical relationships and the meaning of the words and combinations of words.
2. Transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B.

3. Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language. This translation process can be illustrated in the following diagram:



Though, all linguists and translators admit that there is no full equivalence between any pair of words from any pair of languages. What translators do, as Catford (1965) argued, is just replacement of the source language item by its equivalent item basing on its meaning and function; Catford (1965) said : "the source language items rarely have the same meaning in the linguistic sense; but they can function [the same way] in the same situation". Therefore, although some words seem to have the same meaning, they may not express exactly the same thing; they may not bring about the full equivalence.

Interlingual translation, as presented before, often has to resort to a combination of code units in order to fully interpret the message; so a translator has to pay attention to such cases in which meanings are so close, they may confuse translators and make them frustrated

#### **2.1.4 Translation Types**

Translation allows people to know messages in a language that has been previously expressed in another language; hence, this discipline is studied from many perspectives. Almost

as vast as its number of definitions, there is a variety of translations types, such as end products of that process. Examples of this include:

a. Literary translation: It consists in translating literary texts such as tales, legends, fables, novels and even plays, regardless of whether they have been written in prose or verse. This type of translation is of utmost importance for translators to maintain the meaning of author's words and that fits to the original work in style and message.

b. Commercial Translation: It is understood as those translations related to advertising. This can include advertising texts, flyers, catalogues and promotional material that a company uses as its advertising campaigns or material to promote any turn or commercial activity.

c. Specialized translation: This type of translation is aimed to manage terminology in a specific way and or a specific audience. Within the specialized translation, there are subcategories according to the branch area of the knowledge to which the source text belongs:

- Technical translation: It consists in the translation of texts related to industry, technology and other branches of technical knowledge.
- Scientific translation: this type of translation refers to the translation of texts related to science such as chemistry, physics, dentistry, veterinary medicine, among others.
- Legal translation: Is the translation of legal documents. This requires a great linguistic precision, understanding of the archaisms and a thorough knowledge of the subject matter and legal terminology, as well as legal procedures.
- Financial translation: It is related to economic translation, such as: reports, corporate balance sheets, bank newsletters, shareholders ' meetings proceedings, among others.

d. Public translation or sworn translation: it refers to the translations necessary for official formalities in public or private bodies such as ministries, consulates and notaries, among others.

On the other hand, Jakobson (1959) defined translation in other three different types :

- Intralingual translation: an interpretation of verbal signs in the same language.
- Interlingual translation: an interpretation of verbal signs by means of some other languages.
- Intersemiotic translation: an interpretation of verbal signs of nonverbal signs system.

Due to bringing up such types of translation, it is noticeable that the only type which is of great interest to most translators, either trainee's, novice, professional or theorists is the second type which discusses the proper translation "Interlingual". In which two different languages are involved; this is because translators deal with two different codes and two different cultures. Thus, although Jakobson introduced and discussed three types of translation, each one is different from the other, the second type is the most studied, all researchers interested in translation focus more and more on it because it reflects what it is considered the proper process of translation.

### **2.1.5 Translation strategies**

Many experts in translation have suggested many translation strategies to translate a text. Every translator uses different strategies to translate a text because different people may understand a word in different ways. Vinay and Darbelnet (1995) introduced their translation procedures, steps of translation. Their model is considered as one of the best-known and more

representative which also deals with translation strategies. "*stylistique comparée du Français et de L'anglais*", is a classical model and one which has had a very wide impact. This is a kind of comparative linguistics research in which the authors compared French and English styles trying to identify the differences between both languages as well as categorizing their different translation strategies. Two general translation strategies identified by Vinay and Darbelnet (1995) are Direct (word-for-word + direct) and Oblique (free) translations. The two categories comprise seven procedures of which Direct Translation covers three:

- **Borrowing:** also labeled "transference" it is a method in which the source language word is transferred directly to the target language without being translated (Vinay and Darbelnet, 1995). For instance; many English words are "borrowed" into other languages such as "software" in the field of technology. English also borrows numerous words from other languages such as "abbatoire, café, passé" and "résumé" from French; "hamburger" and "kindergarten" from German; "bandana and musk" from Sanskrit.
- **Calque:** This special kind of borrowing (Vinay and Darbelnet, 1995) where the source language expression or structure is transferred into the target language as the French calque "complément de la saison" for the English "compliments of the season". Vinay and Darbelnet noted that both borrowing and calque often becomes fully integrated and widely accepted in the target language.
- **Literal translation:** this is a word-for-word translation, which the authors described as being most common between languages of the same family and culture. An example is "I left my spectacles on the table downstairs" which become "j'ai laissé mes lunettes sur la table en bas"(Vinay and Darbelnet, 2000). Vinay and Darbelnet opined that "Literalness should only be sacrificed because of structural and metalinguistic

requirements and only after checking that the meaning is fully preserved." Also, they stated that the translator may judge the literal translation to be unacceptable because it:

- a- Gives a different meaning;
- b- Has no meaning;
- c- Impossible for structural reasons;
- d- Does not have corresponding expression within the metalinguistic equivalence of the target language.

In cases where Literal strategies cannot be applied and cannot be of great help for translators, Vinay and Darbelnet 2000, see that the Oblique strategy is the solution. This covers further four procedures:

**A. Transposition:** This is the change of one part of speech for another without changing its sense. It is in a sense a shift of word class (blue ball becomes boule bleue in French). Transposition can be; Obligatory: like in "dés son lever" in a particular past context would be "as soon as she got up". Vinay and Darbelnet (1995) see transposition as "probably the most common structural change undertaken by translators".

**B. Modulation:** this consists in using a phrase that is different in the source and target languages to convey the same idea. For example; "Te lo dejo" in Spanish may be translated literally into "I leave it to you" but, it translates better as "You can have it". Modulation is a procedure which is justified by that; when, although a literal or even transposed translation results in grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the target language.

**C. Equivalence:** Expresses something in a completely different way; it is considered as creative method. Vinay and Darbelnet 1995 used the term to refer to cases where languages describe the same situation but different stylistic or structural means. Equivalence is particularly useful when translating idioms, advertising slogans and proverbs.

**D. Adaptation:** Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture; it is a shift in cultural environment. For example, Vinay and Darbelnet 2000, suggest that the cultural connotation of a reference in an English text can be related to the game of the cricket might be best translated into French by a reference to the tour de France. The authors claim that a refusal to use such adaptation in an otherwise 'perfectly correct' target text may still be noticeable by an indefinable tone, something that does not sound quite right.

The translators are free to choose any method through which they would conduct their translation. What is required from them is just feasibility and appropriateness; meaning that translators must be careful while selecting any method. Other factor, which is, also, so important in selecting a method of translation, is that the translator has to know how he wants to transmit the texts message to readers, as how to keep the essential properties of the original text. Choosing one of these or any other non discussed approach depends on the original text type and message contained in it; the type of readers, and sometimes depends on their level of education and field of specialty.

## **2.2 Translation problems**

According to Catford (1956), the central problem of translation practice is finding a TL translation equivalent." Meaning that, the main interest of translation practitioners is to understand the source text including meaning and the most appropriate expression in the target language. During the process of translation a translator has to be proficient and well educated in both languages, the SL and TL.

Thus, the whole translation work starts from understanding the source text by reading it carefully; it is important to take in consideration to be well informed about the target language and the target culture. Therefore, a translator must be ready to translate effectively as to be able to solve any problem that may come across during the translation process. As Robinson, 2003 stated: "professional translators need to slow down to examine a problematic word, or phrase, or a syntactic structure, or a cultural assumption painstakingly with a full analytical awareness and its possible solutions". Consequently, this leads us to believe that translating a text is not an easy task but as Delisle, 1981 commented "translation is an arduous job that mortifies you, puts you in a state of despair at times, but also an enriching and indispensable work that demands honesty and modesty" (cited in Gerding Salas, 2004). In order to avoid such a difficulty and to flee away from such complicated cases, a translator has to be armed not just linguistically but also culturally; for instance, knowing the Latin language means two things: knowing words and expressions "lexemes" and its grammar as well as knowing the Latin's life track; traditions and customs which are too different from our nowadays life (Mounin, 2000).

Meaning that the culture, civilization and history of the people of the language which is going to be translated is so important in the translation process; concerning this point Catford (1956) opined that translation is "the replacement of textual material in one language by equivalent textual material in another language ... and with any kind of spatial, temporal, social or other relationship between them". In other words, these spatial, temporal or social are very important and helpful factors for recognizing and identifying a given society's identity; this is because language and culture cannot be separated especially in the interlingual translation or as Jakobson 1959 named it "proper translation". So, translators need not just linguistic competence, but rather a socio-cultural one; this is what seems to be implied in Delisle, 1981



words when he said: "linguistic competence is a necessary condition, but not yet sufficient for the professional practice of translation"(Cited in Gerding Salas, 2004)

Translators should therefore adopt a very cautious approach toward these socio-cultural or linguistic interferences, to avoid any misinterpretation which may lead to an appalling translation; especially when dealing with cognates (true or false friends), or other difficult forms like institutional or standardized terms, euphemisms, neologisms, idioms, proverbs, jokes and puns. Henceforth, a translator has to think about all these types of difficulties, cross-linguistic differences, and socio-cultural characteristics so to carry out an effective translation; as well as dealing with all kinds of problems. Of course, translators need to practice a lot; the more the translator practices the more familiar with the second language would be; this practice would give translators the needed experience. Thus, students with practice would be able to translate effectively and accurately; "experienced translators are fast because they have translated so much, that it often seems as if their brain is not doing the translating their fingers are" (Robinson, 2003).

Many translating documents will help translators to gain more experience as to be familiar the target language structures as well as cultural notions. This experience may lead them to translate easily and effectively; to produce a good translation as the one described by Venuti,1995 "a good translation is like a piece of glass. You only notice that it is there when there are little imperfections, scratches". That is to say the good translation should be felt and read as if it is the original one. Thus, good reading, and an appropriate understanding followed by an accurate interpretation leads to an acceptable translation.

In order to be a ready as translator, to translate easily and effectively translators are required to be acquainted not only with the target language, rather than to all what is related to it, either culturally, socially, historically customs and traditions. Some particular problems when translating are: (i) Problems of ambiguity, (ii) problems that arise from structural and lexical differences between languages and (iii) multiword units like idioms and collocations.

### i) Ambiguity

In the best of all possible worlds every word would have one and only one meaning. But, as it is known, this is not the case. When a word has more than one meaning, it is said to be lexically ambiguous. When a phrase or sentence can have more than one structure it is said to be structurally ambiguous. Ambiguity is a pervasive phenomenon in human languages. It is very hard to find words that are not at least two ways ambiguous, and sentences which are (out of context) several ways ambiguous are the rule, not the exception. This is not only problematic because some of the alternatives are unintended (i.e. represent wrong interpretations), but because ambiguities ‘multiply’.

For example, the translation of these two sentences into French:

- a. You must not use abrasive cleaners on the printer casing.
- b. The use of abrasive cleaners on the printer casing is not recommended.

In the first sentence *use* is a verb, and in the second a noun, which is a case of lexical ambiguity. An English-French dictionary will say that the verb can be translated by (interalia) *se servir de* and *employer*, whereas the noun is translated as *emploior utilisation*. One way a reader or an automatic parser can find out whether the noun or verb form of *use* is being employed in a sentence is by working out whether it is grammatically possible to have a noun or a verb in the place where it occurs.

## ii) Lexical and structural differences

Some translation problems are to do with lexical differences between languages: differences in the ways in which languages seem to classify the world, what concepts they choose to express by single words, and which they choose not to lexicalize. Other problems arise because different languages use different structures for the same purpose, and the same structure for different purposes. In either case, the result is a complex translation process.

Languages differ not only with respect to the fineness or ‘granularity’ of the distinctions they make, but also with respect to the basis for the distinction; for example: English chooses different verbs for the action/event of putting on, and the action/state of wearing. Japanese does not make this distinction, but differentiates according to the object that is worn. In the case of English to Japanese, a fairly simple test on the semantics that accompany a verb may be sufficient to decide on the right translation. Some of the colour examples are similar, but more generally, investigation of colour vocabulary indicates that languages actually carve up the spectrum in rather different ways, and that deciding on the best translation may require knowledge that goes well beyond what is in the text, and may even be undecidable. In this sense, the translation of colour terminology begins to resemble the translation of terms for cultural artifacts (e.g. words like English *cottage*, Russian *dacha*, French *château*, etc. for which no adequate translation exists, and for which the human translator must decide between straight borrowing, neologism, and providing an explanation). In this area, translation is a genuinely creative act, which is well beyond the capacity of current computers and CAT tools.

## iii) Multiword units: Idioms and Collocations

Roughly speaking, idioms are expressions whose meaning cannot be completely understood from the meanings of the component parts. For example:

1. If Sam mends the bucket, her children will be rich.

2. If Sam kicks the bucket, her children will be rich.

Whereas it is possible to work out the meaning of the example 1 on the basis of knowledge of English grammar and the meaning of words, this would not be enough to work out the meaning of example 2. This can mean something like ‘If Sam dies, her children will be rich’. This is because kick the bucket is an idiom.

The problem with idioms is that it is not usually possible to translate them using the normal rules. There are exceptions, for example take the bull by the horns (meaning ‘face and tackle a difficulty without shirking’) can be translated literally into French as prendre le taureau par les cornes, which has the same meaning. But, for the most part, the use of normal rules in order to translate idioms will result in nonsense. Instead, one has to treat idioms as single units in translation. In many cases, a natural translation for an idiom will be a single word for example, the French word mourir (‘die’) is a possible translation for kick the bucket.

### **2.2.1 Equivalence in translation**

Larson, 1984 states that translation is basically a change of form. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. Baker, 1992 said that the form of the source language in translation is replaced by the equivalent lexical item of the receptor language. However, there is often no equivalent in the target language for a particular form in the source text. According to Larson 1984, translation is done by going from the form of the first language to the form of second language through by way of semantic structure. When a translator makes a translation, it means that he or she transfers meaning of source text. What is necessary to consider is that the meaning must be maintained constantly or in other words, when the change

of form occurs, the meaning must be maintained. It is the characteristic of a language that the same meaning component will occur in several surface structure lexical items (forms).

In the translation process, the first thing to do is understand the total meaning of the source text. There are three types of “meaning” that can be determined in the analysis of meaning of the source text (Nida and Taber, 1982), namely (1) *grammatical* meaning, (2) *referential* meaning and (3) *connotative* meaning.

In grammatical meaning, when one thinks of meaning, it is almost inevitably in terms of words or idioms. Generally grammar is taken for granted since it seems to be merely a set of arbitrary rules about arrangement, rules that must be followed if one wants to understand. But not rules themselves that seem to have any meaning. Referential meaning refers to words as symbols which refer to objects, event, abstracts, and relations. Connotative meaning refers to how the users of the language react, whether positively or negatively, to the words and their combination. Translation has been performed as a process which begins with the source text, then the meaning of the text is analyzed, discovered, transferred, and reexpressed in the receptor language. In actual practice; however, a translator moves back and forward from the source text to the receptor text. Sometimes he or she will analyze the source text in order to find the meaning, then restructure this meaning in the receptor language, and move back once again to look at the source text. Thus, a translator should know the types of meanings. By knowing what meaning they should produce, the messages of the source text can be transferred accurately. Then, the accurate-transferred meaning will make easier to understand for readers.

### 2.3 Translation assessment

Various scholars have recommended an assortment of factors that a fine translation should take into consideration. For example, As cited in Miremedi 1993 the French scholar, Dolet, suggests that, in order to produce an adequate translation, a translator should "avoid the tendency to translate word for word", since word for word translation, he explains, "misinterprets the original content and spoils the beauty of its form" Furthermore, Tytler 1790, substantiates that in a good translation "the style and way of the exposition should be the same as in the original"

Showeman 1916, as cited in Miremedi, 1991 considers translation as "a sin"; however, regarding translation as a necessity, Philimore, 1919 considers it as food for the development of a young language. Regarding the ideal in translation, Souter 1920 claims that, "our ideal in translation is to produce on the minds of our readers as nearly as possible the same effect as was produced by the original one."

Belloc (1931) nevertheless, believes that a good translation must possess the potential of being evaluated "like a first-class native thing". He maintains that translation must "consciously attempt the spirit of the original at the expense of the letter" (p.153). Concerning the importance of an adequate translation, Bates (1943) claims that, "nothing moves without translation . . . . No change in thought or in technology spreads without the help of translation." However, not all kinds of translations can lay claim to such importance. Edwards (1957) points out that, "we expect approximate truth in a translation . . . What we want to have is the truest possible feel of the original." Knox (1957) echoes the same viewpoint when he said out that translation should be "read with the same interest and enjoyment which a reading of the

original would have afforded." Therefore, it seems that both Edwards (1957) and Knox (1957) believe in 'equivalent effect' as a criterion of a good translation.

In the view of Foster (1958), the only good translation is one "which fulfils the same purpose in the new language as the original did in the language in which it was written." A good or true translation, as Nabokov (1964) claims, is literal translation: "rendering as closely as the associative and syntactical capacities of another language allow, the exact contextual meaning of the original"; thus, he concludes that, "only this [literal translation] is true translation."

Word for word translation does not seem to be considered as a good one by Nida (1964), since such renderings, "generally make for a doubtful translation." Regarding correctness of a translation; Nida (1971) points out: Ultimately, however, the correctness of a translation must be determined not in terms of the corresponding sets of words, but on the basis of the extent to which the corresponding sets of semantic components are accurately represented in the restructuring. This is essential if the resulting form of the message in the receptor language is to represent the closest natural equivalent of the source-language text.

As Burton (1973) indicates, one type of translation, namely the literal translation, "is a lie; it is a fake and fraud"--rather than considered a good translation. However, in today's world we are fundamentally dependent on translation, even though it emerges in its literal form; since, as Chute (1978, as cited in Miremadi, 1391) points out, "without translation, our world would narrow mercilessly". Echoing the similar idea of Nabokov (1964), Newmark (1988) points out that, "Literal translation is the first step in translation, and a good translator abandons a literal

version only when it is plainly inexact or . . . badly written. A bad translator will always do his best to avoid translating word for word."

Miremadi (1991) quotes Eastman to state that, "almost all translations are bad" Furthermore, Newmark (1991) affirms what he calls Nida's (1975) "classical definition of translation as 'the reproduction of the closest natural equivalent of the source language message, and maintains that, "in fact, this type of translation is distinguished by its elegance and concision, its attention to a natural word order, to the deployment of clauses and phrases more frequently used than their formal equivalents in the source language, to the occasional unobtrusive distribution of the meaning of important 'untranslatable' words (e.g. 'privacy', *éclat*, *sauber*, *casanier*, etc.) over two or three target language words or a clause: a good translation is deft, neat, closely shadowing its original". Nonetheless, Abdulla (1994) holds that a successful translation is one that attempts to preserve "the appropriate stylistic resources of the target language." Furthermore, a good translation, as McNamara (2002) notes, "must use the same register." In this respect Warren (2004) points out: The translated text has long occupied a relatively low status within the academic culture, due to its seemingly derivative and secondary nature. Lacking the 'originality' still valued by many teachers and students of literature, translations generally only gain firm purchase in literary history when they somehow manage to surpass their source and to function as 'autonomous' expressions. And yet translation is ubiquitous in medieval writing practices, literary and non-literary alike.

In other words, what would be a good quality translation, and how to assess a translated text might seem obvious, a text isn't only a group of words correctly organized; far from that, it's a series of messages that convey meanings, and so, what must be assess is the fitness of the



translation to convey such meanings. Thereby, the quality of a text can be assessed through two features:

- 1) Its intelligibility (the translation is understandable)
- 2) Its fidelity (the message transmitted corresponds exactly to the original message).

In this sense it is possible to have a very unintelligible text that has been translated with great fidelity, but producing a very unintelligible text; or a very intelligible text translated with scarce fidelity and still produces a highly intelligible text. Both texts are of low quality, the first one because the translator didn't ask the client to correct the unintelligibility issues of the source text before translating, producing something unintelligible; while in the second case because, either some of the original messages are missing or the translation delivers different messages to those originally expressed. Unfortunately, to assess the quality of a translation through its intelligibility and fidelity, according to an experimental study, requires the work of at least three or four reviewers, due to problems with individual subjectivity. Also, it is clear that for assessing intelligibility monolingual reviewers are necessary (they are not influenced by the source text) and for assessing fidelity you need bilingual reviewers.

Thereby, there is not practical to perform an expert assessment of a translation. Even if the translation is into the clients own language; clients will be able to assess, up to a point, its intelligibility, if client reads it as a proofreader, and has both texts reviewed by a bilingual person (another translator) it is possible to assess, up to a certain point, its fidelity. Recurring to providers and the quality of the work is proved, either through previous assessments or by fulfilling the clients expectations, in some cases, a self-proofreading by the translator should be

sufficient (i.e. those specialties and levels of difficulty where he has been proven or has fulfilled expectations).

In those cases where the source text is sensitive or can give rise to legal consequences, and especially if the translator hasn't proved his competences in that field previously, it is highly convenient to have the translation reviewed by another translator, although this raises the costs. One standard requirement is that every translation should include a proofreading step performed by a third party, however these translation standards have been created to regulate the behavior of translation companies and agencies where handling big volumes of work increases the odds of mistakes. An individual translator follows a different work process, which doesn't mean that it would not be convenient for him/her to have third party reviewing.

In addition, some other questions are important and it's convenient to take into account at the moment of the translation assessment:

- **What elements define intelligibility?**

Reads clear and easily; has no stylistic infelicities. Also, the absence of grammatical errors including the use of terminology appropriate for the field and correct syntactic arrangements.

Finally the message is clearly transmitted; it is not necessary to read twice.

- **What elements define fidelity?**

The translation conveys the same meanings of the source text. Furthermore, there are no misapprehensions or mistranslations of words or sentences and all sections have been translated completely, no additions or omissions (in some cases a translator may divide a sentence in two or join two sentences in one to avoid unintelligibility problems in a passage).

- **Why are so many reviewers required for an expert assessment?**

Because when reviewers assess intelligibility and fidelity of a translation many personal factors, like their education and competences, their experience, their cultural standards, their values, their linguistic slant, etc., affect the results.

Other elements which can be assessed by a client are the following: spelling errors, punctuation errors, syntax errors, grammar errors, use of words that are obviously wrong when connected to the context, consistency in the use of terminology throughout the text, errors related to formatting, fonts and design or layout.

The more errors a text has, the lower is its quality; however, some errors are critical and others are of much less importance. A linguistic purist will be fussier than a pragmatic one, and what one might consider critical the other won't. In spite of this, they both should agree that if an error changes the meaning of a phrase (its message), it's a major error. If an error might lead to liability, health, or safety issues, it's a critical error. Everything else might be tolerable. However, and although it can't be classified as critical, a text with such a syntax that it must be read many times to get a grasp of it, can end up being intolerable, and so, is not fit for use.

Quantitative measurements of quality try to determine an index or quality indicator, that can be useful for comparing translations (as when testing translators); but they can't be used to assess if a translation is good or bad, because it can't define a value under which a translation is bad. It won't perform its intended purpose, or that is not what is known as "Fitness for use". In the end, the quality of a translation is something subjective, and the fewer the reviewers the more subjective it gets.

## Chapter III: Methodology

### 3. Overview of the Methodology

After having studied up to the advanced course in English and French, Modern Language students at the Foreign Languages Department are expected to achieve a high level of comprehension in these languages; therefore, they should be able to perform reasonably well when translating. But at this point in the major, an important question arises: Are students from the Foreign Language Department enrolled in "*Le Francais et la Traduction*" from the major of Modern Languages able to reach an appropriate level of precision when translating in comparison to the students of "English Translation I" from English Teaching major? This question needed an answer; thus, it was of great importance to make a research in order to answer this interrogative. For this purpose a series of procedures that were carried out are detailed below.

#### 3.1 Research Focus

The aim of this research was to identify the level of accuracy in translation achieved by students of the Foreign Language Department enrolled in the course "*Le Francais et la Traduction*". However, in order to determine this level it was necessary to contrast it with an analog course. Hence, translation precision reached by students from "*Le Français et la traduction*" and "Translation I" was compared. For this reason, not only were taken into account the contents of the syllabus of this course or the number of evaluations students undertook, but also what kind of materials were used by teachers and students to translate in order to determine whether it affected or not the level of reliability.

Due to the nature of this research, a combination between the qualitative and quantitative method approach was used to have a better understanding of the results gathered on this research. In other words, both approaches merged in data collection and analysis method of this research. In this study, the qualitative method was reflected in the various evaluations that helped to identify whether the translations performed by the students were reliable or not, which led to an analysis of the way in which students translate. As part of the quantitative method, translation tests were used with a sample of the population from the majors of English Teaching and in Modern Languages specialization in French and English previously selected of the course of "*Le Français et la Traduction*" and "English translation I" respectively, the tests were analyzed statistically later.

### **3.2 Type of study**

This research was classified as a correlational study since in the three successive tests of translation to the undergraduate students of the major of Modern Languages specialization in French and English were sought to link the variables: Contents studied in the subjects and time dedicated to the same skill. Thus, measurement of the performance and behavior was accomplished. Likewise, tests were administered to the students of the major of English Teaching for comparison purposes. On the other hand, interviews to teachers were used to clarify the outcome of this study providing insight information of the development of the studied courses.

### 3.3 Research design

To carry out this research, many procedures that were carried out are detailed below:

#### 1. Setting

This research took place in the main campus of the University of El Salvador, at the Foreign Language Department, in the morning courses. Translation exercises carried out during this research took different dates in the whole semester and they were administered in a time of 35 minutes at the end of the class and with previous authorization of the teachers in charge of these courses.

#### 2. Participants

Students from the majors of Modern Languages and English Teaching in the Modern Language Department, the ones studying the courses of “*Le Français et la Traduction*” and “English Translation I” were selected as the population for this research. The exercises were done by all the students in the classroom; however, not all the students completed the 3 exercises because the attendance was irregular the days in which the evaluations took place. As a result, only were selected those who completed the three evaluations. A total of 30 students were taken as samples; 15 of them belonged to the course of “*Le Français et la Traduction*” from the major of Modern Languages specialization in French and English. The other 15 students belonged to “English Translation I”, from the major of English Teaching. It is important to mention that the entire students involved in this research were in the 5<sup>th</sup> year of their major.

### 3. Instruments

In order to contrast the level of accuracy of the students enrolled in the courses of "*Le Français et la Traduction*" and "English Translation" the following instruments were used for this research:

- ❖ Translation Rubric Evaluation for translations developed by the professors Khanmohammad and Osanloo, since it evaluates objectively different aspects of translation. This instrument was used to evaluate student's translations of articles from newspapers or magazines in English and French, providing this research with a professional tool to compare translation of the students and their levels of accuracy.
- ❖ Interview for teachers: this was carried out in order to obtain information on the contents of study, time dedicated to the theory and practice, examples of texts that are used for improvement of the translation skills and the criteria of evaluation.

The purpose of using these instruments was to verify the students' precision in translation, in order to have a clearer picture of the level of reliability reached by students of both courses.

### 4. Procedure

The research procedure began with an analysis of the syllabus of the subjects "Translation I" of the major in English Language Teaching and "*Le Français et la traduction*" of the major in Modern Languages Specialization in French and English. A sampling of students enrolled in these courses was studied conforming 10% of the population of each class.

The next step was to carry out the first translation exercise during the first weeks of the semester I-2017. The second evaluation was administered halfway through the semester and a final exercise was carried out at the end of the semester. The main idea of these tests was to expose the student to a direct practice by translating various contents as well as articles of magazines, literature, newspaper advertisements and others. Translations of the same text from English to Spanish, Spanish to English, French to Spanish and Spanish to French were carried out.

Finally, interviews were conducted with professors in charge of the courses. The interview inquired about the contents of the study during the classes, type of texts that students translated, extra resources that helped to carry out translations, time spent during the class or out of it for the practice of this skill and finally the criteria that was considered when evaluating the activities of the students.

## 5. Data analysis

For this research instruments were administered to students and teachers. First, translation skills were assessed by means of an evaluation rubric in order to obtain a numerical data that represent translation precision in the exercises during the semester of study. This data was stored in a database created in Microsoft Office Excel program, then graphics were made for further analysis.

On the other hand, interviews to teachers in charge of the selected courses and its contents were analyzed by means of synoptic charts. Finally, graphs and statistics with percentages were included according to the criteria of interest in the results obtained from this study.



## Chapter IV: Results

### 4. Overview of Data analysis and interpretation

In Mark Newmark's words "There is no such thing as a perfect, ideal or correct translation" so defining a translated text as correct or incorrect would be rather a difficult task since each translation is different from another. Following that statement, this research is not focused in finding if "*Le Français et la Traduction*" of the major in Modern Languages specialization in French and English is better than English Teaching's "English Translation I". Rather comparing the level of precision achieved when translating by students of these majors.

The truly interesting fact in this research is that English Teaching major has two translation courses: English Translation I and II. In contrast with Modern Language that only has one which is "*Le Français et la Traduction*". At first sight, this could mean a clearer advantage for students enrolled in "English Translation I", but even if the amount of courses taken by the students may have an impact on the way they learn; there are more than a single determinant factor as the contents studied in "*Le Français et la Traduction*" and "English Translation I", the amount of practice dedicated to the course and even the teachers' experience in the field of translation.

#### 4.1 Data analysis and interpretation of the data

In order to identify the level of precision in translation reached by the students of "*Le Français et la Traduction*" and "English Translation I", both courses were submitted to a series of evaluations in which the students had to translate paragraphs from English or French into Spanish and in the last evaluation from Spanish into either of the languages above.

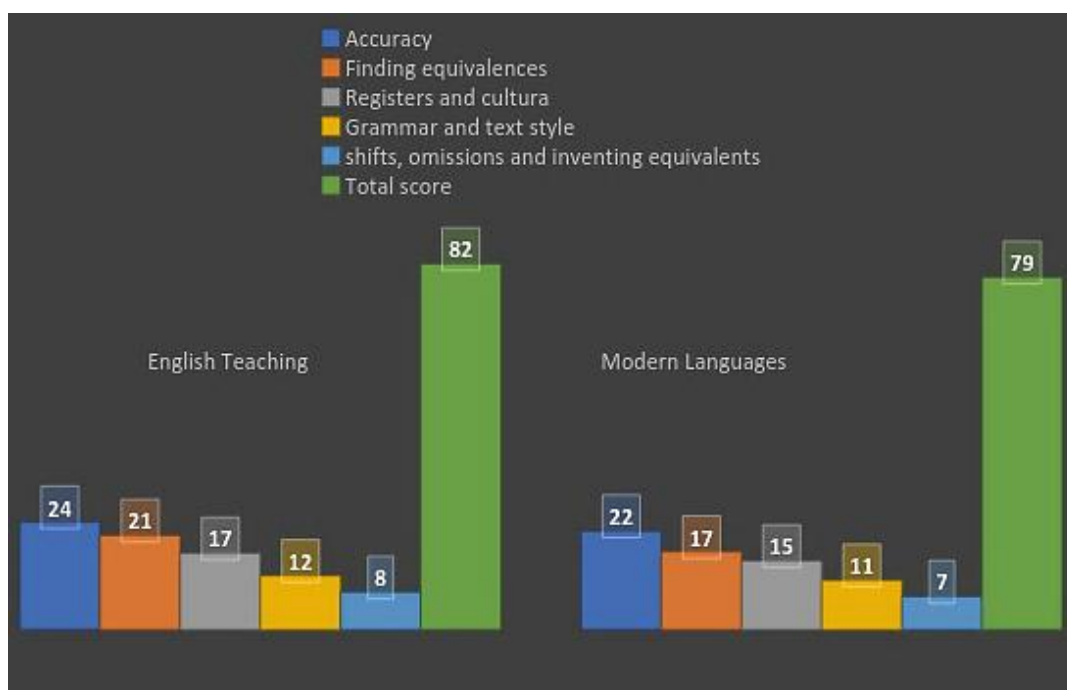
Since having a tool that could help to evaluate the translations was necessary; the rubric chosen for this purpose was the one developed by Hajar Khanmohammad and Maryam Osanloo. This Translation Assessment Rubric is divided in 5 different aspects of evaluation, each one with its own percentage that adds to a total of 100.

The first criterion is “accuracy” which assesses problems of comprehension and if the original message has been conveyed completely; it counts with 30% of the total of the evaluation. The second one is “finding equivalences” which is evaluated by the words that the students had chosen, skilfully or not, to make the work read like a good publishable version, the lexical and if all the syntactic elements of the text have been understood this aspect represents 25%. The following criteria of the rubric is “Register, TL and culture” with a 20% of all the evaluation. “Register, TL and culture” evaluates if the student has good sensitive nuances of meaning, if there is a sophisticated awareness of the cultural context or if the translation shows a sophisticated command of TL lexis, syntax and register. “Grammar and source text style” is related to the feeling that the translation needs no improvement from grammatical and stylistic points though, one or two natural failing might be observed. It is 15% of the total.

And the last aspect is “Shifts, omissions, additions and inventing equivalents” with the final 10%. This criterion refers to the correct use of relative clauses, verb forms; use of parallel structure meaning creative inventions and skilful solutions to equivalents and no fragment or run- on sentences. As a result, this rubric that takes into account some of the most important aspects to elaborate a reliable translation.

## 4.2 General results of the evaluations

With the results in hand and after processing them, they showed that there is a difference between both courses' precision in translation. The general results of the evaluations showed that the course "English Translation I" of the English Teaching major obtained a grade of 82 out of 100 while Modern Language's "*Le Français et la Traduction*" a 79 out of 100. Those results determined that the first one course reached a higher level in the precision of their translations, which was the main purpose of this research.

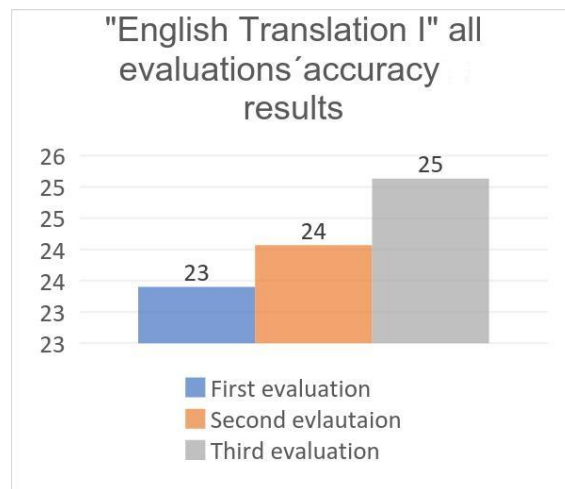
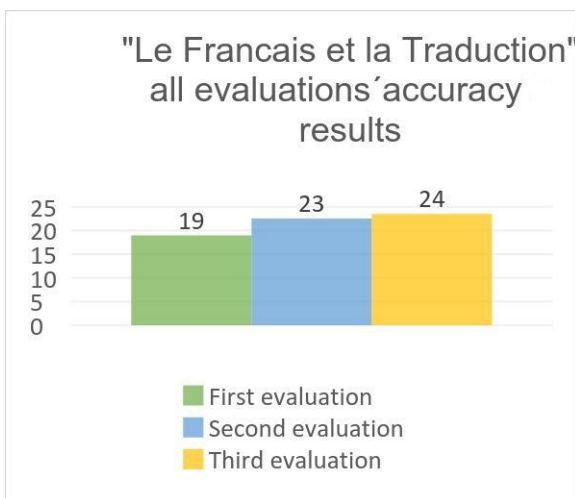


Knowing this fact in a general way, the following paragraphs aimed to make a difference in what aspects "*Le Français et la Traduction*" showed a lower performance.

#### 4.2.1 Results by criteria

##### Accuracy:

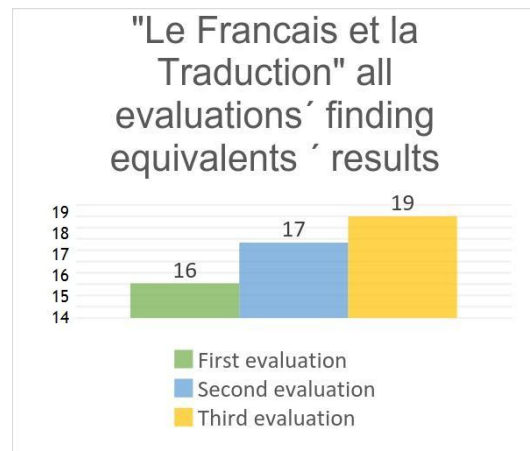
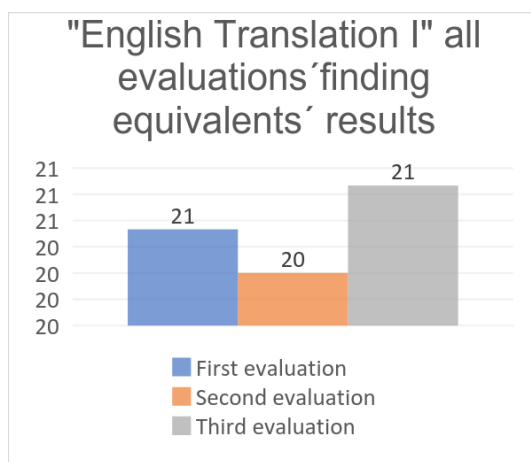
According to Cambridge's dictionary, is the fact of being exact or correct or either the ability to do something without making mistakes. So, presenting this definition and comparing it with the results, it is observed that "English Translation I" achieved a total of 24 points and "*Le Français et la Traduction*" 22 points. It means that both don't have problems of comprehension of the texts given except with the most specialized vocabulary. In this criterion, both courses' students achieved a remarkable level of comprehension of the texts they were given, but with some partial omissions and additions.



### Finding equivalents:

The next aspect which is “finding equivalents” has a slight difference in the results. An equivalent in translation is a word that has the same meaning in the target language and in the source language. Hence, “English Translation I” with 21 points means that all lexical (or the majority of it) and syntactic elements have been understood and have precise vocabulary usage, yet their translation were not perfect at all for they presented some issues.

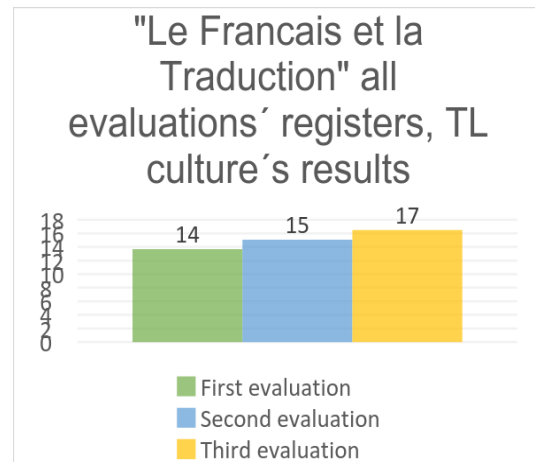
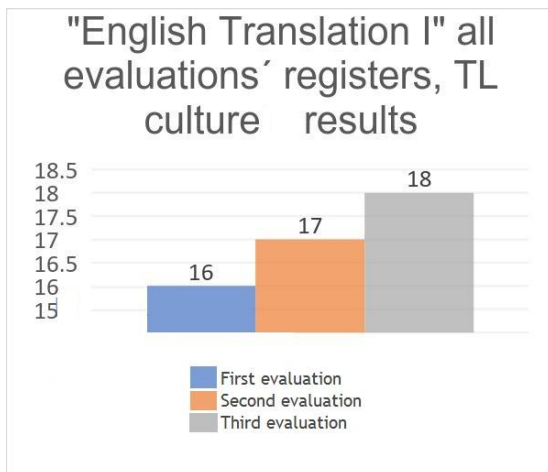
On the other hand, “*Le Français et la Traduction*” with 17 shows a good usage of wide range of vocabulary and structures, but presents some problems with unsuitable equivalents.



### Registers, TL and culture:

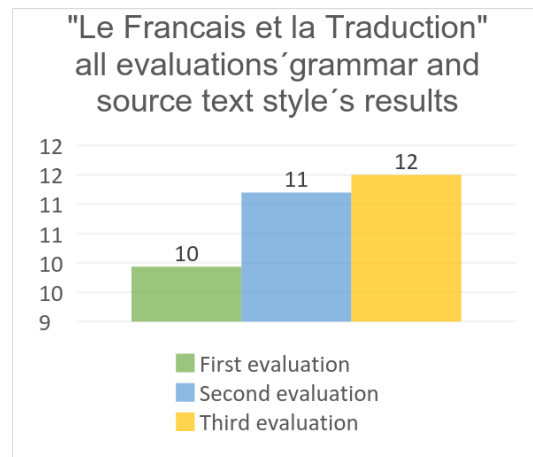
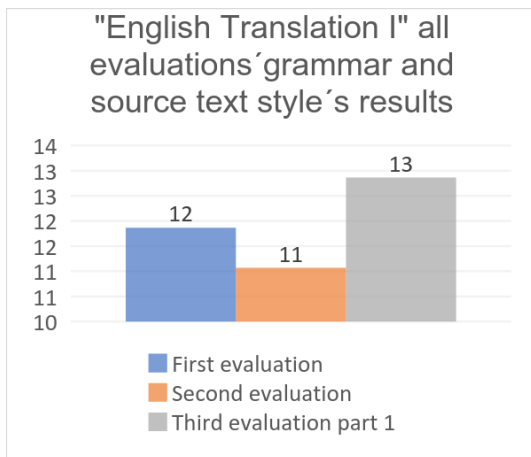
Register refers to the level of knowledge of the particular varieties or styles of writing that a person has. The register varies for the language, and it is often used for different purposes, contents and it could vary depending on the audience.

Regarding “registers, TL and culture” another difference is perceived. The 15 reached by “*Le Français et la Traduction*” implies that there is a fair degree of sensitivity to nuances of meaning that may have an impact in the whole message that has to be transmitted. On the contrary, the 17 obtained by “English Translation I” shows that their registers are precisely and sensitively captured and that their translations show a sophisticated command of lexis, syntax and register.



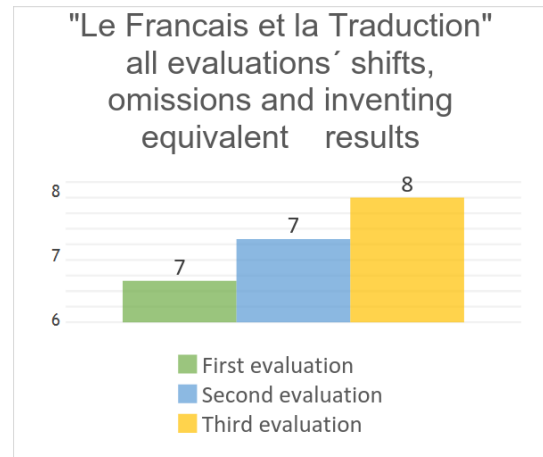
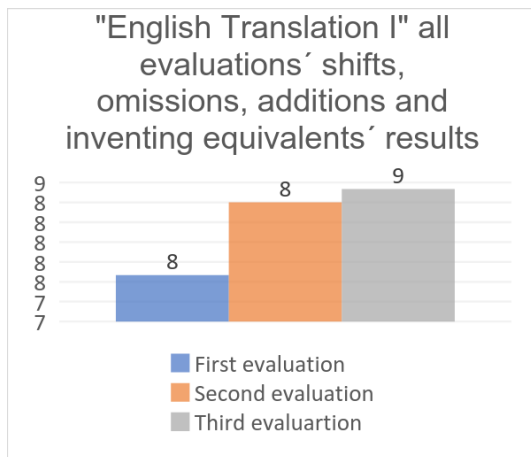
## Grammar and source text style

The results present 12 points for “Translation I” and just one point below “*Le Français et la Traduction*” with 11. This means that both of them have some grammatical problem but with no influences in the message that it is meant to be transmitted.



### Shifts, omissions, additions and inventing equivalents

English teaching course' "Translation I" reached 8 points while Modern Languages' course reached 7 points. This proximity in the results shows that both of them have some inventions for not having available equivalents in TL. However, they do not have fragment or run- on sentences in their translations.





### 4.3 General results of the teacher's interview

The only way to identify the causes for the difference of results among both courses was going to the very root of them: teachers and contents. For this purpose, teachers were interviewed and a comparison between the contents of each course was done.

Comparing the syllabus showed that the courses are pretty much the same, the only difference between them may be the amount of time dedicated per unit. For example, the first unit of *“Le Français et la Traduction”* is about theory of translation, concept of language, translation techniques and analysis of texts and all that takes 3 weeks to develop it; while “English Translation I” first unit lasts 6 weeks explaining topics as the art of translation, the myths of translation, how to be a good translator, techniques and processes of translation. It means that the first unit of “English translation I” has not only more topics to be learnt, but also a longer period to study.

Another remarkable difference is that *“Le Français et la Traduction”* dedicates time to study topics for Spanish syntax, grammar, punctuation and semantic; at least 15 topics about the ones above are presented by the students enrolled in the course. All this, has an impact regarding the results of the evaluations in the aspect of text style that includes the orthographic aspects. However, “English Translation I” redeems itself in the aspect of classroom practice since they have indoor and outdoor assignments. This remarks a difference between both courses. One practice has its time of practice duplicated while the other one reinforces the knowledge about the Spanish language which is highly important when it comes to translate from any language into Spanish.

Both courses develop a classroom practice during 10 weeks. However, in the last weeks of the courses, each one changes its activities. “English Translation I” goes for a project that consists in a translation group in a real process of translation work. On the other hand, “*Le Français et la Traduction*” changes the dynamic of translation from French into Spanish to the other way around giving the students the opportunity to try the different ways of translation a translator should afford; about this practice, the students of “English Translation I” practice like that until they take the course “English Translation II”.

As it is showed, each course has its advantages and disadvantages. However, there is a clear singularity that makes the difference between both courses: the students of “English Translation I” have the opportunity to develop the contents in a more detailed way without rush therefore have another complementary course “English Translation II” the next semester. Nevertheless, “*Le Français et la Traduction’s*” students have only one semester to gain as much knowledge about translation as possible.

As a conclusion, it is extremely important that the students of the Modern Languages major could have an extra course (“*Le Français et la Traduction II*”) in order to receive in a deeper way all the contents prepared in the previous course.

## Chapter V: Conclusions

### 5. Overview of the Conclusions

Students enrolled in both majors in the Foreign Language Department are very skilful when it comes to the field of translation; in addition to that, teachers involved in the teaching processes of this field are willing to improve the way the courses of “English Translation I” and “Le Français et la Traduction” are taught.

Both courses were evaluated in 5 different aspects suggested by the Translation Assessment Rubric for Translation proposed by Hajar Khanmohammad and Maryam Osanloo. These aspects were accuracy, finding equivalents, registers and culture, grammar and source text style, shifts and finally, inventing equivalents. These criteria were evaluated during the course of the Semester I, 2017 by doing 3 exercises of translation either from English or French into Spanish.

However, the results presented in this investigation showed that there is a rate worthy difference in the level of precision that each of the courses mentioned above obtained during the exercises executed during this semester, which was the main purpose of the investigation.

## 5.1 Conclusions

The course that achieved a higher level of accuracy in translations was “Translation I” that is part of the major in English Teaching. Achieving a total of 82 out of 100, this course exceeded the results obtained by the students from “*Le Français et la Traduction*” with a 79, these grades represented as a global result. In fact, “Translation I” students had a better performance in each criterion evaluated in the exercises that were done. They maintained an average over the students of “*Le Français et la Traduction*” of about 3 points of difference.

This is a result of different factors such as the amount of time dedicated to translation practice, the contents developed in each of the activities proposed by teachers in order to make the contents clear and the students’ dedication to the course, which absolutely cannot be controlled by teachers.

Even so, the results obtained by the students enrolled in “*Le Français et la Traduction*” were, somehow, lower than the students previously mentioned. This can be explained as a result of the fact that students enrolled in “Translation I” have the opportunity to deepen their knowledge in the field of translation by taking “Translation II” the next semester. This allows students and teachers of the course of “Translation I” to have a slow pace not only at learning, but also at teaching all the contents proposed in the syllabus.

On the other hand, students enrolled in the course “*Le Français et la Traduction*” do not have this opportunity and they do not have enough time to go deeper in the contents. As a result, even if both courses study almost the same amount and kind of contents, the difference lies in the time invested in practice and development of the course.

## 6. Recommendations

At the end of this research, and after presenting the results of the data collected during the process, some factors that needed to be improved came out and it is highly important to take them into account. These recommendations will ease the development in the learning process of the majors in the Foreign Language Department.

- As for students it is recommended to make use of all types of tools that are provided for the teachers (Electronic dictionaries in context and some other online tools and also experts in the field of translation) not only to improve their translation skills, but also to find the suitable equivalence of their translation exercises.
- Based on what it has been observed in the courses of “*Le Français et la Traduction*” and “Translation I” there are basic mistakes that had been detected in the use of orthographic rules such as punctuation and accents. In addition, there are problems in Spanish grammar. For this reason, it would be suitable to implement a course of Spanish grammar to prepare the students to have the knowledge in their native language that is necessary to allow a better performance in translation. Even if the main purpose of the majors of the Foreign Language Department is for the students to achieve a good level in English or French, Spanish should not be neglected for it is very important when translating.

- Within “*Le Français et la Traduction*” the evaluation system consists in asking the students to read a text and then to translate it. After the translation is done, they read it out loud. However, this does not allow feedback when translating which is a disadvantage for students. Although, oral corrections help to construct a better context according to individual interpretations. In this way, there is not a written analysis that permits to check out orthographic and syntactic aspects, this is why it is suggested to check translated texts out in order to make the corresponding corrections, so that the students have an oral and written feedback.
- Students should take into account the suggestions about their translations and all the information given by teachers in order to avoid mistakes that have been already corrected in meaning, grammar, syntax, morphology, and spelling or lexicon.
- Furthermore, as for the course of “*Le Français et la Traduction*”, the theoretical part does not seem to need improvements. However, it would be good if it goes through a verification process of the drafting part of translation, considering that if students have more time in this stage, they will master their translations.
- In the course “Translation I”, the inclusion of other contents is suggested; as historical backgrounds of translation, the forerunners of translation techniques and approaches used today and technical language translations (law, medicine, among others). This suggestion is considerably important because students will learn more about translation, not just learning a process but to go further in the understanding of this field. Thus, it is highly recommended the inclusion of new topics for both courses.

- It is absolutely necessary for the students of both majors to improve aspects as grammar and syntax in order to obtain a higher level when it comes to translation. In addition, it is important that teachers in charge of these courses use of new technologies that may help to improve the way in which these courses are taught.

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Nivel de Precisión de la Traducción de los Alumnos del Departamento de Idiomas Extranjeros que Estudian la Asignaturas “El Francés y la traducción” y “Traducción I”

**Objetivos**

- ❖ Identificar el grado de confiabilidad en la traducción que alcanzan los estudiantes que cursan la cátedra de “El Francés y la Traducción” y “Traducción I”
- ❖ Utilizar ejercicios prácticos y rúbricas estandarizadas para determinar el nivel de precisión en las traducciones de los estudiantes.

Nombre: \_\_\_\_\_

**1° Evaluación**

**Indicaciones:** traduce el siguiente texto de Español a Francés utilizando la teoría y práctica que has adquirido en el transcurso de la asignatura de traducción. Puedes utilizar diccionario como ayuda para resolver la evaluación.

**La tecnología: ¿amiga o enemiga?**

¿Nos ayudan los dispositivos electrónicos a gestionar mejor el tiempo, o nos lo roban? Todo depende de cómo los usemos.

**En el trabajo.** Los dispositivos móviles pueden darnos más flexibilidad a la hora de elegir cuándo y dónde trabajar, pero también pueden causarnos más estrés porque nos hacen sentir que tenemos que estar disponibles a casi cualquier hora del día o de la noche.

**En el hogar.** Los teléfonos celulares pueden ahorrarnos tiempo porque nos permiten coordinar fácilmente las actividades familiares. Sin embargo, también pueden ser un enemigo para la vida familiar. Según algunos estudios, es probable que los hijos que tienen que competir con los dispositivos electrónicos para recibir la atención de los padres se sientan frustrados y desarrollen problemas de conducta.

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Nivel de Precisión de la Traducción de los Alumnos del Departamento de Idiomas Extranjeros que Estudian la Asignaturas “El Francés y la traducción” y “Traducción I”

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Nombre: \_\_\_\_\_

**2° Evaluación**

**Indicaciones:** traduce el siguiente texto de Inglés a Español utilizando la teoría y práctica que has adquirido en el transcurso de la asignatura de traducción. Puedes utilizar diccionario.

**Your Smile: A Gift to Share**

When someone gives you a beaming smile, how do you respond? Most likely you smile back. And you probably feel happier too. Yes, genuine smiles—whether from friends or total strangers—are infectious, and they evoke good feelings. A woman named Magdalena commented: “Georg, my late husband, had a warm smile. When our eyes met, I felt relaxed and secure.”

A sincere smile indicates positive emotions, such as amusement, happiness, and pleasure. Indeed, “smiling . . . seems built into our nature,” noted an article in *Observer*, an online journal of the Association for Psychological Science. Even newborns, the article said, are able to “interpret facial expressions with great precision.” The article also stated: “Not only do people deduce useful information from smiles, they also use this knowledge to direct their own behavior.”

When you smile you may also be doing *yourself* a favor. The benefits, studies suggest, include increased confidence and happiness and reduced feelings of stress. Frowning, by comparison, may have the opposite effect.

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Nivel de Precisión de la Traducción de los Alumnos del Departamento de Idiomas Extranjeros que Estudian la Asignaturas “El Francés y la traducción” y “Traducción I”

Nombre: \_\_\_\_\_

**3° Evaluación**

**Indicaciones:** traduce el párrafo número **1** de Inglés a Español. Luego continúa la traducción del párrafo números **2** de Español a Ingles. Puedes utilizar diccionario.

Blood Donor Day, 14 June 2017  
What can you do? Give blood. Give now. Give often

Every year, on 14 June, countries around the world celebrate World Blood Donor Day (WBDD). The event serves to raise awareness of the need for safe blood and blood products and to thank blood donors for their life-saving gifts of blood.

Focus of this year’s campaign:

1. The lives and health of millions of people are affected by emergencies every year. In the last decade, disasters have caused more than 1 million deaths, with more than 250 million people being affected by emergencies every year. Natural disasters such as earthquakes, floods and storms create considerable needs for emergency health care, while at the same time, often destroying vital health facilities as well. Man-made disasters such as road accidents and armed conflicts also generate substantial health care demands and the need for front-line treatment.

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2. Las transfusiones sanguíneas son un componente esencial de la atención médica de urgencia. En las emergencias aumenta la demanda de transfusiones sanguíneas, que se hacen más difíciles y complejas. Un suministro adecuado de sangre durante las emergencias exige un servicio de transfusiones bien organizado, lo que solo puede garantizarse con la colaboración de toda la comunidad y con una población donante que se comprometa a hacer donaciones voluntarias no remuneradas a lo largo del año.

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Nivel de Precisión de la Traducción de los Alumnos del Departamento de Idiomas Extranjeros que Estudian la Asignaturas “El Francés y la traducción” y “Traducción I”

Nombre: \_\_\_\_\_

**3° Evaluación**

**Indicaciones:** traduce el párrafo número **1** de Francés a Español. Luego continúa la traducción del párrafo números **2** de Español a Francés. Puedes utilizar diccionario.

**Journée mondiale du donneur de sang - 14 juin 2017**

Que pouvez-vous faire? Donner du sang. Donner maintenant. Donner souvent.

Chaque année, le 14 juin, les pays du monde entier célèbrent la Journée mondiale du donneur de sang. Cette manifestation vise à montrer la nécessité de donner du sang et des produits sanguins sécurisés et à remercier les donneurs de sang du geste salvateur qu’ils font en donnant leur sang.

Thème de la campagne de cette année:

1. Chaque année, les situations d’urgence ont un impact sur la vie et la santé de millions de gens. Au cours de la dernière décennie, les catastrophes ont entraîné plus d’un million de décès et les situations d’urgence touchent plus de 250 millions de personnes chaque année. Les catastrophes naturelles – séismes, inondations et tempêtes, par exemple – créent des besoins considérables en termes de soins d’urgence, tout en détruisant des établissements de santé vitaux. Les catastrophes d’origine humaine, comme les accidents de la circulation et les conflits armés, font naître aussi une importante demande de soins de santé et de traitements immédiats.

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2. Las transfusiones sanguíneas son un componente esencial de la atención médica de urgencia. En las emergencias aumenta la demanda de transfusiones sanguíneas, que se hacen más difíciles y complejas. Un suministro adecuado de sangre durante las emergencias exige un servicio de transfusiones bien organizado, lo que solo puede garantizarse con la colaboración de toda la comunidad y con una población donante que se comprometa a hacer donaciones voluntarias no remuneradas a lo largo del año.

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**Translation assessment rubric created by Hajar Khanmohammad and Maryam Osanloo:**

Score range	Description	Score
<b>Accuracy (30%)</b>		
25-30	No identifiable problems of comprehension; original message has been conveyed completely to target language readers; no omissions or additions to information.	
21-24	Virtually no problems of comprehension except with the most high specialized vocabulary with no influence on TL readers' understanding. Some partial omissions and additions.	
16-20	Information is conveyed to target language readers with some difficulty due to translator misunderstanding of some parts of original message; apparent omissions and additions.	
11-15	Poor expression of ideas; numerous serious problems in understanding ST interfere with communication of original message; difficult to understand target text	
1-10	Severe problems interfere greatly with communication of original message; TL reader can't understand what original writer was trying to say.	
<b>Finding equivalence (25%)</b>		
20-25	All lexical and syntactic elements have been understood; precise vocabulary usage; words have been chosen so skillfully that the work reads like a good publishable version	
15-19	Full comprehension and good usage of wide range of vocabulary and structures; specialized vocabulary presents some problems with unsuitable equivalents	
10-14	General comprehension of a fair range of vocabulary although some gaps observed; some vocabulary misused; some evidence of plausible attempts to work around difficulties of finding equivalents, perception, wordplay and other linguistic features.	
5-9	Comprehension of vocabulary and structures show quite noticeable gaps which obscure sense; problems in finding correct vocabularies; unable to cope with specialized vocabulary.	
1-4	Inappropriate use of vocabularies; comprehension of original seriously impeded even with fairly everyday vocabulary and structures; translation as a whole makes little sense.	
<b>Register, TL cultura (20%)</b>		
17-20	Good sensitive to nuances of meaning, register are precisely and sensitively captured; there is a sophisticated awareness of the cultural context; translation shows a sophisticated command of TL lexis, syntax, and register.	
13-16	There is a fair degree of sensitivity to nuances of meaning, register and cultural context.	
9-12	There is lack of sustained attention to nuances of meaning, register, and cultural context; no awareness of register; TL lexis, syntax, and register are not always appropriate.	
4-8	There is scant attention to nuances of meaning, register, and cultural context; there are serious to severe shortcomings in the use o appropriate lexis, syntax, and register.	
1-3	There is no appreciable understanding of nuances of meaning, register, and cultural context; no concept of register or sentence variety.	



Grammar and source text style (15%)		
13-15	Gives the feeling that the translation needs no improvement from grammatical and stylistic points though one or two natural failing might be observed; native-like fluency in grammar	
10-12	Shows flair for stylistic manipulation of TL item as if text were written in TL originally except where the language is placed under severe pressure of comprehension; maintains advanced proficiency in grammar; some grammatical problems but with no influence on message	
7-9	Tends to have awkward grammatical usage in TL and literally of rendering though but no impeding sense in a significant manner; attempts to reflect stylistic features of the original; some grammatical problems are apparent and have negative effects on communication	
4-6	Clumsy TL; often nonsensical grammatical usage in TL; unnatural sounding; little attempt to reflect stylistic features of the original; there is evidence of clear difficulties in following style; grammatical review of some areas is clearly needed.	
1-3	Little sense of style which often makes poor sense in TL; knowledge of grammar is inadequate; use of TL grammar is inadequate; severe grammatical problems interfere greatly with message.	
Shifts, omissions, additions and inventing equivalents (10%)		
9-10	Correct use of relative clauses, verb forms; use of parallel structure; creative inventions and skillful solutions to equivalents; no fragment or run-on sentence	
7-8	Almost all shifts appear with partial trespass, attempts variety; some inventions for not available equivalents in TL; no fragment or run on sentences	
5-6	Some shifts but no consistency; awkward and odd structure; only few run-on sentences or fragments present	
3-4	Lacks variety of structure due to not preserving necessary shifts except for few cases; little or no evidence of invention in equivalents	
1-2	Unintelligible sentence structure due to completely ignoring necessary shifts; no skillful handling of equivalents; no trace of invention	

**“Translation I” and “Le Français et la Traduction” summary’s result by evaluation**

<b>First evaluation's results</b>						
<b>English Translation I (First semester 2017)</b>						
Number of students / Description	Accuracy (30%)	FindingEquivalences (25%)	Registers, TL Cultura (20%)	Grammar (15%)	Inventing equivalents (10%)	Total score
1)	25	23	18	13	8	87
2)	27	23	18	13	8	89
3)	29	24	18	14	9	94
4)	24	21	17	13	8	83
5)	22	19	14	8	6	69
6)	26	23	17	13	8	87
7)	24	20	15	10	5	74
8)	19	22	15	11	8	75
9)	29	23	18	13	9	92
10)	20	16	13	9	6	64
11)	23	19	16	13	8	79
12)	24	21	13	13	8	79
13)	22	19	13	12	7	73
14)	20	22	17	11	9	79
15)	17	13	14	12	8	64
<b>Average</b>	<b>23</b>	<b>21</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>79</b>

<b>Firstevaluation'sresults</b>						
<b>Le Français et la Traduction (First semester 2017)</b>						
Number of students / Description	Accuracy (30%)	FindingEquivalences (25%)	Registers, TL Cultura (20%)	Grammar (15%)	Inventing equivalents (10%)	Total score
1)	16	19	13	10	6	64
2)	24	19	16	12	8	79
3)	16	14	13	9	7	59
4)	16	15	15	9	6	61
5)	26	20	17	13	8	84
6)	21	16	14	10	8	69
7)	16	14	12	9	6	57
8)	22	14	13	10	6	65
9)	16	14	12	9	5	56
10)	20	19	16	10	5	70
11)	24	15	16	12	7	74
12)	20	14	12	9	8	63
13)	16	14	12	9	8	59
14)	16	12	12	9	8	57
15)	16	14	12	9	8	59
<b>Average</b>	<b>19</b>	<b>16</b>	<b>14</b>	<b>10</b>	<b>7</b>	<b>65</b>
<b>Second evaluation's results</b>						

<b>English Translation I (semester I/ 2017)</b>						
Number of students / Description	Accuracy (30%)	FindingEquivalences (25%)	Registers, TL Cultura (20%)	Grammar (15%)	Inventing equivalents (10%)	Total score
1)	25	21	17	13	9	85
2)	28	24	18	14	9	93
3)	25	20	17	8	9	79
4)	22	19	18	6	7	72
5)	21	19	15	11	8	74
6)	27	23	18	14	9	91
7)	24	22	16	11	8	81
8)	28	23	19	14	10	94
9)	24	22	18	11	9	84
10)	18	15	14	9	8	64
11)	22	19	16	11	8	76
12)	27	22	17	12	8	86
13)	23	17	16	10	8	74
14)	23	23	18	12	9	85
15)	24	14	12	10	7	67
<b>Average</b>	<b>24</b>	<b>20</b>	<b>17</b>	<b>11</b>	<b>8</b>	<b>80</b>

<b>Secondevaluation'sresults</b>						
<b>Le Français et la Traduction (First semester 2017)</b>						
Number of students / Description	Accuracy (30%)	FindingEquivalences (25%)	Registers, TL Cultura (20%)	Grammar (15%)	Inventing equivalents (10%)	Total score
1)	24	19	16	12	8	79
2)	20	14	13	9	6	62
3)	20	14	13	9	8	64
4)	28	22	18	13	9	90
5)	25	20	17	11	8	81
6)	25	19	18	12	8	82
7)	22	15	16	12	7	72
8)	16	15	12	9	5	57
9)	28	22	18	13	9	90
10)	25	20	16	13	7	81
11)	21	15	12	12	7	67
12)	21	14	12	9	7	63
13)	21	16	15	10	8	70
14)	21	16	14	12	7	70
15)	21	19	16	12	8	76
<b>Average</b>	<b>23</b>	<b>17</b>	<b>15</b>	<b>11</b>	<b>7</b>	<b>74</b>

<b>Third evaluation's results: Part 1 English-Spanish</b>						
<b>English Translation I (First semester 2017)</b>						
Number of students / Description	Accuracy (30%)	FindingEquivalences (25%)	Registers, TL Cultura (20%)	Grammar (15%)	Inventing equivalents (10%)	Total score
1)	26	19	17	13	8	83
2)	28	23	19	14	9	93
3)	25	21	18	13	9	86
4)	23	15	17	12	8	75
5)	26	24	19	14	9	92
6)	25	20	18	14	8	85
7)	26	22	17	13	8	86
8)	26	22	18	14	9	89
9)	24	20	17	13	9	83
10)	26	22	18	12	9	87
11)	26	22	18	12	8	86
12)	26	22	18	14	9	89
13)	22	21	16	12	8	79
14)	24	20	17	13	9	83
15)	24	20	17	10	8	79
<b>Average</b>	<b>25</b>	<b>21</b>	<b>18</b>	<b>13</b>	<b>9</b>	<b>85</b>

<b>Third evaluation's results part 1: French-Spanish</b>						
<b>Le Français et la Traduction (First semester 2017)</b>						
Number of students / Description	Accuracy (30%)	FindingEquivalences (25%)	Registers, TL Cultura (20%)	Grammar (15%)	Inventing equivalents (10%)	Total score
1)	24	19	18	13	9	83
2)	26	24	18	15	9	92
3)	23	19	16	10	8	76
4)	18	16	15	10	8	67
5)	27	21	16	14	9	87
6)	22	18	14	11	7	72
7)	20	16	17	8	7	68
8)	22	18	14	9	7	70
9)	27	22	19	14	9	91
10)	27	23	18	13	9	90
11)	21	13	17	9	8	68
12)	22	15	13	10	8	68
13)	27	23	18	13	8	89
14)	24	22	18	10	8	82
15)	27	23	18	13	9	90
<b>Average</b>	<b>24</b>	<b>19</b>	<b>17</b>	<b>11</b>	<b>8</b>	<b>80</b>

<b>Third evaluation's results: Part 2 Spanish-English</b>						
<b>English Translation I (First semester 2017)</b>						
Number of students / Description	Accuracy (30%)	Finding Equivalences (25%)	Registers, TL Cultura (20%)	Grammar (15%)	Inventing equivalents (10%)	Total score
1)	25	22	17	13	9	86
2)	24	25	17	13	9	88
3)	26	22	18	13	9	88
4)	25	21	18	12	8	84
5)	25	20	16	13	8	82
6)	26	22	17	13	9	87
7)	26	23	17	13	8	87
8)	25	22	17	13	8	85
9)	26	22	18	13	8	87
10)	26	22	18	13	9	88
11)	26	22	18	12	8	86
12)	27	24	18	13	9	91
13)	22	21	17	14	8	82
14)	25	22	17	13	9	86
15)	22	18	17	13	9	79
<b>Average</b>	<b>25</b>	<b>22</b>	<b>17</b>	<b>13</b>	<b>9</b>	<b>86</b>

<b>Third evaluation's results part 2: Spanish-French</b>						
<b>Le Français et la Traduction (First semester 2017)</b>						
Number of students / Description	Accuracy (30%)	Finding Equivalences (25%)	Registers, TL Cultura (20%)	Grammar (15%)	Inventing equivalents (10%)	Total score
1)	24	14	16	9	6	69
2)	24	16	17	14	9	80
3)	22	15	17	12	7	73
4)	20	20	16	10	8	74
5)	26	21	17	12	9	85
6)	21	17	15	13	8	74
7)	16	15	14	10	7	62
8)	21	14	15	12	8	70
9)	24	20	17	12	9	82
10)	25	22	18	13	9	87
11)	25	20	17	12	8	82
12)	21	15	13	10	9	68
13)	24	19	17	15	8	83
14)	25	20	17	12	8	82
15)	27	22	18	12	9	88
<b>Average</b>	<b>23</b>	<b>18</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>77</b>

In order to obtain a single result for the third evaluation, that was divided in two parts, both results were added; from that addition we obtained a number that was divided by the two evaluations and the result is the average for the third evaluation in general.

**“English Translation I” third evaluation result**

<b>Third Evaluation´s Average Results Parts 1 and 2</b>						
<b>English Translation I (First semester 2017)</b>						
Description	Accuracy (30%)	FindingEquivalences (25%)	Registers, TL Cultura (20%)	Grammar and source text style (15%)	Shifts, omissions and inventing equivalents (10%)	total score
Third evaluation part 1	25	21	18	13	9	85
Third evaluation part 2	25	22	17	13	9	86
<b>Total</b>	<b>25</b>	<b>22</b>	<b>18</b>	<b>13</b>	<b>9</b>	<b>86</b>

**“Le Français et la traduction” ´s third evaluation result**

<b>Third Evaluation´s Average Results Parts 1 and 2</b>						
<b>Le Français et la Traduction (First Semester 2017)</b>						
Description	Accuracy (30%)	FindingEquivalences (25%)	Registers, TL Cultura (20%)	Grammar and source text style (15%)	Shifts, omissions and inventing equivalents (10%)	total score
Third evaluation part 1	24	19	17	11	8	80
Third evaluation part 2	23	18	16	12	8	77
<b>Total</b>	<b>24</b>	<b>19</b>	<b>17</b>	<b>12</b>	<b>8</b>	<b>79</b>

**“English Translation I” and “Le Français et la Traduction” summary’s result by gender**

<b>First Evaluation's Results (By Gender)</b>										
<b>English Translation I (First Semester 2017)</b>										
Aspect of Evaluation/ Gender	Accuracy (30%)		Finding Equivalences (25%)		Registers, TL Cultura (20%)		Grammar And Source Text Style (15%)		Shifts, Omissions, Additions And Inventing Equivalentents (10%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	22	25	19	23	14	18	8	13	6	8
	26	27	23	23	17	18	13	13	8	8
	19	29	22	24	15	18	11	14	8	9
	29	24	23	21	18	17	13	13	9	8
	24	24	21	20	13	15	13	10	8	5
	17	20	13	16	14	13	12	9	8	6
		23		19		16		13		8
		22		19		13		12		7
		20		22		17		11		9
<b>Average</b>	<b>23</b>	<b>25</b>	<b>20</b>	<b>21</b>	<b>15</b>	<b>17</b>	<b>12</b>	<b>12</b>	<b>8</b>	<b>7</b>

<b>First Evaluation's Results (By Gender)</b>										
<b>Le Français et la Traduction (First Semester 2017)</b>										
Aspect of Evaluation/ Gender	Accuracy (30%)		Finding Equivalences (25%)		Registers, TL Cultura (20%)		Grammar And Source Text Style (15%)		Shifts, Omissions, Additions And Inventing Equivalentents (10%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	16	16	15	19	15	13	9	10	6	6
	21	24	16	19	14	16	10	12	8	8
	16	16	14	14	12	13	9	9	6	7
	22	26	14	20	13	17	10	13	6	8
	16	20	14	14	12	12	9	9	5	8
	20	16	19	14	16	12	10	9	5	8
	24		15		16		12		7	
	16		12		12		9		8	
	16		14		12		9		8	
<b>Average</b>	<b>19</b>	<b>20</b>	<b>15</b>	<b>17</b>	<b>14</b>	<b>14</b>	<b>10</b>	<b>10</b>	<b>7</b>	<b>8</b>

<b>Second Evaluation's Results (By Gender)</b>										
<b>English Translation I (First Semester 2017)</b>										
Aspect of Evaluation/ Gender	Accuracy (30%)		Finding Equivalences (25%)		Registers, TL Cultura (20%)		Grammar And Source Text Style (15%)		Shifts, Omissions, Additions And Inventing Equivalences (10%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	21	25	19	21	15	17	11	13	8	9
	27	28	23	24	18	18	14	14	9	9
	28	25	23	20	19	17	14	8	10	9
	24	22	22	19	18	18	11	6	9	7
	27	24	22	22	17	16	12	11	8	8
	24	18	14	15	12	14	10	9	7	8
		22		19		16		11		8
		23		17		16		10		8
		23		23		18		12		9
<b>Average</b>	<b>25</b>	<b>24</b>	<b>21</b>	<b>20</b>	<b>17</b>	<b>17</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>8</b>

<b>Second Evaluation's Results (By Gender)</b>										
<b>Le Français et la Traduction (First Semester 2017)</b>										
Aspect of Evaluation/ Gender	Accuracy (30%)		Finding Equivalences (25%)		Registers, TL Cultura (20%)		Grammar And Source Text Style (15%)		Shifts, Omissions, Additions And Inventing Equivalences (10%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	28	24	22	19	18	16	13	12	9	8
	25	20	19	14	18	13	12	9	8	6
	22	20	15	14	16	13	12	9	7	8
	16	25	15	20	12	17	9	11	5	8
	28	21	22	14	18	12	13	9	9	7
	25	21	20	16	16	15	13	10	7	8
	21		15		12		12		7	
	21		16		14		12		7	
	21		19		16		12		8	
<b>Average</b>	<b>23</b>	<b>22</b>	<b>18</b>	<b>16</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>7</b>	<b>8</b>



<b>Third Evaluation's Results part 1: English-Spanish (By Gender)</b>										
<b>English Translation I (First Semester 2017)</b>										
<b>Aspect of Evaluation/ Gender</b>	<b>Accuracy (30%)</b>		<b>Finding Equivalences (25%)</b>		<b>Registers, TL Cultura (20%)</b>		<b>Grammar And Source Text Style (15%)</b>		<b>Shifts, Omissions, Additions And Inventing Equivalents (10%)</b>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	26	26	24	19	19	17	14	13	9	8
	25	28	20	23	18	19	14	14	8	9
	26	25	22	21	18	18	14	13	9	9
	24	23	20	15	17	17	13	12	9	8
	26	26	22	22	18	17	14	13	9	8
	24	26	20	22	17	18	10	12	8	9
		26		22		18		12		8
		22		21		16		12		8
		24		20		17		13		9
<b>Average</b>	<b>25</b>	<b>26</b>	<b>21</b>	<b>20</b>	<b>18</b>	<b>18</b>	<b>13</b>	<b>13</b>	<b>9</b>	<b>9</b>

<b>Third evaluation's results part 1: French-Spanish (by gender)</b>										
<b>Le Français et la Traduction (First semester 2017)</b>										
<b>Aspect of Evaluation/ Gender</b>	<b>Accuracy (30%)</b>		<b>Finding Equivalences (25%)</b>		<b>Registers, TL Cultura (20%)</b>		<b>Grammar And Source Text Style (15%)</b>		<b>Shifts, Omissions, Additions And Inventing Equivalents (10%)</b>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	18	24	16	19	15	18	10	13	8	9
	22	26	18	24	14	18	11	15	7	9
	20	23	16	19	17	16	8	10	7	8
	22	27	18	21	14	16	9	14	7	9
	27	22	22	15	19	13	14	10	9	8
	27	27	23	23	18	18	13	13	9	8
	21		13		17		9		8	
	24		22		18		10		8	
	27		23		18		13		9	
<b>Average</b>	<b>23</b>	<b>25</b>	<b>19</b>	<b>20</b>	<b>17</b>	<b>17</b>	<b>11</b>	<b>13</b>	<b>8</b>	<b>9</b>

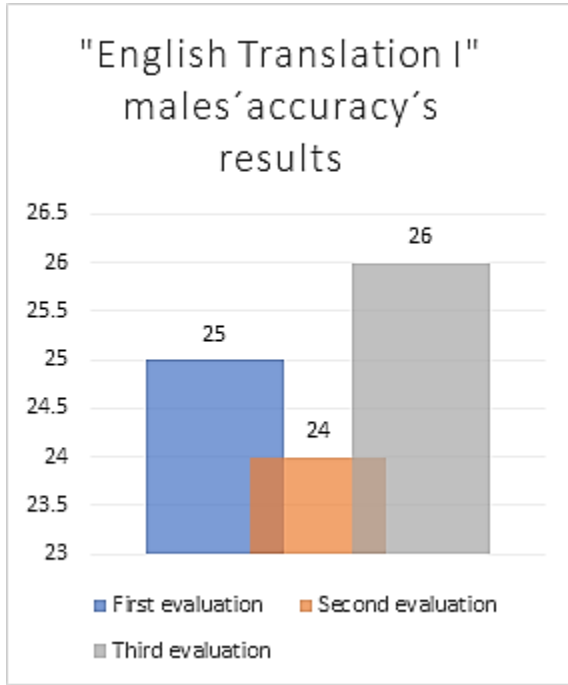
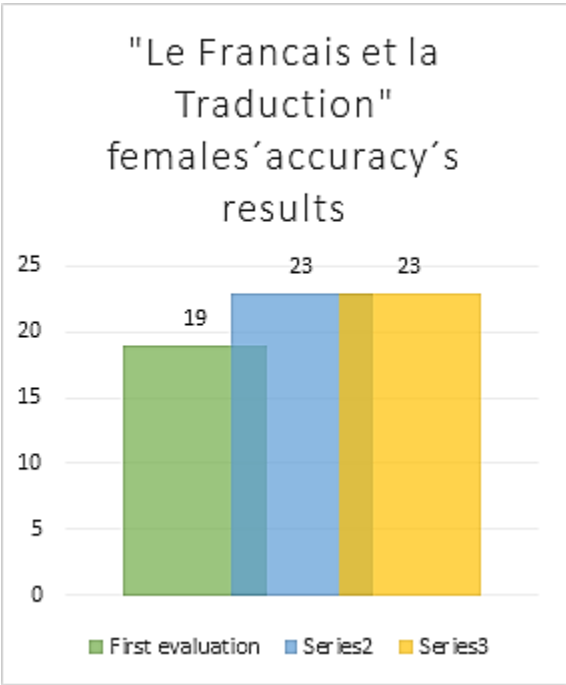
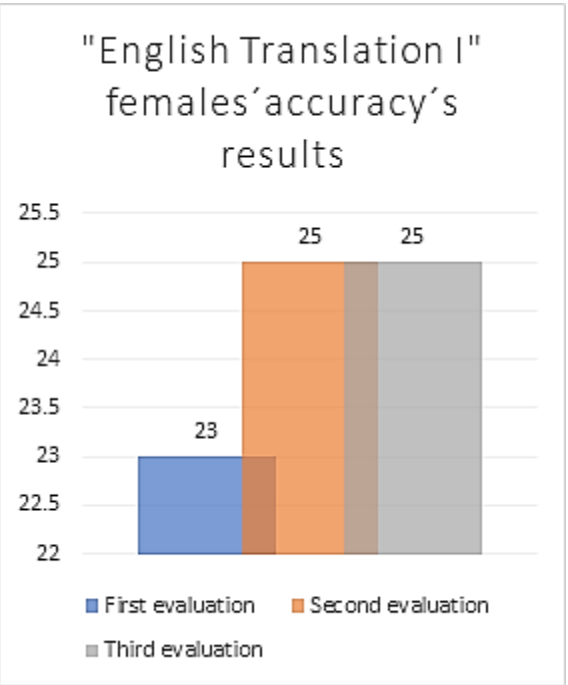
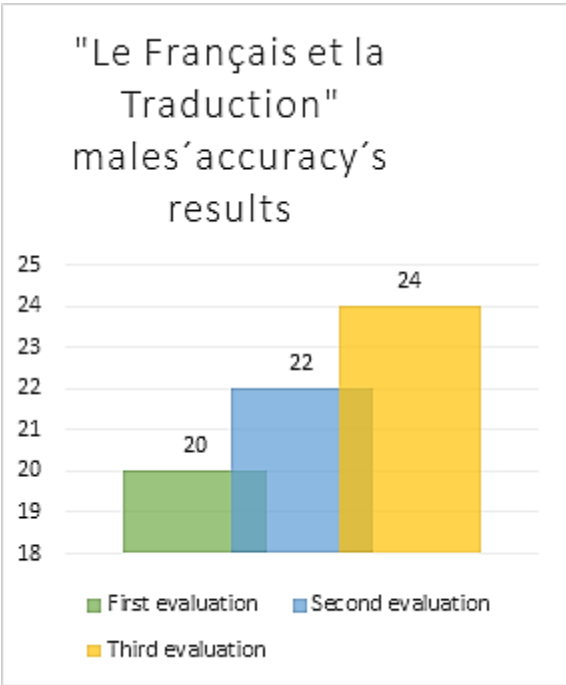
<b>Third Evaluation's Results Part 2: Spanish- English (By Gender)</b>										
<b>English Translation I (First Semester 2017)</b>										
Aspect of Evaluation/ Gender	Accuracy (30%)		Finding Equivalences (25%)		Registers, TL Cultura (20%)		Grammar And Source Text Style (15%)		Shifts, Omissions, Additions And Inventing Equivalences (10%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	25	25	20	22	16	17	13	13	8	9
	26	24	22	25	17	17	13	13	9	9
	25	26	22	22	17	18	13	13	8	9
	26	25	22	21	18	18	13	12	8	8
	27	26	24	23	18	17	13	13	9	8
	22	26	18	22	17	18	13	13	9	9
		26		22		18		12		8
		22		21		17		14		8
		25		22		17		13		9
<b>Average</b>	<b>25</b>	<b>25</b>	<b>21</b>	<b>23</b>	<b>17</b>	<b>18</b>	<b>13</b>	<b>13</b>	<b>9</b>	<b>9</b>

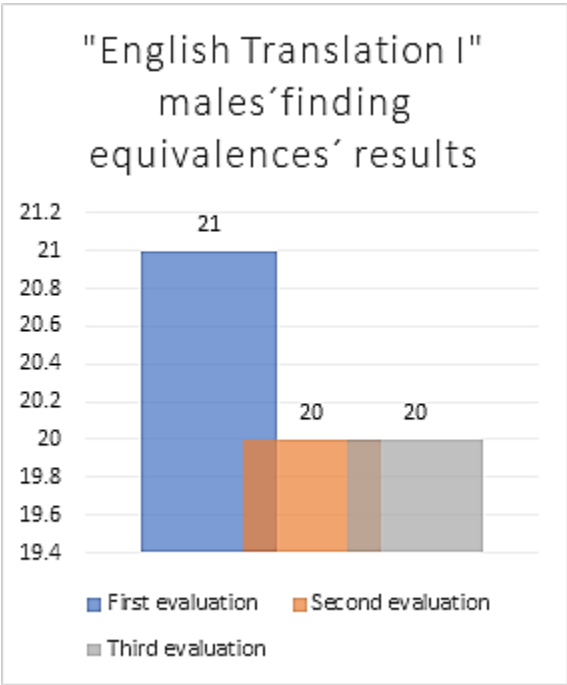
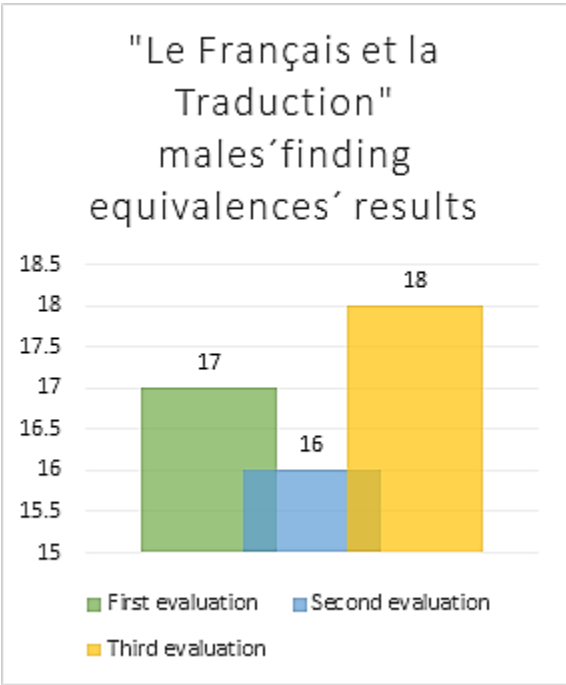
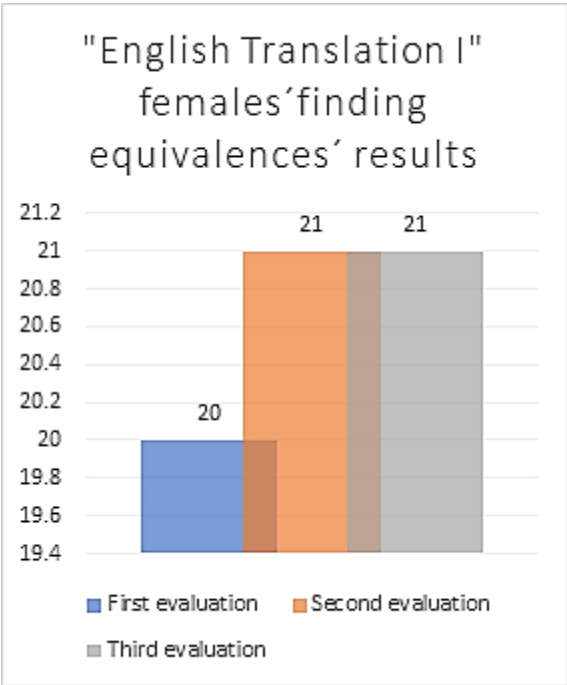
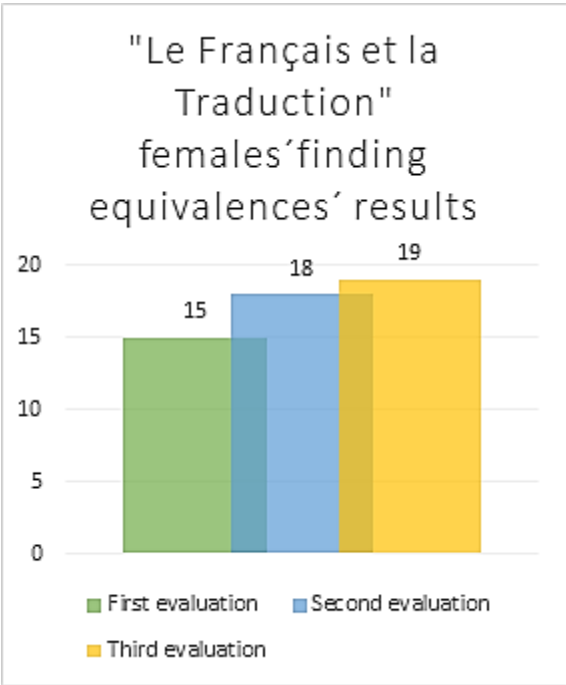
<b>First Evaluation's Results part 2: Spanish- French (By Gender)</b>										
<b>Le Français et la Traduction (First Semester 2017)</b>										
Aspect of Evaluation/ Gender	Accuracy (30%)		Finding Equivalences (25%)		Registers, TL Cultura (20%)		Grammar And Source Text Style (15%)		Shifts, Omissions, Additions And Inventing Equivalences (10%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	20	24	20	14	16	16	10	9	8	6
	21	24	17	16	15	17	13	14	8	9
	16	22	15	15	14	17	10	12	7	7
	21	26	14	21	15	17	12	12	8	9
	24	21	20	15	17	13	12	10	9	9
	25	24	22	19	18	17	13	15	9	8
	25		20		17		12		8	
	25		20		17		12		8	
	27		22		18		12		9	
<b>Average</b>	<b>23</b>	<b>24</b>	<b>19</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>12</b>	<b>12</b>	<b>8</b>	<b>8</b>

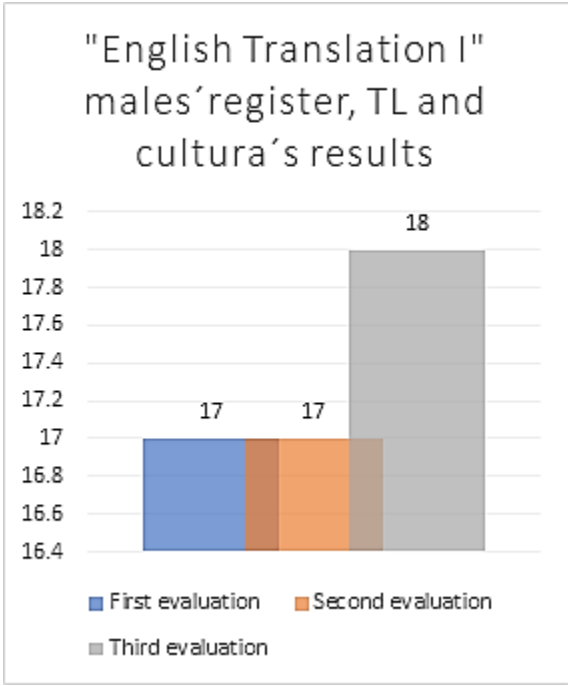
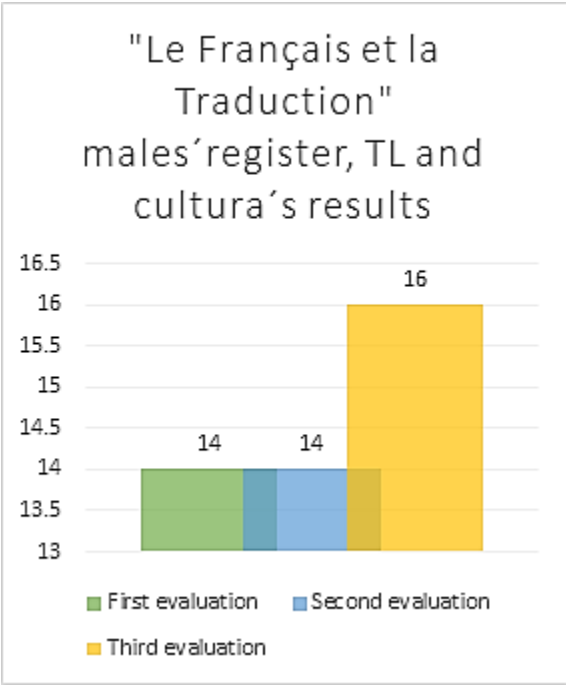
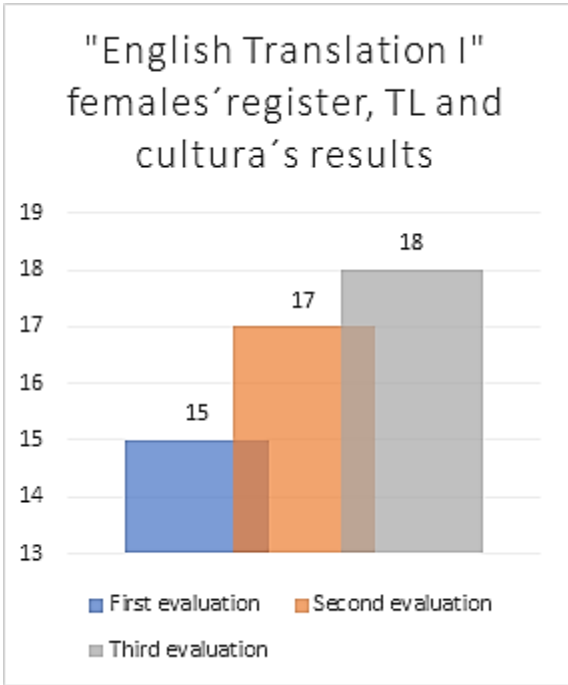
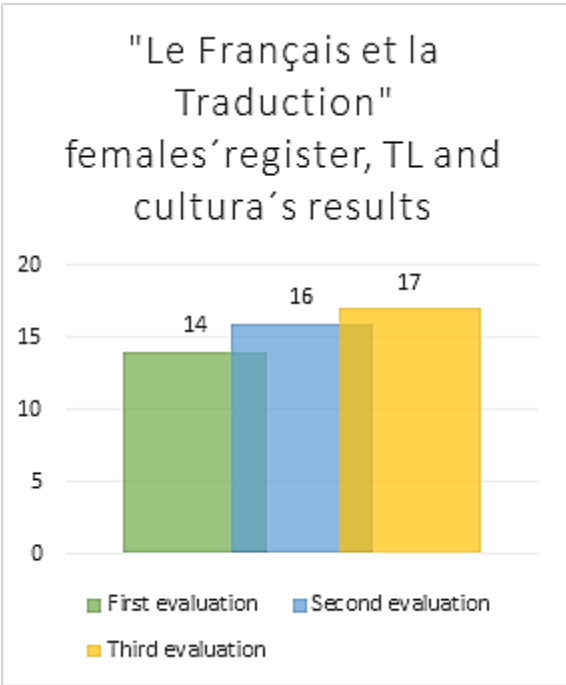
In order to obtain a single result for the third evaluation, that was divided in two parts, both results were added; from that addition we obtained a number that was divided by the two evaluations and the result is the average for the third evaluation in general.

<b>Third Evaluation's Average Results Parts 1 and 2</b>										
<b>English Translation I (First semester 2017)</b>										
Aspect of Evaluation/ Gender	Accuracy (30%)		Finding Equivalences (25%)		Registers, TL Cultura (20%)		Grammar And Source Text Style (15%)		Shifts, Omissions, Additions And Inventing Equivalents (10%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Third evaluation part 1	25	26	21	20	18	18	13	13	9	9
Third evaluation part 2	25	25	21	23	17	18	13	13	9	9
<b>Average</b>	<b>25</b>	<b>26</b>	<b>21</b>	<b>21</b>	<b>18</b>	<b>18</b>	<b>13</b>	<b>13</b>	<b>9</b>	<b>9</b>

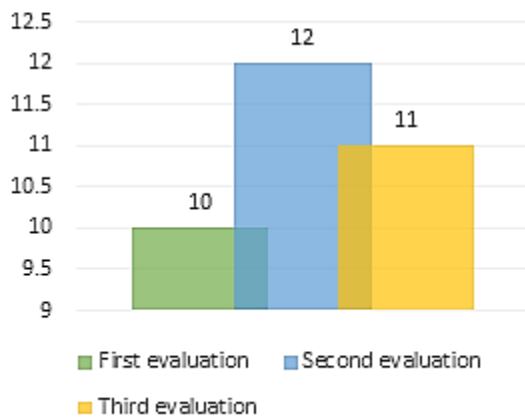
<b>Third Evaluation's Average Results Parts 1 and 2</b>										
<b>Le Francais et la traduction (First semester 2017)</b>										
Aspect of Evaluation/ Gender	Accuracy (30%)		Finding Equivalence (25%)		Registers, TL Cultura (20%)		Grammar And Source Text Style (15%)		Shifts, Omissions, Additions And Inventing Equivalences (10%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Third evaluation part 1	23	25	19	20	17	17	11	13	8	9
Third evaluation part 2	23	24	19	17	16	16	12	12	8	8
<b>Average</b>	<b>23</b>	<b>24</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>11</b>	<b>12</b>	<b>8</b>	<b>8</b>



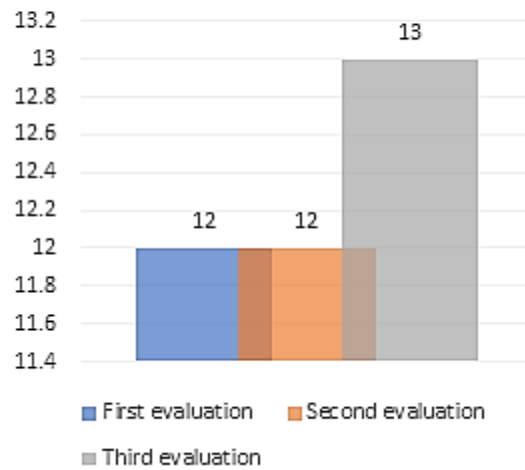




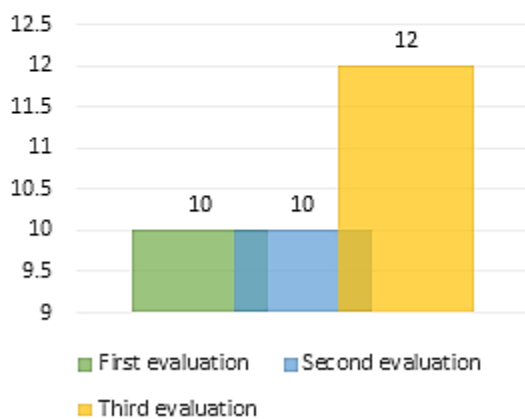
"Le Français et la Traduction" females' grammar and text style's results



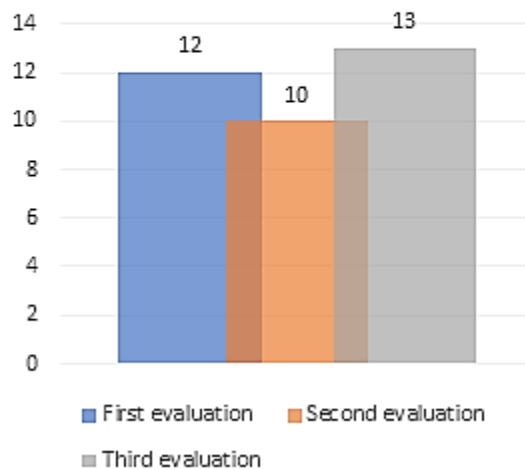
"English Translation I" females' grammar and text style's results



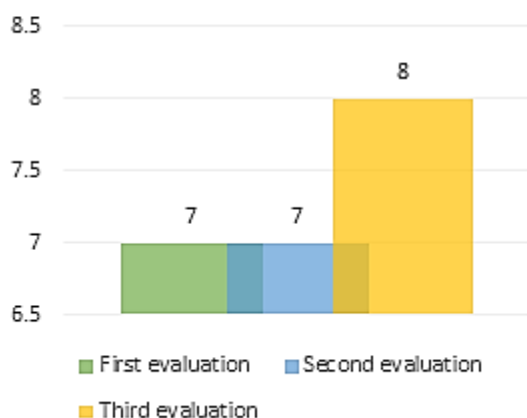
"Le Français et la Traduction" males' grammar and text style's results



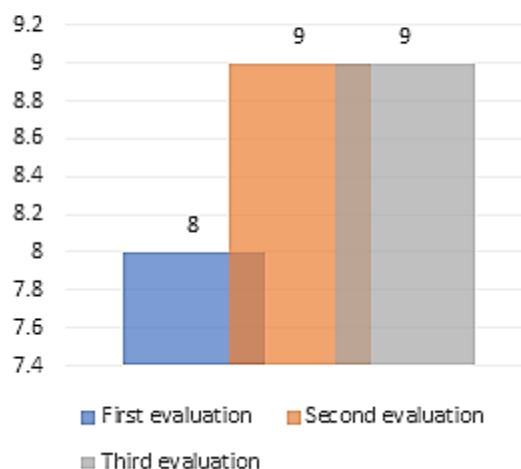
"English Translation I" males' grammar and text style's results



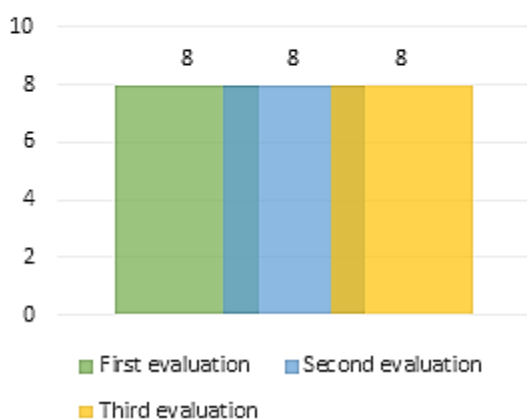
"Le Français et la Traduction" females' shifts, omissions and 's results



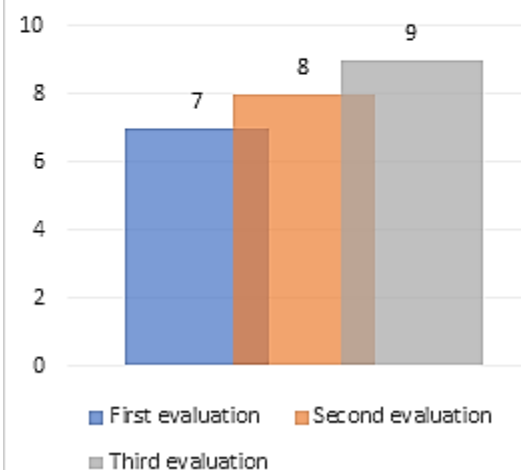
"English Translation I" females' shifts, omissions and 's results



"Le Français et la Traduction" males' shifts, omissions and 's results



"English Translation I" males' shifts, omissions and 's results





**All Evaluations' Results "English Translation I" (First Semester 2017)**

Aspect of evaluation/ Evaluation	Accuracy (30%)	Finding Equivalences (25%)	Register, TL Cultura (20%)	Grammar and source text style (15%)	Shifts, omissions, additions and inventing equivalent (10%)	Total Score
First evaluation	23	21	16	12	8	79
Second evaluation	24	20	17	11	8	80
Third evaluation	25	22	18	13	9	86
<b>Total</b>	<b>24</b>	<b>21</b>	<b>17</b>	<b>12</b>	<b>8</b>	<b>82</b>

**All Evaluations' Results "Le Français et la Traduction" (First Semester 2017)**

Aspect of evaluation/ Evaluation	Accuracy (30%)	FindingEquiv alences (25%)	Registe rs, TL Cultura (20%)	Grammar and source text style (15%)	Shifts, omissions, additions and inventing equivalent s (10%)	Total Score
First evaluation	19	16	14	10	7	80
Second evaluation	23	17	15	11	7	77
Third evaluation	24	19	17	12	8	79
<b>Total</b>	<b>22</b>	<b>17</b>	<b>15</b>	<b>11</b>	<b>7</b>	<b>79</b>

- **Comparative analysis of the interviews**

Questions	“Le Français et la Traduction	“Translation I”
1-How long has the teacher taught the subject.	He has taught the subject for ten years.	She has taught the subject for three years, but she is currently studying more about translation.
2-Objectives of this subject and the contents studied.	The subject is general and introductory emphasizing in practicing the translation and interpretation.	A base of translation and basic concepts (theory 50% and practicing 50%) and feedbacks in order to improve and not committing the same mistakes.
3- Time of the development of the subject to practice and learn.	The time is enough to cover the objectives, but not to talk about all the broad topic of the art of translation.	Since they are two semesters to develop all the objectives the time is enough. In the first it develops techniques and the students practice with translation exercises and in the second semester they deepen the subject.
4-The choice of the texts that are used by the students in the practice of translation.	They are chose by the level of reflection that they can give, these texts are up-to-date topics. This reflection is developed through discourse analysis.	With the help of the internet and magazines or daily life texts not so technical.
5- To help or to enable the students to understand the translation process (For example, information from the internet).	Electronic dictionaries in context and some other online tools.	Invite people that are experts or that are constantly practicing translation, and also the use of some sites of internet.

<p>6- Important criteria when evaluating the students' translations.</p> <p>And at the time of grading, is it use any rubric?</p>	<p>The reflection of the real life in the texts using the techniques and show the capacities that have been developed.</p> <p>Evaluating word by word without errors of meaning, grammar, syntax, morphology, and spelling or of lexicon.</p>	<p>The rubric includes aspects such as punctuation, whether they have committed Anglicisms either form, syntactic or lexical, word or structure, omission or addition of information, culture context.</p>
<p>8-Students are allowed to be subject to criticism or revisions of the translations of their peers?</p>	<p>The revisions in group are allowed in order to polish the translation leading to self-correction.</p>	<p>Even though it has advantages like gaining more confidence and independence of their knowledge, they can give a wrong opinion and confuse their classmates</p>
<p>9-Main problems that a student have.</p>	<p>The students have problems with communication, the meaning of the texts, the grammar and syntax, the misspelling and accents in Spanish and the comprehension of the writing.</p>	<p>Finding equivalences or the exact word, orthography, accuracy, they failed to find the order of words, punctuation.</p>
<p>10- Aspects that could be improved or should be taking into account within the theory.</p>	<p>The practice of translation is good, perhaps a revision of the written translation it would be need it not just orally before an exam.</p>	<p>The addition of new topics, historic background of translation, the forerunners of the translation, the main theories, also gives them freedom to choose a text they want to translate.</p>
<p>11- Update and organization and planning of the contents.</p>	<p>The introductory theoretical part should be maintained adding more emphasis in the drafting part, and diving the two languages one course of Spanish and the other of French taught by a native French speaker.</p>	<p>The program is functional, systematic and productive, the students show a good attitude in the way the learn, the update that the planning can have add new techniques and different approaches used nowadays and also talk about technique translation.</p>

- **Difference of the methodology of translation**

In order to investigate all the elements that are involved in the result of the comparison of the level in the translation reach by the students registered in “Le Français et la Traduction” and “Translation I” of the Foreign Language Department from the University of El Salvador semester 1-2017, Two teachers in charge of the two courses were interviewed one of them has been taught the subject for ten years and the other one has three years teaching the course but in constant updating of the topic.

Both professionals gave their opinions to the questions proposed for the investigation group. The questions are related to the development of the courses already mentioned, as well areas of improvement, strengths like the contents, material, methodology, suggestions of learning needs of the students and something even more complex like the organization and planning of the courses.

Teachers agreed in the objectives of the subjects studied orienting the knowledge of basic vocabulary and constant practice, including feedbacks in order to correct the most common mistakes in translation, making the course dividing in two equal main elements, theory (50%) and practice (50%).

Talking about the time of development of the courses, in the English translation subject the time is enough to accomplish the objectives proposed since it is taught in two semesters, however in the course of “Le Français et la Traduction”, which is develop in just one semester, the time is enough to accomplish with the objectives but not to completely study the broad topic of translation.

Concerning to the texts used in the practice of translation, both are focus in real life situations although in “Le Français et la Traduction” the main purpose is the level of reflection that students give in the up-to-date topic and a translation developed through discourse analysis in the meantime “Translation I” uses this real life situation without using much technical language; The resources of these two subjects differs in a way that one of them (“Le Français et la Traduction”) uses Electronic dictionaries in context and some other online tools and the other one (Translation I) Invites people that are experts or that are constantly practicing translation, and also uses of some sites of internet.

Regarding to the assessment, both courses use a rubric that is focus on the meticulous revision of the syntax and morphology of the elaborated texts by the students. The peer assessment plays an important role since the student put in practice what they learn and they gain more confidence and independence of their knowledge but it’s important to mention that it could have some disadvantages like giving a wrong opinion and confuse their classmates.

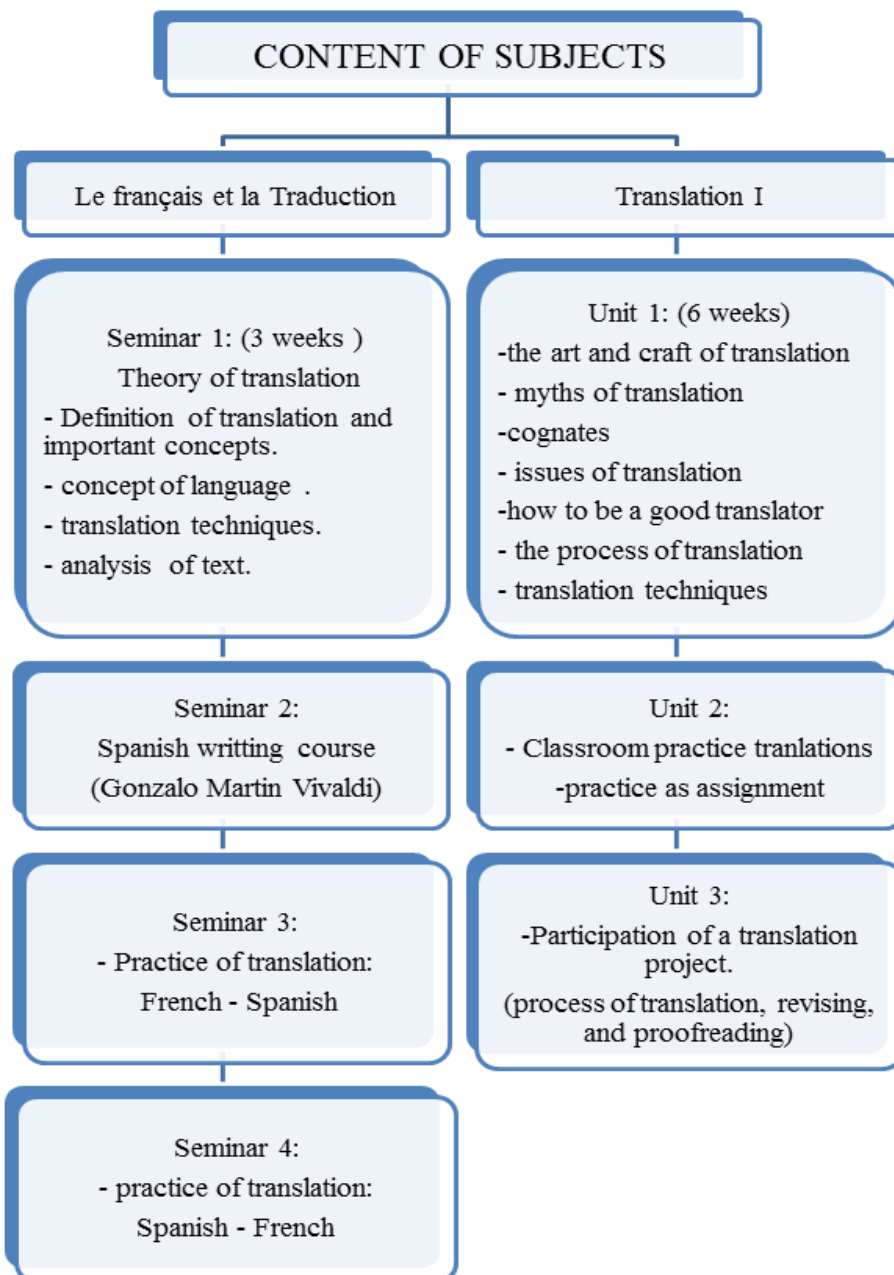
The main problems that the students have is finding the equivalence of the language source to the target language, leading to a change of the entire meaning or idea but the most common mistake of both subjects is the Spanish orthography (misspellings and accents or punctuation).

After mentioning all this elements it can be infer that both courses are well organized, they are function and productive however they show aspects of improvement like the revision of the written translation not just orally before an exam, adding more emphasis in the drafting part, and diving the two languages one course of Spanish and the other of French, this last one taught by a native French speaker in the case of “Le Français et la Traduction” and the addition of new topics, historic background of translation, the forerunners of the translation, the main

theories, techniques and different approaches used nowadays and also talk about technique translation in the case of “Translation I”.

Even though the two experts interviewed didn’t agree in some aspects, both of them with different points of view, experience, methodology seek the same goal, prepare the students in translation in the respective language.

- **Comparative analysis of the interviews**



- **Analysis of the courses' contents**

Knowledge of a second language, as described above, is not enough in the writing process to obtain a translation. An important role as a transmitter of information from one language to another is developed by the people who aim to become a translator. During this process the students of a foreign language strive to develop a good level of proficiency in this area. Not only it is important to prepare the translation skill but it is also necessary to understand the base knowledge about the topic. During the courses related to translation ; learners have to study some basic content and the theoretical information in order to be prepared and face the challenges of translating.

By performing the investigation, it was necessary to verify the content studied in the courses '*Le Français et la Traduction*' and 'Translation I' granted that at the beginning of the investigation one of the objectives was to verify if the content studied was one of the reasons that affect the degree of reliability of student's translations. The following information summarizes the main points of each syllabus in content and distribution of time for each programmed activity:

In the semester I/2017 of the Foreign Language Department of the University of El Salvador, the courses of translation were developed during 16 weeks. The content was divided into seminars and units respectively. In detail, the Seminar 1 of the subject '*Le Français et la Traduction*' was designed to last 3 weeks and the main topic was the theory of translation such as the definition of translation and important concepts, concept of language, translation techniques and analysis of texts. Likewise, 'Translation I' course started Unit 1 with some similar topics about translation theory but it was designed to be developed in a term of 6 weeks.

With topics such as the art and craft of translation, myths of translation, cognates, issues of translation, how to be a good translator, the process of translation and translation techniques; this unit comprises more theory and a longer period of study than the one offered in the subject '*Le Français et la Traduction*'.

Under those circumstances both courses provide to students an introduction to general terms and the basics of translation. The main difference of this translation courses is the time in which the contents are develop. This allows students of the major of Bachelor of Arts in English Language teaching have the opportunity to learn more about theoretical concepts behind the translation process.

According to the syllabus of the course '*Le Français et la Traduction*' 80% of the semester is devoted to classroom practice, but it is not specified the moment in which the students start to do it. On the contrary in the course of 'Translation I' it is specified that every class is half theory and half practice during the first two thirds of the course and it includes a list of the texts for each activity. Hence, students enrolled in 'Translation I' are immediately expose to practice since the beginning of the course.

Continuing with the syllabus, it is found that Seminar 2 of the course '*Le Français et la Traduction*' is about Spanish writing. There are several topics about punctuation, grammar, syntax, semantic etc. at least 15 topics are selected to be presented in groups of students as an activity for the following three weeks or until the entire topics are presented.

In the case of the course of 'Translation I' Unit 2 is about classroom practice translations and practice assignments during a term of 6 weeks. There is also a list of the texts



for the classroom practice and also a list of texts for the group translation practice from English to Spanish done as an assignment outside the classroom. With this, the course of ‘Translation I’ increase and duplicate translation practice activities while the course of *‘Le Français et la Traduction’* reinforces knowledge about Spanish writing.

In the seventh week of the semester for the course *‘Le Français et la Traduction’* is when the students start to have classroom translation practice from French to Spanish, in Seminar 3 teachers select an specific text to work with and usually the students make the translation at home and during the class time it is dedicated to analyze and discuss the text of their own translations. All this is developed and evaluated in a period of 5 weeks.

The thirteenth week of the semester for the course of ‘Translation I’ is when Unit 3 is carry out. This is the last unit and the students participate on a translation project done in groups having peer and teacher assessment. This project follows the process of translation including revising and proofreading during the last 4 weeks of the course. On the other hand, the last 5 weeks of the course *‘Le Français et la Traduction’* are for Seminar 4 devoted to translation practice from Spanish to French, the process of developing this seminar is almost the same as the previous one and at the end of the semester there is a final evaluation. Given these points, the last activities of the course show that the course of *‘Le Français et la Traduction’* follows the same classroom practice during the last 10 weeks of study. On the contrary the course of ‘Translation I’ at the end of the semester apply a project group activity that emulate the real process and stages of a translation work. This is a remarkable experience for students who want to achieve their goals of being future professionals in the field.

As can be seen the main difference between the courses *'Le Français et la Traduction'* and 'Translation I' is not the actual content of study but the dedicated time of translation practice in and outside classrooms. Eventually, this is going to cause a major difference between students in their translation performing due to the clear differences and situations in that each course is intended to accomplish.