

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**“MAIN FACTORS THAT INFLUENCE THE PROCESS OF TRANSLATING  
TEXTS FROM ENGLISH INTO SPANISH OF STUDENTS REGISTERED IN  
TRANSLATION I AT THE FOREIGN LANGUAGE DEPARTMENT,  
UNIVERSITY OF EL SALVADOR, SEMESTER I-2018”**

**PRESENTED BY:**

José Edgardo González Sosa GS13009

Wendy Aracely Lovos Hernández LH12019

Rosalina Orellana Ramírez OR10026

**TO OBTAIN THE DEGREE OF:**

Licenciatura en Idioma Inglés Opción Enseñanza

**ADVISOR**

MTI. Pedro Antonio Salazar Murcia

**COORDINATOR**

Lic. Mauricio Salvador Contreras Cárcamo

University Main Campus, April 5<sup>th</sup>, 2019.

## **AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR**

ROGER ARMANDO ARIAS ALVARADO

**RECTOR**

MANUEL DE JESÚS JOYA ÁBREGO

**ACADEMIC VICE-RECTOR**

NELSON BERNABÉ GRANADOS

**ADMINISTRATIVE VICE-RECTOR**

CRISTOBAL HERNÁN RÍOS BENÍTEZ

**GENERAL SECRETARY**

## **AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES**

VICENTE CUCHILLAS

**DEAN**

EDGAR NICOLÁS AYALA

**VICE-DEAN**

HÉCTOR DANIEL CARBALLO DÍAZ

**SECRETARY**

## **AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT**

JOSÉ RICARDO GAMERO ORTÍZ

**HEAD OF THE DEPARTMENT**

MAURICIO SALVADOR CONTRERAS CÁRCAMO

**GENERAL COORDINATOR OF THE DEGREE PROCESS**

PEDRO ANTONIO SALAZAR MURCIA

**ADVISOR**

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# INTRODUCTION

The following research paper work describes the “Main factors that influence the process of translating texts from English into Spanish of students registered in Translation I at the Foreign Language Department, University of El Salvador, semester I-2018”. This research is developed with the help of many important components such as instruments, resources and contribution from the population that was given the opportunity to participate and get involved in it with the objective of gathering information and so take an active role in the process of confirming certain hypotheses stated on the research paper. The same one intends to develop the following research question: “What are the predominant factors that influence the process of translating texts from English into Spanish in students of Translation I at the FLD, University of El Salvador, semester I-2018?”, which has been set up with the purpose of understanding the difficulties encountered by students at the time of translating a specific document.

The paper has been divided into four chapters: the resources containing hypotheses, research question and objectives. Second one: theoretical framework, background; third one: research methodology and fourth one: the interpretation of data. It starts with the background of translation, how this subject has changed along the history of the Foreign Language Department as well as the founders and people who decided to establish it as an elective subject in the major for those who want to develop themselves in the field. Then, the research is led by specific questions and hypotheses so as to get an answer which will be later interpreted through graphics and percentages. All the research parts have been linked for the readers to understand the way how the information is collected through certain methods and then processed in a way that the reader can assimilate and have a good

understanding of the matter which is being studied so they can come up with their own conclusion and thus contribute to the improvement of the subject Translation I at the Foreign Language Department.

# I STATEMENT OF THE PROBLEM

## 1.1 DESCRIPTION OF THE PROBLEM

Translation is by far one of the most complex processes used when learning a second language (SL); it demands a deep understanding of both grammar and culture so that the translating text can be understandable to the reader. Translators need to know not only about the rules of a language but also about the culture of the people who speak it. And even for the most experienced professionals, confusion and frustration are familiar feelings at the moment of translating a text from the original language.

When students start the process of learning a language, they also learn about cultural background of the countries where the language is spoken so they can get more into it, can produce a good output and have a better understanding of how to translate from one language to another and convey a good meaning. They also gain experience since they are also required to complete tasks in which they have to find out about local habits and customs from a country. Without knowing the culture of the language we are translating from, it is impossible to get a successful result. It is also important to state that no language can exist unless in the context of culture is involved; and no culture can exist which does not have at its center, the structure of natural language. Language, then, is the heart within the body of culture, and it is also the interaction between the two of them that results in the continuation of life-energy. Culture, Language and Personality (Berkeley, Los Angeles: University of California Press, 1956), p. 69. Nowadays translation has also been perceived as a secondary activity, as a “mechanical”, rather than a “creative” process, within the competence of anyone with the basic grounding in a language other than their own.

Translating a literary work is a serious challenge. Every text is unique and, at the same time, it is the translation of another text. It can lead us to understand that all texts are entirely original because language itself, in its essence, is already a translation. First of all because of the nonverbal world and also because every phrase is the translation of another phrase. However, this argument can be turned around without losing its validation: all texts are original because every translation is distinctive. Every translation, to a certain point, is a new creation and it constitutes a unique text.

Problems when translating are caused at least as much by discrepancies in conceptual and textual grids as by discrepancies in languages. The translator somehow has to move a text into the target language while preserving as much as possible of the quality and character, the ‘spirit’ of the original. A tall order that involves the translator in the tricky task of carrying the distinctive character and rhythms of a work, its style, tone, imagery and emphases, from the original language into a quite other language that imposes its own demands of style, pace, and rhythms. James Holmes, for example, feels that the use of the term equivalence is ‘perverse’, since asking for sameness is to ask too much.

The same happens at the Foreign Language Department; students who do not have a good degree of cultural knowledge are more likely to make mistakes when finding local terms such as idioms and phrases. For example, a student translating the idiom “The early bird catches the worm” will have many options to translate it into Spanish depending on the origin where it is spoken. The translation of idioms takes us a stage further in considering the question of meaning and translation, for idioms, like puns, are culture bound. It is an established fact in translation studies that if a dozen translators translate the same poem, they will produce a dozen different versions. And yet somewhere in those dozen versions



there will be what Anton Popovič calls the ‘invariant core’ of the original poem, a fundamental Slovak translation scientist and text theoretician. *Dictionary for the Analysis of Literary Translation* (Dept. of Comparative Literature, University of Alberta, 1976).

This invariant core, he claims, is represented by stable, basic and constant semantic elements in the text, whose existence can be proved by experimental semantic condensation. Transformations, or variants, are those changes which do not modify the core of meaning but influence the expressive form. In other words, the invariant can be defined as that which exists in common between all existing translations of a single work. So the invariant is part of a dynamic relationship and should not be confused with speculative arguments about the ‘nature’, the ‘spirit’ or ‘soul’ of the text; the ‘indefinable quality’ that translators are rarely supposed to be able to capture.

This is where basic questions may arise: Is everything in the original to be translated into the target language? To what extent should the translator respect the language and idioms of a particular historical period? On the one hand lies the danger of alienating, or even baffling, the contemporary reader with mystifying idioms and references, while on the other hand, ‘updating’ runs the risk of hatching hideous anachronisms. It is here, in fact, where several factors need to be considered at the moment of translating texts, such as culture, translation techniques and the skill of the translator in manipulating these factors are important to determine the success of the outcome.

After all considerations mentioned above, the group states the following research question: What are the predominant factors that influence the process of translating texts from English into Spanish in students of Translation I at the FLD, University of El Salvador, semester I-2018?

## 1.2 SUBSIDIARY QUESTIONS

### CULTURE

- Are idioms the most difficult expressions to translate into Spanish?
- Are students aware of English literature?
- Can the level of the language affect in the interpretation of texts?
- Do students usually read English articles or newspapers?

### GRAMMAR

- What part of grammar do students find the most difficult to use in translation of texts?
- Is punctuation a confusing aspect of paragraphs structure when translating texts into Spanish?
- Is the use of commas a confusing signal when translating?

### TECHNIQUES

- What translation technique do students use the most when translating paragraphs?
- Is the comprehension competence a little bit challenging to translators when interpreting texts?
- Do students know what the transposition technique is about?

## **1.3 OBJECTIVES**

### **GENERAL OBJECTIVE:**

- To research the main factors that influence the process of translating texts from English into Spanish

### **SPECIFIC OBJECTIVES:**

- To recognize the importance of culture knowledge when translating any text.
- To determine the most common grammar mistakes students make during their practice of translating texts.
- To recommend different strategies and techniques that students need to make a faithful translation of texts in the classroom.

## 1.4 JUSTIFICATION

As everyone knows, Translation is an academic interdisciplinary dealing with the systematic study of the theory, description, interpreting, and localization. This is a fundamental part when learning a second language and of course, everybody makes use of it unconsciously. It is important to mention that there are a lot of challenges at the time of translating a text as for instance, cultural background, a good knowledge of grammar, vocabulary and part of the speech. This research is focused on this particular subject since translating is not an easy task when you are required to have a good degree of a language. Many students decide to take Translation I as an elective subject when studying the major in English Teaching at the FLD. Every year, all students enroll on this one and they are requested to carry out many activities in which they put into practice all techniques that teachers in charge of the subject provide them with. The main purpose of this research is to determine the different factors that students face at the moment they are set up a translation task. During the term, they acquire many techniques that help them to complete professional translation works as for example the translation of formal texts related to biology, science, culture and formal documents such as birth certificates, diplomas and letters.

The research group strongly believes that translation is one of the most important subjects for students learning a foreign language and that this indeed will help them to develop themselves as teachers since they will become a source of knowledge for pupils when learning a second language. That is one of the main reasons why the research will focus on every aspect related to the performance of the students during this term through observation and certain techniques found in research methodology that help gathering information so as to interpret the results of the project through graphics and table of statistics.

The research group will find out all obstacles and problems students face at the moment of translating texts from English into Spanish and so reach a conclusion to provide with recommendations as well as advise to overcome most of them.

## **II. HYPOTHESES**

**1. The lack of cultural terms from students of the FLD of Translation I Semester I-2018 affects the accuracy and equivalence of translations.**

- Independent variable: The lack of cultural terms
- Dependent variable: the accuracy and equivalence of translations.
- Verb copula: affects

**2. Inappropriate use of punctuation from students of the FLD of Translation I Semester I-2018 interferes in the clarity and connection between sentences.**

- Independent variable: Inappropriate use of punctuation
- Dependent variable: the clarity and connection between sentences.
- Verb copula: interferes

**3. The lack of management of translation techniques from students of the FLD of Translation I Semester I-2018 influences in the development of an adequate translation of texts.**

- Independent variable: The lack of management of translation techniques
- Dependent variable: the development of an adequate translation of texts.
- Verb copula: influences.

<b>VARIABLE OPERATIONALIZATION</b>		
<b>VARIABLE</b>	<b>INDICATOR</b>	<b>INSTRUMENT</b>
Lack of cultural terms	The absence of knowing cultural elements: <ul style="list-style-type: none"> <li>• customs</li> <li>• habits</li> <li>• traditions</li> <li>• mythology</li> <li>• geographic</li> </ul>	Survey Writing exercise
The accuracy	<ul style="list-style-type: none"> <li>• without mistakes</li> <li>• errorless</li> <li>• correctness</li> </ul>	Check list Writing exercise
And the equivalence of translations	<ul style="list-style-type: none"> <li>• equal translations from the original</li> </ul>	Check list
Inappropriate use of punctuation	<ul style="list-style-type: none"> <li>• not suitable</li> <li>• not appropriate</li> </ul>	Writing exercise
The clarity	<ul style="list-style-type: none"> <li>• clearness</li> <li>• clear expressions</li> <li>• understanding</li> </ul>	Check list Writing exercise
And connection between sentences	<ul style="list-style-type: none"> <li>• connected sentences</li> <li>• relationship</li> <li>• to link</li> <li>• to associate</li> </ul>	Check list Writing exercise
The lack of management of translation techniques	<ul style="list-style-type: none"> <li>• troubles of using techniques</li> </ul>	Check list
The development of an adequate translation of texts	<ul style="list-style-type: none"> <li>• to get a faithful translation</li> </ul>	Check list Writing exercise

### **III. THEORETICAL FRAMEWORK**

#### **3.1 HISTORICAL BACKGROUND**

Translation has been practiced for thousands of years. It is as old as history. References to this occupation went back to the first traces of translation which date from 3000 BC (1). We take for granted that the appearance and the existence of translation was the result of the diversification of Languages and the need of people to communicate. Its importance must have been felt from the beginning of human civilization. For it was — and still is — an important factor in establishing contact among people of diverse languages and cultures. In order to meet the need of communication between different people; and cultures, centers of translation were established as early as the second century BC (Alexandria).

There have been different definitions about translation throughout time, for instance, according to Petrus Danielus Huetius, a French churchman, editor and founder of the academy du Physique in Caen (1662-1672), translation is a text written in a well-known language which refers to and represents a text in a language which is not as well known.

People have used translation since the beginning of times. Translation has formed a chain that has helped humans to transmit knowledge into different languages among groups of people separated by language barriers. Since humans started to develop writing systems, translation has become a bridge between nations, cultures, races and continents, bridges that have been existed since then and will continue to be in human lives. Translation has been the key of communication between different languages since it has provided important discoveries creating a journey of exploration of human knowledge. There have been great discoveries throughout time in different academic fields and translation has not been an



exception. Studies made since the past century have provided not only to students but also to professionals working within the discipline of translation when learning a foreign language, a huge perspective on how this field has been studied and improved the way of learning a foreign language. Translation has been constructed since the past and it has been the light of the complex human communication of cultural exchanges and has helped teachers in academic fields to find helpful sources for a variety of readers, students and the wider public that are in the learning process of a second language.

Many translators have helped to develop systems of writing and have provided a great impact on the evolution of language itself. According to Jean le Rond d'Alembert (1717-83), a French philosopher, stated on his "Observations sur l'art de traduire" that a well-made translation is the fastest and surest way to enrich languages. This fact indeed can be perceived in the development of translation enriching a huge amount of languages around the world. For example, in Germany where foreign influences enriched when translation was first used in Christian texts that introduced the development of their language and also in Africa as well as in other European countries, where language and religion were closely linked during the colonial period. One of the first translated language known is Hebrew, which is considered an ancient language, which for centuries was the holy language of the Jewish people and translators helped to promote new linguistic resources and transform Hebrew into a world of modern languages.

During the fifteenth century, translations were found with a lot of deficiencies and one of the major obstacles was to get the translated text with a clear and understanding meaning. At that moment when translating from Latin to French, Serge Lusignan, a French writer; points out that translations were not only used to convey a message but also to create

a new standard in the scholarly writing, operating not only on the textual level but also on the language level itself by creating new structures (Lusignan 1986:149).

By the end of the middle age, the period was marked by the creation of the print press, from where many translators would benefit, but it was not until the sixteenth-century that the reformation of the Bible led to an increase translation activity with several implications of language. At that time, the Catholic Church had always opposed to the sacred translation of texts since they were afraid of heresy and for them keeping the Latin language alone was the language of the Christian faith. That is the reason why the first bible was at that moment available for the clergy, however; it was not until Jean Calvin, a French theologian and pastor gave his point of view after studying Greek and Hebrew when he published his first Latin and then in French work, *Institution de la religion chrestienne* (1541).

As previously seen, one of the first contacts due to translation was with the arrival of Christian missionaries; starting with the Jesuits at that moment China made contact with Europe where some scientific and technological fields were some of the working points. To facilitate relations between China and the professionals in science and technology, the missionaries developed some translated works. From 1582, when Jesuits first arrived to China until 1773, seventy-one missionaries from different nationalities helped in science and technological translation works. During that time, in 1612, the first translation work in hydrology was made and different experiments and techniques were used in the medicine field. That started a process of translation of textbooks leading to new discoveries in that field and no later from that year; translations were carried out in the field of medicine, mathematics, law, astronomy and literature.

As previously stated, some of the first works made in translation were in the field of science. Giordano Bruno, an Italian renaissance philosopher said, “from translation all science has its offspring”. Translation has been a source of inspiration for science and it has been for many years a main key in the production and creation of scientific work and technical translations works in the past. Without the translation work the great pollinators of science (Fischbach 1992), science would not have reached the universal status that it has nowadays. Through history of translation, it can be seen that translation knowledge has been expanded from major countries of learning a second language such as China, from India to Greece, and from the Middle East to Europe and then to America. Through time, translation has required a lot of studies and it has had such a great impact in the work people do nowadays, for instance, teachers who are in the process of transmitting the knowledge of second language. That is the reason why it is so important to know the background of translation history and understand how translation first started.

### **3.2 HISTORICAL JOURNEY OF THE FOREIGN LANGUAGE DEPARTMENT.**

The history of the foreign language department at the University of El Salvador began with the formation of higher education in the country, that was on December 20<sup>th</sup>, 1847, when the statutes for the university regime were decreed, and thus civil law chairs, canonical and medicine were established. Likewise, a group of illustrious academics considered a necessary creation of a school of Sciences and Arts in 1870, but its founding members died or abandoned the university resuscitation; the university had to wait until October 13<sup>th</sup>, 1948 for the honorable University Superior Council proposal of the rector Dr. Carlos A. Llerena. They agreed the founding of the School of Humanities. If the education of the humanities or social sciences was non-existent, worst case happened with languages. By this time, on a global scale, this academic discipline began to emerge from the dark. In the particular case of this country, El Salvador was so isolated from the world that such a need was not obvious, in a way that the importance of languages, although increasing, continued to be relegated. In fact, although the new curriculum of the faculty already included the teaching of foreign languages (French-English), they still did not achieve the level of a major. That is to say, foreign languages existed in the curriculum of the School only as secondary subjects.

To cover the teaching of the foreign languages, the school found it necessary to have a unit of foreign languages; it was in this way that the Language Academy appeared within the School of Sciences and Humanities. In historical terms, it could be said that this academic unit was the basis of what years later would become the Department of Foreign Languages.

The structure as a language academy (1948) was maintained until 1955, the year after which a restructuring of the School of Humanities began under the direction of the Dean Dr. Napoleón Rodríguez Ruiz. Among the changes the school faced we have the disappearance of the School of Mathematics and Exact Sciences, the separation of the Schools of philosophy and literature, and the creation of the Schools of Psychology, History and Social Sciences, and Languages.

As part of the School of Languages, by the year of 1956, the Department of Foreign Languages was born and worked as an academy of foreign languages in which English and French were the main ones. That year, the Language Department was also able to offer its first major. The first plan approved by them was the technical major of Translator-Interpreter. This consisted of 16 subjects with a total of 62 assessment units because in El Salvador there was no history in the teaching of linguistic aspects as required by the curriculum; the Department had to be reinforced with North American professors who, along with some Salvadorans, started and implemented the major and of course begin to write the history of the Foreign language Department. The technical major of Translator-Interpreter lasted four years during which the 1956 study plan was developed. (See Annexes A).

The teaching of foreign languages had not developed solid theoretical bases yet. Therefore, particularly in the university of El Salvador, it could not be discovered the importance of teaching languages. This becomes obvious when observing that the 1956 plan did not consider those students who did not master the English Language. In fact, there was no subject where students would learn the Foreign Language. By 1958, the Department was known as the "Department of Languages", but in 1963 the School of Sciences and

Humanities underwent a new restructuring, with Dr. Alejandro Dagoberto Marroquín being the Dean at that time.

As part of those changes, the Translation and Interpreting major disappeared. This only came to show what the real value was until the entire University, and the authorities of the school in particular, had given to the teaching of foreign languages. The disappearance of the major forced that between 1968 and 1970 the Department of Foreign Languages practically disappeared as a primary component of the school, since it was limited to work solely as a unit of service for the other departments of the whole school of humanities and for other schools of the University. While all these external events determined the history of the Department of Languages, there were very interesting aspects within it. By then, the Department would have managed to settle with a staff of Salvadoran, French and American teachers. It should be mentioned that from the beginning the Salvadoran teachers created a mystique of very particular work. In fact, having to work in coordination with professionals from other cultures and more demanding disciplinary schemes forced Salvadorans to make the maximum effort and develop their potential. Among the Salvadorans who became part of this academic unit in 1970 we can mention the BA's. Orlando de Jesús Castro and Sara Méndez Gómez who had graduated from related specializations in the United States of America.

The new concept in the world sphere was merely communicative. The different nations approached each day more and saw the need to count on people who could communicate with speakers of other languages. In the classrooms, more effective ways were implemented for students to learn foreign languages quickly and accurately. Motivated by these new needs, above all, the pressure by the chaotic situation of the Department of Foreign

Languages decided to continue with the creation of new majors. To carry out this task, the BA's Orlando de Jesús Castro and Sara Méndez Gómez were assigned since they had the experience of having known other curricula in their respective American Universities.

For 1972 the University underwent a new military action, the Campus was closed from July 19 to December 31 of the same year. At the time of the re-opening of the Campus in 1973, Mr. Orlando de Jesús Castro Alvarado had assumed the head of the Department of Languages. In a very determined way, we continued working on the preparation of the final plans for Bachelor and majors in English. This was how the standard plan for the Bachelor in English was finally developed, which was made up of a total of 148 assessment units. This new plan became effective on August 14, 1973. (See Annexes B)

Parallel to the plan of the Bachelor's Degree, in English, the curriculum of the Teaching Staff was established, which was constituted by a total of 96 Value Units. (See Annexes C). Something interesting to mention is the approval of sessions for subjects that were developed in 1975. The Department had noticed that not all the students who started in their two majors needed to take all the intensive courses of the English language. Some of them already had some level of knowledge of this language. In order to help these students to be located at the real level according to the proficiency they will show in both oral and written English, a validation system was created. For this purpose, an oral interview and a written test were developed. Of course, all this was done with the corresponding endorsement of the Academic Administration of the School of Sciences and humanities. It should be recognized that at this time each teacher had an excessive academic load if we consider that 4 or 5 class groups were served with different subjects and with schedules from Monday to Friday. In addition, the Language Department had never had personnel that fulfilled the functions of assistants, instructors or assistants; that is to say, it has always been

the same teachers who have had to carry out all these activities. This reality prevented the Department from offering its service to other units of the University.

The new curricula of the Department of Languages had very novel aspects. On the one hand, the development of the four linguistic macro skills was emphasized: oral, written, reading and listening skills. For this purpose, the curriculum had a linguistic axis which would be coordinated by the Skills Development area.

### **3.3 THE PROCESS OF TRANSLATION**

There are some definitions of translation. Nida (1982) states that translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. Newmark in Rudi Hartono (1991) states that translation is rendering the meaning of a text into another language in the way that the author intended the text.

From the definition above the translation has the same term “equivalence”. The meaning, context, or message of both source of reproducing in the receptor language, the closest natural are equivalent to the message of source language. The first is meaning and secondly is style. The message of source language must be equivalent. The reader of translation who knows the target language only will be confused if the target language is influenced by the source language.

Meanwhile the result of translation must be transferring the meaning of the source language clearly. In order to make the clear meaning of source language, it is expected that the meaning of target language can be understood by the readers.



So, the result of translation must be readable. In target language, readability is needed, because it makes the readers easier to catch the content of the translation text, conversely when the translation text is not readable. It will make the readers difficult to understand the content of the text well.

Based on many definitions above, the writer assumes that translation is a process of transferring thoughts and message from the source language to the target language, in the form of written or spoken. The process of translation can be defined as the activity of translation. The translation process is usually used by a translator as a guide in translating text from the source language into the target language.

The process of translation consists of three steps, analyze texts of source language, transfer, restructuring. According to Nida and Taber (1982) the first stage is analysis, translators analyze about grammatical relationship and meaning of the word. In the transfer stage, translators study the material of source language and target language that are transferred based on the mind of translator. The material that has been analyzed is transferred to the receptor text, and then it is restructured to make the final message that is acceptable in the receptor language.

### **3.4 FACTORS INFLUENCING THE PROCESS OF TRANSLATION**

The factors that affect the translation of texts are innumerable, but the research project will be focused in the three important areas such as cultural terms, grammar and the management of translation techniques.

#### **CULTURAL TERMS**

Different people of different countries live on the same planet with similar material surroundings but each language contains expressions to describe this material world, in other

words each culture is unique and develops distinct conceptions about the world. If we talk about the translation of a text, we need to know about the cultural terms to reach out a faithful translation from the original. Many scholars agree with the fact that language is an expression of culture and individuality of its speakers and have, hence, deeply examined cultural terms, as well as the problems involved in their translation when there is a lack of equivalence between two languages and cultures (Kade,1981).

It is true that translating realia or cultural terms, such as the types mentioned above, cause many translation difficulties, but this does not mean that they cannot be translated. In fact, along the lines of some translation scholars, particularly those of the Leipzig school (Kade 1981, Jäger 1977, Neubert 1985), all languages can say (or are capable of saying) the same things; but, as a rule, all of them say it in a different way. “Translating works to bridge the cultural gap between two worlds and make communication possible between different linguistic communities” (Bassnett 1992:14). Translating, which involves two languages, is unavoidably influenced by two cultures, the source culture (SC) and the target culture (TC).

According to Catford (1965: 94), instances of untranslatability can arise from two sources: one is linguistic, and the other is cultural. A translator who fails to take the cultural context into account is likely to commit some ridiculous errors. The very existence of a cultural gap can act on the process of translating by interfering with the translator’s logical judgement and linguistic selection. It is true that different people live on the same planet in relatively similar material surroundings and that each language contains expressions to describe this material world—sun, river, rain, mountain, father, etc. But through long and unique evolution, each culture develops distinct conceptions about the world. As well as the common core expressions which are mostly conceptual or denotative, each language has myriad of culturally-specific expressions that are full of associations for that people.

## **GRAMMAR STRUCTURE**

Grammar is the set of rules which determines the way in which units such as words and phrases can be combined in a language. Grammar has two main dimensions: morphology and syntax, morphology concerns the structure of single words, the way in which its form varies to indicate specific contrast in the grammatical system (example: singular/plural, number, present/past), syntax concerns the grammatical structure of groups of words (clauses or sentence), the linear sequence of classes of words (noun, verb, adverb, adjective, etc).

Different grammatical structures in the SL and TL may cause remarkable changes in the way the information or message is carried across, these changes may induce the translator either to add or omit information in the TT because of the lack of particular grammatical devices in the TL itself, amongst these grammatical devices which might cause problems in translation.

As far as translation is concerned, the most important difference between grammatical and lexical choices is that the former is generally obligatory while the latter is largely optional. In the process of translation, such difference between source language and the target language often implies some change in the information content.

When the source language has a grammatical category that the target language lacks of, this change can take the form of adding information to the target text. On the other hand, if it is the target language that lacks a category, the change can take the form of omission. Grammatical rules may vary across languages and this may pose some problems in terms of finding a direct correspondence in the TL.

There are problems around what a translation should be in its relation to the original text: is it approximation, equivalence, imitation, substitution, reproduction, recreation. This reveals that translators have to take into account the correct use of the language in general. One serious trouble is the use of punctuation. For example, in English, quotation marks are used to enclose a dialogue; in Spanish we use scripts. Knowing how to use them correctly is like a science because you have to know when to close them, leaving a space, when not to close them, when not to leave any space. In general, the punctuation rules of English and Spanish are different in many aspects related to the use of signs such as the two points, the semicolon, and also the period. Also translators sometimes forget the use of commas or points distorting the tone and rhyme of the cohesion of sentences. At the textual level, Cohesion refers to semantic relations between sentences and these relations are expressed through cohesion ties, which are the linguistic resources that help establish cohesion based on grammar or vocabulary (Halliday & Hasan 1976).

Translators face other challenges when translating a text from English into Spanish for example, expressions referring to folklore, traditions or mythology, but it is a little bit complicated to translate things such as the language structure, the translation of idioms, the multiple meanings and the sarcasm; in few words they do not know the naturalization of the language. Translators need to know the rules of a language as well as the habits of the people who speak it. Every language contains inside a defined structure with its own rules. A simple sentence in English has a subject, verb and object in that order. For example, “She eats pizza” but not every language follows this structure. As a result, translators frequently have to add, remove, and rearrange source words to effectively communicate in the target language. In the case of idioms or expressions explain something by way of unique examples or figures of speech, the meaning of these peculiar phrases cannot be predicted by

the literal definitions; many linguistics professionals insist that idioms are the most difficult terms to translate. For example, the following idiom “What goes around comes around” the meaning of this expression is “You get what you give”; in Spanish this expression is translated as “Lo que pasa viene alrededor.” We can see that it demonstrates a little bit of difficult when we translate this type of expressions. Another issue is the use of the multiple meanings; it causes confusion at the time of translate into Spanish because the same word may mean multiple things depending on where it is placed and how it is used in a sentence; this phenomenon follows one of two patterns.

### **3.5 TRANSLATION TECHNIQUES**

According to Krings (1986) or Lörscher (1991), among others, translation strategies are usually defined as the procedures leading to the optimal solution of a translation problem. The procedures or strategies based on comparative stylistics (Vinay y Darbelnet, Malblanc, Intravaia and Scavée), also used by other scholars (Vázquez Ayora, Newmark, ...), or the techniques suggested by Bible translators (Nida, Nida and Taber, Margot), intended to propose a metalanguage and to catalogue possible solutions in the task of translation.

Naming problems occur because the procedures sometimes overlap, they only catalogue differences in terms of language and not usage, and they focus on translation results rather than on the translation process. One of the leading taxonomies, and certainly the best known, is that of Vinay and Dalbernet. The seven basic translation procedures are, according to them, adaptation, calque, equivalence, modulation, borrowing, literal translation and transposition.

## **ADAPTATION**

Adaptation is used in those cases in which the type of situation being referred to by the SL message is unknown in the TC and translators create a new situation that can be described as situational equivalence (Vinay 1977 and Darbelnet 1958 52-53). Thus, it can be understood as what other authors have called cultural, dynamic or functional equivalence. It actually refers to a SL cultural element that is replaced by another term in the TC. This would apply, for example, to Christmas pudding , and its possible translation into ‘turrón’ mentioned above.

There are situations in which adaptation seems, to some extent, necessary: in advertising slogans, or children’s stories, for example. In other cases there are certain conventions, more or less generalized, as regards adapted translations of foreign cultural elements in the TL. This applies, for instance, to weights and measures, musical notation, generally accepted titles of literary works or geographical names, etc. The basic goal of the translator when trying to ‘adapt’ the translation is to have a similar effect on the TL readers, ‘domesticating’, in a way, the cultural terms

## **BORROWING**

Borrowing a term is taking a word or expression straight from another language, without translation. The procedure is normally used when a term does not exist in the TC, or when the translator tries to get some stylistic or exotic effect. It can be “pure”, if there is no change of any kind in the foreign term (broker, chip, clown, feeling, stop, etc.), or “naturalized”, if the word has some change in the spelling, and perhaps some morphological or phonetic adaptation (as in diskette ‘disquete’, format ‘formatear’, indent ‘indentar’, reset ‘resetear’, etc.). Some authors prefer the terms foreign word, foreignism, Anglicism, Germanism , ... when referring to pure borrowings (that have not been fully assimilated into the TL system),

and use borrowings or loans when the words are naturalised in the TL, the difference being when the term has been incorporated and how it has been adapted to the TL (Torre 1994). In any case, borrowings are one of the main ways of enriching a language, as the Spanish writer Unamuno indicated as regards literary translation: “meter palabras nuevas, haya o no haya otras que las reemplacen, es meter nuevos matices de ideas” (cf. Lorenzo). And, as far as English is concerned.

## **CALQUE**

Calque could be described as a literal translation (either lexical or structural) of a foreign word or phrase. It could actually be considered a special type of loan or borrowing, since the translator borrows the SL expressions or structures and then transfers them in a literal translation (Vinay 1987 and Darbelnet 1958), as in the case of shocked ‘chocado’, stressed ‘estresado’, etc. The difference between loan/borrowing and calque is that the former imitates the morphology, signification and phonetics of the foreign word or phrase, while the latter only imitates the morphological scheme and the signification of that term, but not its pronunciation. In the case of football, for example, using the same term in Spanish would be a pure borrowing; the word fútbol would be a naturalised borrowing, and balompié a calque. According to Santoyo (1987 Teoría 93), calque is not only an acceptable form of translation, it is strict and correct translation, since it is built with significant of the SL. García Yebra (1982) also considers that it leads to a good translation and that it can certainly contribute to enrich the TL (whereas borrowings are not really translation procedures, but giving up in the translation task).

## **EQUIVALENCE**

According to Vinay and Dalbarnet, equivalence refers to a strategy that describes the same situation by using completely different stylistic or structural methods for producing equivalent texts (Vinay 1977 and Dalbarnet 1958). This basically means that the translator uses a term or expression recognised as an established equivalent in the TL. It is similar to adaptation and to modulation in that it expresses the same situation in a different way (Vázquez Ayora 1977), mainly in cases of idioms and formulaic language, as in God bless you ‘!Salud!’, Holy cow! ‘!Madre mía!’, You must be joking! ‘!Ni hablar!’, Only the good die young ‘Mala hierba nunca muere’.

## **LITERAL TRANSLATION**

Literal translation, or word by word, occurs when a SL word or phrase is translated into a TL word or phrase, without worrying about style, but adapting the text to the TL syntactic rules, with minimal adjustments, so that it sounds both correct and idiomatic (word order, functional words, etc.). In Vinay and Dalbarnet’s words, it is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators’ task is limited to observing the adherence to the linguistic servitudes of the TL. An example of literal translation could be John loves Mary ‘Juan ama a María’, in which the preposition ‘a’ has been added because it is a requirement for direct objects denoting a person.

## **MODULATION**

Modulation consists of using a phrase that is different in the SL and TL to convey the same idea (Vinay 1977 and Dalbarnet 1958). In other words, there is a change in the point of view, focus, perspective or category of thought in relation to the SL, as in Neither head nor tail ‘ni pies ni cabeza’, Don’t get so excited ‘tranquilizate’, ... It is similar to transposition



and, sometimes, it is necessary in order to avoid lack of fluency or exoticism in the translation.

## **TRANSPOSITION**

This procedure involves changing a grammatical category or replacing one part of the speech for another, without changing the meaning of the message (Vinay 1977 and Dalbarnet 1958 50). The following translations are types of transposition: This computer is out of order 'Este ordenador no funciona', I knocked him down 'Le derribé de un golpe', I touched a footbrake 'Frené'... (this last example also includes a reduction). Grammatical transpositions, with appropriate morphological and syntactic adjustments, are quite frequent in order to obtain a translation that sounds as if it had been originally written in the TL.

According to Brislin (1976: 1) translation is a general term referring to the transfer of thoughts and ideas from one language to another, whether the language is in written or oral form, whether the languages have established orthographies or not; or whether one or both languages is based on signs, as with signs of the deaf.

Another expert, Wilss (1982: 3), states that translation is a transfer process which aims at the transformation of a written source language text (SLT) into an optimally equivalent target language text (TLT), and which requires the syntactic, the semantic, and the pragmatic understanding and analytical processing of the source text. Syntactic understanding is related to style and meaning. Understanding of semantics is meaning related activity. Finally, pragmatic understanding is related to the message or implication of a sentence. This definition does not state what it is transferred. Rather, it states the requirement of the process.

Nida and Taber (1982: 12) see translating as a process of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. In other words, translation is a transfer of meaning, message, and style from one SLT to the TLT. In the order of priority, style is put the last. Here the thing to reproduce (transfer) is stated, message.

Newmark (1991: 27) defines the act of translating very briefly. It is the act of transferring meaning of a stretch or a unit of language, the whole or a part, from one language to another. (The discussion on meaning can be seen at sub-point F. Meaning, Message, and Style.) Language is a system of communication and therefore translation is part of that; we use translation every day; people translate to communicate. Traditionally, translation is considered to be a change of form, that is a change of surface structures from a source language into a target language. A rather simple definition of translation as "the replacement of textual material (SL) by equivalent textual material in another (TL)" is suggested by Catford (1965,20). In this respect, Catford is more concerned with formal language rules and grammar, rather than the context or the pragmatics of the text to be translated. Nonetheless, he stressed that: "Since every language is formally sui—generis, and formal correspondence is, at best, a rough approximaton it is clear that the formal meaning of SL items can rarely be the same" (Catford, 1965,36).

Indeed, form is a vehicle of meaning, and translation consists mainly of transferring the meaning of the SL text into the TL. Hence, translation, according to Nida (1969,12), "consists of reproducing in the receptor language the closest natural equivalent of the source language message first in terms of meaning and secondly in terms of style". This definition reveals a notion of equivalence in translation at the semantic and stylistic levels. It views translation as a reproduction of a similar response of the TL reader by reproducing

equivalent meaning and style. In other words, it favours a maximum equivalence of meaning and effect as suggested by Tytler (1793) (15): 13 " A good translation is one in which the merit of the original is so completely transfused into another language as to be distinctly apprehended and as strongly felt by a native of the country to which that language belongs as it is by those who speak the Language of the original". Most definitions of translation describe an aim being sought from translation. Others are instructions on how to translate, or a List of factors that should be taken into consideration when translating. Mounin(1976), for example, suggests that to translate is not only to respect the structural or linguistic meaning of a text but also the global meaning of the message including the environment, the period, the culture, etc.

In brief, it seems that definitions differ from one another in certain aspects. While some definitions present the aim of translation, others describe the profession itself, the translator as a mediator in a communication process, or consider the general aspect of interlingual transfer. The present study is concerned more with the process of translation itself . Hence, we shall consider translation as a mediation and as a complex interlingual transfer. We do not intend to give a new definition to translation, for any definition is bound to be limited in its scope. The profusion of definitions to translation and the problem of finding a unified definition are, most probably, due to the complexity of the process of translation itself.

## **IV. RESEARCH METHODOLOGY**

This research focuses on determining the main factors that influence the process of translating texts from English into Spanish in students registered in Translation I semester I-2018 courses at the Foreign Language Department of the University of El Salvador.

### **4.1 TYPE OF STUDY:**

The development of this research is by using the non-experimental method which relies on a study that cannot be controlled, manipulated or altered. This type of study relies on interpretation, observation to come to a conclusion and that is the reason why this project will be using the non-experimental method because it is not manipulated but based on hypotheses. It relies on observation to come out with results and reach a conclusion. These components will be used to confirm facts that can lead to the development of translating texts from English into Spanish in students of Translation I semester I-2018 courses.

### **4.2 TYPE OF METHOD:**

This research is developed by making use of the descriptive method since it takes as the main characteristics the observation of phenomenon and the interpretation of the data collected to confirm the hypotheses already set up previously.

### **4.3 POPULATION:**

The population of the study consists of the groups 01 and 02 scheduled in the morning and 03 from the afternoon of Translation I, from the English Teaching major. Each group has an amount of 30 students, completing a population of 90 people for the study.

#### **4.4 SAMPLING FRAME:**

As part of the sample, the two groups from the morning shift have been taken into account as the sampling frame (60 students). However, just the group number three has been chosen as the main participant for the sample.

#### **4.5 SAMPLE:**

The course Translation I semester 1-2018 group 03 with a total amount of 30 students have been taken from the three groups assigned for Term I in the afternoon shift from the major in English Teaching as the specific sample for this research.

#### **4.6 INSTRUMENTATION:**

The technique to be used in this research is the survey. The survey consists of 10 questions related to problems encountered when developing translation tasks in which the participants need to choose just 1 from 2 to 5 multiple answers provided depending on the question. (See annexes D)

The survey has been really helpful to identify the most difficult areas that students of Translation I semester I-2018 group 03 have at the moment of translating a text from English into Spanish

#### **4.7 PILOTING:**

Three students have been asked to fill out a survey from one of the groups of Translation I courses taking place in the morning which is part of the population. Then, based on the results, feedback will be provided to determine if the instrument succeeds.

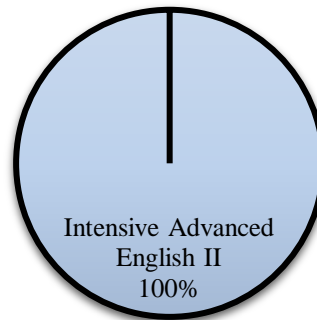
## **V. DATA ANALYSIS AND INTERPRETATION**

The following graphics represent the interpretation of all the data collected during the timeframe given to take students' opinions into account by using a survey which was the main instrument used to gather information from the sample chosen by the research team. It is important to point out that before running the main survey, students who were part of the population, were tested with a provisional survey so the research team could provide with insights that led to the improvement of the same one.

After testing the instrument, students were ready to take the real survey which contained a set of ten questions that were semi open since they were provided with answers related to the matter they could choose. Each of them has been arranged in a way that the reader can interpret them based on relevance. Every question is described by percentages to show accuracy as well as pie charts and boxes so there is a better understanding on how they influenced in the research.

Results are very important since conclusions are based on what every question states as well as the quality of the answers that have been gotten by the students who have participated in the survey.

**1- Which is the last level you have already completed in the major?**

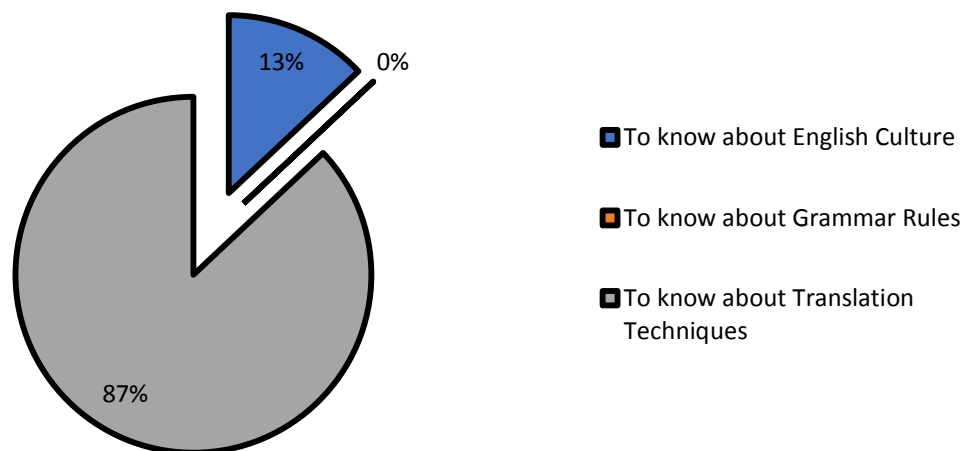


<b>Which is the last level you have already completed in the major?</b>	<b>%</b>
Intensive Basic English	0.00%
Intensive Intermediate English I	0.00%
Intensive Intermediate English II	0.00%
Intensive Advanced English I	0.00%
Intensive Advanced English II	100%

**Analysis:** All the students, (100% ) have already taken the Intensive Advanced English II of the English Teaching Major.

**Interpretation:** The results of the survey prove that most of the students registered in translation I, have a good level of proficiency of English. Based on the survey, all of them have a good understanding of the Language since they have already completed all 5 English courses they are required to take in the English teaching major, meaning that students are in a way more familiar with advanced English level.

**2- In your opinion, which do you think is the most important factor to consider when translating texts from English to Spanish?**



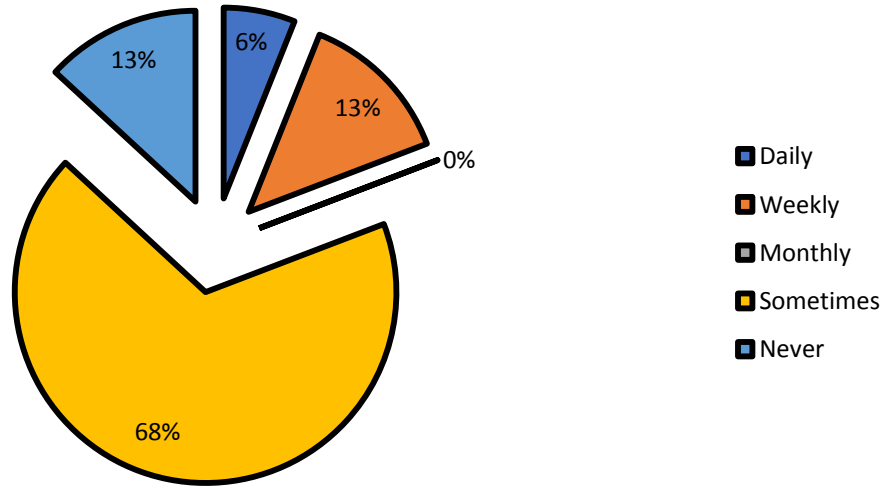
<b>In your opinion, which do you think is the most important factor to consider when translating texts from English to Spanish?</b>	<b>%</b>
To know about English Culture	13.00%
To know about Grammar Rules	0.00%
To know about Translation Techniques	87.00%

**Analysis:** The majority of students, (87%) think that knowing about Translation techniques makes a difference so as to get more faithful results. Another (13%) states that knowing about English culture is the second most important factor of all three and (0%) meaning none of students think that knowing about grammar rules is important.

**Interpretation:** Based on the results, students do not think grammatical structure is at all important when translating a text from English to Spanish since none of them consider this is an important factor. Others think that knowing about the culture has a part to play when translating and most of students consider that the most important factor when translating is knowing about proper translation techniques.



### 3- How often do you read English Newspapers?

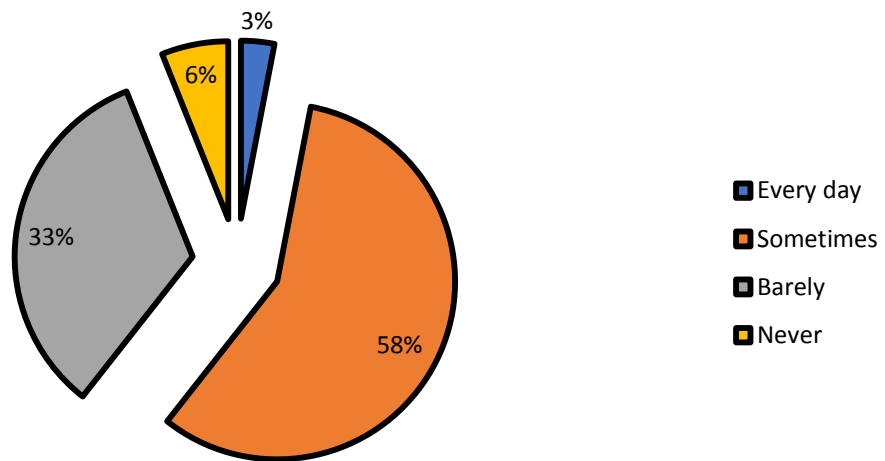


How often do you read English Newspapers?	%
Daily	6%
Weekly	13%
Monthly	0.00%
Sometimes	67%
Never	13%

**Analysis:** From all the students who completed the survey, most of them (67%) state that they sometimes read newspapers in English. Other students (13%) say that they do not read newspapers that often since they do it weekly. Others, being the exact same percentage as the ones who read weekly (13%), never read newspapers in English. (6%) of students do read newspapers daily and none of them (0%) do it in a monthly basis.

**Interpretation:** It is observed from the result of this item that students may read newspapers or articles in English just as a matter of completing a homework or when a teacher asks them to do it. As a result, reading English newspapers is not very common among students learning English as a second language in the foreign language department.

**4- How often do you translate texts from English to Spanish outside the classroom?**

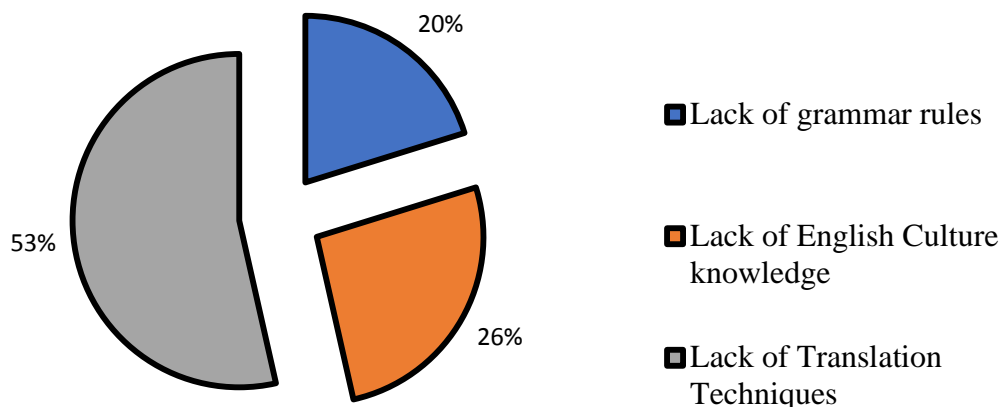


How often do you translate texts from English to Spanish outside the classroom?	%
Every day	3%
Sometimes	57%
Barely	33%
Never	6%

**Analysis:** From the 100% of students who completed the survey, just the 3% of them translate texts from English to Spanish every day outside class time. The highest percentage of the sample (57%), state that they sometimes translate texts outside the classroom. Another (33%) say that they barely do it when they are not in class and (6%) of them never translate texts from English to Spanish outside the classroom.

**Interpretation:** Based on the students' answers, most of them (57%) say that they sometimes translate texts from English to Spanish when they are not in the classroom, giving a better understanding of how often they do the use of translation when they are not required to do it. Other percentages show that students translate texts from English to Spanish every day (3%) which is the lowest percentage. Then, the other (33%) say that they barely translate texts outside the classroom and the last percentage (6%) states that they never translate texts when being outside class time.

**5- In your opinion, which is the main factor that affects translation tasks?**

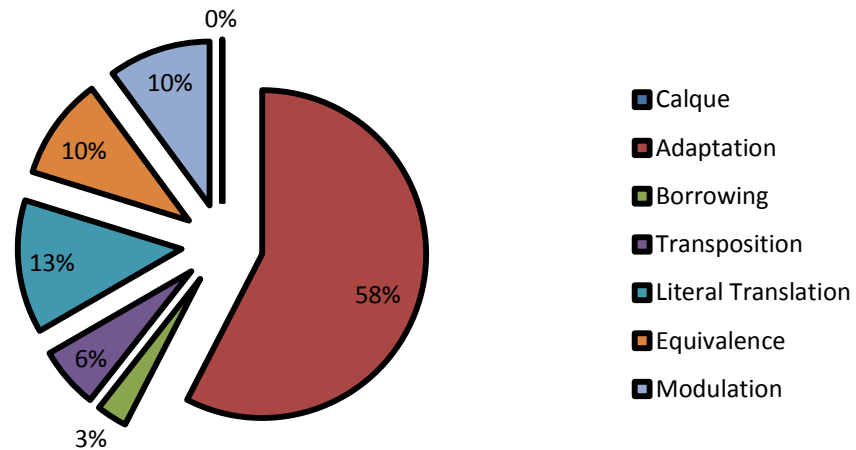


<b>In your opinion, which is the main factor that affects translation tasks?</b>	<b>%</b>
Lack of grammar rules	20%
Lack of English Culture knowledge	26%
Lack of Translation Techniques	53%

**Analysis:** In this question, it is seen that the highest percentage of students registered in translation I, think that not knowing proper techniques when translating is the main factor that affects the translation of texts, followed by the (26%) of them who think that the main factor is the lack of cultural knowledge of the second language and the (20%) of students consider that not knowing grammar rules of the language they translate is the main factor that affects translation tasks.

**Interpretation:** According to the percentages for each answer, students consider the lack of translation techniques as being the factor with the biggest impact when translating texts, followed by the other part of the class that considers that the lack of English Culture Knowledge affects when translating; however, the majority of students do not think the lack of grammar rules is the factor that mostly affects when translating texts from English to Spanish.

**6- What is the technique that you use and feel more familiar with when you translate a text?**

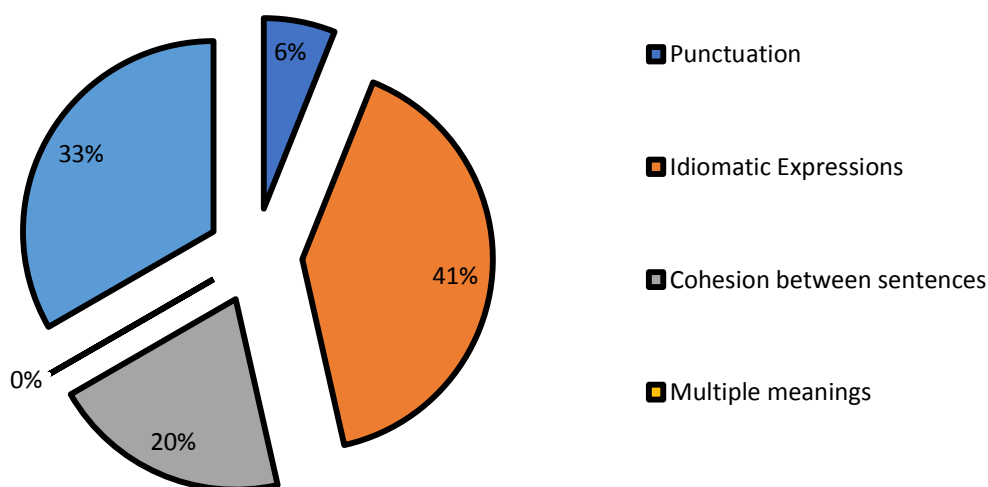


<b>What is the technique that you use and feel more familiar with when you translate a text?</b>	<b>%</b>
Calque	0%
Adaptation	57%
Borrowing	3%
Transposition	6%
Literal Translation	13%
Equivalence	10%
Modulation	10%

**Analysis:** From 7 answers given to choose from, the technique students feel more familiar with is ‘‘Adaptation’’ with (57%) followed by ‘‘Literal Translation’’ with (13%). Another percentage of students use and feel more familiar with the ‘‘Equivalence’’ and ‘‘Modulation’’ technique having each of them (10%). (6%) of students use ‘‘Transposition’’ technique. The ‘‘Borrowing’’ technique is the one in which just (3%) of students are familiar with and ‘‘Calque’’ is the technique students never use or feel less familiar with.

**Interpretation:** It can be noticed that most of students registered in Translation I, are not familiar with all the translation techniques or make use of all of them. According to the results, most students are more familiar with the ‘‘Adaption’’ technique which could be the most used technique during the Translation I course and the least used or familiar technique for students is the ‘‘Calque’’ technique.

**7-What is the grammar part that causes you difficulties when you translate a text from English into Spanish?**



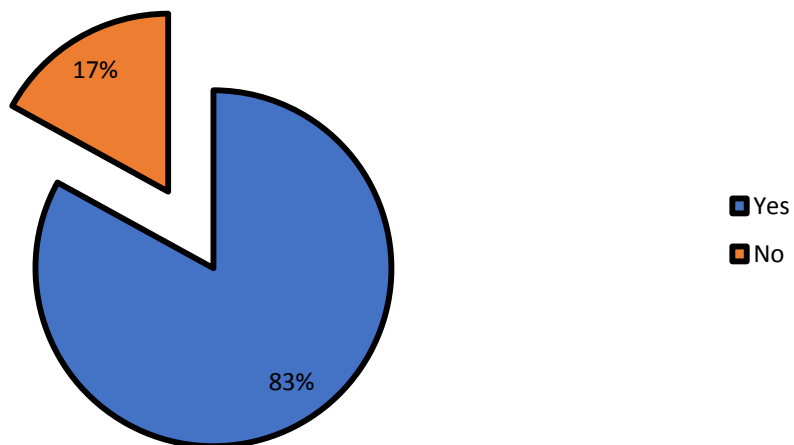
<b>What is the grammar part that causes you difficulties when you translate a text from English into Spanish?</b>	<b>%</b>
Punctuation	6%
Idiomatic Expressions	40%
Cohesion between sentences	20%
Multiple meanings	0%
Expressions referred to folklore, traditions, religion or mythology	33%

**Analysis:** Since grammatical structure plays an important part in a language, a question was arisen to know how difficult it is for students to use it when translating texts from English to Spanish. Out of the 5 choices given, most students (40%) state that ‘‘Idiomatic Expressions’’ is the most difficult grammar part to deal with. Followed by ‘‘Expressions referred to folklore, traditions, religion or methodology’’ being considered as the most difficult grammar part when translating with (33%). (20%) of students think that ‘‘Cohesion between sentences’’ causes difficulties at the moment of translating. Just the (6%) considers that ‘‘Punctuation’’ causes them difficulties when translating and none of students think

“multiple meanings” is a grammatical part that may cause difficulties when translating texts from English to Spanish.

**Interpretation:** It can be noticed that students enrolled in Translation I, find it more difficult to translate Idiomatic expressions, some of them consider that cohesion between sentences is also a challenging task. As well, when translating expressions referred to folklore, traditions, religion or mythology since this first needs to be studied before translating a text to another language where the culture may vary. This means students face difficulties when finding expressions proper of the subject they are translating. Another grammar difficulty students face when translating is punctuation however this one is not the least difficult since multiple meaning is for most of students not a grammatical difficulty at all when translating.

**8- Do you think the lack of cultural terms affects in the results of your translation tasks?**

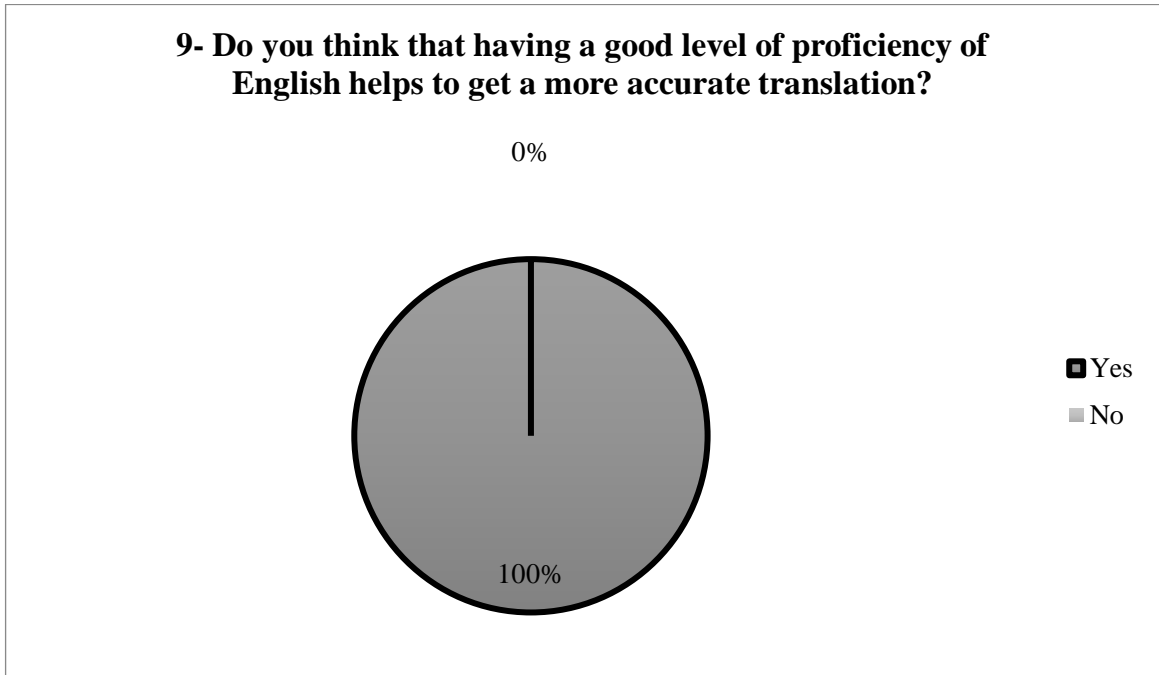


<b>Do you think, the lack of cultural terms affects in the results of your translation tasks?</b>	<b>%</b>
Yes	83%
No	17%

**Analysis:** For most students registered in Translation I, the lack of cultural terms affects in the results of translation of texts from English to Spanish with a (83%) and the other (17%) does not consider cultural terms really affect when translating texts.

**Interpretation:** It is clear that most students from Translation I, are affected when translating texts from English to Spanish by the lack of cultural terms encountered on translation tasks. It gives an idea that when translating they might not always know how to translate certain phrases that have to do with local terms.

**9- Do you think that having a good level of proficiency of English helps to get a more accurate translation?**



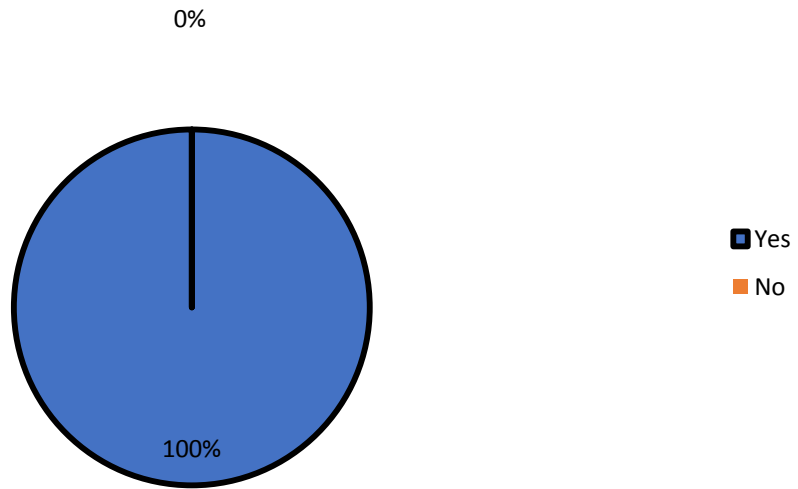
<b>Do you think that having a good level of proficiency of English helps to get a more accurate translation?</b>	<b>%</b>
Yes	100%
No	0%

**Analysis:** In this question, students are being asked if they think that having a good level of proficiency of the language helps to get a more accurate translation. The 100% of the students state that it is really necessary to have a good level of English to get better results and none of them think the opposite.

**Interpretation:** For all students registered in Translation I, it is important to have an Advanced Level of English to get a more accurate translation since this task requires many disciplines and a lot of knowledge. They know translating is not an easy task and that in order to get a good translation; a good proficiency of the language they are translating is required.



**10- Do you think that it is really important to know about the topic or subject you are translating?**



<b>Do you think that it is really important to know about the topic or subject you are translating?</b>	<b>%</b>
Yes	100%
No	0%

**Analysis:** Students are being asked about the importance of knowing about the subject they were translating. They all agree that it is really important to know about the topic they are translating and none of the students coursing translation I, think that knowing about the topic they are translating is not important.

**Interpretation:** Students are aware of the importance of knowing the topic they translate; although, they are not experts in all subjects, the acquisition of some vocabulary related to the texts they translate is important and having a little bit of knowledge of the topic makes a positive difference when translating texts.

## VI. CONCLUSIONS

Through the development of this project, and according to the information gathered from students registered in Translation I, semester I at the Foreign Language Department, the research team and some background information, the following conclusions were made:

- One of the most significant factors in the success or failure when translating a text from English into Spanish is to know about English culture. Students who do not know have a good level of cultural knowledge are more likely to make mistakes when translating texts since they are not familiar with local terms such as idioms and phrases. When students start to learn about cultural background of the language they are learning, they have a better understanding of people's local habits, traditions and customs and just by then, students are able to produce a more successful translation.
- Good use of punctuation and grammar rules play an important role when translating texts from English to Spanish. Knowing how to use the correct punctuation is a key when translating since in general punctuation rules of English and Spanish are different in many aspects. Students coursing Translation I, must know all punctuation and grammatical rules so that the translated text does not lose coherence, tone or rhyme among sentences. Translators need to know the rules of a language as well as the habits of the people who speak it since every language contains a defined structure with its own rules.

- The lack of management of translation techniques affects at the moment of translating texts from English into Spanish. For some students most of the techniques taught during the Translation I course are more familiar than others or some of the techniques can be more used than others depending on the text they are translating.
- Students from Translation I, semester I at the Foreign Language Department do not usually read English newspapers or translate texts when being outside of classroom time, being this one of the main factors affecting at the moment of translating texts because they do not practice what they have been taught in class. Motivating students to translate and get involved in the target language when not being in class time is necessary since practice makes perfection. The more students practice translation techniques and get involved in the target language, the easier and more successful translation they will get.
- Students enrolled in Translation I, at the Foreign Language Department considered that the main factor that affects at the moment of translating texts from English into Spanish is the lack of translation techniques. Even though they have seen some of them during the course and completed exercises, it is difficult to master all of them, not every text will be same and that is why translation is considered a challenging task that can be improved over time.
- The results of the survey show that 100% of students registered in Translation I, consider that having a good level of English proficiency and knowing about the topic or subject they are translating helps to get a more successful outcome.

- Finally, knowing about cultural background, grammar rules and translation techniques are definitely some of the most predominant factors that determine the success of a translated text.

## 6.1 RECOMMENDATIONS

Based on the findings and the whole process of this research work, the researchers recommend the following:

### **TO STUDENTS:**

- To put into practice the translation techniques in order to improve and reach out a faithful translation of texts in the classroom. It is advisable they have more practice outside the classroom since it was noticed that many students face some difficulties at the time of translating,
- To take into account the correct use of the language and punctuation when translating texts from English into Spanish, in and out the classroom. Many students tend to write a lot of run-on sentences as well as unnecessary pauses among the paragraphs. This creates an incomprehensible text.
- To read English newspaper to increase cultural knowledge and reduce mistakes. It seems many students lack of terms used to express customs, social issues or nature terms found on famous publications.

## **TO PROFESSORS:**

- To help students to improve their translations tasks through different activities in the classroom. It is necessary to implement new methods in which the students feel involved in what they are translating as for example; giving them the freedom to choose what they would like to translate as well as bringing to the classroom more up to date materials.
- To encourage students to practice the translation techniques continuously. To stop a little bit the theory and get them more into practice whenever chances are presented. Having the balance of theory and practice at once.
- To give an adequate feedback. Teachers should always provide with positive and constructive feedback. Not to point out what the mistakes in a translation task were, but to teach them how to assimilate them. Propose new ways to place phrases, expressions in texts and tell them how the correct way could have been; it would also be essential when giving a good feedback.
- To provide helpful material to make the process of translation easier. Getting rid of old fashioned materials would boost students' interest in translation. Sometimes, old materials become an obstacle when students decide to develop their skills in translation. The implementation of more current texts and resources would make the learning process easier.

## **TO THE FOREIGN LANGUAGE DEPARTMENT:**

- To include in the curriculum the Translation III subject as an essential not as an elective in order to implement a complete program of study since the very beginning of the major to the end of the process. It would be a great idea to have more spaces where students that are really interested in specializing in the field can expand their knowledge.
  
- To open study clubs where translation is the main focus would help students to share knowledge as well as provide tutoring to those who face problems not only with translation but other subjects in the major.

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<http://puslit2.petra.ac.id/ejournal/index.php/ing/article/viewFile/16382/16374>

On the process of translation (Visited on April 20<sup>th</sup>, 2018)

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# APPENDICES

## APPENDIX A

<b>PLAN DE 1956</b>	
<b>PRIMER AÑO</b> Fonética y Entonación Gramática Comparada de los Idiomas Lectura y Resumen Oral Composición y Traducción Escrita	<b>TERCER AÑO</b> Instituciones e Historia de los Países donde se habla el Idioma Redacción de Artículos Periodísticos Traducción Especializada (en Ambos Idiomas) Métodos de Interpretación
<b>SEGUNDO AÑO</b> Redacción de Informes y Cartas Comerciales Gramática Superior del Idioma Extranjero Traducción (en Ambos Idiomas) Modismos del Vernáculo y del Idioma Extranjero	<b>CUARTO AÑO</b> Estadística Redacción Tecnico-Científica Traducción Literaria Interpretación Libre y Especializada

## APPENDIX B

<b>LICENCIATURA EN IDIOMA INGLÉS (1977)</b> <b>(148 U. V.)</b>	
<b>ÁREA BÁSICA</b> Ciclo I <ul style="list-style-type: none"> <li>• Inglés Básico Intensivo</li> <li>• Pedagogía General</li> <li>• Teoría del Lenguaje</li> </ul>	<b>ÁREA DIFERENCIADA</b> Ciclo V <ul style="list-style-type: none"> <li>• Fonética Inglesa</li> <li>• Composición Inglesa I</li> <li>• Lecturas y Conversación en inglés II</li> <li>• Gramática Inglesa II</li> </ul>
Ciclo II <ul style="list-style-type: none"> <li>• Inglés Intermedio Intensivo I</li> <li>• Didáctica General</li> <li>• Psicología General</li> </ul>	Ciclo VI <ul style="list-style-type: none"> <li>• Introducción a la Lingüística</li> <li>• Composición Inglesa II</li> <li>• Grandes Figuras de la Literatura Norteamericana I</li> </ul>
Ciclo III <ul style="list-style-type: none"> <li>• Inglés Intermedio Intensivo II</li> <li>• Optativa de Educación</li> <li>• Psicología Aplicada a la Educación</li> </ul>	Ciclo VII <ul style="list-style-type: none"> <li>• Origen Desarrollo e Historia del Inglés</li> <li>• Análisis de los Contrastes Inglés-Español I</li> <li>• Métodos y Materiales para la Enseñanza del Idioma Inglés</li> <li>• Grandes Figuras de la Literatura Norteamericana II</li> </ul>
Ciclo IV <ul style="list-style-type: none"> <li>• Inglés Avanzado Intensivo</li> <li>• Lecturas y Conversación en Inglés I</li> <li>• Gramática Inglesa I</li> </ul>	Ciclo VIII <ul style="list-style-type: none"> <li>• Análisis de los Contrastes Inglés-español II</li> <li>• Grandes Figuras de la literatura Inglesa I</li> <li>• Segundo Idioma Extranjero Básico Intensivo</li> </ul>
	Ciclo IX <ul style="list-style-type: none"> <li>• Práctica Docente</li> <li>• Grandes figuras de la Literatura Inglesa II</li> <li>• Segundo Idioma Extranjero Intermedio Intensivo</li> </ul>
	Ciclo X <ul style="list-style-type: none"> <li>• Proyecto Especial de Investigación Dirigida</li> <li>• Segundo Idioma Extranjero Avanzado Intensivo</li> </ul>

## APPENDIX C

<b>PROFESORADO EN IDIOMA INGLÉS</b> <b>(96 U. V.)</b>	
<b>ÁREA BÁSICA</b>  CICLO I <ul style="list-style-type: none"><li>• Inglés Básico Intensivo</li><li>• Pedagogía General</li><li>• Teoría del Lenguaje</li></ul>	<b>ÁREA DIFERENCIADA</b>  CICLO V <ul style="list-style-type: none"><li>• Fonética Inglesa</li><li>• Composición Inglesa I</li><li>• Lecturas y Conversación II</li><li>• Gramática Inglesa II</li></ul>
CICLO II <ul style="list-style-type: none"><li>• Inglés Intermedio Intensivo I</li><li>• Didáctica General</li><li>• Psicología General</li></ul>	CICLO VI <ul style="list-style-type: none"><li>• Introducción a la Lingüística</li><li>• Composición Inglesa II</li><li>• Métodos y Materiales para la Enseñanza del Idioma Inglés y Práctica Docente</li><li>• Optativa del Departamento de Educación</li></ul>
CICLO III <ul style="list-style-type: none"><li>• Inglés Intermedio Intensivo II</li><li>• Optativa de Educación</li><li>• Psicología Aplicada a la Educación</li></ul>	
CICLO IV <ul style="list-style-type: none"><li>• Inglés Avanzado Intensivo</li><li>• Lecturas y Conversación en Inglés I</li><li>• Gramática Inglesa I</li></ul>	

## APPENDIX D

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department

**Main Factors that influence in the process of translating texts from English into Spanish.**

Age: \_\_\_\_\_ Gender: M  F  Academic year: \_\_\_\_\_

Major: \_\_\_\_\_

**Objective:** To collect valuable information about the main factors students from the Translation I group in the FLD of the University of El Salvador face with when translating texts from English to Spanish

First of all, as a research team, we do appreciate your time to help us out filling this questionnaire out with your personal information.

**Direction:** Check the answer that you feel the most familiar with.

**1. Which is the last English level you have already completed in the major?**

Intensive Basic English

Intensive Intermediate English I

Intensive Intermediate English II

Intensive Advanced English I

Intensive Advanced English II

**2. In your opinion, which do you think is the most important factor to consider when translating texts from English to Spanish?**

To know about English culture

To know about grammar rules

To know about translation Techniques

**3. How often do you read English newspapers?**

Daily

Weekly

Monthly

Sometimes



Never

**4. How often do you translate texts from English to Spanish outside the classroom?**

Every day

Sometimes

Barely

Never

**5. In your opinion, which is the main factor that affects translation tasks?**

Lack of grammar rules

Lack of English culture knowledge

Lack of translation techniques

**6. What is the technique that you use and recognize the most in translation?**

Calque

Adaptation

Borrowing

Transposition

Literal translation

Equivalence

Modulation

**7. What is the grammar part that causes you difficulties when you translate a text from English into Spanish?**

Punctuation

Idiomatic expressions

Cohesion between sentences

Multiple meanings

Expressions referring to folklore, traditions, religion, or mythology

**8. Do you think, the lack of cultural terms affects in the results of your translation tasks?**

Yes

No

**9. Do you think that having a good degree of English helps to get a more accurate translation?**

Yes

No

**10. Do you think that it is really important to know about the topic or subject you are translating?**

Yes

No