

TRANSLATION AS A PROCESS AND TRANSLATION AS A PRODUCT IN TEACHING TRANSLATION

MARIONA SABATÉ

msabate@dal.udl.es

Universitat de Lleida

Resum. Traducció com a procés i traducció com a producte en l'ensenyament de la traducció. L'ensenyament de la traducció s'ha utilitzat tradicionalment en algunes titulacions de filologia com a eina d'aprenentatge d'habilitats de la llengua. Aquesta circumstància, però, no ha d'estar renyida amb la producció d'una traducció acceptable. En aquest article es preten analitzar si pot aconseguir-se aquest objectiu mitjançant la incorporació d'informació extratextual en l'enunciat de l'exercici de traducció. Els resultats obtinguts amb un grup d'estudiants de filologia mostren que en les seves decisions lingüístiques va tenir un pes important el tipus d'informació extratextual adjunta als textos originals anglesos. Si bé caldria fer un esforç investigador més sistemàtic per poder afirmar-ho categòricament, aquest estudi intenta esbossar la qüestió tan discutida de fins on l'aprenentatge d'una llengua s'ha de realitzar junt amb l'aprenentatge de la traducció. Aquest estudi, també, planteja la necessitat d'incorporar informació extratextual en l'aprenentatge de la traducció, independentment de la titulació en que aquests estudis s'incereixen.

Paraules clau: aprenentatge i ensenyament de traducció, factors extratextuals, filologia, aprenentatge i ensenyament d'una llengua

Abstract. Translation teaching has been traditionally used in some philology degree courses as a tool to teach language skills. This circumstance, however, should not be at odds with producing an acceptable translation. In this study I intend to analyse whether this can be achieved by incorporating extratextual information in the wording of a translation assignment. The results produced by a group of philology students show that the linguistic decisions they took were clearly dictated by the extratextual factors of the English source texts at hand. Even though further research would be necessary in order to sustain this claim, this tentative approach intends to shed light on the long-discussed issue of to what extent language teaching needs to be taught in translation teaching. This study hints that translation teaching within any degree course should incorporate extratextual information as it has a bearing on the final phrasing of the translation.

Key words: translation learning and teaching, extratextual factors, philology, language teaching and learning

1 Introduction

The relationship between language teaching and translation teaching has always been a problematic one. Typical examples of this controversy are the question of the extent to which language teaching relates to translation teaching and the issue of what should be considered as a translation or a language error. One way of dealing with these problems has been to suggest that translation should only be taught in specialised schools and that the highest levels of linguistic competence must be assumed. But, as Pym 1992:281 reports, in the context of Spain, this is not the case. Namely, translation courses are taught not only in translation-training programmes but also in philology degrees, as has been observed by reputed names such as Brian Mott, who is the author of a textbook addressed both to:

the Spanish learner of English, whether s/he actually be pursuing a course in translation itself or engaged in learning about other aspects of English language, Linguistics, Literature and Culture as part of a degree course. (Mott 1993:13)

As regards linguistic competence in translation-training degrees, it is not always at its highest level. All these false assumptions raise several issues in the field of translation pedagogy such as what the purpose of translation is, what needs to be taught in a translation class and, going deeper than that, what can be considered as translation.

Translation is a communicative activity which involves the analysis of a series of factors. These factors can be divided into two blocks: intratextual (subject matter, content, presuppositions, text composition, non-verbal elements, lexis, sentence structure, suprasegmental features) and extratextual (sender, sender's intention, recipient, medium, place, time and motive for communication and text-function)¹. Existing approaches to text analysis acknowledge the importance of intratextual elements but they all stress the importance of the reference to extralinguistic reality (Wilss 1977; Bühler 1984, as quoted in Nord 1991:82). In fact, the interplay between extratextual and intratextual factors has been expressed in a set of wh-questions², such as

¹Nord 1991

²Op. Cit. p.36

Who transmits
to whom
what for
by which medium
where
when
why
a text
with what function?
On what subject matter
does he say
what
(what not)
in what order
using which non-verbal elements
 in which words
 in what kind of sentences
 in which tone
 to what effect?

We can quite safely say that this is a widely-acknowledged fact in translation theory. This acknowledgement, i.e. the fact of recognising the communicative function of a text, has set translation theory closer to professional translation practice. Accordingly, most translation and interpreting degree courses articulate and develop their lessons taking this reality into account, since their aim is to prepare students for a professional career.

However, as pointed out above, translation courses are also taught in faculties where translation and interpreting has not been established as a degree course such as philology degrees. Traditionally, translation courses in philology degrees have been viewed as a poor relation of applied linguistics, and so translation teaching has been conceived as a mere foreign language reinforcement course. This view has wrongly turned translation learning into a boring and meaningless activity, as pointed out by Françoise Grellet 1991:85:

The place of translation in the language class is very poorly defined. As a method, it has been rejected by some for being too “traditional”, or for overdepending upon native tongue and is only carried out routinely by others as purely a way of verifying pupils’ understanding of a text. It is for these reasons that it is rarely taught as a subject in its own right.

In order to avoid this, translation needs to be taught as a meaningful exercise which contemplates both the intratextual and extratextual aspects of the text, as both aspects are interrelated and have a direct say in the final product we, as educators, intend to obtain from our students. But would the stress on extratextual aspects provide better linguistic results than if the stress were on just linguistic or language-related aspects? Theoretically, this should be the case. However, my intention was to ascertain whether that could be empirically proved. This is the rationale for the following case study.

2 Aim of the study

The objective of the following study was to obtain a tentative analysis of whether the educator can obtain a professional translation from philology students whose view on translation is often conceived purely as a language exercise where the relevance of extratextual factors has not been highlighted properly. I intended to verify whether the response obtained from the students could be modified if the instructions given by the educator regarding the assignment were made clear from the outset.

In order to achieve this goal, I prepared students of the 2001-2002 promotion for such a task. Before the written assignments were handed out and set as homework, the students were given specific instructions on the extratextual factors of the source text. Then, after submission of their work, I went through the analysis of their translations, which would hopefully show that extratextual factors overrode linguistic ones: I intended to disprove the traditional idea that philology students produce translations which are more linguistically correct, but whose professional calibre is somewhat questionable. I would venture to say that the linguistic bias that philology students reputedly give their translations is a consequence of the pedagogical approach they receive in their translation course. But that is a bold statement which would require further and future testing and research.

3 Methodology

This is an empirical case study based on the results yielded by philology students involved in a translation course during the academic year 2001-2002. The study, as pointed out above, has been carried out in two parts.

I undertook the analysis of the students' translations of two different

assignments at two separate stages, which coincide with the two approaches to translation teaching pointed out by Toury 1991:45ff: process-oriented, and product-oriented. In the first stage, I selected a random translation exercise they had done at the beginning of their course. I analysed the different translating possibilities the students had been juggling with; in the second stage, I analysed their final decisions. In the first part of the study, I focused on translation as a process - that is, by trying to find out what it is that a student actually thinks when he translates. I asked the students to translate the text by previously giving them precise instructions on how they should do the assignment. Specific details were given as regards type of publication, topic and target reader of their translation (labelled here as extratextual factors, after Nord's nomenclature (Nord 1991). I adapted the suggestions laid out by Agost & Monzó 2001:16ff as regards pragmatic of source and target text analysis. Besides, since the focus of the analysis would be laid on translation as a process, I stressed the fact that, together with the translation, the respective draft had to be handed in.

The rationale behind this assignment was to find out to what extent the choices made by the students were influenced not by the language itself but by extratextual factors such as those enumerated above.

At this stage, it needs to be pointed out that I made use of this non-verbal method rather than other verbalized ones, such as in group think-aloud protocols. I admit that the latter might contain a larger amount of descriptive details such as long stretches of silence and negotiation of monologue/dialogue-protocol solutions, as reported by Kußmaul 1995:10. However, I have made use of written drafts both because this is the methodology the students have been using throughout the course and also because this elicitation method supplies the necessary information required for this analysis. In fact, there are objections raised to verbalized elicitation methods such as the fact that professional translation normally involves only one translator and, whenever such methods are used, we record the teamwork of two or more translators, so, testing their oral performance turns out to be an unnatural exercise (Kußmaul 1995:12), or that the conclusions drawn using these techniques do not actually account for what goes on in the translator's "black box" (Lörscher 1991:26), or that the focus on process-oriented approaches tends to be based on saying almost exclusively what is "right" and what is "wrong" (Gile 1991).

In the second part of the study, carried out at the end of their translation course, the focus was on translation as a product- that is, analysing the students' actual translation. As in the first assignment, the students were

asked to translate the text by previously furnishing them with clear extratextual instructions such as target reader or target publication. The reason for this second assignment was to find out whether the students opted for a more word-by-word translation or, instead, the extratextual factors weighed heavier in their translating decision.

Between the first and second analysis, intermediate analyses have been made which have shown a progression towards a less hesitant and more self-confident translation. Such analyses made it clear that students' linguistic choices were becoming more and more determined by factors such as the target addressee, target client and target publication.

The results of the analyses reported in this paper have been arranged in two tables. It can be seen that only those units of translation which have been considered relevant for this study, i.e. those chunks of text which had intrinsic linguistic difficulties and hence students might suggest translating difficulties, have been selected for the purposes of analysis.

4 The choice of subjects

Traditionally, the composition of informant groups for translation research has involved the use of professionals and translation students, whereas language learners have been reported as ideal subjects for analysis of issues such as lexical choice, grammatical restructuring, or the use of idiomatic expressions (Fraser 1996: 71, as reported in Hatim 2001:158). The problem with this is the assumption that ensues from such premise, i.e. that language learners, and by the same token, philology students are not an ideal group for testing translation performance.

The subjects of this experiment were English Philology students and translating for them was part of their language learning curriculum. Linguistic competence is likely to be, with the occasional exception, fairly high. One extra bonus for the reliability of the data is the fact that these students chose Translation as an optional subject in their curriculum, so the level of motivation is likely to be higher than if the course had been compulsory.

Throughout the course, the students were reminded of the importance of both linguistic (or textual) and extratextual factors for their written assignments. They were therefore told for whom they were supposed to translate, where, and other extratextual details, in order to supply them with a closer-to-reality translation assignment. Moreover, they had systematic instructions

in how to deal with texts in order to translate them³. From the beginning of the course, students became familiar with the principle that, in their curriculum, translation is used for both testing their foreign language skills and also, and more importantly, as a training tool towards their potential future career.

All these preparatory steps were of crucial importance since the results obtained with these subjects were bound to be determined by them. In previous experiments on decision-making strategies (as reported by Krings 1986) used by students with a similar profile as the ones analysed here, the results obtained were determined by the fact that the stress of their curriculum in translation was on using this course as a tool for testing their foreign language skills. For example, they resorted to restrictive theories such as "If all competing potential equivalents turn out to be equally appropriate or inappropriate, take the most literal one!" or "Take the shortest one!" or "If one of the equivalents is to be found in the bilingual dictionary and the other one is not, take the one from the dictionary!" or "If all equivalents concerned are in the dictionary, take the one that precedes the others!" (Krings 1986:273).

In contrast to the results obtained with foreign language learners, the results obtained with students training to become professional translators show substantial differences in relation to foreign language learners based on the fact that the subjects had received some training and had been made aware of the importance of the piece of translation as a professional assignment (cf. Jääskeläinen 1989; Jääskeläinen 1993; Tirkkonen-Condit 1989; Tirkkonen-Condit 1992 and Hönig 1988).

In view of these results, the logical assumption to make is to think that if subjects, independently of their professional bias, are provided with suitable translation guidelines for their assignment, there is a greater chance that the final product will be just as valid as that obtained by trainee translators.

5 Scope of the analysis

In the analysis contained in this paper, I have presented the results obtained after analysis of two random exercises done by a group of 25 students, only 5 of which have been recorded here because of space restrictions. The results obtained with these five students, however, are quite representative of the results obtained with the rest of them.

³The students were made familiar with the top-up approach developed by Baker 1992, whereby they start analysing and becoming familiar with translating strategies of simple words and phrases and work their way up to higher levels of meaning.

Admittedly, the corpus of results might be rather small. Ideally, this analysis should be statistically based and a larger corpus of results would have been preferable. However, my selection of examples is aimed at verifying whether or not the translations obtained respond to an adequate assignation of the translation task and proper translating-awareness pointed out by the teacher. Nevertheless, the observations I present should not be regarded as hard-and-fast truths but rather as experimental approaches that ought to be tested by further studies.

6 Translation as a process

6.1 CONTEXT OF THE FIRST ASSIGNMENT

The wording of the assignment was phrased and designed according to some suggestions made by Agost & Monzó 2001. The assignment was submitted for correction at the end of November 2001. One previous assignment had already been handed in and given back, which means that students had already had first hand experience on how to go about their translating exercise.

Translation job

Translate the following text which has to be published in a computer magazine in Spanish.

Translation assignment

Read the following English text. Make sure you are familiar, even intuitively, with the genre and the language conventions inherent in this type of text. You are not likely to have any problems with it because the text is very flexible and shares usage rules common to many types of texts which use a colloquial style of language. You will not need to do any thorough research on this. The difficulty of the text lies in its comprehension level. That is, on the adequate understanding of the meaning of the words in context, which will show on your translation.

When you have produced your final translation, submit it to the teacher together with the respective drafts.
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6.2 SOURCE TEXT FOR TRANSLATION

Net Phones: Dialling without Dollars

The latest Internet phones keep you in touch with friends and family - but don't try to make business calls yet. We test ten free or low-cost service to see which is tops.

“Hey, it’s Steve,” I shouted into my PC’s microphone. “No, *cousin* Steve.” I tried again. “From California.” I was trying to talk to Judy in Manhattan. There was silence. And static. Then an abrupt click. We were trying to talk via a free Internet phone call - saving a few bucks but not exactly having a swell time. You’ve heard the hype about making cheap -even free- phone calls over the Internet, right? Well, for the price of a Net connection, you can save a bundle on phonecalls by using any of more than a dozen available services. With some of these services, you can chew the fat with your buddy anywhere in the United States for as long as you want, and it won’t cost you a nickel. Or spend \$5 - about half AT& T’s weekday rate- to talk to someone at your branch office in Japan for an hour.

But you pay a price for free phone calls. In most cases, you have to put up with inconsistent -and sometimes very poor- sound quality. And with a few of the freebies, you can’t escape glaring ads on your computer screen.

Now you’re talking

Internet phones have been around for years. I tested nine of them in 1997, and seven of those nine are no longer alive and kicking. At the time I reviewed them, the phones weren’t something I’d use regularly - and they definitely weren’t good enough for business calls. Several factors contributed to their downfall; Sound quality was poor, and both parties had to be online and using the same software. On top of that, you could call someone who used an ordinary phone.

Now there’s a new generation of services for calling over the Internet. I spent a dizzying month testing ten Internet phone services along with other enterprises such as web-based answering services. I also experimented with a dozen headsets and net2Phone’s Yap Jack, a hardware gizmo that uses the Internet to make calls without a computer. And I asked more than 1000 members of my Pasadena Users Group for feedback on the Internet phones they use.

Internet phones have come a long way in three years. You can now call your Uncle Sal, who doesn’t own a PC and never will. And the sound quality has improved. Sure, sometimes you sound like you’re calling on a chintzy cell phone from a closet in Lithuania -with cotton in your mouth. But when Internet phones work perfectly, which happens about a third of the time, calls on at least two Net phone services (namely, Deltathree and I-Link’s TalkFree) sound almost as good as if you were on a landline. And you’ll definitely save money. Using Internet phones to call numbers within the United States -and to call many overseas countries- can’t get any cheaper than free.

Would I use an Internet phone for business -say, trying to close a sale with

a new client? Nope, the technology is still too unreliable. But with a little planning, the right equipment, and a few tricks, Net phones are reasonably serviceable for calling friends and family around the United States and in other parts of the world.

6.3 THE RESULTS

English original	Draft translations	Final translation
I tried again	Intenté de nuevo/Volví a llamar Lo intenté de nuevo/Volví a intentarlo Lo intenté de nuevo Volví a intentarlo Volví a intentarlo	Lo intenté de nuevo Volví a intentarlo Nuevamente lo intenté Lo volví a intentar Volví a intentarlo
click	clic/chasquido chasquido/clic clic/chasquido chasquido clic/chasquido	chasquido chasquido chasquido chasquido chasquido
you can save a bundle	ahorrándonos unos pocos dólares/un dinerillo te puedes ahorrar un montón de dinero/te puedes ahorrar un buen pastón ahorrarás un montón de dinero/te ahorrarás mucho te ahorrarás un montón ahorrarás una cantidad de dinero	te puedes ahorrar una pasta te puedes ahorrar un montón de pasta te ahorrarás un pastón te ahorrarás un buen dinerillo vas a ahorrarte un pastón
for the price of	por el precio/por lo que cuesta por el precio de/por lo que vale por el precio de/por lo que vale por el precio de por el precio de	por lo que cuesta por lo que vale por lo que te gastarías en por lo que cuesta por lo que vale
it won't cost you a nickel	no te costará ni un céntimo/ni un duro no te costará ni un céntimo no te costará ni un céntimo no te costará ni un solo céntimo no va a costarte ni un céntimo	y no te costará ni un céntimo y no te costará ni un duro no va a costarte nada en absoluto a coste cero gratis

English original	Draft translations	Final translation
half weekday rate	media tarifa laborable/en días laborables media tarifa laborable media tarifa laborable media tarifa laborable media tarifa laborable	media tarifa en días laborables a mitad de tarifa en día laborable la mitad de la tarifa de día laborable mitad de tarifa en día laborable media tarifa en día laborable
poor (sound quality)	inconsecuente/entrecortada (calidad de sonido) pobre/baja/inferior pobre/mala pobre/imperfecta/mala pobre/baja	mala (calidad de sonido) baja mala mala mala
freebies	y con pocos regalos/pocas veces podrás evitar regalos regalos regalos regalos	regalos ofertas buenas ofertas regalos ofertas
Now you're talking	Esto es más razonable/¿Ahora nos entendemos! Ahora estás hablando Ahora hablas/Ahora estás hablando Ahora estás hablando Ahora estás hablando	¿Esto es más razonable! Esto es hablar Ahora se puede hablar Esto sí es hablar Eso ya suena mejor
have been around	han existido/han estado funcionando han estado ahí han estado por ahí /han estado disponibles han estado funcionando han estado ahí	han existido han existido han existido han existido han estado ahí
business calls	llamadas de negocios/efectuar llamadas comerciales llamadas de negocios llamadas de negocios/de empresa/comercial llamadas de negocios llamadas de negocios	llamadas comerciales llamadas de negocios llamadas comerciales llamadas comerciales llamadas comerciales
downfall	caída/desaparición caída/bajada caída/disminución caída caída	desaparición bajada caída ruína perdición

English original	Draft translations	Final translation
parties	interlocutores/personas partes partes partes partidos/partes	interlocutores usuarios interesados usuarios usuarios
dizzying month	un mes de vértigo/vertiginoso mareado/de vértigo/vertiginoso mes vertiginoso de vértigo mes vertiginoso	mes de vértigo mes de vértigo vertiginoso mes de vértigo mes de vértigo
chart	tabla/cuadro/gráfico tabla/gráfico/cuadro gráfico/tabla cuadro/tabla cuadro/tabla/carta	tabla tabla tabla tabla tabla
members	socios/miembros miembro/socio/afiliado socio/miembro miembros/socios asociados/afiliados/socios	socios afiliados socios socios socios
feedback	realimentación/sus impresiones retroalimentación/respuesta reacción/respuesta/impresión retroalimentación/respuesta/ impresión respuesta/retroalimentación/ impresión	sus impresiones sus respuestas sus impresiones las impresiones sus impresiones
Sure	Claro/Naturalmente claro/por supuesto naturalmente/evidentemente seguro/infalible/claro seguro/claro/por supuesto	Naturalmente Por supuesto Pues claro Claro Por supuesto
in Lithuania	de/en Lituania en/de Lituania de Lituania/lituno de/en Lituania de/en Lituania	en Lituania de Lituania de Lituania en Lituania en Lituania
overseas countries	países de ultramar/países del otro lado del Atlántico extranjero/ultramar de ultramar/del extranjero ultramar/exterior del extranjero/ultramar	países del otro lado del Atlántico extranjero extranjeros del extranjero países extranjeros

English original	Draft translations	Final translation
is still too unreliable (technology)	no es de fiar todavía/Uno no puede confiar en (tecnología) fiable/de fiar/fidedigno de fiar/fidedigno fiable fiable	Uno no puede confiar en la tecnología todavía La tecnología aun no ofrece suficientes garantías La tecnología aun no es de fiar La tecnología aun deja mucho que desear La tecnología aun no es del todo fiable
equipment	equipo/material equipo/material/equipamiento equipo/equipamiento equipo/infraestructura equipo/material/equipamiento	material material material material material

6.4 ANALYSIS OF THE RESULTS

I have selected only those chunks of texts where the trainees had been hesitant, represented graphically with a slash (/) dividing the two target language options. This can be seen in the figure from the previous section.

There are three units of translation to be observed in this chart: at word level, above word level and sentence level. Examples of the former are “click”, “poor”, “freebies”, “downfall”, “parties”, “chart”, “members”, “feedback”, “Sure” and “equipment”; examples of the second would be “for the price of”, “half weekday rate”, “have been around”, “business calls”, “dizzying month”, “In Lithuania” and “overseas countries”; and “I tried again”, “you can save a bundle”, “it won’t cost you a nickel”, “Now you’re talking” and “it’s still too unreliable” belong to the third level.

At word level, the trainees have been hesitating as to whether to use a word that is closer to its primary dictionary meaning than a word which is more adequate to the context. Thus, “clic” (chasquido/ clic), “downfall” (caída/ desaparición), “parties” (personas/ interlocutores), “members” (miembros/ socios), “feedback” (realimentación/ sus impresiones), “equipment” (equipo/ material). These observations are similar to those made by Hönig 1988:1991 and Kufmaul 1995. They found that subjects often correctly inferred the meaning of a word from its context, but when they could not find the meaning in their dictionaries they did not have the courage to adhere to it. On this particular occasion, contrary to the results obtained by these scholars, the subject ends up by choosing the option that is most

adequate to the context. The reason for this may be found in the course of action Hönig 1991 suggested: to build up students' self-confidence so that they rely on their understanding of the text rather than on the dictionary. I think that the fact of setting clear instructions as regards the target output has been crucial in the decision-making process made by the students.

Units at word level such as “for the price of” (por el precio de/por lo que cuesta), “half weekday rate” (media tarifa laborable/en días laborables), “have been around” (han existido/han estado funcionando), “business calls” (llamadas de negocios/llamadas comerciales), “dizzying month” (mes vertiginoso/mes de vértigo), “overseas countries” (países de ultramar/países del otro lado del Atlántico) have laid the same results. The same prevalence of context over dictionary meaning has been shown on units at sentence level such as “you can save a bundle” (ahorrándonos unos pocos dólares/un dinerillo/te puedes ahorrar una pasta), “it won't cost you a nickel” (no te costará ni un céntimo/ni un duro), “Now you're talking” (Esto es más razonable/Ahora nos entendemos), “(technology) is still too unreliable” (no es de fiar todavía/Uno no puede confiar en la tecnología todavía).

Obviously, even though the results offered may not be optimal as professional pieces of translation, one can easily see that the trainees are working hard towards it.

7 Translation as a product

7.1 CONTEXT OF THE SECOND ASSIGNMENT

The setting of the assignment has been designed according to some suggestions made by Agost & Monzó 2001.

Translation job

Imagine that you have been asked to translate into Spanish the following passage, which has to be published in a car brochure for distribution in Spain.
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Translation assignment

<p>This is a challenging extract from an Austin Rover brochure (<i>Today's Cars</i>, 1989). Read the following English text. Do not be distracted by unfamiliar car terminology; this is not the object of the exercise. If necessary, leave a gap if you cannot find an equivalent for a specialized term. You will note that the passage includes several idioms and is highly informal in style. Whatever strategies you decide to use in translating it, remember that idioms are not just used for the meanings they convey but also for the effect they produce on the reader, for their stylistic value.</p>

<p>The main objective of the exercise is to produce a Spanish equivalent which has a similar stylistic value, i.e. making sure that idiomatic style in the Spanish translation is maintained.</p>

<p>When you have produced your final translation, submit it to the teacher.</p>

7.2 SOURCE TEXT FOR TRANSLATION

The new Metro Sport. Terrific looks. Loads of go. For a lot less than you think.

The Sport looks just what it is -a hot little hatchback that knows how to handle itself. With an aerodynamic tail spoiler; all-white sports wheel trims; and special graphics and paint treatment.

Under the bonnet is a 73 PS1.3 engine with a real sting in its tail (Relax -it's also remarkably economical.)

You won't have to put up with a spartan cockpit in return for sparkling performance. Just try those stylishly trimmed sports seats for size.

Now tune into the electronic stereo radio/stereo cassette player. Four speakers, great sound. *And* a built-in security code theft deterrent.

There's a wealth of driving equipment too -including a tachometer of course.

Right up your street? Choose your Sport in one of five selected colours. And paint the town red.

7.3 THE RESULTS

Terrific looks	Con formas alucinantes Formas increíbles Aspecto fabuloso Con un espectacular diseño Aspecto de infarto Estupenda apariencia
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Loads of go	Muy potente Potencia infinita Un montón de tirada Cargado de potencia Mucha energía Montones de idas
knows how to handle itself	sabe cómo ir por el mundo sabe cómo ir por el mundo sabe cómo conducirse con propia manivela de arranque sabe cómo manejarse por sí misma sabe cómo manejarse por sí mismo
great sound	Sonido magnífico Un sonido fantástico Sonido intenso Magnífico sonido Sonido fantástico Gran sonido
there's a wealth of equipment	consta de un gran equipamiento tiene un amplio equipo hay una gran cantidad de accesorios gorazás de su conducción su equipamiento al volante es muy completo hay un rico equipo de conducción
right up your street?	¿Directamente hacia su calle? ¿Es el coche que esperabas? ¿Es justo lo que te interesa? ¿Directo a tu calle? ¿Derecho a casa? ¿Directo a tu calle?
paint the town red	Y pásesele muy bien! Y pásesele en grande! Y córrete una buena juerga Y a pintar la ciudad de rojo Y sal de marcha Y echa una cana al aire

7.4 ANALYSIS OF THE RESULTS

For this second text, I have selected units of translation which could potentially pose translating problems, specially misunderstanding the source text. In spite of having just selected the results of six students, their translations represented the results obtained with the rest of the class. The results can be seen in the figure from the previous section. Most of the translations show the original has been understood. Whenever this is not the case, bold type has been used. Misunderstanding of the original text has only been identified in

very few cases, and the translator has chosen to produce a literal translation.

The translations have been accepted as valid whenever the original text has been understood, as reflected in the translation produced. The variety of valid versions shows that the full meaning of the original translation unit selected has been understood, although some of the answers may be different and so the relevance of one aspect of meaning⁴ might prevail over another. For example, “terrific looks” has been translated with an emphasis on the expressive meaning, as in “con formas alucinantes”, “formas increíbles”, “aspecto de infarto”, whereas other students preferred to emphasize the propositional meaning, as in “aspecto fabuloso”, “con un espectacular diseño” and “estupenda apariencia”.

8 Conclusion

The traditional assumption that philology students produce linguistically correct yet extratextually incorrect translations has been disproved in this study, where the extratextual context prevailed over their language-related decisions. Misconceptions like the traditional idea that philology students feel bolder when juggling with different translating possibilities but when it comes to delivering the final version they produce translations that are closer in form (word-by-word translation) to the original no longer holds on the basis of the present study. This phenomenon has been seen not only in this study but also in the students’ performance throughout a whole academic year: when the instructions given by the educator were articulated in terms of a professional-like assignment, the student’s response was equally pertinent. Instructions such as “Translate this text into your mother tongue” are just as unclear and confusing for philology students as they can be for professional translators, and so should be avoided in the wording of translating instructions not just because they are unrealistic but also because extratextual features determine the linguistic choices made by the student and vary their final output.

This analysis is by no means complete. In fact, the results on research on translation pedagogy may vary significantly from one group of informants to another, and so a recursive model is still to be found. But, even though further tests and research is recommended, the results obtained with these students are definitely encouraging as regards translating performance and

⁴Cruse 1986 distinguishes between four main types of meaning in words and utterances: propositional meaning, expressive meaning, presupposed meaning and evoked meaning.

show that an analysis of the communicative situation of a text can provide a foundation for the analysis of purely linguistic features.

The results also seem to confirm that Nord's statement:

The translator is not the sender of the ST message but a text producer in the target culture who adopts somebody else's intention in order to produce a communicative instrument for the target culture or a target-culture document of a source-culture communication.

holds true for anyone wishing to produce a good translation from a linguistic viewpoint but also from an extratextual one, regardless of the trainee's future career orientation. Hopefully, a resurgence of interest in translation as a fully-fledged teaching activity may help renovate, reinterpret, humanize and make this task a more communicative one.

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