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Trabajo Fin de Grado

Analysing Google Translate: Detection of mistakes by
L2
students as a tool with didactic potential

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*A los que verdaderamente amamos las
palabras no se nos puede dar mejor
regalo que una traducción difícil.*

(Eduardo Mendoza)

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Google translation analysis

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1. INTRODUCTION TO THE STUDY

1.1 Brief History: From The Rosetta Stone to Google Translate

The following section should be regarded as a simplification which unavoidably overlooks the nuances and complexities of such a vast development. However, it is important to provide this paper with some basic contextual information on the historic evolution of the translation since its origins to its current state. Having this knowledge allows for a greater tolerance towards the diverse translation problems that have arisen since it would be illogical to assume that translation methods have remained unchanged over centuries (Delisle 2003: 215).

Nowadays, automatic translation presents significant challenges to the translation process which were unknown or did not exist, until the 20th century¹. The history of translation may be said to be born with the finding of The Rosetta Stone in Egypt. Later on, The Bible was translated by the Jews since Hebrew was a language falling into disuse and, during the 9th and 10th centuries, studies in the field of sciences and philosophy were translated into Arabic. This new wave of knowledge was carried across Europe and Spain during the years of Muslim dominance. It is in the 13th century when these new texts brought in by the Muslims required some translations into Spanish and Latin. This fundamental task was conducted by the medieval translating institution called Escuela de Traductores de Toledo². In the 15th century, the printing press meant an instrumental step for the translation's fate since texts had to be written in the local languages as well. Five centuries later and after two world wars,

¹ <https://es.slideshare.net/RaulDeJesusOlmos/historia-de-latraduccion>. (April, 2017)

² <https://es.slideshare.net/AnnaZamora2/historia-de-la-traduccion>. (April, 2017)

communication between different nations proved to be a must, and that is the reason behind the creation of global organizations such as the United Nations or UNESCO³.

It is in 1950, facing this multilingual panorama when the first attempts to produce automatic translation devices are conducted. However, these first steps were taken aiming to translate every sort of texts, an objective which was far too ambitious and that resulted in unexpected results. This bleak picture remained without significant improvement until it was discovered that linguistic and pragmatic knowledge needed to be integrated into the automatic translation area. Furthermore, this field had been traditionally restricted to military and secret activities, but gradually, it became more accessible to the general public thanks to the widespread use of internet since the 1990s (Zamora, 2017:71). Today, the use of Machine Translation is present in multiple domains but it still needs to be capable of adapting to the different situations in which users participate in. As Sergei (2003) claims:

The state of the machine translation field is such, however, that no actual or even experimental MT system can detect all or even much of semantic contextual and rhetorical meaning. A significant amount of research is currently underway on the problems of semantic and pragmatic analysis of natural language. But this research is predominantly theoretical at the present time (p. 11).

Thus, as it is stated above, the shortages of automatic translation has been studied from a theoretical perspective. Hence this paper tries to bridge this gap of knowledge by exploring into the applicability of Google Translate (GT) in the field of language learning. Thus, it could be stated that, although the present study relies extensively on theory, it also tries to analyze GT from a realistic perspective combining a theoretical-based analysis with a concrete and practical focus.

³ <https://20000lenguas.com/2016/03/14/historia-de-la-traduccion-del-como-y-los-porques/> (April, 2017)

1.2 The role of translation in the classroom: From La Escuela de Traductores de Toledo to the School of Languages in Zaragoza.

The main purpose of translation is to bring the reader closer to a text written in a foreign language. Yet this field can fulfill a wide range of functions other than the purpose previously stated. One of them is strongly related with the practical part of this essay since it consists of regarding and analyzing translation as a didactic tool (Delisle 2003: 123).

As it has been explained previously, translation started to be used as a way of accessing knowledge. For this reason, learning institutions such as La Escuela de Traductores de Toledo became interested in translating the works of prestigious classic writers into the vernacular languages. It was this same procedure that was to be applied to the learning of foreign languages during the 18th century. This didactic procedure, known as the direct method, stopped to be used by the majority of teachers towards the second half of the 19th century. Thus, with translation receding into the background, another method that included the four linguistic skills and that put a greater emphasis on the speaking skill emerged.

This change, however, did not imply the acceptance of using the translation for didactic purposes (Carreres, 2014:124). During the 19th and 20th centuries, there was an almost unanimous opinion against its use in the classroom and particularly against its use when teaching English as an L2. This was chiefly because of two reasons. Firstly, it was thought that a foreign language could be learned in the same direct way as the L1. Secondly, there was a strong will to prevent negative interferences between both languages (González, 2014:9).

Bearing this in mind, it might be claimed that a lot of foreign language teachers do not regard the use of L1 or translation as something beneficial for learners. However, it has to be studied to what extent this decision is beneficial for them. Under this communicative learning framework, the interest is not so much on grammar but on trying to create a more real environment with which they can use to communicate while learning (Macias, n.d.: 2). Still, there is a sense among professionals that something could be done in order not to relegate translation to a back seat. This question posed by Anthony (2013) encapsulates this way of thinking:

In what way can translation be integrated into the L2 classroom in such a way that it contributes to progress in the other language skills, and indeed to the development of intercultural competence? (p.25)

The present dissertation strives for shedding some light on this matter by means of conducting a translation activity in EFL classrooms of the School of Languages in Zaragoza.

2. METHODOLOGY

The methodological procedure of this paper has two parts. Firstly, there is an analysis of the translations provided by GT. Secondly, a practical task is designed to analyze the ability of Spanish native students learning English as an L2 to detect mistakes in automatic translations. For the evaluation of GT performance, a corpus composed of different texts is employed to analyze a diverse array of mistakes (see Appendix, Charts No. 1.1, 1.2, 1.3.). For the mistake detection task (DT), two subcategories are distinguished. The first one is another corpus different from that of the analysis (see Appendix, Chart 2.1.). The second one is a fieldwork. Both GT texts' analysis and the DT should be regarded as interrelated parts which have been devised thinking about exploiting the practical and didactic aspect of the paper. Details of the configuration of every part can be found below.

2.1. Analysis of Google Translate

To conduct the analysis of GT performance, a corpus containing a total of 15 texts was selected following the criteria that follow. Firstly, the texts were selected in order to have an increasing grammatical, lexical and conceptual difficulty. To do so, the Spanish texts were mostly retrieved from sources aimed at the study of Spanish as an L2 whose difficulty had already been assessed by the Cervantes Institute and the E.O.I.

Thus, the texts were grouped into three levels: basic (A1), intermediate (B1) and advanced (C1). The upward gradation of difficulty was designed with the objective of analyzing GT efficiency depending on the complexity of the text it has to process, and, already thinking about the practical part, i.e. evaluating the student's capacity to detect

these mistakes when faced with texts of varying difficulty. The second criterion has been to include diverse text genres in an attempt to offer a variety of texts in which the tool can show a different performance (see texts in Appendix, Chart 1.1.1)

The last factor in the design of the corpus is the fact that the chosen texts had to be those which included a reasonable amount of mistakes when translated into English. With the selection done, an individual analysis and categorization of every mistake were done using a variety of grammar and contrastive linguistic reference materials to both explain the nature of the mistake and classify them into categories (see mistakes analysis in Appendix, Charts 1.2, 1.3, 1.4).

2.2 Detection test

With regard to the design of the Detection Test (DT), it is important to mention that it is based on a similar exercise, no longer in use, employed by the Cervantes Institute for its exams of Spanish as L2. In the original exercise, students have to read a Spanish text and detect a set number of mistakes previously established by the examiners. Similarly, in the DT used in this paper, students of English as L2 have to detect a set number of mistakes which appear in texts translated into English by GT. That is, the mistakes made by the machine translation are the starting point for creating the DT. However, although these poor translations are used as a base for the task, it is important to bear in mind that such translations were manually edited in order to make them suitable for the practical study.

Thus, this edition was conducted as follows. Firstly, the length of the texts which compose the DT has been carefully studied to not exceed an overall number of words in the hope of not having any negative effect on the student's performance. Hence the complete DT is thought to be doable in 45 minutes. This correspondence between the

time allotted for the DT and its total number of words has been taken from the guidelines set by the regulations of the Spanish department in the School of Languages (see Appendix, Chart no. 2.2). Secondly, the mistakes left for the students to identify are varied in nature and the likelihood of being detected was approved by the teachers of the groups before conducting the DT in the School of Languages. Thirdly, the topic and content of the texts were checked in order to meet the principles of amenity, validity, and readability, ensuring that the feelings of the students were not disturbed.

2.3 Fieldwork

Fieldwork is one of the core parts upon which the paper revolves. The DT explained above is designed with the ultimate objective of being applied in a real learning environment. Some authors discuss the fact that one of the main problems of the integration of new technologies in the education field is that the research results are very often not transferred to the practical domain (Lavid 2005: 46). This is the reason why this paper could be said to have some innovative character since, in an effort to reverse this tendency, the School of Languages allowed to conduct a fieldwork in a real-life context.

Some of the advantages and one of the main reasons for resorting to this educational institution is that students theoretically meet two fundamental criteria for the study. Firstly, they are subjects who are immersed in the process of learning English on some regular basis and, consequently, are more likely to show interest in activities which may contribute to their learning. Secondly, the fact that students are grouped in different proficiency levels facilitates both the proper development of the activity and a collection of data which can be regarded as being consistent and homogeneous. Thus,

carrying out this fieldwork involved attending to two classes for each of the groups studied. Each participant, had to read and try to detect a total of 20 mistakes distributed in 6 texts, except for the Basic group who only had to detect 5 mistakes distributed along 2 texts (see DT in Appendix, Chart 2.4). Apart from this, the fieldwork includes a feedback sheet (see in Appendix, Chart 2.5) and a satisfaction survey to measure the utility and difficulty of the DT. All in all, there was a total of 6 sessions in which 82 students participated and meant the collection of 27 samples in A1, 27 in B1 and 28 in C1.

3. ANALYSIS OF GT's PERFORMANCE

Although the paper focuses mainly on GT's mistakes, it would be insensible to carry on without acknowledging that automatic translation is, under certain circumstances, becoming more and more accurate. The translations made by GT are often correct when phrasal units are at the same syntactic level (coordination and juxtaposition) or linked by time adverbs such as 'then' (Greenbaum, 1990: 265). In addition to these units, complex syntactic patterns such as zero conditionals and comparatives, tend to be rightly processed (Appendix, Chart 1.1.2). This is probably because of the fact that the Spanish and English sentence ordering is, in some cases, similar (Airlie, 2016:161). Also, the lexical selection is quite acceptable for simple words, but there are also instances of a good performance in more complex expressions such as 'ponerse guapo' and 'volverse loco'.

Communication is not a simple process. Producing a text requires having certain theoretical knowledge about the grammatical rules of that language. This, however, needs to be complemented with some knowledge of pragmatics, that is, the use of language in actual speech situations (Lavid, 2005:71). In the field of translation, contrastive knowledge has to be added to the above-mentioned requirements (Sergei, 2003: 138). It is therefore not surprising that, despite the countless studies on automatic translation (i.e. Hutchins 1978 and Zarechnak 1979), GT and other machine translation devices are often regarded as tools incapable of producing a language output similar to human language (Linares, 2009:19). Thus, the aim of this section is to analyse these dissimilarities or mistakes in GT.

To do so, a study of the mistakes made by GT in the corpus selected has been carried out. Two different sections are distinguished. The first section analyses the severity of the mistakes by focusing on the impact they have on the text, namely, whether they are minor or major mistakes. The second section aims to study the mistakes' typology adopting a more conventional approach classifying them as grammatical, semantic, strategic, pragmatic and orthographic.

3.1. Minor and Major mistakes

The first group to be analysed is what could be considered as 'minor mistakes' produced by GT. It is undeniable that there is a group of GT mistakes which could be seen as acceptable and comprehensible to readers. These are mistakes that, even though they do represent a variation with respect to the grammatical and lexical norms present in grammar books, do not hinder the comprehension of the text. Two examples of 'minor' mistakes:

1) Grammatical	Source Text (ST):: “Recuerdo especialmente...”	GT: ‘ <i>I remember especially...</i> ’
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A more adequate option would be ‘I especially remember’. The adverb belongs to a category called ‘modality adverbs’ within the subcategory of emphasis. When there is no operator, these adverbs take the position between the S and the V (Greenbaum, 1990: 160).¹

2) Semantic:	ST: “para ir a la otra punta del globo”.	GT: ‘ <i>to go to the other end of the globe</i> ’
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The most common translation of ‘la otra punta del mundo’ would be ‘the other side of the world’. In fact, the British National Corpus indicates that ‘other side of the world’ is more frequent than the ‘other end of the word’. The figures are: 63 matches for the first option and only 3 matches for the one chosen by GT⁴. However, the choice of ‘the other end of the world’ does not hinder understanding.

The second group of mistakes to be analyzed is called ‘major mistakes’ and they do pose problems for readers.

1) Strategic⁵	ST: “esperan en la explanada de Sacsayhuamán, hacia la que se desplaza de inmediato el cortejo”.	GT: ‘ <i>wait in the esplanade of Sacsayhuamán, towards which immediately the courtship</i> ’
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Most Strategic mistakes are somehow syntactically incorrect as some key element tends to be missing. The translation above looks as if it has not been fully translated, as if a bit of the sentence was missing. It is clear that the more complex the sentence is, the more chances there are for automatic translations to make mistakes. The mistake here is substantial: the verb is missing. An alternative could be ‘towards which immediately the courtship moves’⁶.

3) Grammatical	ST: “tras llenar locales durante una gira por diversas ciudades de China”.	GT: ‘ <i>After filling places during a tour of various cities in China</i> ’
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This is a clear example of a word-by-word translation, not taking into account the linguistic context or grammatical differences between both languages, resulting in a poor translation. ‘Llenar locales’ is directly translated as ‘Filling places’ and ‘tour’ should go with the preposition ‘around’. The preposition ‘of’ has several meanings. The

⁴ <http://corpus.byu.edu/bnc/> (April, 2017). From Chart 1.3. (Intermediate Corpus), No. 53. Other minor mistakes are: 44, 50, 52, 69, 75.

⁵ Although it could be regarded as a Syntactic mistake, the Strategic name in this paper is given to those mistakes which provoke nonsensical meanings

⁶ From Chart 1.3. (Intermediate Corpus), No. 39.

ST preposition ‘por’ is translated as ‘of’, as if it was indicating that the tour is made of various cities when the intended meaning is related to motion. The preposition ‘around’ would be the most appropriate choice. An alternative to this could be: ‘*After having sold out all tickets for a tour around multiple Chinese cities*’ (Airlie, 2016: 186) (Greenbaum, 1990: 195).⁷

3.2. Typology of mistakes

The following section explores the typology of the mistakes made by GT. Firstly, there is a general section with a compiling table which shows the results of the mistakes focusing on their nature as well as their frequency of occurrence. Secondly, there is a more specific section which presents some examples from the texts and groups them into different mistakes categories. In the following paragraphs the focus will be only on the most noticeable aspects for the analysis.

Table 1			
<u>Mistakes typology according to level: raw numbers and percentages per 100 words</u>			
Mistakes typology	Basic	Intermediate	Advanced
Total number of words	685	1227	1074
Semantic	11 (1.6%)	18 (1.4%)	24 (2.2%)
Grammatical	19 (2.7%)	19 (1.5%)	28 (2.6%)
Strategic	2 (0.2%)	11 (0.8%)	13 (1.2%)
Pragmatic	1 (0.1%)	3 (0.24%)	1 (0.1%)
Orthographic	0 (0.0%)	6 (0.4%)	3 (0.2%)
Total number of mistakes	33 (4.81%)	57 (4.64%)	69 (6.44%)

⁷ From Chart 1.3. (Advanced Corpus), No. 105.

The first generalization that could be done looking at the table above, is that the more difficult the text is, the more mistakes GT makes. Thus, out of a total of 158 mistakes analysed in the corpus, in absolute terms, a great number of them is found in the intermediate and advanced texts and this occurs in each of the typology subdivisions. The major divide is in the mistakes related to Basic and Advanced levels, within the semantic category. Having set some generalizations, it is time to provide the reader with some examples of mistakes retrieved from the corpus analysis.

a) Grammatical

The analysis shows that GT has 6 different areas which could be improved: Grammatical agreement, missing subjects, articles, prepositions, ellipsis and verbs⁸. The focus will be on the most relevant cases. Thus, prepositions⁹ and verbs mistakes¹⁰ are not included here but instances of them can be found in the appendix section. The three areas where more mistakes occur are illustrated below:

Grammatical agreement: No.9	“y creo que le encantó”	‘and I think he loved it’
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There is a mistake of gender agreement as the text is talking about a female, *Maria*. GT makes a good translation in the previous sentence when the indirect object ‘her’ is translated as ‘*ella*’. In this sentence, however, there is no such a direct allusion to the gender of the object because ‘le’ is a Spanish pronoun that can refer to both genders. So, it is a grammatical mistake prompted by the machine inability to clear out this ambiguity (Fernández, 2001: 25). This example shows a lack of grammatical agreement¹¹

⁸ This last group tends to be translated properly, but still the most problematic area had to do with reflexive verbs, third person ‘-s’ and the subjunctive mood.

⁹ For preposition mistakes see No. 6, 13, 42, 91, 121.

¹⁰ For verb mistakes see No. 1, 3, 22, 46.

¹¹ For more grammatical agreement mistakes see No. 7, 12, 28, 29, 33, 34, 43, 48, 90, 126, 132.

and it is a pattern that is extremely frequent, being the sort of mistake which accounts for the highest proportion of mistakes within the grammatical category.

Another case which poses problems for the tool is that named ‘missing subject’¹².

<u>Missing Subject</u> No. 130	“pero que no va a salir contigo”	<i>‘but that will not come out with you’</i>
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The subject of the Spanish translation is a feminine one (*ella*) and it is omitted. In English, however, the subject is compulsory (Biber, 2008: 48). GT cannot look back in the text and try to spot which element is acting as a subject. Thus, an alternative and better translation would necessarily require an explicit subject pronoun, in this case, ‘she’. As it is clear from the two examples given so far, GT has difficulties in understanding the language parts which tend to be omitted or not present in Spanish, be that a gender mark or a subject omission. It would be convenient to add some of this knowledge in order to enable the computer tool to find the referents (Sergei, 2003: 9). Related to this, the following category is named ‘wrong ellipsis’¹³ since the translation generated by GT ignores some of the compulsory elements needed to construct a correct English phrase.

<u>Wrong Ellipsis</u> No. 128	“para ella tú eres el más simpático del mundo”	<i>‘for her you are the most friendly in the world’</i>
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The Spanish sentence pattern is replicated in the English version. Thus, the adjective phrase that is modifying ‘you’ has a missing element between the adjective phrase and the prepositional phrase. In other words, there is a modifying sequence ‘most friendly’ that has no object to modify. This mistake is because GT does not take into account the fact that the Spanish adjective has been nominalized ‘el más simpático del mundo’ and

¹² For more Missing subject mistakes see No. 11, 27,30,51,131

¹³ For another example see No. 129

thus, no noun is needed after the adjective ‘simpático’. However, the English version does need an element such as ‘boy’ or ‘guy’ after the adjective phrase. Taking into account these three examples, it could be stated that GT is good at the local processing of words but it is more constrained when it deals with distance processing, that is, when it has to translate elements which are not explicitly present in the source text (ST) or when they are but they appear previously in the text (Lavid, 2005: 124).

b) Semantic

GT needs some improvement when it comes to selecting the right word, that is, the tool has problems when deciding, given a word in the source sentence, what is the word appropriate for the target sentence (Linares, 2009:88). The three examples belong to different categories named Idiomatic expressions, Specific words and No translation. The first instance aims to stand for the semantic mistakes which are triggered by GT’s inability to provide good translations of phrasal verbs, collocations or idiomatic expressions¹⁴.

<u>Idiomatic expressions</u> No. 54	“ha vuelto cuerda”	‘(S) has returned rope’
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This is a mistake that very likely hinders the understanding of the sentence. “Cuerda” is translated as ‘rope’. It is a word by word translation, each word is picked and translated without taking into account that languages can attach several meanings to words, and that sometimes these meanings cannot be inferred only by looking at the external form of the word. In this case, GT has registered the most common entry of “cuerda”, but not the entry used when someone is mentally sane.

¹⁴ For more examples see No. 17, 25, 32, 54, 81, 115.

The second example below should be seen as representative of a group whose translation is not adequate due to two reasons. In most cases, they belong to a highly specific semantic field (such as culinary terms¹⁵) or they are words which are typically found in colloquial contexts.

<u>Specific words</u> No. 81	“corta cada trozo en medias lunas finas de 1/2 centímetros”	<i>‘cut each piece into half-inch thin moons’</i>
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The translation of ‘medias lunas’ as *‘half moons’* is a direct translation that seems to be uncommon in the culinary field as it gives only 3 matches in the British national corpus¹⁶. A more natural translation could be *‘thin slices’*. Other instances of this poor translation are: ‘remover’ translated as ‘remove’ and ‘Pélasas’ as ‘Pale them’. As it is noted, the procedure used by GT is one of a ‘stylistic calque’ where a word with a similar signifier is chosen regardless of its actual meaning. Also, other instances of wrong lexical selection would be those which are highly colloquial such as ‘gripósito’ or ‘enrollado’ directly translated as ‘cheeky’ and ‘coiled’ respectively¹⁷. The mistakes in both categories, Idiomatic expressions and Specific words, respond and go in the same line as the explanation given by Linares (2009) regarding domain dependence:

Since parameters are estimated from a corpus belonging to a specific domain, the performance of the system on a different domain is often much worse. Domain dependence has very negative effects in translation quality. (p.96)

The third example stands for a group of words for which no translation is provided. As these belong to the least numerous group, all cases found are provided: *‘in his litera’*, *‘two guys who are doing a self-stop’*, *‘the group of guiris’*, *‘sand from the salar of Bolivia’*, *‘one of the tiones that put more energy...’*

¹⁵ See No. 77,79,82,83,84,85

¹⁶ <http://corpus.byu.edu/bnc/>.

¹⁷ For more examples see No. 108, 136, 139, 142.

GT does not use any translation strategy to solve out the problem and provide valid alternatives such as ‘litter or carriage’, ‘hitchhiking’, ‘foreign tourists’, ‘salt field’ and ‘big guy’ respectively¹⁸.

c) Strategic

The very first thing to notice is that the examples provided are long and complex sentences, a feature which seems to increase the possibility of these mistakes to occur.¹⁹

No. 124	“quiero que cada uno haga lo que quiera durante el día”	<i>‘I want everyone to do what I want during the day’</i>
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First of all, “cada uno” is translated as ‘everyone’ which completely alters the ST’s meaning. ‘Everyone’ is an indefinite pronoun used to refer to a total number of things, in this case, people. However, here the text talks about only two individuals and one of them is the speaker. (Biber, 2008: 99) Thus, the pronoun ‘us’ should have been used instead. Secondly, the Wh- particle (what) in the wh-clause does not exactly convey the meaning of the source text. The speaker is talking about the things they could do in a vague and unspecific way so ‘whatever’ would be better for this context. Thirdly, the subject ‘cada uno’ is translated as ‘I’, changing the whole meaning of the text. In the Spanish text, the speaker highlights the need of each of them to act as they will. In the English version, the personal pronoun ‘I’ gives the reader the opposite sense. Another possible translation that would maintain the original sense could be: ‘each of us wants’.

No. 111	“David García Lou, cuyo segundo apellido no guarda ninguna relación con...”.	<i>‘says David Garcia Lou Second surname does not have any relation with...’</i>
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¹⁸ Extended explanation of each case in Appendix.

¹⁹ For more examples see No. 5, 38, 39, 60, 61, 68, 69, 96, 101, 117, 118.

GT does not translate a very important bit of language, the relative pronoun ‘whose’, that introduces a relative clause. This disconnects both parts and the reader is unable to make sense of its meaning. (Biber, 2008: 33).

d) Orthography

Within this category, two different groups of mistakes have been identified: use of capital letters and punctuation. The first example can be found below.

No. 64	“su hogar”	<i>‘your Home’</i>
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In the English version, a noun in the middle of the sentence appears with a capital letter²⁰ and there is no logical reason to do it.

The second group has to do with punctuation²¹.

No. 125	“tomarte una cerveza con tus amigos, para que al día siguiente”	<i>‘have a beer with your friends, so that the next day...’</i>
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The comma in the Spanish text is wrongly copied in the English translation. The clause followed by ‘so that’ is expressing purpose, goal or result and thus, the complex subordinator ‘so that’ should not be preceded by a comma. (Biber,2008: 31)

e) Pragmatic

The section of ‘Poor translation’ was opened mentioning the importance of context in language. Three different mistakes may exemplify this fact.

No. 21	“¿Qué tal? ¿Cómo estás?”	<i>‘How are you? How are you?’</i>
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²⁰ More examples in No. 41, 65, 71, 158

²¹ Another example in No. 70

There is a repetition of the same question consecutively. It seems that GT translates each piece of information separately, not taking into account that, although both Spanish expressions ‘¿Qué tal? ¿Cómo estás?’ mean the same and tend to be used interchangeably, the translation of the Spanish questions cannot be done using the same form. GT is unaware of the co-text or the linguistic environment of a word within the text.

No. 87	“Limpia el pimiento verde, retírale el tallo y las pepitas”.	<i>‘Clean the green pepper, remove the stem and the seeds’</i>
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It is a stylistic²² mistake since definite articles tend to be omitted in many English recipes. GT does not adjust the use of articles depending on the type of the text.

²² Another example in No. 88

4. DETECTION TEST

The analysis of the mistakes carried out in the previous sections allows knowing which are the areas of strength and weakness in GT. This constitutes a fundamental stage for the following part of the paper where some of these mistakes are applied to a specific domain through a mistake detection activity (DT). For this section, it is strongly recommended to see a sample of the activity given to the participants in Appendix, Chart 2.4 as well as the different mistakes that were left uncorrected for the students to identify, in Appendix, Chart 2.3.

The integration of new technologies in the classrooms is already a very controversial issue, but when this implies making use of translation activities, the voices against this practice raise still further. There is a widespread view that translation is something pernicious to the language classrooms. (Pym, 2013: 5). In this line, there are a significant number of studies that put forward some activities and programs which tend to be used as a didactic tool, but none of these mention the possibility of using a machine translator to design an activity (Varela, 2005: 125). Conversely, there is also a less widespread view which opposes the previously mentioned reluctance, named '*translation in other learning contexts*'. This considers and acknowledges the beneficial aspects of the tool in acquiring linguistic competence (González, 2014:8). This fact is seen in some well-established educational organizations such as the one managed by the BBC and the British Council. This organization proposes an exercise similar to the one employed in the current study and states:

(...) learners look at bad translations and discuss the causes of errors. Translation software programmes and web pages are good sources of these. Learners evaluate translation software/web pages and then report back to the group.²³

Before commenting on the results of the DT, it is important to bear in mind some technical aspects. Firstly, the original translations provided by GT have been edited so that, among other things, the DT had three distinguished and leveled parts, which include a total of 20 mistakes. The three parts were firstly designed for being done in all levels. However, as it is noted in the table, the Basic level only yielded results in Part 1 of the DT. The reason for this unbalanced proportion is that, prior and on the day to conduct the DT, it was thought by school teachers that participants belonging to a basic level should only do Part 1. It was thought that there was a significant risk that, should they did Part 2 and 3 as well, the results were very likely not to be representative since these parts were too far from their language level. Secondly, the selection criteria to sort out which mistakes were to be in the DT attempted to include instances of all the categories previously established in the analysis of GT. Yet, orthographic mistakes were eventually discarded since they may be less relevant to the study.

Two sections follow. The first one analyses the most significant results casted in the DT by the Basic (A1), Intermediate (B1) and Advanced (C1) students. The second sections includes an analysis off those elements that, although they were not explicitly designed to be marked as a mistake, were detected as such by participants

²³ <https://www.teachingenglish.org.uk/> (May, 2017)

4.1. Results and Discussion

This section focuses on the analysis of Part 1 of DT, thus putting a stronger emphasis on the Basic level participants (PB), as this is the only part in which results of all levels are available. All figures are retrieved from the Chart no. 2.6 in the Appendix. The first result points to the fact that advanced participants (PA) have greater detection ability when compared to their Intermediate peers (PI). Thus, the former shows a total hit rate of 43.6% while this figure is reduced to 25.6% in the latter group. However, a remarkable finding is that PB gets a hit rate of 35.4% in Part 1, which constitutes a higher hit rate than the one scored by PI, who obtained 29.6%.

The figure achieved by PB represents a total number of 48 mistakes well spotted, being 'is', 'staying' and 'he' the instances where there is a higher detection rate, with 21, 10 and 9 hits respectively. These results may lead to assume that the majority of PB are aware of the impossibility of omitting the subject in English (Martin, 2007:11). In the case of 'staying' it cannot be stated that participants are acquainted with the usage of 'stay' in its the progressive form since, as participants said after the DT, they knew neither the limitations of the verb 'stay' or the instances in which progressive forms tend to occur. Thus, the hit rate of 10 in this particular item could be attributable to a predisposition to mark it as wrong due to the fact that it is an unknown linguistic pattern to them. Conversely, the items 'break up' and 'you' are difficult to spot by all participants, although PA show a slightly better performance in the detection of the item 'break up' with 10 cases as opposed to the 2 cases spotted by both PB and PI. Thus, PA know the meaning of certain phrasal verbs better. The trend of a very low detection of the item 'you' could exemplify the challenge that participants have, in some cases, to detach themselves from the text and determine to whom the writer is talking to.

This difficulty is aggravated when the indirect object refers to a second person, be it singular or plural, and when dealing with third person objects, the detection rate increases. Thus, the item 'you' is marked 5 and 7 times while 'him' is marked 8 and 14 times by PI and PA respectively.

Moving on to analyze the 27 and 28 samples provided by PI and PA, the results, see Chart 2.6, keep pointing at the clear tendency of PA's ability to detect more mistakes. They have a better performance in every item. Some examples that prove this higher effectivity follow. Firstly, the item 'that' is well detected in 7 cases by PI as opposed to the 18 cases spotted by PA. This could indicate a greater knowledge on the part of PA as regards the post-modification rules that are used to create relative clauses. Secondly, the item 'shit' is detected in 6 cases by PI and in 21 cases by PA, which would manifest a greater awareness of the latter group when it comes to detecting those cases where a wrong word is chosen due to a direct translation or calque strategy, this is the case of 'shit', 'self-stop' and 'come out'.

This said, both PI and PA are able to identify some serious instances of wrong lexical selection, as it happens with the item 'aunt', which is detected in 15 and 21 cases respectively, see them Appendix, Chart 2.6 Partial Hit results. In other words, both groups detect lexical mistakes but PA are the ones who more often tend to detect phrasal verbs used wrongly or words which resemble the construction of Spanish words (self-stop/autoestop) but are not part of the English vocabulary. Thirdly, PA can detect morphologic mistakes, both in instances of inflection and derivation. Thus, the item 'dice' is detected in 11 and 16 cases by PI and PA respectively, which shows that they are, to a great extent, aware of the need to add the suffix '-s' at the end of a noun to form the plural. Similarly, the item 'belief' is spotted 6 times by PI and 13 by PA, which could point out a greater command of the derivative inflections used to form

nouns (belief) and verbs (to believe). Fourthly, and related to the abovementioned point regarding indirect objects, PA are capable of detecting wrong referents as it is shown in the item 'him' with 14 cases as opposed to the 8 cases in PI. Lastly, it has to be mentioned that both groups displayed a very low hit rate in the detection of the culinary specialized vocabulary present in the text.

After having explained the most significant findings in each level, the compiling table below arranges, in decreasing order, the total percentage of detection for each of the mistakes included in the DT.

4.2. *Made up mistakes*

The mistakes previously commented are part of the DT's design. However, the manual correction of each test revealed that, in many cases, participants tended to signal the same linguistic elements as wrong when they should not have been regarded as such. A table of 'made up' mistakes is included in Appendix, Chart no. 2.7. The first thing to notice is that PA seem less prone to marking elements which are correct while both PB and PI do the opposite probably because they are more uncomfortable with those structures still unknown to them. Two instances that would support this claim would be the case of the sequence 'at my house', which is signaled 11, 8 and 4 times by PB, PI, and PA respectively, and the sequence 'you know that what..' marked 11 and 7 times by PI and PA. Table 2 gathers some examples with high incidence. The figures represent the total number of cases which have been repeatedly found in all groups.

Table 2 <i>Typology of Made up mistakes</i>	
	Times
Prepositions	
At my house	23
At the newspapers	14
Verbs	
Season as you like	16
Place them in	7
Grammatical constructions	
You know that what...	18
It is always very hot	10
He is about to miss the train	9
The other does	7
Vocabulary	
A real traveler	7
For the position	5

4.3. Implications and applications

After the realization of the study, it may be stated that the DT, or a similar task, can be used as a didactic tool to promote language learning. By making use of this activity, students may note what they already intuited: GT is a perfectible tool. That is, GT is a good device but there are still some dangers in using machine translation as a 100 per cent reliable device. However, it is more important to consider this computer assisted translation tools (CATS) as an element that may be part of the didactic materials available to teachers for the creation of activities. The results provided by the DT correspond to real data which may be said to stand for some of the strengths and weaknesses of students of English as an L2. This implies that the information of their performance in the DT, both the one concerning the mistakes explicitly thought for the analysis and the ‘made up’ mistakes, can be used to develop didactic activities

especially addressed to tackle the areas that have posed more problems for students. That is, many participants marked the verb ‘season’ in the sequence ‘season as you like’ as wrong when there is nothing wrong in it. This decision might be due to the fact that, although most students know the word when it acts as a noun, many of them would not know the other meaning of the word when it is acting as a verb. With this in mind, it may be useful to design an activity to help them understand the polysemy nature of the word. Thus, it is an approach which is strongly related to the concept of ‘linguaging’, that is, the use of language to discuss language in the language classroom. Kallvist, a scholar interested in the field of language acquisition and learning of foreign languages, conducted a study evaluating different classroom activities and he claims:

the percentages of student-initiated languaging turns were higher for translation tasks than for any of the control tasks used (gap filling, noticing, composition and text editing). (Kallvist in Pym, 2013:18)

The realization of the DT supports his claim. Along with the test per se, all participants received a satisfaction survey together with an explanatory sheet with some feedback (Appendix, Chart no.2.5). The survey shows a strong unanimity in the student’s answers and indicates that the DT is both quite difficult and useful, as it is shown in Table 3, designed out of the 50 participants who voluntarily completed the survey.

Table 3				
<u>Results from satisfaction survey</u>				
DIFFICULTY				
Little difficult	Somehow difficult	Difficult	Rather difficult	Very difficult
0	0	11	23	16
USEFULNESS				
Little useful	Somehow useful	Useful	Rather useful	Very useful
0	1	9	27	13

Hence there is what seems to be a paradox which highlights that complex tasks can come handy in the language learning process. In other words, students are willing to face challenges out of their comfort zone if that is perceived as beneficial to their learning. In a similar way, the teachers of the School of Languages valued positively the DT since it ratified a danger which they had very often warned their students about, that is, the risks of using the translations given by GT without restraint. They were interested in knowing the results and were surprised by the DT, as they had never applied a similar a task. In this sense, this study could be said to reverse this traditional reticence on the part of teachers when it comes to using translation in the classroom.

5. CONCLUSIONS

The present study points to the following conclusions:

1) Although some nuances in meaning are often lost, the quality of GT is very often enough to understand the original text. However, the main factor that limits its performance is a linear and decontextualized processing of the linguistic units that compose the text, not taking into account the linguistic and socio-cultural context in which they occur. This results in predominantly mistakes related to grammar, lexical selection and a systematic failure to distinguish and allocate the right object to the intended addressee when this is not clearly stated in the text.

2) The texts that offer fewer guarantees of being properly translated are those whose language has characteristics that are usually found in colloquial language, where the omission of certain sentence units, unstructured language, repetitions, and the use of informal vocabulary is extremely common. Thus, humorous and specialized texts are likely to trigger unsatisfactory results.

3) The detection of the mistakes generated by GT is often limited. However, participants tend to identify mistakes such as the absence of the subject and clear instances of wrong lexical selection. The DT is regarded both as a demanding and useful exercise, and students think of the activity as having a beneficial impact on their learning, being the participants with a greater command of the language those who obtain the best results.

4) Incorporating activities that rely on translation in the language class is a feasible project but doing so effectively requires a detailed previous study and an extensive preparatory work. However, if it is carefully thought, the results generated by students can be used as a basis for designing activities with a clear aim of tackling particularly challenging issues.

5) The paper has some limitations that should be overcome in potential subsequent studies. The employed sample is meaningful but relatively small. Further research will have to try to gather a bigger sample in order to obtain representative data that reflects more accurately the areas that pose more problems for students of English as a foreign language. In terms of text selection, activities will have to make use of text fragments which are somehow less context-dependent in order to facilitate their comprehension.

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APPENDIX

CHART 1.1.1.

CORPUS FOR GOOGLE TRANSLATE

TEXT 1

Amin, hola.

¿Estás ya en tu casa, en Alejandría? Yo todavía estoy en España. He alquilado un coche con Megumi, Sanae y Roliert. Mañana vamos a visitar Logroño, después iremos a Pamplona, Zaragoza y Barcelona. Allí devolveremos el coche y volaré a Praga dos días más tarde.

Creo que nunca podré olvidar este curso de español. Te he conocido a ti y a otras 12 personas estupendas. Hemos aprendido muchísimo durante este mes sobre la lengua y la cultura españolas, hemos salido, hemos comido juntos, hemos disfrutado de la playa, nos hemos reído... Recuerdo especialmente el día en que Robert habló en la clase delante de todos sobre la gastronomía de su país y trajo 10 platos diferentes y buenísimos. ¡Me encantaron! Y el día en que Sanae habló sobre la ropa tradicional japonesa y se vistió, se peinó y se maquilló como una auténtica japonesa de hace 100 años.

Quiero seguir en contacto contigo, con Marie, con Fania, con Daisuke, con Rolf porque hace solo siete días que terminó el curso y ya os echo de menos.

Si en Navidad tienes vacaciones y dinero para el viaje a Praga, puedes quedarte en mi casa. Ya sabes que vivo con otras dos chicas, pero tenemos un buen sofá en el salón y estoy segura de que mi ciudad te encantará.

Besos.

Hanna

Amin, hi.

Are you already **in your house**, in Alexandria? I am still in Spain. I rented a car with Megumi, Sanae and Roliert. Tomorrow we will visit Logroño, then we will go to Pamplona, Zaragoza and Barcelona. There we will return the car and **(...)** fly to Prague two days later.

I think I **can** never forget this Spanish course. I've met you and 12 other great people. We have learned a lot during this month about the Spanish language and culture, we have gone out, we have eaten together, we have enjoyed the beach, we have laughed **(...)** I remember especially the day **when** Robert spoke in class in front of everyone about the gastronomy **Of** his country and **he** brought 10 different and delicious dishes. I loved them! And the day Sanae talked about traditional Japanese clothes and **dressed, combed and makeup** like a real Japanese 100 years ago.

I want to keep in touch with you, with Marie, with Fania, with Daisuke, with Rolf because it's only been seven days since the course ended and I miss you already.

If at Christmas you have vacations and money for the trip to Prague, you can stay in my house. You know I live with two other girls, but we have a nice couch in the living room and I'm sure **my city will love it.**

Kisses.

Hanna

TEXT 2

Hola Daniel:

¿Qué tal? ¿Cómo estás? Estaba en casa aburrido y he pensado escribirte para contarte mi fin de semana. El viernes por la noche fui a una fiesta de cumpleaños, ¿te acuerdas de María? Cumplió dieciocho años y organizó una fiesta increíble.

Allí conocí a una chica muy interesante, se llama Ari y es argentina. Al día siguiente quedé con ella para almorzar en mi casa. Preparé mi famosa tortilla de patatas y creo que le encantó. Estábamos tan bien juntos que no nos separamos en todo el día. Después de comer fuimos al cine para ver la última película de Bardem y, al salir, nos encontramos a Javi y a Elena. Total, que nos fuimos a cenar con ellos a un restaurante japonés.

El domingo había quedado con mis padres para comer. Fuimos a un restaurante muy elegante que han abierto en la Gran Vía. El resto del día lo pasé en el sofá de mi piso pensando en Ari. Estoy muy emocionado, creo que he encontrado a la chica de mis sueños. Bueno Daniel, te dejo, he quedado con ella dentro de una hora y tengo que ponerme guapo.

Hasta pronto,

Alonso

Hello Daniel:

How are you? How are you? I was at home bored and I thought to write to you to tell you (...) my weekend. (...) Friday night I went to a birthday party, do you remember Maria? He turned eighteen and organized an incredible party.

There I met a very interesting girl, her name is Ari and she's from Argentina. The next day I stayed with her to have lunch at my house. I prepared my famous potato omelet and I think he loved it. We were so good together that we did not break up all day. After dinner we went to the cinema to see the last film of Bardem and, on leaving, we met Javi and Elena. Overall, we went for dinner with them to a Japanese restaurant.

(...) Sunday (...) had been with my parents to eat. We went to a very elegant restaurant that they have opened on Gran Vía. The rest of the day I spent on the sofa in my flat thinking about Ari. I'm very excited, I think I've found the girl of my dreams. Well, Daniel, I leave you, I'm staying with her in an hour and I have to look good.

See you soon,

Alonso

TEXT 3

¿Se puede circular por las aceras con la bici?

No, como normal general. Sólo está permitido circular por la acera con la bicicleta cuando concurren TODAS las condiciones siguientes:

- La calzada no esté pacificada.
- No exista vía ciclista o ciclable señalizada.
- La intensidad del tráfico disuada de la utilización de la calzada.
- La acera disponga de 4 metros de anchura total y al menos 3 estén libres de mobiliario urbano.
- No exista aglomeración de viandantes, es decir, se pueda conservar un metro de distancia entre la bicicleta y los peatones que circulan y sea posible circular en línea recta más de 5 metros de manera continuada.
- En el caso de circular por este tipo de zonas, se debe respetar en todo caso la prioridad peatonal y se debe adecuar la velocidad a la de los viandantes.

Can you walk on the sidewalks with the bike?

No, as normal. It is only allowed to ride on the sidewalk with the bicycle when all of the following conditions are met:

- The road is unsafe.
- There is no cyclist or signposted cycling route.
- The intensity of traffic deterred from the use of the roadway.
- The sidewalk has 4 meters of total width and at least 3 are free of urban furniture.
- There is no agglomeration of pedestrians, that is, it is possible to keep a distance of one meter between the bicycle and the pedestrians that circulate and it is possible to travel in a straight line more than 5 meters continuously.
- In the case of traveling through these types of zones, pedestrian priority must be respected in all cases and the speed must be adapted to that of pedestrians.

TEXT 4

Hace calor. En Córdoba siempre hace mucho calor en verano y el café caliente le hace encontrarse peor. Cándido mira los periódicos abiertos sobre la cama y se pone muy nervioso. No sabe quién le ha podido enviar ese paquete con los periódicos dentro. ¿Quién le escribe?, ¿qué quiere de él? No lo sabe. Sólo esos periódicos de Toledo en un pequeño paquete marrón. Sin carta, sin nada. La música del bar de abajo entra por la ventana. Vivir encima de un bar es muy difícil, a veces hasta imposible. Pero vivir en la blanca y caliente Córdoba, cerca de la Mezquita, es muy importante para él.

(...) Is hot. In Cordoba it is always very hot in summer and hot coffee makes you find yourself worse. Candido looks at the open newspapers on the bed and gets very nervous. He does not know who has been able to send that package with the newspapers inside. Who writes to him? What do you want from him? (...) Does not know. Only those Toledo newspapers in a small brown package. No letter, no nothing. The music from the downstairs bar comes through the window. Living above a bar is very difficult, sometimes even impossible. But living in the warm white Córdoba near the Mosque is very important to him.

TEXT 5

En 1944 se admitió nuevamente su práctica, más como una tradición que como una creencia. Desde entonces, la ceremonia tiene lugar cada 24 de junio y se ha convertido en un evento público de gran atractivo turístico. En la época de los incas, esta ceremonia se realizaba en la plaza Huacaypata, hoy Plaza de Armas del Cusco, con la asistencia de la totalidad de la población de la urbe, unas cien mil personas. En el Cusco de hoy, el Inti Raymi tiene un carácter distinto, de espectáculo dirigido tanto a los turistas como a los propios cusqueños, para quienes es un punto de referencia de su conciencia cultural.

La representación, en la que intervienen miles de personas, empieza frente al Coricancha, el templo del Sol, donde un rey ficticio realiza una invocación al Sol. Los espectadores, mientras tanto, esperan en la explanada de Sacsayhuamán, hacia la que se desplaza de inmediato el cortejo. Este lleva hasta el escenario al rey inca en su litera por grupos que representan a los pobladores. Después se escenifica el sacrificio de una llama, pero no de una manera real, y el inca invoca a su padre el Sol. (86)

El nuevo Inti Raymi es ahora parte inseparable de la vida de Cusco: no solo es el acto central del mes en la ciudad, sino que su fama ha trascendido las fronteras peruanas.

In 1944 his practice was admitted again, more as a tradition than as a belief. Since then, the ceremony takes place every June 24 and has become a public event of great tourist attraction. In the time of the Incas, this ceremony was held in Plaza Huacaypata, now (...) Plaza de Armas del Cusco, with the assistance of the entire population of the city, about one hundred thousand people. In Cusco today, the Inti Raymi has a distinct character, a show aimed both at tourists and the Cusco people themselves, for whom it is a point of reference for their cultural awareness.

The representation, which involves thousands of people, begins in front of the Coricancha, the Temple of the Sun, where a fictitious king makes an invocation to the Sun. The spectators, meanwhile, wait in the esplanade of Sacsayhuamán, towards which Immediately the courtship. This takes to the stage the Inca king in his litera by groups that represent the settlers. Then the sacrifice of a llama is staged, but not in a real way, and the Inca invokes his father the Sun. (86)

The new Inti Raymi is now (...) inseparable part of the life of Cusco: it is not only the central act of the month in the city, but its fame has transcended the Peruvian borders.

TEXT 6

A. Como todo les asombra, querrán formar parte de cada mini-cosa que les llame la atención. ¿Un curso de serigrafía? ¡Adelante! ¿Una banda de música que sólo se dedica a improvisar? ¡Por qué no! ¿Un recorrido por el apasionante Museo Municipal? ¡Vamos!

B. De los que en tu cumpleaños nunca te regalarán una colonia, pero quizá sí una bufanda tejida a mano según la tradición peruana. De los que se paran cada día a hablar con el tipo que pide en el portal porque "ha tenido una vida muy intensa".

C. Estamos hablando de gente que ha pasado más de 12 horas en un avión para ir a la otra punta del globo y ha vuelto cuerda: ahora que está en tierra, ven el mundo como un parque temático de opciones infinitas.

D. Estarán contigo porque quieren, no porque hayan construido su existencia en base a ti. Ellos, y ellas, han caminado a lo largo y ancho de este mundo, enfrentándose a sus miedos y a sus "no puedo" hasta aprender que lo único que necesitan en la vida son ganas. Y eso no lo pueden dejar en manos de nadie: sólo puede nacer en su interior.

E. Se han sentado a comer con una tribu africana: ir a almorzar con tus padres, sinceramente, no les da ningún apuro.

F. Un verdadero viajero recoge a esos dos muchachos que están haciendo auto-stop, se para el tiempo que haga falta a decirle al grupo de guiris dónde se

A. As everything amazes them, they will want to be part of every mini-thing that catches their attention. A course in screen printing? Ahead! A band that is only dedicated to improvising? Why not! A tour **of** the fascinating Municipal Museum? Come on!

B. Of those who on your birthday will never give you a cologne, but maybe yes a hand-woven scarf according to Peruvian tradition. Of those who stop every day to talk to the guy who **asks** in the portal because "has had a very intense life."

C. We are talking about people who have spent more than 12 hours on a plane to go to the other **end** of the globe and has **returned rope**: now that **it** is on land, they see the world as a theme park of infinite options.

D. They will be with you because they want to, not because they have built their existence based on you. **They, and they**, have walked **the length and breadth of this world**, facing their fears and their "I can not" until they learn that all they need in life is desire. And that **(...)** can not leave it in the hands of anyone: it can only be born within.

E. They have sat down to eat with an African tribe: going to **(...)** lunch with your parents, honestly, does not give them any trouble.

F. A real traveler picks up those two guys who are doing **a self-stop**, **for the** time it takes to tell the group of **guiris** where **they eat** the best churros in the city, **help**

comen los mejores churros de la ciudad, ayuda a otro huésped a evitar esa habitación en la que hay tanto ruido... (aunque él mismo esté a punto de perder el tren). Para el aventurero, sharing is caring, y cuando uno está fuera de casa, sabe que lo que realmente marca la diferencia son ese tipo de intercambios.

G.Una postal de la calle más cool de Portugal, una lamparita de Camboya, una lámina de Bratislava, un juego de mesa de Argelia, una botella con arena del salar de Bolivia... Quizá no posean grandes cosas, pero ten por seguro que su hogar no será como los demás: será mucho, mucho más interesante.

H.Viajar es adaptarse continuamente: a un nuevo país, a unas nuevas costumbres, a distintos horarios, a cambios de planes... La rutina ofrece unas comodidades insólitas para el viajero, y ellos lo saben. Si durante el Interrail no se quejaron por pasar la noche en estaciones de tren, no se van a volver locos porque no hayas cambiado las sábanas

I.Viajar ofrece muchos momentos de soledad, requiere infinitas tomas de decisiones -a veces, con muy poco tiempo para elegir-, crea la necesidad de adaptarse a los imprevistos... Cada viaje tiene dentro una pequeña vida entera, y por eso, quienes viven pensando en su próximo destino, son mucho más maduros que la mayoría.

J.Y no hay nada más sexy que descubrir el mundo (y descubrirse mutuamente) con esa persona que hace que te suba la bilirrubina, así que prepárate para una explosión de feromonas que te dejará aturdido... y sí, perdidamente enamorado. ¡Te lo advertimos!

another guest to avoid that room in **the That** there is so much noise ... (even if he is about to miss the train). For the adventurer, sharing is caring, and when you are away from home, you know that what really makes the difference is that kind of exchanges.

G. A postcard of the coolest street in Portugal, a **(...)** lamp from Cambodia, a picture of Bratislava, a table **game** from Algeria, a bottle with sand from the **salar** of Bolivia ... Maybe they do not own great things, but **rest** assured that **your Home** will not be like the others: it will be much, much more interesting.

H. To travel is to adapt continually: to a new country, to **a** new customs, to different schedules, to changes of plans ... **The** routine offers unusual comforts for the traveler, and they know it. If during the Interrail they did not complain about spending the night at train stations, they will not go crazy because you have not changed the sheets.

I. Traveling offers many moments of solitude, requires endless decision-making - sometimes with very little time to choose -, **(...)** creates the need to adapt to unforeseen events ... Each journey has a small whole life inside, and therefore, those who live thinking about **Their** next destination, are much more mature than most.

J.And there is nothing sexier than discovering the world (and discovering one another) with that person who gets you bilirubin up, so get ready for a pheromone explosion that will leave you stunned ... and yes, hopelessly in love. We warned you!

TEXT 7

-Hola, me llamo Candy y he soñado algo muy extraño que me tiene preocupada. Por favor, ¿podría alguien ayudarme a entenderlo? Yo estaba en la playa, viendo las aguas claras y azules de un mar grandísimo, cuando, de repente, todo se volvió oscuro y el mar empezó a crecer y a crecer, y se produjo un maremoto. En cuanto percibí el peligro, me desperté. No sé por qué sigo viendo estas imágenes del mar violento cuando estoy despierta.

-Hola, Candy. Está claro que en tu vida hay cosas muy buenas, ya que al principio de tu sueño el mar aparece tranquilo y es muy bello, pero lo cierto es que también hay algo en tu vida en lo que posiblemente no confíes. Tal vez sea una persona, un trabajo o una situación. Quizás hayas tenido alguna mala experiencia con alguien en el pasado. Te aconsejo que te tranquilices, pero también que estés alerta a todo cuanto acontece en tu día a día.

El otro día soñé que estaba en un campo de flores preciosas, de muchos colores y que mi novio y yo corríamos cantando por todo el campo, pero cuando él cogió una flor amarilla para mí, se pinchó en el dedo y empezó a llorar. Me desperté muy preocupada. ¿Qué creéis que significa?

Yo tengo habitualmente los mismos sueños. Todos son en el mismo lugar: la casa de mis padres cuando yo era niña. Todas las celebraciones familiares eran allí. Sueño que celebramos el cumpleaños de mi hermano. Cuando mi hermano va a apagar las velas de la tarta, de repente, cambia el escenario, y los dos, mi hermano y yo, estamos corriendo por el bosque, alguien o algo nos persigue, no logramos verlo, y justo cuando va a atraparnos, me despierto.

"Hi, my name is Candy and I've dreamed something very strange that has me worried. Could someone please help me understand? I was on the beach, seeing the clear blue waters of a great sea, when, suddenly, everything became dark and the sea began to grow and grow, and a tsunami occurred. As soon as I perceived the danger, I woke up. I do not know why I still see these images of the violent sea when I am awake.

Hi, Candy. It is clear that in your life there are very good things, since at the beginning of your dream the sea **appears** calm and is very beautiful, but the truth is that there is also something in your life that you probably do not trust. Maybe it's a person, a job or a situation. Maybe you've had some bad experience with someone in the past. I advise you to calm down, but also to be alert to everything that happens in your day to day.

The other day I dreamed that I was in a field of beautiful flowers, **many colors** and that my boyfriend and I ran **Singing** all over the field, but when he took a yellow flower for me, he pricked his finger and began to cry. I woke up very worried. What do you think it means?

I usually have the same dreams. All are in the same place: my parents' house when I was a child. All the family celebrations were there. I dream that we celebrate my brother's birthday. When my brother is going to put out the candles on the cake, suddenly the stage changes, and **the two**, my brother and I, are running through the forest, someone or something is chasing us, we **can not** see it, and just when it **will** catch us, I **wake**.

TEXT 8

Elaboración

Pela y pica la cebolla en dados medianos. Limpia el pimiento verde, retírale el tallo y las pepitas y córtalo en dados.

Si las patatas estuvieran sucias, pásalas por agua. Pélalas, córtalas por la mitad a lo largo y después corta cada trozo en medias lunas finas de 1/2 centímetros.

Introduce todo en la sartén, sazona a tu gusto y fríe a fuego suave durante 25-30 minutos.

Retira la fritada y escúrrela. Pasa el aceite a un recipiente y resérvalo. Limpia la sartén con papel absorbente de cocina.

Casca los huevos, colócalos en un recipiente grande y bátelos. Sálalos a tu gusto, agrega la fritada de patatas, cebolla y pimiento y mezcla bien.

Coloca la sartén nuevamente en el fuego, agrega un chorrito del aceite reservado y agrega la mezcla. Remueve un poco con una cuchara de madera y espera (20 segundos) a que empiece a cuajarse.

Separa los bordes, cubre la sartén con un plato de mayor diámetro que la sartén y dale la vuelta.

Échala de nuevo para que cuaje por el otro lado

Elaboration

Peel and chop the onion into medium **dice**. Clean the green pepper, remove the stem and the seeds and cut it into **dice**.

If the potatoes **are** dirty, wash them. **Pale** them, cut them in half lengthwise and then cut each piece into half-inch **thin moons**.

Put everything in the pan, season as you like and fry over a low heat for 25-30 minutes.

Remove **the** fry and drain. **Transfer** the oil to a bowl and set aside. Clean **...**pan with kitchen paper.

Peel the eggs, place them in a large bowl and **chop** them. **Add** them to **your** taste, add the potato, onion and pepper fry and mix well.

Put the pan back into the fire, add a trickle of the reserved oil and add the mixture.

Remove a little with a wooden spoon and wait (20 seconds) **to start curdling**.

Separate the edges, cover the pan with a dish of **(...)** larger diameter than the pan and **turn the pan**.

Put it back to **square off** the other side.

TEXT 9

Les habrá ocurrido muchas veces. En ocasiones, una simple palabra, un aroma, una imagen, desencadenan una sucesión de recuerdos gratos o ingratos. En este caso fueron gratos. Me ocurrió ayer mismo, cuando un amigo dijo que tenía a su hijo de nueve años en la cama, en pijama y sin ir al colegio, porque estaba resfriado. Con un catarro. Y el comentario me salió de forma automática: «Un día de felicidad», dije.

Luego, tras un instante, caí en la cuenta de que no para todos es así. Que para muchos no lo fue nunca. Pero mi primera asociación de recuerdos, la imagen que conservo, las sensaciones, responden a eso. Yo fui un niño afortunado, y aquéllas fueron horas dichosas. También fui un adulto afortunado, supongo. Más tarde, la vida iba a darme momentos formidables, buenos recuerdos que conservo junto a los malos y los atroces. Que de todo hubo, con el tiempo. Pero nada es comparable con aquello otro. Un día en casa, griposillo, acatarrado, con nueve años y en pijama, era -lo sigue siendo en mi memoria- lo más parecido a la felicidad

It will have happened many times. Sometimes a simple word, a scent, an image, triggers a succession of grateful or ungrateful memories. In this case they were grateful. It happened to me yesterday, when a friend said that he had his nine-year-old son in bed, in his pajamas and without going to school, because he had a cold. With a cold. And the comment came automatically: "A day of happiness," I said. Then, after a moment, I realized that it is not so for everyone. That for many it never was. But my first association of memories, the image that I keep, the sensations, respond to that. I was a lucky boy, and those were happy hours. I was also a lucky adult, I suppose. Later, life was going to give me formidable moments, good memories that I keep with the bad and the atrocious. That there was everything, with time. But nothing is comparable to that other. One day at home, cheeky, smitten, nine years old and in pajamas, it was - it still is in my memory - the closest thing to happiness.

TEXT 10

¿Cuál cree que es su mejor cualidad? El candidato debe resaltar sus puntos fuertes. Aparte de ser sincero, conviene que se centre en las cualidades que estime que más valora el entrevistador, según haya podido percibir en su charla. Aunque depende del tipo de empresa y la actividad que realiza, las cualidades más valoradas son la responsabilidad, la seriedad en el trabajo, la creencia de que el cliente es siempre lo más importante, la facilidad para trabajar en equipo, la motivación o la disposición a trabajar duro. Ante todo hay que huir de la petulancia, pero sí mostrar el grado de autoestima justo.

What do you think is your best quality? The candidate should highlight their strengths. Apart from being sincere, it is advisable to focus on the qualities that you think the interviewer values the most, as you may have perceived in your talk. Although it depends on the type of company and the activity carried out, the most valued qualities are responsibility, seriousness at work, belief that the client is always the most important, the easiness to work in team, motivation or disposition to work hard. First of all you have to flee petulance, but show the degree of self-esteem fair.

TEXT 11

Llegó a China como un médico recién licenciado y ahora, tres años después, David se ha convertido en "Lou Dawei": el primer cantautor español que canta en chino y que arrasa en el país.

"Vine porque quería tomarme un año diferente, pero luego me enganchó estudiar chino. Estaba lejos del nivel que quería y empecé a aprender canciones para mejorarlo. Ahí empezó todo", cuenta David a Efe, horas antes de cantar en una sala de Pekín, tras llenar locales durante una gira por diversas ciudades de China.

"Para mí, la música es una experiencia cultural, y la calle es lo mejor para eso. Recibes la respuesta del público mucho más fácil y te permite conocer a los ciudadanos de los sitios a los que voy", señala David García Lou, cuyo segundo apellido no guarda ninguna relación con un pariente en Oriente.

He came to China as a **newly licensed** doctor and now, three years later, David has become "Lou Dawei": the first Spanish singer-songwriter who sings in Chinese and **devastates** the country.

"I came because I wanted **to take** a different year, but then I got hooked **to** study Chinese, I was far from the level I wanted and I started to learn songs to improve it," he **told** Efe, hours before singing in a **room** in Beijing, After **filling** places during a tour **of** various cities in China.

"For me, music is a cultural experience, and the street is the best (...) for that. You get the audience's response much easier and you get to know the citizens of the places I go to," says David García Lou. Second surname does not have any relation with a relative in the East.

TEXT 12

En la calle, David García Lou (Madrid, 1986) llama la atención. En China no es habitual ver a un occidental con una guitarra y un amplificador que, a pesar de la siempre cercana presencia de la Policía, se hace fuerte en una esquina. Pero el verdadero asombro se dispara cuando Lou abre la boca. Se trata del primer español que edita un disco íntegramente en chino, Los sueños de Don Quijote, y el primero que consigue vendérselo a un sello local y llevar a cabo una gira por 50 ciudades del gigante asiático. Público no le falta, porque Lou ha sabido labrarse la fama en el ciberespacio chino, donde suma 20.000 seguidores.

In the street, David García Lou (Madrid, 1986) **draws attention**. In China it is not usual to see a Westerner with a guitar and an amplifier that, despite the always close presence of the **Police**, **becomes strong** in a corner. But the real astonishment **goes off** when Lou opens **her** mouth. He is the first Spaniard **to publish** an album entirely in Chinese, Don Quijote's Dreams, and the first to sell it to a local label and tour (...) the 50 cities of the Asian giant. Public is not lacking, because Lou has known how to **fame in Chinese cyberspace**, where **20,000 followers**.

TEXT 13

Quiero que vayas a tomarte una cerveza con tus amigos, para que al día siguiente tengas resaca y me pidas que vaya a verte porque te apetece tenerme entre tus brazos y que nos acurruquemos. Quiero que hablemos en la cama por la mañana de todo tipo de cosas, pero algunas veces por la tarde; quiero que cada uno haga lo que quiera durante el día. Quiero que me hables sobre las noches que sales con tus amigos. Que me digas que había una chica en el bar que te ponía ojitos. Quiero que me mandes mensajes cuando estés borracho con tus amigos para que me digas chorradas, sólo para que puedas estar seguro de que yo también estoy pensando en ti.

I want you to go (...) have a beer with your friends, so that the next day you have a hangover and ask me to come and see you because you feel like having me in your arms and that we snuggle. I want us to talk in bed in the morning of all sorts of things, but sometimes in the afternoon; I want everyone to do what I want during the day. I want you to talk to me about the nights you go out with your friends. You tell me there was a girl in the bar who put (...) eyes on you. I want you to send me messages when you're drunk with your friends so you can tell me bullshit, just so you can be sure that I'm thinking of you too.

TEXT 14

Hasta ahora pensaba que la peor frase que te puede decir una tía es: "Tenemos que hablar...". Pero no, la peor frase que te pueden decir es: "yo también te quiero... pero sólo como amigo ". Eso significa que para ella tú eres el más simpático del mundo, el que mejor la escucha, el más enrollado... pero que no va a salir contigo. Va a salir con un impresentable que sólo quiere acostarse con ella. Eso sí, cuando el otro le haga una putada, te llamará a ti para pedirte consejo. Es como si vas a buscar trabajo y te dicen: "Señor Motos, es usted la persona idónea para el puesto, el que mejor vitae tiene, el más preparado... pero no le vamos a contratar. Vamos a coger a un incompetente. Eso sí, cuando la cague, ¿le podríamos llamar a usted para que nos saque del lío?"

Until now I thought that the worst sentence you can say an aunt is: "We have to talk ...". But no, the worst sentence you can say is: "I love you too ... but only as a friend". That means that for her you are the most friendly (...) in the world, the one that listens (...) best, the most coiled (...) but that (...) will not come out with you. He's going to date a guy who just wants to go to bed with her. Of course, when the other does a bitch, he will call you to ask your advice. It is as if you are going to look for work and they say to you: "Mr. Motorcycles, you are the ideal person for the position, the one that has the best vitae, the most prepared ... but we are not going to hire him. We are going to catch an incompetent. Of course, when you shit, could we call you to get us out of the mess? "

They will call you to get them out of the mess.

TEXT 15

«Hola. Me llamo Maxi, tengo 29 años, soltera y huérfana de madre. Trabajo desde hace 10 años sirviendo en una casa, Mi pelo es castaño claro, mis ojos castaños, mido 1,60 y mi peso es de 53 kilos...» Han pasado 20 años justos desde que la valenciana Maximina Martín mandase esta escueta carta al bar Ruché, en la remota aldea oscense de Plan. Días antes, un grupo de solteros del pueblo se había decidido a publicar el siguiente anuncio en el Heraldo de Aragón: «Se necesitan mujeres de entre 20 y 40 años con fines matrimoniales para pueblo del Pirineo aragonés». Maxi fue la número 57 en responder. Y sólo había pasado una semana.

Nueve meses después de aquella fiesta que dio la vuelta al mundo la valenciana daba el «sí quiero» en el altar de la iglesia de Plan. Eso significaba que sí quería a José Serveto, 13 años mayor que ella, uno de los tiones que más energía pusieron para que tuviese eco el SOS que lanzaron al mundo para acabar con su soledad. Aquel mes de enero la vida de José dio un vuelco. Seguía cuidando sus vacas y sus prados sí, seguía pasando las largas noches de invierno junto al fuego viendo partidos de Fútbol sí, pero por primera vez en su vida adulta volvía a latir su corazón con palpitos de adolescente.

"Hello. My name is Maxi, I'm 29 years old, single and motherless. I have been **working** in a house for 10 years, My hair is light brown, my eyes are brown, I am 1.60 and my weight is 53 kilos ... »20 years have passed since the **Valencia** Maximina Martin sent this short letter **To** the Ruché bar, in the remote Huesca hamlet of Plan. (...)Days before, a group of singles of the town had decided to publish the following announcement in the Heraldo de Aragón: "**It takes** women between 20 and 40 years (...) for **matrimonial** purposes for people **of** the Aragonese Pyrenees". Maxi was the number 57 to respond. And it had only been a week.

Nine months after that party that went around the world the Valencian gave the "yes I want" on the altar of the church of Plan. That meant he did **want** José Serveto, 13 years old

Bigger than her, one of the **tionés** that put more energy **to have echo** the SOS that **launched** the world to end their loneliness. That month of January the life of Jose made a turn. He still kept his cows and his meadows, he continued to spend the long winter nights by the fire watching football matches, but for the first time in his adult life he **would** beat his heart again with teenage **palsies**.

CHART 1.1.2.

GOOD PERFORMANCE (CLAUSE LEVEL)

SYNTACTIC PATTERNS	SOURCE TEXT	GOOGLE TRANSLATION
Conditionals	1.Si en Navidad tienes vacaciones y dinero para el viaje a Praga, puedes quedarte en mi casa (b1)	<i>1.If at Christmas you have vacations and money for the trip to Prague, you can stay in my house.</i>
Questions	2.¿Estás ya en tu casa? (b1) 3.¿Se puede circular por las aceras con la bici? (b3) 4.¿Un curso de serigrafía (i1) 5.¿podría alguien ayudarme a entenderlo? (i3)	<i>2.Are you already in your house? 3.Can you walk on the sidewalks with the bike? 4.A course in screen printing? 5.Could someone please help me understand it?</i>
Coordination	6.la ceremonia tiene lugar cada 24 de junio y se ha convertido en un evento público. (i2) 7.Hola, me llamo Candy y he soñado algo muy extraño. (i3)	<i>6.the ceremony takes place every June 24 and has become a public event. 7.Hi, my name is Candy and I've dreamed something very strange</i>
That- clauses	8.Total, que nos fuimos a cenar con ellos a un restaurante japonés. (b2) 9.Ya sabes que vivo con otras dos chicas. (b1) 10.cada mini-cosa que les llama la atención (i2)	<i>8.Overall, we went for dinner with them to a Japanese restaurant. 9.You know I live with two other girl 10.every mini-thing that catches their attention.</i>
Comparative and Superlative	11.más como una tradición que como una creencia. (i1) 12.Y no hay nada más sexy que descubrir el mundo. (i2) 13. será mucho, mucho más interesante 14.en las cualidades que estime que más valora el entrevistador. (a2) 15.la calle más cool de Portugal. (i2)	<i>11.more as a tradition than as a belief 12.And there is nothing sexier than discovering the world 13.it will be much, much more interesting 14.on the qualities that you think the interviewer values the most 15.the coolest street in Portugal</i>

*The letters (b, i, a) stand for basic, intermediate and advanced. The number attached to it indicates the text where the syntactic pattern is found.

CHART 1.2.

MISTAKES ANALYSIS BASIC LEVEL

BASIC LEVEL (TEXT 1)

<u>Grammatical mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>1</u>	'nunca podré olvidar'	'I can never forget'	Modal verb in the future tense 'podré' is wrongly translated as 'can'.
<u>2</u>	<i>'Recuerdo especialmente'</i>	<i>'I remember especially'</i>	A more common option would be 'I especially remember'. The adverb belongs to a category called modality adverbs, within the subcategory of emphasis. When there is no operator, M is simply the position between the S and the V (Greenbaum, 1990: 160). In other words, this kind of adverbs (known as focusing adverbs) all favour this position. ¹)
<u>3</u>	'y se vistió, se peinó y se maquilló'.	<i>'and dressed, combed and makeup like...'</i>	The last verb needs to have a reflexive pronoun. Thus, 'made up herself like...'

<u>Semantic mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>4</u>	'en tu casa'	'in your house'	It is grammatically correct. It occurs 85 times in the British National Corpus. However, other sequences that also convey that same meaning are much more frequent, such as 'at home' with 7145 matching cases

<u>Strategic mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>5</u>	<i>'estoy segura de que mi ciudad te encantará'</i>	<i>I'm sure my city will love it'.</i>	This mistake hinders the comprehension of the text. It is motivated by the fact that Google does not spot the indirect object pronoun 'te' as referring to a human second person and treats it as if it was standing for 'mi ciudad'. Fernández, 2001: 25).

¹ <http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv202.shtml> April, 2017

BASIC LEVEL (TEXT 2)

Grammatical mistakes	Spanish ST	GLTT	Comment
<u>6</u>	‘El viernes por la noche fui a una fiesta de cumpleaños’	‘Friday night I went to a birthday party’.	The preposition ‘On’ is missing. Here the writer refers to a day, and so the need of the preposition (Greenbaum, 1990: 197)
<u>7</u>	¿te acuerdas de María?	‘do you remember Maria? He turned eighteen’.	Mistake of grammatical agreement. The referent (<i>Maria</i>) as an indirect object is really close to the next phase when, as a subject, Google fails at signaling the gender accurately.
<u>8</u>	‘Al día siguiente...’	‘The next day’	When we talk about days of the week, weeks, months, years, seasons or public holidays in the future in relation to now, we use next without ‘the’ and without a preposition. The right choice would have been ‘the following day’. We use following with a noun. ²
<u>9</u>	‘y creo que le encantó	‘and I think he loved it’	There is a mistake of gender agreement as the text is talking about a female, Maria. Google does make a good translation in the previous sentence when the indirect object ‘her’ is translated as ‘ella’. In this sentence, however, there is no such a direct allusion to the gender of the object because ‘le’ is a Spanish pronoun that can refer to both genders. So, again it is a grammatical mistake prompted by the machine inability to clear out this ambiguity retaining previous information about who is the writer referring to. (Fernández, 2001: 25)
<u>10</u>	‘fuimos al cine para ver la última película de Bardem’	‘we went to the cinema to see the last film of Bardem’	Although it is not a serious mistake, in this sentence the focus is on the fact that they went to watch a movie, not so much so on the director of the movie. (Greenbaum, 1990: 103). This is related to the end-focus principle. For this reason, a much more reasonable translation would be using the genitive case ‘last Bardem’s film’. The important bit is placed at the end. (Greenbaum, 1990: 397)
<u>11</u>	‘El domingo había quedado con mis padres para comer’.	‘...Sunday... had been with my parents to eat’	Both the preposition ‘On’ and the subject are missing.
<u>12</u>	Fuimos a un restaurante muy elegante que han abierto en la Gran Vía.	‘We went to a very elegant restaurant that they have opened on Gran Vía’	In this translation, the impression the reader gets is that the parents of the speaker were the ones who set up a new restaurant in Madrid but this is not the case. Rather, what the source text says is that someone unknown, and not his parents, has opened a new restaurant. In Spanish, in a case like this, the third plural person of the verb is used ‘han abierto’. In English, the passive voice is preferred (Fernández, 2001:93). A more natural alternative could be ‘a restaurant that has been opened in Gran Vía.

² <http://dictionary.cambridge.org/grammar/british-grammar/adverbs-of-time-and-frequency/next> April, 2017

<u>13</u>	‘que han abierto en la Gran Vía’.	‘that they have opened on Gran Vía’	Wrong preposition, it should have been ‘in’ since it is referring to an area, a place.
<u>14</u>	‘El resto del día lo pasé en el sofá’	‘The rest of the day I spent on the sofa’	There is a calque in the way that the elements of the phrase have been arranged. This copying of the Spanish structure results in an odd sentence.

Semantic mistakes	Spanish ST	GTTT	Comment
<u>15</u>	‘escribirte para contarte mi fin de semana.’	<i>‘Write you to tell you my weekend’</i>	A much more natural way to put it would be ‘write to you to tell..’ Also, Google is unable to use the expression ‘tell about’.
<u>16</u>	‘Al día siguiente quedé con ella para almorzar en mi casa’.	<i>The next day I stayed with her to have lunch at my house’</i>	The idiomatic expression ‘quedar con’ is wrongly translated as ‘stayed’.
<u>17</u>	‘no nos separamos en todo el día’.	<i>‘we did not break up all day’</i>	‘Separarse’ is translated by Google as if it was talking about the end of a romantic relationship. But here this sense of the word does not fit with what the writer wants to convey. Five entries are given by the Cambridge Dictionary and none of them points to the act of someone physically distancing from another person. A closer alternative would be ‘separate from each other’. This Google translation affects to the understanding of the text. ³
<u>18</u>	‘Total, que nos fuimos a cenar’	‘Overall, we went for dinner’	The Spanish word ‘total’ is commonly used as way to summarize what you are saying or to go from a vague and general description of something to its key point ⁴ . But here the word chosen by google does not convey this. More semantically adequate alternatives could have been: ‘all in all’ ‘in short’ ‘to sum up’. Also, this mistake indicates that Google may not be too familiar with the colloquial words that tend to acquire other meanings in the oral domain.
<u>19</u>	El domingo había quedado con mis padres para comer.	‘...Sunday... had <u>been</u> with my parents to eat’	In the source text it says ‘quedar’ while here it is translated as ‘been’, this change affects the intended meaning of the text.
<u>20</u>	‘he quedado con ella dentro de una hora’.	<i>I’m staying with her in an hour’</i>	Wrong selection of the verb. It does not convey the sense of the source text, that is, meeting with somebody. The mistake takes place because ‘quedar’ is Spanish can, among other things, mean not to move from or leave a place or situation. But here, ‘quedar’ should not be understood like this. Polysemic verbs may be a problem for Google, since it lacks all the other contexts needed to figure out which verb is the adequate one. In this case, it should have predicted that ‘quedar con’ followed by a person and a future reference cannot be translated as ‘stay’.

³ <http://dictionary.cambridge.org/es/diccionario/ingles-espanol/break-up> (April, 2017)

⁴ (<http://dle.rae.es/?id=aA3yF5I>) (April, 2017)

Pragmatic mistakes	Spanish ST	GT TT	Comment
<u>21</u>	¿Qué tal? ¿Cómo estás?	'How are you? How are you?'	There is a repetition of the same question consecutively. It seems that Google translates each piece of information separately, not taking into account that, although both Spanish expressions '¿Qué tal? ¿Cómo estás?' mean the same and tend to be used interchangeably, the translation of the Spanish questions cannot be done using the same form. In more technical words, Google is unaware of the co-text or the linguistic environment of a word within the text.

BASIC LEVEL (TEXT 3)

Grammatical mistakes	Spanish ST	GT TT	Comment
<u>22</u>	'La intensidad del tráfico disuada de la utilización de la calzada'	'The intensity of traffic deterred from the use of the roadway'	Google has problems to translate the subjunctive mood of the source phrase and gives an alternative (deterred) that may hinder its comprehension. Certain expressions relating to time (cuando) are used with the subjunctive when talking about a vague future time. The adequate present tense would be 'deters'. (Airlie, 2016: 141)
<u>23</u>	'y se debe adecuar la velocidad'	'and the speed must be adapted'	Although in this case the definite article is compulsory in the source text, there is no need to put the definite article in the English version since 'speed' is being talked about in a generic way within a set of instructions (Airlie, 2016: 13)

Semantic mistakes	Spanish ST	GT TT	Comment
<u>24</u>	'¿Se puede circular por las aceras con la bici?'	'Can you walk on the sidewalks with the bike?'	This translation given by Google raises ambiguity in that the reader is likely to imagine a pedestrian going for a walk carrying with him a bike. 'Walk' by its own, can in some cases, mean 'circular' but it is not the case here because the linguistic context (namely: the means of transport) asks for a different word. An alternative that would sound much more natural can be: 'is it allowed to ride a bike on the sidewalk?'
<u>25</u>	'No, como normal general'	'No, as normal'	Google fails to spot the fact that these three Spanish words act as a single unit called locution (locución) and thus gives a translation that does not make sense. ⁵ Some equivalent expressions would be 'as a general rule'.
<u>26</u>	'En el caso de circular por este tipo de zonas'.	'In the case of traveling through these types of zones'	The verb 'travel' (instead of 'ride') has been used here because the noun 'zones' influences Google's choice. Once again, the context of the sentence is not taken into account and that results in linguistically correct but pragmatically odd translations.

⁵ <http://www.rae.es/diccionario-panhispanico-de-dudas/locuciones> (April, 2017)

BASIC LEVEL (TEXT 4)

Grammatical mistakes	Spanish ST	GT TT	Comment
<u>27</u>	<i>'Hace calor.'</i>	<i>'Is hot'</i>	In English we need a subject. In this case 'it' should have been placed before the verb acting as a dummy it. (Greenbaum, 1990: 113)
<u>28</u>	<i>'y el café caliente le hace encontrarse peor'.</i>	<i>'and hot coffee makes <u>you</u> find yourself worse'</i>	The indirect pronoun of the source text 'le' is translated as 'you' which alters the original meaning. This mistake may be due to the fact that Google lacks the right linguistic system and knowledge to figure out that 'le' can act as an indirect pronoun only for both genders in third person singular, thus ruling out other wrong referents such as the chosen one 'you'. (Fernández, 2001: 25)
<u>29</u>	<i>'¿Qué quiere de él?'</i>	<i>What do you want from him?'</i>	It seems Google has no difficulty in identifying the right referent when the referent is explicitly marked by pronouns like 'él' or 'ella'. However, when it comes to spotting it by analysing linguistic marks that are less explicit such as 'le' or 'quiere', it fails.
<u>30</u>	<i>'No lo sabe'. Subject is missing.</i>	<i>'Does not know'</i>	Subject is missing
<u>31</u>	<i>'La música del bar de abajo'</i>	<i>The music from the downstairs bar'</i>	A more natural translation would have been 'from the bar downstairs'. The Google translation treats 'downstairs' as an adjective and so it is placed before the noun it is describing (Airlie, 2016: 24). However, as has been suggested in the alternative translation provided, it is likely that 'de abajo' is indicating position and not a qualifying feature of the bar. Thus, 'downstairs' would not be an adjective but an adverbial and, as such, it takes the final position as it is the most common one (Biber, 2008: 360).

Semantic mistakes	Spanish ST	GT TT	Comment
<u>32</u>	<i>'le hace encontrarse peor'</i>	<i>'find yourself worse'</i>	There is a calque of the verb 'encontrarse' which is translated as 'find' when the right verb would have been 'feel worse'.

CHART 1.3.

MISTAKES ANALYSIS INTERMEDIATE LEVEL			
INTERMEDIATE LEVEL (TEXT 1)			
<u>Grammatical mistakes</u>	<u>Spanish ST</u>		<u>Comment</u>
<u>33</u>	<i>'En 1944 se admitió nuevamente su práctica'.</i>	<i>In 1944 his practice was admitted again</i>	The possessive 'su' is wrongly translated as 'his'. It is not a practice of a third person man but a practice whose agent does not exist. Rather, it refers to a common practice that has been mentioned before in the text. With this in mind, a demonstrative determiner referring back to the topic being such as 'this' should have been used, performing an anaphoric function.
<u>34</u>	<i>'Este lleva hasta el escenario al rey inca'.</i>	<i>'This takes to the stage the Inca king'</i>	A demonstrative pronoun 'this' is used to refer to 'Este' which stands for 'el cortejo'. 'Cortejo' is group of people, and as such, the anaphoric reference in English should not be 'this', but 'it', since the writer does not specify the gender of the reference and it is a collective noun, or 'they' (Greenbaum, 1990:113)
<u>35</u>	<i>'Este lleva hasta el escenario al rey inca'.</i>	<i>This takes to the stage the Inca king'</i>	The different syntactic parts of the English sentence are arranged in the following pattern: S+V+A+DO. This results in a syntactically odd sequence that imitates the structure of the Spanish sentence. However, it is important to notice that Spanish is more flexible in the placement of clause elements than English. A more natural translation would be 'it takes the Inca King to the stage' following the following pattern: S+V+DO+A. (Biber, 2008: 47)
<u>36</u>	<i>'El nuevo Inti Raymi es ahora parte inseparable de la vida de Cusco'</i>	<i>'The new Inti Raymi is now inseparable part of the life of Cusco'</i>	Sometimes for stylistic reasons, it is allowed not to use the indefinite article in Spanish, but this cannot be done in English and the determiner 'an' should have been placed before 'inseparable part' (Airlie, 2016: 15).

<u>Semantic mistakes</u>	<u>Spanish ST</u>	<u>GTTT</u>	<u>Comment</u>
<u>37</u>	<i>'con la asistencia de la totalidad de la población'</i>	<i>'with the assistance of the entire population'</i>	This is a good example of a wrong word choice. Both words look alike but their meaning is completely different. While in the source text we have got 'asistencia' in the target text it appears as 'assistance'. Assistance 'help or support' ⁶ . 'Asistencia' in Spanish is a polysemic word meaning 'to help or support' or 'attendance'. If the whole text is read, there is no doubt that the latter entry is the one that fits in this context. So somehow this will point out to the fact that Google does not take a broad view of the text but a narrow one.

⁶ <http://www.ldoceonline.com/dictionary/assistance> (April, 2017)

<u>Strategic mistakes</u>	<u>Spanish ST</u>	<u>GLTT</u>	<u>Comment</u>
<u>38</u>	<i>'esta ceremonia se realizaba en la plaza Huacaypata, hoy Plaza de Armas'.</i>	<i>this ceremony was held in Plaza Huacaypata, now Plaza de Armas'</i>	Although it is not big mistake, the translation of 'hoy' as 'now' may pose some difficulties in understanding its meaning. In my view, Google should have made a more elaborate and clear translation such as 'today named as Plaza de Armas'.
<u>39</u>	<i>'esperan en la explanada de Sacsayhuamán, hacia la que se desplaza de inmediato el cortejo'.</i>	<i>(they) wait in the esplanade of Sacsayhuamán, towards which Immediately the courtship'</i>	This translation hinders the comprehension of the text. It looks as if it has not been fully translated, as if a bit of the sentence was missing. It is clear the more complex the sentence is, the more chances there are to make mistakes. The mistake here is key: the verb is missing.
<u>40</u>	<i>'en su litera'</i>	<i>'in his litera'</i>	No translation is given for 'litera', and no alternative paraphrasing, modulation strategy or word is provided to define the concept other than using the same Spanish word in the English text.

<u>Ortographic mistakes</u>	<u>Spanish ST</u>	<u>GLTT</u>	<u>Comment</u>
<u>41</u>	<i>'hacia la que se desplaza..'</i>	<i>'towards which Immediately the courtship'</i>	A capital letter in 'immediatly is randomly included where there is no logical reason to do that.

INTERMEDIATE LEVEL (TEXT 2)

Grammatical mistakes	Spanish ST	GT TT	Comment
<u>42</u>	<i>¿Un recorrido por el apasionante Museo Municipal?'</i>	<i>'A tour of the fascinating Municipal Museum?'</i>	The preposition 'por' is wrongly translated as 'of'. The intended meaning of the preposition 'por' in the source text is related to movement, motion. Thus, the prepositions apt for this context would be 'through' or 'around' (Greenbaum, 1990:195).
<u>43</u>	<i>'ahora que está en tierra'.</i>	<i>'now that <u>it</u> is on land'</i>	The third person singular is problematic for Google Translate. In this case, it is clear that 'está' refers to a person, either masculine or feminine, and it is not referring to a nonpersonal object thus 'it' is not a good choice. (Greenbaum: 195 110)
<u>44</u>	<i>'ir a almorzar con tus padres</i>	<i>'going to lunch with your parents'</i>	In the source text there is only one word 'almorzar' so Google choosing just one word 'lunch'. However, 'Lunch' by its own is a noun but here it is acting as if it was a verb. An alternative to fix this grammatical mistake would be to include a verb before 'lunch' such as 'have' or 'eat'. ⁷
<u>45</u>	<i>'dónde se comen los mejores churros'.</i>	<i>'where they eat the best churros'</i>	In Spanish, it is common to use a reflexive verb with the particle 'se' while in English a passive is preferred Alternatives could be: <i>'where they can eat'</i> <i>'where to eat'</i> . (Airlie, 2016: 91).
<u>46</u>	<i>'ayuda a otro huésped'.</i>	<i>help another guest'</i>	In the source text, the verb 'ayuda' alludes to 'un verdadero viajero'. The third person is marked by the 'a' ending which is added to the stem. However, in the English version the 's' that marks a third singular person is missing. A possible explanation for this (Fernández, 2001: 50).
<u>47</u>	from <i>'y cuando uno está fuera de casa'.</i>	<i>'and when you are away from home'</i>	'You' is wrongly used here because the source text refers to an indefinite/ unknown agent 'uno', not to a second person. (Biber, 2008: 95). A closer alternative could be: 'one'
<u>48</u>	<i>'pero ten por seguro que su hogar no será como los demás'.</i>	<i>'rest assured that your Home will not be like the others'</i>	In the source text 'su' is used referring to a third person plural 'posean'. In the English text it addresses a second person. It should be 'their' (Airlie, 2016: 35)
<u>49</u>	<i>'a unas nuevas costumbres'.</i>	<i>'(to adapt) to a new customs'</i>	In the source text there is the infinite article in its plural form 'unas' while in the English versión an infinite article in its singular form is followed by a plural noun. This is a mistake in agreement. Also, in cases like this one, it is common in English , to omit the determiner altogether. (Jesús, 2003: 33).

⁷ <http://dictionary.cambridge.org/es/diccionario/ingles/lunch> (April, 2017)

<u>50</u>	<i>'La rutina ofrece unas comodidades insólitas'.</i>	<i>'The routine offers unusual comforts'</i>	There are some instances where the determiner is used in Spanish and not in English. Here about the text refers to things in a general way, so no article is needed (Airlie, 2016: 12).
<u>51</u>	<i>'crea la necesidad'.</i>	<i>'creates the need'</i>	The subject of the English version is missing. This is because a direct translation has been made without bearing in mind that it is common in Spanish to omit the subject since verb morphemes include gender and number information. However, the subject is obligatory in English (Fernández: 2001: 24)

Semantic mistakes	Spanish ST	GT TT	Comment
<u>52</u>	<i>'el tipo que pide en el portal'.</i>	<i>'the guy who asks in the portal'</i>	Although it is not a big mistake, it does not convey the nuances of the source text, namely, the fact that he is poor. An alternative and more accurate word would be 'begs'.
<u>53</u>	<i>'para ir a la otra punta del globo'.</i>	<i>'to go to the other end of the globe'</i>	This does not hinder comprehension. But, in terms of frequency, the British National Corpus indicates that 'other side of the world' is much more frequent than the 'other end of the word'. The figures are: 63 matches for the first option and only 3 matches for the one chosen by Google. ⁸
<u>54</u>	<i>'ha vuelto cuerda'</i>	<i>'has returned <u>rope</u>'</i>	This is a mistake that very likely hinders the understanding of the sentence. 'cuerda' is translated as 'rope' It is a word by word translation, each word is picked and translated without taking into account that languages can attach several meanings to words, and that sometimes these meanings cannot be inferred only by looking at the external form of the word. In this case, GT has registered the most common entry of 'cuerda', not the one used colloquially to mean that someone is mentally sane.
<u>55</u>	<i>'dos muchachos que están haciendo auto-stop'.</i>	<i>'two guys who are doing a self-stop'</i>	Auto-stop' is translated as 'self stop' and this word does not exist in English nor in Spanish. It is a wrong literal translation which denotes that Google is unable to process the content of the text and provide the adequate translation of the word: ' <i>hitchhicking</i> '.

⁸ <http://corpus.byu.edu/bnc/> (April, 2017)

<u>56</u>	<i>'al grupo de guiris'</i>	<i>'the group of guiris'</i>	The word 'guiri' does not exist in English, Google fails at identifying this word probably because it is used in very colloquial spoken conversations. An alternative could be <i>'foreign tourist'</i> .
<u>57</u>	<i>'arena del salar de Bolivia'</i>	<i>'sand from the salar of Bolivia'</i>	The Spanish word noun 'salar' (place) is used in the source text. However, this word does not exist in English. Google cannot find a valid alternative such as 'salt field'.

Strategic mistakes	Spanish ST	GTTT	Comment
<u>58</u>	<i>'Ellos, y ellas'</i>	<i>'They, and they'</i>	There is a repetition of the third person plural form which may make the comprehension of the text difficult. In Spanish the gender of the third person plural pronoun is marked at the end while such distinction does not exist in English, which only has a form 'they' (Airlie, 2016: 42). It seems that Google may be unable to select a sequence such as 'men and women' in those instances where both genders are individually referred in their plural forms.
<u>59</u>	<i>'Y eso no lo pueden dejar en manos de nadie'</i>	<i>'And that can not leave it in the hands of anyone'</i>	This translation does not get close to the source text meaning and hinders the comprehension of the sentence. The main problem here is the use of a direct object pronoun, 'lo', which refers back to information that has already been given, 'ellos'. So by using 'lo' the writer does not have to repeat it. It has an anaphoric function that Google fails to identify. An alternative could be <i>'and they cannot leave that in someone else's hands.'</i>
<u>60</u>	<i>'sólo puede nacer en su interior'</i>	<i>it can only be born within'</i>	There is a word by word translation that does not make sense.
<u>61</u>	<i>'se para el tiempo que haga falta a decirle'</i>	<i>'for the time it takes to tell'</i>	An alternative to this very poor translation would be: <i>'He stops no matter/regardless of the time it takes...'</i>
<u>62</u>	<i>'esa habitación en la que hay tanto ruido'</i>	<i>'that room in the That there is so much noise'</i>	The source text uses a relative pronoun 'la que' after the preposition 'en' and this three word sequence is translated word by word resulting in 'in the that', which does not make sense. Alternatives could be: <i>'in which'</i> <i>'where'</i> .

<u>63</u>	<i>'una lamparita de Camboya'</i>	<i>'a lamp from Cambodia'</i>	It is not a mistake but it does not describes the noun with the same detail as in the source text.. The source text says 'lamparita' with the inflection 'ita' that marks small size. In the English translation there is no such a mark. Alternatives could be: 'little lamp'.
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<u>Ortographic mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>64</u>	<i>'su hogar'.</i>	<i>'your Home'</i>	In the English version, a noun in the middle of the sentence appears with a capital letter and there is no logical reason to do this.
<u>65</u>	<i>'from 'quienes viven pensando en su próximo destino'.</i>	<i>who live thinking about Their next destination'</i>	The possessive 'their' is in capital letters.

INTERMEDIATE LEVEL (TEXT 3)

<u>Grammatical mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>66</u>	<i>'y justo cuando va a atraparnos</i>	<i>'and just when it will catch us'</i>	The use of 'will' does not fit well with the intended meaning of the source text. The action being described in the Spanish text uses the verbal periphrase 'ir a +verb' to describe a likely and close future event. In English this is expressed using the sequence 'to be going to + infinitive' (Fenández, 2001: 66) Some alternatives could be: <i>'it is about to catch us'</i> <i>'is going to catch us.</i>

<u>Semantic mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>67</u>	<i>'me despierto'</i>	<i>'I wake'</i>	The preposition 'up' should have been attached to the main verb. 9

⁹ <http://www.ldoceonline.com/dictionary/wake-up>. (April, 2017)

Strategic mistakes	Spanish ST	GT TT	Comment
<u>68</u>	<i>'que estaba en un campo de flores preciosas, de muchos colores'.</i>	<i>that I was in a field of beautiful flowers, many colors'</i>	'Many colors' is modifying 'beautiful flowers' but this is wrongly marked by a comma. In Spanish, it is common to place a prepositional complement after the noun phrase only separated by a comma but in the English text this does not work. An element marking the relationship between both elements should be included, alternatives such as <i>'with many colors'</i> or even <i>'in a field of beautiful multicolor flowers'</i> .
<u>69</u>	<i>'y los dos, mi hermano y yo'.</i>	<i>'and the two, my brother and I'</i>	There is a literal translation of 'los dos' that does not work. A numeral in head position has to be followed by something else. Taking this into account, an alternative could be <i>'and the two of us'</i> . (Biber 76). Also, the majority of quantifiers are followed by 'of' and a definite noun phrase, so another possible alternative could be <i>'both of us'</i> . (Biber, 2008)

Ortographic mistakes	Spanish ST	GT TT	Comment
<u>70</u>	<i>'hay cosas muy buenas, ya que al principio de tu sueño...'</i>	<i>'there are very good things, since at the beginning of your dream...'</i>	The placement of the comma in the source text is imitated in the English version. When 'since' acts as a conjunction, it is used to give reasons for something so no comma is needed. ¹⁰
<u>71</u>	<i>'corríamos cantando por todo el campo'.</i>	<i>'I ran Singing all over the field'</i>	The word 'singing' is in capital letters.
<u>72</u>	<i>'no logramos verlo'</i>	<i>'we can not see it'</i>	No abbreviation in the modal 'can' in its negative form. The only instance the separate 'not' is allowed is when 'not' is part of another construction such as in <i>'green industries can not only create more jobs, but also....'</i> ¹¹

¹⁰ <http://www.ldoceonline.com/dictionary/since> (April, 2017)

¹¹ <https://en.oxforddictionaries.com/usage/cannot-or-can-not> (April, 2017)

INTERMEDIATE LEVEL (TEXT 4)

<u>Grammatical mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>73</u>	<i>'pica la cebolla en dados medianos'.</i>	<i>chop the onion into medium dice'</i>	The noun 'dice' appears in its singular form when a plural should be used.
<u>74</u>	<i>'Sálalos a tu gusto'.</i>	<i>'Add them to your taste'</i>	The possessive 'tu' is translated but in English there is no need to include it since the fixed expression is <i>'to taste'</i> without any element between both elements. ¹²
<u>75</u>	<i>'Coloca la sartén nuevamente en el fuego'</i>	<i>'Put the pan back into the fire'</i>	It is not a mistake, but the best expression would be <i>'put the pan back in the heat'</i> .
<u>76</u>	<i>'from 'con un plato de mayor diámetro'.</i>	<i>a dish of larger diameter'</i>	An indefinite article should have been placed before 'larger'. The reason behind this is the fact that a new specific element is being introduced for the first time in the discourse (Biber, 2008: 68)

<u>Semantic mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>77</u>	<i>'Elaboración'..</i>	<i>Elaboration'</i>	Although it is not a serious mistakes that hinders comprehension, this is not the word that is more often used in the instructional part of a recipe. More common alternatives could be: <i>'Instructions'</i> <i>'Preparation'</i>
<u>78</u>	<i>'Si las patatas estuvieran sucias, pásalas por agua'.</i>	<i>If the potatoes are dirty, water them'</i>	The English translation uses the verb <i>'water'</i> as an equivalent to <i>'pásalas por agua'</i> . ¹³ Google fails to give an accurate translation of a sequence of words that acts as a verb. The alternative would be the verb <i>'wash'</i> .
<u>79</u>	<i>'Pélas'</i>	<i>'Pale them'</i>	The word <i>'pale'</i> is wrongly used for <i>'pelar'</i> when the right option would be <i>'Peel'</i> . The entries for <i>'Pale'</i> do not correspond neither to the meaning of <i>'pelar'</i> nor to its word class. ¹⁴ This mistake is likely to do to with the fact that Google takes it as an equivalent., as the Spanish verb form is similar to that of <i>'pale'</i> ,

¹² <https://www.collinsdictionary.com/es/diccionario/ingles/to-taste> (April, 2017)

¹³ http://www.wikilengua.org/index.php/Locuci%C3%B3n_verbal. (April, 2017)

¹⁴ <http://www.ldoceonline.com/dictionary/pale> (April, 2017)

<u>80</u>	<i>'córtalas por la mitad'.</i>	<i>cut them in half'</i>	The fact that the Spanish text uses 'la mitad' in its singular form influences a translation which does not take into account that it is being talked about a plural number. ¹⁵
<u>81</u>	<i>'largo y después corta cada trozo en medias lunas finas de 1/2 centímetros'</i>	<i>'cut each piece into half-inch thin moons'</i>	The translation of 'medias lunas' as ' <i>half moons</i> ' is a direct translation that seems to be uncommon in the culinary field as it gives only 3 matches in the British national corpus. A more natural translation could be ' <i>thin slices</i> '. ¹⁶
<u>82</u>	<i>'Casca los huevos'.</i>	Peel the eggs'	Incorrect verb choice. 'Peel' do has the meaning of removing the outer layer of something but it is used when talking about fruit or vegetables, not eggs. ¹⁷ For eggs, the verb 'crack' is the suitable one.
<u>83</u>	<i>'y bátelos'</i>	<i>and chop them'</i>	Eggs cannot be chopped if they are in a liquid state as they are here. An equivalent verb for 'batir' could be 'Whisk'. The following first entry confirms that it is the right one. ¹⁸
<u>84</u>	<i>'Sálos a tu gusto'</i>	<i>Add them to your taste'</i>	The verb 'salar' is translated as 'add'. It is a mistake that very likely will make the comprehension of the text harder as they have nothing in common. Verbs such as 'salt' or 'season' would better fit here. ¹⁹
<u>85</u>	<i>'Remueve un poco'.</i>	<i>'Remove a little'</i>	It is a mistake that may impede the comprehension. The verb 'remover' is translated as 'remove', which means something totally different. Alternatives could be 'stir' 'shake'.
<u>86</u>	<i>'Échala de nuevo para que cuaje por el otro lado'</i>	<i>Put it back to square off the other side'</i>	The verb chosen for 'cuajar' is 'square off'. It does not fit here and may cause misunderstanding. This last verb does not have any relation to the culinary world. ²⁰ The fact that this verb is the choice that Google makes cannot be known for sure but it may be related to the fact that a meaning of 'square' is connected to areas, level, mathematics and angles and in this text the verb appears together with the word 'side'.

¹⁵ <http://corpus.byu.edu/bnc/> (April, 2017)

¹⁶ <http://corpus.byu.edu/bnc/> (April, 2017)

¹⁷ <http://www.ldoceonline.com/dictionary/peel>. (April, 2017)

¹⁸ <http://www.ldoceonline.com/dictionary/whisk> (April, 2017)

¹⁹ <http://www.ldoceonline.com/dictionary/salt>. <http://www.ldoceonline.com/dictionary/season> (April, 2017)

²⁰ <https://www.collinsdictionary.com/es/diccionario/ingles/square-off> (April, 2017)

Pragmatic mistakes	Spanish ST	GTTT	Comment
<u>87</u>	<i>'Limpia el pimiento verde, retírale el tallo y las pepitas'.</i>	<i>Clean the green pepper, remove the stem and the seeds</i>	It is a stylistic mistake. Definite articles tend to be omitted in many English recipes. Google does not adjust the use of articles depending on the type of the text.
<u>88</u>	<i>'Coloca la sartén'..</i>	<i>Remove the fry'</i>	This is a case where determiners are not omitted. In the same extract, however, there is the reverse case in <i>'Clean pan'</i> from <i>'Limpia la sartén'</i> where the determiner is omitted. This may show that Google operates randomly in deciding whether to put an article or not.
<u>89</u>	<i>'y dale la vuelta.'</i>	<i>'and turn the pan'</i>	In the original text, they talk about turning the omelet. This fact is not stated in the translation, rather, what is inferred from it is that the pan should be turn around, not the omelet.

CHART 1.4.

MISTAKES ANALYSIS ADVANCED LEVEL

ADVANCED LEVEL (TEXT 1)

Grammatical mistakes	Spanish ST	GT TT	Comment
<u>90</u>	<i>'Les habrá ocurrido muchas veces'</i>	<i>'It will have happened many times'</i>	The source text states to whom the action happened. The English version wrongly uses a monotransitive sentence (S+V+DO) instead of a ditransitive one with a prepositional phrase including the indirect object 'to you' (Biber, 2008: 121)
<u>91</u>	<i>'y sin ir al colegio'</i>	<i>'and without going to school'</i>	There is a bad use of the preposition 'without' because of doing a direct translation of 'sin'. Although the sentence has embedded clauses, this particular example is part of a coordinated clause where both parts share the same subject (his nine-year old son) and thus, translating it as if there were coordination of predicates using the negation 'not' would be better (i.e 'and not going to...') (Biber, 2008: 273).

Semantic mistakes	Spanish ST	GT TT	Comment
<u>92</u>	<i>'desencadenan una sucesión de recuerdos gratos o ingratos'</i>	<i>'...triggers a succession of grateful or ungrateful memories'</i>	A 'recuerdo grato' is one that makes you feel good about it. 'Grateful', however, typically means to be thankful about an action that somebody does to you. ²¹ They are different feelings and that is why 'pleasant or unpleasant' would be a better alternative.
<u>93</u>	<i>'buenos recuerdos que conservo junto a los malos'</i>	<i>'good memories that I keep with the bad'</i>	It is not a mistake that hugely alters the meaning but it can be ambiguous. A better alternative could be: using 'together with' or 'alongside'. These would rule out any possible misinterpretation. ²²
<u>94</u>	<i>'griposillo'.</i>	<i>'cheeky'</i>	This word does not adjust to the source word. It means being bold or sexually suggestive, nothing to do with having a cold. ²³

²¹ <http://www.ldoceonline.com/dictionary/grateful> (April, 2017)

²² <https://www.collinsdictionary.com/es/diccionario/ingles/together-with> <http://www.wordreference.com/es/translation.asp?tranword=alongside> (April, 2017)

²³ <http://www.ldoceonline.com/dictionary/cheeky> (April, 2017)

95	'acatarrado'.	'smitten'	As the example above, the meaning of the chosen word does not fit with the intended meaning. ²⁴
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Strategic mistakes	Spanish ST	GTTT	Comment
96	' from <i>'Que de todo hubo, con el tiempo'</i> .	<i>That there was everything, with time.</i>	It is a direct translation which prevents the comprehension of the text. The 'that' relative clause does not work.

ADVANCED LEVEL (TEXT 2)			
Grammatical mistakes	Spanish ST	GTTT	Comment
97	<i>'El candidato debe resaltar sus puntos fuertes'</i> .	<i>The candidate should highlight their strengths'</i>	It is a singular subject and the possessive determiner 'their' is used. Although it is true that the plural form is very often being introduced in order not to say either 'his' or 'her', it is unlikely that Google does it for this reason. An alternative could be 'his'. (Fernández, 2001: 27)
98	<i>'la creencia de que el cliente es...'</i> .	<i>'belief that the client is...'</i>	The fact that 'la creencia' is translated as 'belief' shows that Google makes mistakes in using determiners. A determiner should have been placed before 'belief' for it is a noun that is being introduced for the first time. However, this sequence of 'belief' followed by a 'that' clause is scarcely used, as the results from MICASE show: only 4 matches in. Conversely, a much more frequent alternative, with 100 matches in the previously mentioned corpus, would be to translate it as a verb followed by that. ²⁵
99	<i>'el cliente es siempre lo más importante'</i> .	<i>the client is always the most important'</i>	Some phrases elements are missing in the translation. The Spanish phrase does not have any noun in final position and it makes sense. However, if this same pattern is followed in the translation, the outcome does not work. 'Lo' in the source text refers back to an element that has been mentioned before, namely, 'el cliente' (Airlie, 2016: 17). The English translation, however, has an adjective phrase in which 'important' is an attributive adjective which should be acting as a modifier of a noun which does not appear in the translation (Biber, 2008: 44). Alternatives of possible nouns to occupy that unfilled place could be 'factor' 'element'.

²⁴ <https://www.collinsdictionary.com/es/diccionario/ingles/smitten>. (April, 2017)

²⁵ <https://quod.lib.umich.edu/cgi/c/corpus/corpus?c=micase&cc=micase&type=simple&q1=+believe+that> (April, 2017)

Semantic mistakes	Spanish ST	GT TT	Comment
<u>100</u>	<i>'Ante todo hay que huir de la petulancia'.</i>	<i>'you have to flee petulance'</i>	The verb choice is not adequate. 'Flee' means to escape from somewhere, and no entry is found with the figurative meaning conveyed by the Spanish verb 'huir'. An alternative 'avoid'. ²⁶

Strategic mistakes	Spanish ST	GT TT	Comment
<u>101</u>	<i>'pero sí mostrar el grado de autoestima justo'.</i>	<i>but show the degree of self-esteem fair'</i>	In Spanish the adjective most often tends to go after the noun. The translation follows this most common way of modifying a noun in Spanish and the result is not satisfactory). Other plausible alternative could be: <i>'the right degree of'</i> .(Fernández, 2001: 20)

Pragmatic mistakes	Spanish ST	GT TT	Comment
<u>102</u>	<i>'según haya podido percibir en su charla'.</i>	<i>as you may have perceived in your talk.'</i>	The lack of enough information about context may impede comprehension. Using 'you' and 'your' without making any specific reference to who is being talked about results in ambiguity. The first 'you' more likely refers to a second person, not so clear is to whom your' refers to.

ADVANCED LEVEL (TEXT 3)			
Grammatical mistakes	Spanish ST	GT TT	Comment
<u>103</u>	<i>'me enganchó estudiar chino'.</i>	<i>I got hooked to study Chinese'</i>	The sequence 'get hook to' goes with the preposition 'on'. Thus, 'I got hooked on Chinese'.
<u>104</u>	<i>'cuenta David a Efe'.</i>	<i>'he told Efe'</i>	The speech situation is one of an interview where the speaker is talking directly to a journalist about his experience. The reader, in the source text, has access to his own words, there is no indirect speech. With this in mind, the verb tense present in the source text should be kept in the translation. <i>'He tells to Efe'</i> .

²⁶ <http://www.ldoceonline.com/dictionary/flee> (April, 2017)

105	<i>'tras llenar locales durante una gira por diversas ciudades de China'.</i>	<i>'After filling places during a tour of various cities in China'</i>	This is a clear example of a word-by-word translation in which each word is individually translated into the same number of words, not taking into account the linguistic context or grammatical differences between both languages and thus making a poor translation. 'Llenar locales' is directly translated as 'Filling places' and 'tour' should go with the preposition 'around'. The preposition 'of' has several meanings. The source text preposition 'por' is translated into 'of' as if it was indicating that the tour is made of various cities when the intended meaning is related to motion, which means that the preposition 'around' would be the most appropriate. An alternative to this could be: <i>'After having sold out all tickets for a tour around multiple Chinese cities'</i> (Airlie, 2016:186) (Greenbaum, 1990: 195)
106	<i>'y la calle es lo mejor para eso'</i>	<i>'and the street is the best for that'.</i>	The particle 'lo' does not have a direct equivalent in English. In this sentence, Google takes 'lo' as if it was an ordinary determiner without noticing that 'lo' is nominalising the adjective phrase that refers back to 'calle' and that it why in the Spanish text there is no need to include any element in final position. Yet in English if this element is not explicitly stated, the phrase looks incomplete. An alternative to fill in that gap: 'Place'. Thus and the street is the best place for that' (Fernández, 2001: 12)

Semantic mistakes	Spanish ST	GTTT	Comment
107	<i>'como un médico recién licenciado'.</i>	<i>'as a newly licensed doctor'</i>	Although the verb 'to license' does exist, it is commonly used to say that someone is allowed to do something, as with the verb 'permit'. However, the term in the source text is narrower as it is used when someone has finished a degree. An alternative could be: 'recently graduated'. ²⁷
108	<i>'y que arrasa en el país'</i>	<i>and devastates the country'</i>	The verb 'arrasar' is translated as 'devastate'. This two verbs have, however, different connotations that Google fails to detect when choosing them. 'Arrasar', unlike 'devastate', can convey destruction but also a huge success as it is seen in the last word entry in RAE. ²⁸ An alternative verb could be: 'sweep in'
109	<i>'quería tomarme un año diferente'.</i>	<i>I wanted to take a different year'</i>	There is a wrong literal translation of the verb 'tomarme' as 'take'. Alternatives could be: <i>to spend or to live.</i>
110	from <i>'antes de cantar en una sala de Pekín'.</i>	<i>'before singing in a room in Beijing'</i>	'Sala' is translated as 'room', which is too vague. Although this lack of conciseness probably does not prevent comprehension, more precise terms such as 'hall' 'lounge' 'music venue' would better fit in the context of a concert ²⁹

²⁷ <https://www.collinsdictionary.com/es/diccionario/ingles/license> (April, 2017)

²⁸ <http://dle.rae.es/?id=3fnPoYZ> (April, 2017)

²⁹ <http://www.thefreedictionary.com/room> (April, 2017)

Strategic mistakes	Spanish ST	GTTT	Comment
<u>111</u>	<i>'David García Lou, cuyo segundo apellido no guarda ninguna relación con...'</i>	<i>'says David Garcia Lou Second surname does not have any relation with...'</i>	Google does not translate a very important bit of language, the relative pronoun 'whose', that introduces a relative clause. This disconnects both parts and the reader is unable to make sense of its meaning. (Biber, 2008: 33).

ADVANCED LEVEL (TEXT 4)

Mistake mistakes	Spanish ST	GTTT	Comment
<u>112</u>	<i>'cuando Lou abre la boca'.</i>	<i>'when Lou opens her mouth'</i>	As David is, in this particular case, not mentioned using his first name but the surname Lou, Google fails at selecting the right possessive determiner 'his' and chooses 'her'.
<u>113</u>	<i>'del primer español que edita un disco íntegramente en chino' from '</i>	<i>'the first Spaniard to publish an album entirely in Chinese'</i>	This translation of the relative phrase 'que edita' as 'to publish' alters the meaning of the text. In the Spanish text the action is completed, editing the album has already been done. However, in the English translation 'to publish' implies that the action has not happened yet, and it points to a near time in the future when the action, which is arranged, is supposed to take place (Quirk 59). An alternative to this could be using a relative pronoun such as 'that' to introduce a relative clause. Thus, 'the first Spaniard that publishes...' (Biber, 2008: 27).

Semantic mistakes	Spanish ST	GTTT	Comment
<u>114</u>	<i>'García Lou (Madrid, 1986) llama la atención'.</i>	<i>'David García Lou (Madrid, 1986) draws attention.'</i>	There is a wrong translation of the Spanish verb expression 'llamar la atención' as 'draws attention'. This latter expression is commonly used to get someone to notice something and tends to be followed by an infinitive phrase. ³⁰

³⁰ <http://idioms.thefreedictionary.com/draw+attention+to> (April, 2017)

			This, however, is not what is conveyed in the source text. The Spanish version indicates that David does not pass unnoticed, so an alternative that fits with this meaning could be <i>'to get people's attention'</i> .
<u>115</u>	<i>'se hace fuerte en una esquina'</i> .	<i>'becomes strong in a corner'</i>	There is a literal translation of the idiomatic sequence 'hacerse fuerte en' by selecting each of the Spanish words and providing three English equivalent words that, all put together, do not fit with the intended meaning. If the source text expression is taken literally as if the subject was hiding from the police, then an alternative English translation would be: 'to barricade in'. If the expression is understood as David getting used to something and refusing to give up, then a good alternative could be: <i>'to harden sb to adversity'</i> . ³¹
<u>116</u>	<i>'Pero el verdadero asombro se dispara cuando Lou abre la boca'</i> .	<i>But the real astonishment goes off when Lou opens her mouth'</i>	Se dispara' is translated as 'go off'. None of the entries for this verb match with the intended meaning of the source text. This may pose some problems as 'se dispara' here is being used not literally but rather with the meaning of 'triggering, originating'. An alternative could be 'trigger off'.

Strategic mistakes	Spanish ST	GTTT	Comment
<u>117</u>	<i>'y llevar a cabo una gira por 50 ciudades del gigante asiático'</i> .	<i>'and tour the 50 cities of the Asian giant.'</i>	The fact that there is no element between 'tour' and 'the cities' may make the text ambiguous. A preposition such as 'around' would solve out this lack of information.
<u>118</u>	<i>'Lou ha sabido labrarse la fama en el ciberespacio chino'</i> .	<i>Lou has known how to fame in Chinese cyberspace'</i>	The Spanish verb expression 'labrar la fama' is an elaborated expression which is to be understood metaphorically, not literally. This may be the reason behind Google's incapability to provide an equivalent sequence such as <i>'to shape a career in'</i> . Also, Google shows that not only it cannot deal accurately with the metaphoric side of the source language but also that it lacks the proper grammar knowledge of the target language. It uses 'fame' as a verb instead of using it as a noun. 'Fame' cannot perform a verbal function by its own, it needs to be accompanied by other elements such as 'rise to...' 'run after'. An alternative way of rephrasing this passage would be: <i>'Lou has known how to shape a career in the Chinese industry'</i> . ³²

³¹ <http://diccionario.reverso.net/ingles-espanol/>. (April, 2017)

³² <http://dictionary.cambridge.org/es/diccionario/ingles/fame?fallbackFrom=british-grammar&q=fame>. (April, 2017)

<u>119</u>	<i>'donde suma 20.000 seguidores'.</i>	<i>'where 20,000 followers'</i>	The Spanish phrase is acting as a postmodifier of the main clause and it does not need an explicit subject because of the verb inflection. This omission may be the reason why Google does not succeed in providing a good translation. Also, it is odd that the Spanish verb 'sumar' is not even translated, which further complicates the comprehension of the sentence.
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Ortographic mistakes	Spanish ST	GTTT	Comment
<u>120</u>	<i>'la presencia de la Policía'.</i>	<i>'the presence of the Police'</i>	'Police' should be in lowercase letters since it is mentioned as a collective noun. Job titles are only capitalized in English if they come right after the person's name. ³³

ADVANCED LEVEL (TEXT 5)			
Grammar mistakes	Spanish ST	GTTT	Comment
<u>121</u>	<i>'Quiero que vayas a tomarte una cerveza con tus amigos'.</i>	<i>'I want you to go have a beer with your friends'</i>	The preposition 'to' that marks destination is missing between 'go and 'have a beer'. Another alternative would be using 'and' (Greenbaum, 1990: 191)
<u>122</u>	<i>'Que me digas que había una chica en el bar...'</i>	<i>'You tell me there was a girl in the bar who...'</i>	This example shows how Google is not aware of the linguistic surroundings of every sentence. In the Spanish version, the sentence 'Quiero que' is followed by a number of relative clauses in which the particle 'quiero que' is omitted so that the sentence starts with 'Que' (Jesús, 2003: 101). This ellipsis is not spotted and poses problems. An alternative translation would be substituting 'You' for 'To'. (Greenbaum, 1990: 260).
<u>123</u>	<i>'una chica en el bar que te ponía ojitos.'</i>	<i>a girl in the bar who put eyes on you'</i>	The Spanish saying does not need an article, but the English one does. A determiner, usually a possessive goes with this idiomatic expression in English. (Fernández, 2001: 28)

³³ <http://www.bbc.co.uk/blogs/learningenglish/2011/> (April, 2017)

<u>Strategic mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>124</u>	<i>'quiero que cada uno haga lo que quiera durante el día'.</i>	<i>'I want everyone to do what I want during the day'</i>	There are many things in this sentence that hinder comprehension and completely alter the original meaning. First of all, 'cada uno' is translated as 'everyone' which completely alters the source text's meaning. 'Everyone' is an indefinite pronoun used to refer to a total number of things, in this case, people. However, here the text talks about only two individuals and one of them is the speaker. (Biber, 2008: 99) Thus, the pronoun 'us' should have been used instead. Secondly, the Wh- particle (what) in the wh-clause does not exactly convey the meaning of the source text. The speaker is talking about the things they could do in a vague and unspecific way so 'whatever' would be better for this context. Thirdly, the subject 'cada uno' is translated as 'I', changing the whole meaning of the text. In the Spanish text, the speaker highlights the need of each of them to act as they will. In the English version, the personal pronoun 'I' gives the reader the opposite sense. Other possible translation that would maintain the original sense could be: 'each of us wants'.

<u>Ortographic mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>125</u>	<i>'tomarte una cerveza con tus amigos, para que al día siguiente'</i>	<i>'have a beer with your friends, so that the next day...'</i>	The comma in the Spanish text is wrongly copied in the English translation. The clause followed by 'so that' is expressing purpose, goal or result and thus, the complex subordinator 'so that' should not be preceded by a comma. (Biber, 2008: 31)

ADVANCED LEVEL (TEXT 6)

<u>Grammatical mistakes</u>	<u>Spanish ST</u>	<u>GT TT</u>	<u>Comment</u>
<u>126</u>	<i>'la peor frase que te puede decir una tía es'.</i>	<i>'the worst sentence you can say an aunt is:'</i>	The translation of 'te puede' as 'you can' changes the meaning of the original text. In the Spanish text, a reflexive verb particle 'te' goes with the verb and the sequence conveys that someone else 'una tía', not you, can say to you something. However, in the English text, this original relationship between the doer and the recipient of the action is changed to one when 'you' does the action (i.e: say) and the recipient is 'an aunt'. As it is seen, Google fails to translate the reflexive pronoun properly and, perhaps because they look alike, takes, , 'te' as a personal pronoun in its singular second person (tú). An alternative could be: <i>'that a girl can say to you'</i> .

<u>127</u>	<i>'que te puede decir una tía es'.</i>	<i>'you can say an aunt is'</i>	The 'to' particle that should be after the verb 'say' is missing.
<u>128</u>	<i>'para ella tú eres el más simpático del mundo'</i>	<i>for her you are the most friendly in the world'</i>	The Spanish sentence pattern is replicated in the English version. Thus, the adjective phrase that is modifying 'you' has a missing element between the adjective phrase and the prepositional phrase. In other words, there is a modifying sequence 'most friendly' that has no object to modify. This mistake is because Google does not take into account the fact that the Spanish adjective has been nominalized 'el más simpático del mundo' and thus, no noun is needed after the adjective 'simpático'. However, the English version does need an element such as 'boy' or 'guy' after the adjective phrase.
<u>129</u>	<i>'el más enrollado...</i>	<i>the most coiled ...'</i>	'Also, there is another grammatical mistake which is identical to the above mentioned mistake that had a missing element after the adjective phase.
<u>130</u>	<i>'pero que no va a salir contigo'.</i>	<i>'but that will not come out with you'</i>	The subject of the Spanish translation (ella). In English, however, the subject is compulsory (Biber 48). Google cannot look back in the text and try to spot which element is acting as a subject. Thus, an alternative and better translation would necessarily require an explicit subject pronoun, in this case, 'she'.
<u>131</u>	<i>'Va a salir con un impresentable'.</i>	<i>He's going to date a guy'</i>	As the Spanish text does not explicitly mention the gender of the third person, the English translation wrongly translates it as 'He'. This supports the point that has been mentioned before; the fact that Spanish often omits the doer of the action is something Google does not tackle appropriately. Also, this mistake highlights the fact that the linguistic context is overlooked in the process of doing the automatic translation since the text deals a sentimental relationship between a male and a female. The alternative translation would be using 'she'.
<u>132</u>	<i>'te llamará a ti'.</i>	<i>'he will call you'</i>	The text is talking about a girl who will call a boy. 'He' is wrong; it should be 'she'.
<u>133</u>	<i>'para pedirte consejo'</i>	<i>to ask your advice'</i>	Although it is not a mistake that negatively affects the translation, the English text uses the sequence 'your advice'. This possessive determiner before the word 'advice' is less frequent than 'for advice', as it is shown by the results given by the British National Corpus: 4 matches for the option proposed by Google and 32 matches for the one without possessive. ³⁴

³⁴ <http://corpus.byu.edu/bnc/> (April, 2017)

134	<i>'vas a buscar trabajo'</i>	<i>'you are going to look for work'</i>	The construction 'be going to' is used to talk about a future event. However, there is no such a time reference in the Spanish text (Greenbaum, 1990: 57). Rather, it describes an event that has duration and that is not completed, thus fitting in the definition of event progressive (Greenbaum, 2008: 54). An alternative translation would be: <i>'you are looking for a job'</i> .
135	<i>'pero no le vamos a contratar.'</i>	<i>'we are not going to hire him'</i>	The Spanish text is using direct speech, that is, we have access to the words addressed to a masculine second person. The indirect object in the source 'le' does not refer to a third person 'him' but to a second person 'you'. The tricky point for Google is that, even though the text is talking to a second person, 'te' is replaced by 'le' because of the polite language that the speaker uses. (Fernández, 2001: 25)

Semantic mistakes	Spanish ST	GTTT	Comment
136	from <i>'una tía'</i>	<i>'an aunt'</i>	The translation of 'tía' as 'aunt' is wrong. The original text uses 'tía' to refer colloquially to a girl, not to a parent's sister. ³⁵ Google uses this translation because it does not analyse the text from a broader view, taking into account the context in which the text is produced. An alternative could be simply 'girl' or, if the colloquial register wants to be kept, 'babe'.
137	<i>'el más enrollado...'</i>	<i>'the most coiled ...'</i>	There is a literal and wrong translation of the 'enrollado' as 'coiled'. 'Coiled' is usually employed to talk of something which is rolled-up does not make sense in this context. Google takes the literal sense of the word 'enrollado', the first entry in RAE, instead of the one with a more idiomatic nature and more widely used in colloquial contexts to refer to someone sociable and easy-going. ³⁶ An alternative could be: <i>'the coolest guy'</i> .
138	<i>'pero que no va a salir contigo.'</i>	<i>'but that will not come out with you'</i>	There is a wrong translation choice for 'salir contigo'. It is translated as if the text was talking about going from an inside space to outside and this is not what the source text means. In Spanish 'salir con alguien' do not only means to go outside but also to start dating someone. Accordingly, rather than 'come out' a preferable phrasal verb would be 'go out with somebody'. ³⁷
139	<i>'cuando el otro le haga una putada...'</i>	<i>'when the other does a bitch..'</i>	The extremely colloquial Spanish saying 'hacer una putada' translated word by word does not work. Out of the six word definitions of 'bitch' provided by Cambridge Dictionary, none of them may work as an equivalent for the Spanish sequence. An alternative, although much more polite, would be <i>'when the other lets her down'</i> .

³⁵ <http://dle.rae.es/?id=ZoWtFfy> (April, 2017)

³⁶ <http://dle.rae.es/?id=FaOIIIdN> (April, 2017)

³⁷ <http://dictionary.cambridge.org/es/diccionario/ingles/go-out?fallbackFrom=british-grammar> (April, 2017)

<u>140</u>	<i>'el que mejor vitae tiene'.</i>	<i>the one that has the best vitae'</i>	Although most readers would probably infer its meaning, the abbreviation 'vitae' is not used in English. Alternatives could be: CV, résumé, work history.
<u>141</u>	<i>'Vamos a coger a un incompetente'</i>	<i>'We are going to catch an incompetent'</i>	Coger' can colloquially mean 'to hire someone' but Google literally translates it as 'catch'. This does not convey the meaning of the verb in the source text.
<u>142</u>	<i>'Eso sí, cuando la cague...'</i>	<i>Of course, when you shit...</i>	The idiomatic and colloquial Spanish saying 'cagarla' cannot be translated literally. An alternative could be: 'screws it up'.

<u>Strategic mistakes</u>	<u>Spanish ST</u>	<u>GLTT</u>	<u>Comment</u>
<u>143</u>	<i>'el que mejor la escucha'.</i>	<i>'the one that listens best'</i>	The verb 'to listen' should be followed by 'to' when someone is paying attention to what other people say ³⁸ . Apart from this, Google does not translate who the boy is listening to. A better translation could be: <i>'the one that listens to her best'</i> .
<u>144</u>	<i>'Señor Motos'.</i>	<i>Mr. Motorcycles</i>	The Spanish surname 'Motos' is translated as if the text was dealing with vehicles. No translation would have been needed.

ADVANCED LEVEL (TEXT 7)

<u>Grammatical mistakes</u>	<u>Spanish ST</u>	<u>GLTT</u>	<u>Comment</u>
<u>145</u>	<i>'Días antes'</i>	<i>Days before</i>	The Spanish text does not need a determiner but the English does. The determiner 'some', technically called general assertive determiner, should have been placed before the noun 'days' as it is a plural count noun (Quirk 74). Also, the British National Corpus shows that this sequence is always preceded by some element such as 'two', 'a couple of', 'few', 'just'. ³⁹

³⁸ www.collinsdictionary.com/es/diccionario/ingles/listen (April, 2017)

³⁹ <http://corpus.byu.edu/bnc/>. (April, 2017)

<u>146</u>	<i>'para pueblo del Pirineo aragonés.</i>	<i>'for people of the Aragonese Pyrenees'</i>	The preposition 'of' is wrongly chosen. Although people live there, the area of the Pyrenees does not belong to them. (Airlie, 2016: 183). As the source text is talking about a geographical place, a space where they live, the preposition 'in' would be a better alternative (Greenbaum,
<u>147</u>	<i>Eso significaba que sí quería a José Serveto'.</i>	<i>That meant he did want José Serveto'</i>	'The subject of the Spanish relative clause is omitted. Again, Google chooses the wrong referent choosing 'he' instead of 'her'.
<u>148</u>	<i>'el SOS que lanzaron al mundo para acabar con su soledad'.</i>	<i>'the SOS that launched the world to end their loneliness'</i>	This translation alters the source text meaning. The intended meaning is linked to the fact that a message was sent to reverse the situation of the men in the village. Accordingly, the sentence 'launched the world to' means that, thanks to a message that was launched, the loneliness of the world ended. This does not make sense. To fix this, the sentence should be substituted for by a passive sentence: <i>'the SOS that was launched into the world.</i>

Semantic mistakes	Spanish ST	GT TT	Comment
<u>149</u>	<i>'Trabajo desde hace 10 años sirviendo en una casa'.</i>	<i>I have been working in a house for 10 years'</i>	Although it may be inferred by the reader, the translation does not give as much information as the source text as to which the job of the speaker is. 'Working' is a very vague word. Conversely, the Spanish verb 'sirviendo' gives more details. To solve this loss of meaning, some further explanation could be added after the verb such as <i>'as a housekeeper'</i> . ⁴⁰
<u>150</u>	<i>'han pasado 20 años justos desde que la valenciana Maximina...'</i>	<i>'20 years have passed since the Valencia Maximina...'</i>	The Spanish text uses a demonym 'valenciana' to describe Maximina as someone living in the region of Valencia. Google fails at giving the right adjective 'Valencian' or an alternative using a prepositional phrase such as <i>'Maximina from Valencia...'</i>
<u>151</u>	<i>'con fines matrimoniales'.</i>	<i>for matrimonial purposes'</i>	Although it is not a huge mistake, the adjective 'matrimonial' is highly infrequent when compared to another adjective such as 'wedding'. The first has 326 matches while the other has 3172 on The British national corpus. ⁴¹
<u>152</u>	<i>'uno de los tiones que más energía...'</i>	<i>'one of the tiones that put more energy...'</i>	Tión' is a word that does not have any entry in RAE. It is marginally used colloquially in Catalonia and Aragon to refer to a big guy. Google does not provide any alternative and leaves the word 'tiones' untranslated.
<u>153</u>	<i>'con pálpitos de adolescente'.</i>	<i>with teenage palsies.'</i>	The word 'pálpito', meaning the heart beating, is translated as 'palsies'. This word has nothing to do with the original meaning. 'Palsy' is a loss of feeling in the body.

⁴⁰ <https://www.collinsdictionary.com/es/diccionario/ingles/housekeeper> (April, 2017)







⁴¹ <http://corpus.byu.edu/bnc/> (April, 2017)

Strategic mistakes	Spanish ST	GTTT	Comment
<u>154</u>	<i>'Se necesitan mujeres de entre 20 y 40 años con fines matrimoniales'</i>	<i>'It takes women between 20 and 40 years for matrimonial purposes'</i>	This translation very likely prevents the reader from understanding the intended meaning. The Spanish text follows the next sentence pattern: SE +3 person verb + sustantivo. (Bueso 93). This complex sentence structure makes Google employ a dummy 'it' followed by the verb 'take'. This does not work. Apart from this, the word 'old', which usually appears after the age number, is omitted. An alternative translation to fix this could be: <i>'Looking for women from 20 and 40 years old for...'</i>
<u>155</u>	<i>'from '13 años mayor que ella'.</i>	<i>13 years old bigger than her'</i>	The English translation puts two elements that cannot go together. In this case, the age is not signaling how old is him but it is serving to make a comparison between their ages. Thus, 'old' and 'bigger' should be deleted and formulate a simpler sentence such as <i>'13 years older than her'</i> . (Airlie, 2016:169).
<u>156</u>	<i>'que más energía pusieron para que tuviese eco el SOS'</i>	<i>'that put more energy to have echo the SOS'</i>	The fixed Spanish saying 'tener eco' is directly translated as 'have echo'. This does not exist in English. ⁴² An alternative way with 'eco' would be would be in its verbal form: <i>'to echo the SOS...'</i>
<u>157</u>	<i>'por primera vez en su vida adulta volvía a latir su corazón'</i>	<i>for the first time in his adult life he would beat his heart again'</i>	There are two serious mistakes. Firstly, the verb tense is wrong. The English version uses a conditional while a past tense is used in the source text. An alternative would be 'His heart beat again'. Secondly, the English version places 'he' as the agent who triggers the heart beat, as if people could decide whether to beat one's heart or not.

Ortographic mistakes	Spanish ST	GTTT	Comment
<u>158</u>	<i>'Martín mandase esta escueta carta al bar Ruché'.</i>	<i>Martin sent this short letter To the Ruché bar'</i>	The preposition 'to' is in capital letters. There is no logical reason for translating it as such since it is in the middle of the sentence.

⁴² <https://www.collinsdictionary.com/es/diccionario/ingles/echo> (April, 2017)

CHART 2.1.

CORPUS FOR DETECTION TEST						
	Source text	Topic	Type of text	Cover	Words number Spanish > English	Number of mistakes
BASIC	<i>Hola Daniel:</i>	E-mail between friends	Colloquial text		94 > 101	3
	<i>Hace calor...</i>	Customes	Literature (graded reading)		54 > 61	2
	Source: http://cvc.cervantes.es/aula/lecturas/inicial/lectura_07/texto/					
INTERMEDIATE	<i>Un verdadero viajero</i>	Travelling	Leisure		87 > 78	3
	Source: http://www.traveler.es/viajes/placeres/articulos/25-razones-por-las-que-deberias-enamorarte-de-una-persona-que-viaja/7908					
	<i>Pela y pica la cebolla</i>	Spanish omelette	Recipes		98 > 91	4
Source: http://albertobarrios.edu.gva.es/wp/2017/01/19/tortilla-espanola/						
ADVANCED	<i>Hasta ahora pensaba...</i>	Sentimental relationships	Humoristic monologue		147 > 169	5
	Source: https://docs.google.com/document/d/1qnVj26wK9oxUk-HaoKGEpjlPv_OhYp2I_Q2t-qaOg/edit?hl=es					
	<i>El candidato debe...</i>	Job interview	Prescriptive		96 > 85	3
Source: http://www.consumer.es/web/es/economia_domestica/trabajo/2009/03/27/184254.php						

PART 1

TEXT 1

Hola Daniel:

¿Qué tal? El viernes por la noche fui a una fiesta de cumpleaños. Allí conocí a una chica muy interesante, se llama Ari y es argentina. Al día siguiente quedé con ella para almorzar en mi casa. Preparé mi famosa tortilla de patatas y creo que le encantó. Estábamos tan bien juntos que no nos separamos en todo el día.

Estoy muy emocionado, creo que he encontrado a la chica de mis sueños. Bueno Daniel, te dejo, he quedado con ella dentro de una hora y tengo que ponerme guapo.

Hasta pronto,

Hello Daniel:

How are you? On Friday night I went to a birthday party. There I met a very interesting girl, her name is Ari and she's from Argentina. The next day I had a date with her to have lunch at my house. I prepared my famous potato omelet and I think he loved it. We were so good together that we did not break up all day.

I'm very excited, I think I've found the girl of my dreams. Well, Daniel, I will leave you, I'm staying with her in an hour and I have to look good.

See you soon,

TEXT 2

Hace calor. En Córdoba siempre hace mucho calor en verano y el café caliente le hace encontrarse peor. Cándido mira los periódicos abiertos sobre la cama y se pone muy nervioso. No sabe quién le ha podido enviar ese paquete con los periódicos dentro. ¿Quién le escribe?, ¿qué quiere de él? No lo sabe.

Is hot. In Cordoba it is always very hot in summer and hot coffee makes you feel worse. Candido looks at the open newspapers on the bed and gets very nervous. He does not know who has been able to send that package with the newspapers inside. Who writes to him? What do you want from him? He does not know.

PART 2

TEXT 3

Un verdadero viajero recoge a esos dos muchachos que están haciendo auto-stop [Un verdadero viajero] se para el tiempo que haga falta a decirle al grupo de guiris dónde se comen los mejores churros de la ciudad, ayuda a otro huésped a evitar esa habitación en la que hay tanto ruido... (aunque él mismo esté a punto de perder el tren). Para el aventurero, sharing is caring, y cuando uno está fuera de casa, sabe que lo que realmente marca la diferencia son ese tipo de intercambios.

A real traveler picks up those two guys who are doing a self-stop. A real traveler tells a group of foreigners where they can eat the best churros in the city, help another guest to avoid that room that there is so much noise (even if he is about to miss the train). For the adventurer, sharing is caring, and when you are away from home, you know that what really makes the difference is that kind of exchanges.

TEXT 4

Pela y pica la cebolla en dados medianos. Si las patatas estuvieran sucias, pásalas por agua. Pélaslas, córtalas por la mitad a lo largo y después corta cada trozo en medias lunas finas de 1/2 centímetros. Introduce todo en la sartén, sazona a tu gusto y fríe a fuego suave durante 25-30 minutos. Retira la fritada y escúrrela. Pasa el aceite a un recipiente y resérvalo. Limpia la sartén con papel absorbente de cocina. Casca los huevos, colócalos en un recipiente grande y bátelos. Sálalos a tu gusto, agrega la fritada de patatas y cebolla y mezcla bien.

Peel and chop the onion into medium dice. If the potatoes are dirty, wash them. Peel them, cut them in two halves lengthwise and then cut each piece into half-inch thin slices. Put everything in the pan, season as you like and fry over a low heat for 25-30 minutes. Remove the fry and drain it. Transfer the oil to a bowl and set aside. Clean the pan with kitchen paper. Peel the eggs, place them in a large bowl and chop them. Add the potato and onion, fry and mix well.

PART 3

TEXT 5

Hasta ahora pensaba que la peor frase que te puede decir una tía es: "Tenemos que hablar...". Pero no, la peor frase que te pueden decir es: "yo también te quiero... pero sólo como amigo ". Eso significa que para ella tú eres el más simpático del mundo, el que mejor la escucha, el más enrollado... pero que no va a salir contigo. Va a salir con un impresentable que sólo quiere acostarse con ella. Eso sí, cuando el otro le haga una putada, te llamará a ti para pedirte consejo. Es como si vas a buscar trabajo y te dicen: "Señor Motos, es usted la persona idónea para el puesto, el que mejor vitae tiene, el más preparado... pero no le vamos a contratar. Vamos a coger a un incompetente. Eso sí, cuando la cague, ¿le podríamos llamar a usted para que nos saque del lío?"

Until now I thought that the worst sentence someone could say to an aunt was: "We have to talk". But no, the worst thing someone could say is: "I love you too... but only as a friend". That means that for her you are the most friendly guy in the world, the one that listens to her best, the coolest boy, but that she will not come out with you. She's going to date a guy who just wants to go to bed with her. Of course, when the other does a bitch, she will call you to ask for advice. It is as if you are looking for a job and they say to you: "Mr. Taylor, you are the ideal person for the position, the one that has the best CV, the most prepared candidate, but we are not going to hire him. We are going to hire an incompetent. Of course, when they shit, they will say: "Could we call you to get us out of the mess?"

TEXT 6

El candidato debe resaltar sus puntos fuertes. Aparte de ser sincero, conviene que se centre en las cualidades que estime que más valora el entrevistador, según haya podido percibir en su charla. Aunque depende del tipo de empresa y la actividad que realiza, las cualidades más valoradas son la responsabilidad, la seriedad en el trabajo, la creencia de que el cliente es siempre lo más importante, la facilidad para trabajar en equipo, la motivación o la disposición a trabajar duro. Ante todo hay que huir de la petulancia, pero sí mostrar el grado de autoestima justo.

The candidates should highlight their strengths. Apart from being sincere, it is advisable to focus on the qualities that you think the interviewer values the most. Although it depends on the type of company and the activity carried out, the most valued qualities are responsibility, seriousness at work, belief that the client is always the most important factor, the easiness to work in team, motivation and disposition to work hard. First of all, you have to flee arrogance, but show the degree of self-esteem fair.

CHART 2.2.

CRITERIA FOR THE TEST (E.O.I. GUIDELINES)

ESPAÑOL LENGUA
EXTRANJERA



NIVEL

PARTES DEL EXAMEN			
COMPRENSIÓN ESCRITA	COMPRENSIÓN ORAL	EXPRESIÓN E INTERACCIÓN ESCRITAS	EXPRESIÓN E INTERACCIÓN ORALES

BÁSICO	2/3 textos	2/3 textos	1ª tarea: 60-90 palabras	Exposición Preparación: 3 min. Discurso: 2 min
	Máx. 400 palabras por texto	Máx. 3 min. por texto	2ª tarea: 75-100 palabras	Interacción Preparación: 2 min.
	Máx. 1.000 palabras en total	Máx. 8 min. total	Máx. total 180 palabras	Conversación: 3 min (parejas) / 5 min (tríos)
2 HORAS:	45 MINUTOS	25 MINUTOS	50 MINUTOS	+ Max.: 10 minutos

INTERMEDIO	2/3 textos	2/3 textos	1ª tarea: 70-160 palabras	Exposición Preparación: 3/4 min. Discurso: 3 min
	Máx. 500 palabras por texto (600 si son dos textos)	Máx. 4 min. por texto	2ª tarea: 100-190 palabras	Interacción Preparación: 3 min.
	Máx. 1.400 palabras en total	Máx. 11 min. en total	Máx. total 280 palabras	Conversación: 3/4 min (parejas) / 4/6 min (tríos)
2 HORAS y 45 MIN.:	60 MINUTOS	35 MINUTOS	70 MINUTOS	+ Max.: 14 minutos

AVANZADO	2/3 textos	2/3 textos	1ª tarea: 100-180 palabras	Exposición Preparación: 3/5 min. Discurso: 3/4 min
	Máx. 800 palabras por texto	Máx. 4'30'' por texto	2ª tarea: 150-220 palabras	Interacción Preparación: 3/4 min.
	Máx. 2.100 palabras en total	Máx. 12 min. en total	Máx. total 350 palabras	Conversación: 3/5 min (parejas) / 5/7 min (tríos)
3 HORAS Y 15 MIN.:	70 MINUTOS	35 MINUTOS	90 MINUTOS	+ Max.: 18 minutos

CHART 2.3.

ANSWER SHEET					
	Location in the text	Key word	Mistake typology*	Context	Explanation
PART 1					
Text 1	52	<i>he</i>	G	<i>I prepared my famous potato omelet and I think he loved it</i>	The writer is talking about a girl, so 'she' would be the right choice.
	64	<i>break up</i>	L	<i>We were so good together that we did not break up all day</i>	→ this phrasal verb does not fit well here. It is often used when a love relationship ends. But it does not make sense here
	87	<i>staying</i>	G	<i>I'm staying with her in an hour</i>	→ 'stay' here cannot be used when there is a future reference. It should have been translated using the verb 'meet'.
Text 2	1	<i>is</i>	G	<i>Is hot. In Cordoba it is always very hot in summer.</i>	→ the verb 'to be' needs a subject. 'it is hot'
	54	<i>you</i>	G/P	<i>Who writes to him? What do you want from him? He does not know.</i>	→ wrong referent/indirect object. It should have been 'they'.
PART 2					
Text 3	12	<i>self-stop</i>	L	<i>'those two guys who are doing a self-stop.</i>	→ This word does not exist in English. It is a word that Google translates directly from the Spanish word 'auto-stop' but the right one is 'hitchhiking' or 'hitch hicking'.
	31	<i>help</i>	G	<i>help another guest to avoid that room</i>	→ third person singular 's' is missing. We have to pay attention to the last referent, (here the subject). In this case, the verb 'help' is linked to 'a real traveler'.
	38	<i>that</i>	G	<i>avoid that room that there is so much noise</i>	→ we can use 'where' or 'in which'.
Text 4	8	<i>dice</i>	G	<i>Peel and chop the onion into medium dice</i>	→ 'dice' needs to be on its plural form. 'dices'
	16	<i>pale</i>	L	<i>Pale them, cut them</i>	→ 'pale' does not mean 'pelar'. It means light or palid. The right verb would have been 'peel'
	71	<i>peel</i>	L	<i>Peel the eggs</i>	→ We cannot 'peel' an egg. We can peel a fruit or vegetable. To convey the same meaning with an egg we say 'remove the eggshell'
	81	<i>chop</i>	L	<i>Peel the eggs, place them in a large bowl and chop them</i>	→ 'chop' means cut something into pieces. But eggs cannot be cut (they are not solid) so we use the verb 'whisk'.

PART 3					
Text 5	14	<i>aunt</i>	L	<i>the worst sentence someone could say to an aunt was</i>	→ ‘tía’ in spanish is used colloquially to refer to someone we dont know, a friend or a couple. Here the use of ‘aunt’ is wrong cause the text does not talks about family.
	67	<i>come</i>	L	<i>she will not come out with you.</i>	→ <i>wrong verb in the phrasal verb, ‘go out with’ would be right.</i>
	93	<i>bitch</i>	L	<i>when the other does a bitch</i>	→ direct translation from the spanish saying ‘hacer una putada’. In English we cannot say that. An equivalent could be ‘mess up’
	144	<i>him</i>	G	<i>we are not going to hire him</i>	→ there is direct speech and the speaker is addressing the person directly. ‘You’ is the right referent.
	155	<i>shit</i>	L	<i>when they shit, they will say.</i>	→ Again there is a calque of the spanish expression ‘cagarla’
Text 6	49	<i>belief</i>	G	<i>seriousness at work, belief that the client is always the most important factor</i>	→ belief needs sth else. Either we add a determiner ‘the belief’(as a noun) or we add an infinitive ‘to believe’(as a verb)
	77	<i>flee</i>	L	<i>you have to flee arrogance</i>	→ avoid
	85	<i>fair</i>	L	<i>but show the degree of self-esteem fair</i>	→ ‘el grado justo de autoestima’. ‘Fair’ is used here as an adjective that qualifies a person or an attitude (justo) but here the meaning is quite another one. ‘the right amount of’ ‘exact’ ‘proper’....

*Mistake typology:

G	Grammatical
L	Lexical
P	Pragmatic

CHART 2.4.

DETECTION TEST

PRUEBA DE DETECCIÓN DE ERRORES. GRUPO:

A continuación tienes 6 textos distribuidos en tres partes. Cada parte está compuesta por dos textos. La tarea consiste en detectar varios errores en los textos, siguiendo las instrucciones que encontrarás al principio de cada parte. Los errores son de distinta tipología: gramatical o léxica.

Los textos tienen una dificultad creciente. En algún caso, la comprensión completa del texto puede requerir un nivel superior a tu actual conocimiento de inglés. No obstante, intenta hacer un esfuerzo para completar la totalidad de la tarea. Muchas gracias por tu colaboración.

PARTE 1

A continuación te presentamos dos textos. En ellos debes detectar un total de **CINCO** errores. Estos errores se han distribuido al azar, de manera que puede haber, por ejemplo, 4 en el primero y uno en el segundo; o 2 en el primero y 3 en el segundo. Cada error corresponde a uno de los segmentos en los que se ha dividido los dos textos. Así, por ejemplo:

1	go	to	your	house	at	Sunday
1	2	3	4	5	6	7

Hello Daniel:

How are you? On Friday night I went to a birthday party. There I met a very interesting girl, her name is Ari and she's from Argentina. The next day I had a date with her to have lunch at my house. I prepared my famous potato omelet and I think he loved it. We were so good together that we did not break up all day.

I'm very excited, I think I've found the girl of my dreams. Well, Daniel, I will leave you, I'm staying with her in an hour and I have to look good. See you soon,

Hello	Daniel:													
1	2													
How	are	you?	On	Friday	night	I	went	to	a	birthday	party.	There	I	
3	4	5	6	7	8	9	10	11	12	13	14	15	16	
met	a	very	interesting	girl,	her	name	is	Ari	and	she's	from	Argentina.		
17	18	19	20	21	22	23	24	25	26	27	28	29		
The	next	day	I	stayed	with	her	to	have	lunch	at	my	house.	I	
30	31	32	33	34	35	36	37	38	39	40	41	42	43	
prepared	my	famous	potato	omelet	and	I	think	he	loved	it.	We	were		
44	45	46	47	48	49	50	51	52	53	54	55	56		
so	good	together	that	we	did	not	break	up	all	day.				
57	58	59	60	61	62	63	64	65	66	67				
I'm	very	excited,	I	think	I've	found	the	girl	of	my	dreams.	Well,	Daniel,	
68	69	70	71	72	73	74	75	76	77	78	79	80	81	
I	will	leave	you,	I'm	staying	with	her	in	an	hour	and	I	have	
82	83	84	85	86	87	88	89	90	91	92	93	94	95	
to	look	good.	See	you	soon,									
96	97	98	99	100	101									

PARTE 2

En los siguientes dos textos debes detectar un total de **SIETE** errores. Estos errores se han distribuido al azar, de manera que puede haber, por ejemplo, 4 en el primero y 3 en el segundo; o 2 en el primero y 5 en el segundo. Cada error corresponde a uno de los segmentos en los que se ha dividido los dos textos.

A real traveler picks up those two guys who are doing a self-stop. A real traveler tells a group of foreigners where they can eat the best churros in the city, help another guest to avoid that room that there is so much noise (even if he is about to miss the train). For the adventurer, sharing is caring, and when you are away from home, you know that what really makes the difference is that kind of exchanges.												
A	real	traveler	picks up	those	two	guys	who	are	doing	a	self-stop.	
1	2	3	4	5	6	7	8	9	10	11	12	
A	real	traveler	tells	a	group	of	foreigners	where	they	can	eat	
13	14	15	16	17	18	19	20	21	22	23	24	
the	best	churros	in	the	city,	help	another	guest	to	avoid		
25	26	27	28	29	30	31	32	33	34	35		
that	room	that	there	is	so	much	noise	(even	if	he	is	about
36	37	38	39	40	41	42	43	44	45	46	47	48
to	miss	the	train).	For	the	adventurer,	sharing	is	caring,	and		
49	50	51	52	53	54	55	56	57	58	59		
when	you	are	away	from	home,	you	know	that	what	really	makes	
60	61	62	63	64	65	66	67	68	69	70	71	
the	difference	is	that	kind	of	exchanges.						
72	73	74	75	76	77	78						

Peel and chop the onion into medium dice. If the potatoes are dirty, wash them. Pale them, cut them in two halves lengthwise and then cut each piece into half-inch thin slices. Put everything in the pan, season as you like and fry over a low heat for 25-30 minutes. Remove the fry and drain it. Transfer the oil to a bowl and set aside. Clean the pan with kitchen paper. Peel the eggs, place them in a large bowl and chop them. Add the potato and onion, fry and mix well.

Peel	and	chop	the	onion	into	medium	dice.	If	the	potatoes	are	dirty,
1	2	3	4	5	6	7	8	9	10	11	12	13
wash	them.	Pale	them,	cut	them	in	two	halves	lengthwise	and		
14	15	16	17	18	19	20	21	22	23	24		
then	cut	each	piece	into	half-inch	thin	slices.	Put	everything			
25	26	27	28	29	30	31	32	33	34			
in	the	pan,	season	as	you	like	and	fry	over	a	low	heat
35	36	37	38	39	40	41	42	43	44	45	46	47
for	25-30	minutes.	Remove	the	fry	and	drain	it.	Transfer	the	oil	
48	49	50	51	52	53	54	55	56	57	58	59	
to	a	bowl	and	set	aside.	Clean	the	pan	with	kitchen	paper.	
60	61	62	63	64	65	66	67	68	69	70		
Peel	the	eggs,	place	them	in	a	large	bowl	and	chop	them.	
71	72	73	74	75	76	77	78	79	80	81	82	
Add	the	potato	and	onion,	fry	and	mix	well.				
83	84	85	86	87	88	89	90	91				

PARTE 3

En los siguientes dos textos debes detectar un total de **OCHO** errores. Estos errores se han distribuido al azar, de manera que puede haber, por ejemplo, 4 en el primero y 4 en el segundo; o 6 en el primero y 2 en el segundo. Cada error corresponde a uno de los segmentos en los que se ha dividido los dos textos. Así, por ejemplo:

Until now I thought that the worst sentence someone could say to an aunt was: "We have to talk". But no, the worst thing someone could say is: "I love you too... but only as a friend". That means that for her you are the most friendly guy in the world, the one that listens to her best, the coolest boy, but that she will not come out with you. She's going to date a guy who just wants to go to bed with her. Of course, when the other does a bitch, she will call you to ask for advice. It is as if you are looking for a job and they say to you: "Mr. Taylor, you are the ideal person for the position, the one that has the best CV, the most prepared candidate, but we are not going to hire him. We are going to hire an incompetent. Of course, when they shit, they will say: "Could we call you to get us out of the mess?"

Until	now	I	thought	that	the	worst	sentence	someone	could	say				
1	2	3	4	5	6	7	8	9	10	11				
to	an	aunt	was:	"We	have	to	talk".	But	no,	the	worst	thing		
12	13	14	15	16	17	18	19	20	21	22	23	24		
someone	could	say	is:	"I	love	you	too...	but	only	as	a	friend".		
25	26	27	28	29	30	31	32	33	34	35	36	37		
That	means	that	for	her	you	are	the	most	friendly	guy	in	the		
38	39	40	41	42	43	44	45	46	47	48	49	50		
world,	the	one	that	listens	to	her	best,	the	coolest	boy,	but	that		
51	52	53	54	55	56	57	58	59	60	61	62	63		
she	will	not	come	out	with	you.	She's	going	to	date	a	guy	who	
64	65	66	67	68	69	70	71	72	73	74	75	76	77	
just	wants	to	go	to	bed	with	her.	Of course	when	the	other	does	a	
78	79	80	81	82	83	84	85	86	88	89	90	91	92	
bitch,	she	will	call	you	to	ask	for	advice.	It	is	as	if	you	are
93	94	95	96	97	98	99	100	101	102	103	104	105	106	107
looking	for	a	job	and	they	say	to	you:	Mr. Taylor,	you	are	the	ideal	
108	109	110	111	112	113	114	115	116	117	118	119	120	121	
person	for	the	position,	the	one	that	has	the	best	CV,	the			
122	123	124	125	126	127	128	129	130	131	132	133			
most	prepared	candidate,	but	we	are	not	going	to	hire	him.				
134	135	136	137	138	139	140	141	142	143	144				
We	are	going	to	hire	an	incompetent.	Of course,	when	they					
145	146	147	148	149	150	151	152	153	154					
shit,	they	will	say:	"Could	we	call	you	to	get	us	out	of		
155	156	157	158	159	160	161	162	163	164	165	166	167		
the	mess?"													
168	169													

FEEDBACK SHEET

Feedback sheet

Texto 1: Hello Daniel: How are you? On Friday night I went to a birthday party. There I met a very interesting girl, her name is Ari and she's from Argentina. The next day I had a date with her to have lunch at my house. I prepared my famous potato omelet and I think he loved it. We were so good together that we did not break up all day. I'm very excited, I think I've found the girl of my dreams. Well, Daniel, I will leave you, I'm staying with her in an hour and I have to look good. See you soon,

- 1) I prepared my famous potato omelet and I think **he** loved it → the writer is talking about a girl, so 'she' would be the right choice.
- 2) We were so good together that we did not **break up** all day → this phrasal verb does not fit well here. It is often used when a love relationship ends. But it does not make sense here.
- 3) I'm **staying** with her in an hour → 'stay' here cannot be used when there is a future reference. It should have been translated using the verb 'meet'.

Basic
level: 5
mistakes

Texto 2: Is hot. In Cordoba it is always very hot in summer and hot coffee makes you feel worse. Candido looks at the open newspapers on the bed and gets very nervous. He does not know who has been able to send that package with the newspapers inside. Who writes to him? What do you want from him? He does not know

- 1) **Is** hot. In Cordoba it is always very hot in summer. → the verb 'to be' needs a subject. 'it is hot'
- 2) Who writes to him? What do **you** want from him? He does not know. → wrong referent/indirect object. It should have been 'they'.

Texto 3: A real traveler picks up those two guys who are doing a self-stop. A real traveler tells a group of foreigners where they can eat the best churros in the city, help another guest to avoid that room that there is so much noise (even if he is about to miss the train). For the adventurer, sharing is caring, and when you are away from home, you know that what really makes the difference is that kind of exchanges.

- 1) 'those two guys who are doing a **self-stop**. → This word does not exist in English. It is a word that Google translates directly from the Spanish word 'auto-stop' but the right one is 'hitchhiking' or 'hitchhiking'.
- 2) **help** another guest to avoid that room → third person singular 's' is missing. We have to pay attention to the last referent, (here the subject). In this case, the verb 'help' is linked to 'a real traveler'.
- 3) Avoid that room **that** there is so much noise → we can use 'where' or 'in which'.

Intermediate:
7 mistakes.

Texto 4: Peel and chop the onion into medium dice. If the potatoes are dirty, wash them. Pale them, cut them in two halves lengthwise and then cut each piece into half-inch thin slices. Put everything in the pan, season as you like and fry over a low heat for 25-30 minutes. Remove the fry and drain it. Transfer the oil to a bowl and set aside. Clean the pan with kitchen paper. Peel the eggs, place them in a large bowl and chop them. Add the potato and onion, fry and mix well.

- 1) Peel and chop the onion into medium **dice** → 'dice' needs to be on its plural form. 'dices'
- 2) **Pale** them, cut them → 'pale' does not mean 'palar'. It means light or palid. The right verb would have been 'peel'
- 3) **Peel** the eggs → We cannot 'peel' an egg. We can peel a fruit or vegetable. To convey the same meaning with an egg we say 'remove the eggshell'
- 4) Peel the eggs, place them in a large bowl and **chop** them → 'chop' means cut something into pieces. But eggs cannot be cut (they are not solid) so we use the verb 'whisk'.

Texto 5: Until now I thought that the worst sentence someone could say to an aunt was: "We have to talk". But no, the worst thing someone could say is: "I love you too... but only as a friend". That means that for her you are the most friendly guy in the world, the one that listens to her best, the coolest boy, but that she will not come out with you. She's going to date a guy who just wants to go to bed with her. Of course, when the other does a **bitch**, she will call you to ask for advice. It is as if you are looking

for a job and they say to you: "Mr. Taylor, you are the ideal person for the position, the one that has the best CV, the most prepared candidate, but we are not going to hire him. We are going to hire an incompetent. Of course, when they **shit**, they will say: "Could we call you to get us out of the mess?"

- 1) the worst sentence someone could say to an **aunt** was → 'tía' in spanish is used colloquially to refer to someone we dont know, a friend or a couple. Here the use of 'aunt' is wrong cause the text does not talks about family.
- 2) she will not **come** out with you. → wrong verb in the phrasal verb, 'go out with' would be right.
- 3) when the other does a **bitch** → direct translation from the spanish saying 'hacer una putada'. In English we cannot say that. An equivalent could be 'mess up'
- 4) we are not going to hire **him** → there is direct speech and the speaker is addressing the person directly. 'You' is the right referent.
- 5) when they **shit**, they will say → Again there is a calque of the spanish expression 'cagarla'.

Advanced:
8 mistakes.

Texto 6: The candidates should highlight their strengths. Apart from being sincere, it is advisable to focus on the qualities that you think the interviewer values the most. Although it depends on the type of company and the activity carried out, the most valued qualities are responsibility, seriousness at work, belief that the client is always the most important factor, the easiness to work in team, motivation and disposition to work hard. First of all, you have to **flee** arrogance, but show the degree of self-esteem fair.

- 1) seriousness at work, **belief** that the client is always the most important factor → belief needs sth else. Either we add a determiner 'the belief' (as a noun) or we add an infinitive 'to believe' (as a verb)
- 2) you have to **flee** arrogance → avoid
- 3) but show the degree of self-esteem **fair** → 'el grado justo de autoestima'. 'Fair' is used here as an adjective that qualifies a person or an attitude (justo) but here the meaning is quite another one. 'the right amount of' 'exact' 'proper'....

CHART 2.6.

RESULTS OF THE DETECTION TEST

% Total Hit Results			
Levels:	A1	B1	C1
Part 1	35,4 %	29,6 %	49,2 %
Part 2		22,7 %	32,1 %
Part 3		24,5 %	49,5 %
TOTAL:	35,4 %	25,6 %	43,6 %

% Partial Hit Results						
Levels:		A1 n = 27	B1 n = 27	C1 n = 28	A1 + B1 + C1 N = 82	
PART 1						
	Text 1	he	33,33 %	40,74 %	67,85 %	47,56 %
		staying	37,03 %	22,22 %	46,42 %	35,36 %
		break up	7,4 %	7,4 %	35,71 %	17,07 %
	Text 2	is	77,77 %	59,25 %	71,42 %	69,51 %
		you	22,22 %	18,51 %	25 %	21,95 %
PART 2						
Levels:			B1 n = 27	C1 n = 28	B1 + C1 N = 55	
PART 2						
	Text 3	that	25,92 %	18 %	45,4 %	
		help	40,74 %	35,71 %	38,18 %	
		self-stop	22,22 %	46,42 %	34,54 %	
	Text 4	dice	40,74 %	57,14 %	49,09 %	
		pale	11,11 %	28,57 %	20 %	
		peel	14,81 %	25 %	20 %	
		chop	3,70 %	14,28 %	9,09 %	
PART 3						
	Text 5	aunt	55,55 %	75 %	65,45 %	
		shit	22,22 %	75 %	49,09 %	
		him	29,62 %	50 %	40 %	
		bitch	25,92 %	35,71 %	30,9 %	
		come	18,51 %	39,28 %	29,09 %	
	Text 6	belief	22,22 %	46,42 %	34,54	
		fair	11,11 %	46,42 %	29,09	
		flee	11,11 %	28,57 %	20	

n = number of participants per level
 N = total number of participants

