Towards a theory of translation pedagogy
based on CAT tools for Catalan and English non literary texts

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Chapter 5

Towards an eclectic approach

Introduction

In this chapter I will defend an eclectic approach[1] to translation pedagogy. This approach, which stands in between the approaches mentioned in chapter 3, benefits from the strengths of literalist, error-, text- oriented and multi-dimensional approaches to translation pedagogy and incorporates computerized tools to the trainees' translating task[2].

The roles of the several parties participating in this approach, namely, translation institutions, educators, professional translators and computers will be delimited in section 5.2. In section 5.3, there is an extensive explanation of the various steps involved in the eclectic approach. Its progress and implementation are analysed in section 5.4.

5.1 Influential approaches

In sections 3.1, 3.2, 3.3 and 3.4, I have expounded some of the main approaches to translation pedagogy. Although they present well–defined attitudes as to how translation should be taught, which makes teachers and theoreticians opt for one or the other, we have seen that they all have their pros and cons when it comes to planning a comprehensive theoretical backdrop to classroom activities for translation students and establishing a systematic translation teaching methodology.

What is undeniable, however, is that all of them are valid approaches to the teaching of translation in their own way and at different learning stages.

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[1]The reason for calling this approach "eclectic" is because it combines the explained in chapter 3. In other words, it blends error-oriented, literalist and process-oriented approaches in order to create a clearer and more systematic method to teach translation.

[2]Cf. chapters 4 and 6, which deal almost exclusively with this topic.

That is, students have different needs during the translation courses and therefore the teaching approach should adapt to these needs. On a practical level, the written assignments submitted during the course are expected to show some kind of progress. What does this tell the teacher? Basically that he needs to catch up with his student's progress and apply different methodologies at every stage of the student's progress. The key phrase is methodological flexibility.

The main rationale then behind the eclectic approach is that error-, text-oriented and other approaches can be used alternatively at different learning stages[3]. One of the main advocates of this theory is Daniel Gile [40][4]. For example, he holds that text-analysis may be a good way of initiating the student into the translation world, that is, on a preliminary stage of the student's training but he states that error-analysis is a good way of fine-tuning the trainee's knowledge, that is, when the student is on a higher level.

Figure 5.1 summarizes the approaches to translation pedagogy which are picked up and applied in the eclectic approach.

The main ideas extracted from previous approaches, and which will be used in the design of the eclectic approach, are the following:

1. Categorization of linguistic errors

   In subsection 5.4.5, page 142, I have established a categorization of what will be considered as an error, i.e. any TT output that goes against situational, contextual, linguistic and/or professional **adequacy**. These have been the criteria to identify the students' errors in the experiment explained in chapter 6.

2. Stress on the importance of linguistic awareness and correctness

   As extra–linguistic factors tend to determine the linguistic choices that students will make, special attention will be paid to the students' linguistic performance. In the study described in chapter 6 the students' terminological and syntactical correctness is put under analysis. Text–typologies are also taken into account.
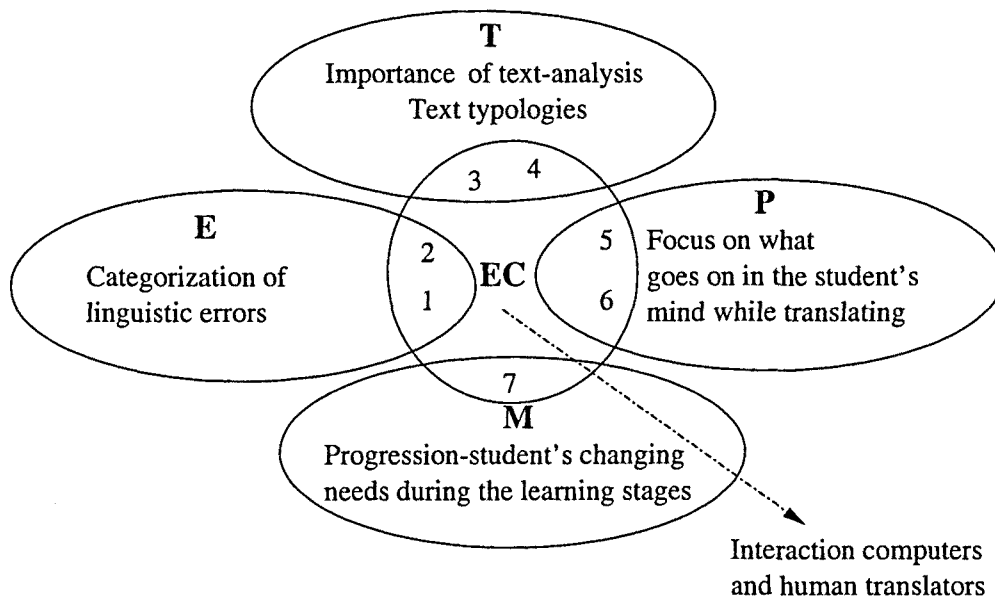
3. Importance of text–analysis

   Text–analysis both at source and target text level is of great importance in translator training. In section 5.3.2 I have developed the issue of how texts can be analysed. In section 5.4.2, I have identified the main features that typify the text under analysis.

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[3]On page 132 I will delve into the issue of progress and learning stage of the students, which may shed some light on what the role of the teacher could be.

[4]Although Gile does not use the term "eclectic approach" in his work, he does agree with its benefits.

T
Importance of text-analysis
Text typologies

3 4

E
Categorization of
linguistic errors

2
1

EC

5
6

P
Focus on what
goes on in the student's
mind while translating

7

M
Progression-student's changing
needs during the learning stages

Interaction computers
and human translators

SYMBOLS
E- Error-oriented approach
T- Text- oriented approach
P- Process-oriented approach
M- Multi- dimensional approach
EC- Eclectic approach

Figure 5.1: Influences of existing theories of translation pedagogy over the eclectic approach.

4. Acknowledgement of both textual and extra–textual factors

   As pointed out by Paul Kußmaul, one very frequent source of errors is caused by the students' ignorance of the subject matter at hand (i.e. extra–textual information)[5] or a lack of world knowledge and experience. The importance of contextual information has continuously been highlighted in this and the previous chapter.

5. Focus on what goes on in the student's mind while translating

   The students' output often fails to reflect the difficulties and doubts that they have come across before and during the translation process. The importance of the students' verbalised or written thoughts have been taken into consideration in the design of the eclectic approach, and has been exemplified in chapter 6.

6. Student's changing needs during the learning stages

   In the eclectic approach to translation pedagogy, students have different needs at different stages of their learning process. Teachers must be able to identify what these needs are by assessing the students' progress[6].

7. Acknowledgement of a division of translation theories which regards computerized translation as a tool for human translation[7]

   Chapter 6 shows a practical example of how computer programs can help human translators in their work.

5.2   Roles in the eclectic approach

5.2.1   The role of translation institutions

The didactics of translation has traditionally been used as a teaching method in schools and universities and is normally one of the compulsory subjects in the teaching of the basics of foreign languages or philology at the latter level. The subject contents tend to rely on the use of traditional translation methods, which involve giving the students a text to translate and marking the resulting productions mostly in terms of "correctness". This method derives from the old Latin–based schools. This method has been criticised by many scholars, Irma Sorvali being one of them. She says:

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[5]Cf. section 3.1.

[6]Cf. section 5.4 for a thorough explanation of the implementation and progression of the eclectic approach.

[7]Cf. Holmes' map and comments on the division of translation studies on page 26.

> Strictly speaking, this [i.e. teaching translation in terms of "correctness"] is not the teaching of translation but a form of language testing, which is admitedly important but should not be an end in itself. The fact that this has been done for a long time has led to a situation in which translating as a teaching method has acquired a dubious reputation. This has been compounded by the fact that attention has mostly been paid to **grammar and language exercises**(...) [144, p.99].

Sorvali also reports on other ideas that have been presented in Germany regarding the training of translators. For example, Vermeer feels that one should not begin with exercises involving pairs of languages (in [144, p.101]) and Sager takes up factors such as the status a translation may have, which is of consequence for teaching[8].

Translation institutions should aim their course syllabi at training future professionals. The methodology used to design an appropriate course curriculum varies according to a number of factors. Daniel Gouadec, an experienced scholar and teacher [43, p.235][9], identifies three factors which determine the teaching of translation, which will be developed in the next subsection:

- The perception of what the functions of translators are

- The training context

- The strategies

Since it is the methods used in schools that have given translation a bad name, I shall assume that if new ideas were applied to translation didactics, this poor reputation may disappear. One thing is clear and evident: the old grammar and translation method have to be rejected. The teaching of translation means

> enabling the participant to become aware of the problems of translating at the various levels and helping them to learn how to solve such problems, so that they become even better translators with time ([144, p.102]).

This means that the teaching of translation requires a combination of practical teaching and theoretical research, which will enable trainees to develop their own translating skills. The approach to translation pedagogy I suggest covers the practical and theoretical areas which trainees need to develop for their future careers.

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[8]Cf. [144, p.102].

[9]The original article is written in French. For this dissertation, the labels and categories have been adapted from French into English.

Perceptions of the functions of translators

The constraints of market needs have become so many and so complex that translators are expected at the very beginning of their career to fulfil the following requirements: being fully operational, multiskilled and computer-literate. These requirements should be developed at grassroot levels and below I have explained how these functions could be trained in class.

1. **Operational translators**

   There are many factors which have a clear influence on the requirements for translators to be autonomous and self-contained. Four of the main factors have been identified by Gouadec [43, p.235]. They are quality demands from clients, the high cost of in-house training, the increasing pool of translators available for low fees and the development of technologies aimed at competing against human translators (such as machine translation). In order for students to be competitive in the job market, they need to be taught how to become autonomous by learning the basic tools to translate and how to use them.

2. **Multiskilled translators**

   In order for translators to be truly multiskilled, they need to have a good command of all translational techniques, data management, appropriate exploitation of terminology, proofreading basics, good writing skills and, if possible, a good command of computer-assisted translation software.

3. **Computer-literate translators**

   Although computer-literacy has also been mentioned in the above paragraph and some overlap between the above and the present subsection is expected, this subsection stresses the importance of computer-literacy for translators. Productivity and competition constraints have become decisive factors for the mechanization of the translator's work. Translation tools include software of file management or terminological databases and, if possible, several desktop publishing programs, as well as computer-assisted translation software.

   These requirements mean that translators should be ready to establish their own "integrated" workdesk. In view of this, terminological management should be a major component in the student's formation.

   Computer-literacy is an integral part of many degree, posgraduate and doctorate studies offering CAT training. Very few advanced courses

or seminars require previous computing skills like the Seminar on Terminology Management and Machine–Aided Translation at the University of Saarbruecken. Some of them offer a wide variety of non–credit short courses in a broad range of skills, from basic word processing to html webpage design to basic Internet strategies, to provide remedial work in computing skills like the Institute for Applied Linguistics at the Kent State University. However, the overwhelming majority of universities include an overview of the major functions and options of word processors and general introductions to text processing and PC–based language like in the MA in Applied Translation Studies at Leeds University, the Seminar Translation Tools at the Department of Translation and Interpreting in Ljubljana and the curricular courses offered at the Facultat de Traducció i Interpretació at the Universitat Pompeu Fabra.

The training context

The course syllabus should be designed according to the institutions's specific context, which is determined by general, personal and material conditions, according to Daniel Gouadec[43, p. 237]. I have added a fourth item to the three pointed out by Daniel Gouadec because I think that textbooks, dictionaries, reference material and even computer software used in training translators is just as important as the general, personal and material conditions of the training context. The four factors in the training context are outlined below:

1. **General conditions**

   The eclectic approach should be implemented within a university program aimed at training translators. The individual courses of the curriculum could be adapted to the different conditions such as the number of students in each group, their knowledge of foreign languages, their language background, etc.

2. **Personal conditions**

   Professionalisation of the student's formation is based on the twin challenge of preparing students for the job market and being aware of the needs of such market. Since, at the moment, professionalisation involves awareness of the importance of computers and computer software, the student's formation should stress the importance of such tool in such a way that they can adopt them to their own translating preferences and profiles.

On the other hand, teachers also have different profiles and specialities, which they aim at implementing in their lectures. Course syllabuses should therefore be flexible enough to meet the educators' order of preferences.

3. **Material conditions**

   The basic technological environment at CAT translator–training institutions includes a number of labs, computers, technicians, distance–learning facilities and other media resources. In order to give an answer to both heavily- and poorly computerized institutions, I have established in section 5.2.4 two options for the implementation of this model, which caters for both situations.

4. **Teaching materials**

   Teaching materials play an important role in the didactics of translating. The question of what materials are required for the teaching of translation has often been formulated but the answer to this has been avoided, pushed aside or left for every individual teacher to tackle. I have established below a classification of the main teaching materials that teachers should be using.

   (a) Textbooks

       Although there is an increasing interest in publishing **textbooks** for teaching translating, it may be stated in general terms that there is still a huge vacuum in this field. In fact, it would be very difficult to agree on what the contents of such textbooks should be since the purpose of every translation course, degree or subject has not been clearly stated. Ever too often the only guide that students received from their translation teachers was the instruction Translate! However, if we agree on the issue that translation courses, degrees and subjects need to prepare students to become future translators and for a translating career, then the creation of teaching material becomes much more simple.

       Apart from textbooks in translating, **self–study teaching guides** should also be made available to students. Obviously, the texts used as teaching materials should be authentic and consist of longer passages, not of isolated words, phrases or sentences. They should also contain client instructions and other extra–linguistic information that students need to know before starting with the translation. Preferably, non–literary texts will prevail over literary ones for the reasons pointed out in section 1.3.4.

(b) Grammar books and dictionaries

Translation students should have a good command of the twin grammars of their own language and the target one. Therefore, learning grammar–related issues such as **contrastive grammar exercises** or familiarisation of students with he structural differences of the two languages at hand, is not interesting as an exercise on itself and its results will be of scarcely any use to the translator. What the student needs is an ability to **apply this knowledge in order to obtain a better and fine–grained linguistic output**. To start with, the student needs to be aware of syntactical similarities (e.g. clauses, meanings, embedded clauses, attributes). Semantic similarities and differences are presented in dictionaires, word lists and concordances, which are available for the translator to use.

> Commercial publishers have responded rapidly to the increasing importance of the computer ni the production of written texts by providing electronic dictionaries for use in conjunction with word–processing and other computer-based writing tasks. There are now large numbers of electronic dictionaries available in the world's major languages on CD–ROM and diskette, varying greatly in size, quality, price, etc. In addition to this commercial activity, interested individuals and groups of researchers have developed dictionaries which are available free of charge on the World Wide Web. [50]

At this point, a few facts about the use of dictionaries should be pointed out. It was Irma Sorvali ([144, pp. 105–110]) who indicated that translators (and trainees) often consult *monolingual dictionaries*, particularly when the aim is to find out more about the contexts of given items. She states that

> These dictionaries [i.e. monolingual dictionaries] usually provide good indications of context, while bilingual or trilingual dictionaires often contain little or no contextual information [144, p.106].

About bilingual dictionaries, Sorvali is of the opinion that misuse of dictionaries is a fairly common problem among trainees and translators alike. According to her,

> If one is not accustomed to consulting dictionaries and has no knowledge of lexicography, it is easy to use them [i.e. bilingual dictionaries] wrongly, or at least to fail to use them to the maximum extent [144, p.107].

In view of this, she suggests a third type of dictionary. The new dictionary would contain contexts for the entry in language 1 and its equivalents in language 2. A dictionary of this kind would also provide an account of cultural aspects and any other information that the translator needs to know. Recommendations for "hybrid electronic dictionaries" have also been hinted at from other related areas such as ELT[10] and computational linguistics and lexicography[11].

No dictionaries of this kind actually exist and the likelihood of such a huge dictionary ever been available is very low. However, what the translator or trainee can do is to *create their own "bilingual context dictionary"*. This is a task that may be carried out by using CAT tools such as MultiTerm[12] or any other computerised terminological management tool available on the market.

Type 3	
bilingual context dictionary	
language 1	**language 2**
entry	equivalents
and expression in various contexts	(a large number)
	in various contexts

Figure 5.2: Outline for the creation of a third type of dictionary [144]

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[10] In the recent Eurocall '99 Conference held in Besançon, France (15–18 September 1999) Caroline Moore from the British Council pointed out the convenience of creating hybrid electronic dictionaries for teaching purposes (Notes from the communication (in press) called "Future directions for ELT: impact of new technologies on the demand and delivery of English Language Teaching").

[11] Ana Aguilar–Amat Castillo reports on how the inadequacy of existing dictionaries calls for research into the identification of the potential characteristics of adequate dictionaries. She says:

La lexicografía, disciplina un tanto anquilosada debido a que los diccionarios solían realimentarse unos a otros sin grandes innovaciones, se replantea a sí misma a través de estos nuevos retos. La elaboración de un diccionario que suministre datos que permitan trabajar en un sistema empírico desde una perspectiva científica y lo menos intuitivamente posible es un objetivo claro.[21]

[12] Cf. section 4.3.1 on page 95.

(c) Computer software

Computer–literacy and familiarisation with CAT software being two of the main prerequisites of translators, there is a growing need among future translators to have a good command of these skills from scratch. If lack of paper textbooks in translating are quite scarce, teaching material for CAT institutions is a rarity. This paradoxical situation, i.e. increasing market demands of CAT teaching on the one hand and poor output of CAT teaching material, calls for a solution. The experiment reported in chapter 6 is a small–scale example of how this problem could be tackled and minimised.

The strategies

There are several strategies which may help institutions to define the profile of their course syllabus. I have borrowed the ten–fold division established by Gouadec [43, pp. 238–246] because, in my view, it covers all the strategies that are of paramount importance to teach translation through CAT tools. They are the following[13]:

1. Obtaining information about the product specifications and market needs

   The formation of translators needs to be professional and therefore trainees need to be aware of the market and the profession's needs. In order to achieve this aim, an open attitude from the institutions is called for, which entails involvement of employees and companies with translation faculties by means of activities such as presentations, conferences, visits and other types of collaboration.

2. Defining the fields, the profiles and the subjects

   The definition of these three areas should be determined on the basis of two aspects. The first aspect is to choose between over–specialised and polyvalent translators and the second aspect is to decide on those domains which are in more demand and those which have a better financial reward on the market.

3. Integrating the different didactic elements

   Structuring the course according to a global plan is another important strategy to carry out. Performance of the students as regards this plan should be supervised by means of submission of portfolios and home-work. The didactic procedures for their practical work includes the

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[13]I have adapted the original labels from French into English.

following: definition of specific tasks, constitution of a common folder of procedural rules and a common folder of typical errors. The practical work includes internal and external work. Internal work involves the development of practical exercises in group. The correction of the exercises in class should aim at exploiting a "role" system whereby each student (playing the role of a translator or terminologist, for example) may ask questions to any other student (playing the role of a computer specialist, project manager, proofreader)in the group. The replies to these questions are put in common and discussed. Once students achieve a good understanding of the internal work, they are ready for external work and individual homework.

External work provides the teacher with an invaluable source of errors. He may keep a folder of error lists and make them available to other students at the beginning of their course.

4. Defining specific tasks for each activity

   For each task (translation of a document, lexical revision, definition of a terminological database, drafting of a technical report for a client, etc.), the teacher needs to establish a precise list of tasks in order to prepare students for a very demanding market. In this activity, the teacher plays a crucial role since he is assigned with the managing, guiding and counselling of every student. Apart from his role as a teacher, he has to play the role of an employer or a client and have a clear picture of what their quality demands can be.

5. Defining progression

   Research carried out at the Université de Rennes 2 [43, pp. 235-247] shows that the formation of translators should be organised according to coherent, homogenous and feasible objectives rather than according to "solutions" to specific problems. Progression is defined then according to a central axis of translation types: signalled translatons, selective–document translation, synoptic translations, banalised translations and absolute translations[14]. Each type of translation includes a specific pedagogical objective. The last translation type should be the final stage in the students' progression.

6. Testing students

   On page 131 there is an extensive explanation of how the students should be tested.

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[14]Cf. [43, p.242] for details of what the objectives of each translation type are.

7. Analysing results, behaviour and teaching procedures

   This item is linked to the concept of progression since the students' performance should be analysed according to the different task he has been assigned. The purpose of analysing is to try and create good working habits which the student will certainly find useful in his career.

8. Creating a workdesk

   In order to create real professionals, professional tools need to be made available to students during their formation. Computers are nowadays an indispensable tool for translators but the number of faculties offering computerised tools as part of their teaching is rather limited. At this point, the division established on page 120 between the high option and the lower option becomes an important one. At the Université de Rennes 2 [43, pp. 235-247], computerised tools are made available to students whereby each student creates his own workdesk and simulates a real-life situation. Each student may define the functions he wishes to use for each specific task and text-type. Some of these functions are: database creation, consultation of on-line dictionaries, automatic terminological search, automatic generation of terminological data and terminological substitution.

9. Giving responsibilities

   Each translating activity entails specific responsibilities of the students. Each student participates in each activity: proofreading, revision of proofreading, revision of terminological work, terminography, documentation, constitution of phraseological databases, etc. He should report to the project manager about any developments of the general project.

   A working structure built on responsibility constitutes the main axis of each translation project. This methodology fosters managing techniques where every single step is kept under control and quality is guaranteed. It also contributes to create collaboration among translators.

10. Predicting future market trends

    Following the quick evolution of professional translation is not enough. It is also useful to try and predict the future trends that this complex market will undergo. At the Université de Rennes 2 [43, p.246], formation of future professionals is done on the basis of three promissing market trends: constitution of phraseological databases, definition of a multifunctional workdesk and computer-literate translators.

5.2.2 The role of educators

Translation teachers play a crucial role in the implementation of any translation course and yet there is very little literature to guide their teaching [15]. Moreover, those sections which apply to teachers tend to criticise them and focus on their mistakes or weak methodological techniques rather than on their success (however little it may be).

I have summarised the role of the teachers -regardless of their background or parallel activities- in the implementation of the eclectic approach to translation teaching[16] into two main parts:

1. **An enthusiastic guide** who teaches the students the ins and outs of translation skills.

2. **A conscientious researcher and practitioner** who is able to anticipate future trends of the profession and implement new skills in class. This includes being familiar with computer–assisted–translation software.

5.2.3 The role of professionals

Professionals have a big say in the way future translators need to be taught. The professionals I am thinking about include a varied group of people, who have been defined by Toury as "those who indulge in the *applied activities* themselves, e.g., translation critics, teachers of translation and translation planners." [152, pp.17–18] and practising translators[17]. In this section I will explain what the role of prcticioners is and how they contribute to designing a new approach to translation teaching.

Educators and professionals have traditionally worked in different directions. This gap between the two seems to have grown wider and wider and it looks as if very few serious attempts have been made to try and bridge it. Both parties have been criticising each other's work for many years: whereas

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[15]Although plenty of literature exists on formation, methodology and roles of teachers and university lecturers in general, not much has been written on the role of translation teachers. Cf. Nord [113], Kußmaul [82] and Gile [40] whose indexes of subjects do not contain entries such as "teacher training" "educators", etc.

[16]Cf. 5.3 for further information on the task of educators during the testing stages.

[17]I have used the word "professionals" because it is used more frequently in this field. Another possible term is "practeachers", coined by Gile and categorised as "practitioners who teach interpretation or translation. As such, they are often more ambitious than Practitioners, in that they naturally strive to understand what they are supposed to teach, and have certain ideas about the mechanisms underlying the practice, learning, and teaching of I/T. However, Practeachers are not trained in the theoretical aspects of Translation: neither do they have training in research methods." [40, p.248].

professionals have accused scholars of being too theoretically–minded, the latter have accused professionals of being too practically-minded.

Only recently has this criticism started to slow down as the realization of the pointlessness of such self–destructive fight has become obvious to both parties. Besides, the demands and competitiveness of the job market has forced some professional translators to enrol translation courses to obtain further qualifications for their work.

It seems clear then that the old rivalry between translation training and professionalism is being wiped out, or at the very least, reassessed. Translation pedagogy is now supplying practical solutions to the problems faced by trainees and professionals alike. Nowadays, the gap between the practice of translation and translation pedagogy has grown narrower. Still a lot of work needs to be done. One possible course of action could be, in my view, to fall back on some observations made by individual practitioners and researchers. In other words, seeing that the suggestions, theories and ideas that translation scholars have put forward so far have had very little effect on professional translators because they do not feel represented in their theories, it would be worthwhile to listen to the professional's difficulties[18] and then try to find an adequate theoretical backdrop which may minimise such difficulties. In this way, both trainees and professionals would benefit because, on the one hand, trainees could anticipate possible translational problems and, on the other, professional translators could find solutions to their daily problems or, at the very least, see their problems from different perspectives. The first step towards this solution would be for professionals to make suggestions. These suggestions could made in a number of ways but the most effective and hands–on ones seem to be those obtained from **comparative studies** between professional and non–professional translators which show the similarities and differences between them two.

Recently, there have been a number of studies of both professional and trainees recently[19] and it has been observed that there are indeed differences between professionals and non-professionals in the way they produce their translations. In a well–documented article mentioned above,. Riitta Jääskeläinen and Sonja Tirkkonen–Condit came up with some interesting results on the performance of professional translators as opposed to non-professionals[20]. Some of the conclusions drawn in this article were:

1. Professional translators are aware of the client's (final or target reader) requirements.

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[18]Although, to my knowledge, there does not exist any full–scale survey of what the professional's difficulties are, there have been several studies on the differences between the professional's and the student's output, which will be summarised in this section.

[19]Cf. Kußmaul [82, p.8], Krings [80], Hönig [61], Séguinot [137] and Lörscher [90].

[20]In the article, non–professionals are referred to as "novices".

2. Professional translators pay attention to the task description before producing their target text. They say:

> The professional gleans the essential information from the task description at an early stage, makes a global decision and follows it up automatically [151, p.104].

3. The professionals make more decisions per unit of time than the novices and they are sensitised to a variety of potential problems of which the novices are totally ignorant.

Further points could be added to the three above. For example, Lörscher [90] found that:

4. Professional translators check their translations with regard to their stylistic and text–type adequacy.

and Jääskeläinen [68] found that

5. Advanced students actually verbalize their reflections on the nature of the people who will be reading their translations.

These results provide a glimpse of what the needs of translators are and identify some of the areas which seem to be lacking in translation pedagogy.

Because of the invaluable amount of information obtained from the constrastive studies which deal with the differences between professional and non–professional translators, I have designed the eclectic approach in the light of these results[21], and also the recommendations set out by several European translation organizations and agencies.

5.2.4   The role of computers

With reference to the use of computers in this approach, it needs to be said that they are not necessary at every stage of the model, however strange and paradoxical this statement may seem. Although computer facilities are becoming more widespread at all educational levels, some institutions still lack the software and/or hardware necessary to run a CAT–oriented translation course. This eclectic approach can be implemented under two options.

- *The high option* corresponds to translation schools aiming at making use of abundant software and hardware material and working in a heavily computerised environment. This option requires that centres and

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[21]For example, the first learning stage, implementation and progress of the eclectic approach highlights the importance of including the clients' specifications to the training situation (sections 5.3.1 and 5.4.1, respectively.

institutions have computer laboratories and computer-trained personnel. This is done now at universities such as the UFR de Langues Appliquées of the Université de Rennes 2 (France), the Scuola Superiore di Lingue Moderne per Interpreti e Traduttori of the Università degli studi di Trieste (Italy) and the Faculty of Translation and Interpreting of the University Pompeu Fabra (Spain), to name just a few.

In this work I will refer to those students and educators as "high-option students" and "high-option teachers", respectively[22].

- *The low option* caters for a situation in which partial or total lack of computerized material and/or computer–trained personnel is the rule rather than the exception. In this circumstance, the teacher needs to complement computer tools and look for alternative ways of showing students the usefulness of computerized material. This option does not require from trainees any computer–literacy. In fact the eclectic model has been designed in such a way that someone with little or no knowledge of computer–literacy can complete the translating task successfully. The model highlights the two–fold nature of translation training both as a mechanical (computer-related) and artisan (human-related) task. One thing is clear then: the lower option does not invalidate the general philosophy of the eclectic model.

In this work, I will refer to these students and educators as "low-option students" and "low-option teachers", respectively[23].

There is no denial, though, that computer–literate students will benefit more from the eclectic approach than those who are not and it is hoped that computer literacy may cut through many time–consuming explanations. For example, in a seminar on multilingual parallel concordancing for 4th–year translation students, which took place at the Scuola Superiore di Lingue Moderne per Interpreti e Traduttori of the Università degli studi di Trieste, only two hours were spent on explaining how the software worked and providing some practical examples of searching because the students were computer–literate and managed to learn how to work with the system in such a short time. In actual fact, computer–literacy is an entry requirement in those universities where CAT tools are used for their teaching. Angelika Zerfass, a Training and Support specialist for Trados' products carried out a study among 10 universities who use CAT material[24]. All of them had

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[22]Cf. subsection 6.1.2 on page 6.1.2 in this work for further reference.

[23]Cf. subsection 6.1.2 on page 6.1.2 for further information on this.

[24]As a matter of fact, from the 140 universities and language schools she contacted, only about 10 wrote back to her. She describes this as a "sad percentage indeed, so I did not get as much material as I had hoped for" (quoted from an e-mail message she sent to me).

the following entry requirements: knowledge of Word, attendance of classes about the basics of terminology management, computer aided translation and basic computer skills (Windows functions) and introduction into electronic data processing.

Computer–literacy is not only important for training, it is also a requirement which most, if not all, agencies require from their freelance and in-house staff[25]. Therefore, since all programs of translation training have to be designed to train students to become competent professional translators, the more means the centre provides for their students, the better prepared the students will be to face the job market.

5.3   Learning stages

Bearing in mind the different roles, strategies and conditions laid out above, I have designed a learning path which gives the eclectic approach to translation teaching a more pedagogical structure. These learning stages are designed with a view to teach students how to come to grips with a source text and produce an appropriate translation. Since, as stated in section 5.2.2, the translation teacher needs to prepare his students for their future career by showing them the ins and outs of the translation profession, he needs to teach them a series of realistic and well-grounded learning stages during their apprenticeship years, which they can use in their future. I have established the following stages:

1. Include specifications

2. Analyse the source text

3. Analyse corpuses of target texts

4. Do the translation

5. Analyse the translation

6. Test the student

The universities who gave her this feedback were Birghampton University, Kent State University, University of Graz (Austria), University of Saarbruecken (Germany), Monterey Institute of International studies, Hogeschool MERCATOR (Belgium), University of Cologne (Germany), Fachhochschule Karlsruhe (Germany), Erasmushogeschool (Belgium) and Comenius University (Slovakia).

[25] In registration forms sent to freelance translators, most agencies provide a large section to inquire about the technical equipment/software owned by the translator and their familiarity with computer–assisted–translation tools (specifically Trados' Translator's Workbench).

These steps have been distributed in figure 5.3 as different steps visualised as boxes. Box number 4 has been highlighted because it represents the step that has been extensively developed in chapter 6.
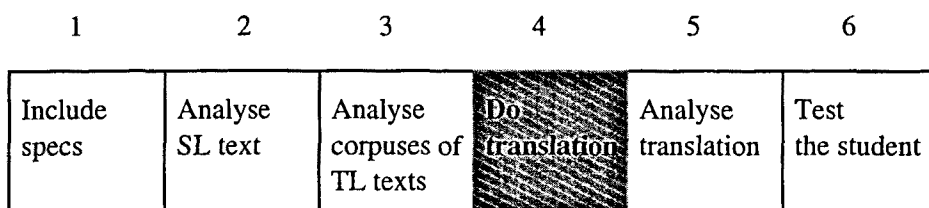
1	2	3	4	5	6
Include specs	Analyse SL text	Analyse corpuses of TL texts	Do translation	Analyse translation	Test the student

Figure 5.3: Steps of the eclectic model to translation pedagogy.

5.3.1 Include specifications

This component seems to be at odds with the situation of training programs worldwide, which consist basically of practical ad–hoc translation exercises with a similar structure: a source text is selected, students are invited to translate it, and the result is commented on and corrected by the instructor using improvised comments and opinions. This methodology shows the prevalence of result-oriented approach over process–oriented approach[26]. This linguistic–based objective approach often assumes that there is one correct translation and one interpretation of the source text, which will be transferred into the target language. As a consequence, trainees feel that there exists just one translation for a given source text and, although teachers warn them against this, trainees feel unsure whether their interpretation of the source text is "the correct one" and whether the phrasing they have used in their translation is right or wrong. Inevitably, the teacher plays a crucial role in assessing the student's work from a less linguistic–bound perspective and so he should try to project translation pedagogy beyond the polar extremes of "right" and "wrong". I think that one way out of this polarity would be for the teacher to introduce argumentation based on professional translation. As pointed out in section 5.2.3, professional translators tend to be more aware of the client's requirements and pay attention to the task description before producing their target text, I would suggest including a lis of specifications in the students' task.

In professional translation, the specifications are worked out between the client and the translator (or some go–between such as a translation agency or company). Communication between both parties needs to be done effectively and smoothly. However, this is not always the case, as Melby points out:

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[26]Cf. section 3.4 for the different types of process–oriented approaches.

> (...) specifications will nearly always include a price and deliv-
> ery date, along with delivery format and method (such as paper,
> diskette or electronic mail). Unfortunately, these are often the
> only specifications that are discussed in advance (...) Specifica-
> tions are often limited to a brief discussion of price and delivery
> date (...) it is extremely important to write up an explicit set of
> specifications. This is often neglected. Many requesters do not
> even realize that specifications are needed; and some translators
> are too timid to insist on clear specifications [96, p.171].

In translation pedagogy, specifications are not always given to the student, who is guided into a single–minded idea of translation with meagre requests as succint and vague as: "Translate this into your mother tongue". This lack of formal and functional specifications may be one reason why human translators do not feel that translation courses and in turn translation theory are relevant to their daily work.

In order to minimise problems, I have proposed for the eclectic approach to supply specifications provided by the teacher, which should be taken into account by the student. In fact, most translation scholars acknowledge nowadays the importance of specifications.

> (...) a source text should always be accompanied by a set of
> specifications indicating preferences on the part of the requester.
> [96, p. 159]

It is hoped that, the more information the student receives, the better the translation is likely to be. For example, the specifications for a highly technical text will include, apart from the description of the potential user of the audience and the purpose of doing the translation, a terminology file or a reference to a previously supplied terminology file, which the teacher may want to provide. Melby highlights the convenience of including terminology in the specifications for a non–literary text:

> (...) Perhaps **the most basic specification** for the translation
> of an LSP text (besides the well-understood elements of price,
> time, format, and method of delivery) is the treatment of the
> dimension of **terminology** (my emphasis) [96, p.171].

This stage makes the final stages of this approach easier for the teacher since analysing the translations and testing the students is better argumented and reasoned than if the student is given the simple command to translate. In other words, this stage leaves a very clear path for the evaluation of a translation, since

the only bad translation is one that does not conform to the specifications. There could be some room for disagreement if the specifications are unclear or incomplete.

This is why the more details the teacher can supply about the circumstances of the text, the easier it will be for the student to translate and the more objective the assessment of his translation will be.

5.3.2 Analyse the source text

In this section I will approach the issue of how texts should be analysed or rather processed in the eclectic approach to translation pedagogy. In order to do that, I have borrowed the suggestions on this issue made mainly by Alexander Bell [12, pp.201–228], Snell–Hornby [143] and Hatim [51], which I will try to summarise here.

Bell starts by saying that the reader of a text is faced by three problems concerning the text:

> (1) what it is *about*, (2) what the writer's *purpose* was in producing it and (3) what a plausible *context* is for its use.

In order to answer these questions, the reader has to draw on appropriate linguistic and social knowledge –syntactic, semantic and pragmatic– which reveals (a) the propositional content of the speech acts which make up the text, (b) their illocutionary forces and (c) the text–type of which this particular text is an example. I have structured this section into three parts: (1) text–typologies, (2) the knowledge–base of the text–processor and (3) the skills the reader and writer use in processing the text, which correspond (c), (b) and (a), respectively.

Text–typologies

Not all texts are the same. The different approaches to text-typology developed by text-linguistics and elaborated by Snell–Hornby [143], Sager [129] and Christiane Nord [113] seem relevant at this point. German linguists and translation scholars such as Snell-Hornby usually distinguish between (i) *text-type*, which is a functional classification, and (ii) *text class* ("Textsosrte"), a category that refers to the occurrence of texts in standard situations (e.g. weather report, prayer, recipe, folk-ballad, operating instructions) and corresponds to the literary category of genre. As for text–types, Snell–Hornby builds up her text–typology classification on the basis of the innate fuzziness of categories, i.e. rather than using the dichotomy as a mode of categorization, she perceives categories as:

clusters of attributes that characterize the most representative members. (Lakoff 1982:16, as quoted in [143])

Snell–Hornby establishes a three-fold division of texts-classes, with corresponding "dimensions of language" and corresponding text-types. This is represented in diagram 5.4.

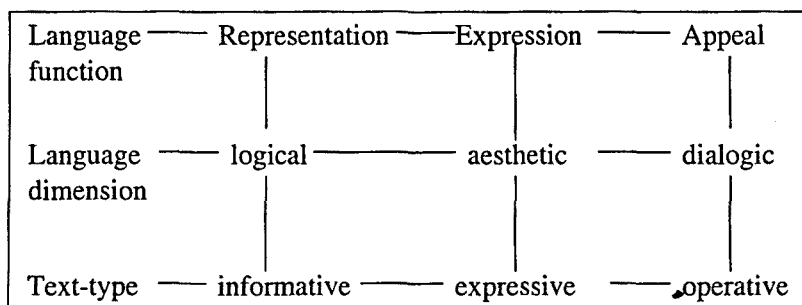| Language function	Representation	Expression	Appeal
Language dimension	logical	aesthetic	dialogic
Text-type	informative	expressive	operative

Figure 5.4: The dimensions of language and text-types.

Snell–Hornby indicates that very few texts can be classified categorically as one text-type or another because most texts are in fact hybrid forms. According to her:

[most texts are] multi-dimensional structures with a blend of sometimes seemingly conflicting features [143, p.30].

Other scholars have also established a text-typology following Bühler's (1965) functional theory of language –expressive, vocative and informative functions of the language- such as Peter Newmark [105, pp.39–44] –expressive, vocative and informative texts further subdivided into topics and formats– . One advantage of this typology is that it makes it possible to list text–types according to their function and distinguis between topic and format. What is still lacking is an objective statement of how the three types of texts can be distinguished without overlap and without dependence on intuition.

Hatim [51] establishes a three-part model which contains a number of features which are helpful in arriving at a more hierarchical model of text–types. The first major category –text–type– is arrived at by assigning to it a particular rhetorical purpose –exposition, argumentation and instruction- and each of these major text–types contains two or three subtypes. This gives a total of seven text–types for each of which there are large numbers of text–forms, each of which can be realized as a limitless number of text samples, which vary in accordance with choices from among the options available in discourse: tenor, mode and domain.

Hatim's classification can be seen in figure 5.5.

Text-type			
Major	Exposition	Argumentation	Instruction
Sub-type	Descriptive Narrative Conceptual	Overt Covert	+ Option - Option
Text form			Example *contract*
Text sample			Example
tenor mode domain			*formal written conative*

Note: examples are in italics

Figure 5.5: Text–types, forms and samples, according to Hatim [51].

Snell–Hornby's and Hatim's text–typologies seem to be more in line with the less clear–cut boundaries of contemporary translation studies. Their classification has also been useful for the purposes of my work because of its pedagogical value since:

1. It emphasizes text-typologies which trainees can easily identify

2. It is flexible enough to make trainees think in terms of overlapping rather than bipolar text-types.

But although assigning different text–types is an important part in ST analysis, it is by no means the only one. This takes us back to Bell's starting three–fold structure of source text analysis: (1) what the text is *about*, (2) what the writer's *purpose* was in producing it and (3) what a plausible *context* is for its use. In other words, acquiring a thorough knowledge of the text by processing it. Next, coming to grips with the skills that the author of the text used in producing the source text. These sections have been developed below.

Text–processing; knowledge

The first step in the analysis of ST's is to find out about the knowledge which makes action possible. In this case, linguistic knowledge is central to

this analysis. The linguistic knowledge required by the communicator may be divided into:

- Syntactic knowledge

- Semantic knowledge

- Pragmatic knowledge

These three parts play a part in the comprehension and analysis of the source text.

Text–processing; skills

The next section shows how the knowledge acquired in the previous section is activated when texts are processed and to apply this knowledge to making sense of the text at hand and work our way through the text sentence by sentence in order to reveal the process.

Alexander Bell shows the kinds of problem–solving skills the text–processor uses in coping with a text and introduces a five–stage model of text–processing which is intended to work, depending on the direction of operation, as a model of both reading (analysis; from surface text to abstract configurations of concepts) and writing (synthesis; from plans and goals, through ideas to written surface text).

The five stages involved in text–processing have been summarised in figure 5.6. They apply both to text–reception and text–production. In terms of source text analysis, which is our main focus of attention in this section, the direction of the arrows should be a bottom–up view, whereas for text–production, the direction of the arrows should be top–down.

Reading and writing are dealt with by Bell at some length, since they too are very obviously skilled activities which form a significant part of the process of translating.

5.3.3   Analyse corpora of target texts

This stage of the translator's teaching is based on the principle that texts should be translated according to previous translation corpuses of the same type as the one under study. The defenders of this principle have been mentioned in section 2.4 (page 33), where we have introduced the concept of polysystems or "polysystem theory", coined by Itamar Even–Zohar in the late 70s and adopted by a younger colleague, Gideon Toury. Polysystems theorists presume that the social norms and literary conventions in the target culture govern the aesthetic presuppositions of the translator and thus influence ensuing translation decisions.
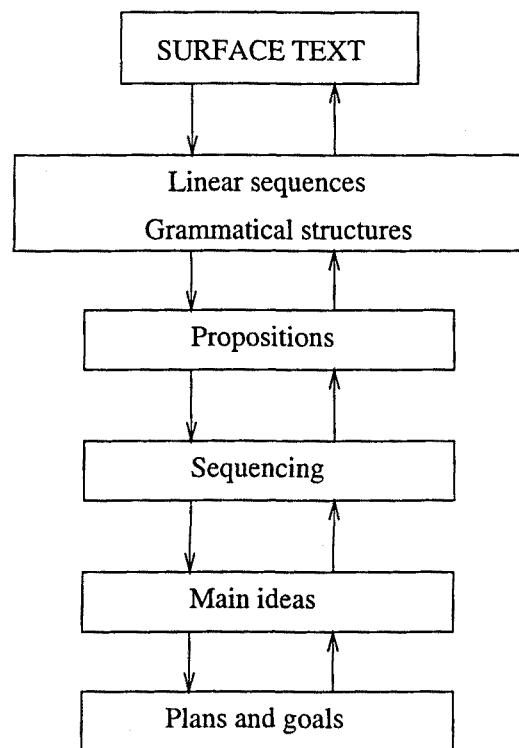
```
                    ┌─────────────────────────┐
                    │     SURFACE TEXT        │
                    └─────────────────────────┘
                         │          ▲
                         ▼          │
        ┌──────────────────────────────────────┐
        │        Linear sequences              │
        │       Grammatical structures         │
        └──────────────────────────────────────┘
                      │          ▲
                      ▼          │
           ┌────────────────────────────┐
           │        Propositions        │
           └────────────────────────────┘
                    │          ▲
                    ▼          │
           ┌────────────────────────────┐
           │         Sequencing         │
           └────────────────────────────┘
                    │          ▲
                    ▼          │
           ┌────────────────────────────┐
           │         Main ideas         │
           └────────────────────────────┘
                    │          ▲
                    ▼          │
           ┌────────────────────────────┐
           │       Plans and goals      │
           └────────────────────────────┘
```

Figure 5.6: Stages involved in text–processing: skills [13, p.215].

Although this theory was originally designed with literary works in mind, it can also be applied to non–literary works. According to the polysystems theory then, so–called "technical translators" tend to become familiar with the norms and conventions that govern each type of "technical text" and try to adopt them in their translation. For example, a set of instructions from an English commercial leaflet contains linguistic, stylistic and pragmatic conventions which are very different from the conventions found in a set of instructions from, say, a Catalan commercial leaflet. Research has proved that professional translators are aware of this[27] and therefore, those who are conscientious enough with their work, of course, tend to ask the client for what is usually known as "background reading". This includes any type of TL information which has already been published (articles, glossaries, books, magazines) on the genre to be translated. The purpose of background reading is to establish the conventions that the target reader expects to find in that type of text.

Since this technique is effective and common among professional translators, as concluded in several research studies reported in section 5.2.3, it is logical to think that trainees would benefit enormously from it but, traditionally, trainees have not been encouraged to do so, the emphasis being on trying to find the "exact linguistic equivalent" of each word and phrase in the source text at hand. Exercises such as oral, "ad-hoc or on-the-spot translation" are examples of this widespread custom among educators, which fosters the idea that translation of a text depends on linguistic constraints.

For the eclectic approach, I would adopt a technique to give trainees a more down–to–earth and realistic outlook on translation, in other words one whose methodology revolved around spending some time and effort collecting, selecting and classifying information and background material in the TL which would be used as reference for the translation of a specific SL text.

5.3.4   Do the translation

This section has been thoroughly developed in chapter 6 because it is based on the *high–option* explained in 5.2.4, which involves a certain degree of computer–literacy because students will be dealing with the difficult and time-consuming task of learning how to translate by using computer-assisted tools.

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[27]Cf. section 5.2.3 for a list of differences between professional and non–professional translators.

5.3.5 Analyse the translation

Although I acknowledge the positive effect of theoretical components on future translators, designing a complete model of translation which encompasses both theory and practice would require further research and effort. For the purposes of this dissertation, I will focus on designing a theoretico-practical model of translation training based on this eclectic approach to translation. I hope that the practical part of this work will be used for future research and amendments and additions made. This issue therefore will be taken up again at the end of this work, in the chapter devoted to future lines of research.

5.3.6 Test the student

The last step in this model is to test the student's performance.

The teacher plays a crucial role in the implementation of the eclectic model of translation, as explained in 5.2.2 (page 118). The specific tasks of the teacher during the testing stage are the following:

1. To highlight the importance of preparing the groundwork towards translation by going through all the steps of the method rather than to start translating straightaway

2. To explain the relevance of testing

   Since each student develops their translation skills at a different pace, the teacher needs to know when each student is ready for assessment. In an ideal situation, the teacher could divide the class into different groups according to their performance in class and give each group different exams and testing criteria. After each assessment, the teacher has to decide which students are ready to go onto the next level or stay on the same one according to whether they have fulfilled the requirements set out in the exam or not. The requirements that the student needs to fulfil at every stage are the following:

   (a) Understanding of the method

   (b) Ability to carry out the requirements set out in the exercise

   (c) Decision–making ability

   However, the implementation of this pseudo–personalised teaching method is almost impossible since it would take up most of the teacher's time. In order to avoid this unnecessary stress on the teacher, all the students will have to start from the beginners' level and rise through the

intermediate and advanced levels. At the end of each level, the teacher may decide to test them and that will give him a chance to analyse whether they are making the expected progress following the above requirements or not.

3. To guide students as they proceed in the course

   The translation teacher needs to be available for his students and warn them about the possible "dangers" of each translation assignment he gives them. He may make a list of the most common problems encountered by students and go through them in class. However, his guidance needs to be very subtle and so he will phrase his explanations more as enlightening suggestions rather than as strict rules.

4. To encourage students by praising their successes over their errors

   Translation students are often very insecure about their performance because of the traditional belief that there is a single unique translation for a given source text, which the teacher can provide. It needs to be said that some teachers instead of defuting this belief, have even nurtured it by basing their teaching method purely on the concept of error, whereby anything that differs from the teacher's version is wrong. This teaching method serves no other purpose than undermining the student's confidence, which does not help at all in preparing students for a highly–competitive market. This lack of self–confidence is at odds with the requirements of professional translators. Paul Kußmaul [82, pp. 31–34] reports on several surveys which validate the claim that, together with self–awareness, **self–confidence** is one of the main features of professional training. Therefore, building up this self–confidence at grassroots level gives translators a better chance to better prepare for the market requirements.

5.4   Implementation and progress

The implementation of the eclectic model of translation is closely linked to the idea of progress. That means that the student will progress as the time assigned for the fulfilment of the objectives unfolds. Courses should be designed to meet the students' learning evolution and offer them a flexible method to translate with. Progress should be monitored with the following 3 principles in mind:

1. Students will focus on different tasks as they advance in their study[28]

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[28]This is one of the features borrowed from the multidimensional approach propounded by Daniel Gile (section 3.5).

One of the main concerns of many translation scholars, Kußmaul [82], Gile [40] and Nord [113] being three of the main ones, in relation to the teaching of translation is to design courses with the right approach for the translators' future career. Kußmaul's request "Do we really put enough emphasis on the right areas?" [82, p.26] seems to summarise this idea.

Therefore, defining progression should be an important requirement in the educator's and the institutions's agenda. A research study carried out by Daniel Gouadec at the UFR de Langues appliquées, at the Université de Rennes 2 proves that the training of translators can be structured by stages which correspond to coherent, homogeneous and fully operational objectives rather than by a series of "solutions" to a pre–set repertoire of individualised problems. Gouadec points out that progression has been defined along a central axis of different set translation types, namely, synoptic translations, trivial translations, documentation–management translation, absolute translations, among other types. Each of these types of translation includes a list of specific tasks with a clear level of competence for each of them (comprehension, terminology, drafting, etc.).

Passage from one type of translation (or level) to another is done by a smooth process rather than by a qualitative jump. Students should never be expected to exceed their competence level, as stressed by Christiane Nord [113, p. 171] and therefore the degree of difficulty in source texts should be in line with the students' level of competence. Otherwise, students might come up with the wrong solution or handle a translation inadequately and, what is worse, they might not even understand the solution suggested by the teacher. The principle of progression then implies that students should stop where their competence level stops. This seems to be the golden rule of most properly–defined course curricula.

Regardless of the individualised stages that progression may be divided into, one general trend has been identified by Daniel Gile. In section 3.5 we mentioned Gile as a scholar who has implemented both error–oriented and process–oriented approaches in the translation class because both of them are useful for different stages of the trainees' learning process since the requirements at each learning stage evolve as the trainees advance in their course. Thus, he finds that the process–oriented approach is more appropriate when students are beginning on their course. During this initial stage, trainees need to increase their awareness of extra–linguistic issues[29].

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[29]Paul Kußmaul and Christiane Nord use the expression translation–related issues and

However, once this is achieved, trainees need some guidance for fine-tuning of results through the acquisition of a more extensive and precise linguistic and extra-linguistic knowledge[30]. He feels that commenting on the trainees' choice of words and structures, making suggestions for better formulation of the target language text and analysing some of their language problems, helps them to rise to a higher level of professional translation expertise.

The three levels I would suggest are beginners, intermediate and advanced. For example, the instructions or specifications given by the client or explained by the teacher at the beginning of each exercise underline the importance of the extra-linguistic factors over linguistic ones and this skill is particularly highlighted at beginners' level. However, by the time the students start on the advanced levels, they will be expected to have a good command of the extra-linguistic features and the stress of the exercise will be on the linguistic improvements that can be made to their translation.

2. Students need to be tested before they start on the course

   Testing the students before a course begins is an effective way of identifying future difficulties and preventing teaching failures. This is why the suggested initial questions may be passed to students:

   - Are you proficient in English?
   - Do you have any translating experience?
   - Are you computer-literate?

   The ideal answer to these three questions would be yes. However, since we do not live in an ideal world, we can expect one or more negative answers to them. In this case, the teacher will have to reconsider the teaching factors set out at the beginning such as the speed, the intended target(s), the quality of the output, the students response, etc. After thorough examination of these factors, both the teachers and the students are ready to start on this model.

3. Students need to be tested during the course

   Since progress makes the students more confident in their own translating abilities and keen to continue, the teacher will be monitoring their performance during the course. Progress tests are not recommended just for the sake of it but because they are an effective way of not only

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language-related issues to what Gile refers to as extra-linguistic issues and linguistic issues.

[30]Cf. [40, p.11].

reassuring students about their own translating potential and abilities but also preparing students for their future careers. According to Gile (Gile 1995), students need to be controlled during their training on account of the usefulness of such a control in creating good habits, which will be certainly useful in their translation careers.

> Problems occur mostly when there is no systematic quality control and when no feedback is offered to the translator, as is often the case when translating for a translation company or for a big organization, without direct contact between the translator and the readers of the work. In this case, effort toward quality will depend on the translators' professional pride and ethics, which *should be built up during training* (my emphasis, in italics) [40, p.43].

Far from leaving the student alone with the translation, the eclectic model of translation is designed with a view to guiding the student into the exercises and therefore each activity is divided into the six steps illustrated in figure 5.3, which make the students' and the teacher's task easier and more controlled. Below I have developed these steps from the point of view of its progress.

5.4.1 Include specifications

Translations are texts which depend on two types of factors or information: *linguistic* and *extra-linguistic*. The linguistic factors have wrongly been associated in the past with professional translation and translation pedagogy. In other words, the assumption behind this idea is that texts are only strings of words joined together by grammatical, syntactic and stylistic rules and therefore translations are nothing but target texts with the same grammatical, syntactical and stylistic features of the source texts. In reality, texts are not only phenomena dependent on linguistic constraints but also extra-linguistic ones.

In fact, in the world of professional translation, the extra-linguistic factors, set out by the client (also called by some scholars, the initiator) are usually more important than linguistic ones in establishing the quality of the translation. As Daniel Gile suggests:

> [teaching translation around the extra-linguistic factors] can be helpful to students whose experience with Translation is confined

to translation exercises in school and whose only guiding principles in making appropriate decisions when decisions are called for are linguistic. [40, p.41]

This means that students should be taught during their training about those factors which are taken into consideration when translation becomes a profession. Students need to be made aware of what is expected from them and for example, Sager mentions tight budgets and deadlines as translator's main enemies:

> The initiators of the translation (...) determine the time available for the work of the translator, and through the price they are willing to pay, the type and quality of the translation required. The initiators thus play a crucial role in establishing valid criteria for the assessment of translations, their cost- effectiveness, their appropriateness and their quality. [129, p.15]

In this case, the client who sets very tight deadlines rather than the translator is the one who, in theory, should blamed for bad translations. However, in real life that rarely happens and it is always the translator who becomes the scapegoat of the situation. Luckily for the translator, complaints will rarely arise if he reads and understands the clients specifications before embarking on the translation.

Among contemporary scholars such as polysystems theoretists, regarding a text as something not totally autonomous and as something involved in a multitude of relationships with other elements (social, cultural, etc) resembles the focus of professional translators on extra–linguistic factors such as client requirements and target readership. On a translator training program this focus would be implemented by preparing students for the target environment of their translation such as including specifications in the students task. In the following quote, Gile suggests that this practice is not only highly recommended but also will determine the linguistic decisions students take in their translation. He says:

> Students should be told that *professional translators need such task-related information or assumptions to guide their decision-making throughout* (his italics). [40, p.42]

Since it is so crucial for the translator to be aware of the clients specifications, I deem it necessary to include it as the very first activity that the trainee must develop in a course based on a multidimensional approach. To start with, at the beginning of the each practical session the teacher should hand out the specifications issued by the client.

At the beginning of this course, the role of the teacher will be to high-light the importance of the convenience to follow the clients' specifications accurately. After reading the specifications, the teacher will also have to answer the students' doubts as well as supply them with additional information which practitioners should be familiar with, such as the amount of time and effort which should be devoted to terminology or the importance of the feed-back obtained from the project manager in the translation company. One way of strengthening the idea that following the clients specifications is of paramount importance for the practitioner is by implementing it during the course. I suggest that before the students are exposed to the source text, they should be able to answer the following questions regarding the specifications:

- Who is the client?

- Who is the author of the source text?

- Who are the potential readers of the source text (if any)?

- Who are the potential readers of the translation?

- Do I have any terminological restriction/help (in-house glossaries, clients' list of vocabulary, previous versions of the same product, translation of the source text into other Latin-rooted languages (French, Italian, Portuguese, Spanish, etc)?

- Do I have any formatting restriction?

- When do I have to submit my translation?

- How good is the pay or reward I will get for my work?

Once the extra–linguistic factors have been talked about in class, the instructor can refer to them repeatedly. In particular, when assessing, criticising or correcting students translation exercises, comments may be made not only on linguistic or language–related questions but also on extra–linguistic issues. More importantly, students should be made aware of the fact that the extra–linguistic information is a determining factor in choosing their linguistic resources. For example, the extra–linguistic information as to who the target reader will be is the only reliable clue that determines whether "you" will be translated into "tu", "vostè" or "vos" in a videogame, a user's manual or the instructions of a sound card.

5.4.2 Analyse the source text

After reading the specifications from the client, the next step will be for students to analyse the source text. The text chosen for this study can be classified as informative and this text–type has been typified by Peter Newmark (based on Bühler's functions of language) as having the following features:

- The core of the informative text is external situation

  The facts of a topic, reality outside language, including reported ideas or theories. For the purposes of translation, typical informative texts are concerned with any topic of knowledge which does not lean towards expressiveness.

- The format of an informative text is often standard

  A textbook, a technical report, an article in a newspaper or a periodical, a scientific paper, a thesis, minutes or agenda of a meeting.

- The style tends to be modern, non–regional, non–class, non–idiolectal

  The language of informative texts is clear, concise and simple. If the original has any ambiguities, the translator needs to disambiguate them by using simpler sentences or explanations.

- Informative texts have become the main carriers for technology

  Just as English has become the language of technology worldwide. Unlike literary translation, where the translator has to follow the ST's author, translation of informative texts aim at making the readers understand the exact meaning of the text.

Peter Newmark also establishes that the most relevant points about technical translation are:

1. Technical translation is primarily distinguished from other forms of translation by **terminology**, although terminology usually only makes up about 5-10% of a text. The rest is **language, usually a natural style of language**; its characteristics, its grammatical features (for English, passives, nominalisations, third persons, empty verbs, present tenses) merge with other varieties of language

2. Technical translation is free from emotive language, connotations, sound–effects and original metaphor, if it is well written

3. The central difficulty in technical translation is usually the **new terminology (i.e. neologisms)**

4. To translate a technical text you do not have to be an expert in its technology or its topic; but you have to **understand the text and temporarily know the vocabulary** it uses

   When you approach a technical text you read it first to understand and then to assess its nature, its degree of formality, its intention, the possible cultural and professional differences between your readership and the original one.

5. Next, you should give your translation the appearance of conforming to a **recognised house–style**

6. You have to translate or transfer, or, if not, **account for everything,** every word, every figure, letter, every punctuation mark

In a word, the amount of technical texts have escalated exponentially in the last few years and this is the field where translators have to be most up to date.

Other scholars have written articles about the specific features and difficulties of technical texts (see [142, p.71] and [23, p.169]) and it is worth reading all of them in order to have a more exact picture of the text at hand. All the time spent on preparing trainees for the translation is time well spent.

Technical translation, however, is an umbrella term which covers a wide range of text–types such as computer software. In turn, computer software can be further subdivided into different text–classes: help files, instruction leaflets, promotional material, edutainment software, software magazines, user guides, press releases, localization software, to name just a few.

For example, within computer–related documentation, where the sample text may be classified as, we can distinguish several text–types which can be seen in figure 5.7. I have highlighted the text–type that the sample text belongs to:

TECHNICAL TRANSLATION

Computer documentation

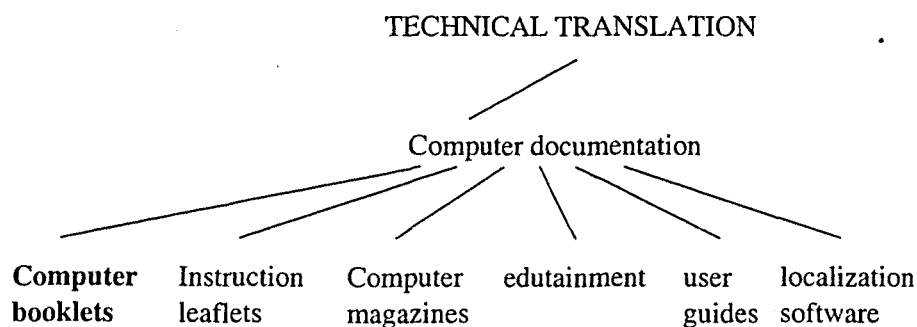| **Computer** | Instruction | Computer | edutainment | user | localization |
| **booklets** | leaflets | magazines | | guides | software |

Figure 5.7: Classification of software documentation

5.4.3 Analyse corpora of target texts

For too long translations have been conceived as texts which were as close to the ST as possible. This traditional way of regarding translations changed with the appearence of target–oriented theories, which could be summarised in the following quotation by Gideon Toury:

> Translations are facts of target cultures: on occasion facts of a special status, sometimes even constituting identifiable (sub)systems of their own, but of the target culture in any event [152, p.29]

The practical and most immediate implication of this principle is to try and establish a specific and effective methodology for trainees. In my view, the teacher needs to encourage students to find texts in the target language which should be as close as possible to the ST. The function of these texts will be to help students become familiar with as many features as possible of approved previous translations. Next, after examining a large corpus of target translations, a summary or compilation with the main features of this specific type of translation needs to be produced. Ideally, the student will be required to undertake this task.

Terminological consistency may be guaranteed by keeping a well organised, easy-to-access glossary. One that allows the trainee to add terms easily and then retrieve them in the shortest time possible. There are several electronic glossaries that can fulfil all of these requirements. A good glossary will be the key to consistency if used properly. Everything that gets translated should go into it: commands, prompts, error and help messages, menus, icons, etc. Nothing is too insignificant to leave out of the glossary; there is no way of anticipating if the text being translated now will later appear in another menu, prompt, etc. Once an abbreviation is decided upon, it must be used without any variation throughout the rest of the software and documentation. If a change is unavoidable, it must be documented properly to avoid unnecessary confusions.

The Translators Workbench comes with a dictionary facility, MultiTerm 95 Plus!, which provides a flexible and simple management of the trainees own terminology. With this tool, trainees can learn how to use it for their daily translation work and for future reference.

5.4.4 Do the translation

Following a thorough explanation of the client's specifications, an analysis of the ST and a study of a corpus of target texts, which will be done in class with the instructors supervision, the time will be ripe for the students to be left alone with their ST ready for translation.

It will be assumed that the learning centre has the necessary infrastructure to carry out the multidimensional model of translation, which involves a computer room and the program Translators Workbench or other types of computer assisted translation tools, which include all types of electronic products: data banks, terminological banks (Eurodicautom, Infoterm, Termium, etc.), monolingual, bilingual or multilingual electronic dictionaries, spell checkers, word processing tools (word count, word split, etc.). It will also be assumed that the student is computer-literate on an average level. Nevertheless, it should be pointed out that absence of such components does not invalidate the general guidelines of the eclectic approach[31]

5.4.5 Test the student

At the beginning of this chapter we mentioned the importance of testing in order to encourage students to improve their translation skills and give teachers some guidance on their students progress. The translation of a general or literary text has been and still is the main method of monitoring learning progress at universities which train professional translators. I do not deny that this may make sense in the final examination(s), since a professional translator should be in a position to cope with any conceivable translation problem. However, at beginners' and intermediate level, testing through an examination on a general or literary text does not seem to be the best method to encourage students to improve their translation skills nor does it give the teacher an idea of the students progress since the student does not have a chance to comment on the choices he has made.

In this subsection, I have tried to develop a few guidelines for a testing method that could be effective for future translators and coherent with this multidimensional model of teaching translation. For this reason I have borrowed many ideas laid out in the evaluation method suggested by Christiane Nord (Nord 1991), who has also questioned the effectiveness of examinations as testing methods during translation courses. Other authors, though, have propounded some general guidelines on how to correct students' translations. Daniel Gile (1995) indicates in the quote below the convenience of pointing out extra- linguistic errors (referred to as communication-related issues) together with linguistic ones:

> ... when monitoring or correcting students interpretation and translation exercises, comments should be made not only on linguistic or informational questions, but also, whenever possible, on communication related issues: students should be made aware of the relative merits of their choices of words and structures with

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[31]Cf. section5.2.4 for more details on the two types of options available.

respect not only to general stylistic criteria, but also to the aim of serving the Sender (or the Receiver or Client) in achieving the desired effect in the specific communication situation. [40, p.42]

I have created a list of principles based on guidelines suggested by Christiane Nord [113], Daniel Gile [40] and Paul Kußmaul [82], I consider it important for an objective[32] testing of the students' progress during their training:

Progression of training

Testing should be done after every phase of training, before a new phase begins. This means that students need to be tested after each set of texts included in every level (beginners, intermediate and advanced).

Selection of texts

The selection of texts for exams should be selected according to the degree of text- specific difficulty they represent.

Systematization of translation purposes

Systematization of translation purposes in class and assessing whether the translation fulfils the extralinguistic factors and the translating instructions/specifications.

Definition of the word "error"

Students need to know the parameters that the teacher will establish to identify errors and how they will be penalised for such errors. I have established a set of parameters for errors which are based on how adequate their choices have been. The parameters are the following:

- Situational adequacy

- Contextual adequacy

- Linguistic adequacy

- Professional adequacy

Each parameter has been assigned 25% of the total value of the translation. I will now develop and explain these parameters.

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[32]The word "objective" is used in relative terms since full objectivity in testing is unattainable or at least very difficult to achieve.

1. Situational adequacy

   The situational dimensions which define the text-typological conventions, as defined and adapted to translation pedagogy by Kußmaul [82] are divided into **province** and **modality**.

   - Province

     As far as **province** is concerned, when assessing the quality of translations the correct use of the technical vocabulary of a professional activity will no doubt play an important role. In texts written for experts, technical vocabulary will not only promote quick and easy comprehension but its mastery will also add to the prestige of the author of the text.

   - Modality

     Apart from vocabulary, there are the more subtle conventions related to **modality**. These are conventions of both ST and TT which the translator needs to be aware of.

   In the case of the sample text selected for study[33], one very important aspect of modality which marks the difference between English and Catalan texts is the higher frequency of pronouns in English as opposed to Catalan, which makes use of full subjects, repetitions or synonymy.

   (a) *It* has a reversible index button.

      TrackMan Portable disposa d'una tecla d'index reversible.

   (b) Freed from the constraints of a cable, *it* can be used on even the most cluttered of surfaces.

      Donat que no necessita cable, *MouseMan Cordless* pot funcionar fins i tot en superficies saturades.

   (c) And like all the other three-button Logitech mice, *it* is programmed to carry out keyboard commands and repetitive, stressful movements.

      Com tots els altres models de tres botons de Logitech, *MouseMan Cordless* està programat per executar funcions de teclat i moviments repetits i accentuats.

   If a certain set of translation problems has been dealt with in class and established as compulsory in the training syllabus,

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[33]Cf. appendixA

the examiner can make sure that the examination text does not contain any new or unfamiliar translation problems or (...) that such problems, at least, are not included in the evaluation. [113, p.162]

2. Contextual adequacy

   Mistranslations sometimes occur when words are taken out of context and translated literally or word-by-word without taking into account the function of the words in context[34]. In the case of the text at hand, there is a word-class typically notorious for mistranslation. This word-class has always posed a problem for linguists because the words it contains have no referential meaning and modify not only words but also the propositional content of sentences. They are sentence adverbials such as *in fact, indeed, actually, anyway, then, now, naturally,* etc.

   One of the examples in the text can be the following:

   "but, since this is the most frequently used device on the computer, it *really* is worth making a minor investment and selecting the model that suits both the task and the hand that is going to use it"

   translated as:

   "però ja que és el dispositiu més utilitzat en l'ordinador, val la pena invertir–hi una mica més i seleccionar el model més adequat per la feina que s'ha de fer i la mà que l'ha de fer servir"

3. Linguistic adequacy

   It includes wrong use of:

   - Tenses
   - Prepositions
   - Word order
   - Idioms
   - Collocations

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[34]Cf. section 6.1.1 on page 160 for more information about the importance of context and the selection of translation units for translation.

Linguistic adequacy is important from the point of view of its effect on the target reader. For example, do these mistakes impede comprehension? Do they bring discredit on the author of the text?

4. Professional adequacy

As stressed by Gile [40, p. 42]translation is a profession that does not occur in a vacuum: there is a receiver of our target text and a client (sometimes client and receiver are the same person but not always). When it comes to translation pedagogy, I adhere to the belief explicited by authors who have set up guidelines towards designing curricula for trainee translators and interpreters that professional adequacy is a skill that can be taught[35] and a few guidelines may be laid out during the translator's training.

In the eclectic approach developed in this chapter, the importance of following the client's specifications or establishing a set of specifications should be highlighted, following Jääskelinen and Tirkkonen-Condit [69], who suggest that students should be told that *professional translators need such task-related information or assumptions to guide their decision-making throughout*. Daniel Gile points out that translators need to be supervised and that some *systematic quality control* and *feedback* should be offered to the translator, obviously by the teacher. The teacher should develop the student's critical sense by making him go back to the translation and introduce improvements, where necessary. Daniel Gile suggests the following course of action[36]:

> When a student makes an inappropriate choice, rather than simply indicate a preferable alternative [which has been the traditional procedure so far], it is probably better to *question* the choice in the particular communication situation: How do you think the reader will react to that? Do you not think that the term X will be easier to understand than the term Y? *Do you feel the speaker would recognize the idea as you have* interpreted it, with the particular connocation contributed by the term Z? -rather than criticize the choices outright [40, p. 42–43].

Even professional pride and ethics are two qualities that should be taught at grassroot level:

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[35]Cf. Jääskelinen and Tirkkonen-Condit [69] and Kußmaul [82] and Gile [40].

[36]Although Gile's cite refers to interpreting, it can also apply to translation.

efforts toward quality will depend on the translator's pro-
fessional pride and ethics, which should be built up during
training [40, p. 43].

As stressed by Paul Kußmaul, a few translation institutions in Europe
already train their students with a special bias on professionalism, as
they are aware of the importance of producing a new understanding of
the translator's task. He says:

> As far as Europe is concerned, a very good example of this
> new consciousness is the work of Justa Holz-Mänttäri at
> Tampere in Finland, but there are many others such as Mona
> Baker of the Institute of Translation and Interpreting in Great
> Britain, Roger Bell in London, Daniel Gile in Paris, Basil Ha-
> tim and Ian Mason in Edinburgh, Werner Koller in Bergen,
> Albrecht Neubert in Leipzig, Christiane Nord in Heidelberg,
> Heidemarie Salevsky in Berlin, Mary Snell-Hornby in Vi-
> enna, Hans J. Vermeer in Heidelberg and Wolfram Wilss in
> Saarbrücken, to name but a few, and there are my [i.e. Kuß-
> maul's] colleagues in Germersheim. [82, p. 146]

Acquisition of a professional bias in the student's work should therefore
become part of the marking patterns of translation teachers.

Feedback from students

Giving students a chance to comment on their translations and/or justify
certain solutions using the concepts and terms they have learnt during the
theoretical content of the course. Although very often the practitioner has
to deal with the translation on their own without getting any feedback from
anybody or anywhere, trainees should be able to obtain some constructive
criticism both from their teacher and even their own colleagues. Trainees
should aim at perfecting and expanding their own linguistic resources by
listening to criticism, going back to their translation and introducing im-
provements which they deem necessary.

Building the student's self-confidence

The teaching experience of scholars such as Daniel Gile and Paul Kußmaul
has made them come up with the conclusion that self–awareness and self-
confidence are two desirable qualities of translators which should and can
be developed during their training. For example, Gile suggests translation
teachers to emphasize the importance of praising students on their strong

points over weak ones. According to him, assessments should motivate students and give a positive evaluation of errors rather than criticising their linguistic choices. In view of this, a better method to encourage them to be critical on their own translation may be to question their linguistic choice in the light of the specifications set out by the client. For example, how they think the reader will react to a specific word/phrase from the source text and the target text, whether both source and target texts will have the same impact on the reader, whether the target text reader will misunderstand that specific part of the text, etc.

Kußmaul [82, p.32] stresses the importance of checking whether the students self– awareness and self–confidence has been learnt during the course. These two features seem to be the dividing line between graduated students and practitioners. One reason for this may be that the teaching methodology focuses on an idealised classroom view of translation instead of teaching it as it is in the marketplace. This hands-on focus may come from those teachers who have some knowledge and experience in the translation profession.

Translation assessments should also focus on whether students can rationalise their decision-making processes in an objective way. According to Gile [40, pp.108–109], the two variables involved in the decision-making processes are:

1. Risk of error

2. Loss of information

The former means the likelihood of the translator making the wrong choice (wrong technical term, wrong interpretation of an ambiguous statement, etc.) Loss of information refers to the potential consequences of such an error. For example, loss of impact with respect to the SL author's aims, loss of SL content, loss of SL meaning, loss of SL key words, etc. Consequently, the students doubts are frequently caused by fear of errors in their output and fear of missing crucial elements of the source text.

Scholars who have been doing empirical research on trainees feel very strongly that self–confidence may be taught and that these twin fears would disappear at the end of the translation course. The way to achieve this is the following, according to Kußmaul:

> we [i.e. teachers] should try right from the beginning to build up
> their [the students'] self–confidence, and the way this can be done
> is by providing ways of arguing, which again can be achieved by
> providing methods of text analysis [82, p. 148].

Translation courses should try to dissipate the above-mentioned features and therefore an objective assessment of the students should take into account

the students ability to produce good translations and, more importantly, their ability to argue as experts on their decisions and defend their linguistic choices, as stressed by Kußmaul [82].

Chapter 6

The study

Introduction

The purpose of this chapter is develop sections 5.3.4 and 5.3.5 and, by so doing, to demonstrate the usefulness of the eclectic approach to translation pedagogy with the results of empirical work. At this point, it needs to be said that, although knowledge of the main principles that are being used in CAT-based translation courses is important and, accordingly, a summarised presentation of the type of classes offered using CAT tools will be given, the main emphasis of this chapter is on the presentation of the empirical work because it might contribute to sheding some light on *how to improve the teaching of translation through CAT tools*.

The implementation of CAT tools in CAT translation courses aims at making students acquainted with these tools (not only Trados tools but also other tools as well), to make them learn, for which translation situation it makes sense to use these tools, and to make them aware of the dangers these tools might cause. The students then become aware of the fact that the translations offered by CAT tools can also be "wrong translations", i.e. inadequate in a given context, and that for this reason they should never accept translation proposals coming from the systems without having a closer look at these proposals. The implementation of CAT tools in my experiment is different to the above because it intends *to use these tools to teach students grammar, to avoid or, at least, minimise their lexical and grammatical mistakes*.

The guiding baseline for my experimental work is that CAT-based translation requires a *previous study of the students' work* in order to design a course which may *tackle the students' actual problems and difficulties*. The study has then been developed on the basis of this principle. The main contents of the chapter revolve around this overriding principle. After a short

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summary on the way CAT–based translation courses are already carried out, I will present the results of a field study I carried out during the academic year 98-99. The aims of this study are to (1) analyse occurrences of recurrent problems that students encounter while translating (section 6.1.1), (2) verify that *inappropriate terminology* and *syntactic inconsistency* are two of the main difficulties and source of error in translating non–literary texts (section 6.2) and, in the light of the results obtained in (1) and (2), (3) offer a practical example of how students can become initiated to translation using CAT tools (section 6.2.2).

It needs to be said that, in order to accomplish aim (3), I have prepared the sample databases of two computer-assisted translation tools, namely MultiTerm and Translator's Workbench as draft exercises that might help during the students' translating process. These databases will not be tested with students in this dissertation since such an enterprise would require further and extensive work. However, the main guidelines on how to test and implement CAT tools in translation pedagogy will be given in this chapter.

The interest of this chapter lies on the fact that it presents a practical example of how CAT tools may be exploited to tackle specific difficulties of trainees (in this case, lexical and syntactical problems), and also that assessment of the students' actual mishaps should be a prerequisite in CAT–based translation degrees. The availability of CAT tools should not be the only argument and justification to use them to teach translation. Instead, I propose to assess and analyse the students' performance without CAT tools in order to identify their difficulties and problem areas, and only after should CAT tools be used to try and tackle them. Further studies and experimental work should still be necessary in order to draw far–reaching conclusions about the validity of this statement and the potential applications of CAT tools in translation pedagogy. In any case, I hope this may be, at least, a step in the right direction.

6.1   Description of the methodology

The methodology I used for this work is based on a bottom–up process whereby students' difficulties are analysed first and then, in the light of the empirical data obtained from the students' work, the possibilities of CAT tools are presented as an effective way of tackling them.

The experimental work for this study was conceived as a two–step process: the first part was intended as an *analysis of human translation*. A sample test in English[1] was given for translation into Catalan to a group of students. The results were analysed in the light of two specific problems. Namely, lexical

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[1]Cf. appendix A.

and syntactical. The second part of this study is devoted to the design of a prospective implementation of CAT tools on the basis of the two–fold difficulties that have cropped up in the first part of the work. In order to tackle the lexical difficulties that arose from the students' work and to show them how CAT tools might be of help in their translating work, I used a terminology management system, MultiTerm[2], to compile two databases (Compu1 and Logi1[3]), the former including 10 entries of computer–specific terminology and the latter displaying 20 entries of client–specific terminology.

Syntactical difficulties was the second problem that became apparent from the students' work. In this case, both the translation memory and the concordance facilities of the software program Translator's Workbench were selected as the programs that might tackle these difficulties and also ensure syntactical consistency. The translation memory was intended to tackle long TU's, whereas the concordancer would deal with shorter TU's. Although, initially I thought the former would be more useful, it was actually the concordancer that turned out to be more helpful. I built up a corpus of 92 entries made up of TU's of different length -some entries were noun–phrases, as entry 2 below shows:

ENTRY 2
</TrU>
<CrD>01061999
<Seg L-EN GB>on your screen.
<Seg L-CA 01>a la pantalla.

whereas other entries were paragraphs that included two or more sentences, as can be observed in entry 28 below:

ENTRY 28
<TrU>
<Seg L-EN GB>Regadless whether you need to access menus, drag, point and clic data on your screen or to execute a set of commands usually assigned to the keyboard, it is normal for computer users to employ some kind of point–and–click device.
<Seg L-CA 01>Independentment de si es necessita accedir als menús, arrossegar o assenyalar dades per la pantalla o bé executar una sèrie d'ordres usualment assignades al teclat, resulta freqüent

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[2]According to Angelika Zerfass, TRADOS' training and support specialist, "the most used TRADOS tools to date is MultiTerm" (e-mail message) as 140 universities and language schools are actually using it.

[3]Cf. appendix D to see the terminological databases as exported to an ASCII File.

que l'usuari utilitzi alguna mena de dispositiu de senyalització.

Subsections 6.1.1 and 6.1.2 explain in a more detailed manner the methodology that I followed for this work.

6.1.1   First part: Analysis of purely human translation

The test subjects

The group of students under study were advanced final year philology students who study translation as part of their course curriculum leading towards their philology degree and therefore had little experience of and hardly any training in translating. Besides their mother tongue, Catalan, they had high competence in Spanish and medium–high competence in a foreign language, English, which has the status of an interlanguage for them. It results from five or six years of learning English at school and from two or three years at university, as well as private lessons and occasional visits to English–speaking countries, mainly England and the USA. The reason for choosing philology rather than translation students was twofold. Firstly, they are the students I usually teach, and so it was fairly easy to test and interview them from the point of view of availability. Secondly, for this study I needed a group whose competence in linguistic analysis was high and whose linguistic performance was higher than average. The results obtained with this group have met my expectations and confirmed the initial assumption regarding the appropriateness of this group of students for the analysis.

It is worth pointing out that, although the test subjects came from a similar educational background, their competence in English, which is the foreign language involved in the study, is by no means homogeneous. Therefore, I decided to choose the assignments of those subjects which showed a higher level of competence in the foreign language, i.e. English. This brought down the 30–strong group to 10. I am aware of the fact that a larger group of test subjects would provide a larger amount of data and, in turn, more and more accurate information could be obtained. Further subcategories to the ones established in this section could probably be found as the amount of students interviewed increased. However, the actual number of subjects for this study have sufficiently proved that lexical and syntactical difficulties were the main problem areas when translating into Catalan. Testing students with varying levels of competence is an enterprise that would have lied outside the central focus of the present work. This task could be the focus of future work, which I intend to pursue on completion of this dissertation. But, more important of all, the overriding purpose of the whole study has never been to provide an extraordinarily large amount of data and interview a considerably large

number of students to find out where their errors lie on. Rather, it would be convenient not to lose sight of the fact that the main purpose of this study revolves around the principle that *CAT tools should be used only after analysis of the students' difficulties and assessment of the tools on the basis of how effectively they can confront the students' difficulties.* Everything else, such as the number of students tested and amount of data obtained, becomes of secondary importance.

One may argue against using students whose main interest does not lie exclusively on professional translation as test subjects. Choosing these students as test subjects has been the result of a conscious choice based on the hypothesis that every individual with a command of two or more languages also possesses a rudimentary ability to mediate between these languages[4].

The sample text

In view of the subjects' heterogeneous competence in English, it was difficult to find an adequate text for translation into Catalan. The sample text had to be a non–literary text[5] whose topic was relatively familiar to all the students. The text also had to belong to a text-type[6] which would be common in the practice of professional translation. Its length should be about one typewritten page to make sure that enough contextual information was given on the topic. Also, a certain amount of syntactic repetition (either at phrase- or sentence–level) was considered adequate. Specialised terminology was also necessary in the sample text.

After I had selected the text, I translated the text myself (further alterations and improvements were made on successive readings of the translation by myself and two Catalan philologists) and paid attention to possible problems for the subjects, especially those concerning *lexis* and *syntax.* These two problem areas were the main focus of my work for two reasons: (1) because the software packages I had access to could provide help on these two areas, as explained in the User's manual of both programs[7] and (2) because these

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[4]Cf. Lörscher carried out a study on translation whose test subjects were non-professional language students and supports his choice by stating that "this innate predisposition to mediate between languages is not even an issue in translation theory, it is a widely–accepted fact in translation". [89, p.3].

[5]Cf. chapter 5.4.2 for a detailed account of the features that the ST should have for implementation of the eclectic approach.

[6]Cf. section 5.3 on page 125 for a summary of how texts should be processed in the eclectic approach to translation pedagogy.

[7]"MultiTerm is a specialized database program that is particularly helpful in *creating, managing, and presenting your terminology.*" [154, p. 9], "It offers lightning–fast *access to previous translations* not only at sentence and word level, but also *at sentence part level*" [153, p. 1]), "when working on a translation, you are sure that you have already

two problem areas had been identified as the most difficult ones for students. For example, in a pilot experiment recorded by Lörscher [89, p. 90], it was evident that the lexical and syntactical problems played the most important part for the subjects, whereas stylistic and text–type adequacy were hardly given any attention. Also, lexical and syntactic incorrectness resulted to be the two categories with a higher rate of error in a previous study I carried out between 1994 and 1997[8].

The sample text selected for the study was divided into 4 paragraphs, which formed part of a 10 page English text intended for actual translation into Spanish. I considered a four–paragraph text an appropriate length for a sample text, not too short so that it lacked contextual information and not too long which would be beyond the students' attention span. They were sent for translation in September 1994 by a Swiss–based computer accesory manufacturer, Logitech. The ST can be classified as informative computer documentation and it was specifically chosen because of the terminological difficulties and syntactical repetition of words, phrases and sentences[9].

From the lexical point of view, in order to monitor the words that students looked up more frequently, I made a list of those words that students reported as the ones that had been consulted[10]. They were the following:

From the syntactical viewpoint, the challenge for them was to translate the sample paragraphs according to the client's instructions, which preceded the sample text and read as follows[11]:

> *The target audience of this document is mainly corporations. The tone needs to be fairly formal and professional. Do not translate this text literally, but adapt it according to the need.*

After analysing the source text from a syntactical point of view, I es-

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translated *a part of the sentence* you are about to translate next. So you would like to search Translation Memory not only at entire sentence level, but also at sentence part level. This need has been met in Translator's Workbench: it is no longer restricted to entire sentences or other text segments." [153, p. 1] (my emphasis, in italics) .

[8]The whole study has been recorded in an unpublished research work submitted in 1997 at the University of Lleida. The subject was the identification of typical errors that Catalan students make when translating into English. Among the conclusions, lexical and syntactic incorrectness proved to be two of the most common source of errors when translating into English. Verification that these two features are also as frequent in the students' translation into Catalan needed to be made in the present work in order to provide a more solid basis to this study.

[9]Cf. appendix A for a complete view of the sample text.

[10]The information was obtained by using written TAP's, marginal notes and personal interviews

[11]Cf. appendix A, under "Client's specifications".

acknowledge	assign	capture	choosing
command	computer	compatible	customise
device	disabled	display	docking station
finger-positioning	hand-tailored	indented	investment
keyboard	laptop	notebook	point-and-click
pouch	radio-link	shorcut	software package
standalone	stressful	tool	top-of-the-range
trackball	tracking		

Table 6.1: Words selected for analysis of the sample text.

tablished the following features[12]: passive sentences, nominalisations, third–person tenses, empty verbs, present tenses, pronominalised forms and prepositions. The examples selected for each category are by no means exhaustive but only the ones *whose translation into Catalan was likely to be identical or similar to the English syntax.* The examples, classified according to their respective categories, and the translation expected, because of their similar syntactic structure, are the following[13]:

1. Passive sentences

   In this group I included both "pure" passive sentences with the structure (Subject + Passive verb [to be + past participle] (examples (2), (3), (5), (8), (9), (10) and (12) of table 6.2) and those whose structure only has the past participle (examples (1), (4), (6), (7), (11), (13) and (14) of table 6.2).

2. Nominalisations

   I understand nominalisation to be the preference of Catalan speakers to choose noun–phrases as opposed to verb–phrases. In the light of this definition, the nominalisations I identified can be seen in table 6.3.

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[12]Cf. appendix E for a more detailed account of these features in the text.

[13]The words in bold represent the actual words under analysis. The unmarked words are left in the example to provide further contextual information.

Examples of ST	*Expected translation*
(1) **assigned** to the keyboard	**assignat** al teclat
(2) is often **dictated**	és sovint **dictaminat**
(3) is the most frequently **used**	és el més **utilitzat**
(4) **freed** from the constraints	**alliberat** de les restriccions
(5) can **be used**	pugui **ser utilitzat**
(6) **tuned** in	**sintonitzat**
(7) even when **placed**	fins i tot quan **és situat**
(8) it **is programmed**	**és programat**
(9) is primarily **destined**	és principalment **destinat**
(10) devices **are guaranteed**	dispositius **estan garantits**
(11) **compatible** with both DOS	**compatible** amb DOS
(12) stressful movements **are reduced**	els moviments *estressants **són reduïts**
(13) double–click **assigned to**	doble clic **assignat a**
(14) any other **frequently used** commands	altres ordres **utilitzades** amb freqüència

Table 6.2: Examples of passives and expected translation

Examples of ST	*Expected translation*
(1) **choosing** a mouse	**elegir** un ratolí
(2) for more comfortable **finger positioning**	per a un **posicionament dels dits** més còmode
(3) to give **effortless tracking**	permet **un rastreig sense esforç**
(4) for **right and left–handed use**	per l'**ús de dretans i esquerrans**
(5) for **easy transport**	per a un **transport més fàcil**
(6) one–step **installation process**	**instal.lació simple**
(7) according to **personal preference**	segons les **preferències personals**
(8) [according to] **light and working conditions**	segons les **condicions de la llum i de treball**
(9) for **user intervention**	per **intervenció de l'usuari**
(10) the net result is **easier, faster computing**	el resultat és una **computació més fàcil i rápida**

Table 6.3: Examples of nominalisations and expected translation

3. Third person singular

This category is assigned to third person singular subjects. The examples selected for this work are not exhaustive because the list would include most (if not all) the subjects in the text. Only those examples which may pose translation problems to students have been selected. The examples selected have been listed in table 6.4.

Examples of ST	*Expected translation*
(1) whether *it's* to access	tant si és per accedir
(2) **it is** normal	**és** normal
(3) **a computer user** can no longer	**l'usuari** no pot
(4) the system **one** purchases	el sistema que **un** adquireix
(5) **it** really **is** worth making	**val la pena** de fer
(6) **model** that suits	**un model** que vagi bé
(7) **the hand** that is going to use it	**la mà** que l'usarà
(8) prevent **an infrared mouse**	prevenen **un ratolí** per infrarrojos
(9) **it** gives effortless tracking	**ofereix** rastreig sense esforç
(10) **it is** programmed	**està** programat
(11) **this mouse** is primarily destined	**aquest ratolí** està principalment destinat
(12) **nothing** prevents	**res** no impedeix
(13) **it** has a reversible button	**té** un botó reversible
(14) **a complete software** supplied	subministrat amb **un software complet**
(15) **one–step installation process**	**procès d'instal.lació d'un pas**

Table 6.4: Examples of third person singular forms and expected translation

4. Empty verbs

By "empty verb" I understand those verbs whose meaning is inferred by the words surrounding that verb (subjects or direct objects, usually). The verbs *to be* and *to have* have been included in the list of empty verbs because their translation into Catalan often depends on the subjects or direct objects they accompany. The empty verbs found in the ST have been listed on table 6.5.

5. Present tenses

The list of present tenses found in the source text can be found in table 6.6. Like in third person singular examples, this list is not exhaustive

Examples of ST	*Expected translation*
(1) to **carry out** a series of commands	per **executar** una sèrie d'ordres
(2) **making** a minor investment	**fer** una petita inversió
(3) **gives** effortless tracking	**ofereix** un rastreig sense esforç
(4) **carry out** keyboard commands	**executar** ordres del teclat
(5) **has** a reversible index button	**té** un botó índex reversible
(6) MouseWare **is** a complete software package	MouseWare **és** un paquet de software complet
(7) to **carry out** any frequently used commands	per **executar** qualsevol ordre molt usada
(8) the third button **remains** free	el tercer botó **queda** lliure

Table 6.5: Examples of empty verbs and expected translation

and only those examples which may have translating difficulties have been singled out.

Examples of ST	Expected translation
(1) it's to access	és per accedir
(2) it is normal	és normal
(3) a computer user **can** no longer be productive	un usuari ja no **pot** ser productiu
(4) **uses** radio–link technology	**utilitza** tecnologia de ràdio
(5) that normally **prevent**	que normalment **impedeixen**
(6) it **gives** effortless tracking	**ofereix** un rastreig sense esforç
(7) nothing **prevents** it	res no **impedeix**
(8) it **has** a reversible index button	**té** un botó índex reversible
(9) **comes** with a soft clip–on	**ve** amb una bossa
(10) **are** guaranteed for three years	**estan** garantits per tres anys
(11) process **detects**	procès **detecta**
(12) automatically **installs**	**instal·la** automàticament
(13) stressful movements **are** reduced	els moviments estressants **son** reduïts
(14) also **commands** functions	també **dirigeix** funcions
(15) **can** be programmed	**pot** ser programat
(16) intelligent software **anticipates** movements	el software intel·ligent **anticipa** moviments

Table 6.6: Examples of present tenses and expected translation

6. Pronominalisation

Pronominalisation should be understood here as the frequent use of pronouns in English with a direct translation into Catalan. Pronominalisation is not as common in Catalan as it is in English but, when it comes to translating into Catalan, this feature tends to prevail over alternative and more adequate Catalan features. The TU's for analysis and their expected translation were the following:

Examples of ST	Expected translation
(1) Without **it**	sense **aquesta**
(2) **this** is the most frequently used	**aquesta** és la més usada
(3) the hand that is going to use **it**	la mà que l'usarà
(4) **its** superb ergonomic design	**el seu** superior disseny ergonòmic
(5) **it** can be used on even the most cluttered surfaces	pot usar-se fins i tot en les superfícies més plenes
(6) **it** is programmed to carry out	**aquest** està programat per executar
(7) prevents **it** being used	evita que **aquest** pugui usar-se
(8) **it** has a reversible índex button	**aquest** té un botó ´ índex reversible

Table 6.7: Examples of pronominalisations and expected translation

7. Prepositions

Prepositions are particularly interesting in the study of a language and, accordingly, the study of translation, because they reveal to a great extent the psychology of its speakers and also because prepositions provide valuable information on how the users of a language perceive the different elements of the world that surrounds them. As a consequence, if we compare the prepositions spelled similarly in two languages (Catalan and English, in this case), we will notice that there are more differences than similarities in the way those prepositions are used[14]. In this study, inappropriate prepositions were also found. The TU's under study together with their expected translation were the following:

The translation units (TU's)

Before moving onto the parameters I used in the analysis of the students' output, I need to define the translation units I established in this work. It has been proved empirically that translation of isolated items, individual words, is a kind of exercise which cannot be recommended for use in test situations

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[14]Cf. [101] for a brief comparative analysis of Spanish and English prepositions. A few examples can also apply to Catalan.

Examples of ST	Expected translation
(1) it is normal **for** everyone	avui en dia és normal **per a** tothom utilitzar
(2) **for** more comfortable finger positioning	**per a** una posició dels dits més comfortable
(3) **for** laptop and notebook systems	**per a** sistemes laptop i notebook
(4) **with** click and double-click assigned	**amb** un clic o un doble clic
(5) anticipates movements **in** menus	anticipa els moviments **en** els menús
(6) next logical position **on** the screen	la següent posició lògica **en** la pantalla

Table 6.8: Examples of prepositions and expected translation

in general[15]. It seems then paradoxical that I have analysed the translation of individual words of the text of the students. However, translation of **key words or specialised terms** of a text have been typified as exceptions to the general rule, which discourages researchers to test students though the translation of individual words or underlined words of a text. Also, many scholars in translation didactics agree that words may be chosen as TU's with the proviso that

> each item should be sufficiently long that it covers a "rational" linguistic unit, a complete thought, or a period in the Classical sense. [144, p.128]

The text I have chosen can be classified as semi-specialised technical texts, which becomes the perfect choice for this task. Besides, students do not know what the TU's for analysis will be in order to obtain more free and unconstrained linguistic expressions.

Analysis parameters

After I had selected the text, I translated it myself[16], had my translation proofread by a Catalan philologist and paid attention to possible problems for the subjects, especially those concerning **lexis** and **syntax**. These two problem areas are the focus of this analysis for two reasons. On the one hand,

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[15] On the inappropriateness of translation of word exercises without any context, Irma Sorvali states that *Word exercises without contextual information are utterly useless* and that *the individual word is not the unit that we should be using to test lexical or textual comprehension* [144, pp.126–128].

[16] Cf. appendix B.

terminology and syntax are the areas which both employers and professional translators place more emphasis on. On the other, lexical and syntactic incorrectness resulted to be the two categories with a higher rate of error in "Equivalence and Interference"[17]. Therefore, the main emphasis is laid on lexical and syntactic correctness although questions of stylistic adequacy play quite an important role in professional translation. The aim of this first part of the study is thus to verify that these are certainly the main problems in the translating process.

The students were given one test piece to translate from English into Catalan, which they were allowed to do at home[18]. Prior to their translation, they were asked to build up a glossary of words and phrases. After translating the text, the students had to list the reference material or terminology management tools they had been looking up (on paper or electronic format). After collecting the student's work, I made a list of the 30 words which they looked up more frequently together with their translation[19]. In this case I considered the unit of translation (TU) to be **the word** (including compound words).

The students' translation for each word was annotated and quantified. The results can be visualised in tabular format as follows[20]:

TU	Student's translation

The first column includes the English word under study, the second column corresponds to the student's Catalan translation of the word and the third column records the number of students who translated the word in that way.

In the case of the syntactical experiment, I took the TU to be the sentence or sentences linked by means of conjunctions. I recorded as many as 14 TU's[21]. For the sake of simplification, I distinguished 7 grammatical features typified and thoroughly explained in section 6.1.1[22].

6.1.2   Second part: Application of CAT tools

The purpose of this second part of the study was to find out *if* the lexical and syntactic aspects of translation could be automated and if so, *how* these

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[17]Cf. 6.1.1 for more details about that study.

[18]Cf. appendix A to view the complete test piece.

[19]Cf. table 6.1.

[20]The results will be displayed in section 6.2.1 on page 165.

[21]Cf. appendix E.

[22]It needs to be said that the first 5 have been typified by Peter Newmark [105, p.151]. I have added "pronominalisation" and "prepositions" to this list because of the recurrence of this feature in the sample text.

tools could be implemented in the teaching of translation.

Therefore, after identifying and analysing the most common difficulties that students came across, namely *terminological inaccuracy* and *syntactic inconsistency*, I proceeded to experiment with the possibilities offered by two computer-assisted translation tools, namely MultiTerm and Translators' Workbench with a view to providing a preliminary draft for both "high-option" and "low-option"[23] students to work from.

As regards the terminological part of the experiment, after analysis of the students' translations, I looked up the Catalan translation and definition of the entries in an electronic monolingual and bilingual dictionary Catalan–English[24].

The search was done in the Hyperdictionary Catalan–Spanish–English of the Enciclopèdia Catalana in CD-ROM (the *Hyperdictionary*, henceforth)[25] in order to provide a possible version of terminological information. I also looked up the TERMCAT database for further information on terminological issues. In a few cases, the word was either not found in these dictionaries or was insufficient. Such is the case of "laptop", not found in the Hyperdictionary and the TERMCAT gave a one–to–one translation without much additional encyclopaedic information. Since these data were insufficient, inappropriate and irrelevant for the text at hand, an entry was created in the *Compul.mtw* database (i.e. subject–specific database) which could be more significant and helpful for the students. The entry is displayed in figure 6.1 and shows a customised and more precise definition of what the word means. MultiTerm is an extremely flexible tool as it allows users to edit, delete or add information to the entry, which is particularly useful in computer terminology because of its continuously changing nature. For example, the definition given by the Larousse dictionary in figure 6.1 is already obsolete because the tracking devices of laptop computers do not always have a tracking ball but different types of sensorial devices.

In the case of Translator's Workbench (TM) I created a multilingual translation memory database (English-Spanish-Catalan) which, thanks mainly to its fuzzy match facility, could tackle *syntactic inconsistencies*. Like with the use of MultiTerm, I have prepared the program for both high- and low-option students. While the former could work from the program itself,

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[23]Cf. section 5.2.4 for a complete explanation of what these concepts mean.

[24]The results of the search may be seen in appendix C. Note that the original layout has been reconverted into a TEX-readable format.

[25]The reason for choosing this particular format is because, unlike its paper version, this CD-ROM gives faster and cross–referenced information on both English and Catalan words and phrases. Although many entries need updating from the point of view of computer–specific terminology, it gives good encyclopaedic information which, if properly handled, supplies an excellent orientation to its users.
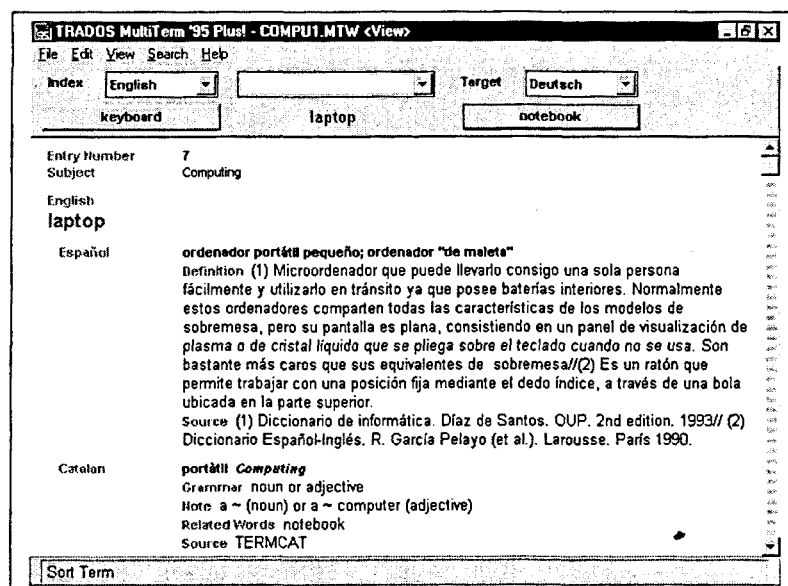
Figure 6.1: Screenshot of the term "laptop" as visualised in MultiTerm.

the latter could work from a print-out of the database or the text obtained after running the source text against the database.

After analysing the students' translations in terms of the syntactic features under study, I could verify that my expectations met the actual results obtained with the students' translations. In other words, students tended to follow the ST syntactic structure and very little attention was paid to reading the TT as an entity separate from its ST. In view of the results, I proceeded to create databases which could tackle these problems. An example of how CAT programs may help students to deal with this problem is shown in figure 6.2. In this case, the figure displays some suggested translations to the phrase "it is normal for everyone". This phrase was identified in table 6.8 and classified as an example of wrong preposition in its translation into Catalan. Figure 6.2 presents the student a list of possible translations which, apart from offering them syntactic structures that do not follow the ST syntactic structures, may help students to make the whole text syntactically more consistent and imaginative than if they were using the expected one–to–one translation "és normal per tothom".

My idea is for high-option students to use the databases that I have created as starting points or as templates from which further changes could be implemented. Low-option students, on the other hand, could work from a print-out of these databases[26]. The analysis and monitoring of the students'

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[26]Appendix H contains the complete print-out of the translations obtained as the result of translating the English SL sample text into Catalan TL segments with the help of the
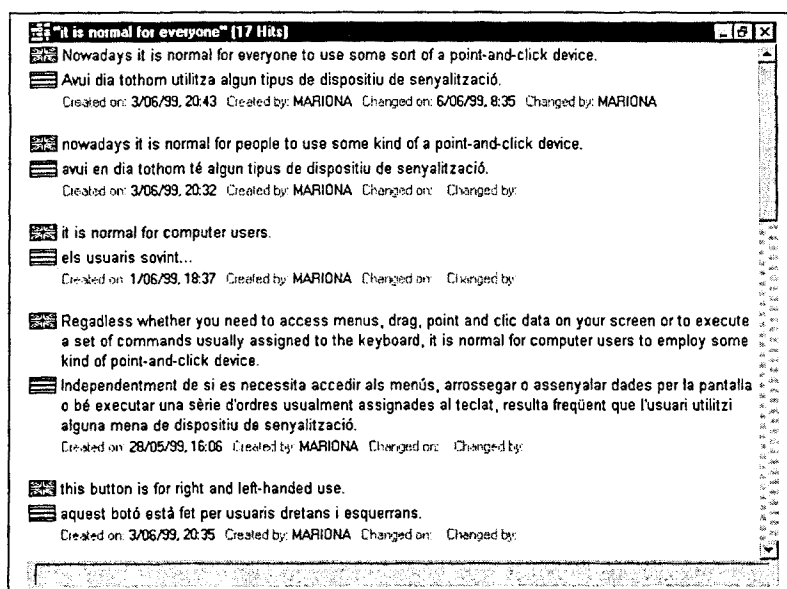
Figure 6.2: Screenshot of the previous translations of "it is normal for everyone" as visualised in Translator's Workbench.

response to these programs is going to be the subject of further personal research into the field of translation pedagogy through CAT tools.

6.2 Results and evaluation

6.2.1 Purely-human translation

First part: Terminological inaccuracy

I analysed the students' occurrence of errors in the light of the classification established by Kußmaul [82, p.15], who distinguishes six types of problems that students may encounter during the translation process [27].

The analysis of the students' output shows two cases:

- The test students gave the same translation for the term

- Different translations for the same term

Below I have classified the translation of the words under analysis. The results are the following:

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proposed TM matches using the Concordance facility of Translator's Workbench

[27] Cf. section 3.1 for complete explanations on each problem.

1. The same translation for all the students for the following terms:

Source word	Student's translation
acknowledge	reconèixer
assign	assignar
computer	ordinador
compatible	compatible
keyboard	teclat
tool	eina

2. Different translations

The results show that some technical (or specialised) words were understood by the students in spite of them being non-specialists in computer-related terminology. They managed to produce adequate translations for words which belong to common knowledge and whose use is widespread in day-to-day life. For example, words like "keyboard", "mouse" or "software package" were translated adequately. They also gave imaginative solutions for some words which either do not have an agreed one-to-one translation into Catalan or whose translation needs to be adapted to the text's context. This is the case of "device", "disabled", "display", "finger-positioning", "investment", "point-and-click", "pouch", "top-of-the-range" and "tracking".

However, the more unusual and less common the word, the more difficult it was for them to translate. Dictionaries were not very helpful, since they tend to provide two or more available "equivalent" terms in Catalan, which are not always appropriate[28]. For example, words like "laptop", "notebook", "docking station", "trackball" were translated in different ways, and in many cases some notes in pencil were added in the margin indicating their doubts and queries about the correct translation of the word or phrase.

The translations obtained showed that most students were not familiar with some terminology related to computing. For example, the words 'command", "customise", "docking station", "hand-tailored", "indented", "shortcut", "standalone", "trackball", highly common words in computer documentation, were translated wrongly in most cases because the students either did not know the exact Catalan word or were not familiar with what the English word meant. The wrong translation of other frequent expressions in computing, "capture", in 3 out of 10

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[28]Cf. appendix C on page 207 and following, for a sample of the translations given by the Hyperdictionary to the 30 words under analysis.

students is worth highlighting. In the case of "laptop" and "notebook", the students' marginal notes or footnoted comments indicated that they were not too sure about the difference between the two of them. The variety of translations of the word "docking station" and "radio–link" hints the students' over–dependency on bilingual dictionaries, probably caused by their own ignorance of the term at hand.

The wrong translations of the word "stressful" show that the students did not quite understand the word in this context and, in turn, produced inappropriate translations for this word. In other words, they overlooked the fact that the whole paragraph revolved around one single purpose, i.e. to describe the uses of an extremely ergonomic mouse which can make the user's life easier. An appropriate ST analysis could have shown that adjectives such as "superb", "effortless" and "stressful" were extremely important in the ST and so an accurate translation was called for.

The translations produced by the students were the following:

TU:3	*Student's translation*	Occurrence
capture	capturar	7
	agafar	3

TU:4	*Student's translation*	Occurrence
choosing	triar	6
	elegir	4

TU:5	*Student's translation*	Occurrence
command	comanda	5
	comandament	3
	funcions	1
	ordres	1

TU:8	*Student's translation*	Occurrence
customise	acostumar	5
	customitzar	4
	adaptar als gustos del client	1

TU:9	Student's translation	Occurrence
device	mecanismes	5
	dispositiu	3
	aparell	2

TU:10	Student's translation	Occurrence
disabled	inhabilitat	5
	deshabilitat	3
	desactivat	2

TU:11	Student's translation	Occurrence
display	demostrar	5
	visualitzar	3
	veure	2

TU:12	Student's translation	Occurrence
docking station	sistema d'escriptori	3
	estació portuària	2
	que es pot utilitzar sobre un taulell	2
	aparell d'acoblament	1
	entorn més gran	1
	aparells dels anomenats "de torre"	1

TU:13	Student's translation	Occurrence
finger–positioning	la posició dels dits	5
	posicionament dels dits	3
	posició	1
	posició de la mà	1

TU:14	Student's translation	Occurrence
hand–tailored	manuals	7
	que s'executen a mà	1
	fets per a la mà	1
	adaptades a la mà	1

TU:15	*Student's translation*	Occurrence
indented	sagnats	4
	marcats	1
	interiors	1
	dentats	1
	gràcies al contorn dels polsadors	1
	oscats	1

TU:16	*Student's translation*	Occurrence
investment	inversió	5
	fer una (petita, mínima) inversió	3
	destinar una quantitat de diners	1
	fer un petit esforç	1

TU:18	*Student's translation*	Occurrence
laptop	portàtil	6
	ordinadors portàtils	3
	per a ser utilitzat sobre la "falda"	1

TU:19	*Student's translation*	Occurrence
notebook	de quadern	4
	de tipus "notebook"	2
	sistemes de llibreta	1
	notebook	1
	"ordinador de butxaca"	1
	tipus d'ordinador portàtil de mida inferior	1

TU:20	*Student's translation*	Occurrence
point–and–click	per senyalar i clicar	7
	les funcions de pitjar i clicar	1
	"assenyala i clica"	1
	de selecció	1

TU:21	*Student's translation*	Occurrence
pouch	funda	5
	estoig	3
	cobertura	1
	bossa	1

TU:22	*Student's translation*	Occurrence
radio–link	tecnologia de ràdio	4
	raigs infra–roigs	2
	infrarojos	1
	enllaç radiofònic	1
	ràdio–enllaç	1
	tecnologia de radiofreqüència digital	1

TU:23	*Student's translation*	Occurrence
shortcut	drecera	5
	via ràpida	1
	per assignar-li qualsevol funció	1
	per portar a terme d'una manera més ràpida	1
	accés directe	1
	per realitzar qualsevol altra demanda	1

TU:24	*Student's translation*	Occurrence
software package	paquet de software	5
	paquet de programes	3
	"pack" de software	1
	suport lògic informàtic	1

TU:25	*Student's translation*	Occurrence
standalone	autònom	5
	individual	3
	per si sol	2

TU:26	*Student's translation*	Occurrence
stressful	importants	5
	ràpid	3
	persistent	1
	no translation	1

TU:28	*Student's translation*	Occurrence
top–of–the–range	més importants	5
	d'alta qualitat	3
	superiors en la gamma	1
	punters	1

TU:29	*Student's translation*	Occurrence
trackball	"trackball"	6
	trackball	4

TU:30	*Student's translation*	Occurrence
tracking	seguiment	6
	funcionar	1
	es mou	1
	localització	1
	rastreig	1

These results show that, apart from a few successful translations, the prevalence of specialised terminology whose translation into Catalan does not coincide for all students (26 entries out of 30) indicates that they have a certain insecurity when translating specialised terminology or at.least a certain degree of difficulty. Also the written comments obtained from the students, who do not hesitate to confess their insecurity or ignorance in handling (semi)-specialised words, have confirmed the above mentioned observation. Their comments have confirmed two of the reasons for errors pointed out by Kußmaul[29]:

1. *Misuse of bilingual dictionaries*

2. *Misuse of world knowledge and one's own experiences*

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[29]Cf. section 3.1 contains a thorough development of Kußmaul's error–oriented approach.

In other words, the translations of some words produced by the students, pointed out above, confirm that they were not using the bilingual dictionaries adequately, that the students were not familiar with the specialised words and that further monolingual encyclopaedic, customised and context–bound information was necessary for those terms which the user was not familiar with (but even then, success is not guaranteed, as can be seen from the terminological search in the Hyperdictionary[30]) and the TERMCAT database.

In order to confirm that bilingual dictionaries were being misused, I looked up in the Hyperdictionary and the TERMCAT database the 30 words or phrases in the sample text which more students looked up[31].

Only 3 out of these 30 words and phrases had a one-to-one translation which always held true. These words were "computer", "keyboard" and "compatible". But even then, no extra linguistic and topic-related help can be discarded as the additional monolingual information obtained for each entry could also be used for reference. For example, in the case of "computer", "keyboard" and "compatible", their definition contain topic–related information or linguistic data which could be used later on in the translation.

Apart from these 3 isolated instances, most of the words I looked up showed that bilingual dictionaries either lacked specialised terminology or the information they gave was obsolete. Thus, as many as 17 words and phrases had two or more translations into Catalan, and that entailed further research. For example, for the noun phrase "package" and "device" the student had to do some research into what these entries really meant contextually. That is, some topic-related background reading was called for. The definitions and translation of "package" and "device" offered by the dictionary were:

1. package

   - empaquetar *Disposar una cosa o diverses formant un paquet o paquets.*

   - envàs *embal. / manut. Envassament.*

   - paquet *Bolic no gaire gros. Conjunt de coses lligades o embolicades juntes. Un paquet de llibres. Un paquet postal.*

2. device

   - aparell *tecnol. Sistema o conjunt de sistemes mecànics i eventualment elèctrics o electrònics constituït en general a la manera*

---

d'unitat substancialment independent d'altres i d'una certa complexitat constructiva o de funcionament, que serveix per a executar alguna operació o que duu a terme determinades funcions.
Aparell fotogràfic (camera)
Aparell d'ús domèstic (domestic appliance)
Aparells de comandament (controls)
Aparells de gas (gas fittings, gas appliances)
Aparell de televisió, ràdio (television / radio set)

- artefacte *Objecte produït pel treball de l'home.*

- artefacte *Aparell, màquina, dispositiu, etc., generalment de mida grossa i fet d'una manera tosca.*

- artifici *Obra de l'home feta amb art, amb habilitat, amb enginy.*

- dispositiu *tecnol Peça o conjunt de peces disposades de manera que esdevinguin aptes per a un fi determinat i que formen part, generalment, d'un conjunt més complex.*

- divisa *heràld Empresa, senyal o emblema.*

- expedient *Recurs, mitjà de sortir-se d'una dificultat, de salvar un inconvenient, etc.*

Out of these 30 words and phrases, 10 of them were not found as such in the Hyperdictionary. Most of them were found in the TERMCAT and some translations proposed in it have not caught on such as the translation of "software" as "programari". In this case, "software" is the most frequently used term. Even for those words which could not be found, their translation could still be inferred from the translation of the root or part of the word. For example, the compound adjective "point-and-click" could not be found as such in the dictionary but its meaning and translation could be inferred from the translation of its individual components. The same holds true for "finger positioning", "radio-link", "hand-tailored" and "customise". Table 6.9 shows the numeric results of this research[32]:

CATEGORY	OCCURRENCE
One translation	3
Topic-related or contextual help	17
Inferred	10
Total	30

Table 6.9: Results of dictionary search

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[32]Cf. C for more information on the definitions and translations of the Hyperdictionary.

In the light of these results, it became clear what the main problem areas were and that the potential troubleshooting tool had to allow the students to avoid or at least tackle them. Finding a tool that could give a solution to the three categories identified above would be quite a hard and unsuccessful search. However, finding a tool that could tackle one of those categories, ideally one of the categories with the highest number of occurrences, would be a more realistic aim. The abundance of topic–related or contextual help spotted this category as the best candidate for it. Section 6.2.2 on page 176 there is extensive explanation of the features of this tool and also a practical example of how to use it for the sample text at hand.

Second part: Syntactic inconsistency

I confirmed the occurrence of the most common features of technical texts with the sample source text. The results show that the sample text shares all the syntactic features of technical texts, as characterized by Newmark [105], namely that the (1) core of the text was the external situation, (2) the format was standard, (3) the style was modern, non–regional, non–class, non–idiolectal and (4) that the text was a carrier for technology. Feature (3) proved to be of paramount importance in order to analyse the text and, in turn, find common syntactic faults in the students' output because the linguistic liberties and syntactic variations that students used were much more limited than if the text had been an expressive one.

The students' translations have confirmed most of the predictions made in tables 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 and 6.8. Table 6.10 shows the symbols, the 7 features established and the expected translation[33]. It needs to be said that the search for syntactic features has been limited to those TU's selected in the above–mentioned tables.

Symbol	Stands for	Occurrences
P	Passives	15
N	Nominalisations	10
T	Third person	16
E	Empty verbs	8
PT	Present tense	16
PR	Pronominalisation	9
IP	Prepositions	6

Table 6.10: Table of symbols and occurrences

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[33]These symbols have been used throughout the appendix E to point out those features which many students translated into Catalan using identical SL linguistic resources.

After analysing the actual occurrences of the above features in the students' translation, the numeric results may be seen in table 6.11. Note that the table displays the results of every single student under analysis (10 altogether) and that S stands for "Student".

Symbol	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
P 10	7	9	8	2	4	8	8	7	9	7
N 6	5	6	6	7	3	1	5	7	5	6
T	16	15	16	16	13	16	14	16	15	15
E	7	7	6	7	4	2	6	6	7	6
PT	16	16	16	16	14	15	16	16	16	15
PR	8	7	7	8	4	4	5	5	7	4
IP	8	9	7	9	4	3	6	7	8	5

Table 6.11: Results of students' performance

These results have confirmed the expectations drafted at the beginning of the study. In other words, that students tend to copy the syntactic structure of the ST and very little time is devoted to creating an original target text which does not read like a translation. The reasons for these may be manifold, among which ignorance of the topic at hand, the typological nature of the source text and poor target language fluency could be mentioned.

Like in the terminological results obtained above, the variety of syntactic problems encountered by the students called for a tool that could minimise some, if not all, of them. The potential tool should provide fast assistance for some very specific problems but mainly it should suggest translations for TU's of different length. Additionally, the tool should be able to store and update information and allow interaction with the users, i.e. the students. In the next section, there is an extensive explanation of what the features of this tool are and a practical example of how it can be used to solve, or at least, minimise, the syntactic difficulties of the text at hand.

6.2.2   Integration of CAT tools

In view of the results obtained in section 6.2.1, I have developed in this section a practical example of how students can tackle lexical and syntactical problems by using CAT tools. It is my intention here to instantiate how technology can be integrated in the translation class and be used as a resourceful tool for specific translational difficulties. The two software packages selected to work with are:

- *MultiTerm*[34]

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[34]This package has been typified in 4.3.1, page 95.

- *Translator's Workbench*[35]

Integrating MultiTerm

MultiTerm is one of the most used data management tools to date in most universities and language schools For the implementation of this program in the translation class, I have divided the process into several steps:

1. Becoming familiar with the program

2. Creating the appropriate database

3. Searching the existing databases

4. Evaluating and editing the databases

These processes have been developed below. At this point, it needs to be said that the stratification and development of these processes are an attempt to identify common guidelines and establish some kind of systematic procedural framework which could facilitate the implementation of data management tools in the translation pedagogy class.

1. Familiarisation with the program.

   The first step in this process was to become familiar with the software program MultiTerm by reading its documentation[36], achieving some hands-on experience, learning the standard procedures of the program (sometimes by trial and error!) and discover its many applications by reading evaluations made on the program such as Javier Gómez Guinovart's[47, pp.12–14]. Some important information to know first is that this terminology database is fully accessible from within Translator's Workbench and so both programs can interact successfully. This provides a powerful feature called active "fuzzy" terminology recognition, which compares the source sentence with the data in MultiTerm. Every known term or every term that is only *similar* to terms stored in the MultiTerm database, is highlighted by a red bracketed line in the source window of Translator's Workbench. In addition to that, the first known term is displayed in the Terminology window of Translator's

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[35]This package has been typified in 4.3.2, page 98.

[36]The indications made by Sabine Bell as regards the User's Guide to the *Translator's Workbench* are also applicable to the User's Guide to *MultiTerm*. Her comments are "The User's Guide to the *Translator's Workbench* is a helpful reference and contains detailed but concise information about the program, a trouble shooting section, a comprehensive list of key assignments and a glossary; in other words, it is user-friendly" [13, p. 7].

Workbench, along with its translation in the target language the user sets in MultiTerm. By a simple click, the Translator's Workbench displays the corresponding term and its translation(s) in the Terminology window.

2. Creating databases.

After coming to grips with MultiTerm and discovering the possibilities that the program offers, I was able to select those that were potentially applicable to translation pedagogy. It was clear then that the first step to take was the creation of databases, without which the program was not more than an empty shell. Instead of producing one single database, which could be the students' expectation, I decided that the production of two separate databases could make students aware of the importance of organising and classifying information. With hindsight, however, I think students should be working with only one database because it is better from the pedagogical point of view[37] The decision to keep two databases is intended to try to tackle the different types of problems that students showed in their translations. Whereas one database would comprise terms specific to computer technology, the other would contain those terms preferred by the client who ordered the translation. I assigned the following filenames to the databases:

- *Compu1.mtw*

- *Logi1.mtw*

Compu1.mtw I included 11 topic-specific entries. In this case, the words and phrases entried in this database could be classified as computer-specific entries. The entries were the following:

computer	docking station	keyboard
laptop	notebook	point-and-click
shorcut	software package	standalone
trackball	menu	

In Logi1.mtw I included 19 client-specific entries. In other words, those words whose translation is preferred by the client, in this case Logitech. The selection was made by extracting those words and phrases from the source text which matched the client-specific glossary list provided by Logitech itself[38]. These words were:

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[37]Cf. chapter 7 for more details on this issue.

[38]It is worth noting that Logitech has its products translated into Spanish, French, Italian and German. Catalan has many morphological features in common with both Spanish and French, so I decided to create a multilingual database in order to have a wider choice with a view to its translation into Catalan.

acknowledge	assign	capture
choosing	cluttered	command
compatible	constraints	customise
device	disabled	display
drag	finger-positioning	hand-tailored
indented	investment	pouch
radio-link	stressful	tool
top-of-the-range	tracking	

Figure 6.1 on page 164 is the screenshot of one sample entry which may be modified and edited by the students either for current or future reference.

3. Searching databases

The student can search in these two databases. The search in *Compu1.mtw* will supply him with basic information about the topic, whereas by searching in *Logi.mtw* the student polishes his translation with those words that the client he or she translates for has standardised as "preferable". The reason for creating these databases was both to introduce students to the specific demands of the profession and also making things easier for both teachers and students in the implementation of the eclectic approach[39]

- *For the teacher*: By using this standardised terminological help, the teacher will be able to ensure consistency in the students' performance. As a consequence, the marking of the translations becomes easier and more limited since the range of possible translations of one English word gets reduced to one.

- *For the student*: As far as the students are concerned, supplying them with standardised terminological databases is a time-saving technique which enables them to concentrate on the creative part of translation and leave the mechanical part of it to the machine.

4. Editing databases

As the student becomes more agile in the use of these terminological databases it is expected that the following results will be obtained:

- The student will want to create additional entries

- The student will want to edit existing entries

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[39]Note that one of the attribute fields in *Logi1.mtw* that has been defined in its macro is *Usage Label* and the values *Preferrable, Standardised* appear on each entry particularly when synonyms are found.

These results will be the proof that the student has been able to grasp the usefulness of this computerized tool and that the groundwork to become a thorough and accurate translator has been laid.

The databases I have created include the following *text fields* for Spanish, English, Catalan and, occasionally, French:

- Definition

  It is a widely acknowledged fact among terminologists, translators and linguists that the definitions given by dictionaries are always approximate and often become obsolete the moment they are published. Keeping dictionaries up to date involved continuous manual editing of existing dictionary entries, which often gave messy and unclear results that could only be understood by the creator of the editing. MultiTerm is a program which enables *any user* to make alterations and improvements to the definitions in an electronic way, resulting in neat updated and customised definitions.

- Source

  The definitions of the *Compu1.mtw* database have been taken from specialised dictionaries such as the *Diccionario de Informática* [1], whereas the definitions of the *Logi1.mtw* database have been looked up in standard monolingual dictionaries such as the *Collins Dictionary*. Figure 6.1 visualises the definition and its source. The Catalan translations have been looked up in (the *Hyperdictionary* and the TERMCAT database for further information on terminological issues[40].

- Context

  Under "Context" and "Related words" I have included those words which collocate with the word heading the entry. For example, for the word "laptop", the context field has been filled ·in with "computer", and for the word "compatible", the context field was "with".

- Related words

  I have used "Context" and "Related words" to include collocates, that is words that are frequently found near the entry at hand.

- Grammar

  Under "Grammar" I have included information which is relevant either from the morphosyntactic point of view. For example, for

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[40]Cf. section 6.1.2 for more information on the characteristics of these dictionaries.

"laptop" I have established "adjective" and "noun" under "Grammar", because "laptop" can be either used in an adjectival position (consequently, no number agreement is needed) or in a nominal position (which tells the user that the number agreement will be necessary).

- Note

  This text field has not been used in the creation of my databases. However, the students may add in this field any information that they consider necessary for the next user to know.

- Project Code

  This text field has not been used either for the creation of my databases because these databases are intended as prototypical models for students to work from. However, the students may fill in this text field as soon as they assign a coding to their projects.

The program allows the student to introduce any change at any time because it handles the information automatically and lays the text in its appropriate slot. This flexibility represents an advantage over traditional hand-made terminological databases, whose space constraints tend to discourage students and translators from embarking on editing existing entries (usually contained in paper cards).

Integrating Translator's Workbench

1. Familiarisation with the TM and Concordancer facilities in Translator's Workbench (TW)

   Compared to MultiTerm, the integrated software workstation Translator's Workbench is more complex and, therefore familiarisation with its facilities is more time–consuming. The idea behind Translator's Workbench, i.e. database creation with an associated neural network which works as a translation memory, is, compared to the simplicity of MultiTerm, fairly innovative and unheard of in human translation. This is why understanding this new CAT tool and then coming to grips with how to perform and perfect all the steps involved (building the translation memory, performing the matches, determine fuzziness, interaction with the word processor, etc) resulted in a slow 2–week process.

   Additional information such as S. Bell's [13], M. Berry's [15] and E.K. Whyman's [158] became very useful specially at the late stages of the familiarisation process because their explanations made more sense after the necessary beginner's mistakes and inevitable trial–and–error learning process.

2. Creation of the database

   I wrongly assumed that each facility required a different type of database and so I created two databases: the entries included in first one are relevant only to the Concordance facility[41], whereas the entries included in the second database are relevant both to the Concordance and Translation Memory facility[42]. However, since the latter was sufficient for both of them, I added the entries of the first database onto the second one.

3. Searching the database

   I tested the usefulness of the two facilities. First, I ran the ST against the database and the automatic match and fuzzy match search produced the first results and a log file was created in order to obtain evaluative data as regards the performance of this application. Next, I tested the Concordancer by selecting TU's of varying length, ran them against the database and checked the results. The following subsections include the evaluation of the results of both facilities.

4. Automatic matching search

   As predicted on page 98, the data obtained from this option confirmed my expectations that very few matches would be found because the source text had to be syntactically and almost lexically identical to the segments stored in the TW database. Figure 6.3 shows only one TU that has a 100% match (a mere 6% of the overall source text, as indicated by the log file viewed in appendix I), a very poor result bearing in mind the considerable size of the database.

5. Fuzzy matching search

   The results obtained using the "fuzzy match" are not more encouraging than the ones obtained with the Automatic matching search. Only 3 TU's out of the 14 total TU's had some kind of fuzzy match, as the log file in appendix I indicates. These TU's together with their translation and the percentage of fuzziness can be seen in figure 6.4.

   The overall results obtained after running the Automatic and Fuzzy matching search represent a mere 21% of the source text. A very high percentage of the source text, as much as 79%, remained untranslated, or rather, no similar matches were found in the TM, as the results in appendix I show.

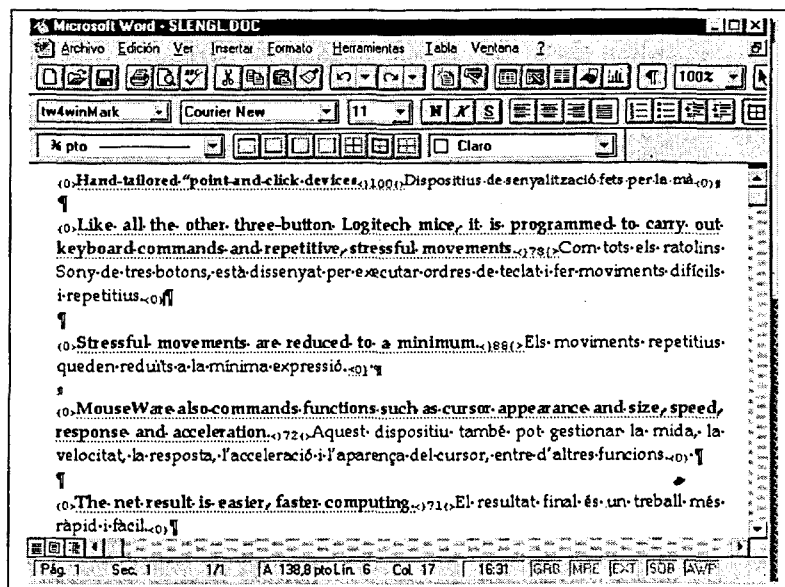[41]Cf. appendix F
[42]Cf. appendix G.

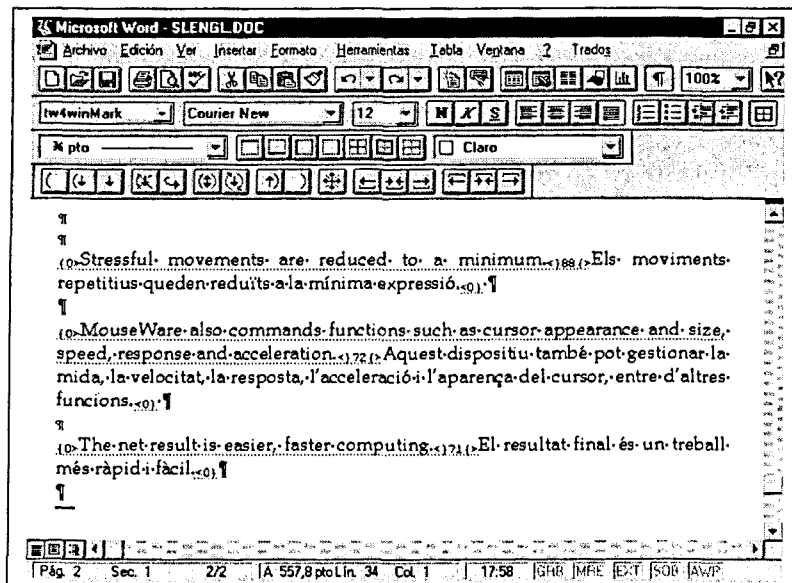Figure 6.3: Match percentages after running TW

Figure 6.4: Fuzzy match results after running TW

Figures 6.3 and 6.4 show that the fuzzy algorithm of the program iden-
tifies lexical fuzziness. In other words, it is able to identify TU's with
slight word changes. For example, the database entries 43 and 90:

- <Seg L-EN GB>Repetitive movements are reduced to a mini-
  mum.
  <Seg L-CA 01>Els moviments repetitius queden reduïts a la mínima
  expressió.

- <Seg L-EN GB>Stressful movements are reduced to a minimum.
  <Seg L-CA 01>Els moviments repetitius queden reduïts a la mínima
  expressió.

are syntactically identical and lexically very similar to the TU under
analysis:

- Stressful and repetitive movements are reduced to a minimum

and this results in a 88% match. However, when syntactic changes
were made to the original TU, no match has been found in spite of the
lexical similarities of the modified TU and the TU under analysis. For
example, I changed the TU sentence into the following:

- Those stressful and repetitive movements will have a minimum
  reduction.

In this case, no matches were found. Another example of the lexical
approach of the fuzzy match facility is the next TU that appears in
figure 6.4.

- MouseWare also commands functions such as cursor appearance
  and size, speed, response and acceleration

- Aquest dispositiu també pot gestionar la mida, la velocitat, la re-
  sposta, l'acceleració i l'aparença del cursor, entre d'altres funcions.

with Entries 45 and 71 being the only ones that the fuzzy match was
able to identify as similar to the TU under analysis. These entries,
copied below, are syntactically identical and lexically very similar to
the original TU:

- <Seg L-EN GB>This mouse also commands functions such as
  size, speed, response, acceleration and cursor appearance.

- <Seg L-CA 01>Aquest dispositiu també pot gestionar la mida, la velocitat, la resposta, l'acceleració i l'aparença del cursor, entre altres funcions.

- <Seg L-EN GB>Sony also commands functions such as size, cursor appearance, speed, acceleration and response.

- <Seg L-CA 01>Aquest dispositiu també pot gestionar la mida, la velocitat, la resposta, l'acceleració i l'aparença del cursor, entre altres funcions.

However, Entry 25 was not chosen by the fuzzy algorithm because its syntax is different to the one of the TU under analysis. Entry 25, copied below

- <Seg L-EN GB>other functions of this software are the possibility of changing its cursor appearance, size, response, speed and acceleration.

- <Seg L-CA 01>altres funcions d'aquest software inclouen la possibilitat de canviar l' aparença del cursor, les mesures, la resposta, la velocitat i l' acceleració.

is lexically very similar to the TU under analysis, similar enough for the fuzzy match algorithm to be able to spot it. However, the syntactic structures of Entry 25 and the TU unders analysis are not identical and this is why the entry has not been chosen by the fuzzy match algorithm.

The last example in figure 6.4 also confirm the fact that the fuzzy match algorithm identifies lexical similarity. In this case, the TU under analysis is:

- The net result is easier, faster computing

where Entry 48 has been identified by the fuzzy algorithm as the closest to the TU under analysis:

- <Seg L-EN GB>The final result is faster and easier computing.

- <Seg L-CA 01>El resultat final és un treball més ràpid i fàcil.

In this case, a new entry syntactically different to the TU was added to the original database in order to check whether syntactic fuzziness was included in the algorithm. The entry was:

- This results in easier and faster computing

After running the new database against the ST, the new entry was not identified by the fuzzy algorithm in spite of the lexical similarities between the TU under analysis and the new entry.

6. Concordancer

In view of the poor results obtained with the Automatic and Fuzzy match searches, I tested whether the results obtained with the Concordancer would be more satisfactory. To my surprise, the amount of information that the student can reap with the Concordancer is larger than with the Automatic and Fuzzy match facilities.

A Concordancer is a collection of all the occurrences of a word in a tex or set of texts, with each incidence of a word shown in context. For the language teacher and learner the great advantage of concordance use is that the output is based on authentic texts. Therefore, when explaining the meaning of a word the teacher does not have to invent examples of a word's use on the spot; instead the teacher or learner may investigate a word by analysing its occurrence in real texts. This facility also gives the student the opportunity to select TU's of various lengths (usually the TU's are parts of a sentences such as noun, noun–phrases or clauses) and finding suggested translations for the TU's at hand. The difference between this Concordancer and other concordancers such as MonoConc is that the student *has to* create his own relevant database instead of looking up a predefined irrelevant source of information. The results obtained in appendix H show the usefulness of this facility. The high number of hits of the 27 TU's under analysis can certainly assure trainees on the potential application of this facility for their work.

After testing the Concordancer against the sample ST, I have found this facility much more useful than the fuzzy matching search for two reasons. On the one hand, unlike the fuzzy match facility, the Concordancer allows the user to choose the length of text (word, phrase or sentence level) that needs to be run against the TM. In this sense, the feature enables students *more flexibility*. On the other, the results obtained with the Concordancer may ensure more consistency at word and phrase level, whereas consistency at sentence level is better handled with the fuzzy match facility. In a word, smaller units of language are better dealt with by the Concordancer.

Figure 6.5 shows an example of how the Concordancer has been used for the ST noun phrase "point–and–click device". The figure shows how easy it is for students to activate the chunk of text they want to consult (by highlighting it).

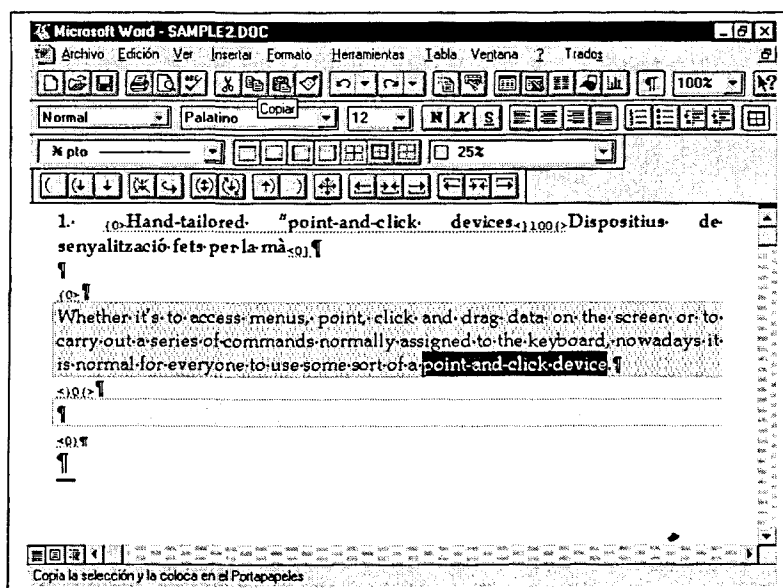The overall number of matches (or hits) using the Concordancer is

Figure 6.5: The selection of text to use the Concordancer

17, most of which are relevant and a small percentage of them are irrelevant. Some of the matches relevant for the translation of the ST at hand are displayed in figure 6.6.

Some of the irrelevant matches obtained by the Concordancer have been listed in figure 6.7.

The teacher's duty will involve to make students aware of how to distinguish relevant from irrelevant information, i.e. matches that are not useful nor important for his purposes. The usefulness of the Concordancer in relation to the Automatic and Fuzzy match search facilities can be seen in the amount of relevant information compared to the amount of matches obtained with the former. The relevant information obtained with the Concordancer for the three TU's with a percentage match with the fuzzy algorithm can be seen in figures 6.8, 6.9 and 6.10.

In order to evaluate the validity of the Concordancer in solving specific problems, I tested it with several examples of each syntactical category established at the beginning of this chapter, i.e. passive sentences, nominalisations, third person singular, empty verbs, present tenses, pronominalisation and prepositions. In order to define the validity of the Concordancer for each category, I established that the occurrence of relevant matches had to exceed the occurrence of irrelevant ones. Figures 6.11, 6.12, 6.13, 6.14, 6.15, 6.16 and 6.17 show screenshots of the matches obtained for one of the examples of each category.
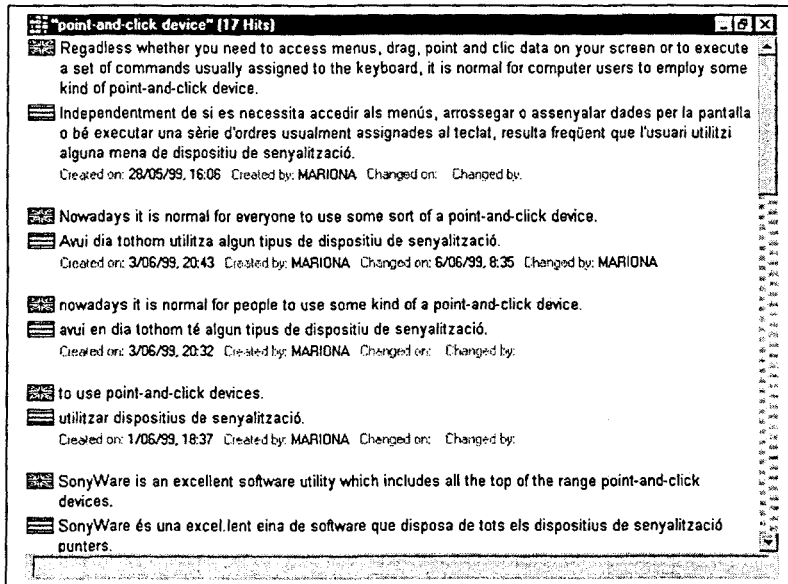
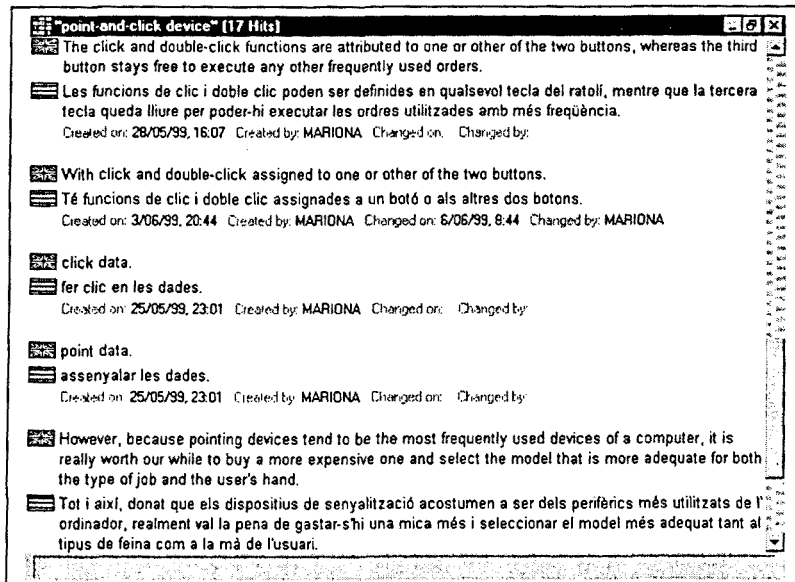Figure 6.6: Relevant matches obtained by the Concordancer

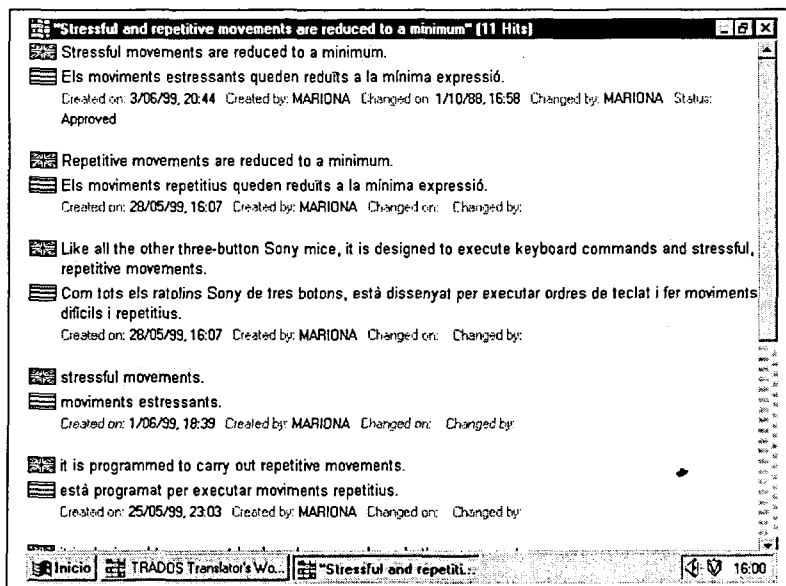Figure 6.7: Irrelevant matches obtained by the Concordancer

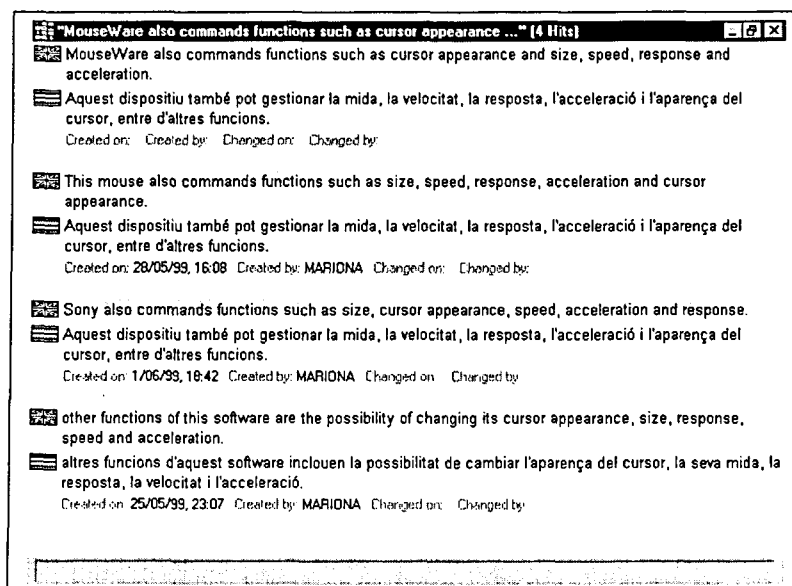Figure 6.8: Relevant matches for TU:12
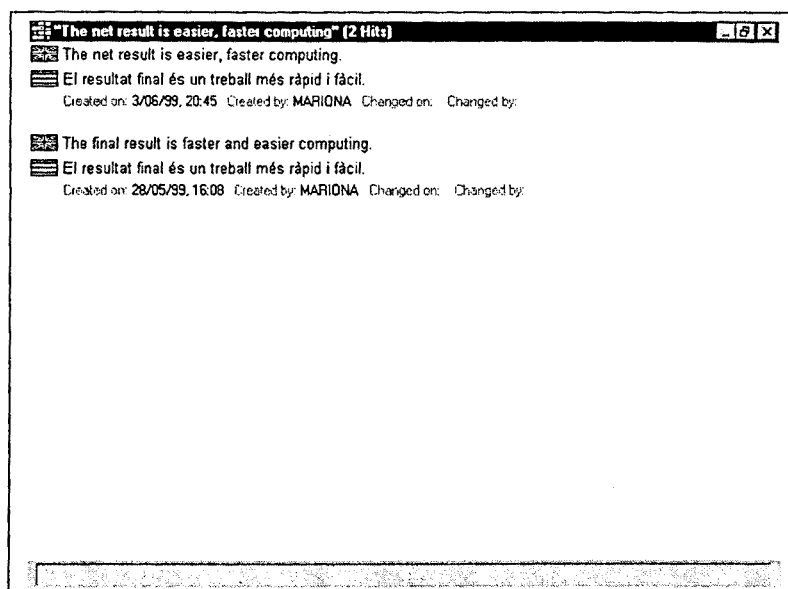

Figure 6.9: Relevant matches for TU:13

Figure 6.10: Relevant matches for TU:14

In figure 6.11 the phrase "is primarily destined", whose expected and most frequent translation has been "és principalment destinat"[43], the alternative translations that the student may obtain are both syntactical and lexical, i.e. "está creat", "està dissenyat". I have confirmed the usefulness of the Concordancer with the rest of the examples of table 6.2 because the occurrence of relevant matches has been higher than the occurrence of irrelevant ones.

In figure 6.12, the alternative to the translation of "one–step installation process" as "install·lació simple" is "pot install·lar–se amb una simple operació", which converts the expected nominalised phrase into a better sentence syntactically. In the rest of the examples of table 6.3, the Concordancer has provided relevant matches which are syntactically more appropriate and natural than the students' expected translation, cited in table 6.3. .

Figure 6.13 displays some of the matches obtained for the source phrase "a complete software supplied". Although the matches keep the third person translation into Catalan, the verb "supplied" blends better in the match sentences, i.e. "és un paquet de programes complet equipat amb tots els dispositius de senyalització punters" or "és un complet paquet de software que disposa del millors dispositius de senyalització del mercat" than in the sentences produced by the students, i.e. "subministrat amb un software complet". As in the two previous categories, the relevant matches were higher than the irrelevant ones.

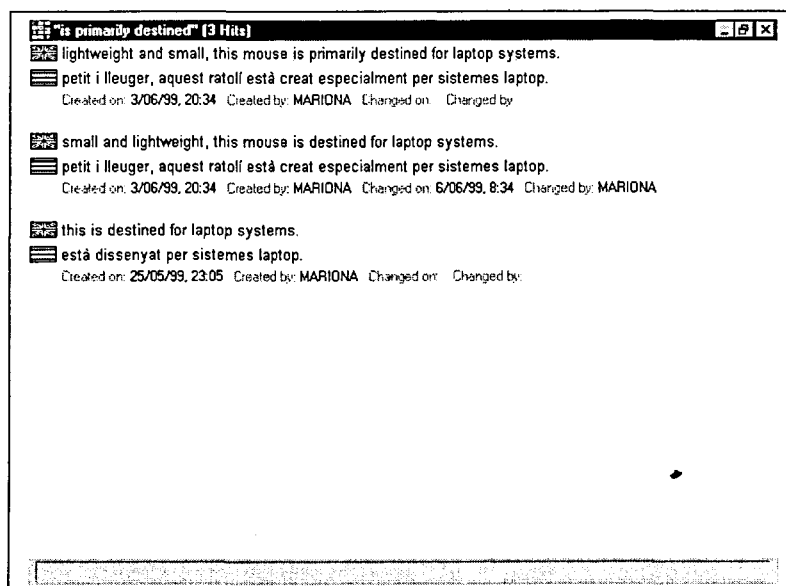[43]Cf. table 6.2 and 6.11.

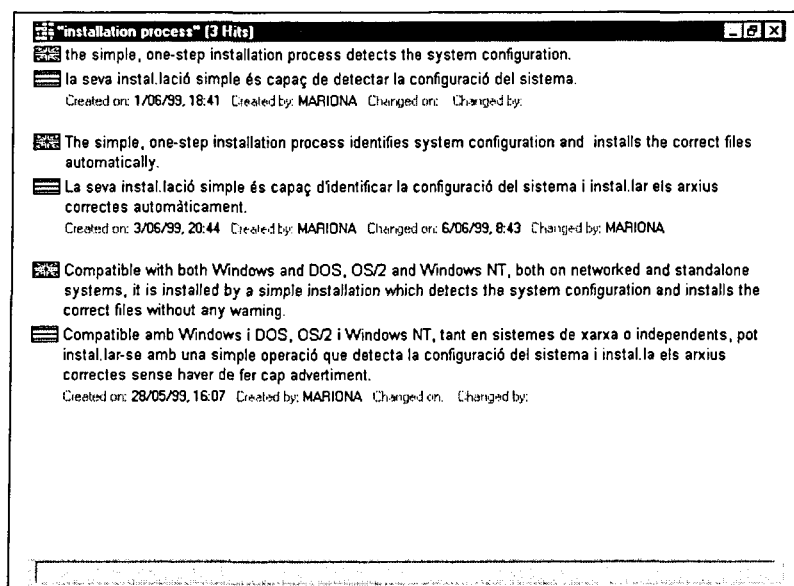Figure 6.11: Concordancer for passive verbs

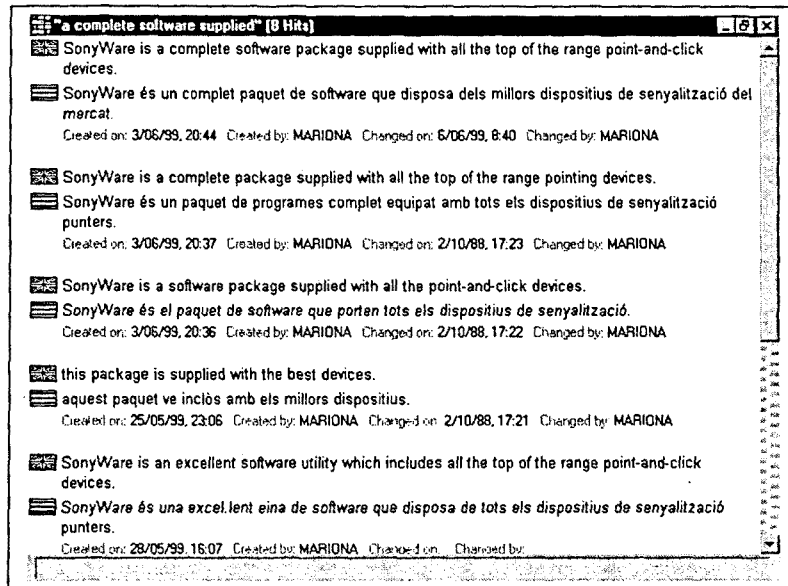Figure 6.12: Concordancer for nominalisations

Figure 6.13: Concordancer for third person

With the category labelled "Empty verbs", I tested the Concordancer with the verb "carry out" and I found that it was translated in *all cases* as "executar". This repetition tells the student that this specific verb is *topic-specific, topic-related*[44] and that it *always* should be translated in the same way. However, for the rest of the empty verbs, the alternatives that the Concordancer offered were manifold. For example, Figure 6.14 displays the different translations for the verb "has", i.e. "disposa", "inclou", "conté", conversion into a "to be" sentence or conversion into a prepositional phrase. The variety and appropriateness of the relevant matches was, for this category, much higher than with the other categories.

Figure 6.15 shows that, unlike the previous categories, the present tense has unvariably translated into present tenses. This tells the student that, on the one hand, that the size of the TW database should be increased and, on the other, that the category of tenses needs further contextualised information than with the rest of the categories. The students' contribution to increasing the database size will be particularly valued for those categories, such as this one, whose translation into Catalan tends to follow the English tense. For the purposes of this dissertation, however, the Concordancer has proved to be of very little use since irrelevant matches outnumber relevant ones.

The excessive use of pronominalisation in the Catalan translations of the students needs to be substituted by a more natural Catalan syntax, which
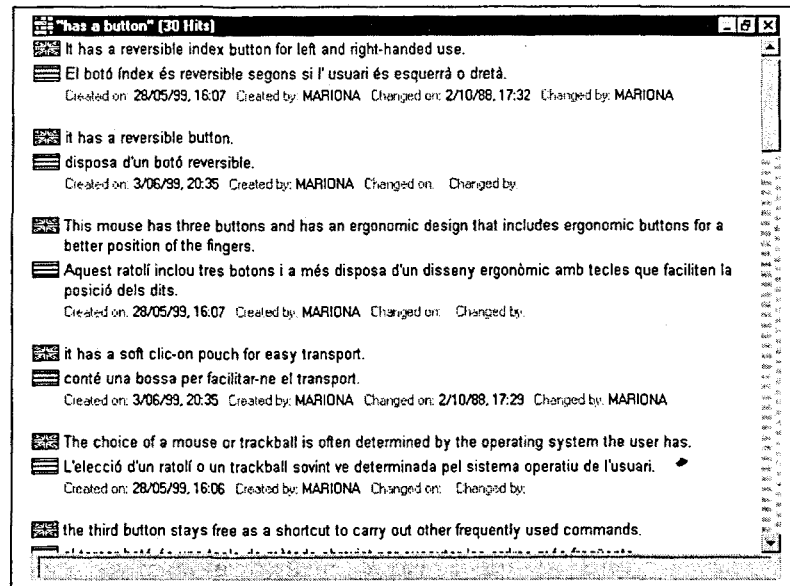
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[44]Cf. table 6.9.
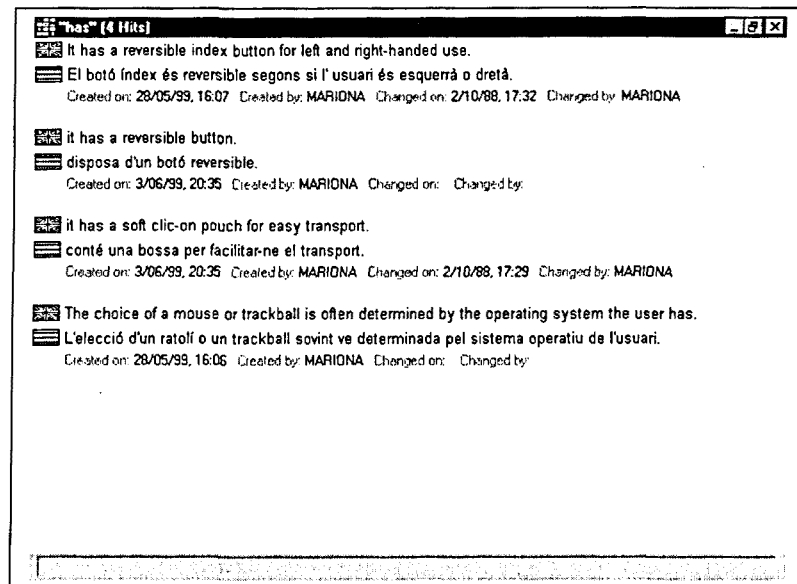
Figure 6.14: Concordancer for empty verbs

Figure 6.15: Concordancer for present tenses

involves a decrease in the use of pronouns. Using the Concordancer to check the translations of the English pronoun "this" may help students to use alternative and more natural ways of expression by avoiding the explicitness of pronouns in the phrase or sentence. Figure 6.16 visualises different translations of the word "this".
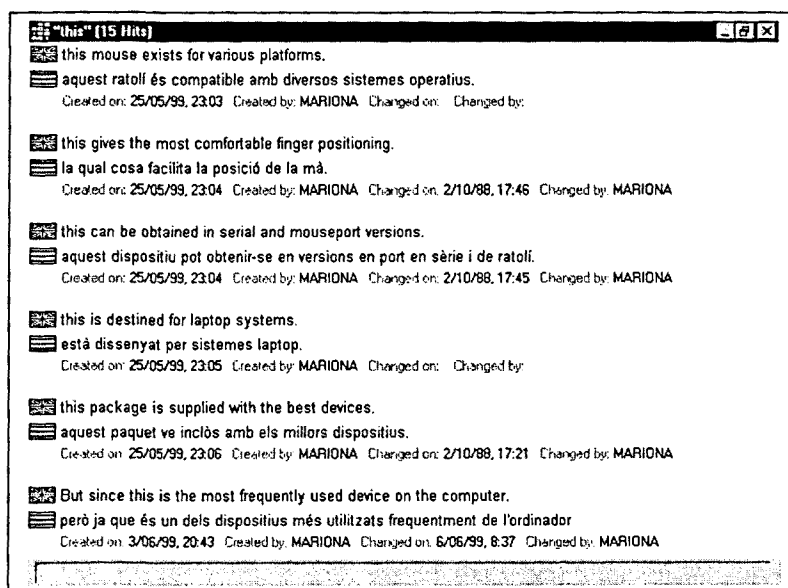

Figure 6.16: Concordancer for pronominalisations

The translation of prepositions is one of the most difficult areas of the English language for Catalan speakers -like most non-native English speakers. As seen at the beginning of this chapter, using wrong Catalan prepositions is a common phenomenon for students translating into English. Figure 6.17 offers the alternative translations contained in the Concordancer of the English preposition "on", i.e. "en", "a" and "de". After visualising the alternatives, Catalan students will eventually decide which translation is the most appropriate for the TU at hand.

In view of the results obtained with the categories, it is clear that the TW is, overall, a useful CAT tool which helps students to give alternative translations of approved matches. By using these tools, the role of the student does not become degraded or minimised because the student, rather than the machine, is the one responsible for selecting and filtering the, sometimes, large amount of information that the program offers. At the same time, he will be the one who updates the existing databases in order for them to be used on a later date and, possibly, by other users.

The student is also responsible for deciding on the final translation whenever the databases show inconsistencies. For example, in this experiment,
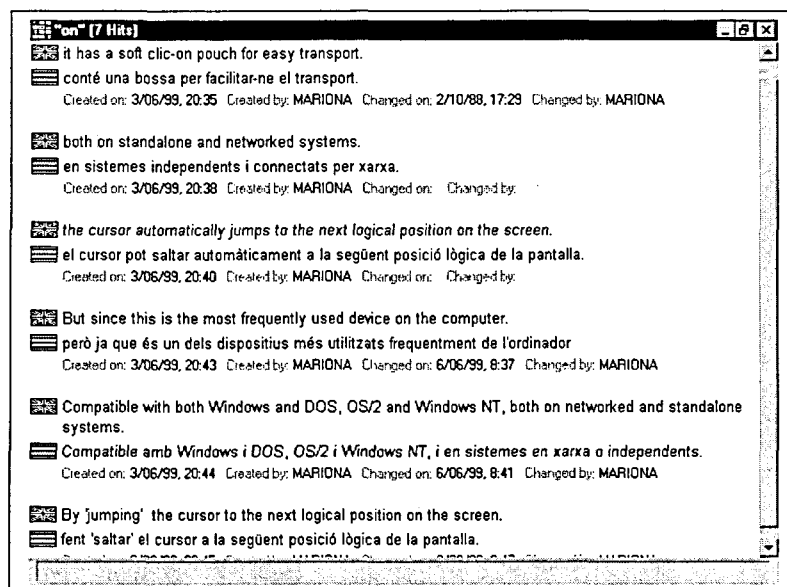
Figure 6.17: Concordancer for prepositions

the MultiTerm and the TW's databases occasionally produce two or more different translations for one source word, phhrase or sentence. Such is the case of "indented", which is translated as "oscats" in the MultiTerm and as "indentats" in the TW (Entry 54). Other cases are the words "top-of-the-range" and "shortcut", translated as "punter" and "tecla de mètode abreujat" in the MultiTerm and as "impecable" and "tecla drecera" in the TW (Entries 64 and Entry 70, respectively). Under these circumstances, the students will have to fall back on their knowledge of the eclectic approach. Therefore, analysis of the source text and analysis of other target texts will be necessary in order for the student both to understand what the meaning of the word in context is and also to produce a translation that is in line with other similar text–types.

This decision–making ability allows them to even decide to disregard the CAT tool's suggestions and opt for a translation that is more appropriate in the text at hand. Such may be the case of the word "stressful", translated as "forçat" and "estressant" (Entry 60) in the MultiTerm and TW, respectively. Neither translation seems to be appropriate in the sample text and "accentuats" or "que forcen la posició de la mà" would be preferable. In some cases, the information supplied by the CAT tools is purely informative. Such is the case of "ergonomic", which has been translated as "dissenyats segons l'anatomia de la mà" in the TW (Entry 26).

The different functions of the CAT tools analysed show that there is a continous cyclical feedback between the computer and the student, repre-

sented in figure 1.1, which becomes a good learning technique for students both for their current training period and their future translation career.

Chapter 7

Conclusions and future research

7.1 Conclusions

The objectives set out at the beginning of this dissertation have been accomplished. On the one hand, the existing theoretical approaches to translation pedagogy have been evaluated and an alternative approach has been put forward. The eclectic approach presented in this dissertation has been designed with a view to describing and explaining an idealized path in the students' progression from ST to TT, which teachers may adapt to their specific needs and teaching circumstances. The presentation of the eclectic model of translation pedagogy establishes a methodological pattern which may be used in training translators more suitably for the market needs.

The different theoretical frameworks to translation pedagogy have been evaluated. The eclectic approach shows traditional and original features. The former have been borrowed from previous approaches to translation pedagogy whose usefulness has been proved consistently such as text–analysis. Other traditional approaches have been reassessed and redefined such as error analysis. Original features include the establishment of the various roles of those who participate in the students' formation as well as the proposal of the learning stages for trainees. The approach has an open structure which allows teachers to modify it according to the needs of their students or aims. Indeed, because of the changing nature and demands of the translating profession, this approach is designed in such a way that further stages may be added, while existing ones can be highlighted or simply wiped out. The validity of this approach is then justified as long as the market trends stay as they are.

These trends indicate a fast–growing widespread computerisation of the translating process especially by using CAT tools. This is where the second objective of this dissertation comes into play. In this work, I have presented

a practical example of how CAT tools can be implemented in the translation classroom, i.e. with a previous analysis of the students' difficulties and an assessment of the possibilities of the CAT tools to tackle such difficulties. The two software packages MultiTerm and Translator's Workbench, especially the latter are becoming standard tools on the translator's desk. Their potential usefulness in translation pedagogy has been supported in this work. The final output is intended to produce more consistent and reliable translations than with purely human translation.

The analysis of the data and the evaluation of the students' performance have confirmed the hypothesis that *terminological inaccuracy* and *syntactical inconsistency*, are the major twin problems faced by both translators and trainees. Although it is traditionally believed that in order to translate a sentence in specialised discourse, translators have to understand its functional and logical infrastructure and to have available the appropriate "equivalents" or other terms or paraphrases, to express the same message in the target language, inappropriate terminology and syntax are still a serious handicap for translators and students alike and terminological and syntactical problems are two areas where most practical problems lie in technical and scientific translation.

The experimental work with the CAT tools, based on database creation according to the students' most frequent source of difficulties, has paved the way for further work on CAT assessment especially as to whether terminological and syntactical problems can be tackled or at least minimised by using computer–assisted translation tools. It has been highlighted that good command of electronic terminological databases such as MultiTerm may ensure consistency and encourage students to create and develop a pool of reliable terminology sources which can be continuously updated.

As far as the efficiency of the two facilities of the TW, the Translation Memory and the Concordancer, the former has proved much less useful for grammar–oriented translation pedagogy than the latter. It is hoped then that this dissertation has shed some light on how to introduce computer–assisted–translation tools in the students' formation and on how students may become aware of their potential in their future work. Independently of the results obtained with the MultiTerm and the TW, the main emphasis of this work should be on the importance of testing and evaluating the translational needs of the students before implementing CAT tools before implementing them in the translation class.

The undeniable merits of these software programs do not undermine the importance of human translators. During the development of this approach of translation I have laid special emphasis on the *relative value of computers* and on what their role could be in translation pedagogy. Rather than substitutes for human translators, they should work hand–in–hand with them to produce

better, faster, fine–grained and more professional work. At this point, it is worth noting that I am aware that the choice of other text types as sample texts might not shed the same results and so further research would need to be carried out on other types of non–literary source texts.

There is another remark to make in relation to the creation of the databases. The decision to create two databases was based on the attempt to tackle the different types of problems that students showed in their translations. Whereas one database would comprise terms specific to computer technology, the other would contain those terms preferred by the client who ordered the translation. However, I think that, in future lines of research, keeping one only database is, from the pedagogical viewpoint, more justified and, from the operational viewpoint, more advisable. MultiTerm gives the user the facility to hang attribute fields like Specificity to the Index/Identification Field numbers, fill them up with attributes like topic–specific and client–specific. These attributes allow to filter on the items of the glossary later on. In this way, the student does not need to start MultiTerm twice or open and close the databases constantly. Operationally, it is easier to integrate the database in the Workbench.

Incidentally, the study has shown that glossaries and dictionaries are never exhaustive, never totally reliable, and seldom precise enough to provide students with the definitive solution to their terminological problems. Dictionaries are either obsolete, or list several possible "equivalents" without sufficient indications to allow the student to determine which is the right one in the text at hand, or an "equivalent" is given by the author but is later found by the user to be erroneous or inappropriate.

7.2 Future lines of research

This dissertation has presented a general framework to translation pedagogy. Further research should be needed to flesh it out and fine tune the theoretical aspects of the eclectic approach. The immediate work after due approval of this dissertation will be to carry out this research. On a more applied level, I intend to carry out a a systematic field study research among the same group of students but this time using the databases I have compiled in this work. On a more global level, the same experiment could be repeated with other groups of students, ideally, from different countries in order to compare and contrast the results obtained. Such an enterprise would require a huge coordination effort from the researchers involved in the project but it would certainly be a challenging one.

One modification will have to be made to the databases I have compiled in this work, which is either to use only one terminology or translation memory

database at a time or to blend them into one database, since MultiTerm and the Workbench do not allow simultaneous lookup in two or more databases. If I choose to implement the former option, then I will use for each database different attributes to distinguish the different types of data. By using attributes, I will be able to set filters and even select parts of the database in order to export these entries into separate files.

I have also learned that the word group or phrasal entries I have been treating in the Workbench's concordance features could also be entered as phrasal entries in MultiTerm, thus using the advantage of automatic lookup during the translation of a text. I will then consider the incorporation of adding this extra feature into the MultiTerm database with a view to testing students more thoroughly.

As potential subjects of further work, the following are proposed:

- Extending the experience reported in this work to other sample texts, using the same or different software programs.

- Changing the focus of the student's performance (terminology and syntax) and, instead, incorporating other parameters that could be dealt with using CAT tools.

- In the long run, adding further stages or steps to the original eclectic model of translation with a view to adapting it to an ever–changing work market.

The variety of lines of research which may derive from this work indicates that translation pedagogy is a very complex area which needs investigating. The necessity to focus more research on translator training approaches has been summarised by Christiane Nord.

> There is still much to be done in the field of translation didactics, an area which has only just come into existence [113, p.172].

Nord's challenging quote is an encouragement to delve into an area which has a lot to say in a global world where professional training, i.e. training students with a view to their professionalisation, is becoming a must.

Appendix A

Sample text: English original

Text for translation with TRADOS' Translator's Workbench: English test piece preceded by the teacher's instructions.

- Create a glossary

- Translate into Catalan. Use a pen to do the translation and write any comments such as the words you've looked up.

- After translating, say:

1. How long it took you to do it.

2. Reference books and dictionaries you used.

3. Any other references you consulted.

4. Comments

A.1 Client's specifications

The target audience of this document is mainly corporations. The tone needs to be fairly formal and professional. Do not translate this text literally, but adapt it according to the need.

A.2 Hand–tailored point–and–click devices

Whether it's to access menus, point, click and drag data on the screen or to carry out a series of **commands** normally assigned to the **keyboard**,

nowadays it is normal for everyone to use some sort of a point–and–click device. Without it, a computer user can no longer be productive. Choosing a mouse or **trackball** is often dictated by the system one purchases, but, since this is the most frequently used device on the computer, it really is worth making a minor **investment** and selecting the model that suits both the task and the hand that is going to use it.

A.3   MouseMan Cordless

The ultimate MouseMan mouse that uses radio technology to communicate its position

This three–button mouse with its superb ergonomic design and **indented** buttons for more comfortable **finger positioning**, uses **radio–link** technology to get around obstacles that normally prevent an infrared mouse from functioning. Freed from the constraints of a cable, it can be used on even the most cluttered of surfaces. Tuned in to one of four different channels to avoid interference from other users, it gives effortless **tracking**, even when placed six feet away from its receiver. And, like all the other three-button Logitech mice, it is programmed to carry out keyboard commands and repetitive, **stressful** movements.

A.4   TrackMan Portable

The perfect mouse for the serious traveller

Small and lightweight, this mouse is primarily destined for **laptop** and **notebook** systems although nothing prevents it being used on a **docking station** or a desktop system. It has a reversible index button for right and left–handed use and comes with a soft clip–on **pouch** for easy transport.

Comfortable **top–of–the–range** pointing devices are guaranteed for 3 years.

A.5   MouseWare

The advanced mouse manager for personalizing the mouse to suit individual needs

MouseWare is a complete **software package** supplied with all the **top of the range** point–and–click devices. **Compatible** with both DOS and Windows, Windows NT and OS2, both on **standalone** and networked systems, the simple, one–step installation process detects system configuration and automatically installs the correct files. Stressful and repetitive movements are reduced to a minimum. With click and double–click assigned to one or other of the two buttons, the 3rd button remains free as a **shortcut** to carry out any other frequently used commands. MouseWare also commands functions such as cursor appearance and size, speed, response and acceleration so that the mouse can be programmed according to personal preference, light and working conditions. Intelligent software anticipates movements in menus thus reducing the need for user intervention by 'jumping' the cursor automatically to the next logical position on the screen. The net result is easier, faster computing. (translation ends here)

Appendix B

Sample text: Catalan translation

Done by a human translator and proofread by a Catalan philologist

B.1 Dispositius de senyalització adequats a cada mà

Avui dia tothom necessita algun dispositiu de senyalització, ja sigui per seleccionar menús, traslladar dades per la pantalla o dur a terme tot un seguit de funcions sense haver de fer–ho des del teclat. L'absència d'aquests dispositius podria disminuir la productivitat laboral de l'usuari. Sovint escollir un ratolí o ratolí estàtic ve determinat pel tipus d'ordinador de què es disposa en el moment de la compra. Però, ja que és un dels perifèrics més utilitzats de l'ordinador, realment val la pena fer–hi una petita inversió i sel·leccionar el model més adient per al tipus de feina i la mà de l'usuari.

B.2 MouseMan Cordless

Aquest ratolí MouseMan és la darrera versió i la més innovadora, que utilitza tecnologia de ràdio freqüència digital per comunicar la seva posició.

Aquest ratolí de tres botons, amb un impecable disseny ergonòmic i botons oscats perquè la posició de la mà sigui més còmoda, utilitza un sistema de connexió de ràdio tecnològica que evita obstacles que normalment impedeixen el funcionament dels ratolins per raigs infraroigs. Sense les restriccions dels cables, aquest ratolí pot funcionar fins i tot en les superfícies plenes d'objectes. Està sintonitzat/Quan està sintonitzat en un canal d'entre quatre per evitar la interferència d'altres usuaris i facilita el rastreig

205

fins i tot quan està situat a una distància de gairebé dos metres. Com els altres ratolins Logitech de tres botons, està programat per reduir accions repetitives i que forcen la posició de la mà.

B.3   TrackMan Portable

És el ratolí més adient per al bon viatger.

Com és petit i lleuger, aquest ratolí és especialment adient per a ordinadors portàtils i "notebook", tot i que res n'impedeix l'ús en aparells de sobretaula i d'oficina més tradicionals. TrackMan Portable presenta un botó índex reversible per a usuaris dretans i esquerrans i porta incorporada una bossa amb clip a fi de facilitar-ne el transport. Aquests ratolins d'alta tecnologia estan garantits durant tres anys.

B.4   MouseWare

Aquest ratolí s'adapta a les necessitats de l'usuari, amb la qual cosa s'aconsegueix una personalització avançada.

MouseWare és un complet paquet de programes que disposa d'aparells de senyalització de gamma alta compatible amb DOS, Windows NT i OS/2, tant en sistemes autònoms com en sistemes connectats a la xarxa. La senzilla instal·lació de MouseWare fa possible que durant aquest procés el programa pugui detectar la configuració del sistema i instal·lar automàticament els arxius corresponents. Els moviments accentuats i repetitius queden reduïts al mínim. Un dels botons té la funció d'un clic, un altre, la del doble clic i el tercer queda com a tecla drecera, disponible per assignar-li les ordres d'ús freqüent. Amb MouseWare podrà modificar **les mesures**, la velocitat, la resposta i l'acceleració del punter depenent de les condicions de llum, de treball i **les condicions** personals de l'usuari. El software intel·ligent del ratolí li permet avançar-se als moviments del menú i reduir la freqüència del desplaçament del punter saltant automàticament a la següent posició lògica de la pantalla. Amb totes aquestes funcions aconseguim un control de l'ordinador més fàcil i ràpid.

Appendix C

Results: Human translation [1]

The TU's from the sample text selected for analysis were the following:

1. acknowledge	2. assign	3. capture
4. choosing	5. command	6. computer
7. compatible	8. customise	9. device
10. disabled	11. display	12. docking station
13. finger–positioning	14. hand-tailored	15. indented
16. investment	17. keyboard	18. laptop
19. notebook	20. point–and–click	21. pouch
22. radio–link	23. shorcut	24. software package
25. standalone	26. stressful	27. tool
28. top–of–the–range	29. trackball	30. tracking

The students' translation for each word was annotated and quantified. The results can be visualised in tabular format as follows:

TU	*Student's translation*

The first column includes the English word under study, the second column corresponds to the student's Catalan translation of the word and the third column records the number of students who translated the word in that way.

The Catalan translation and definition of the entries were then looked up in an electronic monolingual and bilingual dictionary Catalan-English. Because of some typographical incompatibilities with this program, the original layout has been reconverted into a LateX–readable format. The results were

the following:

TU:1	*Student's translation*	Occurrence
acknowledge	reconèixer	10

- recepció *Declarar haver rebut una carta, una tramesa, etc.,*

- confessar *Reconèixer o declarar (un acte, una idea, un sentiment, especialment secrets). Confessar un crim.*

- reconèixer *Admetre una cosa que hom negava, de què hom dubtava. Ara reconeixes, per fi, que jo tenia raó.*

- saludar *Adreçar a algú paraules o un gest convinguts pel costum, que expressen auguris, afecte, respecte, especialment quan hom l'encontra, l'escomet o se n'acomiada. Saludar militarment.*

TU:2	*Student's translation*	Occurrence
assign	assignar	10

- adjudicar *En un concurs, un encant, etc., assignar (l'empresa d'un treball, un càrrec, la cosa en venda, etc.,) a algun dels concursants, dels postors, etc.,*

- adscriure *Agregar (algú) al servei d'un cos o d'una entitat.*

- aplicar *Fer obrar sobre algú o sobre alguna cosa l'acció, l'esforç (d'algú o d'alguna cosa). Aplicar antibiòtics a un malalt. Aplicar una llei. Aplicar un sistema nou. Aplicar una pena. Aplicar un procediment.*

- assignar *Fixar, assenyalar (allò que ha d'ésser atribuït, destinat, a algú).*

- cedir *Donar, transferir, algú a altri (alguna cosa) renunciant al seu dret. Cedir la cadira al veí.*

- consignar *Lliurar, destinar (alguna cosa) a un fi.*

TU:3	Student's translation	Occurrence
capture	capturar	7
	agafar	3

- destinar *Designar (algú) per a un servei, un càrrec o una ocupació o perquè aporti els seus serveis en un lloc determinat. Probablement el destinaran al departament de vendes.*

- afalconar *Caçar (conills, llebres, etc.,) els gossos, (rates) els gats, etc.,*

- agafar *Subjectar, fer-se seu (algú, algun animal, alguna cosa) amb la mà o un altre òrgan o un instrument adequat, per tenir-ho que no se'n pugui anar, aguantar-ho, emportar-s'ho d'un lloc a un altre, per fer-ne ús, per possessionar-se'n, per apoderar-se'n. Agafar una galleda per la nansa. Agafar un conill per les orelles. Agafar algú pel braç, pel coll, per la cintura, pels cabells. Agafar amb les alicates. Agafar un peix amb l'ham. Agafar amb les dents, amb les potes, amb el bec, amb les urpes. Agafar sopa amb la cullera. Agafar pintura amb el pinzell. Agafar cireres de l'arbre. Agafar un fugitiu.*

- capció *Captura.*

- captar-se *Obtenir, guanyar-se amb suavitat alguna cosa. Captar-se la benevolència, l'atenció, de l'auditori. Captar-se l'atenció d'algú.*

- captura *Acció de capturar. La captura de les mercaderies de contraban. La captura d'un delinquent.*

- capturar *Pervenir a apoderar-se (d'algú o d'alguna cosa).*

- encativar *Fer captiu.*

- plasmar *Donar forma concreta a una idea abstracta. Cada civilització plasma els seus déus.*

- presa *Acció de prendre, d'agafar o d'emparar-se d'una cosa. La presa d'una fortalesa. Presa de consciència. Presa de contacte.*

- brostejar *D'un munt o conjunt de coses, escollir les millors, escollir la part millor d'una cosa.*

- classejar *Efectuar el classejament d'un producte, especialment del suro.*

TU:4	*Student's translation*	Occurrence
choosing	triar	6
	elegir	4

- elegir *Escollir per a un fi determinat.*

- escollir *Prendre algú o alguna cosa de preferència, triar.*

- optar *Entre diferents partits a prendre o camins a seguir, escollir-ne un. Elegit en dos districtes, optà pel poble de X.*

- seleccionar *Sotmetre a selecció, fer una selecció. Va seleccionar els millors jugadors.*

- triar *D'un conjunt de coses de la mateixa mena, separar-ne una o algunes atenent a la seva qualitat o un altre motiu. Triar draps per a fer paper. D'aquests tres, trieu el que vulgueu.*

TU:5	*Student's translation*	Occurrence
command	comanda	5
	comandament	3
	funcions	1
	ordres	1

- acabdillar *Manar com a cap o cabdill (una host, un partit, etc.,).*

- capitanejar *Guiar o conduir (un nombre determinat de gent), ésser-ne el capità, exercir-ne el comandament.*

- comanda *Encàrrec fet per un client a un proveïdor de servir-li una mercaderia, un article, un producte o un servei determinats, d'una qualitat i unes característiques prèviament establertes, en un termini fixat i a un preu i en unes condicions convinguts. Servir, anul·lar, una comanda. Rebre una comanda. Servir una comanda. Anul·lar una comanda.*

- comandament *Acció de comandar. Crit de comandament. El comandament d'una aeronau. Autoritat, facultat de comandar, que té o que exerceix algú, especialment un cap militar. Li fou confiat el comandament de la flota. Tenir el comandament d'una fragata.*

- comandar *En la milícia, tenir sota la seva autoritat; dirigir, manar.*

- comandar *Manar, imperar, ésser l'amo. No sé qui els comanda.*

- domini *Acció de dominar o de dominar-se. Està sota el domini de la gelosia. Exerceix un domini absolut sobre els seus companys.*

- manament *Acció de manar.*

- manar *Exercir autoritat (sobre algú). L'amo mana els criats. Manava una brigada municipal.*

- ordre *Manament, prescripció, que cal obeir, seguir, com a emanats d'una autoritat competent. Donar una ordre.*

- regir *Tenir sota la seva direcció, governar, manar amb autoritat. Regir un estat. Regir una farmàcia.*

TU:6	*Student's translation*	Occurrence
computer	ordinador	10

- ordinador *Màquina automàtica que accepta la informació que hom li subministra segons una forma preestablerta, la tracta d'acord amb un conjunt d'instruccions, escrites en un llenguatge adient i enregistrades en una memòria, i en dóna els resultats, també segons una forma preestablerta, sia en forma de dades o com un senyal que permet el control automàtic d'una màquina o procés.* **Ordinador de butxaca.** *Ordinador individual o personal.*

TU:7	*Student's translation*	Occurrence
compatible	compatible	10

- compatible *Capaç de coexistir en harmonia amb un altre, que no exclou l'altre. Dues assignatures compatibles. (amb) compatible*

- compatible *electroac. / radiotèc. / tv. Dit dels sistemes, aparells, discs, cintes, etc., que presenten compatibilitat. (amb) compatible (with).*

TU:8	*Student's translation*	Occurrence
customise	acostumar	5
	customitzar	4
	adaptar als gustos del client	1

TU:9	*Student's translation*	Occurrence
device	mecanismes	5
	dispositiu	3
	aparell	2

- aparell *tecnol. Sistema o conjunt de sistemes mecànics i eventualment elèctrics o electrònics constituit en general a la manera d'unitat substancialment independent d'altres i d'una certa complexitat constructiva o de funcionament, que serveix per a executar alguna operació o que duu a terme determinades funcions.*
  Aparell de ràdio. Aparell ortopèdic.
  Aparell fotogràfic, camera.
  Aparell d'ús domèstic, domestic appliance.
  Aparells de comandament, controls.
  Aparells de gas, gas fittings, gas appliances.
  Aparell de televisió, ràdio (television / radio) set.

- artefacte *Objecte produït pel treball de l'home.*

- artefacte *Aparell, màquina, dispositiu, etc., generalment de mida grossa i fet d'una manera tosca.*

- artifici *Obra de l'home feta amb art, amb habilitat, amb enginy.*

- dispositiu *tecnol Pea o conjunt de peces disposades de manera que esdevinguin aptes per a un fi determinat i que formen part, generalment, d'un conjunt més complex.*

- divisa *heràld Empresa, senyal o emblema.*

- expedient *Recurs, mitjà de sortir-se d'una dificultat, de salvar un inconvenient, etc.*

- baldar *Una malaltia, una fatiga excessiva, etc., deixar (algú) tolit, com tolit.*

TU:10	Student's translation	Occurrence
disabled	inhabilitat	5
	deshabilitat	3
	desactivat	2

- inhabilitar *Fer algú inhàbil.*

- inutilitzar *Fer inútil.*

- mutilar *Tallar un membre o una part important del cos. El van mutilar a la guerra.*

- afollat *Esguerrat, fet malbé.*

- impedit *pat. Que no pot usar els membres per caminar.*

- invàlid *Dit de la persona que té un defecte físic o mental que li impossibilita d'acomplir la seva feina.*

- manc *Mancat, especialment d'una mà o un braç.*

TU:11	Student's translation	Occurrence
display	demostrar	5
	visualitzar	3
	veure	2

- afixar *Clavar o posar (un anunci, un cartell, etc.,) en una paret, un tauler, etc.,*

- aparat *Allò que fa pompós un acte, una cerimònia.*

- aparell *Ostentació de preparatius, de mitjans. Un gran aparell de forces. Un sopar de gran aparell.*

- demostració *Manifestació exterior de sentiments, d'intencions o de disposicions que hom té o afecta de tenir. Demostracions d'amistat. Demostracions hostils. Demostració d'afecte. Demostració de còlera.*

- desplegament *Acció de desplegar o de desplegament.*

- desplegar *fig. Posar plenament en acció o en evidència. Cal desplegar tota la nostra energia.*

- exhibició *Acció d'exhibir o exhibir-se.*

- exhibir *Presentar a la vista, mostrar, especialment per atreure l'atenció sobre quelcom d'interessant, d'instructiu, o públicament amb propòsits de demostració, de competició.*

- exposar *Posar alguna cosa en un lloc amb el fi d'exhibir-la. Exposa les seves obres a la sala més important. Quadres, avís.*

- galeig *Acció de galejar.*

- lluir *fig Exhibir, fer que es vegi, es noti, bé alguna cosa, És molt intel·ligent, però no llueix el que val. Sempre que pot llueix totes les joies. Lluir un vestit nou. Ella lluïa les seves habilitats.*

- mostrar *Exposar a la vista d'altri. Us mostraré tots els models que fabriquem.*

- ostentar *Mostrar, especialment amb afectació o per vanitat.*

- palesar *Fer palesa una cosa.*

- presentar *Mostrar, exhibir, deixar veure. Aquesta pintura no la presentis enlloc.*

- reganyar *Mostrar les corbes d'una part del cos posant-les al descobert, estrenyent la roba que les cobreix, traient-les enfora. Qui no reganyava una natja reganyava una cama.*

- fer gala (d'alguna cosa) *Fer-ne ostentació, vanar-se d'haver-la feta.*

TU:12	*Student's translation*	Occurrence
docking station	sistema d'escriptori	3
	estació portuària	2
	que es pot utilitzar sobre un taulell	2
	aparell d'acoblament	1
	entorn més gran	1
	aparells dels anomenats "de torre"	1

- arengada *bot Paradella mollerosa.*

- banc *Seient estret i llarg, generalment de fusta, amb respatller o sense, on caben algunes persones. Un banc d'església. El banc dels acusats. Banc respatller, de respatller.*

- dàrsena *eng. civ. En els ports, els canals, etc.,, indret protegit artificialment on les embarcacions poden dur a terme les diverses operacions de càrrega i descàrrega amb tota seguretat.*

- dic *constr. nav. Instal·l ació o construcció que permet de deixar en sec una embarcació per tal de poder carenar, netejar, etc.,, l'obra viva del buc.*

- moll *obr. públ. Obra construïda a la vora del mar o d'un riu navegable que serveix per a facilitar l'embarcament i el desembarcament de persones i mercaderies i, de vegades, de refugi a les naus.*

- romàs *bot Gènere d'herbes d'anuals a perennes de la família de les poligonàcies, amb fulles alternes i ocreades, flors hermafrodites o unisexuals i fruits en núcula.*

TU:13	*Student's translation*	Occurrence
finger–positioning	la posició dels dits	5
	posicionament dels dits	3
	posició	1
	posició de la mà	1

TU:14	*Student's translation*	Occurrence
hand–tailored	manuals	7
	que s'executen a mà	1
	fets per a la mà	1
	adaptades a la mà	1

- confeccionador *Confeccionista.*

- sastre *ofic. Menestral que fa vestits i en ven, especialment per a home, tailor.*

TU:15	*Student's translation*	Occurrence
indented	sagnats	4
	marcats	1
	interiors	1
	dentats	1
	gràcies al contorn dels polsadors	1
	oscats	1

- tallador *ofic. Oficial de sastreria que talla les peces de vestit.*

- sagnar *gràf. Deixar l'espai en blanc amb què sol començar la primera línia d'un paràgraf o reservar altres espais en els marges de la caixa d'una pàgina. Aquest paràgraf s'hauria de sagnar dos quadratins.*

- esmotxadura *Part entrant en el perímetre d'alguna cosa.*

TU:16	*Student's translation*	Occurrence
investment	inversió	5
	fer una (petita, mínima) inversió	3
	destinar una quantitat de diners	1
	fer un petit esforç	1

- blocatge *Acció de blocar, blockade, investment*

- blocatge *dr. intern. Operació per la qual les forces navals d'un estat intercepten les comunicacions amb el territori d'un altre estat. m tàct Operació militar dirigida a aillar una placa o una fortificació impedint que es comuniqui amb l'exterior i que en surtin o hi entrin forces o altres auxilis.*

- col·l ocació *Acció de col·locar o de col·locar-se.*

- esmerç *Acció desmerçar.*

- inversió *econ. Despesa efectuada en béns de capital real durant un període de temps, també anomenada formació de capital pel fet que és afegida a l'estoc de capital existent.*

TU:17	Student's translation	Occurrence
keyboard	teclat	10

- teclat *Conjunt de les tecles d'un instrument musical, d'una màquina d'escriure, de calcular, etc.,*

- teclat *inform. Perifèric d'un ordinador constituït per un conjunt de tecles activables manualment i sovint disposades com les d'una màquina d'escriure.*

TU:18	Student's translation	Occurrence
laptop	portátil	6
	ordinadors portátils	3
	per a ser utilitzat sobre la "falda"	1

TU:19	Student's translation	Occurrence
notebook	de quadern	4
	de tipus "notebook"	2
	sistemes de llibreta	1
	notebook	1
	"ordinador de butxaca"	1
	tipus d'ordinador portàtil de mida inferior	1

- agenda *Llibre o quadern en què cada full correspon a un dia de l'any o a diversos i és apte a fer-hi anotacions; dietari.*

- llibre *Registre. Un llibre d'adreces, de despeses. Llibre de comptes, el llibre diari, el llibre mestre. Llibre d'entrades d'una biblioteca. Llibre de família. Llibre de repartiment.*

- llibreta *Reunió de fulls de paper disposats com els d'un llibre que serveix per fer anotacions, apunts, etc.,*

- memoràndum *Quadern, llibret, en què hom s'apunta allò que vol recordar.*

item quadern *gràf. Conjunt d'alguns fulls de paper, impresos o en blanc, plegats i encaixats, generalment cosits, que formen com un llibre prim.*

- portàtil (according to the TERMCAT database).

TU:20	Student's translation	Occurrence
point–and–click	per senyalar i clicar	7
	les funcions de pitjar i clicar	1
	"assenyala i clica"	1
	de selecció	1

TU:21	Student's translation	Occurrence
pouch	funda	5
	estoig	3
	cobertura	1
	bossa	1

TU:22	Student's translation	Occurrence
radio–link	tecnologia de ràdio	4
	raigs infra–roigs	2
	infrarojos	1
	enllaç radiofònic	1
	ràdio–enllaç	1
	tecnologia de radiofreqüència digital	1

- drecera *Camí més curt que el principal per arribar a un lloc. La carretera fa moltes voltes, però si agafes la drecera arribaràs al poble en vint minuts.*

- drecera *fig. Mitjà o manera per a fer o aconseguir més aviat una cosa. Fumar i beure en excés és la millor drecera per a intoxicar-se.*

- empaquetar *Disposar una cosa o diverses formant un paquet o paquets.*

TU:23	Student's translation	Occurrence
shortcut	drecera	5
	via ràpida	1
	per assignar-li qualsevol funció	1
	per portar a terme d'una manera més ràpida	1
	accés directe	1
	per realitzar qualsevol altra demanda	1

TU:24	Student's translation	Occurrence
software package	paquet de software	5
	paquet de programes	3
	"pack" de software	1
	suport lògic informàtic	1

- envàs *embal. / manut. Envassament.*

- paquet *Bolic no gaire gros. Conjunt de coses lligades o embolicades juntes. Un paquet de llibres. Un paquet postal.*

TU:25	Student's translation	Occurrence
standalone	autònom	5
	individual	3
	per si sol	2

- *posar en relleu*

- *Fer ressortir o ressaltar*

- eina *tecnol. Objecte fet per a una acció determinada i utilitzat directament per la mà per a actuar sobre la matèria. Eines de fuster, de paleta.*

- escodar *ofic. Treballar (les pedres, els carreus, etc.,) amb l'escoda.*

- estampar *gràf tèxt Fer un dibuix amb tintes o colorants, sobre un material tèxtil, paper, cartó, etc., per mitjà d'un motlle.*

TU:26	Student's translation	Occurrence
stressful	importants	5
	ràpid	3
	persistent	1
	no translation	1

TU:27	Student's translation	Occurrence
tool	eina	10

- estri *Qualsevol dels arreus, les eines i tots altres objectes, especialment manuals, que hi ha en una casa o que hom porta sobre seu i que serveixen per a fer un treball, prestar un servei determinat, etc., De cuina, utensil. Estris domèstics, household goods. Estris de pescar, fishing–tackle. Estris de pintor, painter's materials.*

- ferro *Nom genèric de diferents eines o instruments emprats en diversos oficis.*

- instrument *Objecte fabricat, eina, aparell, etc., de què hom se serveix per a fer una operació, produir un efecte, etc.,*

TU:28	Student's translation	Occurrence
top–of–the–range	més importants	5
	d'alta qualitat	3
	superiors en la gamma	1
	punters	1

TU:29	Student's translation	Occurrence
trackball	"trackball"	6
	trackball	4

- ratolí estàtic (according to the TERMCAT database)

- caçar *Perseguir, encalçar, persones, un avió, vaixells.*

- localitzar *Fer local, circumscriure a un lloc determinat. Localitzar el mal. Localitzar un incendi.*

TU:30	*Student's translation*	Occurrence
tracking	seguiment	6
	funcionar	1
	es mou	1
	localització	1
	rastreig	1

- localitzar *Determinar el lloc on és algú o alguna cosa. El destinatari de la carta no ha pogut ésser localitzat. El metge ja ha localitzat la causa de la malaltia.*

- rastrejar *Seguir el rastre.*
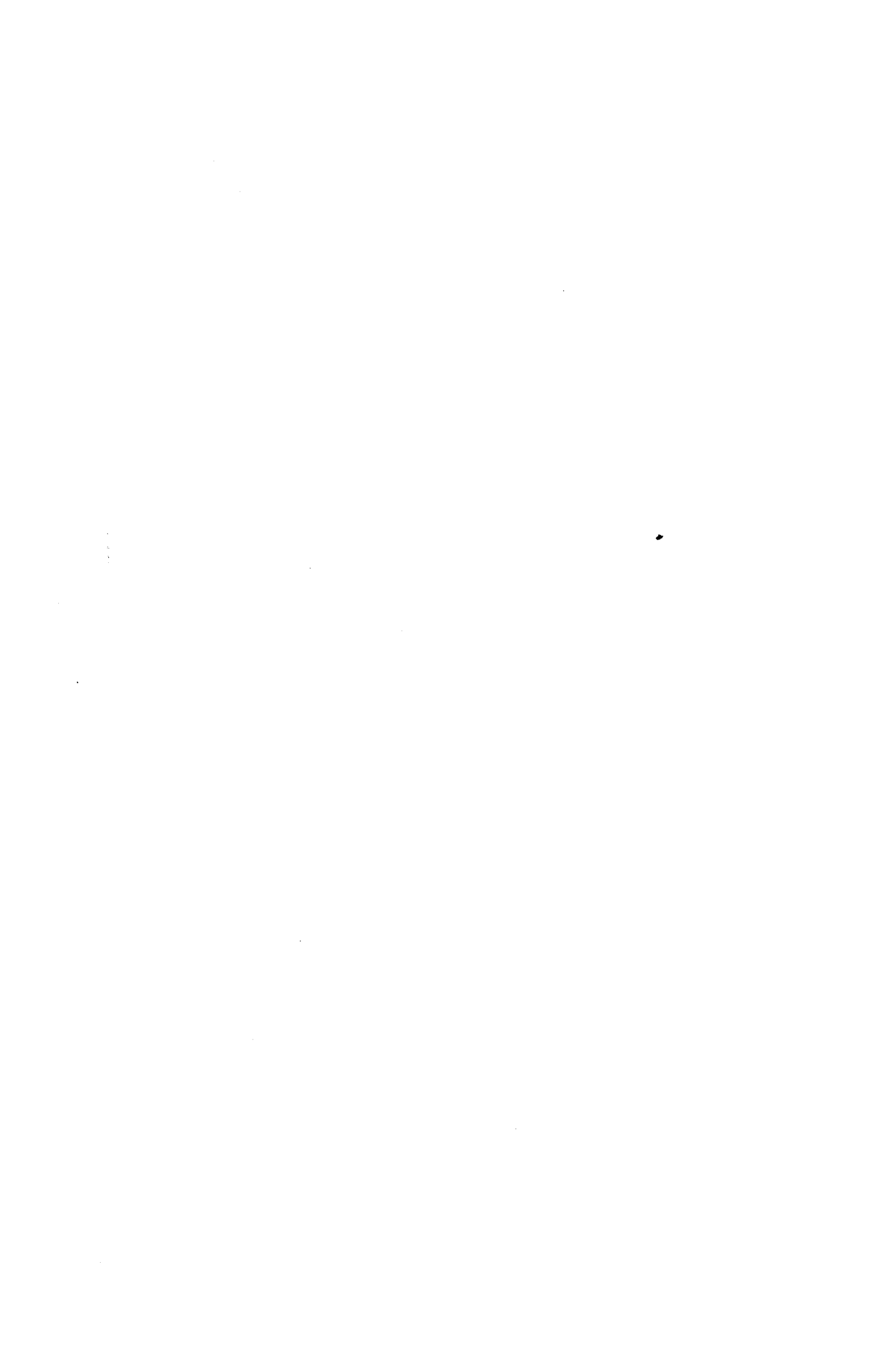
Appendix D

Results: Computerized translation [1]

As exported to an ASCII File[1]

COMPU1.TXT

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<Definition>Dispositivo o sistema que es capaz de realizar una secuencia de operaciones en una forma definida distinta y explícitamente.
<Source>Diccionario de informática. Díaz de Santos. OUP. 2nd edition. 1993
<Catalan>ordinador
<Source>Hyperdictionary

<Creation Date>10.04.1999 – 20:27:22
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[1]The reason for converting the data into text format as opposed to its original format is because of the large amount of memory the latter occupies.

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<English>keyboard
<Catalan>teclat

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<Subject>Computing
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<Catalan>portàtil
<Source>TERMCAT database
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<Español>ordenador portátil pequeño; ordenador "de maleta"
<Definition>(1) Microordenador que puede llevarlo consigo una sola persona fácilmente y utilizarlo en tránsito ya que posee baterías interiores. Normalmente estos ordenadores comparten todas las características de los modelos de sobremesa, pero su pantalla es plana, consistiendo en un panel de visualización de plasma o de cristal líquido que se pliega sobre el teclado cuando no se usa. Son bastante más caros que sus equivalentes de sobremesa//(2) Es un ratón que permite trabajar con una posición fija mediante el dedo índice, a través de una bola ubicada en la parte superior.
<Source>(1) Diccionario de informática. Díaz de Santos. OUP. 2nd edition. 1993.// (2) Diccionario Español–Inglés. R. García Pelayo (et al.). Larousse. París 1990.

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<Catalan>notebook
<Grammar>adjective and noun

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<Español>dispositivo de entrada
<Catalan>dispositiu d'entrada

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<Context> key(s)
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<Catalan>tecla de mètode abreujat
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<Catalan>programari
<Source>TERMCAT database
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<Español>paquete de software; paquete de programas; paquete de aplicación
<Note>Otra denominación de application package
<Source>Diccionario de informática. Díaz de Santos. OUP. 2nd edition.
1993.

<Creation Date>13.04.1999 – 13:42:03
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LOGI1.TXT

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<English>hand-tailored
<Grammar>adjective
<Context> device, design
<Español>ergonómico, para todo tipo de mano
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<Catalan>ergonòmic
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\<Español\>con hendidura
\<Grammar\>adjective
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\<Catalan\>radiotransmissió

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<Context>moviment


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<Français>abandonner, rénoncer, interrompre
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<Grammar>verb
<Español>reconocimiento
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<Français>reconnatre, accepter
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<Catalan>reconeixement

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<Grammar>verb
<Context> values to a key
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<Graphic>Logitech
<Entry Number>15
<Subject>Computing
<English>capture
<Context> data
<Grammar>verb
<Español>tratamiento de datos
<Source>Multilingual glossary supplied by client

<Français>saisie
<Source>Multilingual glossary supplied by client
<Catalan>tractament de dades

    <Creation Date>13.04.1999 – 15:16:36
<Created By>super
<Change Date>13.04.1999 – 15:16:36
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<Graphic>Logitech
<Entry Number>16
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<English>command
<Español>comando
<Usage Label>standardised
<Español>orden
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<Catalan>ordre
<Usage label>preferrable

    <Creation Date>13.04.1999 – 15:19:29
<Created By>super
<Change Date>13.04.1999 – 15:19:29
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<Graphic>Logitech
<Entry Number>17
<Subject>Computing
<English>customize
<Regional Label>Britain
<English>customise
<Regional Label>USA
<Grammar>verb
<Español>personalizar
<Source>Multilingual glossary supplied by client
<Français>personnaliser
<Source>Multilingual glossary supplied by client
<Catalan>personalitzar

    <Creation Date>13.04.1999 – 15:21:40
<Created By>super
<Change Date>13.04.1999 – 15:21:40

<Changed By>super
<Entry Class>1
<Graphic>Logitech
<Entry Number>18
<Subject>Computing
<English>disabled
<Grammar>adjective
<Context> button
<Español>desactivado
<Source>Multilingual glossary supplied by client
<Usage Label>preferrable
<Español>inutilizado
<Source>Multilingual glossary supplied by client
<Usage Label>acceptable
<Français>désactivé
<Source>Multilingual glossary supplied by client
<Catalan>desactivat

<Creation Date>13.04.1999 – 15:24:50
<Created By>super
<Change Date>13.04.1999 – 15:24:50
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<Entry Class>1
<Graphic>Logitech
<Entry Number>19
<Subject>Computing
<English>display
<Grammar>verb
<Español>visualización
<Usage Label>recommended
<Español>monitor
<Source>Multilingual glossary supplied by client
<Usage Label>acceptable
<Español>pantalla
<Source>Multilingual glossary supplied by client
<Usage Label>acceptable
<Français>afficher
<Source>Multilingual glossary supplied by client
<Usage Label>recommended
<Français>visualiser
<Source>Multilingual glossary supplied by client
<Usage Label>standardised

<Catalan>visualitzar
<Usage Label>recommended

   <Creation Date>13.04.1999 – 15:31:24
<Created By>super
<Change Date>13.04.1999 – 15:31:24
<Changed By>super
<Entry Class>1
<Graphic>Logitech
<Entry Number>20
<Subject>Computing
<English>tool
<Español>herramienta
<Usage Label>recommended
<Español>instrumento
<Usage Label>acceptable
<Français>outil
<Catalan>eina

Appendix E

Results: Human translation [2]

Syntactical aspects identified in the translation of 14 sample TU's

E.1 Analysis of ST

The TU's which I divided the source text into are the following. The letters in bold and brackets indicate the type of grammatical feature that the English text has.

TU:1 Whether it's (T) (PT) to access menus, point, click and drag data on the screen or to carry out (E) a series of commands normally assigned (P) to the keyboard, nowadays it (T) is (PT) normal for (IP) everyone to use some sort of a point–and–click device. Without it (PR), a computer user (T) can no longer be (PT) productive.

TU:2 Choosing (N) a mouse or trackball is often dictated (P) by the system one (T) purchases, but, since this (PR) is the most frequently used (P) device on the computer, it really is (T) worth making (E) a minor investment and selecting the model that suits both the task (T) and the hand (T) that is going to use it (PR).

TU:3 This three–button mouse with (IP) its (PR) superb ergonomic design and indented buttons for (IP) more comfortable finger positioning (N), uses (PT) radio–link technology to get around obstacles that normally prevent (PT) an infrared mouse (T) from functioning.

TU:4 Freed (P) from the constraints of a cable, it (PR) can be used (P) on even the most cluttered of surfaces.

TU:5 Tuned in (P) to one of four different channels to avoid interference from other users, it gives (E) (T) (PT) effortless tracking (N), even when placed (P) six feet away from its (PR) receiver.

TU:6 And, like all the other three-button Logitech mice, it (T) (PR) is programmed (P) to carry out (E) keyboard commands and repetitive, stressful movements.

TU:7 Small and lightweight, this mouse (T) is primarily destined (P) (T) for (IP) laptop and notebook systems although nothing (T) prevents (PT) it (PR) being used on a docking station or a desktop system.

TU:8 It (PR) (T) has (E) (PT) a reversible index button for right and left–handed use (N) and comes (PT) with a soft clip–on pouch for easy transport (N).

TU:9 Comfortable top–of–the–range pointing devices are guaranteed (P) (PT) for 3 years.

TU:10 MouseWare is (E) (TP) a complete software package (T) supplied (P) with all the top of the range point–and–click devices.

TU:11 Compatible (P) with both DOS and Windows, Windows NT and OS/2, both on standalone and networked systems, the simple, one–step installation process (T) (N) detects (PT) system configuration and automatically installs (PT) the correct files.

TU:12 Stressful movements are reduced (P) (PT) to a minimum. With (IP) click and double–click assigned (P) to one or other of the two buttons, the 3rd button remains (E) free (T) as a shortcut to carry out (E) any other frequently used (P) commands.

TU:13 MouseWare also commands (PT) functions such as cursor appearance and size, speed, response and acceleration so that the mouse can be programmed (PT) according to personal preference (N), light and working conditions (N).

TU:14 Intelligent software anticipates (PT) movements in (IP) menus thus reducing the need for user intervention (N) by 'jumping' the cursor automatically to the next logical position on (IP) the screen. The net result is easier, faster computing (N).

E.2 Analysis of TT

Below I enclose the list of the categories established in chapter 6. The symbols used in section E.1 and table E.2 are the following:

Symbol	Stands for
P	Passives
N	Nominalisations
T	Third person
E	Empty verbs
PT	Present tense
PR	Pronominalisation
IP	Incorrect preposition

Table E.1: Table of symbols

Symbol	Catalan example
P	és sovint **dictaminat** pot **ser utilitzat** sobre la falda res impedeix que pugui **ser utilitzat** els moviments innecessaris **són reduïts** el ratolí pot **ser programat** els moviments **són minimitzats**
N	tant per a **l'ús d'esquerrans** **l'elecció** del TrackMan alliberat de **l'impediment** del cable per a un **transport** més còmode permet **un rastreig** sense esforç
T	**aquest ratolí** està programat **aquest software** anticipa moviments **el procès d'instal·l ació** detecta la configuració
E	**fer** una petita inversió **proporciona** un aliniament està programat per **portar a terme** es pot **fer** un seguiment El MouseWare també **realitza** funcions
PT	un aparell que **fa tot això** el software **anticipa** els moviments dels menús
PR	encara que estigui a uns metres del **mateix** sense **això**, l'ordinador deixa de ser productiu amb el **seu** fantàstic disseny sense **ell**, l'usuari ja no és productiu degut a que **aquest** serà el dispositiu més usat
IP	**amb** un clic o un doble clic sistema d'instal·l ació **amb** un sol pas avui en dia és normal **per a** tothom utilitzar aquest ratolí de tres botons, **amb** un disseny **per a** una posició dels dits més comfortable fins a la pròxima posició lògica a la pantalla anticipa els moviments **en** els menús encara que estigui **fins a** 180 cm de distància

Table E.2: Samples of syntactic features of the students' output

Appendix F

Translator's Workbench database

Tagged contents of all the TU's stored in the TW database as exported to an ASCII file[1].

Relevant exclusively for Concordances

{0>access menus.<}0{>tenir accès als menús.<0}

{0>point data.<}0{>assenyalar les dades.<0}

{0>click data.<}0{>fer clic en les dades.<0}

{0>drag data.<}0{>arrossegar dades.<0}

{0>carry out a command.<}0{>executar una ordre.<0}

{0>this mouse uses technology to get around obstacles.<}0{>aquest ratolí utilitza tecnologia per sortejar obstacles.<0}

{0>the constraints of a cable.<}0{>les restriccions del cable.<0}

{0>it gives effortless tracking.<}0{>permet fer un rastreig sense esforços.<0}

{0>it is programmed to carry out repetitive movements.<}0{>està programat per executar moviments repetitius.<0}

---

[1]The reason for converting the data into text format as opposed to its original format is because of the large amount of memory the latter occupies.

{0>the demanding user.<}0{>l'usuari exigent.<0}

{0>this mouse exists for various platforms.<}0{>aquest ratolí és compatible amb diversos sistemes operatius.<0}

{0>this gives the most comfortable finger positioning.<}0{>això facilita la posició de la mà.<0}

{0>this can be obtained in serial and mouseport versions.<}0{>això pot obtenir-se en versions en port en sèrie i de ratolí.<0}

{0>it includes models for left-handed persons.<}0{>inclou models per esquerrans.<0}

{0>this is destined for laptop systems.<}0{>està dissenyat per sistemes portàtils.<0}

{0>it has a button for left-handed users.<}0{>inclou un botó per usuaris esquerrans.<0}

{0>this has a soft clip-on pouch.<}0{>té una bossa.<0}

{0>this package is supplied with the best devices.<}0{>aquest paquet es comercialitza amb els millors dispositius.<0}

{0>it is compatible with Windows.<}0{>és compatible amb Windows.<0}

{0>the buttons have click and double-clic functions assigned.<}0{>els botons tenen assignades funcions de clic i doble clic.<0}

{0>the third button is a shortcut.<}0{>el tercer botó és una tecla de mètode abreujat.<0}

{0>other functions of this software are the possibility of changing its cursor appearance, size, response, speed and acceleration.<}0{>altres funcions d'aquest software inclouen la possibilitat de cambiar l'aparença del cursor, les mesures, la resposta, la velocitat i l'acceleració.<0}

Appendix G

Translator's Workbench database

Tagged contents of all the TU's stored in the TW database as exported to an ASCII file[1].

Relevant both for Concordances and Translation Memory facilities

<RTF Preamble>
<FontTable>
<StyleSheet>
</RTF Preamble>
ENTRY 1
<TrU>
<CrD>01061999
<Seg L-EN GB>Regardless whether you need access menus.
<Seg L-CA 01>Independentment de si es necessita accedir als menús.
ENTRY 2
</TrU>
<CrD>01061999
<Seg L-EN GB>on your screen.
<Seg L-CA 01>en la pantalla.
ENTRY 3
</TrU>
<CrD>01061999
<Seg L-EN GB>to execute a set of commands.
<Seg L-CA 01>execució d' una sèrie d'ordres.

---

[1]The reason for converting the data into text format as opposed to its original format is because of the large amount of memory the latter occupies.

ENTRY 4
<TrU>
<CrD>25051999
<Seg L-EN GB>access menus.
<Seg L-CA 01>tenir accés als menús.
ENTRY 5
<TrU>
<CrD>25051999
<Seg L-EN GB>point data.
<Seg L-CA 01>assenyalar les dades.
ENTRY 6
<TrU>
<CrD>25051999
<Seg L-EN GB>click data.
<Seg L-CA 01>fer clic en les dades.
ENTRY 7
</TrU>
<CrD>25051999
<Seg L-EN GB>drag data.
<Seg L-CA 01>arrossegar dades.
ENTRY 8
</TrU>
<CrD>25051999
<Seg L-EN GB>carry out a command.
<Seg L-CA 01>executar una ordre.
ENTRY 9
<TrU>
<CrD>25051999
<Seg L-EN GB>this mouse uses technology to get around obstacles.
<Seg L-CA 01>aquest ratolí utilitza tecnologia per sortejar obstacles.
ENTRY 10
</TrU>
<CrD>25051999
<Seg L-EN GB>the constraints of a cable.
<Seg L-CA 01>les restriccions del cable.
ENTRY 11
<TrU>
<Seg L-EN GB>it gives effortless tracking.
<Seg L-CA 01>permet fer un rastreig sense esforços.
ENTRY 12
<TrU>
<Seg L-EN GB>it is programmed to carry out repetitive movements.

<Seg L-CA 01>està programat per executar moviments repetitius.
ENTRY 13
<TrU>
<Seg L-EN GB>the demanding user.
<Seg L-CA 01>l'usuari exigent.
ENTRY 14
<TrU>
<CrD>25051999
<Seg L-EN GB>this mouse exists for various platforms.
<Seg L-CA 01>aquest ratolí és compatible amb diversos sistemes operatius.
ENTRY 15
<TrU>
<CrD>25051999
<Seg L-EN GB>this gives the most comfortable finger positioning.
<Seg L-CA 01>això facilita la posició de la mà.
ENTRY 16
</TrU>
<CrD>25051999
<Seg L-EN GB>this can be obtained in serial and mouseport versions.
<Seg L-CA 01>això pot obtenir-se en versions en sèrie i en port de ratolí
ENTRY 17
<TrU>
<CrD>25051999
<Seg L-EN GB>it includes models for left-handed persons.
<Seg L-CA 01>inclou models per a esquerrans.
ENTRY 18
<TrU>
<CrD>25051999
<Seg L-EN GB>this is destined for laptop systems.
<Seg L-CA 01>està dissenyat per a sistemes portàtils.
ENTRY 19
<TrU>
<CrD>25051999
<Seg L-EN GB>it has a button for left-handed users.
<Seg L-CA 01>inclou un botó per a usuaris esquerrans.
ENTRY 20
<TrU>
<CrD>25051999
<Seg L-EN GB>this has a soft clip-on pouch.
<Seg L-CA 01>té una bossa.
ENTRY 21

\<TrU\>

\<CrD\>25051999

\<Seg L-EN GB\>this package is supplied with the best devices.

\<Seg L-CA 01\>aquest paquet es comercialitza amb els millors dispositius.

ENTRY 22

\</TrU\>

\<CrD\>25051999

\<Seg L-EN GB\>it is compatible with Windows.

\<Seg L-CA 01\>és compatible amb Windows.

ENTRY 23

\<CrD\>25051999

\<Seg L-EN GB\>the buttons have click and double-clic functions assigned.

\<Seg L-CA 01\>els botons tenen assignades funcions de clic i doble clic.

ENTRY 24

\<TrU\>

\<CrD\>25051999

\<Seg L-EN GB\>the third button is a shortcut.

\<Seg L-CA 01\>el tercer botó és una tecla de mètode abreujat.

ENTRY 25

\<TrU\>

\<CrD\>25051999

\<Seg L-EN GB\>other functions of this software are the possibility of changing its cursor appearance, size, response, speed and acceleration.

\<Seg L-CA 01\>altres funcions d'aquest software inclouen la possibilitat de canviar l' aparença del cursor, les mesures, la resposta, la velocitat i l' acceleració.

ENTRY 26

\<TrU\>

\<CrD\>25051999

\<Seg L-EN GB\>Ergonomic point-and-click devices

\<Seg L-CA 01\>Dispositius de senyalització dissenyats segons l'anatomia de la mà

ENTRY 27

\<TrU\>

\<Seg L-EN GB\>Ergonomic pointing devices

\<Seg L-CA 01\>Dispositius de senyalització ergonòmics

ENTRY 28

\<TrU\>

\<Seg L-EN GB\>Regadless whether you need to access menus, drag, point and clic data on your screen or to execute a set of commands usually assigned

to the keyboard, it is normal for computer users to employ some kind of point–and–click device.

<Seg L-CA 01>Independentment de si es necessita accedir als menús, arrossegar o assenyalar dades per la pantalla o bé executar una sèrie d' ordres usualment assignades al teclat, resulta freqüent que l'usuari utilitzi alguna mena de dispositiu de senyalització.

ENTRY 29

<TrU>

<Seg L-EN GB>Without such help, it is extremely difficult to be productive.

<Seg L-CA 01>Si no hi ha aquesta ajuda, resulta molt difícil que hi hagi una bona productivitat.

ENTRY 30

<TrU>

<Seg L-EN GB>The choice of a mouse or trackball is often determined by the operating system the user has.

<Seg L-CA 01>L'elecció d'un ratolí o un ratolí estàtic sovint ve determinada pel sistema operatiu de l'usuari.

ENTRY 31

<TrU>

<Seg L-EN GB>However, because pointing devices tend to be the most frequently used devices of a computer, it is really worth our while to buy a more expensive one and select the model that is more adequate for both the type of job and the user's hand.

<Seg L-CA 01>Tot i això, donat que els dispositius de senyalització acostumen a ser dels perifèrics més utilitzats de l'ordinador, realment val la pena de gastar-s'hi una mica més i seleccionar el model més adequat tant al tipus de feina com a la mà de l'usuari.

ENTRY 32

<TrU>

<Seg L-EN GB>This mouse has three buttons and has an ergonomic design that includes ergonomic buttons for a better position of the fingers.

<Seg L-CA 01>Aquest ratolí inclou tres botons i a més disposa d'un disseny ergonòmic amb tecles que faciliten la posició dels dits.

ENTRY 33

<TrU>

<Seg L-EN GB>It uses radio technology to overcome obstacles that other infrared mice find difficult to manouver.

<Seg L-CA 01>Utilitza tecnologia de ràdio per superar obstacles que altres ratolins que funcionen per infrarojos troben difícil de salvar.

ENTRY 34

<TrU>

<Seg L-EN GB>Freed from the obstacles of a cable, this mouse can be used on busy surfaces.

<Seg L-CA 01>Com que no té les restriccions d'un cable, aquest ratolí pot utilitzar-se en superfícies plenes de coses.

ENTRY 35

<TrU>

<Seg L-EN GB>Connected to one of four different sound channels to avoid interference from other users, it allows to track with virtually no effort, even when we are positioned six feet away from the receiver.

<Seg L-CA 01>Com que està connectat a un dels quatre canals de so per evitar les interferències amb altres usuaris, permet fer rastrejos sense gairebé cap esforç, fins i tot quan l'usuari està situat a més d'un metre i mig del receptor.

ENTRY 36

<TrU>

<Seg L-EN GB>Like all the other three-button Sony mice, it is designed to execute keyboard commands and stressful, repetitive movements.

<Seg L-CA 01>Com tots els ratolins Sony de tres botons, està dissenyat per executar ordres de teclat i fer moviments difícils i repetitius.

ENTRY 37

<TrU>

<Seg L-EN GB>Lightweight and small, this mouse is basically designed for notebook and laptop systems but it can no doubt be used on desktop systems or docking stations.

<Seg L-CA 01>Com és petit i lleuger, aquest ratolí està pensat per a sistemes notebook i portàtils tot i que també pot utilitzar-se en sistemes d'escriptori i estacions fixes.

ENTRY 38

<TrU>

<Seg L-EN GB>It has a reversible index button for left and right–handed use.

<Seg L-CA 01>Té un botó índex reversible per a usuaris esquerrans i dretans.

ENTRY 39

<TrU>

<Seg L-EN GB>It includes an easy–to–transport pouch.

<Seg L-CA 01>També té una bossa per facilitar-ne el transport i la mobilitat.

ENTRY 40

<TrU>

<Seg L-EN GB>Comfortable exclusive pointing devices are guaranteed for 5 years.

\<Seg L-CA 01>Aquest dispositius de senyalització, confortables i exclusius, estan garantits per a 5 anys.

ENTRY 41

\<TrU>

\<Seg L-EN GB>SonyWare is an excellent software utility which includes all the top of the range point–and–click devices.

\<Seg L-CA 01>SonyWare és una excel·lent eina de software que disposa de tots els dispositius de senyalització punters.

ENTRY 42

\<TrU>

\<Seg L-EN GB>Compatible with both Windows and DOS, OS/2 and Windows NT, both on networked and standalone systems, it is installed by a simple installation which detects the system configuration and installs the correct files without any warning.

\<Seg L-CA 01>Com és compatible amb Windows i DOS, OS/2 i Windows NT, tant en sistemes de xarxa com en sistemes independents i, per tant, pot instal·lar-se amb una simple operació que detecta la configuració del sistema i instal·la els arxius correctes sense haver de fer cap advertiment.

ENTRY 43

\<TrU>

\<Seg L-EN GB>Repetitive movements are reduced to a minimum.

\<Seg L-CA 01>Els moviments repetitius queden reduïts a la mínima expressió.

ENTRY 44

\<TrU>

\<Seg L-EN GB>The click and double–click functions are attributed to one or other of the two buttons, whereas the third button stays free to execute any other frequently used orders.

\<Seg L-CA 01>Les funcions de clic i doble clic poden ser definides en qualsevol tecla del ratolí mentre que la tercera tecla queda lliure per poder–hi executar les ordres utilitzades amb més freqüència.

ENTRY 45

\<TrU>

\<Seg L-EN GB>This mouse also commands functions such as size, speed, response, acceleration and cursor appearance.

\<Seg L-CA 01>Aquest dispositiu també pot gestionar la mida, la velocitat, la resposta, l'acceleració i l'aparença del cursor, entre altres funcions.

ENTRY 46

\<TrU>

\<Seg L-EN GB>In this way the mouse can be programmed according to light, working conditions and even personal preference.

<Seg L-CA 01>D'aquesta manera, el ratolí pot programar-se en funció de la llum, de les condicions de treball i fins i tot de les preferències de cadascú.

ENTRY 47

<TrU>

<Seg L-EN GB>Its intelligent software anticipates movements in menus, which reduces the need for user intervention by "jumping" the cursor automatically to the next logical position on the screen.

<Seg L-CA 01>Aquest software intel.ligent és capaç d'anticipar moviments dels menús, fet que redueix la necessitat d'intervenció de l'usuari ja que fa saltar el cursor automàticament a la següent posició lògica de la pantalla.

ENTRY 48

<TrU>

<Seg L-EN GB>The final result is faster and easier computing.

<Seg L-CA 01>El resultat final és un treball més ràpid i fàcil.

ENTRY 49

<TrU>

<CrD>01061999

<Seg L-EN GB>it is normal for computer users.

<Seg L-CA 01>els usuaris sovint...

ENTRY 50

<TrU>

<CrD>01061999

<Seg L-EN GB>to use point-and-click devices.

<Seg L-CA 01>utilitzar dispositius de senyalització.

ENTRY 51

<TrU>

<CrD>01061999

<Seg L-EN GB>it is extremely difficult to be productive.

<Seg L-CA 01>resulta molt difícil ser productiu.

ENTRY 52

<TrU>

<CrD>01061999

<ChD>03061999

<Seg L-EN GB>choosing a mouse is often dictated by the system.

<Seg L-CA 01>l'elecció d'un ratolí ve sovint definida pel sistema.

ENTRY 53

<TrU>

<CrD>03061999

<Seg L-EN GB>choosing a trackball is often dictated by the system.

<Seg L-CA 01>l'elecció d'un ratolí estàtic ve sovint definida pel sistema.

ENTRY 54

\<Seg L-EN GB>this mouse with its ergonomic design and indented buttons uses radio-link technology.

\<Seg L-CA 01>aquest ratolí de disseny ergonòmic i botons indentats, utilitza tecnologia de ràdio.

ENTRY 55

\<TrU>

\<CrD>01061999

\<Seg L-EN GB>superb ergonomic design.

\<Seg L-CA 01>disseny ergonòmic impecable.

ENTRY 56

\<TrU>

\<CrD>01061999

\<Seg L-EN GB>indented buttons.

\<Seg L-CA 01>botons indentats.

ENTRY 57

\</TrU>

\<Seg L-EN GB>for more comfortable finger positioning.

\<Seg L-CA 01>per a una posició dels dits més còmoda.

ENTRY 58

\</TrU>

\<CrD>01061999

\<Seg L-EN GB>radio-link technology.

\<Seg L-CA 01>tecnologia de ràdio.

ENTRY 59

\<TrU>

\<CrD>01061999

\<ChD>03061999

\<Seg L-EN GB>it is programmed to carry out keyboard commands.

\<Seg L-CA 01>està programat per executar moviments repetitius del teclat.

ENTRY 60

\<TrU>

\<CrD>01061999

\<Seg L-EN GB>stressful movements.

\<Seg L-CA 01>moviments estressants.

ENTRY 61

\</TrU>

\<CrD>01061999

\<Seg L-EN GB>lightweight and small.

\<Seg L-CA 01>lleuger i petit.

ENTRY 62

\<TrU>

```
<CrD>01061999
<Seg L-EN GB>desktop systems or docking stations.
<Seg L-CA 01>sistemes d'escriptori i estacions de treball.
ENTRY 63
<TrU>
<CrD>01061999
<Seg L-EN GB>reversible index button.
<Seg L-CA 01>botó índex reversible.
ENTRY 64
</TrU>
<CrD>01061999
<Seg L-EN GB>comfortable top-of-the-range device.
<Seg L-CA 01>dispositiu punter i de màxima comoditat.
ENTRY 65
</TrU>
<CrD>01061999
<Seg L-EN GB>compatible with many operating systems.
<Seg L-CA 01>compatible amb molts sistemes operatius.
ENTRY 66
<TrU>
<CrD>01061999
<Seg L-EN GB>networked systems and standalone.
<Seg L-CA 01>sistemes de xarxa i de sobretaula.
ENTRY 67
<TrU>
<Seg L-EN GB>the simple, one–step installation process detects the
system configuration.
<Seg L-CA 01>Durant el seu procés d'instal·lació és capaç de detectar la
configuració del sistema.
ENTRY 68
</TrU>
<CrD>01061999
<Seg L-EN GB>stressful movements are reduced to a minimum.
<Seg L-CA 01>Els moviments repetitius queden reduïts a la mínima
expressió.
ENTRY 69
<TrU>
<CrD>01061999
<Seg L-EN GB>click and double–click assigned to the buttons.
<Seg L-CA 01>clic i doble clic assignats als botons.
ENTRY 70
<TrU>
```

<CrD>01061999

<Seg L-EN GB>the third button is a shortcut to carry out any other commands.

<Seg L-CA 01>el tercer botó és una tecla drecera per executar les altres ordres que hi vulguem introduir.

ENTRY 71

</TrU>

<CrD>01061999

<Seg L-EN GB>Sony also commands functions such as size, cursor appearance, speed, acceleration and response.

<Seg L-CA 01>Aquest dispositiu també pot gestionar la mida, la velocitat, la resposta, l'acceleració i l'aparença del cursor, entre altres funcions.

ENTRY 72

</TrU>

<CrD>03061999

<Seg L-EN GB>nowadays it is normal for people to use some kind of a point–and–click device.

<Seg L-CA 01>avui en dia tothom té algun tipus de dispositiu de senyalització.

ENTRY 73

<TrU>

<CrD>03061999

<Seg L-EN GB>this mouse with its adaptable design and indented buttons uses technology to get around obstacles.

<Seg L-CA 01>aquest ratolí, de disseny adaptable i botons indentats, utilitza la tecnologia per superar obstacles.

ENTRY 74

<TrU>

<CrD>03061999

<Seg L-EN GB>it is designed to carry out keyboard commands and other movements.

<Seg L-CA 01>està dissenyat per executar ordres de teclat i altres moviments.

ENTRY 75

<TrU>

<CrD>03061999

<Seg L-EN GB>small and lightweight, this mouse is destined for laptop systems.

<Seg L-CA 01>petit i lleuger, aquest ratolí està creat especialment per a sistemes portàtils.

ENTRY 76

<TrU>

\<CrD>03061999

\<Seg L-EN GB>lightweight and small, this mouse is primarily destined for laptop systems.

\<Seg L-CA 01>petit i lleuger, aquest ratolí està creat especialment per a sistemes portàtils.

ENTRY 77

\<TrU>

\<CrD>03061999

\<Seg L-EN GB>it has a reversible button.

\<Seg L-CA 01>disposa d'un botó reversible.

ENTRY 78

\</TrU>

\<CrD>03061999

\<Seg L-EN GB>this button is for right and left–handed use.

\<Seg L-CA 01>aquest botó està fet per a usuaris dretans i esquerrans.

ENTRY 79

\<TrU>

\<CrD>03061999

\<Seg L-EN GB>it has a soft clic–on pouch for easy transport.

\<Seg L-CA 01>disposa d'una bossa per facilitar-ne el seu transport.

ENTRY 80

\</TrU>

\<CrD>03061999

\<Seg L-EN GB>these devices are guaranteed for 5 years.

\<Seg L-CA 01>aquests dispositius estan garantits durant 5 anys.

ENTRY 81

\<TrU>

\<CrD>03061999

\<Seg L-EN GB>SonyWare is a software package supplied with all the point–and–click devices.

\<Seg L-CA 01>SonyWare és un paquet de software subministrat amb tots els dispositius de senyalització.

ENTRY 82

\<TrU>

\<CrD>03061999

\<Seg L-EN GB>SonyWare is a complete package supplied with all the top of the range pointing devices.

\<Seg L-CA 01>SonyWare és un paquet de programes complet subministrat amb tots els dispositius de senyalització punters.

ENTRY 83

\<TrU>

\<CrD>03061999

<Seg L-EN GB>both on standalone and networked systems.

<Seg L-CA 01>en sistemes independents i connectats per xarxa.

ENTRY 84

<TrU>

<CrD>03061999

<Seg L-EN GB>the third button remains free as a shortcut to carry out other commands.

<Seg L-CA 01>el tercer botó és una tecla de mètode abreujat per executar les altres ordres que hi vulguem introduir.

ENTRY 85

<TrU>

<CrD>03061999

<Seg L-EN GB>the third button stays free as a shortcut to carry out other frequently used commands.

<Seg L-CA 01>el tercer botó és una tecla de mètode abreujat per executar les ordres més freqüents.

ENTRY 86

</TrU>

<CrD>03061999

<Seg L-EN GB>this program anticipates movements in menus thus reducing the need for user intervention.

<Seg L-CA 01>aquest programa pot anticipar moviments de menús; d'aquesta manera es redueix la necessitat d'intervenció de l'usuari.

ENTRY 87

<TrU>

<CrD>03061999

<Seg L-EN GB>this intelligent software anticipates movements in menus.

<Seg L-CA 01>aquest software intel.ligent és capaç d'anticipar moviments dels menús.

ENTRY 88

<TrU>

<CrD>03061999

<Seg L-EN GB>the cursor automatically jumps to the next logical position on the screen.

<Seg L-CA 01>el cursor pot saltar automàticament a la següent posició lògica de la pantalla.

ENTRY 89

<TrU>

<CrD>03061999

<Seg L-EN GB>jumping the cursor automatically to the next logical position.

<Seg L-CA 01>ja que fa saltar el cursor automàticament a la següent posició lògica.
ENTRY 90
<TrU>
<Seg L-EN GB>Stressful movements are reduced to a minimum.
<Seg L-CA 01>Els moviments repetitius queden reduïts a la mínima expressió.
ENTRY 91
<TrU>
<Seg L-EN GB>MouseWare also commands functions such as cursor appearance and size, speed, response and acceleration.
<Seg L-CA 01>Aquest dispositiu també pot gestionar la mida, la velocitat, la resposta, l'acceleració i l'aparença del cursor, entre altres funcions.
ENTRY 92
</TrU>
<Seg L-EN GB>The net result is easier, faster computing.
<Seg L-CA 01>El resultat final és un treball més ràpid i fàcil.