Communicational and cultural competence in translation of the students of 6th semester in
ECCI

Thesis

Luis Guzmán
Ingrid Alvarez

Professional in modern languages
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Department of Humanities

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Index

Preface

The competence, in any field that is seen, refers to the objective to win in any sport or giving the best possible for any activity that is made, also it is shown as a faculty with different awareness, skills, thoughts, character and values of a comprehensive way on the different interactions that human being has for their lives on a personal, social and labour scope. Additionally, the competences for learning can be seen as the knowledge abilities and skills that a person develops in order to understand, transform and practice in the world they live in. This scope in learning is very important to obtain improvements on the social and personal development. These, from general point of view.

On the languages scope, there is a variety of competences that must be taken into account when it comes to communicate correctly and appropriate. Some of the most valuable competences, are the Communicational and cultural competence, which will be addressed in this thesis.

According to (Hymes, 1974), the communicational competence, is the most general term for the communicative ability of a person, and this ability covers as much as the knowledge of a language and the use of it. One way to acquire this competence, is through the social experience, a real and direct contact with other cultures, and definitely as Hymes mentioned, the knowledge of the language that is obtained from a learning process and practice.

The second competence that this thesis is focused on , is the cultural competence.

The cultural competence according to (Canale and Swain,1980), "is the ability to understand the cultural meaning that lies beneath the linguistic ways, and also to establish treating between the different cultures". Is the way in which the culture of other communities is known in the linguistic scope to use them correctly in the communication, and this avoids making mistakes that influence the customs and popularity of the different cultures that exist.

These two types of competences in the language are essential to carry out a correct communication, and helps focussing on giving a good message to any recipient that wants to be reached. When there is a lack of these competences, scams are made upon communicating with unknown cultures or costumes, and this is a large problem for people as the translators who want to give some information in a different language, a particular culture with other costumes.

The two previous terms were defined because the thesis is going to focus on them, and the translations made by students of sixth semester of ECCI university will be used to show the aspects that need to be improved and are related to the communicative and cultural competence analyzed , taking into account these competences with the purpose of giving suggestions to some mistakes and faults committed, this analysis will allow a better development and improvement of the competences in future translation works.

The focal point in which this project will center on, is the lack of cultural and communicational competences that the students of 6th semester of modern languages in ECCI university should have, and it will also be given some solutions on how to improve these competences in the university surroundings.

Throughout this thesis, the reader will find the objectives, the reason why this thesis was developed, the theoretical framework and the definition of important vocabulary, as well as the analysis of the results and how they'll be evaluated, and finally, the most important objective of this thesis: giving ideas to enhance the translation ability in students, in order to boost their translation process.

Objectives

General

Explain how the communicative and cultural competence evidence students translations in the students of business translation of 6th semester in the ECCI university.

Specific

Provide suggestions based on the scams found such as workshops or extra classes to develop and improve these competences

Give a description of the common mistakes made, that reflect a lack of theses competences

Analyze samples of the scams presented for the students in the translation skills and in the communicational and cultural competence. These will be evidenced through the translations made for the ECCI students regarding the subject.

Justification

The translation is a field that has been studied and considered for a lot of scholars and linguists, wanting to stand out not only the importance of translating successfully a message to another dialect or language, but also showing the methods, techniques and effective ways of creating a translation from its beginning to its end, which is the moment when the recipient obtains the translated message.

One of the competences that are important in the translation context, are the communicational and cultural competence, because in the translation, the meaning of the culture is too difficult to understand, therefore, the communicational and cultural competence must take part in this process to guarantee the effectiveness of the translation. The word "culture" has different meanings depending on the context in which is used. For that reason, is significant to define culture, according to Schwartz, S. H. (1992) 'Culture consists of the derivatives of experience, more or less organized, learned or created by the individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by individuals themselves.' Another definition of culture is "Language, as a part of the cultural core, is at the heart of culture. What people do with language – narrative, poetry, songs, plays, etc – are soft expressions of a culture; they are faces of culture. Languages are systems of verbal symbols – vocal and/or

written, organized."(Akbari, 2013). In this definition, culture can be seen in general, as any form of written expression in which the translator has to keep into account its structures and its specific vocabulary, if a translator is not aware about all of these items that need to be taken into account, the lack of cultural competence will be evidenced.

This lack of the cultural competence, can be evidenced in the first steps of ECCI students academic training. Even though they acquire general knowledge of the language and a suitable grammar structure to cope with the language during their learning process, the students don't develop these abilities enough, and frequently find trouble in the future. They don't expand these abilities in an efficient way, because more practice is needed, maybe the tools in class are not enough, and the exercises made, only focus on language skills and do not demand the sufficient cultural awareness to be developed correctly. One of the most frequent difficulties, is that not all of the students nor the university, include in their learning process the insight of the culture which will be translated to. As of this scam, the students could make mistakes which imply the change of meaning, disapproval of the text of the target culture, and therefore the obvious lack of experience.

When the students are in fourth semester, they start their translation classes where they learn theories and the right process to make them, for this reason, in this level the scams are not presented, because the students are not translating yet nor applying the theories learnt. Because of this, the students of the subject "business translation" in sixth semester were chosen in order to analyze their experience in the language and analyze some of their translations made in class to evince the scams related to the communicational and cultural competence and provide solutions to this lack.

This thesis will be important for the modern languages major, because this improvement of these two abilities will help students during all their major and therefore in the quality of profesional modern languages students. Also, the modern languages program will be benefited because these two competences are directly related to the major and will be usefull during their learning process. And finally it will be useful for the current and the future Modern Languages students, because the improvement of these two competences will allow them not only feeling more comfortable in the translation field, , but in their life, Jobs and experiences. it will evidence those little or common mistakes made in sixth semester translations, caused by the lack of the communicative and cultural competences, and more importantly, there will be given some solutions in order to improve their translation skills their forthcoming professional life.

Research Question

> How the lack of cultural and communicative competences influence the translations of the sixth semester students of the subject "Business Translation of ECCI University?

Problem

As it was previously stated, the ECCI Modern Languages' students begin in fourth semester with their immersion process in the english translation. But let's take a closer look inside this learning process. In that semester, they venture in subjects like: Investigación I, Les competences de niveau francais pour debutants, General reading skills, Pensamiento estratégico and Introduction to Translation. In their first translation subject, they start with the main concepts of translation and with the correct uses of the meaning of every word regarding their origin language.

This subject becomes something essential to develop the knowledge that students will begin using in the fourth semester, and after learning the basic knowledge and meanings from basic theories, they usually start translating short paragraphs and basic texts that will make them understand and have a better practice of translation, using ideas and information about daily and basic topics, which they have previously dealt with.

After finishing this semester and the fifth one, in which students have two subjects related to English that are focused on business and on an enterprise scope,they will be able to use this

vocabulary for the future translations that the student develop in the next semesters. When the students satisfactorily finish both subjects, they will start with the study subject, that in this occasion is, as mentioned earlier, " General Business Translation". The teachers try to utilize the knowledge of the new beginner translators, , to carry their knowledge from the language to a field of translation between languages. When starting the classes, and developing topics that are new for them, the students begin to take into account that a translation is not a mere exchange or translation of one by one word, but also an important element for the students' translation, and that essential element, is the communicative and cultural competence from the origin language to goal language in the students from sixth semester.

In the sixth semester Translation subject, students are centered only on generating skills in the English idiom, for accomplishing translation of information in the English idiom to Spanish and vice versa. Hence, they will manipulate informal documents, business documents and texts which refer to the standpoint of the modern languages degree, and these are the industrial and enterprise aspects. Starting from this, the students begin to develop skills that allow them to improve, not just in the previously studied idiom, but increasing their vocabulary and being aware of maintaining a clear and concise message without strong linguistic changes in the goal language. Also, this Translation subject will give the students some new abilities at the time of translating different things like articles, documents or the speech of a person in real time. Those abilities are learnt by them during all their lives in their English classes and all of them have a way to help the translator in his or her activity. The goal language, which is English, needs a lot of grammar, linguistic and cultural skills to be spoken, written and read in a good way.

Other element to take into account, is that Colombia has some more knowledge of the English than some other foreign languages and it begins in schools**.** So, when those abilities come to sixth semester, Modern Languages students are going to know how to use them correctly, not just for using the English, but also knowing how to translate it into their mother language, considering that these two languages can change by cultural and social issues. In order to do this translation task, the students will not only need the knowledge of English language, but their mother tongue knowledge too. They cannot just emphasize on the goal language, but also in the one they have dominated and spoken on a daily basis. It is for this reason, that students are contextualized about Spanish during their first semesters of the Modern Languages major, and this will allow them to have the enough basis to avoid mistakes or misunderstandings in relation to Spanish when translating in a grammar and semantic level. It consequence, as previously said by (García, 1994, p. 167), "both languages have influence, are involved and also are important when the students begin to translate". It must be considered that translating a text or message from an language to another, is not an easy thing to do, due to the fact that this has many aspects to be shown like the lexic used, the orthography that the author has in his or her language, the organization of the text, the key cultural words, etc, which are indispensable at the moment of doing this long task. Every characteristic and knowledge that the students have in their academic training in modern languages until sixth semester , will help them improve their knowledge in the languages and how to use them satisfactorily in any of the four skills that an idiom has, which are: Listen, speak, read and write.

The sixth semester subject, named "General Business Translation", emphasizes on searching translations in the students, it also focuses on learning formal or informal vocabulary with the purpose of translating and carrying their message to the studied language, including every

element that they have seen and keeping the message and content by the source or the origin language to the goal language.

For the previous reasons, the problem that this thesis will focus on, is the lack of knowledge of the communicational and cultural competences in the students of modern languages of sixth semester of ECCI university, regarding the lack of tools that are given in "business translation" class. Therefore, 14 Busine**ss** students' translations were analyzed in order to identify the scams, the lack of some key cultural words and phrases in their knowledge when translating. In this case, the Modern Languages students have Spanish as their mother or source language, and English, French and German as their goal language.

Now, having defined the group of people it was worked on, there will be given some definitions in the theoretical framework related to the thesis, the Translator concept, the translator labour, the skills and competences that a student requires for this hard work, in order to tell in detail what a translator does specifically, and the role he develops in his context.

Theoretical framework

In this current world, globalization and the cultures exchange have created the necessity of access to different articles and texts in different languages. The only thing that obstructs this knowledge acquisition, is the unknown language and the one that, therefore, people don't have access to. This translation need was also shown up in the History, people began translating some literary documents or knowledge documents which have allowed to spread countless amount of information.

In order to understand more deeply this need of translation in the whole history, it's essential to start giving some definitions of important translation's concepts in the theoretical framework. These definitions will show different perspectives of translation and its most important characteristics. Then, there will be a deeper explanation of the cultural and communicative competence and how they are composed. Next, the learning process of the students of modern languages will be explained ,and there will be identified the scams on this learning process. Finally, it will be explained how the translations were evaluated, the

corresponding definition of each category to evaluate and the results of the analysis giving some ideas to solve this problem.

Translation, according to (Catford, 1965), "consists in reproduce in the arrival language, the nearest equivalent to the message from the beginning language, in first place in the semantic aspect, and in second place, in the stylistic **aspect".** And according to (García, 1994) "Translation, refers both the discipline, and the product and the process which involves text and source language, enunciate in another language what has been declared in a source language, preserving the semantic and stylistic equivalences".

(Goethe, 1813) affirms that "Translation is impossible, essential and also important. The words of every idiom are overlapped and leave meaning gaps, it exist nameless parts, or maybe unnameable, from the hand or from a cloud."

The importance of Translation nowadays is huge, from Goethe's (1813) translation meaning, it can be the most difficult thing in languages ,because it implies changing a word in a language and putting it into another one with the same meaning. Every definition is considered essential, and every word has its certain translation in another language. It is clear that in order to give a particular sense and the correct significance, there must be words that are not easy to translate because they have a specific meaning that can be only managed in a few cultures. These words, as Goethe (1813) said, leave ''meaning gaps'' that need to be filled to redirect the translation into its common meaning.

 Other definitions given by (Hatim, B; Munday, J, 2004) are: "Translation is, n. 1 the act or an instance of translating. 2 a written or spoken expression of the meaning of a word, speech, book, etc. in another language". The first of these two senses relates to translation as a

process, the second to the product. This immediately means that the term translation encompasses very distinct perspectives. The first sense focuses on the role of the translator in taking the original or source text (ST) and turning it into a text in another language (the target text, TT). The second sense centres on the concrete translation product produced by the translator."

Before going any further, is important to define the source and goal language concepts. In translation, the source language is the beginning language and the goal language is the goal language. The "source" text is then the text which is going to be the translation object, and the "goal" text will be previously said translation. Normally, the goal language must be the translator's mother language. Koller (1995)

The translator objective is to create an equivalent relation between both texts and to make sure that they transmit the same message, considering aspects like the genre, the context, the grammar of every language, the stylistic conventions, literary resources and others.

There are also some terms that needed to be defined, such as the semantic and stylistic aspect, because these are the most common problems in translation, the first one, which is the semantic aspect, refers to the branch of linguistics and logic concerned with meaning. As (The Concise New York Oxford English Dictionary, 2016) states that "the two main areas are logical semantics, concerned with matters, such as sense, reference, presupposition and implication; and lexical semantics, concerned with the analysis of word meanings and relations between them" .As the concept of semantic is defined, it needs to be taken into account that translation has a lot to do with the meaning of the words, and constantly the students find some problems trying to decide which words to use. According to Catford (1965) one of the problems related to semantics, is untranslatability, and this happens when a word or an idea cannot be transmitted into the Target language Text due to the fact that has

different meanings or there isn't a word to express it. Also, it is necessary to bear in mind the perspective from a semantic translation point of view. There are two approaches in translation the first model, which is semantic, helps keeping the original culture of the text, and the second one, which is the communicative, is simpler and clearer to translate. However, compared to the communicative model, the semantic translation is more difficult because is more detailed and focuses on the thought processes, instead of the intention of the transmitter.

(Newmark, 2001)

Taber, (1974) says "Translation is to reproduce, by natural and accurate equivalence, a message, regarding the sense and then regarding the style" This shows that the semantic and stylistic aspect, are two vital components in order to keep the main idea and structure of a text.

The stylistic aspect, according to the Oxford English Dictionary – is: "The manner of expression characteristic of a particular writer (hence of an orator) or of a literary group or period; a writer's mode of expression considered in regard to clearness, effectiveness, beauty, and the like" Bignami (2011). This means that the translator cannot start translating a document without knowing the way the author writes and without investigating or reading some of his or her texts. When a translator is able to change the text into other language keeping all of the elements that Bignami(2011) mentioned before, this translator definitely has the communicational and cultural competence, because is thinking about the main intention, culture and way that the original author used or wanted to express.

In other definitions, Enkvist (1973), claims that " it is one thing to study styles as types of linguistic variations, and a very different thing to describe the style of one particular text for a literary purpose". And as (Taber, 1974, p. 163) said, "stylistic aspect is very essential for

leading a translation to the form that the author or, in this case the professor, wants to denote in the source language. Likewise, this aspect plays an important role along with the cultural competence." The style will be reflected in the knowledge level and cultural context of every student.

(Tim Parks, 1997, p. 32), the most important author about stylistic translation, says: "A translator can create the language ambivalence in a simple way through the argumentation, definitions, etc. But language plays an important role too. In a text, sometimes lexicon and syntax will crush against the semantic surface, specifically to generate richness in the text. There enters the stylistic translation to take place." In the previous definitions, it is seen the relevant role of the translator, understanding the source text and translating the ideas from the source text to the target language, and this not only means having a good level of both languages, but also taking into consideration the different techniques, structures and styles that a text has, and the most importantly, making it logical.

Having defined some of the most important aspects in translation, let's focus on the sixth semester students and the topics that they have seen or saw in the subject "Business translation".

The students of this course need to know a lot more about the cultural, linguistic and communicative competences that are involved in the development of every translation nowadays, even more when there are some indispensable aspects like the semantic aspect, which takes a significant role in every work and text that they utilize to develop their translation skills.

In this sense, the students of sixth semester of Modern Languages, already know general aspects of translation such as the theories. One of them is the Equivalence and equivalent

effect created by Roman Jakobson, Newmark and Nida, which refer to the problem of equivalence in meaning, the principle of equivalent effect, focuses on the receptor and semantic and communicative translation. Between some of the techniques, it can be mentioned Vinay and Darbelnet's pioneer work "Stylistique comparée du français et de l'anglais" (SCFA) (1958) , they also classified the translations between direct (or literal) or oblique, to coincide with their distinction between direct (or literal) and oblique translation, as well as introducing the terms borrowing claque and literal translation. These are few examples of the theories and techniques that students learnt in class, and they are very valuable because they help students with a guide to follow in cases where they don't what to do and a difficulty comes. These general concepts seen in "Introduction To Translation", and "Business Translation" , allow them to have the tools to translate. In addition to that, the major has offered them in their previous semesters a lot of practice with english regarding the four language skills, this is the reason why english is their strength in most of the major and is boosted since the first semester, so that makes English become the most-known foreign language for them and therefore, the second language that they can dominate and develop most of their practical life and professional future. However, it needs to be considered that this is a process that requires practice, experience, effort and help from both, teachers and the students themselves. In this learning phase, students start acquiring the language for basic purposes, learning about grammar, vocabulary and other aspects, and then, they start advancing in more challenging areas as the translation. Therefore, ECCI University wants to emphasize on this second language inside the Modern Languages student's learning, because when they become professionals in their career, this is the language that they will have more ease and knowledge in.

Sixth semester students' work in the 'General business translation' subject, and there, they learn how to translate a variety of business and some other texts and paragraphs, related to some specific cultures like English and some others. Also, it is in this moment of their major, that they remember every English background knowledge and bring it into this subject, things like the vocabulary they have learnt during their university and school learning, the meaning of every word and how to use them in a determined situation, the orthography, semiotic, and some other things. It is here that translation takes a huge importance in the students' learning and they begin to deepen in the large topic of Translation as such.

There might be some unknown, strange or unusual words or terms that, Modern Languages students could identify as a problem when they find them in their translation texts, therefore, they do not know how to give a the proper meaning in the source language.

As a result of that, it is necessary to search every strange word, in which some doubts arise, and also those words that the students know their meaning but they may have some other meaning depending on the context and the use of these words. The sixth semester students, can be helped by their teachers regarding those weird words with strange meanings. The majority of these words come from specific cultures, and they are used in them, these concepts may be used only by the specific culture and with their specific meaning too. So, when translating those concepts, it is necessary to develop more vocabulary, like synonyms and antonyms because this is related to the cultural background. This is what really matters for the knowledge developing of key words and technique or formal words, that can usually appear in some texts or articles, and those words can possibly have an important role in the entire message and can influence or affect a lot in the future translation given by the students, either English or Spanish.

Moreover, as (Weightman, 1947, p.55) marks, "The use that a good writer and translator makes of the language is constantly very distant of some of the norms of good writing, and the translator has to respect the writer and not some norms.''

The meaning of strange words in students' minds must be known, not only for being one more word in the text, but also like a puzzle part to engage the main message in concordance to the writer's idea , that is to say, with the message of the origin language's writer. There are some ideas or words that the writer wants to translate in a better way, without changes, and those words must be part of a cultural background, using the knowledge of the writer and also knowing the idea that the writer wants the translator to capture in the source text. This final or source message is related to the cultural feature that the writer of the origin text longs for it to be maintained, knowing that everything that we want to translate has an important cultural aspect to be taken into account.

Continuing with other translation definitions related to these specific idioms in the student's translating process, Steiner (1975) says, "Translating means to start from what has been silenced towards what is alive, from the distance to proximity". This is related to those particular words and meanings which are 'silenced' in other cultures, because there could be some concepts or words in source language that can define the previous origin language word. This happens sometimes when students translate any text or article that is from a different country, therefore it will have a different culture which is going to be the receptor of this new translated text. The group of sixth semester students, study in their classes some new articles and texts from some different countries, and every text contains new English words that maybe they do not know, or even they have not seen previously, and consequently, they will not know how to translate them. It is true for sure that, when the students get in sixth semester of the Modern Languages major, they are going to have a big knowledge of English

language, also they will know important rules to use the language correctly and they will have in their minds the structure and the right way to give an accurate message. There are some other students that are working or have previously worked in jobs related to the English practice. There are jobs like being a Call Center representative or answering customers' questions about the enterprise for which they work. So, when they are involved in the translation class, some concepts come to their brain and, as Steiner (1975) said, they make those distanced Spanish concepts, closer to the English language context because of their job experience. Now that the students have the English knowledge, they can focus on the learning new cultural concepts and also their development in knowing some slangs and things that are specific for a community and culture in a determined place in the English speaking countries.

Likewise, (Baude grande, 1978) "…the translator must not just be bilingual, but also completely multicultural". "Now it doesn't understand the translator as a mere transmitter between two languages, but as an specialist bi or multicultural, who has to recreate in a determined situation, for a goal culture, a text impregnated for an origin culture."

Starting from this, said by some of the first translators in history, it can be seen that the translator skills that Modern Languages students from sixth semester have, must be good with the purpose of performing efficiently and carry out this process satisfactorily. Those skills, begin to be developed by the practice that they made on in fourth semester with the subject called "Introduction To Translation", subject that will change a little bit the vision that students have about the English language, as they began studying the first three semesters, everything related to vocabulary and grammar connected to the goal language in the coming semesters. Something that will be very useful for them, is that they can take a huge advantage of the semesters that they studied the basic theory from the language and,

applying what they have learnt rapidly through practicing and in their environment which is the university classrooms and of course outside it in their free times. This constant practice, allows them to improve their skills in the language to have solid bases when the get to the hard field of translation, which requires even more characteristics and skills of the students.

According to (Nida, E; 1964, p.140) "The translator is, therefore, responsible for not more nor less than a message that probably was not conceived to be translated, can effectively translated to a goal language, not mattering that students provoke any strangeness feeling. To achieve this, the translator must immerse into the bowels of the origin text and let himself be impregnated of all cultural burden that this text pretends to transmit to raise again from the ashes with the purpose of proportioning all that message to a totally different goal culture". In this phrase, the author wants to demonstrate the importance of highlighting the communicative and cultural competences in the translation task, something that is in fact really significant for students to learn in their translation exercises and also to carry them in practice in the course of the sixth semester. In this process of "immersion into the text" it is important that the students investigate, first of all the vocabulary in the context that they are talking about, and also try to get in contact with someone who can explain the meaning of some expressions that could have a different meaning. What Nida says, is one of the most important ways in which the students can develop these two abilities.

In this process, it is important to include the communicative competence, Nord, (1997) mentioned, "translation means to compare cultures, the translator analyzes translation from his own culture depending on the goal language and it is not possible to have a neutral point of view due to the concepts of our culture are the reference point to see the other culture."

This means that many times when doing a translation, it is only being translated from the 'native' culture and there are not being analyzed some cultural and communicative aspects

that cannot be for obligation literal. That's why there should be a biased point of view, taking into account the expressions that are used in one culture and another, and it can be more understandable for the other culture if it is used the correct jargon or vocabulary.

For the the previous reasons, it is important to take into account the non-verbal communication that the different cultures have, because these can be possibly included in the translation to be made. Following with the importance of the non verbal communication elements, Let's give some definitions about this topic closely related to the communicational and cultural competence.

According to (Byram, 1997), "there is a variation in non-verbal communication between cultures and that's when people from two different cultures meet, there is infinite scope for misunderstanding and confusion".(p.8). Likewise, in his experience as teacher (Byram, 1997) affirms that basic education institutions have the responsibility to develop in his students the values and the cultural meanings in his own culture and in other to develop these abilities. This indicates that both competences must be developed by the professors and the student and they must also be understood in the best way for it to succeed. These competences are used as previously (Nida, E; 1964) mentioned about changing the language of the text or information that wants to be translated, and that cannot be different from the first message of origin culture. So, to accomplish the development of these competences effectively in the students of Modern Languages from sixth semester, it must be aroused that students know about translation as an important part of modern communication, and second that they can receive the most essential information and knowledge regarding culture and the communicative component in translation and in every aspect of it, to know how to use them in future texts or articles to translate with those components.

Additionally, it can be observed that this topic about the importance of culture in translation is not new nor strange in the ancient nor the modern translator's field. During all the history, different translators have researched the way to develop an understandable translation in other cultures. And according to this, they have created several useful methods and techniques mentioned before, to do a translation that can be faithful with its meaning and the message to be communicated. Nord (1997) affirms: "culture is not something static, but dynamic, that change and does it for his nature, for the fact of being created from what, in our case, the translator conceives that is the culture. The culture is not something that is possessed, learned or had in an absolute way, but is something that is acquired, it's a continuum (A continuous extent, succession), something changeable". This continuum concept is used by Nord (1997) in her thesis. What is most important from this definition, is the idea of a change of differences in the culture conception depending on the work perspective that is being developed and also of who's doing that.

Taking into account all the abilities mentioned before, like techniques, experience, practice communicational and cultural competence , the students from sixth semester will be able to analyze their knowledge about the culture and communication that they have and are increasing as their degree goes on, to show the wisdom and understanding level of these translation aspects and likewise, offering some tools and techniques to improve their knowledge about the other language, and their cultural and communicative background, related to their mother language that is the Spanish idiom. Taking into consideration this and the results thrown by those students, there will be given some concrete options to train a better translator regarding cultural and communicative bases and their skills in translation in order to follow a satisfactory learning process and continue with the desire of generate better translations with a clear message and meaning.

As this thesis focuses in the communicational and cultural competence which make part of the translation competences, it is important to identify each of them. According to (Neubert, 1992), the translation competences consists of:

1) Language competence - this sub-competence includes the knowledge grammatical systems as well as repertoires, terminologies, syntactic and morphological conventions

2) Textual competence that emerges from and is intertwined with the linguistic competence, and represents an ability to define textual features of e.g. technical, legal or literary fields ,

3) Subject competence - stems from textual competence, it represents the familiarity with what the particular text is about, this concept covers both knowledge about the world (encyclopaedic knowledge) and specialist knowledge,

4) Cultural competence – or that translators need to be specialists on cultures, because they act as mediators between various cultural backgrounds and presuppositions "technical texts are often culture-bound too" (Neubert; Schäffner 2000), last, but not least is the

5) Transfer competence – which encompasses the strategies and procedures that allow translating the text from L1 to L2, it is the ability to perform translation as such quickly and efficiently. This competence is superordinate to the previous four competencies and has a transient nature, because it is "triggered off by the nature of the text" (Neubert; Schäffner 2000) or by different parts of a single source text (ST).(as it is quoted in Šeböková, 2010, p 11)

The previous competences show that a translator is not only a person who can speak two languages, but also needs to acquire the previous competences that can only be developed through experience and practice. As mentioned before, the students of modern languages acquire the five competences during their learning little by little, let's analyze these five

competences in the learning process of the students. The language competence, the textual competence and subject competence, are obtained during their english classes going deeply in

the translation of different types of texts, where they learn about grammar, vocabulary and general knowledge about the world. However, the cultural competence is not much applied in the classroom, it can be seen as something general and they students slightly recognize it. And finally the transfer competence, which refers to the ability of applying strategies in this case, translation strategies into a text.

Now that the main translation competences were presented, it is important to recognize that the students get a general glimpse of what translation is, but the most essential part of this process is the practice and knowledge that they are going to develop during and before in their learning. For this reason it is relevant to classify the students of 6th semester into one of theses stages, this classification will allow to identify in an easier way the most common mistakes that they make. According to (Chesterman; Schäffner, 2000), he describes acquiring translation competence as moving along an axis divided into five stages: the novice, advanced beginner, competent, proficient and the expert:

1) Novice translator – is getting acquainted with translation, s/he tries to learn the basic rules and his/her perception of the subject is mainly atomistic, because s/he "...operates in terms of particular, separate activities" (Chesterman; Schäffner 2000: 78)

2) Advanced beginner – is starting to be able to "think outside" the concepts that were introduced in the first stage and connect them to each other, his/her behaviour becomes less atomistic.

3) Competence stage – trainee gains the ability to prioritize among various "situational features" of the task at hand and perceive it as a goal oriented problem solving activity. S/he becomes

aware of the responsibility this particular task involves, which in turn leads to a greater emotional involvement in the process.

4) Proficiency – intuition and personal experience are introduced into the equation, however they both rest on the rules and concepts introduced in previous three stages.

5) Expertise – the expert is driven predominantly by intuition and although s/he is capable of critical self-reflection, intuition is the main mode of operation; "...for real experts, things that might be problems for others are merely routine matters" (Chesterman; Schäffner 2000: 79).

The modern language students can be found in the third stage which is the competence one, they are more aware of the mistakes that are made, they investigate a little bit more and are more responsible with their task, however they lack of experience and can't make complex reflections about their translation.

Having classified the students in one of these translation stages, let's take a look in the way that the translations will be analyzed. But before doing that, let's explain and define the different categories, in which the analysis was divided. There will be 2 categories, the first one is communicative, composed by literalness, lexicon, syntax, alligiance, style, coherence and cohesion the second category is culture, composed by context, text knowledge and cultural elements.

"Linguistics will have to recognise laws operating universally in language, and in a strictly rational manner, separating general phenomena from those restricted to one branch of languages or another". Saussure (1910) affirms.

Inside the communicative category , it can be found literal translation, which in some text can be used: "In some translation task it may be possible to transpose the source language message element by element into the target language, because it is based on either (i) parallel categories, in which case we can speak of structural parallelism, or (ii) on parallel concepts,

which are the result of metalinguistic parallelism" Vinay and Darbelnet (in Venuti 2000:84), they give an example on how translating something from english to spanish and vice versa may work if a translation is done word by word on a simple structure: El equipo está trabajando para terminar el informe would translate into English as : The team is working to finish the report. In this case, it works because the structure could actually be parallel as Vinay and Darbelnet affirm; however, there are some other structures where the use of this technique can lead to different type of errors. According to Vinay, and Darbelnet (1958) , there are three procedures of Direct or Literal Translation; they are Borrowing, Calque, and Literal Translation. So in this sense, the idea is to identify whether the students use or not these strategies or, on the other hand they make mistakes because of the lack of this information.

According to Newmark (1995), "The central problem that translation presents is if we have to translate literally or freely. The majority of cultural words are easy to identify for being associated with a particular language and cannot be translated literally, because a literal translation would distort the sense". Cultural elements are hugely important. This part of the translation is the one which is going to give sense and meaning to the main message and during the text. Those particular words and cultural phrases, show that the text could be related to a specific culture or country, with different habits and manners. During the development of the translation, students of Modern Languages will need to look for every single word or phrase that is in the text, and they will also need to search the best way to give a cultural definition according to the culture or community where the text is going to be approached. With those cultural elements, the text is going to make sense, and the message is going to be perfectly understood by the people whose this text will be focused on.

The next item of this communicative category, is the lexicon. "In any analysis of the relation between Terminology and Translation, it is necessary to bear in mind that both are conditioned by semantic, pragmatic, contextual, and cultural factors that operate at the level of the source language and target language". House (2000). In any analysis of a translation, most of these elements are connected, if the students investigated the words or the terminology, most of the times the text would be translated considering the semantic, the pragmatic, the culture and the context. Another element that is related to the lexicon, is definitely the text knowledge, because the students need to identify what type of text it is, and in which context is used in order to understand it and make it understandable.

A subcategory of the communicative category, is the stylistic way of a translation. This one is related with the interpretation act, but the one that the origin language's author has and implements, its purpose is to give a unique style to the text and an original form of writing. This is decisive because depending on the style that the author chooses for the text, the students are going to identify the purpose of it and also if they can translate in a formal, informal, poetic, chronologically ordered way, etc (Steiner, 1975). The style takes a huge importance to give originality and identity to the person who wrote the text, and also it will give identity to the new author in the source language translation.(Taber, 1974)

The next sub-category is Coherence and Cohesion. (Newmark, 1988, p.) defines those textual and social competences as, "The network of typographical, lexical and grammatical relations that shape a text. Cohesion and coherence are the most useful constituent of discourse analysis or text linguistics applicable to translation. The knowledge of the differences of coherence and cohesion between the languages and cultures is essential for a translator". As this author mentioned, these competences are important to evaluate a translation in a general way. The coherence and cohesion show understanding of the people about the text, how

much they can understand the main ideas of it ,and also how the students can give the source translation text a better comprehension regarding every idea, every part of the message and every detail that was evidenced in the original text from the original author. Coherence and cohesion will take part of the textual system and the structure of the source translation for the Modern Languages students.

And finally, the allegiance in the translated text.

This concept was used in its majority by Nord, (1997), who states that *"In our culture, translation requires not only functionality of the target text but also allegiance towards the source text sender and his intention."* Allegiance shows how much the translator worked for maintaining a clear and clean message, concerning the meaning of every cultural word or every concept that the origin text author wanted to show in a future translation of his text or article. Also, allegiance shows how the translator joined his knowledge to the thoughts of the text author, to give a good result in the source text and to exhibit in a text that obviously is in another language, but the language did not change every idea that the author wanted to emphasize.

In the cultural category, the knowledge that students have about the text they translate is crucial.

According to (Steiner, 1975, p.)

"When we deal with a text for the first time, looking for a translation and the anxiety for understanding it, we neglect historical text background. Any deep reading from a text emerged from the past of the own language and literature, constitute a multiple interpretation act. The majority of times this act is hardly roughed out, or it's not even consciously recognized."

With this said, it's remarkable to distinguish and also recognize the history of everything that is shown in the text translated by sixth semester students and that they can put this correctly into the new translated text. This knowledge of the text, will help students to accomplish a trustworthy message and to capture every important aspect of the text and the author.

The next sub category is context, Nida (1964) affirms: "In some cases, the meaning of the words do not depend on syntagmatic contexts, but on the practical contexts of communication". This evaluating part for translations contains all the organizational aspect from the translation and the correct order of it, but most importantly, the context has the task of looking how the message can influence in any manner to the source language and the source people, and which characteristics could influence the creation of the text of the author and the circumstances of it to be made. With these things cleared, the students of sixth semester will have the tools required to get into the text themselves and understand how and why it was written and the purpose of it.

The second subcategory is the intelligibility. According to Paz (1971), "There are a lot of languages, but the sense is one. The translation answered to the ideal of an universal intelligibility to the languages diversity". The intelligibility has to do with the comprehension that the people from the source language can have according to things like the handwriting, orthographic mistakes, and the message transmitted clearly. This concept will cover some other little concepts that will give form and a correct adaptation to the text, it also shows how much the sixth semester translators know about Orthography and the right handwriting that they have to take into account from their previous knowledge in school and some Spanish grammar in the previous semesters.

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Now that the translation evaluation categories have been explained, it is going to be useful to organise this evaluation in the next table for the 14 translation samples of sixth semester students, about a Spanish text. It was an exercise given by the teacher in charge, in order to identify and develop their knowledge in general translation.

Evaluating Translation's Table

Sample #1

Categories	Sub-categories	Score Accomplished:
Communicative	Literalness	Yes No
	Lexicon	
	Syntax	
	Allegiance	
	Style	
	Coherence / Cohesion	
Cultural	Context	
	Text knowledge	

	Cultural elements	
Comments		

Methodological framework

This is an action participatory research, according to Fals (1987), "the IAP proposes a cultural proximity with the typical which allows to overcome the academical lexical limit;its objective is to win the balance with the blended forms of the qualitative analysis and the collective and individual investigation and it proposes to selectively combine and accumulate the knowledge that comes as much as the application of the instrumental cartesian reasoning and as the daily rational, the heart and the experiences of common people, to place this sensing-thinking knowledge at the service of the interests of the classes and majority groups exploited, especially in the countryside where is more laggard". This type of methodology was chosen because the objective is to get closer to a problem that the ECCI students have regarding the scam of the communicational and cultural competence, this means that is an investigation which focuses on the qualitative aspects that must improve, in order to optimize the scams that the students have in this scope. Through this type of investigation solutions to the community problems,which in this case are the students of 6th semester of the subject business translation, will be found. Using this type of investigation, allows to find exactly the mistakes that the students have, for this reason it will be explained the population that will be

analyzed and the number of samples that are going to be obtained. In the next paragraphs it can be found the number of students that we decided to analyze, as well as the variable identification, the way the the evaluation was made and how to evaluate the variables.

Population and sample sizes

As previously mentioned, the population of the investigation are the students of 6th semester of modern languages of ECCI university in the subject "business translation" .In this case the sample size were 14 students of the 6bm group in the day shift, about 14 translations made in class that were analyzed together with the teacher's help in order to evidence the most common scams that cause the lack of communicational and cultural competence.

Student's translations	14
Teachers	2
Total	16

Variable Identification: Communicational and cultural competence

Variable Definition, there will be found different categories and subcategories that were evaluated, such as the cultural one that is divided into: style, cultural elements and text knowledge; linguistic, divided in literalness, lexicon and syntax, and finally the social category composed by context, intelligibility, coherence, cohesion and allegiance.

Communicational and cultural competence in the Business Translation students: How is it evaluated?

Evaluating a translation is not something exact is not merely objective, there should be taken into account different methods to evaluate it, For this reason it has been chosen two methods which will allow to identify general mistakes and more specific mistakes.Now this evaluation may seem a little general, so the way that the communicational and cultural competence will be evaluated is through these mistakes that the translation have, there are going to be given some specific examples which will be analyzed and it will be explained the reason why those mistakes show a lack of communicational and cultural competence.

Operational definition of the variable

The Mistakes made by the students of the subject business translation were analyzed, because of the lack of communication and cultural competence. There are several translation errors, such as the pragmatic translation errors, which are the result of "inadequate solutions to pragmatic translation problems such as lack of receiver orientation". Secondly, they may be cultural translation errors, which are "due to an inadequate decision with regard to reproduction or adaptation of culture-specific conventions". Thirdly, they may be linguistic translation errors, which are "caused by an inadequate translation when the focus is on language structures". Fourthly, and finally, they may be text-specific translation errors, which are "related to a text-specific translation problem and, like the corresponding translation problems, can usually be evaluated from a functional or pragmatic point of view"(Nord, 1997). Nord also adds that the type of cultural mistake in translation depends on the function that the meaning has. (p. 76) Continuing with this idea, according to (Nord, 1993), the translator should express the intention of the original author in a way that the target text is able to carry out the same function in the target culture, in the same form the source text achieved in the source culture. So in general, it can be seen that some of the mistakes

possibly found regarding the cultural and communicative competence, will be that the text is not logical and thus, not understandable for the target culture, maybe because the translator didn't take his time investigating or getting in touch with the other culture.

Method for evaluating a translation

This method was based on (Hurtado, 1995) and he considers 3 groups of possible mistakes

- Inappropriate renderings which affect the understanding of the source text; these are divided into eight categories: contresens, faux sens, nonsense, addition, omission, unresolved extralinguistic references, loss of meaning, and inappropriate linguistic variation (register, style, dialect, etc.).

- Inappropriate renderings which affect expression in the target language; these are divided into five categories: spelling, grammar, lexical items, text and style.

- Inadequate renderings which affect the transmission of either the main function or secondary functions of the source text.

This previous method helped to decide the categories in which the chart was divided because it takes into account the most important areas on which translation is evaluated.

Information compilation

The compilation of information is going to be made through the qualitative observation, because it's clear that is going to focus on checking the communicational and cultural competences in the translation in order to analyze them, identify the problem and create a hypothesis. The compilation technique to get the information, will be through the content analysis, since the scams of the students will be identified with regard to the communicational and cultural competence.

Here's the original text.

La información en relación a la ley y sus efectos sobre los empleados municipales puede ser obtenida contactando a la Comisión de Ética del Estado. Cualquier comunidad puede solicitar a la Comisión que presente un seminario explicando métodos de evitar conflictos potenciales, proveyendo los principios de la ley y dando ejemplos de cumplimiento. Los empleados municipales deberían obtener opiniones formales a través del consejo municipal sobre si una actividad propuesta afectaría a la ley antes de implicarse en esa actividad. Un empleado con un conflicto potencial tiene la responsabilidad de obtener una opinión y evitar el conflicto.

Sample # 1

Categories	Sub-categories	Score Accomplished:	
		YES	**NO**
Linguistic	Literalness		X
	Lexicon	X	
	Syntax	X	
Cultural	Text knowledge		X
	Style	X	
	Cultural elements		X
Social	Context		X

	Intelligibility	X	
	Coherence / Cohesion		X
	Allegiance		X
Comments	**grammar** Its obtained Employees, comma community double m **change of** **meaning** Contactando hiring Some -cualquier **Literal** state ethics commission **Omission** evitar .avoid		

The information related to the law and his effects over the municipal employees can be obtain hiring the ethic comission of the state. Some comunities can request to them that present a seminar explaining methods to avoid potencial conflicts, providing principles of the law and giving compliance examples. The municipal employee should get formal opinions throught. the municipal council about if an activity purposed would affect the law before engaging in that activity. An employee with a potencial conflict has the responsability to obtain an opinion to prevent the conflict

Sample #2

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness	X	
	Lexicon	X	
	Syntax		X
Cultural	Text knowledge	X	

	Style	X	
	Cultural elements		X
Social	Context		X
	Intelligibility		X
	Coherence / Cohesion		X
	Allegiance		X
Comments	on , to , lack of articles a the about if punctuation signs		

The information on relation the law and its effects about the city hall employees can be obtained contacting State Ethics Commission. Any community can request to commission present a seminary explaining methods to prevent potential conflicts, providing principles of the law and giving examples of compliance.

The city hall employees should obtain formal opinions through the city hall council about if a proposed activity would affect the law before engaging in this activity. An employee with a potential conflict has the responsability to obtain an opinion and avoid conflicts.

Sample # 3

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness		X
	Lexicon		X
	Syntax	X	
Cultural	Text knowledge	X	
	Style	X	

	Cultural elements	X	
Social	Context	X	
	Intelligibility	X	
	Coherence / Cohesion	X	
	Allegiance	X	
Comments	Grammar Counsil- council		
	Their effects – its effects Of avoid Literal State ethic commission change of meaning Carrying out an order		

General Business Translation.
Día: 21 / Mes: September / Año: 2015
Kevin Mauricio Patiño Saganome // GBM

Translation # 2 Legal English.

The information related to the laws and their effects, in the municipal employees, can be obtained contacting the Ethic State Comission. Any community can ask to the comission to present a seminar explaining the methods of of avoid potential conflicts, supplying the laws statutes and giving examples of carrying out an order. Municipall employees should obtain formal opinions through the municipal counsil about if an activity can affect the law before they can involve in this activity. An employee with a potential conflict has the responsability of obtain an opinion and prevent the conflict.

Sample # 4

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness	X	

	Lexicon	X	
	Syntax	X	
Cultural	Text knowledge	X	

	Style	X	
	Cultural elements	X	
Social	Context	X	
	Intelligibility	X	
	Coherence / Cohesion	X	
	Allegiance	X	
Comments			

The Information in relation to the law and its effects on employees about municipal employees can be obtained by contacting the State Ethics Commission. Any community can request the Commission to present a seminar explaining methods of avoiding potential conflicts, providing the principles of law and giving examples of compliance. Municipal employees should obtain formal opinions through the municipal council on if an activity proposed would affect to the law before involve is in that activity. An employee with a potential conflict has the responsability to obtain an opinion and avoid conflict. prevent

Sample #5

Categories	Sub-categories	Score Accomplished:	
		YES	**NO**
Linguistic	Literalness		X
	Lexicon	X	
	Syntax		X
Cultural	Text knowledge		X
	Style		X
	Cultural elements		X
Social	Context		X
	Intelligibility		X
	Coherence / Cohesion		X
	Allegiance		X

Comments	Grammar
	In accordance with, according to
	Contacting **to** the ethics, request **to** the commission
	Involve- **involved**
	Literal translation
	State ethic commission
	Change of meaning
	That presents – to present
	Misspell
	Evoid-avoid

The information according with the law and its effects about the municipal officials can be obtained contacting to the ethics commisions of the state. Any community can request to the commission that presents a seminar explaining the methods to prevent potential conflicts, providing the law's principles and giving examples of compliance. The municipal officials should obtain formal opinions through municipal council about if the proposed activity would affect the law before being invoive in that activity. An official with a potential conflict has the responsibility to obtain an opinion and evoid the dispute.

Sample #6

Categories	Sub-categories	Score Accomplished:	
		YES	**NO**
Linguistic	Literalness		X
	Lexicon	X	
	Syntax		X
Cultural	Text knowledge		X
	Style	X	

	Cultural elements		X
Social	Context		X
	Intelligibility		X
	Coherence / Cohesion	X	

	Allegiance		X
Comments	Misspell Información ettic Omission **And effects**- and its effects Literal translation State ethic commission Grammar ask **to** the- ask the commission Punctuation Commas Conflicts, providing		

Activity 2.

The información in relation with the law and effects on municipal employees may be obtained by contacting The Ettic Commision State. Any community can ask to the Commision to present a seminar explaining methods to avoid potential conflicts providing the principles of law and giving examples of fullfillment. The municipal employees should obtain formal opinions through the municipal council about it a.porpused activity would affect the law before engaging in that activity. An employee with a potential conflict has the responsability to get an opinion and prevent the conflict

Sample # 7

Categories	Sub-categories	Score Accomplished:	
		YES	**NO**
Linguistic	Literalness		X
	Lexicon	X	
	Syntax		X

Cultural	Text knowledge		X

	Style	X	
	Cultural elements		X
Social	Context		X
	Intelligibility		X
	Coherence / Cohesion	X	
	Allegiance		X

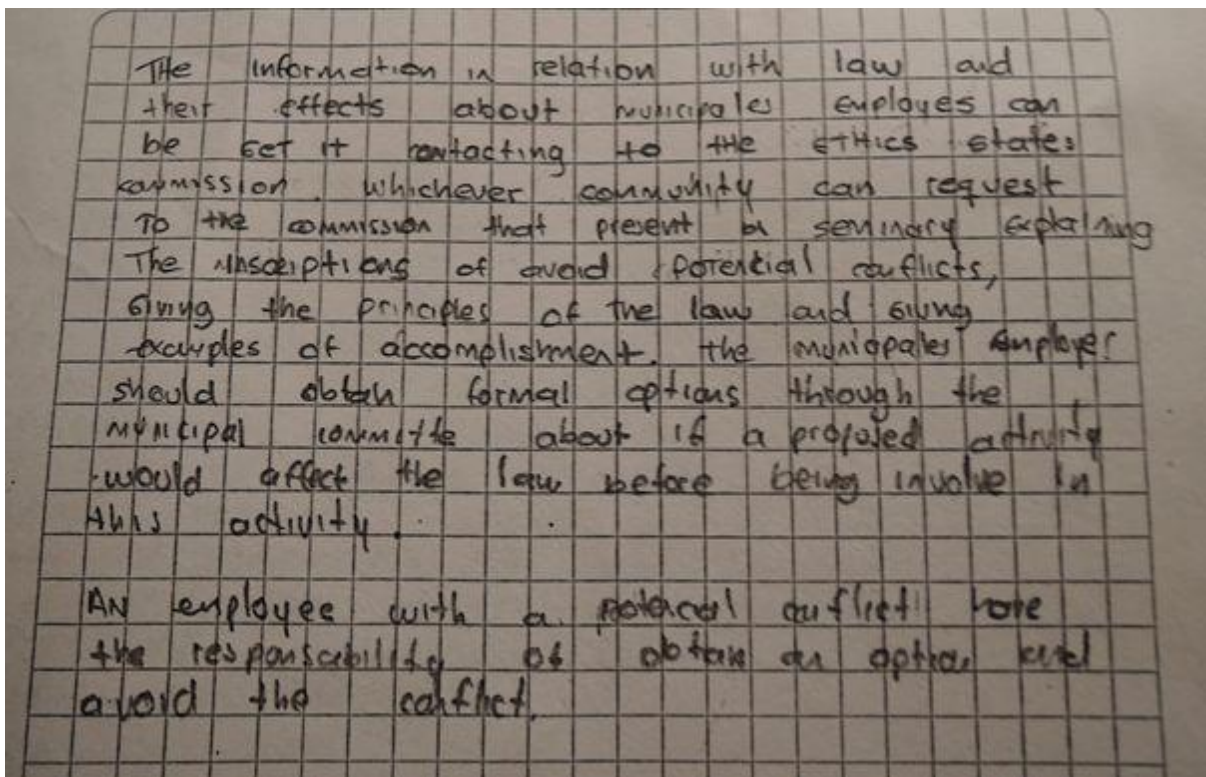| Comments	
	Omission-change of sense
	Obtained by contacting_ can be obtained by..
	Literal change of sense
	Ethic of state- State ethic commission
	Large city council- municipal council
	Syntax change of meaning
	Becoming – it's not in the original text

Second paragraph.

The information with regard to the law and its consequences obtained on municipal employees commision an by contacting the State. Any the Ethics of State the commission Community can request where to present a seminor in order to they explain the methods conflicts, prevent potencial providing the law principles and exemplifying of Compliance. The municipal employes should obtain formal opinion, through the large city council as to whether a proposed activity would affect the law before becoming involved in this area. An employee with a potential conflict has the responsability of obtaining an opinion and to prevent the dispute

Sample # 8

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness		X
	Lexicon		X
	Syntax		X

Cultural	Text knowledge		X
	Style		X
	Cultural elements		X
Social	Context	X	
	Intelligibility	X	

	Coherence / Cohesion		X
	Allegiance	X	

Comments	**Grammar**
	In relation with – in relation to
	Their effects – Its effects
	An employee have – An employee has
	Inscriptions - Methods
	Whichever or Any
	Spanish
	Municipales – Municipal
	Omission
	Employes – Employees
	Involve - Involved

	Change of sense
	Can be get it – can be obtained by
	Giving - Providing
	Literal
	Ethics States Commission – State Ethics Commission
	Of avoid – of avoiding
	Of Obtain – Of obtaining
	Municipal Committee – Municipal Council

The information in relation with law and their effects about municipales employes can be get it contacting to the ethics states commission whichever community can request to the commission that present a seminary explaining the inscriptions of avoid potencial conflicts, Giving the principles of the law and giving examples of accomplishment. the municipales employer should obtain formal options through the municipal committe about if a proposed activity would affect the law before being involve in this activity.

AN employee with a potencial conflict have the responsability of obtain an option and avoid the conflict.

Sample # 9

Categories	Sub-categories	Score Accomplished:	
		YES	**NO**
Linguistic	Literalness	X	
	Lexicon		X
	Syntax	X	
Cultural	Text knowledge		X
	Style	X	
	Cultural elements		X
Social	Context	X	
	Intelligibility	X	
	Coherence / Cohesion		X

	Allegiance	X	
Comments	**Grammar**		

His effects – its effects

An employee have – An employee has

Every – Any / Whichever

Literal

Ethics State Commission – State Ethics Commission

Potencial – Potential

Of obtain – Of obtaining

Municipal Committee – Municipal Council

Being involve – Being involved

Resposability - Responsibility

Change of Sense

To prevent – of avoiding / of preventing
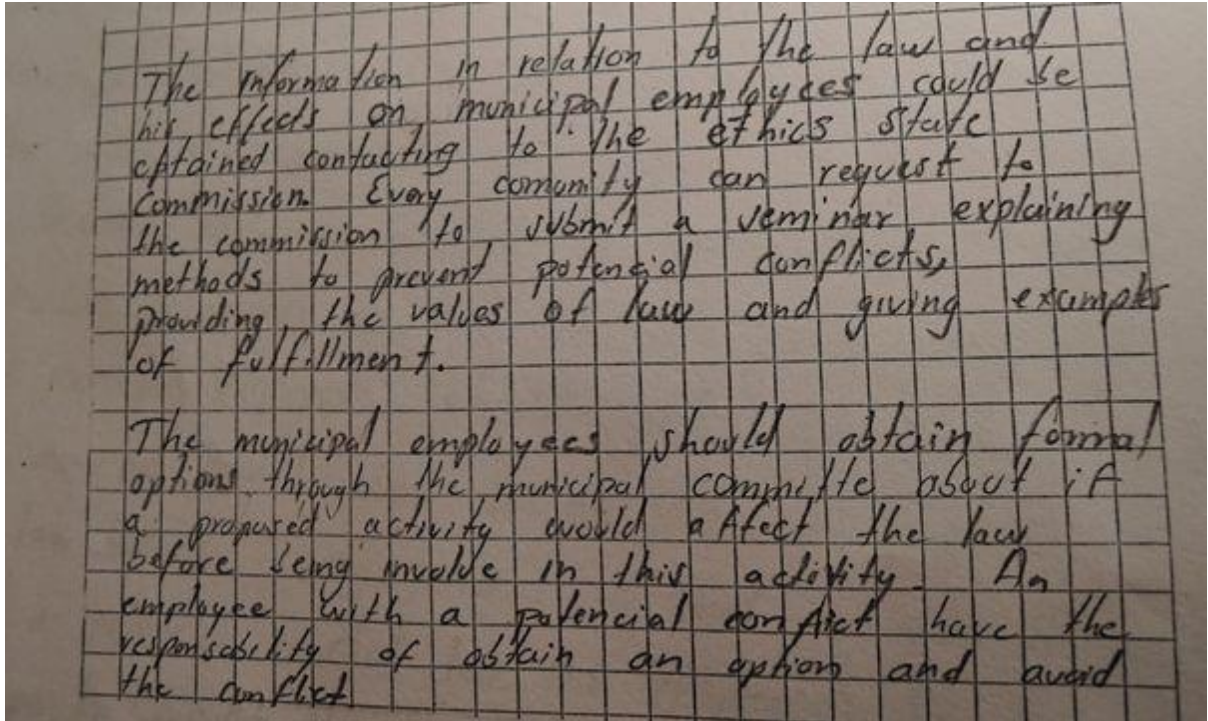
Sample # 10

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness	X	
	Lexicon		X
	Syntax		X
Cultural	Text knowledge	X	

	Style		X
	Cultural elements	X	
Social	Context	X	
	Intelligibility	X	
	Coherence / Cohesion	X	
	Allegiance	X	
Comments	**Grammar** Their effects – its effects Aks – Ask / Request Use of commas **Literal** Potencial – Potential Responsability - Responsibility		

the information regarding the law and their effects on municipal employees may be obtained by contacting the state Ethics commission. Any community can ars the commission to present a seminar explaining methods to avoid potential conflicts providing the principles of law and giving examples of compliance, municipal employees should obtain formal opinions through the municipal council about if a proposed activity, would arrect the law berore engaging in that activity An employee with a potencial conflict has the responsability to get an opinion and prevent the conflict

Sample # 11

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness	X	
	Lexicon		X
	Syntax		X
Cultural	Text knowledge		X
	Style		X

	Cultural elements		X
Social	Context	X	
	Intelligibility		X
	Coherence / Cohesion		X
	Allegiance		X

Comments	**Grammar**
	It effects – Its effects
	Municipal's – Municipal
	Employes – Employees
	Throuugh - Through
	Literal
	Potentials conflicts – Potential conflicts
	Responsibility - Responsibility
	Change of Sense
	Related with – In relation to
	Founded – obtained by
	Is able to ask – can ask / request
	For the seminary of the methods The possibility of an affectation

The information related with the law and it. effects with municipal's employees could be founded in the State ethics. Commission. . Any community is able to ask the Comission for the. seminary of the methods for avoiding potentials conflicts, providing. the laws principles and giving examples of the compliances. Municipals employes should obtain formal opinions throuugh the municipal council about the possibility of an affectation to the law by a... proposed activity before of being engaged. with the actuity. An employe with a potential conflict has the responsability . to . get an opinion and avoid the conflict.

Sample # 12

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness	X	
	Lexicon		X
	Syntax		X

Cultural	Text knowledge		X
	Style		X
	Cultural elements		X
Social	Context	X	
	Intelligibility		X
	Coherence / Cohesion		X
	Allegiance	X	

Comments	**Grammar**
	Her effects – its effects
	Contanting – Contacting
	Comunity – Community
	Use of dots and commas
	Actitivy - Activity
	Omission
	Obtained – Obtained by
	Literal
	Potencial - Potential
	The Commission of Ethics of the Status – State Ethics
	Commission
	Responsibility - Responsibility
	Change of Sense
	Should to obtain – Should obtain
	Her involving – Get involved
	These activity – This activity
	And avoiding the conflict – And avoid the conflict

The information in relation to the law and her effects on the municipal employees can be obtained contanting the commission of ethics of the status. Any comunity can request the comission that presents a seminar explaining methods of avoiding potencial conflicts. Providing the law's principles and giving examples of fulfill ment. The municipal employees should to obtain formal opinions through the municipal concil if a proposed actitiny would affect the law before her involving in these activity. An employee with a potencial conflict has the responsability of obtaining an opinion and avoiding the conflict.

Sample # 13

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness	X	
	Lexicon		X
	Syntax		X

Cultural	Text knowledge		X
	Style	X	
	Cultural elements		X
Social	Context	X	
	Intelligibility	X	
	Coherence / Cohesion	X	
	Allegiance		X
Comments	**Change of sense**		

	According to – In relation to
	Every – Any / Whichever
	Municipal official – Municipal council
	Her implementation – Get involved
	Prevent - Avoid
	Literal
	Her consequences – Its effects
	Commission of Ethics of the State – State Ethics
	Commission
	Omission
	Obtained contacting – Obtained by contacting

The information according to the law and her consequences about the municipal employees can be obtained contacting the Commission of Ethics of the State. Every community cant request to the Commission that presents a seminar explaining methods to prevent potential conflicts, providing the law's principles and giving compliance examples. The municipal employees should get formal opinions through municipal officials in a proposed activity would affect to the law before her implementation in that. An official with a potential problem has the responsibility to obtain an opinion and avoid the conflict.

Sample # 14

Categories	Sub-categories	Score Accomplished:	
		YES	NO
Linguistic	Literalness	X	
	Lexicon		X
	Syntax		X
Cultural	Text knowledge	X	
	Style	X	
	Cultural elements	X	
Social	Context	X	
	Intelligibility	X	
	Coherence / Cohesion	X	

	Allegiance	X	
Comments	**Change of Sense** Regarding – In relation to Presenting – To present Must - Should **Omission** And its effects **Literal** Responsability - Responsibility		

Information regarding the law its effects on municipal employees may be obtained by contacting the State Ethics Commission. Any community may request the Commission presenting a seminar explaining methods to avoid potential conflicts, providing the principles of law and giving examples of compliance. Municipal employees must obtain formal opinions through the municipal council on whether a proposed activity would affect the law before engaging in this activity. An employee with a potential conflict has the responsability to obtain an opinion and avoid conflict.

Analysis of results

In this part of the thesis, it is going to be shown in detail the results of the translations that students made during a Business Translation class, the analysis of every grammar, cultural and linguistic part in their translations, and also the viability and mistakes that they made in this exercise.

Now that the translations have been analyzed, it can be noticed a lot of things like mistakes and misunderstandings that were made by the sixth semester students of Modern Languages. Let's start with the first category, which is the communicative . The first thing that can be noticed, is that students continue making mistakes regarding the grammar, this can be seen through the misspell of the words and the literal translation. To mention some examples, there were words like "responsibility" in which most of the students made the same mistake, write it as it is pronounced. Another common mistake found, is that students still get confused with possessives adjectives, in the line where they refer to " the information regarding the law and its effects on…." most of the students put: his effects or her effects. This was regarding grammar.

The biggest problem for the students in the text, was to translate "Comisión ética del estado", some of the attempts to translate this concept were: State ethics commission, Ethic of state and Ethics States Commission. This difficulty that the students had, definitely shows a problem with literalness and lexicon, because on one hand, the students do not have enough experience with this type of text, maybe because it is related to a specific context and this might be the first time that students are in contact with this vocabulary, that's regarding the

lexicon, and regarding the literalness, students just didn't take their time to investigate the concepts and took them as the correct one. As for the the last subcategory which is syntax, few students had problems with word order, and this definitely changed the idea that the wanted to express, and sometimes it didn't even make sense. Finally, it is important to mention in this first category, that students still have a lack of use of the punctuation in general, and this leads to one of the problems that were mentioned before, the lack of sense and the lack of linguistic. It could also be observed, that most of the students still don't investigate the vocabulary and they take for granted that a word might be translated in one way. These mistakes, including the punctuation, immediately evidence a poor translation quality, because at this point students should already have enough experience in order to give more sense to the text.

Many of the words in the text were omitted and this definitely changes the meaning of the text, this shows also that students possibly didn't have enough time to develop the translation and to reread what they wrote.

Going deeper in the next subcategory, literalness was found in most of the text, it is seen that students need more practice, since the practice allows the student to gain more vocabulary, more expressions and develops an ability of not a merely word by word translation. "Rather than the word-for-word translation that occurs when the learner's unconscious need to make assumptions and correlations between languages is ignored" Harbord (1992). All languages share basic fundamentals, according to Chomsky's Universal Grammar theory (Cook:1994). While languages may differ in their word order or in which elements may be dropped from a construct, they are indeed similar. Languages are comprised of aspects of plurality, nouns, objects and other such linguistic components; they are built on what surrounds us physically and emotionally, and the combinations are not limitless. We learn the rules when we learn

our first language and we apply them to any other language we learn. As a result of this language transfer, "... this is why students don't have a correct structure of english, because in most of the cases they are still applying the word order from spanish structure and this could be a consequence of not having a proper education regarding the structures of both languages.

Therefore, grammar in a translation is a very significant element, it will give form to the translation and will show also that the translator, in this case the ECCI University student, knows about English linguistic and that has a good development in the grammar area. Kenneth, (1971) said, "It has to be made the morphosyntactic analysis of every word in a text of major or minor extension, and after that the word-by-word translation. As a part of this process, it is required that students memorize divers grammatical rules and the objective of it is to make an exhaustive analysis of grammar...". According to this analysis made by this author, it can be displayed the importance of grammar as a main and significant factor to give objectivity and linguistic coherence to the source text made by sixth semester students. Also, it is remarkable that, some translations had a very bad grammar use and its rules might not be very clear for students because they have shown it in their source texts. So, (Kenneth, 1971) says that these students need to learn, practically by heart, every rule and norm of grammar, either English or Spanish in their case, and also they need to know how to use them in the proper way with incoming texts either in their Modern Languages major or in their future professional performance.

The majority of students had a problem with the grammar which belongs to the communicative category and with the order and organization of some ideas and words that get lost in the translated text without sense, this happened because they put words in a wrong position or they had problems

with conjugation of some verbs and the use of some articles and pronouns mentioned before. So, in the translated text it must have been shown their grammar abilities to organize and give coherence to the message because it will show in the translator student that his or her previous linguistic knowledge was good enough to translate an idea to another idiom. Also this linguistic norms are indispensable to be shown by the students because they prove respect to the language and the culture which is being used in every word and paragraph. In general it could be evidenced a lack of linguistic knowledge when they do not use it correctly, for example the punctuation signs, the syntax of the text, the orthography of the words and others. Despite the students have a 3 year background in the English knowledge in the University, and also in the school previously, those mistakes were not detailed in that moment and now they have a lot of time, even years, using and accepting in their minds as true, those mistakes that in fact were necessary to be revised and corrected. What is more worrisome about the mistakes found, is that the students are supposed to have a background on how to use the punctuation in their mother tongue which is spanish, so this shows that most of the mistakes that they have come since they were at school and maybe the lack of practice.

So, to conclude with the mistakes of this category and the grammar in their translated texts, it is not hugely bad, it is not enough to develop the competence of the translation to English and it may change the meaning of the real message contained in the origin text, in this case the Spanish article. It is truly dangerous, due to the importance of every idea that also it needs to be reflected in grammar, and if it is not reflected, there will be a lot of words and punctuations without sense and a clear specific objective. It is for this reason, that sixth semester students cannot play or change the normal and common grammar rules, and they have to follow the rules by the common grammar norms of the use of the English and

Spanish languages, because that is what the students need to know to improve their skills and strengths in this linguistic language part.

Also, it is obvious that not all the students have the same knowledge level in the second language, in this case, English, because every student comes from a different school with different teachers and education. So, a student may get to the University with a very good grammar knowledge or a middle or low knowledge, but the idea is that students can level their previous knowledge with the professors and classmates' help, in order to increase the linguistic awareness in both idioms, and reach the sixth semester with a proper use of grammar. Now let's also take into account that the mother tongue plays a very important role in the previous translations, because if a student doesn´t have the knowledge in spanish, to understand the vocabulary, will be really difficult to express an unclear idea into another language and that's where the change of meaning comes..

Another problem to remark, is the huge change of sense that the majority of translations students made. It is terribly risky to take advantage of the knowledge of the language, to give it the form that a person inherent to the author wants to give it, because is not acceptable to input the translator's opinion in the text. The translator's task is just to adequate the author's ideas to another language without changes and without adding the translator's ideas to it. The students changed the position of some words to use them for their convenience and trying to give those words a good significance for the text, they slip up and made that the true meaning got lost during the paragraphs. It can be noticed in the translation tables the quantity of faults and misunderstandings, writing some phrases or composed words in the Spanish order, carrying the text to the bad literal way and not taking into account the context and the

morphologic and syntax possibilities in those phrases. It is not common that students from that level and being in that semester, commit those mistakes without even realizing that they make them, inasmuch as Nida, (1964) said; "...Translation reproduces in the receptor language, the original language's message, by the nearest and natural equivalent, primarily concerning the sense and after that the style."

Other category shown, is the omission of words or phrases. This mistake was made by some students thinking about giving a better significance and understanding to the text, but it is necessary to understand that it can only be the last resource because the meaning can brutally change or the message can be modified somehow. Also, when the translator omits words, he or she is showing that it does not matter to him or her the ideas or the text made by the author and that the translator has the power to change or modify it as he or she wants. Of course, there are omissions that can be taken into account as identical omissions. For example: His face was as innocent as a child's, that in Spanish can be: Su cara era tan inocente como la de un niño. The omission in Spanish was the face of the child and the grammar rules and context are fine and does not change, and the change in that phrase from Spanish to English was the addition of the apostrophe and the 's', remarking again the repetition of the face of the child in the phrase. This can happen sometimes when there are two same things remarked in a paragraph or a phrase and it should make the omission with the help of replacing words like with the apostrophe. But the omission is not for all cases, so the students have to be careful of those moments when they omit words without the determined rules and without following the grammar and syntax norms.

Let´s analyse the results of the most important category, which is the cultural. When it comes to the cultural problems, there were problems concerning some phrases or words that in the context of the translated article means something specific, but some of the students did not

take that into account, just because they deduced that those cultural words can be translated literal and it won't be of importance, but the huge change of meaning of the text can be noticed during the reading of their translations. Those words need to be analyzed before translating. Once they know the kind of public the source text goes to, they will look for some cultural words that can be the same in both cultural contexts. According to Snell-Hornby (1993), there are some problems that can be found in translation regarding some cultural elements, and these are: 1) Terminology / nomenclature 2) Internationally known items and sets 3) Concrete objects, basic level items 4) Word, expressing perception and evaluation often linked to socio-cultural norms 5) Culture-bound elements. As seen in the previous analysis, all of these mistakes were found in text, the students didn't have the correct terminology because they didn't investigate the terms, they also need to know some general terms that are known worldwide, students still make some mistakes in grammar and definitely students need to investigate a lot more about the culture which the text will be translated to, in this case it is related to law and government, and even if it is in this area, students need to investigate the correct way of writing what they will translate, all the areas of knowledge require culture consciousness.

Some students translated freely and literal, so those important cultural words were forgotten or changed by something different by them. It can also be found, that this problem is related to the others, the lack of the cultural competence can be shown when the student doesn't have knowledge about the vocabulary, and about the context that the text is talking about. As Wittgenstein (1958) once said, " The limits of my language are the limits of my world", this clearly means that culture involves the knowledge in general of the language, like grammar, punctuation, syntax and all of the categories mentioned before. The culture, was one of the biggest challenges that the students faced in these translations together with the grammar and

structure. But as Nida says, the culture may create more than one problem when the student doesn't know how to translate something, because it could lead to several problems mentioned before. "Differences between cultures may cause more severe complications for the translator than do differences in language structure" Nida, (1964).

Conclusions

To conclude, after the analysis of results of the translations made by sixth semester students of Modern Languages, it is necessary to show some points to highlight from it.

Students, in this semester of their University level and with some English background

knowledge, still have a lack of the communicative and cultural competence. It firstly

evidence problems with the culture for which they translated, in this case the text was a

Spanish article addressed to people from Spain, so the task was to look for every cultural

issue involved inside this text and after that, give them the best use and translation to the

source language. Joined to the cultural problems, they also continue having several basic

problems regarding the communicative competence, such as grammar, syntax or the lexic

they manage. In the analysis charts, it can be evidenced the mistakes regarding letters that

they forgot to write or words put in places where they should not be. Other common

mistakes, were the translations of words in a very literal way. This is a big sign of the lack of

cultural researching by the students, and it also shows the urgency of looking the cultural

background of the origin text. When the translated text becomes as literal as some students

did it, the text little by little loses its meaning and its main ideas, and the readers are going to

fail trying to understand what the author wanted to say, and all of this due to the translator's

work. Some students invented words that do not exist in English and this shows the lack of

investigation when they make translations, this could happen in the spoken or written part. It

is for this reason that experienced translators try to search every new word or definition in

order to save them in their minds for future uses. So, for this, students will have to practice by

translating some other texts that come from another culture and doing this, will allow them to

learn and acquire experience in several texts from other cultures and dialects. Another way to

practice can be reading English and Spanish texts by different countries and cultures. This is

going create a lot of knowledge in them and in the future they will surely remember those

cultural phrases and words that they read or seen in those articles and texts. All of this is

going to be very useful, when they confront texts that will demand a very good use of

grammar and syntax for the source language and also when they need words understood in an specific culture. Moreover, as (Nida, 1964) said *"Everything that can be said in a language it can be said also in another one, unless the form is an essential element of the message",* the form of the translation needs to be according to the linguistic skills that the students have when translating a text, and the way they use their knowledge to maintain the style of the author and the grammar and syntax that the author uses in the origin text.

Besides, not all the students but the majority of them, try to give the translation their own form, as if they could have the right to change or modify the message to their convenience. This is not made just because they want to, but sometimes it is related to some words that they do not know, or cultural phrases that are not easy to exchange in the English context and they translate them in a wrong way, ignoring the possibilities of meaning of every word in the Spanish language.

So after concluding theses ideas, the communicational and cultural competence of the students of sixth semester of modern languages still need another tool that allows them to improve these two abilities, because they showed a lack of them. It could be from both, the students and the teacher or the university, but in order to improve these abilities, all of these three members need to work jointly, either creating an extra translation course after class or providing more exercises during class with these difficulties found in the thesis.

Likewise, one of the main difficulty found, was that the students made some mistakes maybe because they need more practice with spanish, it's a good idea to create extra spanish classes focused in translation and a deeper level of spanish.

There's one key aspect that was mentioned before, which has been introduced in the university, and it was that the student needs to be more in contact with the second language, and now the university offers immersion classes or extra classes with native 'teachers which

allows them to practice more and learn more english developing the 4 skills. It also should be pointed out that these extra english classes are a great help because the last semester where they practice with english is the 7th semester so they will keep on practicing.

According to the following concept of culture, it is seen that culture is only acquired when the students go deeper into the language, this can be done through traveling, reading books, investigating and talking to people from other countries.

To conclude, culture is the product of interacting human minds, and hence a science of culture will be a science of the most complex phenomenon on Earth. It will also be a science that must be built on interdisciplinary foundations including genetics, neuroscience, individual development, ecology and evolutionary biology, psychology and anthropology. In other words, a complete explanation of culture, if such a thing is ever possible, is going to comprise a synthesis of all human science. Such a synthesis poses significant conceptual and methodological problems, but also difficulties of another kind for those contributing to this science. Scholars from different disciplines are going to have to be tolerant of one another, open to ideas from other areas of knowledge. (Plotkin, 2001, p.91)

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