

CORPÓGRAFO, by centralizing all the work done, will also allow us to coordinate all the resources produced so that, even when the students have finished their immediate projects, the results can be re-used for more general purposes whenever possible and appropriate.

Using corpora and retrieval software as a source of materials for the translation classroom

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It has been argued (Partington 1998: 5-7; Aston 2000: 7) that corpora and corpus analysis tools can be used in two ways in the language classroom: as a resource for the student's autonomous learning and as a source of materials for the teacher. This twofold potentiality also applies to translator training. This paper aims to show how some contrastive features between specific pairs of languages which usually give rise to translation mistakes can be presented in the translation classroom through tasks implying the use of corpora. More particularly, we will focus on the several pragmatic functions of *now* both as a time adverb and as a discourse marker and on the German subordinating conjunctions *als* and *wenn*. Thus, our source languages will be English and German, with Catalan as contrasting target language.

Firstly, the primary meaning of *now* as a time adverb referring to a moment in time perceived by the speaker as somehow simultaneous with the speech act should not obscure the fact that: a) as a time adverb, it does not always convey present time reference; b) it is often used (especially in oral discourse) as a connector or discourse marker which has nothing to do with time reference. Both meanings of *now* can give rise to translation problems. As to the former, the translator should check whether the *prima facie* Catalan equivalent of *now* (*ara*) can function in the same way as their English counterpart. In the latter, students' translations often show a tendency to ignore the fact that *now* as a discourse marker does not convey temporal reference, which results in incoherent renderings of a given passage in a text. A battery of translation tasks revolving around the various pragmatic uses of *now* would heighten students' awareness of cross-linguistic differences in this respect. Such tasks can be easily implemented through corpora and the kind of retrieval software usually associated with them. Examples will be offered of translation activities drawing on materials provided by the British National Corpus.

Secondly, students tend to confuse the German subordinating conjunctions *als* and *wenn*, especially in their temporal uses. The Catalan *quan* and *si* are translational equivalents with no symmetrical correspondence. *Als* has different temporal uses referring to events that happened only once in the past; it also has different modal uses indicating real or hypothetical comparison or specification. Furthermore, *als* occurs as a modal preposition indicating specification or comparison. *Wenn* has different temporal uses referring to events that happened only once in the present, repeated co-occurring events or their conclusion; it may introduce a conditional clause as well.

The textual database *Wortschatz Deutsch* built up by Leipzig University offers the possibility to find a large number of examples, usually contextualized in a whole sentence, which could show students the different functions of these two connectors. In each case, interpretation in context should precede translation. Once they have realized these differences, another set of examples could be converted into an exercise where students would be expected to fill in the correct Catalan equivalent of the German connector, reinforcing what they have learned while analyzing the first examples.

Arriving At Equivalence: Making A Case For Comparable Corpora In Translation Studies

Philip, Gill

In recent years the use of parallel corpora as an aid to translation has come into its own. Corpora of parallel translated texts are allowing linguists to observe the mismatch between lexicographic translations and the reality of translated text. Yet for all the benefits that can be reaped from parallel corpora, it must be borne in mind that they consist of mediated texts, prepared by human beings. Although they can shed light on the shortcomings of dictionary-based translations, they can nevertheless fall victim to the same inaccuracies that affect other bilingual reference works.

This paper addresses the issue of translation equivalence based on the analysis of monolingual reference corpora in English and Italian – The Bank of English (HarperCollins/The University of Birmingham) and CORIS (CILTA, University of Bologna) respectively. These corpora are neither parallel nor have they been constructed along the same guidelines (CORIS is loosely modelled on the Longman Spoken and Written Corpus); they are, however, comparable in that they both contain a wide variety of text types and claim to provide a balanced representation of their languages.

As comparable corpora cannot be aligned, the method of analysis and translation identification changes radically from that adopted in the analysis of parallel corpora. In this paper, the object of study shifts from the word-form to the semantic class, thus introducing a paradigmatic element to the first stage of the translation procedure, rather than being relegated to the secondary, back-translating phase. This paradigmatic element makes it possible for the translator to identify the reasons for the choice of one expression over another, ostensibly synonymous one, through the identification of habitual collocates, colligates, the semantic preference and the semantic prosodies (Sinclair 1996 and ff.) of each of the terms and any phrases or formulae that they generate. By carrying out this type of analysis in a bilingual or multilingual context, the translator creates schematic representations of the terms under study in the required languages, and it is these schemas which, when compared across languages, provide robust translation equivalences.

This paper will focus on one paradigm – 'to go red' – in English and Italian, following the methodology outlined above. It will be demonstrated how equivalent units of

meaning can be identified and matched up to form networks of equivalence. There are considerable advantages to be had in setting up such networks: principally, the identification of consistent patterning in the context of a L1 word or unit allows it to be reliably translated with a word or unit which displays similar contextual patterning in the L2, thus helping the translator override the urge to translate like for like in terms of wordform, word-class, literal, figurative or idiomatic meanings. The model proposed is opened in that it allows slots in the translation network to remain empty when patterns do not appear to have an equivalent in the paradigm analysed. This prompts further, related paradigms to be explored, in order to complete the initial network, and, in turn, creating new ones until all the slots are satisfactorily filled.

References

Sinclair, J.M. 1996 "The Search For Units Of Meaning" in *TEXTUS* IX:1, 75-106.

Evaluating the process and not just the product when using corpora in translation teaching

Rodríguez Inés, Patricia

Wherever applied, electronic corpora and corpus analysis tools are indisputably among those resources that have brought about great changes to the way translation students are trained. If, as translator trainers, we wish to enable our students to face and solve new problems, then we need to provide them with strategies to use the resources and tools they have at hand, to create them when they are not available and to reap the maximum benefit possible from them. We advocate a type of lecturer and education that facilitate information and the development of the student's operative knowledge, i.e. the development of strategies.

Furthermore, we believe that the student's acquisition of such strategies should be evaluated. For the purpose of evaluating translation students' use of corpora, the author has developed an "evaluation scale", i.e. a list of categories or items that may be evaluated in the process of translating a text using corpora. The value of each category as a percentage basically depends on the student's expected proficiency in the use of corpora when performing the assigned translation. A different "evaluation scale" is then applied to the quality of the translation produced. The cases presented are real and have been tested at the Faculty of Translation and Interpreting of the Universitat Autònoma de Barcelona, on translation students with different levels of proficiency where both translating and corpora use are concerned.

If assisted by electronic corpora and tools, and not only by conventional resources, the translation student's processes and output need to be evaluated in a different way. For instance, knowing that an electronic corpus can provide information that is not contained in dictionaries, or that a translation memory helps as regards saving time and maintaining consistency, it becomes necessary to assess the quality of a translation in terms of, for example, collocational appropriateness, the speed at which the translation in question is produced or the terminological consistency of the

translated text, and to take the student's proficiency in the use of the aforementioned tools and resources into account when doing so.

The methodological approach applied is based on translation tasks, which are organised around learning objectives. This approach has been selected on the basis of its systematicity and due to the fact that it combines all the elements involved in an educational process, including evaluation.

The Documentation Process of Scientific Translation Students using *ad hoc* corpora from Internet

Sánchez-Gijón, Pilar

Internet has become one of the more useful information and documentation resources for the scientific translator. When using Internet, translation students must take into consideration at least two aspects of the texts consulted: a) The reliability of textual resources they find in Internet, and b) the way in which they satisfy the translation's communicational situation and its skopos.

This paper deals with these two issues: the reliability and usability of Internet textual resources as information sources applied to scientific translation. It suggests how monolingual comparable textual corpora may be collected from Internet; how these textual resources may be classified using formal and pragmatical criteria; and how they may be analysed in order to obtain the linguistic and conceptual information needed to carry out a scientific translation. Three comparable and monolingual corpora (a corpus in English, a second one in Spanish and a third one in Catalan) constructed using Internet resources on the subject of an astronomical phenomenon – Leonids – are used to illustrate the methodology proposed.

Both the Internet textual resources typology and the methodology used to analyse and extract terminological information from them, based on Corpus Linguistics' methodology, form part of the doctoral dissertation of the author.

CULT-Bcn

Corpus Use and Learning to Translate
Barcelona, January, 22nd – 24th 2004

ABSTRACTS

Thursday 22nd
Inauguration 15:30 h
Hands-on CULT Workshop 16:00 h
Facultat de Traducció i d'Interpretació,
Campus Universitat Autònoma de Barcelona

Friday 23rd and Saturday 24th
Conference (see program),
Casa de la Convalescència
Hospital de Sant Pau, Barcelona

Departament de Traducció i d'Interpretació



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