



**UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF LANGUAGES: MINOR IN TRANSLATION**

**COMPARATIVE ANALYSIS OF DYNAMIC AND FORMAL APPROACHES
TO TRANSLATION**

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OBTAINING A BACHELOR´S DEGREE IN ENGLISH LANGUAGE AND
LINGUISTICS WITH A
MINOR IN TRANSLATION**

TUTOR:

Mgs. Natasha del Pozo

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DEDICATORY

I would like to dedicate this project to the continuous source of strength I got which is my family and specially my mother Sandra Mariana de Jesús Veloz Vargas, a truly inspiring woman who is my hero and my role model in life. I will never forget the support my family has given throughout these years of several life projects and the closure of this event in my academic life goes for them.

Esmeralda Estefanía Padilla Veloz

I appreciate all the support to give the most important person in my life that is my Mother GLADYS TORRES SAYBAY, who thought me to keep going and fight for my purpose. She was my support in this career and in my life. I am grateful for her love.

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ABSTRACT

This thesis is a result of a depth analysis comparing dynamic and formal approaches to translation as a science. Its importance arises from the panorama of Translation in a local field such as Guayaquil. There is so much empirical know-how that triggers the interrogation of how healthy is for a professional to work in the field without certain deep theoretical knowledge. This is the lead towards a more specific objective: to highlight and identify the strategies and multiple choices that translators from Spanish to English and vice versa possess at the moment of performing a translation. This document is strongly related to Eugene Nida's concept of formal and dynamic equivalence in which we will go through to have a better understanding of the decision-making process and the importance of comparing both perspectives. Our goal is to provide further information and reasons to create a solid foundation for these types of decisions within the linguistic field. The study and research of this thesis is centered on past interviews, articles and opinions from the most successful pioneers of translators around the globe which, at the end, brings a conclusion in mixing both approaches

Key Words: Dynamic equivalence, Formal correspondence, Traductology, Source Text, Target Text, Translator

INTRODUCTION

For several years the eternal discussion of Translation being a science or not has been held between communities of professionals trying to explain why the act of translating has become a science for many decades ago and how it is a shape of art, considering the skills the professionals need to put in practice while rendering a text. But clear evidence is that translation is a process of communication in all its levels. Let's understand the definition of the word process by what the online McMillan dictionary and thesaurus reveal to us:

- a) a series of things that happen and have a particular result.
- b) a series of actions that have a particular result

Adapting this definition to our concerning topic, the term "result" is the so-called target text used in the translation field. It is important to understand that any translation will carry out a reaction not only in an audience but in the same actual text. There is a chain reaction produced in the semantic part of a text which has a strong influence from the words/terms a translator decides to use. But what determines and directly influence the decision of a translator to choose a particular term out of many of them? Will this result be always as effective for the target audience as it is for the source audience? Which linguistic and cultural barriers the translator needs to overcome in order to generate an impact as much as important that it would be for the first reader in the first instance? Of course these questions can be answered only by understanding the nature of the text to be translated and its final purpose. Nevertheless, there is a step which shall be examined before analyzing the nature of a text.

It is accurate to believe that translation should not be considered isolate as art, science or a communicational process. The translation process in fact is like a puzzle where everything matters and the translator first needs to experience the adjustment of a whole culture, language and understanding of the impact of its terminology in order to generate the same feeling which moved the writer

and the reader. Translation also needs to be perceived as a journey of success, understanding that linguistic terms need to be accurate and aligned to what the source writer wanted to express and transmit in the emotional and informational level. Basically, feelings and information need to be transmitted and not altered, but throughout the history it has been discovered that more than altered, they need to be alternated, opening new options to what we call translation trends and techniques.

It is a bit difficult and naïve attempting to introduce such an extensive topic without understanding first the elements and the background of Translation as a science. Moreover, it is necessary to go back in history and give a glance to Applied Linguistics to translation, its foundations, currents and leading figures which provided the path in which all translators work on now.

Hence, it can be said in the first place that the struggle for translators to integrate shape and message in the rendering process between Source Text and Target Text, lots of arguments can be found along the way. A translator mainly goes beyond lexical paradigms and structures which at the beginning are seen like barriers that need to be overcome. The truth is that instead of barriers they need to be seen as doors that take us to read between the lines of the text silently revealing more than what it says. Starting from the most basic process, the analysis, translators must have the ability to perform its wide and general processes which might be difficult to show in specific methodological units. Additionally, the principals of discovering a more transformational generative process will be helpful for the praxis of translation due to its assertive delimitation of techniques and procedures.

CONTEXT OF THE PROBLEM

Experienced and non-experienced translators have different approaches toward their profession due to the style either professional has developed. Translation demands a strong thinking process combined with accurate decision-making turning the translator into a visionary. The final result of this process might have a wide impact in the target audience depending on the nature of the message. But it is the aim of the translator to create a reaction on the target audience by conveying and decoding a certain message. For decades a constant dilemma has been arising at this point of the speech: shall this message be semantically or syntactically faithful? Hundreds of academic articles have been written based on this premise and multiple conclusions have been reached as well. Nevertheless, when does a translator LEARN to decide which technique or method is more suitable to apply in a certain text? Being part of the first promotion of Translation students at the Catholic University of Guayaquil, it is our interest to expose the milestones of Translation as a science and the multiple techniques relevant for their final decision whether fresh or timeworn. We have considered this comparative analysis so we can spread the awareness of translation techniques, methods and trends. We strongly believe that this particular awareness contributes to a better decision-making for professionals in the field.

STATEMENT OF THE PROBLEM

Translation trends such as Dynamic Equivalence and Formal Equivalence are pretty much well known. Nevertheless, at the moment to choose a particular style for texts with a diverse nature, translators need to understand under which parameters that style can be set. There is not a particular process to decide which method is better for a specific text. Translators generally base this decision on their past experience. Theories of translation have a complex history indeed. From a simple point of view, each theory would shape a context defined by ideas and practices which are typical from an era and culture. For example, “the equivalence” would be basically the “faithfulness” which has always been declared by translators but reformulated along decades. The aim of this thesis is to research through the current and major exponents of both theories and expose the more useful approaches of each one of them, as well the wrong fields they might be used.

OBJECTIVES

General Objective

To compare dynamic and formal approaches to translation in order to deliver an extended analysis helping professionals in their future choices about which translation style is more applicable to a target text.

Specific Objectives

- To identify the grounds of approaches used in specific markets based on the usage and impact of these trends in the target audience.
- To analyze and debate different perceptions of authors in order to establish conclusions and grounds for the final analysis and findings.

STATEMENT OF HYPOTHESIS

If a comparison between formal and dynamic theories can take place throughout an extended analysis prior working on a text, translators could perform a better decision making when dealing with complex pieces of work that demand usage of more than one technique.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Referential Framework

As a brief introduction to both equivalences, it is important to understand that between Dynamic Equivalence and Formal Equivalence there is a wide range of other specific theories of great importance in the approaches we will specifically study. Depending on the nature of the text a translator might choose one or several of these approaches; nevertheless how accurate is the final decision and which is its long-term impact on a target audience? Dynamic Equivalence emerged in the middle of the twentieth century like the first definable translation theory. Many steps have been aroused around this theory but there is a simple referential process of Dynamic Equivalence found in the Robert L. Thomas (2003) essay “Dynamic Equivalence: A method of Translation or a system of Hermeneutics?”

The three steps are reduction of the source text to its structurally simplest and most semantically evident kernels, transference of the meaning from the source language to the receptor language on a structurally simple level, and generation of the stylistically and semantically equivalent expression in the receptor language. (pág. 153)

This is a simple way to describe what Dynamic Equivalence represents to most translators and linguists. Thomas establishes that it can be used as a system or a method to rescue the semantic meaning of a whole message and re consider it with different syntactic structures in the target language. Some translators might consider Dynamic Equivalence as the

perfect way to approach textual masterpieces like the Bible, but some others might not fully trust this method due to the syntactic boundaries any equivalent can carry on a cross cultural level. But before comparing formal correspondence with Dynamic Equivalence the translator needs to be aware of the various other methods throughout it. According to Glenn Kerr(2011) there are seven other specific theories which we would like to refer at the beginning of this document: meaning-based translation, transculturation, complete equivalence, optimal equivalence, closest natural equivalence, functional equivalence, and *skopostheorie*. Understanding these theories will allow translators to create a nexus between the ability to recognize a specific one and decide whether the word/term choice is accurate for the audience regarding several parameters which need to be accomplished. Definitions of these specific theories will be provided through a compilation of several authors' opinions.

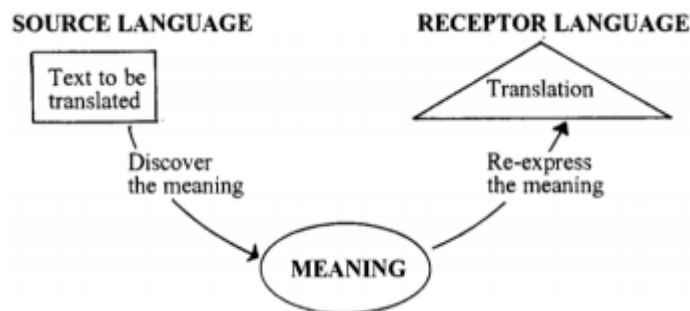
1.1.1. Meaning-based translation:

Katherine Barnwell (1986) used this term after publishing her book *Bible Translation: An introductory Course in Translation Principles* which was translated into Spanish and French. The approach of this text has a much uncomplicated nature, almost felt as plain. But it does reach the audience with a simple approach and the simplicity of this translation is considered one of its strengths. Barnwell opens one of her chapters in this book as follows:

A LITERAL translation is one that follows as closely as possible the form of the language which is used in the original message.

A MEANING-BASED translation is one that aims to express the exact meaning of the original message in a way that is natural in the new language.”(Barnwell, p. 226)

For amateur translators, the definitions above mentioned by Barnwell might feel contradictory, but for decades they have been co-existing compensating each other, (Kume & K. Sato, 1980, pág. 265) a visible fact in many literary pieces. At some stage any experienced translator might mix both definitions and try to find the balance for the final production of a natural text. The question in their head is if the naturalness in the text is relevant for the impact he wants to create. To measure the audience's needs first is a key step that professionals might not perform at the right moment. It is not the same audience a tribunal court than second grade students. This process must differ to cover those different needs. Barnwell (1986) knew this, and with Larson (1984) illustrated this meaning with the simplicity that describes her translation style in the next graphic.



Graphic 1: The process of Meaning-Based translation (Larson, 1998, p. 4)

1.1.2. Transculturation:

The paradigms towards Transculturation are wide, considering the partiality this term carries itself. As John McLeod (2011) refers to: "It is a cognizance of others and a consciousness of limits" (p. 12)

According to Cuban sociologist Fernando Ortiz (1995) transculturation can also refer to the "acculturation" phenomenon describing the transition from one culture to another either by an individual or a group. "Transculturation" particularly refers to two or more cultures having an

encounter and one of them adapting elements of the other. Ortiz(1942) mentioned that transculturation contains five phases: enslavement, compromise, adjustment, self-assertion and integration. Concluding in few words that it is the blending of two cultures but one will always be more predominant.

Ideologically speaking, according to Julie Codell(2012) transculturation embraces culture, place and time. Its process is the result of multiple identities across audiences or nations. Through a brief look into history we can witness how this phenomenon has influenced the development of society. Artists, philosophers and scientists have created the best of their works far from what they call home. Therefore, it is comprehensible to deduce that Translation has a major role on it, helping to shape the constant transitions from the cultural point of view. Codell insists that transculturation is undeniably transdisciplinary and to recognize the fragility that culture might show through its differences, it creates new heterogeneities to be considered in modern times.

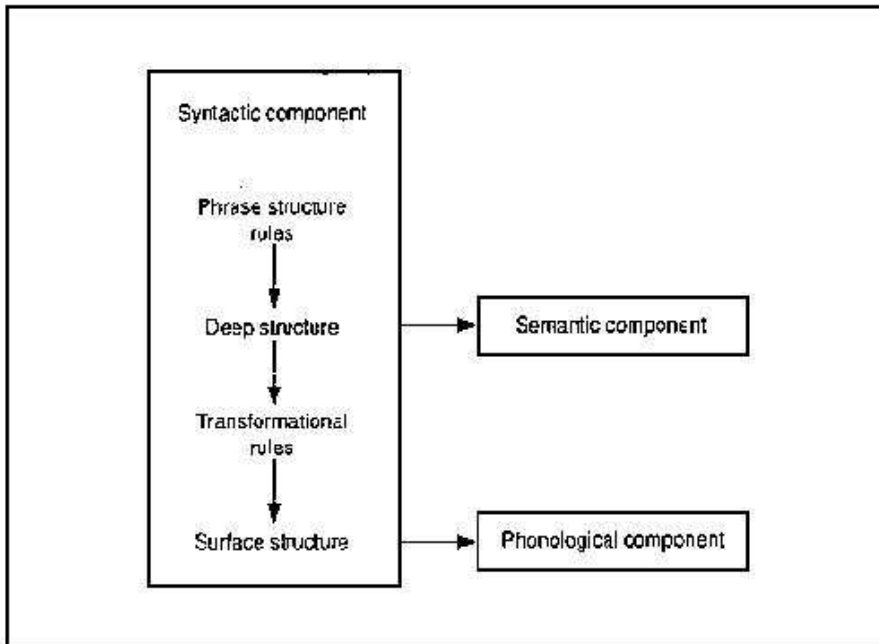
1.1.3. Complete Equivalence:

Complete Equivalence shows relevant importance to the structure. As much as structural information can be set in, the understandability emphasizes the readability of the original text. In order to reach an equivalence of thought between two languages, applied advances must be performed. The clarity and naturalness of the second language correspond to the structure in mention but it is the precision that determines the fixation of the two above mentioned.

According to Chomsky (1957) this equivalence can be seen as an alternative theory for the literal method, since restructuration and paraphrasing find their way back to this method. The reader needs to witness a complete spectrum to understand what the translator is trying to render.

This can be distinguished as an expanded translation with several study purposes and attempts to establish linguistic structures as a science. A vivid reflection of this is the model of Transformational Grammar which originated by Harris (1957) but mastered by Chomsky (1957), suggests the idea that different levels on a sentence can predict (in an almost mathematical way) sentence structures. It is a relevant foundation for Dynamic Equivalence to provide outstanding means to extract all this subjective information. But also, it is important to remember that the source messages (i.e. kernel clauses and their sequences) define the rules of semantic data.

James D. Price's (1987) who is a leading figure in complete equivalence theory suggests that main contentions are the ideas of transfer and analysis which is not necessarily explained but expanded. In the figure above a gradual transformation from the translation process can be widely appreciated. The final restructuring of the TT comes from the Transformation of rules. But the receptor language is always simplified to its most basic kernel form. Below there is a graphical explanation for this cognitive process.



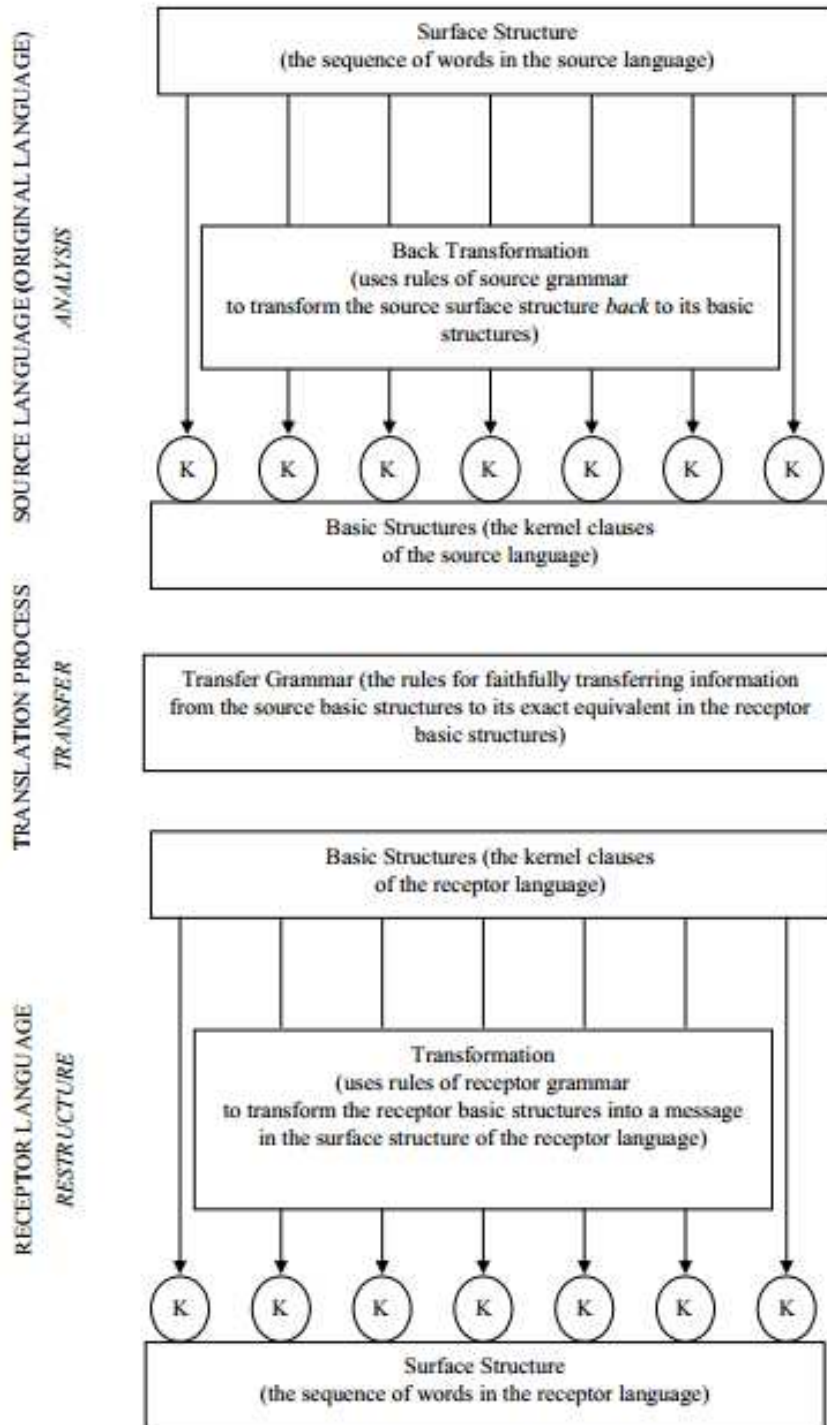
Graphic 2: Overall form of standard transformational grammar (Carroll, 1986, p. 324)

This model presents on the first instance an extension of phrase structure grammar just as to be compared with grammaticality demonstrating the different interpretation of similar structures and the similar interpretation of different structures. The surface structure needs to be reduced to a simple form in order to account the chosen term.

1.1.4. Optimal Equivalence:

According to Glenn J. Kerr(2011) the origins of this equivalence start with James D. Price. Both Dynamic and Optimal Equivalence possess almost the same principles. Yet the second one has a less subjective approach towards these principles. The core difference with similar theories (Dynamic and Meaning-based) is the semantic focus. Such a scientific theory produces

a modified literal translation with terminology on their surface structure. The Source Language performs the Analysis, which is channeled through Translation Process (transfer) and is received by the Receptor Language (restructure). The graphic below shows the dynamic of the whole process along the performers.



Graphic 3: Optimal equivalence description of the translation process (Price, 1987, p. 92)

1.1.5. Closest Natural Equivalence:

Closest Natural Equivalence (CNE) might be confused at the very first sight with Literal Translation due to the natural way it reflects the meaning of the Source Text, with a style able to preserve its main characteristics. A potential way to convey the correct meaning is focusing on the proposed words. Readers need to understand in their own cultural style what the message in mention is. According to the Baker Publishing Group website (2013), the final achievement of CNE could be framed as a combination of naturalness and equivalent meaning. Therefore, to maintain this balance on a functional-equivalent level it is priority to preserve the naturalness in the target language and understand how compromised this emphasis on the theory is. The CNE most relevant interest is to communicate as much as it can be used from the ST in the semantic level without being completely objective.

1.1.6. Functional Equivalence:

This theory is more evident on the book *From One Language to Another* Nida & Waard (1986). Since They were pretty active developing theories in the field and discovering new approaches, similarities and differences, they decided for instance to unveil a term and explain the basis of this one by suggesting that functional equivalence and dynamic equivalence are often confused

One conspicuous difference in terminology in this volume in contrast with *Theory and Practice of Translation and Toward a Science of Translating* is the use of the expression “functional equivalence” rather than “dynamic equivalence” ... Unfortunately, the expression “dynamic equivalence” has often been misunderstood as referring to anything

which might have special impact.(Nida & Waard, Functional Equivalence in Bible Translating, 1986, p. 242)

According to Kerr (2011) since Dynamic Equivalence started to become really popular, the term had to be abandoned. So nowadays people tend to talk about Dynamic Equivalence but in fact what they mean is Functional Equivalence. The principals of what Dynamic Equivalence meant to Nida would be strange to follow for inexperienced professionals. The specific methodology for any style of translation has a degree of equivalence which can be recycled as it happened with this theory itself.

1.1.7. Skopostheorie

Christina Schäffner(1998) describes in her essay “Skopos Theory” how this theory was developed in Germany and how it emerged in the 70s. She also states how it can be considered as functional and social-culture oriented approach of translation. The Skopos Theory has helped to stress the target text and focalize on it, considering contextual factors which cannot be ignored. It established a direct analysis towards the cultural function of a text. The status of the Source Text and Target Text is highly predominant in this theory due to the adaptation to the Target Culture that must be analyzed in advance. “*Skopos* is a greek word related to the definition of the word ‘purpose’”(Nord, 1997, p. 113)The *Skopos* is a process that must be performed before the translation process start. The reconceptualization of the Source Text is a main aspect of this theory.

Also Nord(1997) states in a section of her book *Translating as a Purposeful Activity. Functionalist Approaches Explained*that the Skopostheorie is an action that translators perform even in an empiric way:

Yet it is certainly something that translators can do; it is legitimate translational action since... translational action includes cross-cultural consulting and cross-technical writing even without a source text”(p. 113)

This is when the contours of the discipline start being perceived as a conceptual definition of equivalence. The functionalism is somehow approached but the relationship between ST and target opinion still remains.

1.1.8. Towards an integrated approach of equivalent proposals

In late 60s a new concept of translation was entering the field. Nida (1969) started publishing books about the Theory he just discovered in order to translate the Bible and those were the very first relevant moments when professionals were witnessing Translation being treated as a science. His complex theories and formulas to render texts were widely studied and considered in the development of a whole universe of parallel theories. Nida was giving a name to the elements of communication and at the same establishing the functional classes of lexical symbols. But also, his awareness towards the Receptor Response was unveiled and the relevance of its behavior within a context became the core essence of his theories just like the text below refers to:

The receptor in the circle culture should be able, within his own culture, to respond to the message as given in his language, in substantially the same manner as the receptor in the triangle culture responded, within the context of his own culture, to the message as communicated to him in his own language.(Nida & Taber, 1982, p. 149)

The science of translation develops different approaches in general terms. Behrouz Karoubi (2003) states in her “Ideology and Translation” essay that a linguistic-oriented approach is the most often considered one for textual equivalences and linguistic operations. It mainly consists in establishing systematic and textual equivalences as a point of departure between a ST (Source Text) and a TT (Target Text.) These reviews also contemplate socio-cultural translational approaches from the linguistic point of view (Karoubi, 2003). It is important to determine an integrated endeavor that is able to delimit a subject matter while rendering a text. This deals with the overall panorama of how valuable additional effort to this process might be. Theoretically speaking, the main aim towards this analysis is Nida’s equivalence theories at the beginning of his career, but the distribution of this science in applied branches have shaped the relevant process towards a cognitively-oriented focus of comprehension. The theoretical background of translation approaches focalizes on an exhaustive overview of integrated proposals. The most representative authors in the field are Toury, Jakobson, Koller, Kaindl, Venuti, Catford, Nida, Taber, among others.

1.1.9 Relevance of Translation Process

The act of translating has been for decades an intuitive process. People tend to believe that anyone can be a translator, minimizing the skills that translators’ minimum standards shall meet.

There is an accurate citing for this specific topic which we will present in two languages, Spanish and English (Africa, 2009, p. 18)

| SPANISH | ENGLISH |
|---|---|
| <p>Cocinar exige recetas y técnicas que se basan en suposiciones de lo que constituye una buena comida. Si los traductores son como cocineros, entonces se guían por una teoría que rige la elección de los ingredientes, las estrategias y los efectos. Necesitan aprender que es lo que tienen a su disposición y qué usos le pueden dar; y, en especial, que usos culturales y políticos</p> | <p>Cooking requires recipes and techniques based on assumptions about what a good meal is. If translators are like cooks, they are guided by a theory which regulates the choice of ingredients, strategies and effects. They need to learn what is available for them, what this can be used for and, especially, what this can be used for in cultural and political arenas</p> |

Table 1. Comparative table for demonstration of translation process(Venuti, 2000, p. 50)

It is possible to state that every translation definition stems from the theory of equivalence. We live in such a globalized world, that people can actually get lost in translation. Texts cannot and will never be objective, and translated messages will never be the same, but *almost* the same.

However, something that must be demystified is the dynamic nature that any translation equivalence can approach. A clear distinction needs to be set to continue with this guide: Technique is not the same to evaluation and their context continuously vary. Translation techniques are not supposed to be good or bad; they are supposed to be efficient. Their functionality needs

to impact the key elements of a Target Text such as purpose, method, genre, type, etc. Newmark (1988)

Translation techniques are relevant to study and classify translation equivalence. Molina and Hurtado (2002) state that some of these characteristics can be defined within the following: result affection, comparison between texts, micro units of text, discursive nature, contextual nature and functionality. An example of translation techniques can be defined in the following table:

| | |
|---|---|
| Adaptation | Baseball (E) ⇒ Fútbol (Sp) |
| Amplification | شهر رمضان (A) ⇒ Ramadan, the Muslim month of fasting (E) |
| Borrowing | Pure: Lobby (E) ⇒ Lobby (Sp) Naturalized: Meeting (E) ⇒ Mitin (Sp) |
| Calque | École normale (F) ⇒ Normal School (E) |
| Compensation | I was seeking <u>thee</u> , Flathead (E) ⇒ En vérité, c'est bien <u>toi</u> que je cherche, <u>Q</u> Tête-Plate (F) |
| Description | Panettone (I) ⇒ The traditional Italian cake eaten on New Year's Eve (E) |
| Discursive creation | Rumble fish (E) ⇒ La ley de la calle (Sp) |
| Established equivalent | They are as like as two peas (E) ⇒ Se parecen como dos gotas de agua (Sp) |
| Generalization | Guichet, fenêtre, devanture (F) fi Window (E) |
| Linguistic amplification | No way (E) ⇒ De ninguna de las maneras (Sp) |
| Linguistic compression | Yes, so what? (E) ⇒ ¿Y? (Sp) |
| Literal translation | She is reading (E) ⇒ Ella está leyendo (Sp) |
| Modulation | ستصير أبا (A) ⇒ You are going to have a child (Sp) |
| Particularization | Window (E) ⇒ Guichet, fenêtre, devanture (F) |
| Reduction | Ramadan, the Muslim month of fasting (Sp) ⇒ شهر رمضان (A) |
| Substitution (linguistic, paralinguistic) | Put your hand on your heart (A) ⇒ Thank you (E) |
| Transposition | He will soon be back (E) ⇒ No tardará en venir (Sp) |
| Variation | Introduction or change of dialectal indicators, changes of tone, etc. |

Table 2: Classification of translation techniques (Molina & Hurtado, 2002, p. 511)

CONCEPTUAL FRAMEWORK

In order to revise this project in a more detailed-oriented way, it has been included some key concepts whose terminology shall be revised prior the reading and analysis of this text.

ADAPTATION

Peter Fawcett (1997, p. 39) mentions in his book that “Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture.”

ADJUSTMENT

Hatim and Munday (2004) in their book *Translation: An Advance Resource Book*, state that techniques of adjustment are important to produce correct equivalents and achieve Dynamic Equivalence in translation.

ANALYSIS

Oxford dictionary online (2013) informs that the term analysis means “detailed examination of the elements or structure of something: *statistical analysis*”. In the book of *Translation: an advance resource book* (Hatim & Munday, 2004) it is indicated that ANALYSIS is the first of three stages constituting the translation process according to Eugene Nida. In this process, the source message is analyzed into its simplest and structurally clearest forms and then restructured to a level stylistically acceptable to the target reader.

AUDIENCE

In the book of *Translation: an advance resource book*, it is indicated that Audience is “the readership of the text”. Also, the Cambridge

DictionaryOnline (Press C. U., 2013)marks it in a definition example such as“the audience as a work of literature is the type of people that the writer intend to read it”. Longman Dictionary Online(Pearson, 2006) refers to this term as“a group of people who comes to watch and listen to someone speaking or performing in public.”

COGNITIVE ENVIRONMENT

There is a clear explanation of this term in the text *Translation: an advanced resource book*:(Hatim & Munday, 2004, p. 335) “In relevance theory, this is the interaction between the contextual assumption regarding the meaning of the utterance and the interpretation yielded, or, to put it differently, between ‘purpose’ and ‘use’”

COHESION

According to the Oxford Dictionary Online (2013)cohesion is “the action or fact of forming a United whole.”Also,Baker &Saldanha (2009)describe that cohesionsubsumes the diverse relations which transparently hold among the words, phrases and sentences of a text. The book *Translation: an advanced resource book*(Hatim & Munday, 2004)describes this term as the requirement that a sequence of sentences display grammatical and/or lexical relationships which ensure the surface continuity of text structure.

COHERENCE

Baker &Saldanha (2009) describe that coherence is a variety of conceptual resources, ensuring that meanings are related discernibly. On the other hand, the book *Translation: an advanced resource book*(Hatim & Munday, 2004) describes that Coherence“isa standard which all well-formed texts must meet and which stipulates that the grammatical and/or lexical relationships ‘hang together’ and make overall sense as text”. (pág.

336) Cambridge dictionary (Press C. U., 2013) describes coherence as “the situation when the parts of something fit together in a natural or sensible way.” Also, according to the online free dictionary (Mifflin, 2005) “Coherence is a property holding for two or more waves or fields when each individual wave or field is in phase with every other one.”

COMPENSATION

In general terms, Compensation can be used when something cannot be translated, and the meaning that is lost is expressed somewhere else in the translated text. Peter Fawcett (1997, pp. 31-33) defines it as: “...making good in one part of the text something that could not be translated in another.” One example given by Fawcett is the problem of translating nuances of formality from languages that use forms such as Spanish informal *tú* and formal *usted*, French *tu* and *vous*, and German *du* and *sie* into English which only has 'you', and expresses degrees of formality in different ways. Louise M. Haywood from the University of Cambridge claims, cited in Bosco (1997: pag.10)

We have to remember that translation is not just a movement between two languages but also between two cultures. Cultural transposition is present in all translation as degrees of free textual adaptation departing from maximally literal translation, and involves replacing items whose roots are in the source language culture with elements that are indigenous to the target language. The translator exercises a degree of choice in his or her use of indigenous features, and, as a consequence, successful translation may depend on the translator's command of cultural assumptions in each language in which he or she works.

CONTENT

Content has been described by several authors as the multi-layered extra-textual environment which exerts a determining influence on the language used. The subject matter of a given text, for example, is part of a context of situation. The ideology of the speaker, on the other hand, would form part of the context of culture. Finally, context of utilization caters for such factors as whether the translation is in written form, orally done (interpreting) or as subtitling/dubbing, etc. The Online free dictionary (2013) states that content relates to “the parts of a piece of writing, speech, etc. that precedes and follows a word or passage and contribute to its full meaning”

CONTEXT

The book of *Translation: An advanced resource book*(Hatim & Munday, 2004), describes the multi-layered extra-textual environment which exerts a determining influence on the language used. For example, the subject matter of a given text is part of a context of situation. The ideology of the speaker, on the other hand, would form part of the context of culture. Context of utilization caters for such factors as whether the translation is in written form, orally done (interpreting) or as subtitling / dubbing, etc. The free online dictionary (2013)states the following about Context :“the parts of a piece of writing, speech, etc that precedes and follows a word or passage and contributes to its full meaning.”

CONTEXTUALLY MOTIVATED

The book of *Translation: an advanced resource book*(Hatim & Munday, 2004)states about this term that it is the intention to produce certain rhetorical effects, using language in a conscious, deliberate manner for that purpose.

CONTRASTIVE ANALYSIS

The book of *Translation: an advanced resource book* (Hatim & Munday, 2004) describes the meaning of contrastive analysis as the analysis of two (or more) different languages in order to identify where exactly meaning and use coincides or differs. Carl James (1980) gives the following definition:

Contrastive analysis is viewed as an interlinguistic, bidirectional phenomenon which is concerned with both the form and function of language. As such, contrastive analysis must view language from the psycholinguistic and sociolinguistic point of view as a system to be both described and acquired (pag.337)

DYNAMIC EQUIVALENCE

It can be considered as a translation which preserves the effect the Source Text had on its readers and which tries to elicit a similar response from the target reader. Michael Marlowe (2012) mentions that dynamic equivalence aims at complete naturalness of expression while trying to relate the receptor to modes of behavior relevant within the context of his own culture. He also states that there are varying degrees of such dynamic-equivalence translations.

DIRECT TRANSLATION

Gabriela Bosco (1999) mentions about Direct Translation Techniques “are used when structural and conceptual elements of the source language can be transposed into the target language. Direct translation techniques include: Borrowing, Calque and Literal Translation.” (pág. 10)

EQUIVALENCE

Hatim&Munday(2004) mention that a central term in linguistics-based Translation Studies, relating to the relationship of similarity between ST and TT segments. Also one of Vinay and Darbelnet's (1958) translation procedures refers to the translation of fixed expressions such as idioms with an equivalent that is very different in form. According to Gabriela Bosco (1999) on the website *Interprose* she describes many examples of equivalence in a completely different way, for example when translating idioms or advertising slogans. The process is creative, but not always easy.

EQUIVALENT

Hatim&Munday(2004) states that Equivalent is a Target Text (TT) segment which functions as an equivalent of the Source Text (ST) segment.

GENRE

The meaning of Genre taken from *Translation: an advanced resource book* (Hatim & Munday, 2004) refers to it as a conventional form of text associated with particular types of social occasion or communicative events (e.g. the news report, the editorial, the cooking recipe).

TRANSPOSITION

Bosco (2009) defines Transposition as a process where parts of speech change their sequence when they are translated (*blue ball* becomes *boule bleue* in French). Grammatical structures are often different in different languages. *He likes swimming* translates as *Erschwimmtgern* in German. According to Bosco (1999), transposition is often used between English and Spanish because of the preferred position of the verb in the sentence: English often has the verb near the beginning of a sentence; Spanish can have it closer to the end. This requires that the translator knows that it is

possible to replace a word category in the target language without altering the meaning of the source text, for example: English *Hand knitted* (noun + participle) becomes Spanish *Tejido a mano* (participle + adverbial phrase)

FORMAL CORRESPONDENCE

According to Hatim&Munday(2004) formal correspondence is asystemic relationship between the Source Languageand a Target Language element out of context: e.g. there may be formal correspondence between the term “este” in Spanish and “this” in English; however, in real examples in the practice of translation, this may be translated in another way (pág. 340)

INTERFERENCE

In the *Translation: an advanced resource book*(Hatim & Munday, 2004) interference is described as an excessive influence of Source Text (ST) lexis or syntax on the Target Text (TT).

LANGUE

Hatim and Munday(2004) mentions the langue is the term for the abstract linguistic system that underlies a language in use.

LAWS OF TRANSLATION

The *Translation: an advanced resource book*(Hatim & Munday, 2004)describes probabilistic statements like patterns of translation behavior.

LITERAL TRANSLATION

In the *Translation: an advanced resource book*(Hatim & Munday, 2004) Literal Translation is specified as a rendering which preserves surface aspects of the message both semantically and syntactically, adhering closely to ST mode of expression.

MODULATION

The Translation: An Advanced resource book Hatim&Munday(2004) described modulation as a translation procedure where the TT presents the information from a different point of view

SOURCE TEXT (ST)

Hatim&Munday(2004) mentioned that Source Text is the original text for a translation.

TARGET TEXT (TT)

Hatim&Munday(2004) defined the Target Text as the translated text.

TRANSLITERATION

Hatim&Munday(2004) refers to transliteration as the letter-by-letter rendering of a SL name or word in the TL when the two languages have distinct scripts.

CHAPTER II

2.1. METHODOLOGICAL FRAMEWORK

2.1.1 THE LINGUISTIC FIELD OF THE RESEARCH

In the last 20 years Translation methodology has suffered lots of transformations. Previously, the target language was the focus of translation but nowadays many translators consider that the Source Text is as relevant as the Target Text.

In the XX century some of the most relevant translators were Vinay and Darbelnet(1958) due to their contribution in fields such as comparative stylistics(Lachat, 2003). Their method of study was based on a linguistic analysis from the original text to the translated text. Their views were in some way similar to the actual trends, but nowadays it might be more complex since lexicography unity and translation unity has a more applicable focus.

Tricás(1987) in an extract in Spanish mentions that the translation problems cannot be oriented from the general perspective of the comparison from two linguistic structure and its interference but it can be focused on the transposition difficulties of a message located inside of textual unity.

This citation defines the difficulties of translation perceived from a deeper perspective enclosed in a textual code, rather than a mere comparison between to linguistic structures.

Vinay and Darbelnet (1958)states the difference between a new translator and a professional translator. They say that the first one does not dedicate much time to the activity of translation, but the professional translator dedicate a lot of time to analysis and research of the main

meaning, trying to maximize communication with that society. In other words, the professional translator first analyzes all the possibilities for conveying the essence of the text, but the younger translator analyzes the text in a literal bad mechanical manner. There is not a rule for the translator but he needs to select the best option to maximize understanding(Tricás, 1987)

Translators need to consider several steps in order to produce a remarkable translation. These steps can be summarized in: memory, comprehension, competence, learning, automation, schematization, planning, comparison, testing, problem solution, strategy, decision taking and intuition (Lachat,2003)

The Cognitive Theory was created in 1960 to help translators improve their work. This theory involves not only the internal part of the brain but also the deepest abstract part of it, analyzing every stage of the process to render the Source Text to the Target text, getting not only an impact on the audience but also a focus on the environment. (Lachat, 2003)

The Cognitive Theory analyzes and includes all the steps needed in a translation process, from very singular action and basic process to the translation revealing a complex process. This theory and its processes were developed by relevant figures in the field such as:

- General models: Newel & Simon (1972) and Anderson (1983)
- Mental models: Johnson & Laird (1989)
- Information Models: Minsky, (1975) Schank & Abelson (1977) and Mervis & Rosch (1981).

All the processes in a translation cannot forget the background of the audience, since the impact made on readers is the best measure of how the author has connected with the audience. If the translator works well and his or her work is successful, it can be his cover letter for new jobs. For Example Harry Potter has been translated into many languages and has created the

same impact in many different audiences despite the cultural differences in each one of them.

Cognitive theories involve four important elements to get and communicate the purpose of the author:

Memory: Get information, analyze the information, and make an organizational strategy.

Attention: Make an information screen, feedback of the getting analyze.

Comprehension: Review the translated text and understanding it.

Thought: Find the solution of the problem, judge the product.(Lachat, 2003, pág. 112)

Many translators in their books explain a lot of forms of translation but not one specifies how to become a good translator and how to be a better worker. Becoming a good and successful translator takes a lot of time. This process starts with college and continues to develop through everyday practice and experience involving failing and mastering skills.

2.1.2 THE FORM AND FOUNDATIONS OF THE RESEARCH

A lot of translators have a lot of information and knowledge that they have achieved during years of working in the same field; but what happened with the ones who have recently graduated? They only know what they have learnt at university which is not the same as those translators who have worked for many years in this area. These younger translators do not cause the same impact with their work as the experts who have more than four or five years doing this kind of job.

Translators get their foundations at college in the classroom. They get some knowledge of how they are supposed to translate several types of documents while learning some procedural skills. That process can be the introduction to a chosen method in this field. In the working area translators get more information and can improve and learn new things for this career.

Some translators possess a lot of theoretical knowledge but do not have the practical skills which are important elements in the translation process. Likewise it is necessary to know the context knowledge in order to know before-hand each audience. Not every context can have the same type of audience; for example, in one country one phrase can have one meaning and in another country it may mean the complete opposite. Translators should also have the appropriate knowledge to ensure accuracy before translating a text to their clients. It is necessary to understand that college or University for Translators can deliver to an individual learning and professional development, but if practice is performed a translator can truly develop a style and professional perspective.

In many studies you can see the types of learning in two phases such as: Declarative knowledge and procedural knowledge (Lachat, 2003).

Declarative knowledge: It is based on facts, events, actions etc. These can be understood in many process of translation and it can be noticed on how you make a good translation. This knowledge can be understood by many disciplines in the field (Lachat, 2003)

Procedural Knowledge: It implies how to make the things and what is the process to do all the necessary for the final product. Procedural Knowledge is the same to Cognitive Skill that allows thinking, decision-making and formulating solutions for problems. Beltran (1993) indicated that this knowledge is subdivided into two. The first one being Procedural Knowledge General which involves awareness; and the second one being Procedural Knowledge Specific, which involves reason, thinking, etc.

According to Lachat (2003) there are certain phases to organize the information that will be translated. Below there is a compilation of the most important ones:

Comprehension phase: The experts analyze: first the problem, taking time to understand the main idea of the translation and making a drawing or a diagram to understand the dilemma. Then, find a solution of that problem. The beginner only analyzes the difficulty without any actions.

The performance phase: In this phase the experts do not spend much time analyzing the process because they do it at the beginning of the phase. On the other hand, beginners analyze translation from the concrete to the abstract.

Last phase: This phase does not guarantee getting an important product either you are an expert or a beginner translator.

Lachat (2003) suggests different stages for the resolution of a translation process as it follows:

- The initial stage: this represents the original text or Source Text.
- The final stage: this represents the translated text or Target Text.
- The connector: Method, process, translation techniques, and documentation.
- General Limitation: linguistic rules, rules of translation (pág 344)

There are five important signs to get a good translation according to Leppihalme (1997) and Muñoz (1997, 2000)

1. Test the formal documents, situational and content to typify.
2. Test all about the environment, so the set of explicit and implicit is related to the audience.
3. Prove the intention of the author.

4. Evaluate all the informative part with relation to the original receptor.
5. Establish the pattern for future translation. (pág. 150)

The following chart explains the strategy of generation and testing consists in creating a group for possible solutions.

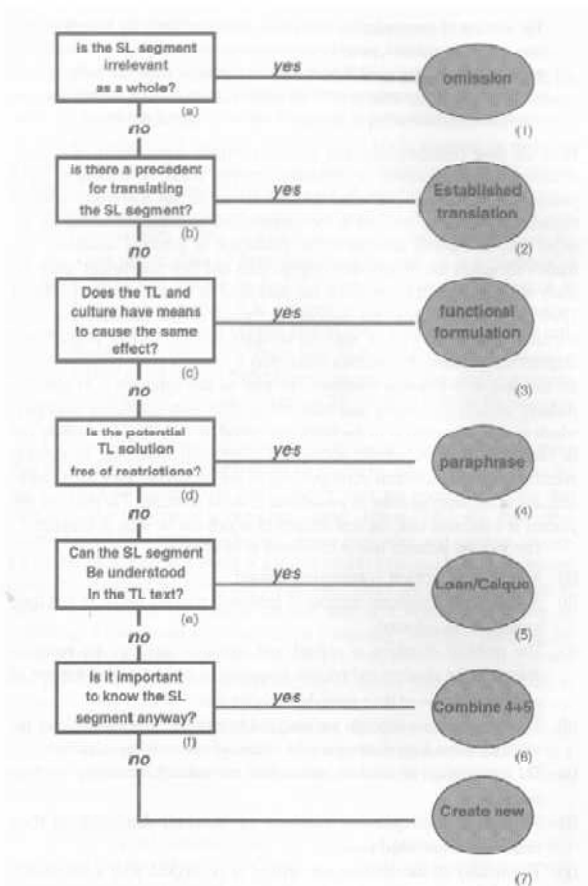
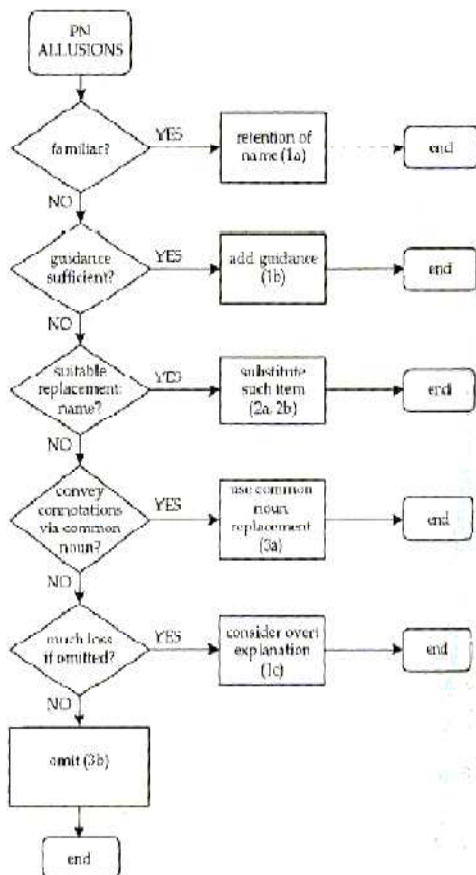


Diagram 1: Mayoral and Muñoz's (1997) model of translation strategy for culturally marked text segments

Graphic 5: Model of Translation Strategy for Culturally Marked Text Segments (Leppihalme, 1997, p. 150).

In translation, two important variables should be considered: function and addressee. When the author is not clear with the purpose of the book, the translator should use those variables to get an impact in the audience based on culture and society (Lachat, 2003).

Clients can and will vary. Some of them can be translation agencies, enterprises, or international organizations which have their own rules, formats and/or computing tools. Since these are the customers, they can even require a certain style.

At the time to translate it is very important to focus on the meaning of the text rather than to translate word by word. Sometimes there is not much difference when translating simple texts word by word; but for example, when translating a story, the translator should catch the idea to change focus on culture, society and specific idioms that the TT can hold (Lachat, 2003).

Along several professionals, Gerald Ericksen (2013) who is a journalist, editor and a writer, could portray the above mentioned in a short Q&A thread retrieved from the website About.com: *Principles of Translation: How Do You Decide Which Word To Use?*

Gerald's multiple studies and specializations in Spanish language can show strong support and guidance in how choosing the correct term will help you while translating. Here is an extract of this thread:

Q: When you are translating from one language to another, how do you decide which word to use? One example that you translated *llamativas*, but there is not in the dictionary.

A: You must be referring to a translation of the sentence "*¿La fórmula revolucionaria para obtener pestañas llamativas?*" (Taken from a Spanish-language Maybelline mascara ad) as "The revolutionary formula for getting bold eyelashes?" You'd probably be even more confused if Ericksen had stuck with his first draft, which used the word

"thick," which customs unlikely to see anywhere else as a possible translation of *llamativo*.(Ericksen, 2013, pág. 2)

Ericksen explains the various philosophies of translation before discussing that particular word:

In general, it can be said that there are two different approaches in the way a professional can translate from one language to another. The first difference is seeking a literal translation, sometimes known as formal equivalence, using the words that correspond as exactly as possible in the two languages, allowing for the grammatical differences but without paying a great impact to context. A second difference is paraphrasing, sometimes called making a free or loose translation.

One problem with the first approach is that literal translations can be awkward. For example, it might be more "exact" to translate the Spanish *obtener* as "to obtain," but most of the time "to get" will do just as well and sounds less stuffy. An obvious problem with paraphrasing is that the translator may not accurately convey the intent of the speaker, especially where precision of language is required. So many of the best translations take a middle ground, sometimes known as dynamic equivalence — trying to convey the thoughts and intent behind the original as close as possible, veering from the literal where needed to do so.

In the sentence that led the adjective *llamativo* doesn't have an exact equivalent in English. It is derived from the verb *llamar* (sometimes translated as "to call"), so broadly speaking it refers to something that calls attention to itself. Dictionaries usually provide translations such as "gaudy," "showy," "brightly colored," "flashy" and "loud" (as in a loud tie). However, some of those translations have somewhat negative connotations." (Ericksen, 2013, pág. 3)

He also explores different techniques and linguistic approaches towards this specific term, but he also reflects about the impact the chosen word can have in audience. This is the main concern of a professional, to translate the deeper meaning of an idea that makes both audiences (SA and TA) experiment similar emotions toward the text as shown in the excerpt below from this online article:

I considered alternative ways of expressing *llamativas*, but "attractive" seemed a bit too weak for an advertisement, "enhanced" seemed too formal, and "attention-getting" seemed to convey the thought behind the Spanish word in this context but didn't seem quite right for an ad. So It find the purpose of the product and is also a short word with a positive connotation that might work well in an ad.

Any translator might use a different word for this translation but it has to careful to find the correct word to get the main impact. But translation thinking often more art than science, and that can involve

judgment and creativity at least as much as it does knowing the "right" words(Ericksen, 2013, pág. 2)

According to Sechrest, Fay and Hafeez(1972, p. 41) “vocabulary equivalence must consider the possibility of terms lacking equivalents across languages and in features such as idiom, grammar and syntax, understanding that the most important thing is equivalence in terms of experiences and concepts.”

In the analysis below two types of translation can be identified. One is the European Version and the other one is the Latin version taken from the Original text or Source Text. These extracts are taken from Chicken Soup, and their translations, that is *Chocolate Caliente para el alma*.

EXTRACT 1

SOURCE TEXT:

On Love

The day will come when, after harnessing space, the winds, the tides and gravitation, we shall harness for God the energies of love.

And on that day, for the second time in the history of the world, we shall have discovered fire. (De Chardlin, 1993, pág. 18)

EUROPEAN VERSION:

Sobre el amor

Llegará el día que, tras haber dominado el espacio, los vientos, las mareas y la gravitación, debemos dominar para Dios las energías del amor.

Y ese día, por segunda vez en la historia del mundo, habremos descubierto el fuego.(De Cahrdin, 2000, pág. 11)

LATIN VERSION:

A Propósito Del Amor

Llegará el díaen que, después de aprovechar el espacio, los vientos, las mareas y la gravedad, Aprovecharemos para Dios las energías del amor.

Y ese día, por segunda vez en la historia del mundo, habremos descubierto el fuego.(De Chardin, 1993, pág. 18)

Analysis:

In European Translation the title, “Sobre el amor” is a perfect example of formal equivalence. I.e. it is faithful to the ST structure therefore more inclined to literal translation.

In Latin Translation the title, “A Propósito del Amor” rendered in this version reaches the audience more communicatively as it clearly conveys the fact that the author wants to talk *about* love.The omission of ‘en’ makes the text more rigid, i.e. more ST biased.

Another characteristic of formal equivalence is the morphology of the words which tends to be as similar to the ST as possible even when in this case *gravitación* present to the audience a different associative meaning

Here we can demonstrate the different forms that the translator has at the time to make a better product. In many translations it is very common to

find those types of rendering; once it is conveyed to European Version without details, they do not perform towards the beauty of the text for the audience.

On the other hand, the Latin version tries to make up the text without changing the original idea of the author. More details are added giving the sense of a text with more “heart”. These translators analyze every detail and every single word putting sense in the text.

EXTRACT 2

SOURCE TEXT

Love: The One Creative Force

Spread love everywhere you go: first of all in your own house. Give love to your children, to your wife or husband, to a next door neighbor. . . . Let no one ever come to you without leaving better and happier. Be the living expression of God's kindness; kindness in your face, kindness in your eyes, kindness in your smile, kindness in your warm greeting. (Calcuta T. M., 1993)

EUROPEAN VERSION:

El amor, la única fuerza creativa

Por dondequiera que vayas, difunde el amor: ante todo en tu propia casa. Brinda amor a tus hijos, a tu mujer o tu marido, al vecino de al

lado... No dejes que nadie llegue jamás a ti sin que al irse se sienta mejor y más feliz. Sé la expresión viviente de la bondad de Dios; bondad en tu rostro, bondad en tus ojos, bondad en tu sonrisa, bondad en tu cálido saludo.(Calcuta M. T., El amor, la unica fuerza creativa, 2000).

LATIN VERSION:

Amor: la fuerza creadora por excelencia

Derrama amor dondequiera que vayas: ante todo en tu casa. Da amor a tus hijos, a tu mujer, a tu marido, a un vecino...

No dejes que nadie venga a ti sin irse mejor y más feliz.

Sé la expresión viva de la bondad de Dios; bondad en tu rostro, bondad en tus ojos, bondad en tu sonrisa, bondad en tu saludo cálido(Calcuta M. T., Amor: La Fuerza creadora por excelencia, 1993)

Analysis:

This title is rendered more dynamically although it is understood that when the source text announces “the one”, it means uniqueness but that uniqueness is not present in the TT.

In this phrase, the translation is a real example of formal equivalence since “next door neighbor” is translated literally into “vecino de al lado” when in Spanish *vecino* on its own will have that connotation.

EXTRACT 3

SOURCE TEXT:

Learning to love yourself

Oliver Wendell Holmes once attended a meeting in which he was the shortest man present.

"Dr. Holmes," quipped a friend, "I should think you'd feel rather small among us big fellows."

"I do," retorted Holmes, "I feel like a dime among a lot of pennies."

EUROPEAN VERSION:

Aprende a amarte a ti mismo

Oliver Wendell Holmes concurreció una vez a una reunión en la cual él era el más bajo de los presentes.

-Doctor Holmes -bromeó un amigo, "Yo diría que se siente usted pequeño entre unos hombrones como nosotros.

-Pues sí-respondió Holmes, me siento como una moneda de un dólar entre un montón de peniques.(Canfield & Hansen, 2000)

LATIN VERSION:

Aprender A Amarse A Uno Mismo

Oliver Wendell Holmes asistió en una oportunidad a una reunión en la que era el hombre más petiso.

-Dr. Holmes –le dijo un conocido con sarcasmo- supongo que ha de sentirse bastante pequeño entre nosotros que somos tipos grandes.

-Sí –replicó Holmes. Me siento como un frasquito de extracto entre muchas botellas de agua de colonia.(Canfield & Hansen, 2000)

Analysis:

This technique may not be advisable for the type of reading material focusing on entertaining the audience. A lower level of formality in the vocabulary could be more appropriate.

The word “petiso” is an example of culture-bound connotative meaning. It is very common for Argentinean people but not for all Latin-American audience.

“Hombrones” mean big fellows, which is a most accurate term instead of “tiposgrandes”. This is an example of linguistic repackaging making the TT more communicative.

This text is a good example of idiomatic translation which consists on rendering the ST in such a way that it becomes more meaningful to the audience. This technique is widely applied in dynamic equivalence.

EXTRACT 4

SOURCE TEXT:

On learning

Learning is finding out what you already know.

Doing is demonstrating that you know it.

Teaching is reminding others that they know it just as well as you.
You are all learners, doers, teachers(Luther King, 1993, pág. 50)

EUROPEAN VERSION:

Un gesto simple

Todos pueden ser grandes... porque todos pueden servir.

Para servir no hace falta un título universitario. Para servir no hay por qué hacer concordar el sujeto y el verbo. Sólo se necesita un corazón lleno de gracia. Un alma generada por el amor(Luther King, 1993, pág. 35)

LATIN VERSION:

Un simple gesto

Todo el mundo puede ser grande... porque cualquiera puede servir.

Para eso no necesitas tener un título universitario. No necesitas hacer que sujeto y verbo concuerden.

Lo único que necesitas es un corazón pleno de gracia, un alma (3)nacida del amor.(Luther King, 1993, pág. 50)

Analysis:

Semantically, adjective plus noun versus noun, plus adjective, will produce a different connotation in Spanish, while syntactically, both are acceptable. “Un gesto simple” implies any action that might or might not be significant, but “Un simple gesto” implies a valuable one. In dynamic equivalence this difference is considered at diverse levels of the equivalence line.

This is a good example of formal equivalence because in the second line the author of the translation repeats the same word “servir” twice instead of omitting the word like in the Latin-American translation.

The phrase “un alma nacída del amor” is a better translation which makes the communication more fluent. The rendered word implies a sense of coming from the inner nature of the human being, which is what the author meant.

EXTRACT 5

SOURCE TEXT

I Like Myself Now

Once you see a child's self-image begin to improve, you will see significant gains in achievement areas, but even more important, you will see a child who is beginning to enjoy life more(Dyer, 1993, pág. 125)

EUROPEAN VERSION:

Ahora sí me gusto

Una vez que veas que la imagen de sí mismo que tiene un niño comienza a mejorar, verás logros significativos en diversos dominios, pero lo que es aún más importante, verás un niño que está empezando a disfrutar más de la vida.(Dyer, 1993, pág. 95)

LATIN VERSION:**Ahora me quiero**

En cuanto la propia imagen de un niño empieza a mejorar, se constatan avances significativos en muchas áreas de realizaciones, pero lo que es más importante, se ve a un niño que empieza a disfrutar más de la vida(Dyer, 1993, pág. 126)

Analysis:

In this title, the intention of the author is to modify and perform the idea of the author. This version is better to formal equivalence.

This phrase is a good example of formal equivalence due to the translation of word by word from original text. It does not show that much change to the original idea.

In this term the authors change “dominios” by “realizaciones”. This word improves the text and describes a best option for the reader or the target text.

EXTRACT 6**SOURCE TEXT:****The Magic of Believing**

I'm not old enough to play baseball or football. I'm not eight yet. My mom told me when you start baseball, you aren't going to be able to run that fast because you had an operation. I told Mom I wouldn't need to run that fast. When I play baseball, I'll just hit them out of the park. Then I'll be able to walk.(McGrathJr, 1993, pág. 173)

EUROPEAN VERSION:**La magia de la fe**

Todavía no tengo edad para jugar al béisbol ni al fútbol. Mamá me dijo que cuando empiece a jugar al béisbol, no podré correr tan rápido como los demás, porque me operaron. Le dije a mamá que no necesitaré correr especialmente rápido. Cuando juegue al béisbol golpearé las bolas tan fuerte que saldrán del estadio. Entonces me bastará con caminar (McGrath Jr, 1993, pág. 132)

LATIN VERSION:**La magia de creer**

No tengo edad suficiente para jugar al béisbol o al fútbol. Todavía no cumplí los ocho. Mamá me dijo que cuando empiece a jugar al béisbol, no voy a poder correr muy rápido porque tuve una operación. Yo le dije a mamá que no voy a necesitar correr muy rápido. Cuando juegue al béisbol, voy a sacarlos a todos del campo. Después voy a poder caminar. (McGrath Jr, 1993, pág. 173)

Analysis:

Here, the translator believes that the impact of these phrases can affect the product.

In this part of the translation used an idiomatic phrase was used for the European target audience in order to render a better translation and increase emotions that are not in the text.

After this analysis we can understand the different effect that causes a bad translation in the audience. A Translator has to analyze and follow all the necessary steps that she or he thinks are important to render a quality text.

Our first hypothesis is that the experience makes the expert, and learning enhances a product experience. It is very important to first take time to read the text and analyze the problem. It is the only way professional would be able to find better options and cause an impact in the society.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH METHODS APPLIED IN THE PROJECT

The modality applied for the research of this project was to create a big awareness from two of the most relevant theories and methods studied throughout our whole career at the University, and afterwards to explore these two important theories relevant to the field which are Dynamic Equivalence and Formal Equivalence.

In this scientific project the core analysis are the two most important so-called theories of translation which are dynamic and formal equivalence. The first one provides more performance and impact in the TA and the second one is more related to a word by word technique. Many translators in their work describe steps to make a better translation for the audience. In this work the type of research used in this research project is a qualitative investigation. The aim of this project was to first understand the “what” and then go in depth with the “how”. An extensive linguistic analysis and rotation of dynamic and formal theories were the main challenge to target the message and conclusion that this project wanted to transmit to the future readers. This paper attempts to not only analyze but also introduce the other side of multiple equivalences. Some translators tend to categorize formal correspondence like literal translation and dynamic equivalence like meaning-based translation. There are so many theories and equivalences which are based on the experience of several people who try to focus on the information in order to have a better approach towards the meaning.

3.2 BASIC MODALITY RESEARCH

The basic modality corresponds to a situation taken from the source of the theoretical framework; it is applied to the modalities mentioned below.

3.2.1. Documentary Bibliography:

This research project was developed based on a variety of academic research from relevant authors, connecting ideas from several books, magazines, articles, interviews, webpages and other resources. A careful analysis was performed to select which resource provided accurate information to the project. APA style is used for the bibliography in order to record each source of investigation. This is established by The Catholic University of Guayaquil as a regulation for final Thesis projects.

3.2.2- Field

The field of action was aligned to the core types of translation in this Thesis: formal correspondence and dynamic equivalence with the aim of getting a more efficient translation, focusing on the target audience. This was determined from the analysis made in the Theoretical Framework, to compare and contrast the two types of translation.

As an example, a comparative analysis taken from Chicken Soup for the Soul was presented along this Project as a typical case where the cultural aspect influences a whole audience. Translations were made in Spanish for two different types of target, which included the Spanish and European versions.

3.3.- TYPE OF RESOURCES

3.3.1.- Qualitative

This research project is focused on Qualitative resources taken from relevant academic opinions found in book, magazines or interviews in order

to get an accurate rendering aligned to the nature of the text. The aim of this work is to guide future professionals at the moment of choosing a technique or style for a target audience. To choose formal correspondence or direct translation will depend on many aspects that need to be analyzed carefully with a clear process.

3.4.- RESOURCE DELIMITATION

3.5.1.- Delimitation

Field: Translation

Area: Types of Translation

Aspect: Methodology

3.5.2.- Temporary Delimitation

The analysis from several study cases were strong help for the development of this thesis. As an example we will present the analysis of two sources taken from Chicken Soup for the Soul and its Translation, on December 2012.

In the following chart there is a brief explanation between the difference from formal and dynamic equivalence, without losing the sense of the target text. This explanation guides professionalsto improving their work day by day.

Chart 1.- Analysis of Dynamic and Formal Equivalence

| FORMAL EQUIVALENCE | DYNAMIC EQUIVALENCE |
|---|---|
| Translate from the Source Text to the Audience “Word by Word”, caring idioms, and grammatical feature from the Source language. | It translates from the Source Text adapting the information to the Target Text, according to the culture and the level of comprehensibility of the same text. |
| God Epiphany is completely | The Epiphany is Double edited to the audience therefore it is relative |
| The Target Language is adapted to the True giving by God. It is explaining the meaning or element that the culture cannot be understand | When the bible text is adapted to the culture, lost internal meaning from the inspired text replacing by human thoughts and doctrinal tendency of the translator. |
| The method only translates fidelity from the Original Text. | The method has freedom to perform the Bible text and change to the Target text |
| The Bible is God’s words, in each word and in its totality | The Bible “contains” The Word from God. In other words it believes in the Inspiration “of the text”. |

CONCLUSION

As a conclusion we can determine that translators need to acknowledge the foundations of Dynamic and Formal Equivalence in order to make a final decision. The Dynamic equivalence or functional equivalence transmits a main idea of the Source Text apart from the literary, passive and active nature of the text. However, formal equivalence or literal translation tries to give to the text a translation word by word. These two simple approaches are simply a result of several experiments and usages along decades to simply realize that no translation can be objective.

Types of translation represent a vast set of ideas. A translation needs to be aligned towards the audience and idiomatic expressions that will be used. It is very important for a translator to make a good translation focused on the target due to the big impact and reaction that the Original Text is able to perform in the Source Audience. Normally, it depends on what kind of text and purpose messages need to be transmitted. Transcendental things like word-choice or decision-making shape the message and the receptor.

Key features like the full understanding of language's grammar, syntax or semantics directly influence in the quality of the final result. The experience might be able to clarify this but it is the integrity and values of the professional that fuels this eager of awareness. Translation is an abstract production process. Nothing can be produced if not natural or readable. The only way to achieve this is that factors must be balanced.

Professionals need to remember that translations must not obscure the meaning and it has to fight the subjective judgments. The cautions judgment along the process plus the no simplification of concepts can contribute to the full awareness of meaning and shape. Translators might not be able to produce a perfect translation but they will always be able to maintain a keen attentiveness so it is fair enough to tell that "Translator's

choices are always determined by their universe of discourse and this not only results in different translations... it reflects different ways of understanding the world" (Vidal 2009: 42, 43)

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APPENDIX

FIGURES

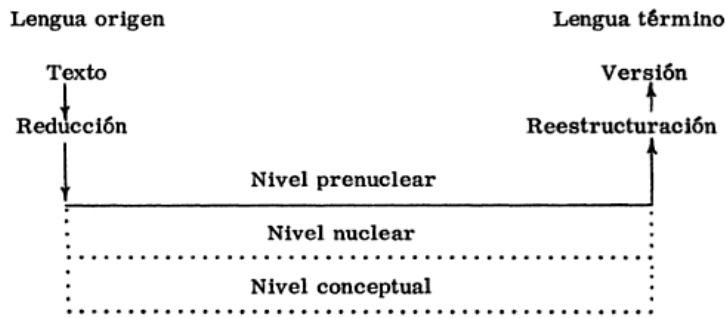


Figure 1.-Transformational Model of Translation

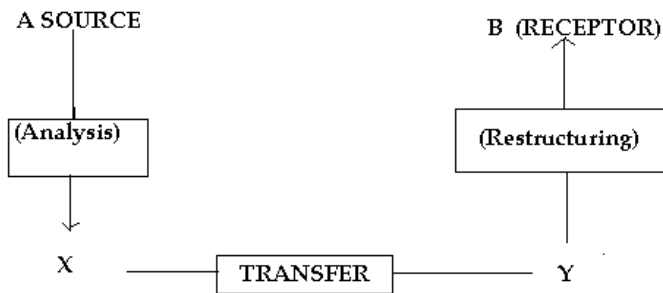


Figure 2.- Translation Process.



Figure 3.- Eugene Nida

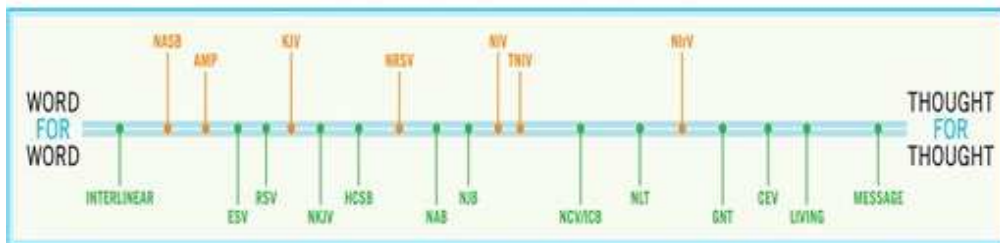


Figure 4.- This continuum shows how different Bible translations fit into the word – for-word and thought-for- thought translation philosophies

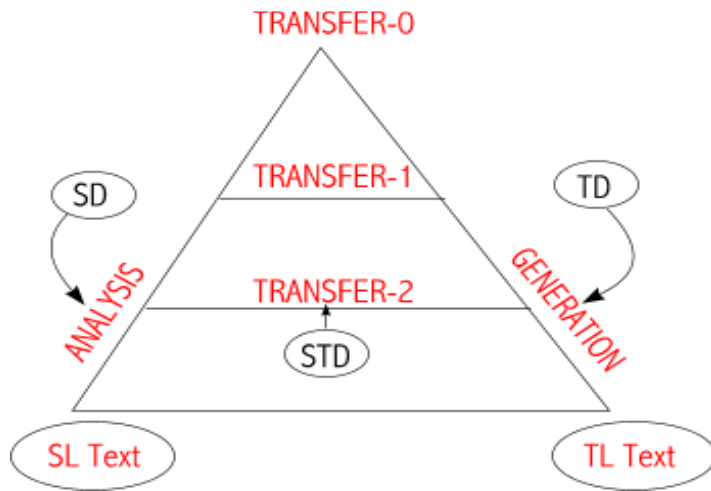


Figure 5.-Process of translation

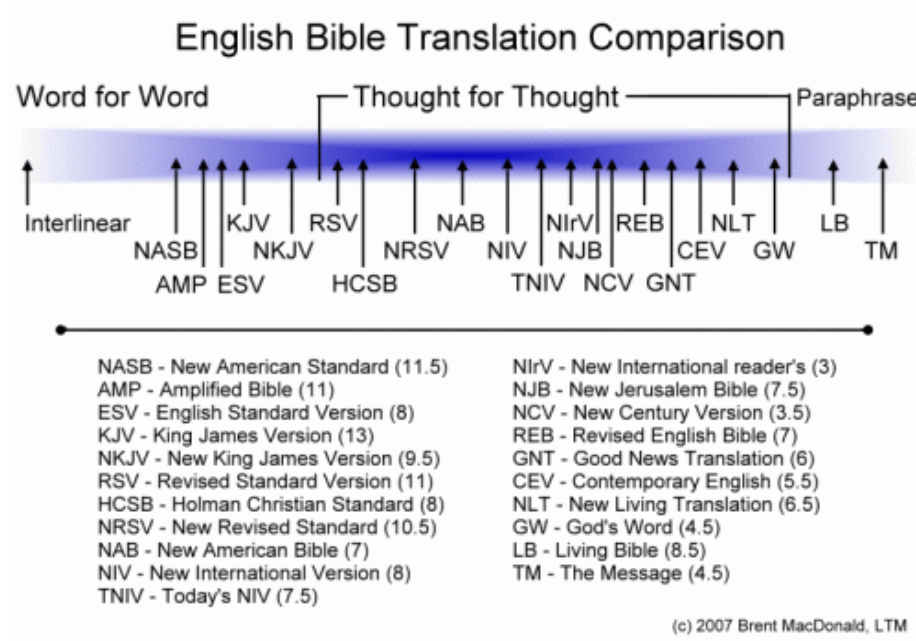


Figure 6.-Comparison Bible Translations

| <i>Type of equivalence</i> | <i>How attainable</i> | <i>Research focus</i> |
|----------------------------|---|--|
| Denotative | By analysis of correspondences and their interaction with textual factors | Lexis |
| Connotative | 'One of the most difficult problems of translation, and in practice is often only approximate' (Keller 1979b/89: 189); theory needs to identify the connotative dimensions in different languages | Additional dimensions: formality (poetic, slang, etc.), social usage, geographical origin, stylistic effect (archaic, 'plain', etc.), frequency, range (general, technical, etc.), evaluation, emotion |
| Text-normative | Description and correlation of patterns of usage between languages using functional text analysis | Look at usage in different communicative situations |
| Pragmatic | Translating the text for a particular readership, overriding the requirements of other equivalences | Analyse the communicative conditions valid for different receiver groups in different language pairs and texts |
| Formal | An analogy of form in the TL, using the possibilities of the TL and even creating new ones | Analyse the potential of equivalence in rhyme, metaphor and other stylistic forms |

Figure 7.- Characteristic of research foci for different equivalence types (following Koller 1979: 187-91)