Communicative Problems of Modern Languages Students When Translating

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April 2016

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Acknowledgments

We thank God for giving us health, life, the time and all the capabilities needed for the progress of this project. Also, we want to thank our parents, companions and teachers, especially to our tutor, Jorge Vargas Gonzalez, who dedicated his time and effort to the improvement of this project.

Thanks to ECCI University for its contribution in our professional and personal development.

Dedication

This project goes to our parents and family who have given us all the support, from the first time we decided to start this professional formation. We recognized that even though sometimes we were about to give up, you always were there to push us forward to the fulfillment of our goals.

Life is not easy, but you have taught us that things worth having never come easy, and when there is a family, there is the strongest power to achieve success.

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Chapter I

Introduction

Translation is an activity that needs communication because it is a process that transmits a message to a person, so that it can be understood correctly in a target language. Communication is done through a medium in circumscribed situations in time and space. Each specific situation determines about what and how people communicate. Situations are not universal, but they are embedded in a cultural habitat, which in turn has an impact on them. Communication gets more complex when it comes to transmitting a message from one language to another.

For this reason, translated texts begin to present cohesion and coherence problems, and this was evidenced in the text translation class because the students of modern languages at ECCI University began to have difficulties at the moment of translating, because of that, the main purpose of the present thesis is to give a detailed description of the communicative problems students face, when they translate in the specific case from English into Spanish and vice versa.

The basic objectives of this project are to identify the communicative problems at the time of translating, also to analyze them taking into consideration the theories previously studied during the development of this project and finally to make a comparison of the theoretical training obtained at ECCI University to the results gotten in this research project.

The interest to describe the communicative problems in translation is to know more about one of the labor fields in which modern languages students can work, how they can carry out translation as a profession and above all, how they can avoid making these translation mistakes in their professional life by knowing more about those important matters of English and Spanish such as grammar and cultural aspects that play a role when doing a translation. Aside from the above, this project is expected to serve as a guide for those interested in practicing this profession, where the goal is to communicate and transmit a message.

To identify these problems, there will be intensive theoretical and practical research in the faculty of modern languages at ECCI university; also a series of questions will be conducted to modern languages students to know about their knowledge and experience about communicative problems, types of texts that are normally translated, how often a problem is found in a translation process and the proper techniques that they have learnt through their training .The purpose of all this is to get results that can be valid for this research.

1. Statement of the Problem

The search to train modern languages students as translators with high quality, competent and accurate in their job has become a complex task through the years. The development of translation techniques is a process that implies more effort each day; for that reason the students of modern languages became aware of that, during the process to improve the translation skills, there is a great tendency to misinterpret the texts to be translated. That is why translations tend to lose their sense, resulting in a bad elaboration and thus losing its credibility and loyalty to the original text.

Therefore, regarding the professional training of the students in Modern Languages, it is evident that it is necessary to map a new strategy to improve the levels of training in this specific

area. Thus, this research seeks to provide previous knowledge to the people interested in working as a translator.

1.1 Research Questions and Objectives

According to the above mentioned this research is intended to identify and analyze the difficulties faced by the modern language students at ECCI University when they are translating written texts, therefore the research question posed is: Which are the communicative problems that modern languages students face when they translate written texts from English into Spanish and vice versa?

1.1.2 General Objective

1. To describe the communicative problems that the modern languages students deal with, when translating texts from English to Spanish and vice versa.

1.1.3 Specific Objectives

2. To identify the methods used by Ecci students when translating.

3. To consider the competences a student must have, when translating from English to Spanish and vice versa.

4. To compare the theoretical training (which is being put forward in the academic training) to the findings obtained from the research.

1.2 Rationale

This research is carried out with the purpose of describing the communicative problems that modern language students have when they translate written texts from English to Spanish and vice versa, and for that reason they are going to have formidable knowledge and consciousness of the translation labor. Due to this problem this project will identify the lacks that

students of modern languages have, additionally learn more about the work of translation, also knowing which the aspects are that students take into account when they work on this.

It is important to identify which type of written texts students translate since it will be a significant basis for the development of this project, also inquiring about communication skills that modern languages students must have, therefore the description of the process that is carried out when a student translates from English to Spanish and vice versa. Furthermore this project will give previous knowledge and help to the future students who want to work as translators (Self-employed and regular translators of free and specialized texts among others) and who are interested in this area to put into practice their communicative abilities through the identification and analysis of the problems that might arise at the time of doing a translation professionally.

Chapter II

Theoretical Frame

This chapter presents theories related to the topic of study as well as a description of previous researchs related to the subject of study and its relevance to this project. Then first of all this chapter is going to explain what translation is and what a communicative problem is, so for this reason this chapter starts with Newmark (1999). Who defines translation as a transfer of the meaning of a written text from one language to another, for that reason he advises that a translator should consider to keep the sense of the original text. On the other hand, there are communicative problems and difficulties when translating. Because of this Nord (1993).Makes a comparison between them, at that point she divides the kind of communicative problems and the categories of difficulties. Otherwise Palermo (2011) talks about the role of translator as a cultural mediator, she believes that language is part of culture and one of its main components.

2. State of art

On the other hand, there are two studies that relate to this project and contribute significantly to its development. Mercedes De La Torre Valdes (2013) conducted an educational study at the University Of Medical Sciences Of Cuba, in order to determine the importance of translation techniques for teachers of English, which helps to have a better picture of the difficulties faced by students in translation. The teachers through their experience and knowledge affect the future professionals and their performance in the area of translation.

The study was conducted in April 2002, in the "Calixto Garcia Iñiguez" faculty of University of Medical Sciences of Havana Cuba. To collect the information a 5 question survey

was developed and applied to the Department of Languages 'teachers. The results of this study concluded that:

- The ability to translate is handled in a very low level.

- The greatest responsibility of student performance lies on the teachers and trainers of future professionals.

- There is an empirical-practical domain of this technique

- It is necessary to develop a strategy to raise the level of preparation of teachers.

While the research is focused on the area of medicine, it is applicable to all fields since errors in translating can completely change the meaning of a text which has important consequences.

Additionally, due to the advancement of information technology and telecommunications in the late 20th century, the concept of "technical translation" has changed a great deal. Nowadays, there is an increasing number of translation varieties related to these specialized fields in which the receiver is not the specialized audience but rather the general public, since these fields of knowledge are already part of people´s daily social and cultural life. As a consequence, in this thesis it is presented examples taken from a technical magazine that show the above translation type and they are also analyzed from a more functional perspective.

These are the results of this thesis:

1. American customs and traditions take part in the computer science and lately in the internet, since computer use and internet access are not exclusively governed by specialized environments but in fact they are present in people´s daily life and in turn affect all social and personal life related matters.

2. Courtesy and stylistics of a text, which are approved by a discursive community, they are also attached to this latter cultural community.

3. Obsolete metaphors that are used in the transmition of technical information belong to the cultural knowledge transmitted by a language.

4. Specialized terminology plays an important role since it reflects the source text culture, in the field of computer science; the Anglo-American culture creates new terms for the above mentioned field, the Spanish language lacks of equivalents and it is characterized by the excessive use of Anglicisms.

The technical translator does not only have to be knowledgeable of the technical field he translates but he also has to know strategies about terminology creation through translation, he also has to be familiarized with the both cultures (ST-TL cultures) to adopt a reasonable posture, at the same time trying to preserve the message transmitted by the author and arousing the public and editor interest.

To conclude, 20th century information technology and telecommunications and other aspects like daily life are present when referring to technical translation since it was inicially designed for a specialized audicience but as time went by its influence got extended to more daily life aspects, therefore technical translation does not only have to do with technical vocabulary imersed within a written text but it also has to do with the cultural enviroment people are embedded in

Literature Review

2.1 The Newmark dual theory of semantic and communicative translation methods.

In this Theory Newmark (1999) defines translation as the transfer of the meaning of written texts to another language. For this reason, it should be taken into account that the

meaning is relevant not to lose the sense of the original text. Besides he said that there are two methods of translation, one of them is the semantic method and the other one is the communicative method.

Between these methods the most frequently used is the communicative method because, according to what Newmark said, this method keeps the original sense of the source text, and also he said that it can be worked in groups, on the other hand the semantic translation is in charge of the linguistic part and at the same time provides a clarification of terms through codying their meaning. Newmark also found some problems when translating, for this reason, he gave some advice to take into account when translators or students are in this labor:

1. To transmit the authentic ideas from the original text to the second culture.
2. To change the metaphor for a simile.
3. To delete the metaphor when needed.

The Newmark theory gives this project knowledge about some problems and translation methods, likewise taking into account those recommendations which can improve the way that students and translators do their labor, therefore it is a great contribution.

2.2 Translation problems according to Christiane Nord

Nord (2009). In her book " Einführung in das funktionale Übersetzen", makes a distinction between the concept of problem and difficulty. This author argues that:

In a translation process the future translators will face two obstacles, one of them are difficulties and the second one are problems. Everybody knows that dictionaries usually define the two words interchangeably. For that reason, she proposed to divide those concepts. So she

says that difficulties are subjective, individual, and they interrupt the translation process, which are only overcome with the right usage of tools. An example is when a translator does not have a useful dictionary. But translation problems are objective (or inter-subjective), those problems are going to be solved by translational procedures that are also part of the translation competences.

2.2.1 Problems of translation.

Nord (2009).Distinguishes four categories for the classification of translation problems:

2.2.1.1 Pragmatic Problems. They are derived from the transfer situation with its specific contrast between the base text and the target text receptors. Pragmatic problems can be identified using the extratextual factors proposed for the analysis of a text. With a little common sense, they are not often difficult to resolve unless the translator only focuses on the base text´s linguistics aspects.

*2.2.1.2 Cultural problems.*They are derived from the difference among habits, norms and specific conventions (verbal or nonverbal) of a culture. For example, gender conventions, general style conventions, conventions of measurement, etc.

Nord said that "The decision for or against adapting behavior conventions does not only depend solely on the type and form of a translation but also on certain translation conventions that have been established in the target culture" (2009)

*2.2.1.3 Language problems***.** They result from structural differences between the base and the target language, in terms of vocabulary and sentence structure. The author argues that only when two languages differ from each other as for semantic and stylistic differences, translation problems appear.

Nord Stated that : "Language translation problems occur only in certain language pairs (although in both, reverse and direct translations). Therefore they are less generalizable to pragmatic translation problems and cultural problems" (2009)

2.2.1.4 Specific Issues of the text. They are problems that cannot be classified in any of the above categories because they take place in a particular text. Stylistic figures, puns, neologisms and original metaphors networks are examples of these problems.

Nord referred to such problems as "extraordinary translation problems" because the solution found to solve them might not be necessarily applied to other problems of the same type. For its lack of generalization, the author suggests that such problems are avoided in the basic phase of translation teaching.

Nord commented that "Translation problems are worked -top-down: starting with pragmatics, then continuing with cultural and linguistic problems, and finally, with extraordinary problems. Since it is developed top-down, possibilities of variation are reduced at every step. In some culture situations, it cannot be used certain cultural forms, and thus it also decreases the amount of viable linguistic variation. By proceeding in reverse, that is, down-top, it may occur that we find a solution we like very much on the linguistic level but that is not culturally appropriate or we even realize that the pragmatic level of the paragraph in question should not be translated for assignment purposes" (2009) P.8-p.9

Nord (2009) proposes four categories for translation problems but she does not perform a detailed classification within them. In this sense, a more accurate classification will be shown, which was resulted from a process of grouping of the problems that Nord illustrates through the chapters dedicated to the analysis of extratextual-intratextual factors. Each of these

problems are detected, classified and analyzed considering analysis factors of the first two steps of the translation process, as the author puts it.

The definitions proposed by Nord are wholly relevant in the search of an appropriate translation to know the problems present at the time of carrying out translation, since the author does a brief analysis of the four known issues in the field of translation.

Knowledge of different types of problems is necessary for this research and given the clear and precise way in which Nord classifies these definitions it is of total relevance the study of this theory.

2.3.2 Difficulties of translation according to Nord:

As for translation difficulties, Nord (2009) points out the linguistic phenomena found in a base text and its situation in relation to the target language. They depend on the level of knowledge and competence of the translator; they also depend on pragmatic, functional and stylistic qualities required by the target text; and on the technical conditions under which the translator works. For example, technical details such as the lack of dictionaries and documentation material, low pay, pressure in the delivery time, determine the degree of difficulty of a translation task.

Thus Nord (2009) defines four categories to specify the degree of difficulty of a translation task in the teaching of translation:

•Textual difficulties

•Difficulties that depend on the translator

•Pragmatic difficulties

•Technical difficulties

2.3.2.1 Textual difficulties. They are derived from the same basic text, in other words, they are derived from the complexity of its semantic or syntactic structures and also from the amount of presupposed and unspoken information in the text, as well as from certain other defects or faults, etc.

The more the translator knows about the situation in which the text takes place, the lower its difficulty degree is.

2.3.2.2 Difficulties that depend on the translator. They are derived from the lack of competition that the translator may have to do the various phases of his work. These difficulties are due to insufficient management of the base language or of the target language.

2.3.2.3 Pragmatic difficulties. They are related to the nature of the translation activity. In the case of the teaching of translation, the translator must adjust the authentic text to the situation in which the translation takes place, by reducing the difficulty of the work using specific instructions for translation.

2.3.2.4 Technical difficulties. They depend on the situation on which the translator works: they also depend on the dictionaries´ quality or on other documentation, technical equipment, and delivery time among others.

Nord directly relates the concept of difficulty to the teaching of translation. According to the author, a teacher is responsible for grading the difficulties in a translation task depending on the student's proficiency level. It must be progressively increasing his translation level, going from the simplest to the most complex texts.

Therefore, the translation difficulties posed by this author cannot be generalized as they are posed in specific cases and their solutions are quite subjective. By contrast, translation problems will be present whenever a translation between two languages belonging to two different cultures can be contrasted, and their solutions turn out to be objective.

Considering that, this research seeks to identify the communicative problems when translating from English to Spanish and vice versa, it is important to know the difference between problems and difficulties in the exercise of translation; This is why the theory about the difficulties of translation by Christaine Nord relates strongly to this project, helping to recognize clearly and easily the flaws in the process of translating.

2.4 Translator's role as a cultural mediator according to Gabriela Palermo

Palermo (2011), says in her text that language and culture are intrinsically connected. Moreover, it is considered that language is part of a culture and one of its main components. Cultural patterns change and it is important to adapt to them because culture is a universal fact of human groups and societies. Much of the cultural knowledge is transmitted and reflected through language. Therefore, in order to achieve this transmission, intercultural communicators must cross the boundaries of their own systems and access to the systems of others**.**

According to Palermo (2011). The concepts "culture" and "language" are related in the process of communication and in the perceptions of communicators. This relation is because the act of communication takes place within a sociocultural context where a certain number of participants shared patterns, behaviors and cultural assumptions. Any type of communication needs an environment of development in which there will always be cultural components. Language reflects the way of being of a society, its customs and traditions, priorities and preferences of the speakers and the way of seeing the world of each human group.

Palermo adds that intercultural communications present challenges due to the significant differences established among the social systems. Given this situation, the translator must decide how to solve the cultural problems that arise and make appropriate assumptions; in other words, the translator should recognize which cultural concepts share the reader of the source text and the reader of the translated text and clarify what concepts are needed for a better understanding of the translated text.

The translator must also ensure that both readers consider the same assumptions implicitly. For example, if the text mentions the White House there will be no need to clarify that it is the residential workplace of the President of the United States, as it is an internationally shared term. Otherwise, if Medicare is mentioned, it is likely that the translator explains that it is a social insurance program provided by the government of the United States, as all readers may not know this program. The argument made by the translator in the case of Medicare is a presupposition. Along with the assumptions, the translator must also address intertextuality.

According to Palermo, taking into account the above-mentioned points, it can be considered that the difference between cultures is a negative factor for the translator; however, she quotes a part of the book "Translation Issues." In which Luna stated that "the translator activity takes place in the environment of the difference" (2002), Luna (2002) argued that each linguistic system has its own characteristics, and that the translator's mission is to bridge this linguistic differences and resolve the conflicts that arise in the translation process. As Luna suggests, the translator should try to "put himself in the place of others."(2002).

To be creative, translator should consider various aspects where otherness is manifested, as the foreign culture that reflects the different cultural patterns; the geographical and temporal

difference between the source text and target text and the ideology that can or not be shared between the author and the translator.

It should also be considered the gender difference between the author and the translator, it is possible that a male translator should translate a feminist text or a text written by a woman. The idiolect differences between texts and idiomatic pair are two aspects where otherness is also observed. For example, it is not the same to translate between Romance languages (French to Spanish) that an Anglo-Saxon to a romance language (English to Spanish). The translator will also face unshared knowledge, that is, the translation of texts whose subjects are not known to him. The intercultural communicator (translator) must handle all these aspects, to achieve that the target text works in society with different cultural parameters to the source text.

Luna (2002) presents two translation methods that reflect the relationship between culture and language. The first method, foreign ownership or orientalizing translation; consists of "to make the others understand „ this implies maintaining the cultural differences. The purpose of this method is to get the reader to open his mind to a different vision of the world and incorporate new knowledge through prefaces, notes of the translator, intertextual paraphrases, glossaries and other explanatory resources. The second method of translation is merely related to naturalization. Translators who opt for this method take over the cultural differences and make a global adaptation of the stylistic features, so that the reader understands the message as clearly as possible.

The culture of people encompasses principles, values, customs and traditions that are part of the personality and history of the speakers. Therefore, when a person speaks, besides of expressing his thoughts, he is also transmitting his culture, and this demands that the translator not only studies two languages and applies procedures as loan translation, transposition,

adaptation, equivalence and modulation, but also learns about the cultures where these languages are embedded to make a proper translation of the text. Therefore, it is possible that the true meaning of a text is not transmitted if the professional does not take into account the culture from which it comes and the recipients 'culture of the text.

This theory is of great importance for this research since it studies the role of the translator as well as the characteristics and factors to be considered when making a translation. It is also important to understand the relation between language and culture because in this process both go hand in hand with the other; it is vital that the translator takes into account certain parameters such as intercultural country, religion, beliefs, customs, gender, among others.

2.5 Cultural intertextuality seen as the reason for semantic structural changing between the source text and the target text.

Lvovskaya (1997), in her theory of the diatopical differences states that the system of argumentation is based on the concept of cultural intertextuality understood as all non-coincidence between two cultures, extending both the material and spiritual life of two people as the rules of verbal and nonverbal behavior, including textual conventions.

The concept of cultural intertextuality is deducted from the traditional notion of intertextuality revised from semiotics which highlights the inevitable inclusion in verbal texts of non-verbal texts, which together and interaction are creating the sense of the text using associative combinations directly related to different types of knowledge. Viewed this way, the text becomes a semiotic object in which, according to Lotman, culture appears with a system of different languages whose concrete manifestations are the texts themselves. From this perspective, the traditional segregation between the literary and non-literary loses relevance because any text, whether idiolectal or conventional, it is a fact of culture.

If the exchange of information, even performed within the same culture, does not involve the use of a common code but two different codes that intersect each other (circumstance due to the intersubjective nature of communication which means that "translation" begins at the moment of interpreting the sense of any text), it is clear that in intercultural communication can occur the impossibility of such intersection, since in two cultures do not often coincide the differences of language (systems of signalization) nor do coincide the content of the system of signs (customs, values, religions, legal systems, science, arts ...) as well as the standards of verbal and nonverbal behavior. The model sense-text always acts within a given cultural context, both at the stage of verbalization as in the stage of interpretation.

The difficulties related to the intercultural character of translation has always caught the attention of the translators. This includes the cultural references specified in numerous categories.

However, these cultural references do not include the consequences of verbal and nonverbal behavior nor the textual conventions, giving them a purely linguistic sense, or in the best- case scenario, are included only formulas of greeting, farewell, excuses, etc., while the non-coincidence of verbal behavior standards permeates all verbal activities depending on the cognitive – cultural factors and on not the language understood as a system of signs that work depending on certain grammatical rules.

The true extent´s study of the concept of cultural intertextuality searches to expand and simplify the understanding of the factors 'nature that determine the translation activity because in that way translators can know more about the context on which they are going to work .

The starting point of reflections on the subject lies in the separation of the concepts of meaning and sense. Language resources alone do not make sense, they only have meaning. They make sense only in an act of communication performed by the "carriers" of certain cultures and conceptual systems that include socially recognized concepts and rules of verbal and nonverbal behavior, which means neither the exclusion of ideas, nor individual standards rule, but the degree of correlation between each other cannot exceed what it is permissible in a given culture.

Lvovskaya (1997). Further argues that the famous slogan "language is the instrument of verbal communication", it is merely a say, since language itself, outside the conceptual systems whose carriers are communicating, it is not able to express senses and therefore, it is not able to be a communication tool. In the sense´s structure of the text consisting of three elements (communicative situation, pragmatic and semantic component), the linguistic component corresponds to the lower level and dependent on the other two extra-linguistic components. Mastering a language involves actually knowing how to express ideas / concepts under the rules of verbal and nonverbal behavior allowed in a particular culture.

With that being said, going from one culture to another, the social orientations, certain concepts and conceptual systems changes, as well as the previously established knowledge and rules of verbal and nonverbal behavior including, in particular, textual conventions.

This theory is of great contribution to our research project as it explains the role of cultural intertextuality in the translation process and relation between the linguistic and communicative part. The analysis of the factors determining the translator strategy shows that they always have a cognitive-cultural nature and not only a linguistic one, since for this process is strictly necessary the use of a system of codes and standards of verbal and nonverbal behavior.

For there to be a communicative act, it is necessary that all the elements go hand in hand to make the process successful.

Chapter III

Research Design

In this session, the research methodology used to develop this project is presented. Aspects such as the type of study, techniques and procedures used to carry out this project. There are also other aspects that were of great importance to identify the communicative problems when translating from English to Spanish and vice versa at ECCI University, such as the participants and the context characteristics that allowed to answer the research questions.

3.1 Type of Study

The chosen approach for the development of this research is the qualitative approach, since it allows to identify the profound nature of communication problems taking into consideration that its main purpose is to describe and analyze them in depth. According to Rose (1999) .Qualitative research allows researchers to know what to ask and when to change their line of questioning depending on the answers given by their participants.

Moreover, since qualitative research is characterized by proving descriptive data: people´s own words, spoken or written and observable behavior of respondents and / or interviews, this method is well suited to this type of research. As told by Parkinson (2011).Qualitative research is a study in which methods such as participant observation or case studies are used which result in a narrative, descriptive account of a setting or practice.

Given the above objectives posed, this research allows to reach not only data collection, but also the precise identification of the most common communication problems that occur when translating and it also inquiries about the specific requirements for quality translations.

For this, the aim is not only to tabulate the data obtained in this research, but also to thoroughly analyze the results, to identify the most common problems that arise when translating a written text since translation is an academic subject. It is a topic on which other translation-related material is based such as theories and methods which are of help when taking into account the theoretical aspects of a translation.

On the other hand, this project is designed in a contemporary time since it is being gathered information from a current event to identify the difficulties and problems that translators face in their professional life. For the development of this project it was chosen the descriptive research because it allows to describe in detail the activities, processes, technical data and persons of interest to this project. As told by Hungler (2004).The main objective of descriptive research is to get the precise portrayal of the characteristics of persons, situations or groups involved in a project.

3.2 Data Collection Instruments and Procedures

For the development of this research, it was necessary to use tools to collect the largest amount of necessary information that will allow to have knowledge about the reality that translators face in their labor field. Therefore open question interviews and surveys will be conducted, since they are the most practical methods due to the qualitative research approach chosen for this project. According to Dessler (1992), an interview is the process of getting information from a person´s oral reply to oral questions. Since surveys are also of great importance to gather information, as reported by Sandhusen (2006), surveys obtain information from respondents through inquiries, whether they are done by phone, or by electronic means.

The application of surveys will be carried out through virtual means such as email and chat as well as physical means, as for the interviews 'case; they will be performed personally so

that modern languages teachers of the translation subject can provide an answer to the series of questions designed to meet the objectives of this project.

3.3 Research Participants

The people who participated in this research are students of modern languages of ECCI University in their academic training (specifically in the area of translation). Since the focus of this research project is to provide information that can be used in the modern languages program to help improve the training of students.

Likewise, some teachers of ECCI University participated in this research through interviews sharing their experience in translation. The information collected is quite relevant since Modern languages students are directly involved in the training process of future modern languages students.Aside from Modern languages students and teachers, official translators also participated in this research. The population chosen for sampling surveys and interviews were people between 20 and 50 years.

3.4 Sample

The sample of the participants for this research project is as follows:

- 32 Modern Languages Students from the last semester

- 4 Official Translators

- 4 Translation Teachers

Table 2 Timetable for the Progress of the Research Project

Activity	Date
Delivery of preliminary draft	08/10/2015
Delivery of progress (First Chapter)	09/13/2015
First Chapter Corrections	09/21/2015
Delivery of progress (Second Chapter)	10/05/2015
Second Chapter Corrections	10/18/2015
Delivery of progress (Third Chapter)	11/04/2015
Third Chapter Corrections	11/18/2015
Printed Surveys Application	11/20/2015
Virtual Surveys Application	11/25/2015
Interviews to the Teachers	11/25/2015
Delivery of progress (Fourth Chapter)	02/23/2016
Fourth Chapter Corrections	03/05/2016
Delivery of progress (Fifth Chapter)	03/29/2016
Fifth Chapter Corrections	04/04/2016
Judges Designation	04/11/2016
Project Defense	04/18/2016
Final Approval (End of the Process)	04/19/2016

Chapter IV

Data Analysis

In this chapter the results of the data analysis are discussed. To show the data collected

from the responses provided by the teachers, translators and students, it was decided to apply

surveys and interviews respectively. In this section, it is not only intended to present and explain

the results of the data analysis in detail in regards to what communicative problems Modern

languages students have to deal with, when they translate, but also it is intended to confirm what

it has been said in the theories provided by the authors above.

As it has been mentioned above in this project were chosen two data collection

instruments, the first data collection instrument is an opening survey, it is composed by 6

questions, it was designed and applied to thirty-two modern Languages students who are in the

last semester and another with 12 questions that was created for translators, in order to achieve

answers that clear the communicative problems that modern languages students at Ecci

University face when translating.

The second instrument is the interview, and the method used was face to face. This

interview consists of 6 opened questions, also were applied to 4 translation teachers and official

translators, this instrument seeks information about how a translator faces a communicative

problem in the real life of translation and the characteristics of these problems in a general area.

The results obtained will be analyzed according to the responses of the interview and

survey. First of all there is going to be a classification of the several answers that were given by

both methods. After obtained the answers are classified and analyzed through logic technique

using the inductive method, starting from the particular to the general, it will focus on the results

that associate the research objectives and then ,will be analyzed additional information that gives

other results. Then through the data analysis results three categories were established for the

communicative problems that students deal with when translating, the analysis matrix was
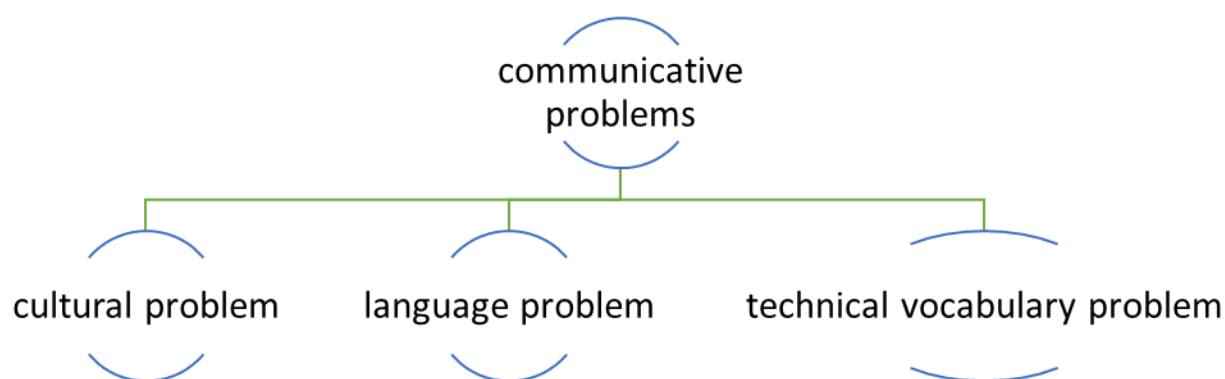
designed like this:

Table 2.General Matrix, communicative problems when translating.

4.1 Cultural problems

Based on the fact that language is part of culture, and the function of the translator is

to recreate a message originally written in a language to another. It is important in order to

perform a good and loyal translation, that the translator has a cultural competence that would

allow him to relate two different cultures as if they were one, this is achieved through the

biculturalism, a feature that allows to have the knowledge of two cultures for their interrelation.

However the previous idea is not always achieved, due to the cultural problems that make translation more difficult, problems such as the unawareness of the framework of the foreign culture which involves the believes, the historic environment, the values and the social conventions among others. Below the issues on this regard will be analyzed according to the different collection tools.

It was found that most of the students agreed in the fact that the cultural problems are the most common ones at the moment of translating. As an example, they said that the no contact with the target culture is a relevant fact when translating idioms and slangs. In addition, the students believe that having the opportunity to travel to an English speaking country, on the contrary, would be of great help to enrich their cultural competence for the perform of a better translation.

When being asked, which are the greatest difficulties at the moment of translating a text from English to Spanish and viceversa? It was evident that the lack of knowledge of the cultural context, was considered for the students the greatest difficulty, considering that the context influences in a big way the result of translation, since the written texts are fertilized and born as a result of a particular culture and its knowledge allows translators to be able to make a more faithful translation to the source text.

With regard to the teachers' perspective through the interviews, in the same way, they considered that for the students to make a good translation, elements such as the sociocultural ones that being extralinguistic elements could help to overcome the cultural problems in the translation process. Which in turn would enable the students to become intercultural mediators, between two languages, two cultures. Allowing the communicative act to be closer, both for the issuer as well as for the recipient.

On the other hand translators quoted an example that endorses extensively the importance of culture in translation. "People are not aware of the role played by the translator and they choose the google translator over a good translator". It is important to stand out, that although the electronic translators can help at the moment of translating, these cannot detect the extra linguistic elements, such as the context in which the text was written, and therefore could not fulfill the role of intercultural mediators.

In view of the above and based on the theory studied, it is concluded that the cultural problems are the result of the differences among habits, standards and conventions of a specific culture, as Nord (2011) stated in her theory. Thus, the translator should not only have a linguistic competence, but a cultural competence as well in both languages English and Spanish. This will allow him to internalize the cultural framework. Language is part of culture, and one depends on the other, for this reason it is impossible to separate them.

In translation it is necessary to understand that in order to perform a good translation the cultural factors must be taken into account, otherwise the very purpose of recreating a text from one language to another would not be met. The translator then has a very important role, and it is the one of intercultural mediator. As mentioned by Palermo (2011) the translator is a link that performs a mediation between the speakers belonging two different cultures; is a key participant in charge of the adequacy between the source culture text and the target culture text.

4.2 Language problems:

According to the answers provided by modern languages students, languages problems play a significant role when it comes to translating; they said one of the things they need to improve on, is their academic training more specifically their language profiency in English

because they understand the relation between high quality translations and having outstanding proficiency in the source language in this case the English language.

Aside from that, they also realized that a lack of language proficiency leads to poor reading comprehension, grammatical and lexical mistakes along with not preserving the original´s author point. On the other hand, translation teachers also agreed on a lack of language proficiency as an inconvenient when translating since it does not let their students fully understand a text, and as stated above, teachers also agreed on poor reading comprehension, grammatical and lexical mistakes as inconveniences when translating too.

An example provided by teachers, it is when students translate from English to Spanish they have punctuation and orthography problems and on the contrary when students translate from Spanish to English they have problems in the correct use of structures in the target language. On top of that, when official translators were asked about the translation skills they must have, they said they should have a complete package; listening, speaking, and writing skills along with a great deal self-discipline and love for what they do.

In the case of interpreters, they have to get their listening skills more developed in comparison to the other set of languages skills they must have. Based on that, it could be said that language proficiency is only an element that plays an important role to achieve high quality translations, but in fact it makes a big difference since languages skills along with other skills sets will be always present in a translation assignment and depending on how developed they are, the main purpose of translation will be achieved or not, that is to preserve the original author's point.

Finally not only to highlight what it has been said about language proficiency importance over outstanding translations but also to confirm it with academic evidence, Nord (2009) stated previously that when two languages differ from each other regarding grammatical and stylish differences, translation problems appear, which come from an objective nature since they are overcome with the right use of tools. By contrast, she also stated other obstacles translation learners face which are difficulties that come from a subjective nature since they are overcome by learners themselves thanks to their teachers´help whose task is to progressively increase their translation level, going from the simplest to the most complex one.

4.3 Technical vocabulary problems.

According to what students said, they have a big lack of technical vocabulary and it is because they have not sufficient contact with specialized texts through their academic training, and that is why they recognize that it is very difficult to translate technical texts, likewise they consider that if they were working on any field of knowledge in the translation area, this could help a lot. Firstly because it gives a better understanding to the person that translates, who could be either a translator or a student.

Secondly they stated that when you have a contact with any of those fields you learn technical vocabulary and thus it is easier to comprehend and to get a precise translation from the original text to target language. As justified by Nord (1997), when the translator knows about the topic of the original text which he is going to translate, it will be lower his difficulty degree, then it is possible to say that in a technical translation to get previous knowledge about the topic of the text it is of great help because it is almost possible to have all the necessary to get a very good translation.

On the other hand, translation teachers said that a technical text is a problem for modern language students when translating, because firstly they deal with usual texts ,but then they start to work with technical texts, but not with all types of technical texts, they only translate texts related to the business area due to the specialization of modern languages major "business management", then they learn how to translate complaints, claims, letters, and contracts, besides students should make a master degree in translation in any field of knowledge for getting an accurate translation.

Apart from this, translators affirmed that through their career they have translated specialized texts such as, poems, legal, scientific and engineering texts and they have detected that those types of texts represent communicative problems than a usual text and it is because of technical expressions and terms that comprise the text. Likewise they showed a problem that is affecting them, this problem is "specialization in translation" and it is because the majority of them are empiric translators, then they have never studied anything related to translation, even though if they were specialized in any area of knowledge, they could make easier their job.

Regarding every answer of the participants of this project it is possible to observe that students have a big lack of technical vocabulary because they only worked during their academic training with only one area "business" as they said it is because there is one specialization in the language major, then teachers focus more on that area of knowledge. And for that reason, if students translate another thematic placed in a text they should investigate and read a lot about the topic.

As a counsel, teachers said that it is better to have a specialization in any field of knowledge related with translation in order to decrease this communicative problem when

translating because as translators commented it is most common to find more those kind of problems in technical texts than in common texts due to the technical terminology.

 To conclude teachers said that the type of text that students are going to translate is a difficulty and they agreed with Nord (2009) because she said that there are in some texts, textual difficulties which are problems with linguistic expressions, structures and sometimes unspoken information that produces that the student cannot make an excellent translation, for that reason modern languages students must know about the context of the text.

4.4 Contrasting Results

According to the answers given by the participants of this project (modern languages students, translation teachers, and official translators). It was possible to give answer to the specific objectives as follows:

4.4.1Translation methods

This project was done to know about the translation methods that teachers teach modern Languages students, which are also important when talking about communicative problems, because students can face more communicative problems if they do not know which the translation methods are, how and when they should use them properly, at the same time it was possible to know which the most important translation method is for students and why.

Furthermore it could be seen that, for 43.75% of modern languages students the **communicative method** is the most important because this method is focused on maintaining the sense of the source text, and according to what translation teachers said they have taught this method to their students because it is a unique and loyal method and it implies to go further from the literal translation

Teachers also said that they teach other translation methods as word by word, and literal translation because those allow the students to be adapted very quickly to the source and target text, and teachers also teach loyal and free translation, transpotition and modulation methods because modern languages students can use them depending on the text they are going to translate and the situation.

Contrasting results is really important to highlight that in relation to this matter students have deeper knowledge of the translation methods and translators do not know about the translation methods, due to the fact that there are some empiric translators who do not know anything about it, they only translate with their dictionaries, they rely on their translation competences and some of them turn to St Jeronimo because he was the one who translated the Bible into latin, moreover ,there are trained translators who do know about translation methods and apply them to their translations but there are a few translators.

4.4.2 Translation competences

As a result, students and teachers agreed on translation competences, one of Them is the communicative competence, in this competence it is really important to have studied or have traveled to get cultural knowledge about the target language, another sub-competences are the linguistic and grammatical because with them modern languages students can transmit correct grammatical phrases in both languages , in the source and target language.

Likewise students said that during their academic process they practiced the simultaneous translation, then it is possible to deduce that teachers made their students work on sub-proficiency from the communicative competence to the discourse competence. Another competence is interpretative competence, which is within the cognitive competence and it is related to the understanding of the text, then if a student can comprehend the text, therefore it

will be translated, he can extract the main ideas from this, and he will obtain a high quality translation.

On top of that, some translators and students argued that communicative competence is pretty important because it expresses consistency and accuracy in what it is translated. Moreover translators named the competences a translator must have such as, listening, speaking and writing skills (cognitive and communicative competences). Teachers and translators agree that an interpreter must develop in a greater level his speaking and listening skills.

Besides they think they have taught their students that they should have an ability to solve problems because communicative problems are what they are going to find when translating and in the modern languages major due to its administrative emphasis ,it is taught technical vocabulary, in this case, business vocabulary.

Besides taking into account the third objective:To compare the theoretical training (which is being put forward in the academic training) to the findings obtained from the research, it was possible to obtain the two following categories:

4.4.3 Translating Protocol

As everybody assums translators use a translation protocol and hence modern languages students too, for that reason, with this project it is intended to know the protocol modern languages teachers have taught them, teachers recommended that if the student did not know about the topic of the text then, first of all he should research about the topic.

Secondly student must read the whole text, understand it, later identify the lexical elements of the text and after that he must choose a translation method according to the type of text. When a student has finished the translation he should read it, it can also be checked to make adjustments. And finally student can let another person read it in order to know if the translation is understandable.

In comparison with modern languages students, official translators claimed that they do not have a specific protocol when translating, they start to translate with their dictionary, at the end they correct mistakes they have seen, the next day they come back to check the final translation. Even though readers of this project can detect what has been described it is a translation protocol, translators have not yet realized about it.

4.4.4 Types of texts

First of all according to what teachers said, students face general texts such as religious, cultural, and social texts, besides they also translate texts that are related with business field, such as contracts, memos and complain letters. By contrast translators work more with specialized texts, as cientific texts (medicine), such as machine manuals and inquiries.

Another are the legal texts such as custodies, court rulings, notarial acts , besides literary texts as poems.Contrasting it is possible to find that the most specialized texts that students translate are business documents and there is no a big relation between the type of texts that students and translators translate. To conclude it was found that communicative problems are more visible in the technical texts as literary, legal, scientific texts and others, for that reason those are most difficult for translating.

Chapter IV

5. Conclusions

This research was conducted to answer to the following question, which are the communicative problems that modern language students face when they translate written texts from English into Spanish?, then this chapter will answer this question and also the specific objectives. In addition, this section will display the limitations during the research development. Likewise this project makes a contribution to the University for the improvement of the academic training of the modern languages students in the field of translation; therefore, to help those who want to devote themselves in the translation labor, furthermore the aim of the present project was born of our translation personal experiences and our interest to get more applicable this knowledge, because if it is putting into practice will make us better professionals.Lastly, the findings of this research will be approaches for new nvestigations and projects to expand in those aspects addressed in a general manner.

5.1 Main findings.

Through this project the main objective was clearly achieved, obtaining a precise description of the most common communicative problems modern language students have when they translate written texts from English to Spanish and vice versa. Through the data collection instruments (surveys and interviews) the following was concluded:

*One of the most usual communicative problems is the cultural problem, due to the limited or no contact to the target or source languages because the majority of students have not traveled, this problem is directly related to the extra-textual elements involved in

translation.In second place is the low language proficiency and this refers to grammatical and structural errors, on which it depends a good writing. And the last is the technical vocabulary problem, this issue ocurrs because students have not a deepening specialization in their major.

*Students stated that it is necessary to have communicative competence when translating because this competence is in charge of the cultural, grammatical and linguistic part. In the same way a translator is a person with a huge hunger for knowledge, thus he has to be able to look things up, the lexical problems always will be there, there will always be new words, new vocabulary so it cannot be an obstacle anymore if the translator develops his competences.

*In the academic training students suggested that would be great if at ECCI College helps with an English certification to improve the level in this language, also they consider that all the subjects could be taught in english, moreover they commented that modern language major should improve teaching of mother language (Spanish).Additionally to have more fields of knowledge in order to not only learn business translation but they could learn to translate medicine, legal documents e.t.c.

*According to the third objective, comparing the theoretical training versus the findings obtained from this research, it was possible to find the following comparative relation:

Table 3. Comparative Table (theoretical training vs results obtained)

Theoretical training	Results obtained
Translation Protocol (students) : they read the whole text, then they start to search unknown words, and if they do not know about the topic of the text they investigate it, later they begin to translate, when they finish, they	**Translation Protocol (translators)** translators start to translate directly with their dictionaries,and finalizing they correct mistakes and if it t is possible the next day they come back to read the translation made, if it is

check all the translation	necessary they make the necessary adjustments.
Types of texts :Students translate general texts, for example religious and cultural texts they also translate business documents due to the specialization of the modern languages major, such as contracts, memos, claims, and letters	**Types of texts:** Translators work with specialized text such as, legal, medicine, and literary texts.

5.2 Limitations

This research includes relevant information collected through different sources, as well as detailed data with respect to the categories listed in the above chapter. However there were several limitations encountered during the development of this research project which we shall mention:

- For the implementation of the surveys to the students, for example, most of them did not show any interest to answer the questions. The survey was implemented in the classrooms prior explanation of the questions and purpose. However, the answers were vague and trivial, as a result we had to do the surveys twice to different students, which represented a delay in the development of the project.

- On the second attempt to implement the surveys, an online survey was designed and sent to the students asking for their help to continue with the research. But

just three students completed the survey out of ten. That is the reason why the
two samples (online and printed survey) have to be analyzed to include
significant and accurate information on this research.

- As for the interviews to the teachers, it was quite difficult to find the suitable ones
for the research, since the profile we needed for the surveys to be conducted is
not common in the modern languages teachers. Given that not all the teachers
have experience in translation.

- In addition the teachers did not have enough time to help us with the interviews,
considering that most of them were closing the academic semester and they
needed the time to study the questions before applying the interview.

5.3 Further Research

This research contains relevant information that through deepening could be of help
to the improvement or modification of the curriculum for the students benefit. But above all, this
project is a guide for the students and their professional development for the improvement of
their translation practices. Finally, the findings of this research may create concerns that later
will become deeper studies related to the translation field, for example, researches about
difficulties when translating, or delving into a specific communicative problem in translation,
and it is also possible to make a research about the translation classes given to the modern
languages students at Ecci University.

Appendix

ENCUESTA

Nombre : _____ Edad : _____ Semestre:_____

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación ¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas al traducir del inglés al español y viceversa. ?

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede encontrar al momento de realizar una traducción de inglés a español y viceversa?

_____

_____

_____

_____

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿ Cuáles usa?. Seleccione una o más opciones

A. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)

B. Literal

C.Libre

3. Según su opinión ¿Qué competencias traductoras ha desarrollado durante su

formación académica?

_____

_____

_____

4. ¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad? .Seleccione 1 o más opciones.

A .Profundización en la enseñanza del inglés

B. Mejor conocimiento de la lengua materna,

C. Uso de lenguaje especializado

D.Otros _____

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

A. Si

B. No

¿Porqué?_____

_____

___

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

_____

_____

_____

Surveys / students	
Categories	Sub-Categories
1. **Main faults when translating**	• Lack of knowledge of the cultural context • Lack of language proficiency. • Specialization in a field of knowledge • Lack of knowledge of translation Strategies
2. **Translation methods**	• Communicative • Literal • Free style
3. **Translation Competences**	• Communicative • General knowledge
4. **Thematic content to improve.**	• To go deeper into teaching English. • To get better knowledge of the student´s Mother Language. • To learn specialized language • To take all the subjects in English.

5. Working in any field of knowledge as help to translation	• Better understanding of the text. • To learn technical vocabulary • To get better precision in the translation. • To get previous knowledge before translating.
6. Characteristics of an excellent translation	• To keep the original sense • Excellent precision • Loyal translation • Easy to understand • Excellent orthography

Table 4. student Surveys

Physical student surveys

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ENCUESTA

Nombre : Fernando Gaitán   Edad : 22 Semestre: VIII

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación ¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas al traducir del inglés al español y viceversa. ?

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede encontrar al momento de realizar una traducción de inglés a español y viceversa?

La falta de conocimiento de vocabulario y el contexto del texto a traducir.

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿ Cuáles usa?.Seleccione una o más opciones

A. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)

B. Literal

X Libre

3.Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su

formación académica ?

He desarrollado un tipo de traducción no literal
más bien libre en donde no cambio el sentido
del texto

4. ¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad? .Seleccione 1 o más opciones.

A .Profundización en la enseñanza del inglés

B. Mejor conocimiento de la lengua materna,

X.Uso de lenguaje especializado

D.Otros _____

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

X. Si

B. No

¿Porqué? Porque se tiene un mayor conocimiento del tema que
se desea traducir y por lo tanto es más amplio el vocabulario
usar.

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

Como una en donde exista lo menor cantidad de errores y
se mantenga el sentido del texto traducido.

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ENCUESTA

Nombre : Yalissa Alexandra Piñas   Edad : 22   Semestre: VII

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación ¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas al traducir del inglés al español y viceversa. ?

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede encontrar al momento de realizar una traducción de inglés a español y viceversa?

Vocabulario desconocido (técnico o específico de algún
tema)

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿ Cuáles usa?.Seleccione una o más opciones

X. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)

B. Literal

C.Libre

3.Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su

formación académica ?

técnicas de traducción, equivalencia conceptual y gramática, vocabulario de negocios

4. ¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad? .Seleccione 1 o más opciones.

A. Profundización en la enseñanza del inglés

B. Mejor conocimiento de la lengua materna,

C. Uso de lenguaje especializado

D.Otros _____

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

X Si

B. No

¿Porqué? _facilita la correcta equivalencia de términos_____

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

una traducción que respeta las intensiones del autor
alterando de manera mínima el mensaje.

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ENCUESTA

Nombre : Clara Tamayo G   Edad : _____ Semestre: VIII

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación ¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas al traducir del inglés al español y viceversa. ?

Falta de vocabulario

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede encontrar al momento de realizar una traducción de inglés a español y viceversa?

Depende del tipo de documento a traducir, al ser un documento tecnico se necesita conocimiento de la materia o tema a traducir para dar un enfoque adecuado al texto.

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica ¿ Cuáles usa?.Seleccione una o más opciones

A. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)

B. Literal ✓

C.Libre ✓

3.Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su

formación académica ?

muy pocas, se requiere mas profundizacion en la materia y mas practica.

4. ¿Qué contenidos temáticos necesitaria mejorar la universidad para lograr traducciones de mejor calidad? .Seleccione 1 o más opciones.

☑.Profundización en la enseñanza del inglés

B. Mejor conocimiento de la lengua materna,

☑. Uso de lenguaje especializado

D.Otros _____

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

☑ Si

B. No

¿Porqué? Se puede dar a la traducción el enfoque adecuado.

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

Yo calificaria una traducción sobresaliente, al momento de leer y darme cuenta que está lo mas cercano posible al texto de origen. Con el vocabulario adecuado.

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ENCUESTA

Nombre : *Oscar Martinez*   Edad : *43*   Semestre: *VIII*

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación ¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas al traducir del inglés al español y viceversa. ?

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede encontrar al momento de realizar una traducción de inglés a español y viceversa?

Falta de dominio del idioma inglés, poca o baja capacidad de expresión y riqueza de vocabulario e inexperiencia

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿ Cuáles usa?.Seleccione una o más opciones

A. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)

B. Literal

C.Libre

3.Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su

formación académica ?

En realidad muy pocas. El aporte de la UECCI es escaso, tampoco ofrecen certificarnos en un segundo idioma, es una pena.

4. ¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad? .Seleccione 1 o más opciones.

✗.Profundización en la enseñanza del inglés

✗ Mejor conocimiento de la lengua materna,

C. Uso de lenguaje especializado

D.Otros *Cátedras todas en inglés como mínimo*

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

A. ʼSi

B.   No

¿Porqué? *Es obvio, se adquiere más dominio al estar más involucrado en una ciencia o habilidad, un segundo idioma es en extremo enriquecedor*

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

Aquella que mantiene y respeta integramente lo que la lengua origen quiere decir, respetando las normas de escritura y de recursos estilísticos

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ENCUESTA

Nombre : *Jennifer Adrea A.* Edad : *23* Semestre: *8°*

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación ¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas al traducir del inglés al español y viceversa. ?

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede encontrar al momento de realizar una traducción de inglés a español y viceversa?

Al traducir idioms nombres propios o hacer prestamos de una lengua a otra puede ser algo confuso sino se conocen las dos lenguas y culturas a profundidad

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿ Cuáles usa?.Seleccione una o más opciones

A. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)

B. Literal

X.Libre

3.Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su

formación académica ?

traducción simultanea del inglés Standard

4. ¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad? .Seleccione 1 o más opciones.

A .Profundización en la enseñanza del inglés

B. Mejor conocimiento de la lengua materna,

X Uso de lenguaje especializado

D.Otros _____

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

X Si

B. No

¿Porqué? No es posible hablar, escribir o en este caso traducir algo de lo que no se sabe mucho o casi nada. La documentación es clave.

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

Que contenga la esencia del mensaje brindado por el escritor o autor. Buena ortografía y que no haya cambio de sentido.

ENCUESTA

Nombre : Katherin Mazuera _____ Edad : 26 Semestre: 8 _____

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación ¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas al traducir del inglés al español y viceversa. ?

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede encontrar al momento de realizar una traducción de inglés a español y viceversa?

Falta de términos
Contexto al que se va a traducir

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿ Cuáles usa?.Seleccione una o más opciones

A. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)

B. Literal

✓.Libre

3.Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su

formación académica ?

ninguna - fue sólo 1 semestre de traducción con esto no se hace mucho

4. ¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad? .Seleccione 1 o más opciones.

A. Profundización en la enseñanza del inglés ✓

B. Mejor conocimiento de la lengua materna, ✓

C. Uso de lenguaje especializado ✓

D.Otros _____

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

A. Si ✓

B. No

¿Porqué? _Así obtendré una mejor traducción teniendo un previo conocimiento_

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

Que sea entendible, se adapte al lector

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ENCUESTA

Nombre : _Ange Rendon_ Edad : _21_ Semestre: _8vo_

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación ¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas al traducir del inglés al español y viceversa. ?

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede encontrar al momento de realizar una traducción de inglés a español y viceversa?

la falta de contexto ya que no he estado en un
contexto cultural donde se hable ingles

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿ Cuáles usa?.Seleccione una o más opciones

A. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)

B. Literal

(C)Libre

3.Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su

formación académica ?

No me acuerdo

4. ¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad? .Seleccione 1 o más opciones.

A .Profundización en la enseñanza del inglés

B. Mejor conocimiento de la lengua materna,

C. Uso de lenguaje especializado

D.Otros _____

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

A. Si

B. No

¿Porqué? la experiencia hace el maestro

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

Que la persona a interpretar lo entienda tal cual

≋ECCI UNIVERSIDAD

ENCUESTA

Nombre : Catalina Paez   Edad : 23 Semestre: B

La siguiente encuesta tiene como fin dar respuesta a la siguiente pregunta de investigación
¿Cuáles son los problemas comunicativos que enfrentan los estudiantes de lenguas modernas
al traducir del inglés al español y viceversa. ?

- Pensar de manera literal.
- No tener en cuenta las expresiones de cada idioma.

1. Considerando la traducción como una práctica no exenta de errores, usted como estudiante
de Lenguas Modernas, ¿cuáles considera que son las principales falencias que puede
encontrar al momento de realizar una traducción de inglés a español y viceversa?

- Falta de vocabulario
- No comprender el texto

2. Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿
Cuáles usa?.Seleccione una o más opciones

A. Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una
segunda lengua)

B. Literal

C.Libre

3.Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su

formación académica ?

Analisis - y aprender techisimes

4. ¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad? Seleccione 1 o más opciones.

A. Profundización en la enseñanza del inglés

B. Mejor conocimiento de la lengua materna,

C. Uso de lenguaje especializado

D. Otros _____

5. Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las ciencias puras y aplicadas entre otras, ¿Considera usted como ventaja, que el estar más involucrado dentro de una determinada área del conocimiento ayuda a la realización de una buena traducción?

A. Si

B. No

¿Porqué? No es suficiente saber un idioma, el importante conocer términu especis vt

6. Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje especializado entre otros factores ¿Cómo definiría usted una traducción de calidad sobresaliente?

- El minimo de error de en cato a la perdida de informacié2

Virtual student surveys

Por favor indique su Nombre, Edad y Semestre.	Teniendo en cuenta los métodos de traducción vistos durante su formación académica¿ Cuáles usa?.Seleccione	Según su opinión, ¿Qué competencias traductoras ha desarrollado durante su formación académica ?	¿Qué contenidos temáticos necesitaría mejorar la universidad para lograr traducciones de mejor calidad?	Al ser la traducción una práctica inmersa dentro de otras áreas del saber cómo lo son la medicina, ingeniería, economía, las	Considerando factores académicos como el uso adecuado del inglés y el español, conocimiento de lenguaje	¿Porqué?	Considerando la traducción como una práctica no exenta de errores, usted como estudiante de Lenguas
Diana Marcela Gamba Mongui,22,9º	Libre	evitar la literalidad,y transposición	clases de traducción en cada idioma,no solo inglés	Si	debe tener más de una tecnica de traducción visible,debe presentar terminos especializados,debe ser coherente,debe conservar el sentido del documento original, debe ser tan buena como el original.	hace al traductor más especializado y técnico y por ende se entregan traducciones d emayor calidad ya que, el traductor no solo debe saber inglés sino conocer de otras áreas.	poco dominio de la lengua,poco uso de las técnicas de traducción
MARIA EUGENIA SARMIENTO 30 AÑOS VIII SEMESTRE	Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una segunda lengua)	CONOCIMIENTO GRAMATICAL Y CULTURAL	Profundización en la enseñanza del inglés	Si	QUE SEA 100% CLARA, SENCILLA Y MUY COHERENTE	PORQUE SE TENDRIA MAS CONOCIMIENTO TEXTUAL Y LINGÜÍSTICO DEL TEMA Y SE PODRÍA HACER UNA	NO HAY SUFICIENTES HERRAMIENTAS, GUIAS PARA HACER UNA TRADUCCIÓN Y EL NIVEL DE INGLÉS NO ES BUENO PARA
José Lusbin Ochoa Luna, 39 años VII	Interpretativo – Comunicativo (No perder el sentido del texto origen al traducir a una	A ser paráctico	Uso de lenguaje especializado	Si	donde haya un conocimiento muy claro del tema que se esta tratando en cuanto a	el lenguaje es más conocido por el estudiante	Hay temas muy técnicos que requieren habilidades específicas que deberían ser

Respuestas de formulario 1

Respuestas de formulario 1

ENTREVISTA

Nombre: _____

Profesión:_____

Años de experiencia: _____

Esta entrevista tiene por objetivo analizar desde el punto de vista de los docentes que dictan la asignatura de traducción, cuáles son los problemas comunicativos que tienen los estudiantes de Lenguas Modernas al traducir del ingles al español y viceversa.

1. Como profesor de traducción, ¿Cuál es el mejor protocolo que debe seguir un estudiante al momento de iniciar a traducir?

2. ¿A qué tipos de textos se enfrentan los estudiantes de lenguas modernas en las clases de traducción?

3. Entendiéndose el problema comunicativo en el área de la traducción como la dificultad de transmitir el sentido exacto de un texto original a una lengua meta. Según su experiencia como profesor, ¿Cuáles son los problemas comunicativos a los cuáles se enfrentan los estudiantes de Lenguas Modernas con mayor frecuencia?

4. Según su criterio, ¿Cuáles son las competencias que debe poseer un estudiante para realizar una buena traducción?

5. En las clases de traducción ¿Qué métodos les enseñan a los estudiantes para saber sobrepasar los problemas comunicativos al momento de traducir?

6. Finalmente, usted como profesor ¿Qué consejo les daría a los estudiantes que se quieren dedicar en un futuro a laborar en el ámbito de la traducción?

| Teacher Interviews | |
Interviews Categories	Explanation of categories
	1. In the first instance, it is definitively important, to classify the type of text the student o translator faces, then to identify the translation type, method and strategy to be applied. This is the protocol I always recommend. • En primera instancia es definitivamente importante, clasificar el tipo de texto al cual el estudiante o el traductor se

	enfrenta, como segunda medida saber qué tipo de traducción va a aplicar que método y que estrategia de traducción al momento de enfrentarse a cualquier tipo de texto, digamos que es más o menos el protocolo que siempre recomiendo, al enfrentarse a cualquier tipo de texto
1. Translation protocol • **As a translation teacher. Which is the best translation protocol that students must use at the moment of translating?**	2. It is important that the students take into consideration the original text, to always keep the original sense and do not change the author's sense. • Es importante que los estudiantes tengan en cuenta sobre todo el texto original, que siempre deben conservar el texto original, no hay que cambiar el sentido de este, sentido que el autor le dio a su texto, debemos conservarlo y tener

	una originalidad del texto.
	3. Initially, the student should be contextualized and research about the topic, to have the sociocultural elements that might be helpful to overcome the issues during the translation process. The students should read, understand and identify the lexical elements of the text and after that they should choose the method that best fits the text. Once the translation is done the student should read it, and verify it to make the necessary adjustments. And if possible,they should let a partner read the translation for feedback to avoid errors
	• Bueno, inicialmente debe contextualizarse con respecto al tema, debe investigar acerca del tema de la traducción para tener

elementos socioculturales, y documentales que le sirvan para, digamos sobrepasar las dificultades que se le podrían presentar en la traducción, después de hacer una lectura del texto, entenderlo, identificar elementos lexicales que presenten dificultad, buscar una solución para esos elementos lexicales, después proceder a realizar la traducción, usando el método que más se ajuste, de acuerdo al tipo de traducción que se quiera hacer, después debe hacer una lectura de la traducción, debe hacer verificación, debe hacer ajustes, idealmente debe buscar a una persona, a un par que le de retroalimentación

4. Depending on the text to be translated, the languages, and the target public. There are many

	factors involved, but the best protocol to be applied is a global reading of the text, understanding the text and finally choosing a method. • Depende del texto que va traducir, depende de las lenguas a traducir, depende a quien va dirigida a traducción, hay muchos factores que dependen pero…el consejo inicial que yo daría seria, darle una lectura global al texto y entenderlo para saber cuál método usaría para la traducción.
	6. The ECCI students face texts such as: business texts, formal and informal texts and texts related to specific areas of knowledge. • Los estudiantes en la ECCI tienen

	tres momentos en los cuales se enfrentan a textos como: de negocios, textos digamos, llamémoslo informales, otros más formales y ya que tengan que ver en sus áreas específicas de trabajo.
2.Types of common texts in translation Classes **What type of texts, modern languages students should face in the translation classes?**	7. It is ideal that the students face different types of texts, to enrich their vocabulary and to have the experience with texts such as religious, social, cultural texts, etc. • Bueno en una clase de traducción uno debe tener diferentes muestras, debe uno enfrentarse a diferentes textos, porque lo ideal es conocer diferente vocabulario, y tener la experiencia con varios textos, entonces puedes tener un texto social, religioso, cultural, muchos, profesionales, culturales.

8. Initially, the students face general texts and subsequently they face specific texts in the business field such as, letters, memos, documents, contracts, etc.

- Bueno, inicialmente se enfrentan a tipología general textual y posteriormente se enfrentan a textos más específicos en el área de negocios como cartas, documentos, memos, contratos, ese tipo de textos.

9. I believe that in the modern languages major , the texts that the students work on, are to expand the communicative competence and give them the tools to work in their career, texts such as a complain letter, a contract, etc. Depending on the

	field of work, the students will definitively get some guidelines to make a translation
	• Yo pienso que aquí en la carrera de lenguas modernas de la ecci, los textos que se trabajan son para ampliar la competencia comunicativa, y para darles herramientas para trabajar en las empresas, digamos como traducir un reclamo, diferentes tipologías de textos que se trabajan, en una empresa, por ejemplo un contrato laboral, o un contrato de arrendamiento, bueno depende también en que empresa se vaya a desempeñar pero se dan unas pautas para que ese estudiante pueda hacer la traducción.

3.The most common Communicative problems

Taking into account that a communicative problem in the translation field is the impediment of transmiting the original sense of a text to a target language .Taking about your career as a teacher, which are the most common communicative problems modern

1. The main disadvantage is the type of text students face, formal or informal texts. Due to the use of idioms and slangs. The accent in the case of the interpreters and the cultural aspects.

- El principal inconveniente es al tipo de texto al cual se enfrenta el estudiante, y segundo y tercero al acento, si estamos hablando de interprete, o directamente ya relacionado si es un texto formal o informal, puesto que allí dependiendo de si hay slangs, si utiliza frases idiomáticas, eeeh dependiendo de la región, la cultura, etc.

2. The main communicative issue is not keeping the original sense of the text, changing the sense, and

languages students should face?	the lack of vocabulary.
	• Como te dije, no conservar la originalidad del texto, eso es un problema grave, cambiar el sentido del texto, también es necesario conocer vocabulario, o simplemente especializarse en un tipo de texto, para uno no tener que cambiar la originalidad de ningún texto.
	3. The students commonly face difficulties with the source text, when it is in a foreign language. It is very often for them not to understand the text, and they also have difficulties to write the translated text. In the case of Spanish, students have problems with the orthography, punctuation. When the translation is from Spanish to

English, the students do not use accurately the grammatical structures.

- Bueno, como primera medida a veces se enfrentan a problemas del texto origen en el caso de que sea lengua extranjera, muchas veces no comprenden el texto, tienen dificultades en comprender el texto y tienen dificultades en el momento de escribir el texto, en español en cuanto a puntuación, en cuanto a ortografía, y si se hace la traducción de español a inglés, entonces hay problemas en el uso correcto de las estructuras de la lengua inglesa para que quede la traducción de español a inglés.

4. I think that the communicative problems are not that relevant,

	but the cultural ones. In the process of translating, the students should know a lot about the foreign culture, especially in the case of translations from English to Spanish, to know the proper vocabulary that should be used.
	• Pienso que los problemas comunicativos no serían los más graves, sino los problemas culturales. Yo creo que a la hora de traducir hay que conocer mucho la cultura extranjera en este caso la cultura del inglés, más si vamos a traducir un texto del español al inglés para saber cuál es el léxico que exacto que debemos usar, más que la competencia comunicativa seria la competencia cultural e intercultural.

	1. Well, the first competence the students should have is the grammatical competence in both languages (source and target), the business competence in the case of formal texts, or depending on the context.
	• Bueno, la primera competencia, debe tener competencia gramatical en las dos lenguas (Lengua origen y lengua meta) digamos que es la principal competencia y ya en segunda y tercera estancia, la competencia en negocios, si es un texto más formal, o dependiendo el contexto en el cual se desenvuelva.
4. In your opinion, which are the competences a modern laguage student should have to do a very good translation? **Main Competences to**	2. Above all, the expertise in the field of knowledge, research

translate	competence, previously the translator should have known about the topic and the vocabulary to do a loyal translation.
	• Bueno, sobretodo ser muy fiel, ser muy fiel al texto original. Sobretodo conocer acerca de lo que se está hablando, previamente un traductor debe haber conocido ese tema, debe haber investigado, debe haber conocido vocabulario, para en el momento de hacer la traducción, esta sea lo más original posible.
	3. The students must have a cultural background to be able to perform different types of translations in different areas of knowledge and topics. The students must have outstanding proficiency in both

	languages (English and Spanish), they must also use the technological tools properly, and have the strategic competence to solve the issues that might appear during the translation. The student must be capable to choose the best method to do a faithful and accurate translation.
	• Bueno, debe tener un gran bagaje cultural para que pueda apropiarse de diferentes tipos de traducción, de diferentes temas, debe tener un buen dominio, un excelente dominio de ambos idiomas si estamos hablando de ingles y español, debe saber utilizar herramientas tecnológicas, deben saber utilizar la competencia estratégica para solucionar los problemas que se puedan presentar para llevar a

	cabo la traducción y por medio de esta competencia estratégica estar en capacidad de establecer cual es el mejor metodo para llevar a cabo una traducción lo mas fiel posible.
	4. The cultural competence, the communicative competence, and the linguistic competence which is the basis for a good translation. • La competencia cultural, la competencia comunicativa la competencia lingüística que es la que da la base para la buena traducción.
	1. There are about seven or eight methods such as Word by Word translation and literal translation which are taught as they can be easily adapted to the the Source and Target language. What I

5.Translation methods **In the translation classes, what methods do you teach modern languages students to overcome the communicative problems when translating?**	recommend most is the semantic, communicative and idiomatic translation. The method depends on the text to translate.
	- Dentro de los métodos existen alrededor de unos 7 u 8, los dos primeros que son la traducción palabra por palabra y la traducción literal, normalmente se enseñan por cuestión de adaptabilidad al texto origen y al texto meta. Los que más recomiendo son la traducción semántica, la comunicativa y la idiomática. Puesto que allí la fiel y la libre y la adaptación ya dependen bien del tipo de texto al que se enfrenten.
	2. In a translation class the students will face different types of texts. Based on that, the students will

	use tools such as specialized dictionaries and they will also use faithful and communicative translation, to know the best way to easily understand a text.
	• Bueno, pues no exactamente una metodología, sino que se enfrenta uno a muchas actividades y se enfrenta uno mucho a diferentes tipos de textos, para tener la experiencia con ellos, entonces es, no exactamente una metodología porque simplemente tú tienes que traducir, y tienes que enfrentarte a un texto y tienes que investigar, tienes que usar un diccionario especializado, entonces es simplemente, conocer la manera en que tú puedes entender más fácilmente un texto.

3. There are a vast range of methods, but it is necessary for the students to know there are more methods besides literal translation such as transposition, modulation in order to avoid literal translation that is not always the most appropriate to order to keep the sense and communicative purpose of the text.

- Bueno, hay una amplia gama de métodos, lo más importante es que el estudiante vaya más allá de la traducción literal, cuando se requiere otro tipo de traducción, porque muchas veces la traducción literal si se ajusta pero que vaya más a otro tipo de traducción como transposición, modulación y otros tipos de metodologías para que la

	traducción no sea tan literal sino que se ajuste finalmente a lo que busca la traducción que conserve el sentido de la forma más fidedigna posible.
	4. The most advisable is to use literal translation, as every area has its own vocabulary that, once we know it, it is easier to translate. • Lo más aconsejable en un principio es trabajar la traducción literal, porque digamos en las traducciones jurídicas hay una lexicología que se corresponde claramente y directamente con la lexicología del español, entonces ya uno se aprende el vocabulario y uno ya sabría cómo traducir, es más difícil digamos traducir textos literarios, textos por

	ejemplo de la psicología, de la filosofía que ahí si ya no se podría el método literal pero en un principio se enseña a través del método literal y mirando las características lingüísticas tanto de la lengua uno como la lengua dos.
6.Advice for the future	1. I will absolutely recommend the translation labor, since it fits the ECCI student´s profile. Translation is a field that represents a strong field of action and it is directly related to the languages' teaching and learning.nowadays due to the international trades and globalization. • Bueno primero tendría que decir que es uno de los perfiles al cual e estudiante de la ecci tiene un campo allí, cuando se gradúen.

students	Como segunda instancia, la traducción también es digamos un trabajo muy viable, puesto que hoy en día con aquello de la globalización y los tratados de libre comercio digamos, que hay mucho campo dentro de los que es la traducción, y tercero se lo recomendaría puesto que está directamente ligado con la enseñanza y el aprendizaje de las lenguas, y para los estudiantes de la ecci, no es ajeno, entonces definitivamente si lo recomendaría 100 por ciento.
Finally. as a teacher. Which is your advice to the students who want to work in the future as translators?	2. My advice is to specialize in an area of knowledge, and to be faithful to the texts, that are the most important.
	• Bueno, es importante especializarse en un área, tener

	conocimiento sobre un área, y ser muy fiel, ser muy fiel a los textos eso es lo más importante en la traducción.
	3. First of all, to read a lot, to learn and to be educated on every subject, to specialize in a specific field of knowledge, business, medicine and engineering, among others.To work in both languages, English and Spanish to avoid comprehension and production problems during the translation process. • En primera medida que lean mucho, que se instruyan mucho con respecto a todos los temas, que hagan una especialización en el área en la que quieran ser expertos traductores, ya sea en el área en el are de negocios, en el

	área de medicina, de ingeniería, que trabajen mucho en ambos idiomas inglés y español para que puedan tener un trabajo pulcro y para que no haya problemas en el momento de hacer la traducción, para que no haya problemas ni de compresión ni de producción al momento de llevar acabo las traducciones.
	4. To work as a translator, first ,there should be a communicative competence equivalent to C1, as well as a linguistic and cultural competence. • Para trabajar en el ámbito de la traducción primero hay que tener una competencia comunicativa de C1 y también una competencia lingüística o sea habría que aprender mucho de lingüística y también la

	competencia cultural ese sería mi consejo que estudien mucho.

Table 5.Teacher interviews

Translators surveys

- **Nombre: Samuel Railley**

- **Edad: 34 años**

1. ¿Hace cuánto tiempo ejerce como traductor(a)?
   a. 5 a 6 meses
   b. 1 año -3 años
   c. **5 años o más**

2. ¿Qué titulación tiene?
   a. **Traductor titulado**
   b. Profesional el lenguas modernas
   c. Docente en lenguas modernas
   d. Conocedor del idioma ingles
   e. Otro ¿Cuál? _____

3. ¿Qué es para usted un problema comunicativo en la traducción?
   - La baja calidad de la escritura en el documento original
   - Los términos distintos que manejan las agencias y organizaciones para la misma palabra en el idioma original.

4. Nombre tres de los problemas más frecuentes que se le presentan al realizar una traducción y explique brevemente en qué consisten.

   - Baja calidad de la escritura en el documento original – toca no solo traducir el documento, pero re-escribirlo para que tenga sentido.
   - Corto plazo de entrega para realizar la traducción.
   - Términos obscuros que toca investigar para conseguir la traducción correcta.

5. ¿Qué tipo de textos generalmente usted traduce?
   a. Libres

b. **Académicos**
c. Lingüísticos
d. Especializados
e. **Otro ¿Cuál? ONGs y agencias de desarrollo**

6. ¿Con que frecuencia usted realiza traducciones?
    a. **Todos los días**
    b. Semanalmente
    c. Ocasionalmente
    d. Casi nunca

7. ¿Con que frecuencia encuentra usted problemas comunicativos al traducir un texto escrito?
    a. Nunca
    b. Ocasionalmente
    c. Casi siempre
    d. **Siempre**

8. ¿Considera usted que es importante identificar un problema comunicativo al realizar una traducción? Justifique su respuesta
    a. **Si**
    b. No
Usualmente comunico con el cliente lo que he hecho para solucionar el problema en el texto original, o pido clarificación si no estoy seguro del significado de un término / texto.

9. ¿Se presentan más problemas comunicativos de traducción en los textos especializados que los que contienen temas generales?
    A. **Si** B. NO
    ¿PORQUE? El vocabulario especializado.

10. ¿cuáles de las siguientes competencias debe desarrollar un traductor mayormente para sobrellevar un problema comunicativo de traducción?
    a. **Comunicativa**
    b. psicológica
  c. Conocimiento general
  d. instrumental/ profesional
  ¿POR QUÉ? Hay que comunicar con el cliente y hay que desarrollar un conocimiento del lenguaje que pertenece a las traducciones.
11. ¿Qué tipo de traducciones realiza frecuentemente?
  A. Académicas
  B. Especializadas
  C. Libres
  D. Otra ¿Cuál?

10. ¿El uso de las diferentes técnicas de traducción depende del tipo de texto que se trabajara?

    A. Si **B. NO**
¿POR QUÉ?
Traducir es traducir, no hay otras formas de hacerlo.

- **Nombre: Kelly Peña Rodríguez**

- **Edad: 28 años**

ENCUESTA

1.¿Hace cuánto tiempo ejerce como traductor(a)?
- d. 5 a 6 meses
- e. 1 año -3 añosX
- f. 5 años o más

2.¿Qué titulación tiene?
- f. Traductor titulado
- g. Profesional el lenguas modernas X
- h. Docente en lenguas modernas
- i. Conocedor del idioma ingles
- j. Otro ¿Cuál? _____

3.¿Qué es para usted un problema comunicativo en la traducción?
___El no poder entender aquello que realmente se quiere decir o la intención comunicativa del autor. No siempre es posible dar interpretación y ajustar el texto a lo que nosotros consideramos que está bien.

4.Nombre tres de los problemas más frecuentes que se le presentan al realizar una traducción y explique brevemente en qué consisten.

- Vocabulario desconocido: Muchos términos y referencias técnicas que no son fáciles de encontrar y que requieren una gran documentación por parte del traductor para hacer un trabajo de calidad.
- Tiempo: En este caso me refiero al tiempo que generalmente el empleador / aquel que necesita la traducción le da a su profesional en traducción. En muchas ocasiones el tiempo es insuficiente y eso no permite realizar un buen trabajo.

- Salario: en muchas ocasiones, cuando el empleador no conoce el verdadero valor de una traducción de calidad, frecuentemente considera que el costo de la misma es demasiado alto. Por tanto, es bueno saber cuánto vale un buen trabajo y no permitir que los demás paguen menos del valor real.

5. ¿Qué tipo de textos generalmente usted traduce?
  - f. Libres
  - g. AcadémicosX
  - h. Lingüísticos
  - i. EspecializadosX
  - j. Otro ¿Cuál? _____

6. ¿Con que frecuencia usted realiza traducciones?
  Todos los días
  SemanalmenteX
  Ocasionalmente
  Casi nunca

7. ¿Con que frecuencia encuentra usted problemas comunicativos al traducir un texto escrito?

  Nunca
  OcasionalmenteX
  Casi siempre
  Siempre

8. ¿Considera usted que es importante identificar un problema comunicativo al realizar una traducción? Justifique su respuesta
  SiX
  No
 Una vez se identifica el problema, es más fácil solucionarlo y poder ser más precisos en el ejercicio de traducción.

9. ¿Se presentan más problemas comunicativos de traducción en los textos especializados que los que contienen temas generales?
  Si XB. NO
  ¿POR QUÉ?__Puesto que son textos más especializados, es necesario tener una revisión documental extensa sobre el tema y un alto grado de conocimiento sobre el mismo. Por tanto, también son más posibles las confusiones y los problemas comunicativos que se pueden presentar.

10. ¿cuáles de las siguientes competencias debe desarrollar un traductor mayormente para sobrellevar un problema comunicativo de traducción?
  Comunicativa X
   Psicológica
  c. Conocimiento general
  d. instrumental/ profesionalX

11.¿Qué tipo de traducciones realiza frecuentemente?
   A. Académicas X
   B. EspecializadasX
   C. Libres
   D. Otra ¿Cuál?

12. ¿El uso de las diferentes técnicas de traducción depende del tipo de texto que se trabajará?
   Si XB. NO ¿POR QUÉ? ___Aunque depende en gran medida de lo que el empleador y/o persona que requiere la traducción quiere.

Translator interviews Categories	Explanation of categories
FREQUENT PROBLEMS: 1. **Name three of the most common problems that arise when translating and explain what they are about.**	1. Lack of bibliographical material to consult, because I think we do not have enough. Lack of culture since people are not aware of the role played by the translator and they choose the google translator over a good translator. Lack of acknowledgement of the translator´s training and work since they are not dignified enough as it should be. 2. Not having sources to look up the meaning of words since it must be done hand in hand with very good dictionaries. Cognates or false friends; they are words in a

	language that are read and written in almost the same way as in the second language but their meanings are different, for instance "Parents" wrongly translated in Spanish as "Parientes", but it should be actually translated as "Padres".
	The second problem is that in both languages the grammatical structure often changes for example: In English to make a question sometimes it is needed an auxiliary verb whereas in Spanish one can make a question just by intonating.
	The third problem is that in a language there may be a subject that in the second language may not exist, for example, in English it is said" it is Friday" whereas in Spanish it is said" Es Viernes"
TRANSLATION METHODS: **Which is the best method to face a problem when translating? Explain what it is about, and how you use it and why?**	1. I turn to "St Jeronimo" who is the saint of translators and I struggle to translate metalinguistically since it has to go beyond the literalness to cause an impact. 2. There is no specific method since it depends on the type of text therefore, as it is translated the most appropriate method is decided.

	3. The method depends on the time and type of translation you have, for example, when I translate a poem I have to look at its meter but then I must also observe its metric in the second language to see if the translation used is the most suitable one or whether, on the contrary a free version should be used, but honestly I could not say that is my method.
TRANSLATION SKILLS: **What are the communicative skills a translator must have?**	1. They must be polyglot, multi-faceted, multi-task, they should love wisdom and have a great deal of discipline. 2. For me, those have to personal skills because everyone acquire them according to their judgement. 3. A full package, he must have a set of listening, speaking and writing skills and in the case of an interpreter; his listening skills must be higher compared to the other skills.
TRANSLATION SKILLS: **Does the good use of these skills play a role when solving**	1. Yes it does, because these skills make truly skilled translators and it shows how much they love their job. 2. Of course since these are the ones that will play an

a communicative problem and producing a quality translation?	important role at the time of facing a communicative problem. 3. Of course, because the more skills a translator has, the better he can understand his dialogues.
PROTOCOL TO TRANSLATE: **Do you have any routine or protocol when translating? If so, explain the steps you follow and how they help you produce a good translation.**	1. Well, as I said before I turn to St. Jerome and i also have good dictionaries to translate proficiently. 2. No I do not, I only use my dictionaries that are indispensable. 3. I start translating, and as I finish translating I look up words in the dictionary and then I check the translation again the next day and if my client allows me, I make a last review.
COMMUNICATIVE PROBLEMS: **Have you had the opportunity to travel abroad? If so, do you think that experience has influenced the way in which you translate? If not, do you**	1. Yes, I had the opportunity to travel to Australia, London and the United States and I think that has helped me a lot translate everything concerning each of these cultures. 2. Yes, in fact it does influence since it helps master the target culture and find differences. 3 It can help one a lot and if it could not, it would not affect when it comes to translating a text

think if you had the experience of traveling, it would affect your way of translating?	because the translator must know the language very well into which he translates.
THE IMPORTANCE OF IDENTIFYING COMMUNICATIVE PROBLEMS: **How relevant do you consider the cultural content knowledge of the text when translating? Why?**	1. It is very important because people who translate must have high cultural knowledge otherwise it is better not to dedicate oneself to translation 2. It is very important because it is the essence of everything and you have to keep in mind that each country has its own culture, therefore cultures are different. 3. It is quite important because without a cultural context, it will not be possible to translate many things completely.

Table 6. Translator interviews

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