



**UNIVERSIDAD DE QUINTANA ROO**

**División de Ciencias Políticas y Humanidades**

**An Analysis of the Translation of Love Idioms from a  
Russian Approach**

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**LICENCIADA EN LENGUA INGLESA**

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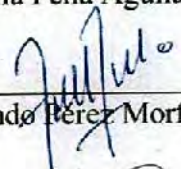
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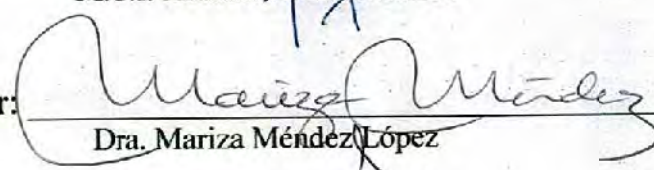
An Analysis of the Translation of Love Idioms from a Russian Approach  
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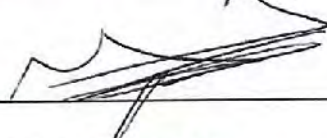
LICENCIADA EN LENGUA INGLESA

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## **ABSTRACT**

When foreign language learners are asked to translate idioms, most of them don't easily find a suitable translation for them. Researchers have concluded that idioms belong to human communication and they change depending on the locations. Therefore, it is sort of complicated to export them to another context or language, and moreover, idiomatic expressions can be about any topic, for example, a common one is love. The aim of this study is to investigate what translation techniques from the Russian Approach are most common to be chosen when deciding for the translation for Love Idioms.

The participants of this study were three groups: one was the Translation II students, morning group at UQROO; the second one was Translation IV students, afternoon group at UQROO; and the third group was integrated by professional translators. As the method used in this study was mixed, the instrument was a survey (with multiple choice and open answers) which contained the options of translation that were designed following the Translation Techniques from a Russian Approach. Afterwards, participants' answers and their proposals of translation were analyzed following those Translation Techniques.

The results disclosed that the three groups tended to use the Translation Technique as Adequacy: Logical Derivation when providing the most accurate option for the translation of Love Idioms. Taking into account the findings of this study, pedagogical implications could bring benefits for current and upcoming Translation students and teachers. In addition, further research is undoubtedly recommended.

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Last but not least, thank you to my nuclear family. Having you by my side has helped me be the responsible student and person I am. Thank you for your love and teaching me the values of life. Thank you to my boyfriend for his constant affection and showing me how great life can be. Thank you to my best friend for being there every time I needed her. Being away has not affected our friendship. Thanks to my “seniors”, you guys really rock. Thanks for the great memories together.

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# CHAPTER I

## INTRODUCTION

This chapter presents the introduction and consists of three sections. Firstly, the background shows how Translation has been perceived and changed through the pass of time; then how history and Translation are bounded together, and displays the contributions some translation experts have made. The second section covers the relevance of this study, and a special emphasis on the translation of Love Idioms is made. Last but not least, the third section focuses on the purpose and benefits that this study will have for English learners in general.

### 1.1Background

Before explaining the history of Translation, a personal definition is provided: translation is a process, first of all, because translating involves a set of steps such as reading the text, getting involved with the topic to be translated, looking up for unknown words or phrases, and writing some drafts before having the final one with the translated text. Secondly, the objective when translating is to transpose the text into another language by keeping the message and original ideas. For these reasons, translation requires concentration, time, patience and experience of working with the languages involved.

To begin with the history of translation, Tracey Translators (2015) emphasized that: The earliest evidence of translators in history dates back to about 2500 B.C. in the form of clay tablets with bilingual vocabularies in Sumerian and Eblaite (Eblaite or Eblan is an extinct Semitic language named after the ancient city of Ebla in Syria, where the tablets were found). Perhaps the best known example of these multilingual inscriptions is the Rosetta stone, which bears a decree issued in 196 B.C. in three scripts: Ancient Egyptian hieroglyphs, Demotic (Egyptian) script and Ancient Greek. The hieroglyphs were deciphered by Jean-

François Champollion in 1822, leading to our current understanding of ancient Egyptian culture (para. 1).

Through the pass of time, there have been several studies on how translation works improve and establish relations between people and cultures; hence, during the time I was taking Translation classes, I considered that Translation is an activity of paramount importance in the world and that has existed since the man first inhabited the Earth. Related to this, Sofer (2002) stated that the process of translation is one of the oldest occupations in the world (p.19).Thousands of years ago, since people that spoke different languages needed communication among themselves in order to survive, translating from one language into another was very present, and that has continued until our days and the process of translation has gained value and admiration merely for the liaisons created among languages.

As I mentioned before, men have always had the need of communication in order to survive. For this, AILIA (2015) stated that the origin of translation is closely intertwined with that of language itself, and it's no coincidence that the oldest myth about translation is that of the Tower of Babel. Virtually upon the tower's destruction, man needed a language industry; so translation can be seen as an enterprise in building, the building of meaning.

Therefore, Tidey (2017) also explained the relation between history and translation:

The history of translation has been a topic that has long been debated by scholars and historians, though it is widely accepted that translation pre-dates the bible. The bible tells of different languages as well as giving insight to the interaction of speakers from different areas. The need for translation has been apparent since the earliest days of human interaction, whether it be for emotional, trade or survival purposes. The demand for translation services has continued to develop and is now more vital than ever, with businesses acknowledging the inability to expand internationally or succeed in penetrating foreign markets without translating marketing material and business documents (para. 1).

In other words, translating has always been considered an activity done with common purposes. Translators have tackled treatises on warfare, education, health and so on. What is more, translators have considered the activity of translation as a way of enriching English language, mainly its lexicon. During the mid-1570s, this language was known as ineloquent in comparison to classical languages and contemporary Italian, French or Spanish. (Jones, 1953 &



Barber, 1976). Through translation, some concepts or terms have been added to languages, in general; but certainly, introducing new terminology is now a more careful and delicate matter for translators than in old times.

Plus, translators have always played a key role in society, even though this role has evolved and at times has become ignored or dismissed. Just as Lebert (2017) mentioned in his article *A Short History of Translation through the Ages*:

Medieval translators, for example, had a major impact on scholarship, and contributed to the development of vernacular languages and national identities around these languages. Translators went on playing a key role in the advancement of society for centuries. But most translators have become “invisible” in the 21st century, with a precarious life and their names often forgotten on press releases and book covers. There is much to do to acknowledge (again) the translators’ major impact on knowledge, science, literature and culture (para. 1).

For the reasons stated above, there is no doubt that history and translation are bounded together. Translation not only represents a historical work, but also a historical practice. As Folz (2006) expressed:

These ties have not forged connections across the two disciplines. It must be acknowledged that the difference between the status of translation and history in the research community is such that the use of translation by historians has long been considered “normal” and “natural,” while translators studying the history of their profession (so far of little interest to those who are historians by trade) are in general careful not to identify themselves as historians (p.131).

All in all, the work of delving deeply into the history of translation is a never-ending task that requires sensitivity and love for the field. This work only pretends to show some of the most important moments in the history of translation as an introduction to this research study.

## **1.2 Relevance of the study**

As translation has been an activity of eminent importance in the world since hundreds of years, translation techniques and strategies should be implemented in English Foreign Language classrooms. Therefore, in this research work I will focus especially in an analysis (based on the Russian Approach) of the translation of love idioms in an adapted story, to provide suggestions

for Translation classes or for advanced English classes in the English Language Program in the University of Quintana Roo on how to deal with the translation of idioms.

Heltai (1989) mentioned that “translation teachers should implement the translation techniques in their assignments in order to make students aware of them and motivate them to think and reflect about the techniques when they analyze their translations” (p.290). For this reason, in the same year, a guideline for the use of translation in foreign language classes was also established by Heltai:

1. When the translation is an end.
2. When English is a foreign language (not a second one).
3. With students with an advanced level.
4. For adults who prefer conscious learning.
5. When correctness is important and students are interested in receiving correctness.
6. When both teachers and students have the same mother tongue.

What is more, Atkinson (1987) mentioned that activities involving translation skills promote strategies in students that help reduce word-for-word translation, which is frequent and inappropriate in the use of a foreign language. This is something that I have noticed as a Translation student. At first, some of my classmates (myself included) tended to do word-for-word translation, but after analyzing the text we noticed the parts translated word-for-word sounded weird and no natural. After some drafts, the text ended up having the appropriate register of Spanish.

In the same way, Gerding-Sala (2000) argued that if students discuss their translation techniques and strategies used, they demonstrate a level of metacognitive ability. This happens because students put into practice the translation procedures read and studied, and they themselves are the ones who decide what technique fits best with the translated text when analyzing it, keeping in mind the original message or situation.

However, Kasmer (1999) proposed that the role of translation in the ESL and EFL classrooms has been and will continue to be a much debated issue. A lot of teachers and linguists have assumed that translation should not be part of the class since it does not embody making full use of the target language, but there have been several studies and teaching methods that have illustrated new ideas that might allow translation in the classrooms.

One method that has been important during EFL classes is the Grammar-Translation Method, which according to Richards & Schmidt (2002) is a method of ESL or EFL teaching that makes use of translation and grammar study as the main teaching and learning activities (As cited in Mendoza, 2013). During the classes that apply this method, students are asked to read a text and then translate it into either their mother tongue or target language. After finishing it, their translations show that they understood the read text.

Related to my experience, it was noticed that translation is a process that requires time and dedication: translators cannot translate a text or a story in seconds and expect to have a great translation. There is a must to check different online resources that help improve the work. When translating, words are changed into a different language but the original message needs to prevail, hence, translators might read about the topic in order to get familiarized with it because the purpose of the translation is to help others understand an issue and with this, both the text and language continue existing.

In relation with my experience, Adelnia (2011) suggested that:

When we compare languages we find that different cultures have identified similar social observations and according to their knowledge and experience coin their own phrases. So we can conclude that the disparity among languages are problematic for translators and the more different the concepts of languages are, the more difficult it is to transfer messages from one language to the other. Among the troublesome factors involved in the process of translation is the transference of form, meaning, style, proverbs, idioms, and so on (para. 3).

The Canadian Translation Theorists, Vinay and Darbelnet (1995) agreed with the conclusions previously drew when establishing the meaning of one of their Translation Techniques: Equivalence, since they mentioned “it tries to transmit the same situation through completely different structural stylistic resources” (p. 90). For this reason, equivalence includes the translation of idioms, which are culturally bound expressions (Mahmood, 2014).

Nevertheless, unlike Vinay and Darbelnet, Nida (1964) suggested that the translated text will never be equivalent to the source text, at all levels, and for this reason, Nida suggests formal and dynamic (or functional) equivalence:

- Formal equivalence focuses attention on the message itself, in both form and content. It requires that the message in the target language should match as closely as possible

the different elements in the source language. For example, focusing on idioms; “they were made for each other”, which in Spanish would be *ellos estaban hechos el uno para el otro*.

– Dynamic equivalence is based on the principle of equivalent effect, where the relationship between the receptor and message should be substantially the same as that which existed between the original receptors and the message (p. 159). Continuing with idioms, an example would be “it’s raining cats and dogs”, which in Spanish would be *está lloviendo a cántaros*.

Nonetheless, problems with equivalence occur at several levels: from word to textual level. These problems arise because of semantic, socio-cultural and grammatical variations and differences between the source language and the target language (Nababan, 2008).

Keeping the same message when translating might be a problem; the problem that this study will figure out in order to avoid future wrong interpretations of English idioms, making emphasis on Love Idioms.

It may sound corny, but I believe Love is one of the reasons we humans are in this planet called Earth. We are here with several and different purposes, but one is the same for everybody: we are here to love one another. Love is the most beautiful feeling humans can experience during their life time. Love for nature, love for mathematics, love for arts, even love for the simplest things because love is actually all around us. How can we transmit our cultural love phrases in another language? According to Newmark (1988): “in translating idiomatic into idiomatic language, it is particularly difficult to match equivalence of meaning with equivalence of frequency” (p. 28). He believes that the main problems, a translator faces, are not grammatical but lexical, such as words, collocations, and fixed phrases or idioms.

For translating idioms, we need to know the culture of the language we are translating the phrase into. Cultures vary in their traditions and languages, hence, in the way of expressing their feelings, so we need to find “the way” in which that target culture expresses love feelings. In the words of Fisher (2004), “love is a universal experience – deeply embedded in the human brain” (p.2). How is a love phrase popularly known in English translated into Spanish? Is there an equivalent or should we use an explanation or description of such culturally immersed expression in the target language? This will be found out.

For all the stated above, it is necessary that translators be familiarized with Second Language or Foreign Language idioms and learn ways of dealing with them when they do not

know one. Eventually, with practice and experience, they will learn means of finding appropriate equivalents for idiomatic expressions, and this study intends to shed light on some ways to handle them, as well.

All in all, this study will identify the translation procedures used by translation students, and by people who work in the Translation field. Moreover, this study will identify which idiomatic expressions are currently being used by translators in-the-making and by professional ones.

### **1.3 Purpose of the investigation**

The analysis of the translation of idioms is highly relevant both in the Translation as in the Education field for several reasons, for example, after reading this study, novice and experienced translators might follow recommendations when translating idiomatic expressions in a text. Moreover, this study is also important for further EFL classes at the University of Quintana Roo since both teachers and students might understand the importance of teaching and learning idiomatic phrases.

As Mahmood (2014) stated, idioms are found in almost all languages. Some of them are very cultural so defining them is not a simple assignment. What translators should do is having knowledge regarding the culture and keeping it in mind according to the situation and context.

Idioms are mostly found in everyday conversations and colloquial language. However, they do not always express informality. They are used set forth different contexts and people's feelings.

Just as Delisle & Woodsworth (1995) expressed in the seventh chapter of their book, *Translators through History*:

When speaking about "cultural values", we could be referring to high culture, which transmits dreams. That is the kind of culture we acquire through learning, and the kind that permeates our memory and actions. Both high culture produce myths, stereotypes and symbols. Cultural values are embedded in discourses that are canonized to varying degrees in different societies, and these societies are often distant in time, space and tradition. When translators encounter these values, they are not just prospecting for differences, not merely exploring unknown cultural territories. Translators do not simply import values, carrying out a unilateral transfer

from a so-called source language or culture. Whatever they take hold of, they then put into circulation. Their work includes and induces transformations and manipulations (p. 187).

Taking into account what was mentioned, I can conclude that translators carry more than just words, phrases and meaning; they take messages, ideas and feelings from one place to another in order to connect people and cultures.

As it happens, at the University of Quintana Roo, neither many studies have been done on the translation of idioms, nor has research been done in order to analyze the techniques (based on the Russian Approach) that novice translators or people who already work as translators use when translating Love idioms in a story.

English language students, English language teachers, novice translators, translation professors, and people planning on living in an English speaking country will benefit from this study since they will heighten their cultural knowledge, and they will improve their communicative skills in the daily context. Idioms are an essential part of languages. How can someone express love without using sincere and deep words that are not logical in grammar or vocabulary, but are in semantics? English language (as most languages) uses a great deal of idioms for expressing different topics, but love, important as it is, sits on top of human affairs.

The purpose of this study is to increase knowledge regarding the techniques novice translators (students of Translation II and Translation IV) and people who work as translators use when having to deal with Love Idioms.

These two following questions will be investigated in this study:

1. What is the technique, according to the Russian Approach, most used by the participants in the selection of the translation of Love Idioms?
2. What is the difference in the quality of the translations of idioms proposed by each group of participants?

Further, the hypothesis of this research study will be tested. In order to answer these questions, and considering the author's experience in the translation field, the following hypothesis was developed:

“The participants mainly used the technique Logical Derivation to provide translations of Love Idioms”.

## CHAPTER II

### LITERATURE REVIEW

This second chapter comprises five main topics. The first one includes some definitions of translation through time, which have been made by expert translators. Secondly, there is an overall view of the challenges of translation in the twentieth and twenty-first century. In third instance, the translation procedures are presented regarding different schools, such as Canadian School, the view from Newmark, American Model and the Russian approach, in which I am going to base the further analysis. The fourth subject deals with some translation problems that may appear when doing translations from English into Spanish. And the last topic makes an emphasis on the definition of idiomatic translation and idioms themselves; why idioms are important; how idioms are viewed in foreign language learning; problems when translating idioms and finally, the main topic of this study: love idioms.

#### 2.1 Definitions of Translation through Time

Translation is rooted deeply in the history of mankind and experts have given an extensive variety of definitions about it. Throughout the 20<sup>th</sup> century, some experts intrinsically defined translation as a process that involves both sensitivity and linguistic knowledge. The following definitions are presented regarding the year of their proposal:

Firstly, Catford (1965) defines Translation as “an operation performed on languages: a process of substituting a text in one language for a text in another. Clearly, then, any theory of translation must draw upon a theory of language—a general linguistic theory” (p.108). In classes,

we learned that the task of translating is related to what Catford said: we substitute a text in one language for another, and to accomplish this we need to know the target language rules.

Like Catford, Newmark (1982) has a similar idea on what Translation is. He considers translation as “a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language” (p.109). His proposal is related to the purpose of translation, which is not changing the original message when translating: the translators need to be capable of finding the appropriate words in the target text without altering the original ideas.

Following Catford and Newmark’s ideas, Bathia (1992) described that “translation is the communication of the meaning of a source-language text by means of an equivalent target-language text” (p.50). For this reason, translators have to find words or phrases that be equivalent to the ones that are in the source text in order to achieve the communication of meaning.

Nevertheless, Belgian Scholar Lefevere (1992) had a different notion on what Translation is. In his book, *Rewriting and the Manipulation of Literary Fame is a classic of translation studies*, he defined that:

Translation is, of course, a rewriting of an original text. All rewritings, whatever their intention, reflect a certain ideology and a poetics and as such manipulate literature to function in a given society in a given way. Rewriting is manipulation, undertaken in the service of power, and in its positive aspect can help in the evolution of a literature and a society (p.1).

Following Lefevere’s notion and my experience during Translation classes, it does exist a rewriting of the original text when translating since both the phrases and ideas are transformed into another language by keeping the original message and the intentions that the author tried to leave for the audience to understand in the original text.

Another expert in the field of translation is Susan Bassnett. Bassnett (1988) believed that, “translation is not only a kind of pure lingual activity but also a kind of communication intra-culture and inter-culture” (p.111). Her definition allows me to relate the process of translation with communication because both of them express and share messages between people.

These definitions made me conclude that translation as a process does not have a universally established definition. However, we can believe that, as Sofer (2002) expressed,



translation exists to make people be connected through a better understanding and interpretation of ideas, actions, feelings, thoughts and even the literal translation of words.

For the present study, translation is considered as an activity that requires time, concentration and knowledge regarding love idioms of the two languages involved. Having these requirements, the participants, which are novice and experienced translators, will try to find the most accurate and equivalent translation of love idioms in the story.

## **2.2 Challenges of Translation in the Twentieth and Twenty-First Century**

It has already been mentioned that the process of translation has existed for thousands of years. Hence, the field of translation has had improvements and challenges during the last centuries and decades. Despite the fact that the field of translation was mainly studied during the twentieth century, some important challenges of translation have also been highlighted during the current century.

Before mentioning the challenges of translation in the 21<sup>st</sup> century, Sofer (2002) mentioned how the phenomenon of translation was present in our world during the twentieth century. In *Historical Overview of Translation* he stated that:

As the twentieth century comes to a close, two linguistic phenomena are clearly dominant. The first is the growing incursion of American English into nearly all the languages of the world, mostly because of American pop culture and high tech. This is bound to have a lasting effect on languages in general in the next century. The second phenomenon is the reemergence of national languages throughout the world. (p.30)

It was true that the incursion of American English into a lot of languages of the world was due to the big impact of the high tech and the power that the language itself has. Nowadays, that incursion is still happening. People can watch it on TV, hear it on the radio, read it on the newspapers or in any other social media: citizens can easily notice how American English is present in today's world and the influence it has on other languages.

Currently, Houbert (1999) explained some of the challenges that translators usually face in this 21<sup>st</sup> century. In his article *The Challenges of Being a Translator on the Eve of the 21st Century*, he mentioned that the very first challenge that translators have is related to their profession. Many translators feel that if they translate a text, their skills are at an appropriate level of quality. This is totally wrong. Translators should spend a decent amount of time (before

starting translating) researching information, compiling glossaries, seeking out dictionaries and following training courses in their fields of expertise. This is probably the first step towards guaranteeing 100% dedication to their work. Moreover, he says that translators need to update their information technology skills because that is probably more of a challenge than “simply” maintaining their linguistic competence because in that way they can easily access to the information on the net, which can also help them guarantee an excellent work when translating.

Another set of challenges that translators face during this century are the ones proposed by Verity (2016). He stated that “the toughest challenge for the 21<sup>st</sup> century translator is undoubtedly that of register” (para. 2). Therefore, translators need to work on achieving a high register in the language they are translating into in order to perfectly describe the context, the settings, ideas and the messages involved in the text because in that way they can have a faithful translation and readers will not have trouble by understanding.

This makes me think about the challenges that have been existed since the last century and about the other challenges that will arise as the twenty-first century continues.

### **2.3 Translation Procedures**

By analyzing translations, experts in the field of translation must draw on to Translation Procedures.

First of all, Zakhir (2008) expressed that translators have created different procedures to deal with different kinds of texts. Translation Procedures are also considered Translation Techniques, and their purpose is to help analyze both the source language text as the target language text after doing the translation; in order words, the function of translation techniques is to identify the grammatical, syntactical, or lexical changes that were present when doing the translation. Following this notion, Delisle (1999) mentioned that translation techniques are procedures applied by translators when they provide an equivalence for the purpose of transferring elements of meaning from the Source Text (ST) to the Target Text (TT).

Through the pass of years, translation procedures have been significantly studied. Translators, English teachers and researchers have paid attention to the techniques used when analyzing the translations of diverse types of texts. What is more, different schools and

approaches have proposed different lists of translation procedures. The following are some proposals:

#### Canadian School

Vinay and Darbelnet first proposed seven methods or procedures (loan, calque, literal translation, transposition, modulation, equivalence, adaptation) in 1973. Sager & Hamel (1995) stated that “at first the different methods or procedures seem to be countless, but they can be condensed to just seven, each one corresponding to a higher degree of complexity. In practice, they may be used on their own or combined with one or more of the others” (p.84). They also mentioned that translators can choose from two methods of translating, namely direct, or literal translation and oblique translation. Direct translation procedures include borrowing, calque and literal translation. Whereas the oblique translation procedures integrate transposition, modulation, equivalence, adaptation, expansion and reduction.

It is worth mentioning that the Translation Procedures proposed by this Canadian Translation Theorists have been the most used in the field of Translation. Moreover, these are the ones analyzed the most by English Language students in the production of monograph studies in translation at the University of Quintana Roo.

#### The View from Newmark

In his book, *A Textbook of Translation*, (2000, p.81) Newmark mentioned some other translation procedures such as transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, synonymy, through-translation, shifts or transpositions, recognized translation, translation label, compensation, componential analysis, paraphrase, couplets, notes, additions and glosses.

Unlike the proposals made by Vinay and Darbelnet, Newmark mentioned the previous procedures to emphasize that they are used for analyzing sentences and smaller units of language. That might be a reason why these translation techniques are not as used as the ones proposed by Vinay and Darbelnet.

## American Model

In addition to the translation procedures by Vinay, Darbelnet and Newmark, which were stated above, Malone (1988) covers other perspectives of the translation processes such as matching; substitution and equation; zigzagging; divergence and convergence, recrescence; amplification and reduction, repacking; diffusion and condensation and lastly, reordering (As cited in Fawcett, 1997, p.41).

It needs to be mentioned that the procedures suggested by the American Model have been sort of adapted from the ones proposed by the Canadian School, but they were grouped in pairs to be better understood and applied since this proposal of translation techniques follows the one proposed by the Canadian School in terms of usage when analyzing monographic works at the University of Quintana Roo.

## Russian Approach

The Russian translation theorist, Yakob Retsker (1974), described three types of relationship between the Source Language and the Target Language. The first type of relationship is Equivalence; the second, variant and contextual correspondence; and the third is about the other types of translational transformation (As cited in Fawcett, 1997, p.27).

As mentioned before, Retsker (1974), categorized the following translation procedures as:

- Equivalence: is a fact of langue: a one-to one relationship between the source language and target language term regardless of context. One would thus expect a term like *carbon monoxide* to be translated the same way at all times into whatever the target language. This would come under the study of terminology, where the one to-one relationship between name and thing would theoretically allow us to implement a 'primitive' translation theory of word-for-word substitution(As cited in Fawcett, 1997, p.27). One example is the phrase “a piece of cake” which is translated as “*es súper fácil*” (Own example, 2017).

Retsker's two other categories (variant and contextual correspondence, and translational transformation), which his compatriot Shveitser renames “translation as analogy” and “translation

as adequacy” are facts of parole, this is to say, translations can vary according to context and function.

- Translation as analogy: refers to the situation of one-to-many correspondences between languages; that is to say when one word can be said in different ways in the target language. For example, the Spanish term “*amor*” has many correspondences such as love, fondness and affection (Own example, 2017).

- Translation as adequacy: this translation technique comprises cases where there is no one-to-one equivalence and no readily definable contextual correspondence in the form of a collocation. For these reasons, the translator departs from the wording of the original, and from the dictionary offerings (As cited in Fawcett, 1997, p.28). In other words, the translator needs to make some adjustments when translating in order to find the most adequate way to express what is said in the original text.

The four translation techniques are:

- Concretization: is also known as “differentiation”, with its corollary “generalization”. This translation technique involves the fact of being from general into specific or concrete. For example, “brothers and sisters” can also be classified as “siblings”. Or the question, “Have you had your meal?” Where, meal can also be classified as breakfast, dinner or supper, to be more specific (As cited in Fawcett, 1997, p.29). Another example is “silverware” since it can be considered a tablespoon, knife and fork. (Own example, 2017).

- Logical derivation: Vazquez-Ayora (1977) mentions that if actions are complexes consisting of cause-process-effect”, then both languages involved in the translation need to be focused on the phrases or sentences to be translated in order to find a relation between them. For example, the English phrase “it is so cloudy today” can be translated as “*seguramente va a llover*”. (Own example, 2017).

- Antonymic translation: is translation by the opposite. It could be translating from positive into negative, negative into positive, from false into true or from true into false. For example, “your daughter is completely beautiful” can be translated as “*tu hija no es para nada fea*”. (Own example, 2017).

- Compensation: is a technique used by some translators when something in the source language is not translatable. The translation in the second language will have other systems to compensate what was not translatable (As cited in Fawcett, 1997, p.31). An

example could be the English sentence proposed by Delisle (1999) “The atmosphere in the big gambling room had changed. It was now much quieter” this can be translated as “*El ambiente había cambiado por completo en la gran sala de juego, que ahora se encontraba más tranquila*”

Translation as adequacy, specifically, logical derivation, is thought to be the procedure that will be the most employed or chosen by the participants in the study as it was previously stated in the hypothesis. The translation of Love idioms, in this light, will aim attention at other aspects not originally showed or evidently present in the original.

The analysis of the translation of love idioms in this study is going to be based on the translation procedures proposed by the Russian translation theorists Retsker (1974) & Shveitser (1988) mentioned before. The reason for using them is because this Russian Approach has not been reviewed much in Translation studies in the University of Quintana Roo in comparison with other translation procedures inquiries.

#### **2.4 Translation Problems: from English into Spanish and Vice versa**

As Translation is an activity that connects people and cultures, problems can easily appear when translating, for example, problems related to find the correct expression in the target language or the means to write it in a natural way considering the Target Language syntax.

Sofer (2002) emphasized that:

Human language is an extremely complicated means of communication. This may well be the reason why misunderstanding among individuals and groups of people are so common, and why the human species continues to experience so much conflict with so many tragic consequences (p.51).

Problems in translation can arise not only when doing the translation, but they can be perceived since the moment the translator reads the text for the very first time. Translators face problems regarding different cultures, beliefs and ideas. What the translators need to do is to familiarize with the kind of text they are going to translate, and they can start by reading works done by the authors of those texts. If, however, translators continue to have trouble at

understanding the text, they must feel free to ask the author specific details about it, this in order to avoid misunderstandings when translating.

Furthermore, Lu (2016) argued:

As with any language translation, making English content fit into a Spanish context has many challenges. Spanish is particularly difficult because of its close ties to Italian and Portuguese as a Romance language, which differs from English's Anglo-Saxon roots.

One of the reasons of occurring misunderstandings when translating might be because there is no single variety neither of Spanish nor of English. There are differences between Spanish from Mexico, Central America, Northern South America, and Southern South America, not to mention such places as Puerto Rico, and Spain. Therefore, it happens that the meaning of some words and phrases are different depending on the regions. Just like Spanish, differences of English can be found in the United States of America, Australia, England, Belize, Canada and Ireland. Other reasons of having misunderstanding when translating are described below: first the challenges from English into Spanish and then, the challenges from Spanish into English.

Lu (2016) proposed a list regarding the five most common challenges when translating from English into Spanish:

1. There is no one true Spanish: there are multiple.

With this, she's mentioning that just like English has variations, there are major differences of Spanish throughout the world. Those differences are regarding grammar and vocabulary.

2. Spanish is a longer language.

This is to say, when translating into Spanish, the text is usually longer.

3. Spanish has many cultural nuances unique to its own language.

Every language has its own level of formality. Mexican Spanish uses the word "*usted*" instead of "*tú*" to express that formality. Depending on the region, the pronoun -you- changes; for example, in Argentina people use the word "*vos*" in formal and informal contexts, however, for expressing respect, they compensate the rest of the dialogue with other formal words.

4. Spanish and English have completely different styles of grammar.

Because of the origins/roots of these two languages, they differ in:

– Syntax: although they use the same formula of: subject + verb + complement, Spanish has more flexibility in the structure of sentences because sometimes the verb is at the end of it, for example: “*cuando el sol apareció, yo me escondí*”.

– Gender: Spanish is a two-gender language. The majority of words ending with <a> are female, while words ending with <o> are masculine. This does not happen in English.

– Verbs: In Spanish, there are six different spellings for each verb, while in English verbs are conjugated depending on the tense. For example, “*correr*” in Spanish would be; *yo corro, tu corres, él corre, ella corre, nosotros corremos, ustedes corren*. Whereas in English, the verb “run” is modified only in the third-person singular: he/she/ it runs.

– Adjectives: the order of the adjectives are different in English and Spanish. In English, the adjective goes before the noun, for example, “the blue house”. In Spanish, the adjective goes after the noun, for example, “*la casa azul*”.

#### 5. English and Spanish look deceptively the same.

Although the definitions of words aren’t equal, a lot of words in Spanish and English look similar because Spanish evolved from Latin and English was influenced by it.

Another set of challenges identified when translating was proposed by the group of Trusted Translations (2015), but this time those are challenges from Spanish into English:

#### 1. Grammar

Both English and Spanish make use of the same structure for writing sentences: subject + verb + object. The difference is that Spanish does allow more different structures to be used. For example, if we want to say “*el helado lo comió América*” (here, the subject goes at the end of the sentence) we could translate it as “América ate the ice cream”. The challenge for the translator is to be able to identify these type of differences and collocate them in a natural way to be read in English.

#### 2. Vocabulary

A huge amount of the Spanish Language is derived from Latin, and English is considered as an Anglo-Saxon Language, which was also influenced by Latin but with a lesser extent. For



this reason, there are plenty of words that are very similar, so the translator needs to find the appropriate phrase to use in the translation and trying to avoid the false cognates.

### 3. Punctuation marks

Some punctuation rules are the opposite between English and Spanish. For example, in Spanish, the punctuation marks are collocated outside the quotation marks and parentheses, and in English those are collocated inside. Hence, the translator needs to be aware of these differences when translating from Spanish into English.

Apart from this, Sofer (2002) believed that another problem is that while English and Spanish are such similar languages (in some aspects), in many technical areas there is a wide gap between the two. For example, 1) the Hispanic World is not as industrialized as the English-speaking World, 2) High-Tech information revolution of our time is defined mainly in American English, and 3) the problems of technical translation from and into Spanish continue growing, for instance, the problems of ambiguity, the lack of knowledge of technical terms, and the constructions of grammar that are poorly made.

The solution to these problems and challenges is not easy and the worse we can do is pretending these problems do not exist. We cannot think that there is a Universal Spanish or a Universal English that satisfies everyone's needs, because no such language exists. Translators have to recognize and face the problems and challenges whenever they appear. As in the lists before, challenges can be regarding the styles of grammar, vocabulary, punctuation marks and the nuances or variations of the two languages.

## 2.5 Idiomatic Translation

In this study, participants are required either to provide or to choose the most accurate idiomatic translation of ten love idioms.

Newmark (1992) defines idiomatic translation as “the reproduction of the message of the original text but tends to distort nuances of meaning by preferring colloquialisms and idioms” (p.72). In other words, idiomatic translation communicates and reproduces the meaning of the text in the source language (SL) into the target language (TL), leaving out grammatical rules and

vocabulary, but keeping the intention of the message. The purpose of idiomatic translation is translating idioms in a way that they sound natural and appropriate in the TL.

In the words of Tierra Educational Center (2009) idiomatic translation is known as “translation in which the target text reflects the exact message of the source text in a manner that is naturally expressed in the target language” (para. 6). In this sense, one of the challenges of idiomatic translation is to find the appropriate translation of the messages in order to be read in a natural way in the target language.

However, one proposal of what idiomatic translation is that was not similar to the ones previously mentioned was the one provided by Liu (2014). For him, “idiomatic translation means that the translation will bring the original source language into contemporary expression. Sometimes a faithful translation requires an idiomatic translation to maintain semantic integrity” (para. 7). In that event, the translation of idioms can lead to provide expressions about modernity, or in other words, to provide expressions that are new in the language.

Consequently to the definitions of idiomatic translation, several definitions of idioms have been given through years, some relevant definitions are the following:

First of all, Jackson & Amvela (2000) defined idioms as “a phrase, the meaning of which cannot be predicted from the individual meanings of the morphemes it comprises” (p.77). When translating idioms, the message needs to be taken into account because they express feelings, ideas and thoughts.

Secondly, according to Cain, Oakhill, & Lemmon’s (2005, p. 66), “an idiom is a figurative expression that usually can be interpreted literally but that takes a nonliteral meaning when used in a specific context”. For this reason, to comprehend idioms, people need to consider the context in which they are.

Another definition proposed was the one by Irujo (1986), which says that an idiom is a conventionalized expression and its meaning can’t be determined from the meaning of its parts. This why literal translation is usually a non-suitable way to deal with them.

These three definitions made me conclude that idioms are expressions that cannot be translated by their parts, but their meaning is what must be considered in the translation. Idioms are frequently used in everyday language, so when translating them context has to be taken into account. Furthermore, Bahar (2011) emphasized that idiomatic expressions are extremely common in colloquial language.

All in all, idioms help human beings to express themselves better since they express ideas, thoughts and feelings. Sometimes, we do not find the “appropriate words” when talking, so we end up saying a phrase composed of words that do not really match grammatically. However, those phrases or expressions stay, and more people start using them. They may not be well accepted, but their usage in different contexts make them be part of a language.

### **2.5.1 Idioms in Foreign Language Learning**

When teachers ask language learners which aspect of language makes it difficult for them, they would most probably reply that they do not have enough vocabulary to communicate and to comprehend the utterances produced by native speakers. Therefore, Bahar (2011) proposed that one of the most effective ways for students to incorporate new words and expressions into their language is through the study of idiomatic expressions. In this sense, students learn that words and phrases function differently and according to the context in which they are presented, for example, in colloquial conversation, jokes and popular sayings. Related to this, Cooper (1998) explained “idioms are the most frequently encountered in discourse among the four kinds of nonliteral expressions of similes, metaphors, proverbs and idioms” (p.255).

The other issue that can be attributed to idioms is that they are the reflection of customs, cultural beliefs and thoughts, social attitudes and different ways of expressing ideas. For example, a very popular celebration in which idioms are quite noticeable is Valentine’s Day. During this event, people give flowers, cards or letters that include love idioms such as “happy ever after” “you’re the apple of my eyes” or “you’re my better half”, to mention some. Hence, these idiomatic expressions are used to express love feelings during this custom.

Since language learners will increase their ideas, thoughts, perceptions and beliefs about the language they’re learning, teaching idiomatic expressions is a “plus” for learners, and, eventually, their knowledge regarding a language’s culture will be increased.

To restate what was described above, Bahar (2011) mentioned that:

Every language learner is supposed to be prepared to deal with real language in varied contexts disregarding the fact that understanding and producing Foreign Language idioms is very difficult. Every language learner must be prepared to meet the challenge considering the

fact that lower level of linguistic competence in the target language will lead to disadvantage in understanding L2 figurative expressions.

Learning idiomatic expressions of a foreign language is an activity of paramount importance since learners increase their knowledge on the language (the acquisition of lexicon, for example) and on the cultures involved. Moreover, idioms help learners express feelings and emotions in different contexts and situations of life.

### **2.5.2 Problems of Translating Idioms**

Davies (2004, p. 193) mentions several problems students may face in translating idioms and fixed expressions:

1. Recognition. It can happen that students do not notice that there is an idiom in a sentence.
2. No equivalents in the target language. Sometimes, students do not know how to translate idioms into their language, or perhaps there is no equivalent phrase of that idiom.
3. A similar counterpart in the target language with a different context of use. Students might confuse the meaning of the idiom of the source language, so when they translate it into their language, the message will be different.
4. An idiom used in the source text both in its literal and idiomatic sense at the same time. Students may not be aware that the meaning of some idioms can be literal and idiomatic at the same time.
5. Difference between the convention, context and frequency of use in the source and target languages. It is possible that students do not know that the use of idioms in the source language and target language can be different.

When I was a Translation student, sometimes I did not notice an idiom was present in a text and at first I translated it literally, but after reading it and noticing it sounded weird, I found out that it was an idiom. However, it was somewhat difficult to find the equivalent phrase for that idiom, and now I believe that happened because I was not familiarized with that topic.

Baker (1992) believes that:

The main problem that idiomatic and fixed expressions pose in translation relate to two main areas: the ability to recognize and interpret an idiom correctly and the difficulties in rendering various aspects of meaning that an idiom or a fixed expression conveys into the target language (p.65).

Furthermore, Baker (1992) stated a set of problems a translator may face, for example:

1. Some idioms may have no equivalent idiomatic expressions in the Target Language (TL).
2. Different languages may express the same meaning through a single word, an opaque idiom, a transparent fixed expression.
3. An idiom or fixed expression may have a similar counterpart in the TL, but its context of use may be different; the two expressions may have different connotations, for instance, or they may not be pragmatically transferable.
4. Sometimes an idiom in the Source Language (SL) refers to both its literal and idiomatic sense. Unless the TL idiom corresponds to the SL idiom both in form and in meaning, the play on idiom cannot be successfully reproduced in the TL.
5. The very convention of using idioms in written discourse, the contexts in which they can be used, and their frequency of use may be different in the SL and TL.

Although both lists mentioned some problems when translating idioms, firstly Davis argued that students do not easily recognize the presence of an idiom, secondly Baker pointed out more serious problems that professional translators tend to have, for example when having to find the most suitable and equivalent translation for that idiom in the target language.

Consequently, Baker (1992), Davies (2004) & Mollanazar, (2004) affirm that in general “the first step in translating idioms is to recognize them. The pitfall for the translators is to translate idioms literally. A word-for-word translation of idioms is often nonsense or even sometimes amusing” (p.52).

I can conclude that translating idioms is not an easy and simple task. It requires time, experience, dedication and knowledge on the topic. If a translator does not have those qualifications, the translation will not be the most suitable one and the idiomatic expression will sound “strange” and unnatural in the target language because that translation would not be the most accurate way of expressing it.

### 2.5.3 Love Idioms

As stated before, idioms are fixed expressions used in each language and their translations to other cultures or languages depend on the meaning of the phrases more than to their lexicon or syntax. There exist idioms about basically everything. For instance, there are idioms on weather, luck, food, death, health and life, just to mention some. They are used according to what we want to express. The topic of Love has created a large number of idioms, which are used nowadays by speakers from all over the world. Some examples are:

They made a love-nest - *crearon su nidito de amor*.

Take it easy, it is just a puppy love – *tómalo con calma, sólo es un amor de jóvenes*.

The love she feels for him is blind – *el amor que ella siente por él es ciego*.

These three idiomatic expressions are part of English and Spanish language, so they can be found in real-life; in conversations, movies, interviews, commercials, programs, and so more on situations. But, what happen when some Love Idioms aren't fixed expressions in the language we translate to? Translation trouble arises.

As an example, the idiom; “go steady with someone” might cause trouble when translating it because of the ignorance about what “steady” means in the “love” arena. Someone can translate it as “*tener una relación sencilla*”, other can think it means “*mantener una relación por ciertos periodos*”, and a third person can assume it is “*salir con alguien de vez en cuando*”. Nevertheless, defining the most appropriate translation for these idioms will require knowledge about the two cultures involved and experience on the part of the translator. In this case, translating “go steady with someone” into Spanish would be “*estar saliendo con alguien desde hace cierto tiempo*”.

## CHAPTER III

### METHOD

In this chapter, the method is presented and it is divided into five sections. The first one is the design, which is the way in that data, or in this case, translations, were gathered for the further analysis. Secondly, the participants of this study are described and also the reason for having them in this project is stated. In third place is the instrument that was the adapted survey used for participants' translations, and the justification of this instrument. Afterwards, the procedure followed to carry out this project is presented. The last part of this chapter corresponds to the data analysis. The analysis of the translations was made using the Translation Procedures proposed by the Russian Translation theorists Retsker (1974) & Shveitser (1988). And as described in the previous chapter, the procedures are Translation as Analogy, Translation as Adequacy, Concretization, Logical Derivation, Antonymic Translation and Compensation.

#### 3.1 Design

The design of this study is based on a Mixed Method approach. According to Creswell (2014), a mixed method involves the combination of qualitative and quantitative research and data. Qualitative data tends to be open-ended without predetermined responses (such as interviews either recorded or not) while quantitative data usually includes closed-ended responses such as questionnaires or psychological instruments.

In this case, the quantitative data was measured by the times of selection of the suggestions of the translation of idioms that students and professionals chose and, as a consequence of that, the tendency that their selection showed for every item in the questionnaire, and the results, in general, were assessed, as well. The qualitative data will be the corresponding and further analysis of the selections that students and professionals made; in other words, an

examination of what translation techniques from the Russian Approach they tended to use when choosing the most suitable translation option for the idiomatic expressions. This also includes the analysis of the translation proposals that students and professionals provided (if that was the case) at the end of each item in the questionnaire.

Creswell (2014) also pointed out that “mixed methods have a pragmatic worldview and have a collection of both quantitative and qualitative data sequentially in the design. The researcher bases the inquiry on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone (p.43).” Having identified the number of times a certain answer was selected, and additionally identify the translation procedures employed in the further answers provided, contributed to a better appreciation of the reasons behind the professional and non-professional translators’ choices.

As presented in the introduction of this study, the research questions are the following:

1. What is the technique, according to the Russian Approach, most used by the participants in the selection of the translation of Love Idioms?
2. What is the difference in the quality of the translations written by each group of participants?

The objective of this study is to provide answers for the research questions stated above by analyzing the selections of translation for each idiomatic phrase decided by students and professionals in the survey. Further suggestions will be provided for current and future Translation students, and interested people in the field, in general.

### **3.2 Participants**

All students in the University of Quintana Roo have English as a non-curricular subject. Nevertheless, only English language major students have English and Translation classes as part of the syllabus. For this reason, the participants in this study were three groups: Translation II morning group (22 students), Translation IV afternoon group (12 students) and a group of nine professional translators. They are the appropriate participants for this study because, in the case of Translation II and Translation IV students, they were the ones who had studied Translation



techniques already (in the previous translation courses) and who are interested in idioms and their translations; they're translators in the making. In addition, they are majoring in English language teaching. Translation II students' ages are from 21-22. Translation IV students' ages are from 23-24, and in both groups there are outsiders who come to the city only for studying. Regarding the group of professional translators, they work in the translation field and they are already used to dealing with idiomatic expressions (ideally), but may not be aware of the translation procedures according to the theory available in the field. Professional translators were selected from a list of official translators of the State of Quintana Roo provided by the supervisor of this study. This group of participants are merely adults who have worked as translators for couple of years.

### **3.3 Instrument**

The instrument used for this study, which come from an adapted short-story taken from a YouTube video, was a survey: one in paper and one created with the online application Typeform. The survey tried to involve participants not only with love idioms, but with the story itself. They have ten idiomatic expressions about love. Each expression has three options of translation marked as a), b), or c). The four option, d), was created in case participants want to write their own translation for that idiomatic phrase.

The structure of the survey is as follows: the original text (in English) is provided above the options of translation, on the left side of the page, and the translated text with the blank spaces corresponding to the translation of the idiomatic phrases (in Spanish) is also provided above the options of translation, on the right side of the page, with the purpose of participants can easily look both texts at the same time of choosing the most suitable translation of the idiomatic phrases for them (See appendix A).

Following, there is an exemplification of part of the survey:

The beginning of a love story

Alex fell over heels in love with Victoria on Thursday 14<sup>th</sup> February at 8.13 am. He remembers the day and the exact time because the same evening, he had a blind date with another girl, it was Valentine's Day. It wasn't fair to stand the poor girl up. The girl introduced herself but Alex forgot her name right away. She could catch a man's eye but Alex had eyes only for Victoria.

Original text

El comienzo de una historia de amor

Alex \_\_\_\_\_<sup>1</sup> Victoria el jueves 14 de febrero a las 8:13 de la mañana. Él recuerda el día y la hora exacta porque esa misma tarde \_\_\_\_\_<sup>2</sup> tuvo una \_\_\_\_\_, era el día de San Valentín y no era justo dejarla plantada. La chica se presentó,<sup>3</sup> pero Alex olvidó su nombre de inmediato.<sup>4</sup> Ella podía \_\_\_\_\_ pero Alex \_\_\_\_\_ Victoria.

Translated text

1. "feel over heels in love with"

a) Se enamoró de

b) Tuvo un flechazo con

c) Cayó rendido a los pies de

If you have another translation option, please write it down below:

d) \_\_\_\_\_

Options of translation

Regarding the online version of the survey in Typeform, each participant was sent an e-mail with a brief explanation of the study including the link for answering the online survey, and a file containing the instructions for the survey along with the original text (in English) and the translated text with the blank spaces corresponding to the translation of the idiomatic phrases (in Spanish), on the left and right side of the page, respectively (See appendix B).

To obtain the final version of the survey, it was piloted with a group of 8 students of Translation IV (morning class) to determine the amount of time students will take to answer it and to draw suggestions for improvement that were provided by them. One ethic guideline that was drawn up was regarding the name of the participants: students mentioned the survey could be anonymous because it would not affect any of their grades. Another comments were about the selection of one or two answers and the correct choice. Some students were unsure about choosing “a” or “b”, for example, because they said that both answers were correct.

Taking into account the prior students’ comments and time to answer the survey, some adjustments were made:

1. The survey was decided to be anonymous, but after students finish answering it, a number will be written at the right top of it in order to have a record of the participants.
2. In the instructions, “there is **NO** incorrect answer and you need to choose only **ONE** option” was added.
3. Both teachers and students were told to have around 30 minutes to answer the questionnaire, even though the time needed for answering it was only 15 minutes. The intention was not to stress out the surveyed participants.
4. Both groups of students were told the survey will not affect their grades.

### **3.3.1 Justification of the Instrument**

The video was chosen because it tells the story of how a couple met and their love started, which is the perfect topic to analyze and to accomplish the purpose of this research work. As it was stated above, the purpose is to increase knowledge regarding the translation techniques that novice translators (students from Translation II and IV) and people who work as translators

decide to use when having to deal with Love Idioms. To fulfill that purpose, the story in the survey can be understood by these three groups of participants since it contains common idiomatic expressions, well-known phrasal verbs, and the level of English language is not too high.

The video itself does not have a lot of views (782) in YouTube. However, the Love Idioms mentioned in the video were taken from it in order to be translated (in the survey) by the participants and then be analyzed following the translation techniques proposed by the Russian Approach. However, little modifications were made to the script in order to adapt it to the research questions and purpose of this study.

### **3.4 Procedure**

For having the two groups of students answer the survey, two personal sessions (one per each group) were held. The two groups of students had up to thirty minutes to choose the most suitable option for the translation of idioms. The original intention was to have both groups translate the text the same day, in order to avoid comments before the other group answered the questionnaire. Nevertheless, that was not possible: Translation IV students answered the survey one day of the second week of May, and Translation II students answered the survey one day of the third week of May.

Regarding the group of professional translators, on the one hand, the questionnaire was sent through e-mail to three of them, and they were requested to send it back as soon as they could within a lapse of two-three weeks. The explanation of this study and instructions of the survey were also sent through a file via e-mail. On the other hand, six professional translators working at the University of Quintana Roo answered the paper survey during the fourth week of May.

The answers of the survey by the students of Translation II and IV, were collected during the month of May. Teachers were previously notified and students were told a brief explanation of the purpose of their participation in this study. Regarding the group of professional translators, they were sent an e-mail, presenting the purpose of this project, and a file containing the instructions of the online survey. They were asked to answer the survey as soon as they can

during a lapse of two weeks. Once all the data was gathered, participants' answers were organized in graphical representations in order to display the frequency of the answers chosen.

Each option of translation in the survey was designed according to the Russian approach of translation procedures proposed by translation theorists Retsker (1974) and Shveitser (1988), as can be appreciated in the following chart:

Options of Translation in the Survey According to Translation Procedures Proposed by the Translation Theorists Retsker (1974) and Shveitser (1988)

<b>1. “Fell over heels in love with”</b>	<b>2. “A blind date”</b>	<b>3. “Catch a man’s eyes”</b>	<b>4. “Had eyes only for”</b>	<b>5. “Seventh heaven”</b>
a) Se enamoró de (adequacy: concretization)	a) una cita a ciegas con una chica (adequacy: logical derivation)	a) hacerse notar fácilmente (adequacy: concretization)	a) no tenía ojos para nadie que no fuera (adequacy: antonymic)	a) otro planeta (analogy-correspondence)
b) Tuvo un flechazo con (analogy: correspondence)	b) una cita con una chica que no conocía (adequacy: antonymic)	b) cautivar con su belleza a cualquier hombre (adequacy: logical derivation)	b) solo tenía ojos para (adequacy: logical derivation)	b) las nubes (adequacy: logical derivation)
c) Cayó rendido a los pies de (adequacy: logical derivation)	c) un primer encuentro con una chica (analogy-correspondence)	c) llamar la atención de cualquier hombre (analogy-correspondence)	c) tenía en mente solamente a (analogy-correspondence)	c) el paraíso (adequacy: concretization)
d) Participants’ translations	d) Participants’ translations	d) Participants’ translations	d) Participants’ translations	d) Participants’ translations
<b>6. “They were made for each other”</b>	<b>7. “Paired off”</b>	<b>8. “Wearing their hearts of their sleeve”</b>	<b>9. “Cuddling up”</b>	<b>10. “A match made in heaven”</b>
a) eran almas gemelas (adequacy: concretization)	a) emparejaron (adequacy: concretization)	a) Presumiendo su amor a los cuatro vientos (adequacy: logical derivation)	a) abrazándose (adequacy: concretization)	a) una pareja para nada común (adequacy: antonymic)
b) no existía alguien más perfecto (adequacy: antonymic)	b) empezaron una relación (adequacy: logical derivation)	b) experimentando sentimientos a flor de piel (analogy-correspondence)	b) acurrucados el uno con el otro (analogy-correspondence)	b) una unión perfecta (adequacy: logical derivation)
c) estaban destinados a estar juntos (adequacy: logical derivation)	c) dejaron de ser amigos (adequacy: antonymic)	c) seguros de que no podían esconder su amor (adequacy: antonymic)	c) dándose amor (adequacy: logical derivation)	c) el uno para el otro (analogy-correspondence)
d) Participants’ translations	d) Participants’ translations	d) Participants’ translations	d) Participants’ translations	d) Participants’ translations

Chart 1.

The graphical representations of the results were bar graphs elaborated in a word document and using an Excel page. Ten bar graphs were created: one per each idiomatic phrase. (See example below)

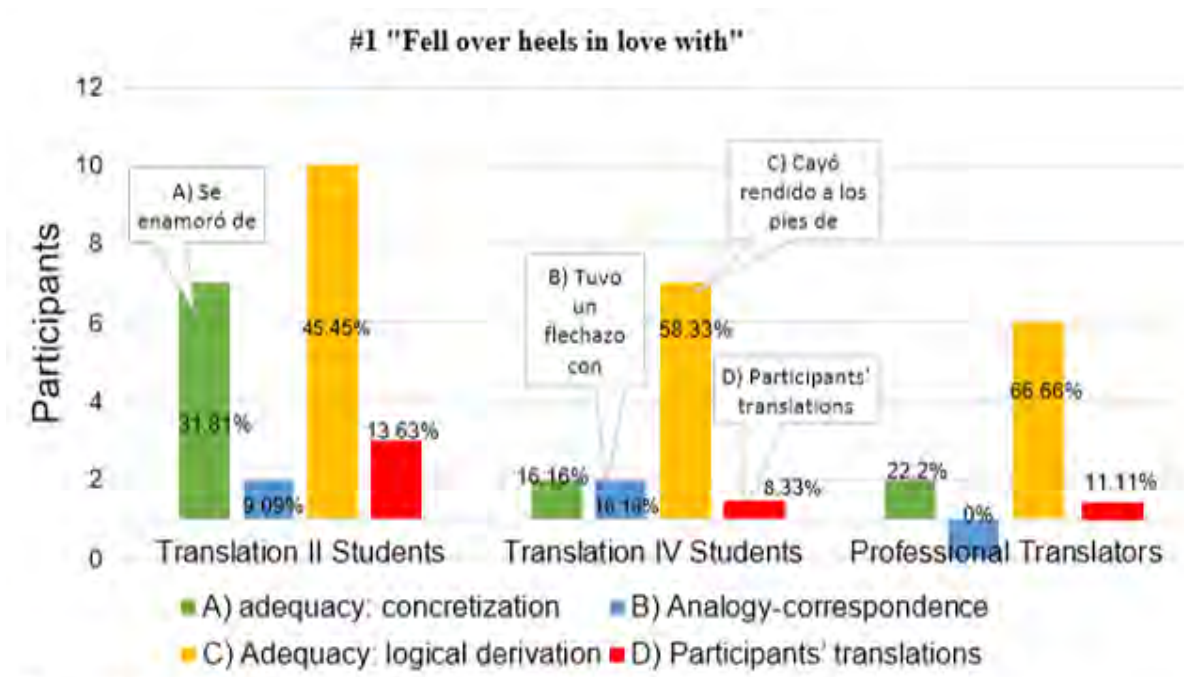


Figure 1.

Hence, the title of each graph was the idiomatic expression to be analyzed; the y-axis was the number of participants; the x-axis was the two groups of participants; the data series were the bars; the keys were the Translation Techniques from the Russian Approach, and the data labels were the four translation answers for each idiomatic phrase.

## CHAPTER IV

### ANALYSIS

In this fourth chapter, a detailed analysis of the answers of the three groups of participants is presented. First, along with the analysis of translation techniques from the Russian Approach, the quantitative results are analyzed, in bar graphs, and next, the qualitative part of the results is displayed, in corresponding charts. Furthermore, answers for the two research questions and hypothesis of this study are elucidated.

#### **4.1 Analysis from the Russian Approach**

In the following pages, the results of the surveys administered to two groups of students (Translation II and Translation IV) and a group of nine professional translators are presented. The analysis of their choices of translations are analyzed following the taxonomy proposed by the Russian translation theorists Yakob Retsker (1974) and Alexander Shveitser (1988).

The results are divided into four sections. The first section, the data analysis, includes ten graphical representations: one graph per idiomatic phrase. Every graph includes description of the results and the analysis of the choices of translation of the participants. The second section provides the answer of the first research question; the third section answers research question number two, and the fourth and last section verifies the hypothesis.



#### 4.1.1 Data Analysis

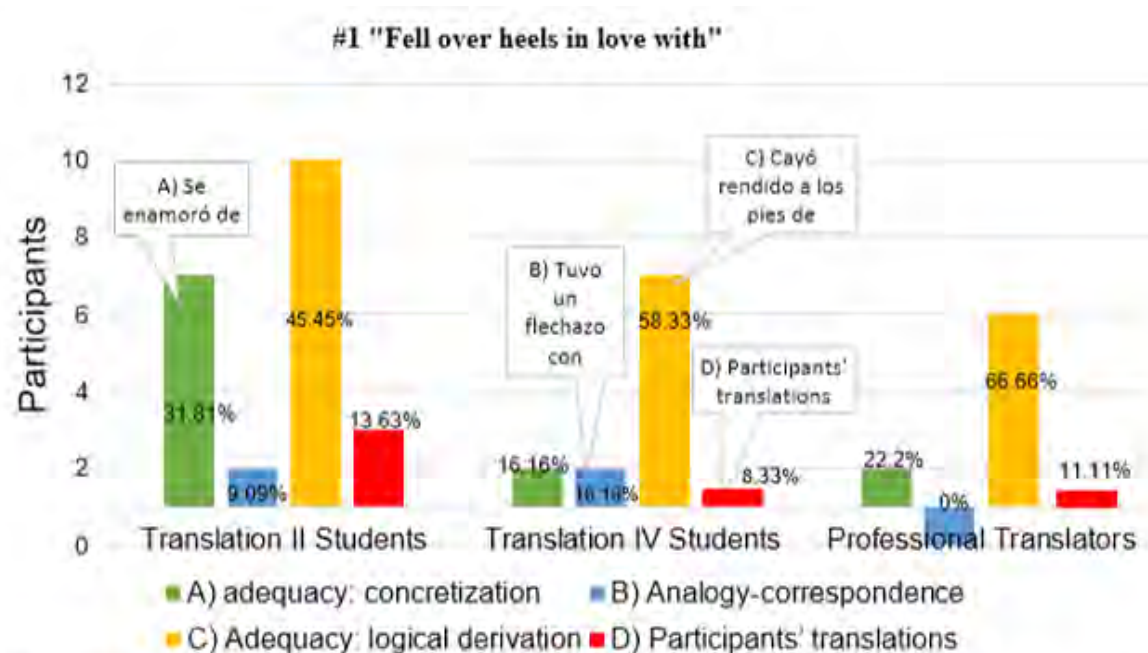


Figure 1.

The initial scrutiny was regarding the first idiomatic phrase of the story “Fell over heels in love with”. Interestingly, the majority of participants in the three groups (45% of students of Translation II, 58.33% of students of Translation IV, and 66.66% of professional translators) chose that for them, the most appropriate translation of “fell over heels in love with” was answer C): *cayó rendido a sus pies*, which stands for the translation technique Adequacy: Logical Derivation. In this case, translators chose this option of translation because they probably wanted the idiomatic phrase had “adequacy” when translating so they were also challenging “equity” (Guthrie & Rothstein, 1999). On the one hand, equity is more complex that it appears since in the translation of idioms it requires that the message be exactly the same. On the other hand, logical derivation in the translation of idioms is also a complex activity since it requires to link the meaning of the idiom with a relation of cause and effect. In this same way, the idiomatic phrase “feel over heels in love with” stands for the cause and the translated phrase “*cayó rendido a los pies de*” stands for the effect.

This result demonstrates that, for this idiomatic phrase, most participants tended to give a logical translation to the phrase. According to the literature review, Kennedy (2016) suggests that the important thing of using logic when translating is that the translated information be somehow part of the true meaning of the sentence.

In the case of the other answers, answer A): *se enamoró de* was considered as the second most appropriate answer for the three groups since it had 31.81% of tendency in students of Translation II, 16.16% of tendency in students of Translation IV, and 22.22% of frequency in the group of professional translators. In this case, participants presumably felt that the phrase “*se enamoró de*” was too simple and did not fulfill the intentions that the idiomatic expression was trying to convey.

Answer B): *tuvo un flechazo con* was chosen by the 9.09% of Translation II students; by 16.16% of Translation IV students and none of the professional translators considered it as an accurate translation option. I consider this happened because translators could have thought that “*tuvo un flechazo con*” does not have a connotation as strong as the one from the idiomatic phrase. The last option, the alternative in which participants could offer a translation for the idiomatic phrase, was the answer with the lowest rate of tendency in students of Translation IV since it only had 8.33% of preference. In the case of the other two groups; it had 13.63% of tendency in Translation II students and 11.11% of professional translators. On this occasion, the majority of participants in the three groups perceived that the translation options provided in answers A), B), and C) covered the resolutions of the idiom.

However, for this first idiomatic expression, participants’ personal translations (in option D) were the following ones:

Both for Translation II and Translation IV students:

- “*Seenamoró perdidamente de*”
- “*Alex se enamoró totalmente*”

For the group of Professional translators:

- “*Alex se enamoró totalmente*”

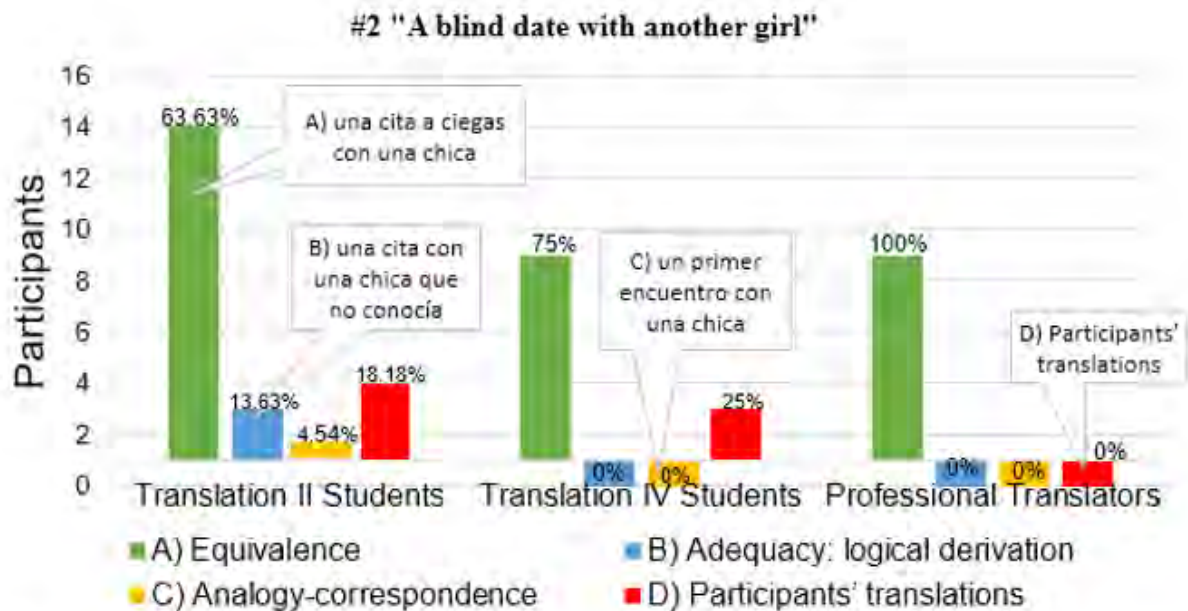


Figure 2.

The next idiomatic phrase was number two “A blind date with another girl”. When selecting the most appropriate answer, the greater part of students in both groups tended to choose answer A): *una cita a ciegas con una chica* (63.63% of tendency in Translation II and 75% of tendency in Translation IV) which corresponds to the Equivalence translation technique. This notorious selection was because “*una cita a ciegas con una chica*” is a phrase very well-known and used in Spanish. In addition, this phrase transmits the same message as the original: meeting a girl for the first time. This result proves what Newmark (1988) had proposed. He argued that the idiom may reach a “broad equivalent effect” only if it is “universal”, so, in that case the ideals of the original idiom exceed all cultural frontiers.

Concerning the group of professional translators, choosing “*una cita a ciegas con una chica*” was a unanimous selection. All of them thought that this equivalent phrase in Spanish was exactly what the idiom wanted to communicate originally.

Hence, just like Zakhir (2009) mentioned:

It is clear that “cultural equivalence” consists of the rendering of the SL cultural features into a TL in a way that helps the reader understand these foreign cultural aspects through his own cultural ones. Actually, “cultural equivalence” can be easily reached when the cultural words under translation are universally known (para. 28).

For the second most voted answer, both groups of students decided to write their own translation for the idiomatic phrase. This event happened on account of students had the idea that the other translation options (options B and C) were not as suitable as option A), so they wanted to provide theirs. However, their proposals were very similar to “*una cita a ciegas con una chica*”.

Surprisingly, both groups of students differed with the following selection because on the one hand, for Translation II students, answer B): *una cita con una chica que no conocía* was the third most appropriate answer for them with 13.63% of tendency, and answer C) *un primer encuentro con una chica que no conocía* was the least appropriate choice. On the other hand, Translation IV students did not find answers B) and C) as appropriate choices: both of them had 0% of tendency in this group. The reason why neither answer B) nor answer C) were chosen by Translation IV students was most likely because as they had taken several courses of Translation, they found those options did not “sound” very natural in Spanish and therefore, they are not frequently used.

For this second idiom, participants’ personal translations (in option D) were the following ones:

For Translation II students:

- “*Una cita a ciegas con otra chica*”

For Translation IV students:

- “*Una cita a ciegas con otra chica*”
- “*Una cita a ciegas*”
- “*Una cita con una chica que no era su amada Victoria*”

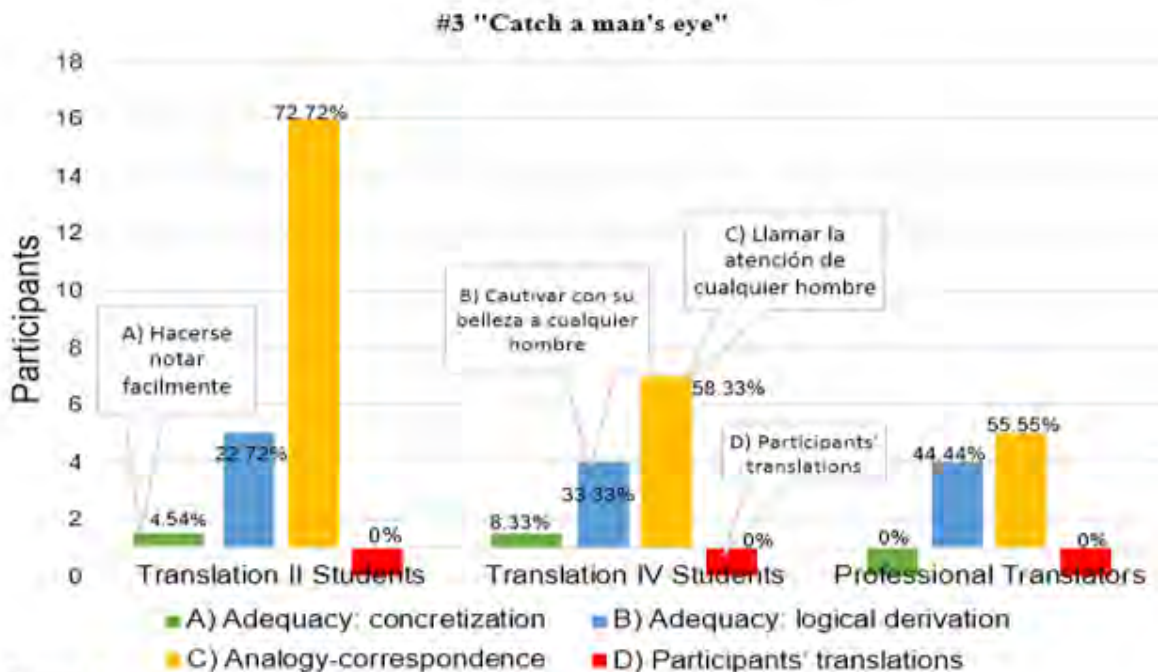


Figure 3.

The third idiomatic phrase was “Catch a man’s eyes”. For this idiomatic phrase, more than half of students and professional translators chose answer C): *llamar la atención de cualquier hombre* as the most appropriate translation choice (it had 72.72% of tendency and 58.33% of tendency in Translation II and Translation IV, respectively, and 55.55% of concurrence in the group of professional translators). Moreover, answer C) corresponds to the translation technique Analogy: Correspondence. Along with this translation technique, Catford (1965) emphasized that “correspondence in translation represents attempts at bringing linguistic units of the source and target languages into some kind of relationship for purposes”. Accordingly to this, answer C) was seemingly considered as the most suitable translation option in the three groups because there does exist agreement and similarity between the original idiomatic phrase and “*llamar la atención de cualquier hombre*”.

The second most appropriate answer according to the three groups was answer B), *cautivar con su belleza a cualquier hombre*, since it had 22.72% of tendency in the group of Translation II, 33.33% of tendency in the group of Translation IV, and 44.44% of tendency in the group of professional translators. This result was apparently because “*cautivar con su belleza a cualquier hombre*” stands for the effect of catch a man’s eyes, which was the cause of the event.

Answer A): *hacerse notar fácilmente* was chosen as the third most appropriate answer in both groups of students. For them, “*hacerse notar fácilmente*” is probably the definite action when a woman catches a man’s eyes. Nevertheless, for translators that was not a suitable translation and did not choose it at all. Finally, neither the students nor the professional translators decided to write their own translation for this idiomatic phrase. One for the reasons could have been that participants did not find any other acceptable translation in Spanish: the most used ones for this idiomatic phrase had already been mentioned in the previous options.

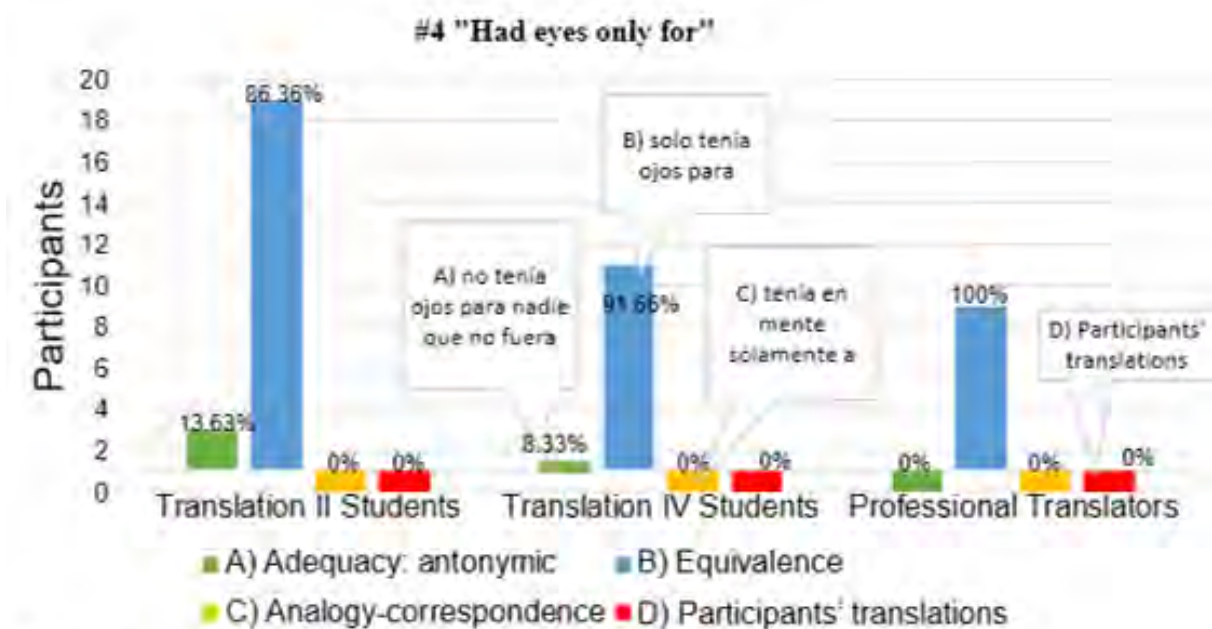


Figure 4.

The idiomatic phrase “Had eyes only for” was the fourth one. Once again, more than the 80% of students in both groups found answer B): *solo tenía ojos para* as the most appropriate translation for the idiomatic phrase, corresponding to the translation technique Equivalence. And, this was a unanimous answer for the group of professional translators. The reason for the selection of this idiom in the three groups of participants was possibly because the phrase “*solo tenía ojos para*” is also a popular idiom in Spanish.

The second most voted answer for the students was A): *no tenía ojos para nadie que no fuera*, with 13.63% of tendency in Translation II students, and 8.33% of tendency in Translation

IV students. This option of translation corresponded to Translation as Adequacy: Antonymic. Strati (2014) believes that antonyms have a practical importance that relies on their understanding in use of the communication of everyday life. Although, situations and circumstances are better understood when antonyms are used, the misuse of them can cause misunderstandings. Fascinatingly this time, neither answer C), nor option D) were considered as suitable translation options for the participants. The reason for not having choosing them as suitable translation options may have been because participants thought there was not a significant similarity between the idiomatic phrase and “*tenía en mente solamente a*”. In view of participants’ personal proposals of translation, they decided not proving them since answers A) and B) had already the suitable translation options for this idiom.

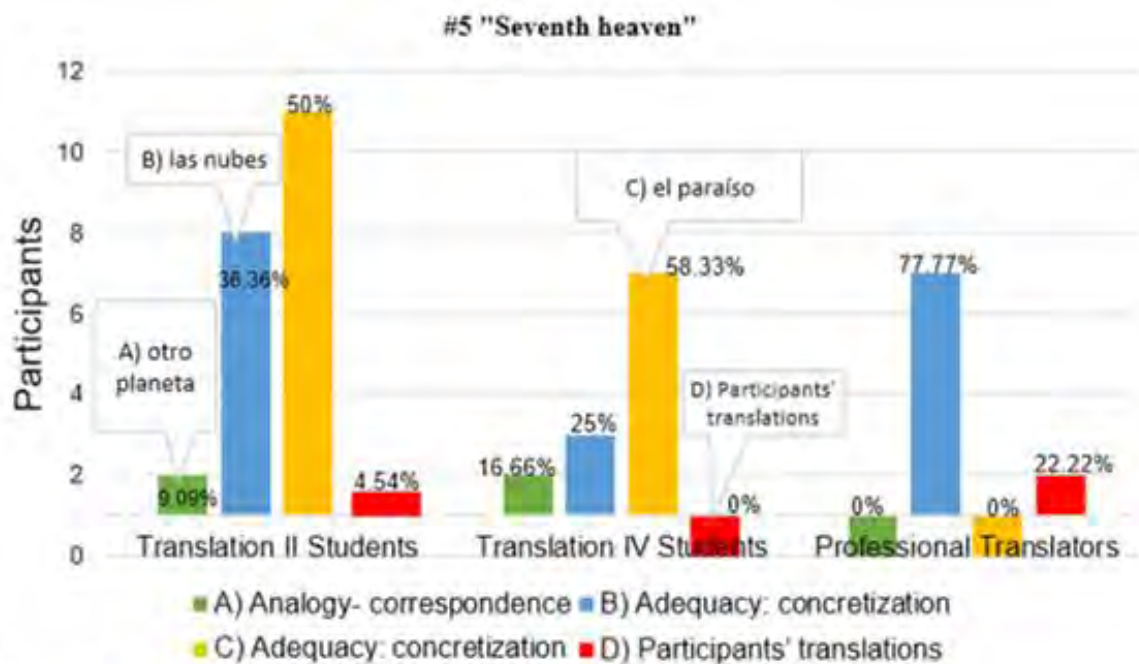


Figure 5.

The fifth idiomatic phrase was “Seventh heaven”. The majority of students decided that answer C) *el paraíso* was the most appropriate translation, with 50% of tendency in Translation II students and 58.33% in Translation II students; therefore, the translation technique as Adequacy: Concretization was the most accurate one for them. In similarity with what Friedlander (2004) discussed, students unconsciously elected that translation technique because the more concrete

and specific language is, the more clear and vivid it will be. Wherefore, students might have been highly convinced that “*el paraíso*” was exactly what the idiomatic phrase was trying to transmit.

In regard to the group of professional translators, they came to the conclusion that answer B) *las nubes* was the most convenient one since it was chosen by 77.77% of participants in this group. This option of translation also corresponded to the translation technique as Adequacy: Concretization. The cause of the selection of this answer in this group was feasibly because “*las nubes*” had a stronger and more similar connotation to the original idiomatic expression.

For the second most appropriate translation option, 22.22% of professional translators decided to write their own translation proposal since they might have thought that neither options A) and C) match semantically with the idiom.

For students, the third most voted answer was answer A) *otro planeta*. The reason for having this option as the third most popular one was very likely because they considered “*planeta*” is not quite related to “heaven”.

For this idiomatic expression, participants’ personal translations (in option D) were the following ones:

For Translation II students:

- “*Alex estaba muy emocionado*”

For professional translators:

- “*Se sentía en las nubes*”
- “*séptimo cielo*”



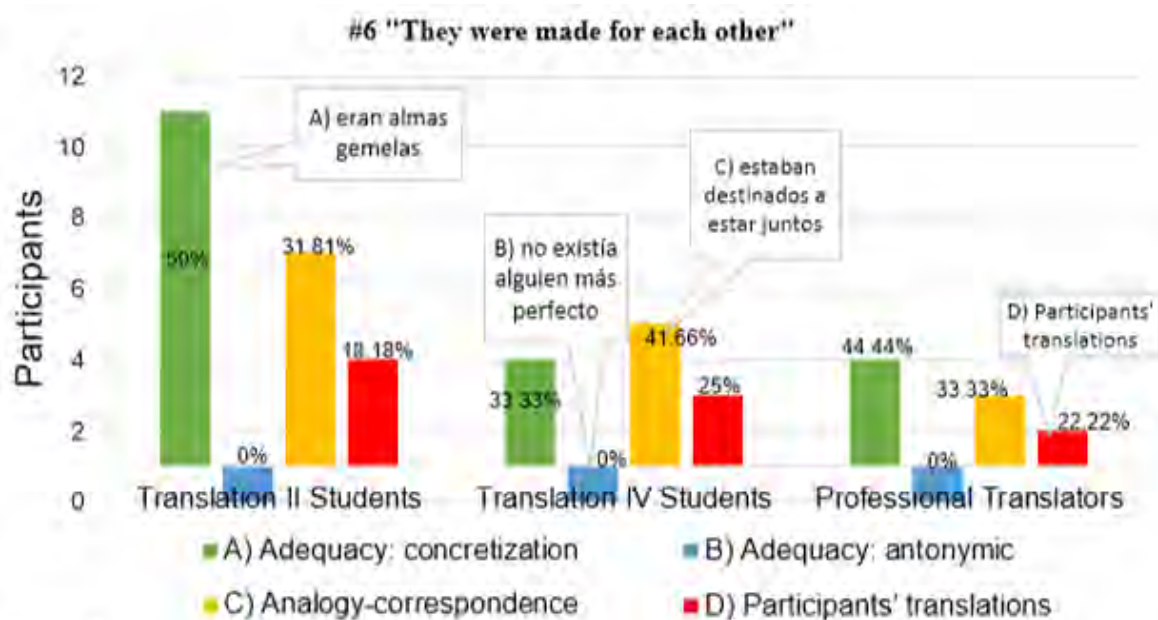


Figure 6.

The sixth idiomatic phrase was “They were made for each other”. Once again, the two groups of students differed with the most accurate answer for them. On the one hand, 50% of Translation II students considered answer A) *eran almas gemelas* as the most appropriate translation, which corresponds to the Translation Technique as Adequacy: Concretization. On the other hand, answer C) *estaban destinados a estar juntos* was the most voted answer by Translation IV students, which corresponds to the translation technique as Analogy: Correspondence, and it had 41.66% of tendency. This different tendency probably happened because first, for Translation II students, being concrete when translating idioms expresses them in a more precise way, and second, for the Translation IV students, correspondence represents a way of saying the same meaning of the idiom but using different words, which fit better in the target language, which in this case is Spanish. Additionally, a considerable amount of English words have multiple meanings, and knowing their different meanings can help people understand what they read. (Kissner, 2011).

Although both expressions are correct and are possible translations for this phrase, letter A) is rather another idiomatic expression used in Spanish while letter C) is a longer description of what the phrase means. Their choice of selection would depend on how familiar or unfamiliar the expression “*alma gemela*” is for the participants.

Likewise Translation II students, for the group of professional translators the most chosen answer was also answer A) with 44.44% of frequency; following to this was answer C) with

33.33%, and in third place of concurrence this group made the decision of writing the own translation proposals, which could also express what the intentions of the idiom were.

Less than the 30% of students (in both groups) chose to write their own translations, and none of the participants thought that answer B) *no existía alguien más perfecto* was an appropriate option for translation.

For this sixth idiom, participants' personal translations (in option D) were the following ones:

For Translation II students:

- *“Eran tal para cual”*
- *“Fueron hechos el uno para el otro”*
- *“Eran el uno para el otro”*

For Translation IV students:

- *“Eran el uno para el otro”*
- *“Estaban hechos el uno para el otro”*

For professional translators:

- *“Estaban hechos el uno para el otro”*
- *“séptimo cielo”*

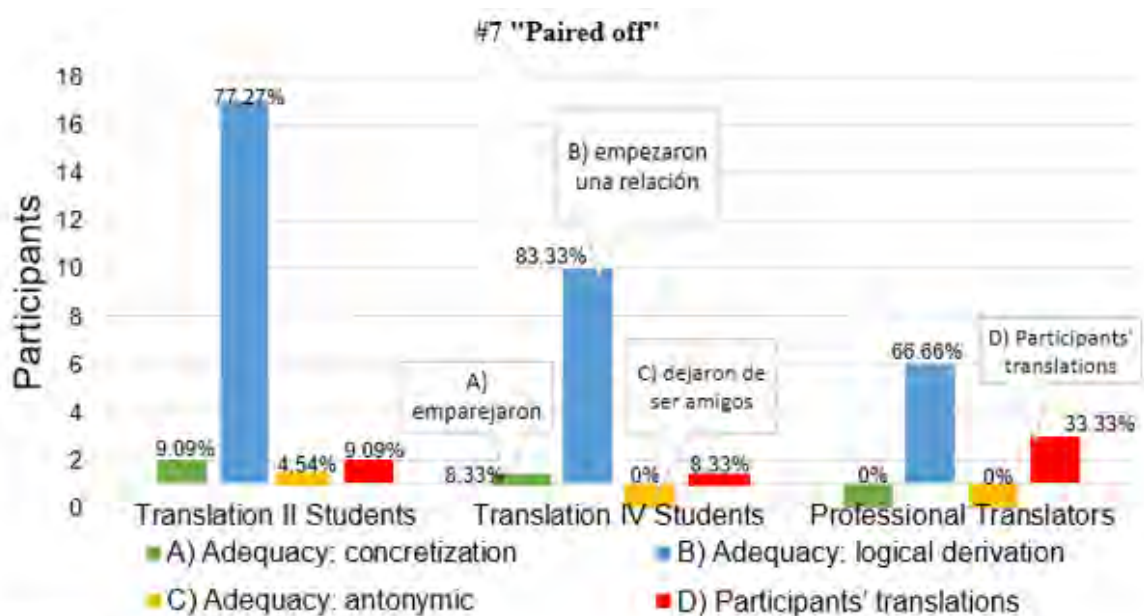


Figure 7.

The seventh idiomatic phrase was “Paired off”. Interestingly, two thirds of the total of participants in each group (77.27% in Translation II, 83.33% in Translation IV, and 66.66% in the group of professionals) decided that answer B) *empezaron una relación* was the most precise translation proposal, and that answer fitted with the translation technique as Adequacy: Logical Derivation. This tendency shows that, idioms are not simple to translate; they can possibly require research, asking other people what that idiom means, and reading it in a wider context, for example, in order to be translated, and as students did not have those possibilities while answering the survey, they decided to give a logical translation to this idiomatic phrase. This incident is proved with what Freeman (2016) affirmed: idioms are so developed that often the history and original meaning behind them are lost. Translators need to understand any unknown idioms before they are able to translate them (para. 6).

What is more, less than 30% of the total of students in Translation II chose the other translation options (9.09% opted for the translation technique: Concretization, the same amount decided to write their own translation proposals, and 4.54% chose the translation technique Adequacy: Antonymic). In the case of Translation IV students, 8.33% selected the translation technique as Adequacy: Concretization, the same amount decided to write their own translation proposals, and any of them thought the Translation Technique Adequacy: Antonymic was suitable. The fact of not having chose those options was plausibly because they did not really express in Spanish what the idiomatic phrase did in English. In Spanish, “*emparejaron*” is more used in other situations, for example, to put things together in order to be considered as only thing, hence, that option of translation is not quite related to a “lovely” connotation. And, the option “*dejaron de ser amigos*” does not always mean that friends become a couple: the phrase can also refer to the fact that two people got into a big argument and stopped being friends for good. Consequently, neither does that option of translation has a “lovely” connotation.

Last, but not least, in the group of professional translators, 33.33% of them wrote a proposal of translation for that idiomatic expression, and neither answer A) nor answer C) were considered accurate translation options.

For this idiomatic phrase, participants’ personal translations (in option D) were the following ones:

For Translation II students:

- “*Empezaron a salir*”

For Translation IV students:

- “Empezaron a salir”

For professional translators:

- “Se empataron”
- “A andar juntos”
- “Se hicieron pareja”

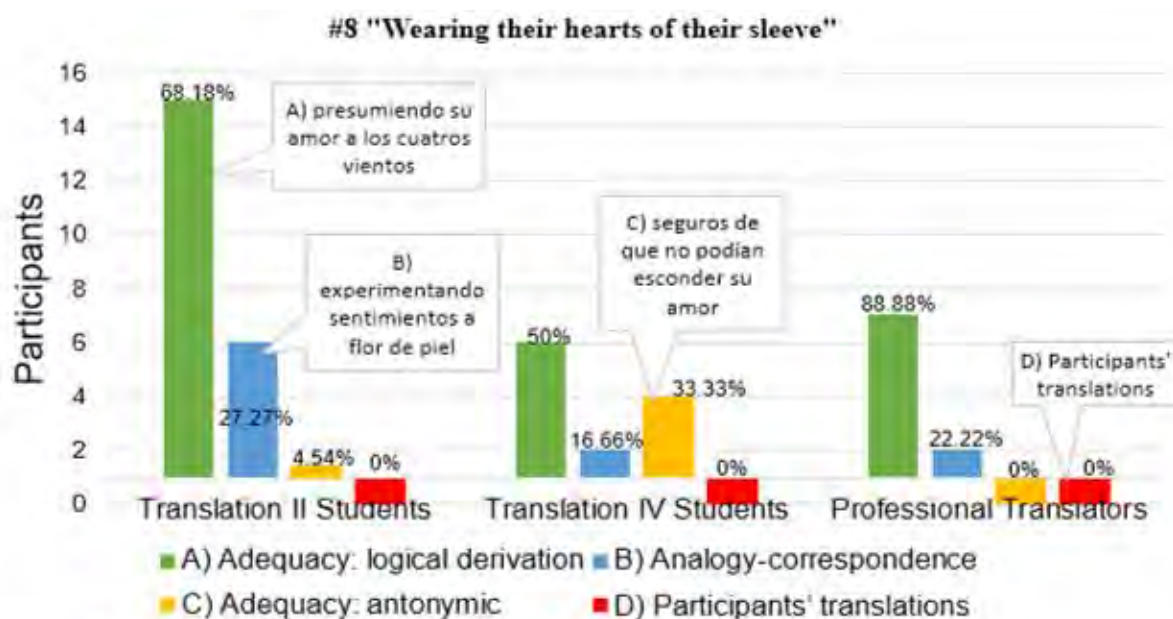


Figure 8.

The next idiomatic phrase was “Wearing their hearts of their sleeve”. In this case, the translation technique as Adequacy: Logical Derivation was the most current one; that is to say, answer A) *presumiendo su amor a los cuatro vientos* was considered the most appropriate answer for all groups of participants: it had 68.18% of tendency in Translation II students, 50% of tendency in Translation IV students, and 88.88% of concurrence in the group of professional translators. Once again, participants could have found a relation of cause and effect between the idiom “wearing their hearts of their sleeve” with “*presumiendo su amor a los cuatro vientos*”, in which the idiom represents the cause and the translated phrase, the effect of showing their love in public (Forum at Word Reference, 2009). Increased by the fact that the translated phrase is an idiom in Spanish.

The second most voted answer was, both in the group of Translation II as in the group of professionals, answer B) *experimentando sentimientos a flor de piel*, and in the group of Translation IV was answer C) *seguros de que no podían esconder su amor*. Choosing “*experimentando sentimientos a flor de piel*” was believably considered as a suitable answer since the usage of this phrase in Spanish represents the fact of living emotions that are strong and intense (Paupitz, 2017). And, on the regard of “*seguros de que no podían esconder su amor*” was an antonymic phrase that expressed the message of the idiom, but it is a phrase barely used in Spanish.

The least selected option in the three groups was the fact of writing their own translations since there were no translation proposals for this idiomatic phrase. The reason of not providing a personal translation was reasonably because at that time participants did not think about an equivalence for that idiomatic phrase, so they had to choose between the possibilities of translation already provided.

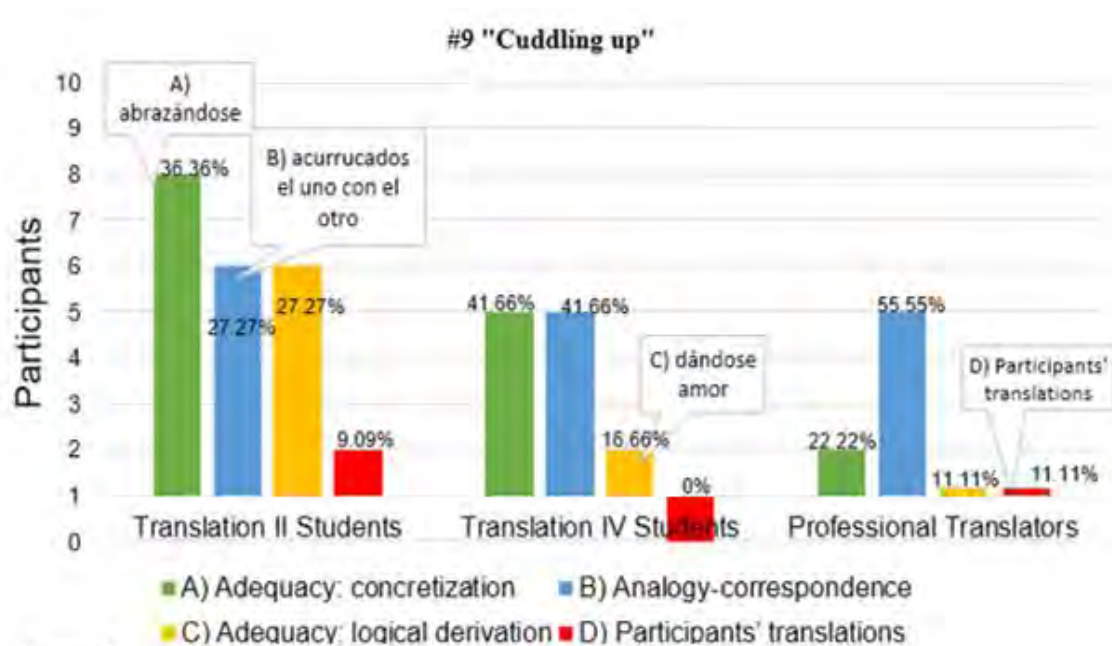


Figure 9.

The following idiomatic phrase was “cuddling up”, and, this was the most controversial one. In the case of Translation II students, answer A) *abrazándose* had the first place of tendency with 36.36%. Also, this answer fitted with Adequacy: Logical Derivation as translation

technique. This result proved the fact that, for this group of students, when people are cuddling they are hugging each other.

Following to this result were both answers B) *acurrucados el uno con el otro* and answer C) *dándose amor*, with 27.27% of tendency each one; therefore, only 9.09% of Translation II students provided their own translation. The phrase “*acurrucados el uno con el otro*” is a way of explaining with other words what cuddling means; nevertheless, this phrase is not very popular in our language; in the experience of the researcher, people tend to use it when it is a rainy day. The phrase “*dándose amor*” does not always mean being cuddling up: couples can love in different situations and not precisely when they are cuddling up.

In the case of Translation IV students, both answers A) *abrazándose* and answer B) *acurrucados el uno con el otro* occupied the first place of tendency, the latter corresponding to the Translation Technique as Analogy: Correspondence. In third place was answer C) *dándose amor* with 16.66% of tendency, and any of those students wrote their personal translations.

Added to this, 55% of the group of professional translators also chose answer B) *acurrucados el uno* as the most adequate one, leaving answer A) *abrazándose* behind, and in third place were both answer C) *dándose amor* as the possibility of writing their own translation proposals. The fact of writing their personal translation was likely because due to their experience in the field and with the translation of idioms, cuddling up meant something else than what the previous options expressed.

The fact of having a contrastive tendency of answers for this idiomatic expression was seemingly because students tended to be more precise when translating idioms. It could have been possible that they were told that idioms are fixed expressions and do not need to be general, but concrete. And, regarding the group of professional translators, as they are used to dealing with idiomatic expressions they expediently know they can change or modify the structure of the idiom when translating and the message that is tried to be conveyed is going to prevail.

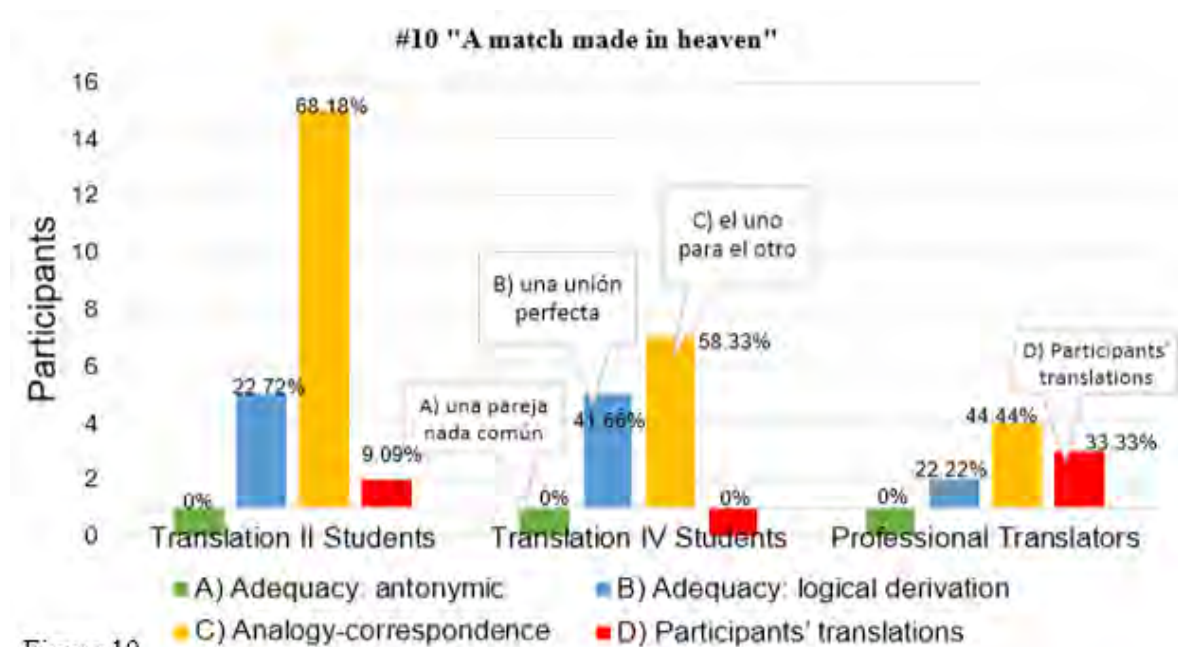
For this ninth idiom, participants’ personal translations (in option D) were the following ones:

For Translation II students:

- “Siendo melosos”

For professional translators:

- “*acurrucados todo el tiempo*”



The last idiomatic phrase in the story was “A match made in heaven”, and for this one, more than 50% of the total of students in both groups, and 44% of the group of professionals decided that the most suitable translation option was answer C) *el uno para el otro*, which corresponds to the translation technique Translation as Analogy: Correspondence. Participants may have perceived that “*el uno para el otro*” was the option of translation that fitted better with the idiom because even though the lexicon was changed, the message of the idiom was exactly the same. Furthermore, “*el uno para el otro*” is considered as an idiomatic expression in Spanish and people tend to use it when referring that two people are perfect for each other.

The second most voted answer was, for the groups of students, B) *una unión perfecta* with 22.72% of tendency in Translation II students and 41.66% of tendency in Translation IV students, and for the group of translators was option D since they opted for providing their own translation proposal. Participants possibly associated “*una unión perfecta*” with the idiom as a relation of cause-effect. Although this proposal of translation is not very common in Spanish, participants presumably perceived it functioned as the effect of being a blessed couple. And, regarding the group of professional translators, this answer was chosen with 22.22% of frequency.

Surprisingly, none of the participants in the three groups chose answer A) *una pareja nada común* as a proper translation option. The reason for not having choosing it was predictably

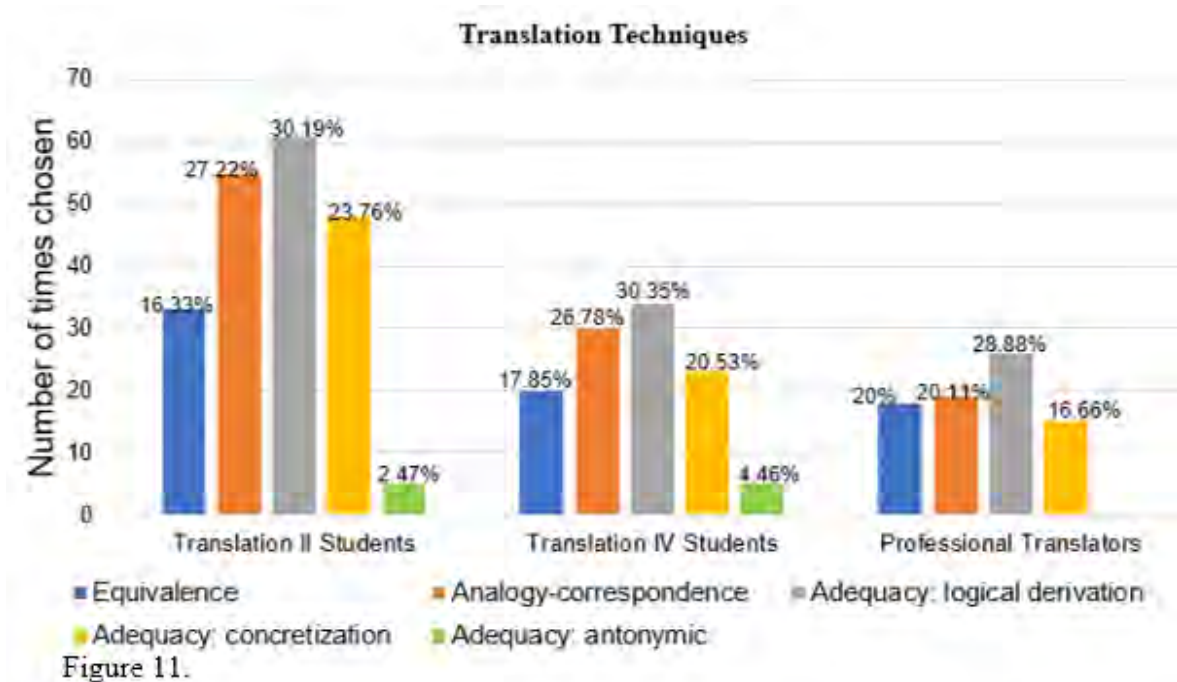
because “*una pareja nada común*” is uncommon phrase in Spanish. Plus, the idiomatic phrase has the impression of being “positive”, so it requires a positive translation as well.

#### 4.2 Answers to the Research Questions and Hypothesis

RQ1. What is the technique, according to the Russian Approach, most used by the participants in the selection of the translation of Love Idioms?

To analyze the two research questions and the hypothesis, two bar graphs and two charts were also created.

The first graph (See graph 11 below) corresponded to the first research question. In the following graph, the y-axis was the number of times that the translation techniques were chosen for the participants; the x-axis was the two groups of participants; the data series were the bars and the keys were the five translation techniques from the Russian Approach. The second bar graph (See graph 12) corresponded to the hypothesis. In this, the y-axis was the number of participants; the x-axis was the two groups of participants; the data series were the bars and the keys were four Translation Techniques.





To answer this research question, answer D), “if you have another translation option, please write it down below”, was left out, and only answers A), B) and C) of the survey were analyzed since those answers were created taking into account the translation techniques proposed by Russian Translation Theorists Retsker and Shveitser. Hence, a graph (see graph 11) was designed taking into consideration the percentages of selection that each translation technique had in the three groups of participants.

As displayed in the graph, the translation technique most used by the three groups of participants was Translation as Adequacy: Logical Derivation. It had 30.19% of tendency in Translation II students, 30.35% of tendency in Translation IV students, and 28.88% of preference in the group of professional translators. The fact that this translation technique was the most used was feasibly due to what had been already mentioned: participants found a relation of cause-effect between the idiomatic phrases and the translated ones. In other words, they could have considered that the translated phrase was the effect of the idiom, which was the cause. Nonetheless, sometimes it is not possible to identify as to which variable is “cause” and which one is “effect”, (EMathZone, 2013). Despite this, there is always an existing relationship between both events.

The second most used translation technique was Analogy: Correspondence. This had 27.22% of tendency in Translation II students, 26.78% in Translation IV students, and 20.11% in the group of professional translators. This translation technique had the second place of tendency presumably because participants did not always find correlation between the idiomatic phrases and the options of translation.

Following to this, on the one hand, the translation technique as Adequacy: Concretization had the third place of tendency in the groups of students: 23.76% in Translation II students and 20.53% in Translation IV students. As mentioned before in the graphs, in order to say in less words what one wants to say, specific and concrete language has to be used. On the other hand, the translation technique Equivalence had the third place of tendency in the group of professional translators: it had 20% of concurrence. As participants of this group have more experience in the field of Translation, they seemed to identify equivalent translations for the idiomatic expressions most notably. However, the translation technique Equivalence was not always chosen because as Nababan (2008) emphasized, problems of equivalence occur at various levels, ranging from word

to textual level. The equivalence problems emerge due to semantic, socio-cultural, and grammatical differences between the source language and the target language (para. 10).

Also, for this group of participants, the translation technique as Adequacy: Concretization occupied the fourth place of tendency.

For the groups of students, the fourth place of tendency was taken by the translation technique Equivalence, which had 16.33% of tendency in Translation II students and 17.85% in Translation IV students. Despite this result, the fact of trying to find equivalences when translating will always exist because equivalence and translation are related, and the purpose of an equivalent translation is to express the same idea (from the source text) through a well-known expression in the target language.

Last but not least, there is the translation technique Adequacy: Antonymic, which had 2.47% of tendency in Translation II students, 4.46% in Translation IV students, and none of the professional translators decided to use it when choosing the appropriate translations for the idiomatic phrases: it had 0% of tendency in this group. With this result, it can be inferred that participants did not feel appropriate to give the idiomatic phrase a translation using negative or antonymous phrases. What is more, Maskaliuniene (2016) mentioned that researchers have noticed that when translating into a morphological negation, there is a loss in the original message, and this can happen because antonyms retain a small part of the intensity of the other elements in the sentence. Likewise, the use of opposite concepts in an English-Spanish transfer may not be a suitable form of technique when dealing with idiomatic expressions of this type.

The results described above show that the three groups of participants had the same tendency of translation technique from the Russian Approach when choosing the most suitable translation option for the ten idiomatic expressions, which was Translation as Adequacy: Logical Derivation.

RQ2. What is the difference in the quality of the translations written by each group of participants?

In order to know the difference in quality of the translation proposed by the two groups of students and the group of professional translators, a chart with their proposals is presented next. Charts (See chart 2, 3 & 4) had four columns: the first one has the idiomatic phrase; in the second

the participant's number is displayed; then, there are the proposals of translation given by the participants, and in the fourth column there is the Translation Technique from the Russian Approach according to the participants' proposals.

Proposals of Translation by Translation II Students and their Corresponding Translation Techniques from the Russian Approach

<b>Translation II students</b>			
<b>Idiomatic phrase</b>	<b>Participant's number</b>	<b>Proposal of translation:</b>	<b>Translation technique from Russian Approach</b>
1. "fell over heels in love with"	17	Se enamoró perdidamente de	Translation as adequacy: logical derivation
	19	Se enamoró perdidamente de	
	22	Se enamoró perdidamente de	
2. "a blind date"	6	Una cita a ciegas con otra chica	Equivalence
	8	Una cita a ciegas con otra chica	
	18	Una cita a ciegas con otra chica	
	22	Una cita a ciegas con otra chica	
5. "seventh heaven"	20	Alex estaba muy emocionado	Translation as adequacy: concretization
6. "they were made for each other"	8	Eran tal para cuál	Translation as analogy: correspondence
	15	Fueron hechos el uno para el otro	Equivalence
	20	Eran el uno para el otro	
	22	Eran el uno para el otro	
7. "paired off"	5	Empezaron a salir	Translation as adequacy: logical derivation
	22	Empezaron a salir	
9. "cuddling up"	8	Siendo melosos	Translation as adequacy: logical derivation
	22	Siendo melosos	
10. "a match made in heaven"	8	Una pareja perfecta	Translation as adequacy: logical derivation
	18	La pareja ideal	

Chart 2.

Proposals of Translation by Translation IV Students and their Corresponding Translation Techniques from the Russian Approach.

<b>Translation IV students</b>			
<b>Idiomatic phrase</b>	<b>Participant's number</b>	<b>Proposal of translation:</b>	<b>Translation technique from Russian Approach</b>
1."fell over heels in love with"	10	Se enamoró perdidamente de	Translation as adequacy: logical derivation
2."a blind date"	9	Una cita a ciegas con otra chica	Equivalence
	10	Una cita a ciegas	Equivalence
	12	Una cita con una chica que no era su amada Victoria	Translation as adequacy: logical derivation
6."they were made for each other"	5	Eran el uno para el otro	Equivalence
	7	Estaban hechos el uno para el otro	
	12	Estaban hechos el uno para el otro	
7."paired off"	2	Empezaron a salir	Translation as adequacy: logical derivation

Chart 3.

Proposals of Translation by Professional Translators and their Corresponding Translation Techniques from the Russian Approach.

<b>Professional Translators</b>			
<b>Idiomatic phrase</b>	<b>Participant's number</b>	<b>Proposal of translation:</b>	<b>Translation technique from Russian Approach</b>
1."fell over heels in love with"	2	Alex se enamoró totalmente	Translation as adequacy: logical derivation
5."seventh heaven"	5	Se sentía en las nubes	Translation as adequacy: logical derivation
	9	Séptimo cielo	Equivalence
6."they were made for each other"	4	Estaban hechos el uno para el otro	Equivalence
	5	Estaban hechos el uno para el otro	
7."paired off"	4	Se empataron	Equivalence
	5	A andar juntos	Translation as analogy: correspondence
	9	Se hicieron pareja	Translation as adequacy: logical derivation
9."cuddling up"	4	Acurrucados todo el tiempo	Translation as adequacy: logical derivation
10."a match made in heaven"	2	Una pareja perfecta	Translation as adequacy: logical derivation
	4	Una pareja perfecta	
	9	La pareja perfecta	

Chart 4.

The translation proposals written by the three groups of participants in the previous charts showed what translation techniques from the Russian Approach they uncounciously put into practice when translating. Clearly, it is notable that most of them gave the same or similar proposals for the idiomatic phrases. For example, for “fell over heels in love with” the participants wrote *se enamoró perdidamente de* and *Alex se enamoró totalmente*, which corresponds to the translation technique Adequacy: Logical Derivation. Both personal proposals

of translation indicate that “feel over heels in love with” means falling deeply in love with someone (this sense is according to participants’ writings), hence, there is an association between the source and the target language: the proposals by participants are the outcome of the idiom.

For the second idiomatic expression, “a blind date”, participants proposed *una cita a ciegas*, which corresponds to the translation technique Equivalence. This proposal is a familiar phrase used in Spanish, and both the source phrase as the translated one expressed the same message, equivalence in translation was presented when providing this option of translation.

For “seventh heaven”, there was only one student who provided the following proposal: *Alex estaba muy emocionado*, which fitted with the translation technique as Adequacy: Concretization. In this case, using concrete language was an adequate way to provide a translation because the phrase specified the feelings that the character had at that time during the story. Nevertheless, the professional translators provided two different proposals: *se sentía en las nubes*, which corresponded to Translation as Adequacy: Logical Derivation, and *séptimo cielo*, which fitted to the Translation Technique Equivalence. The reason for having written “*se sentía en las nubes*” might have been because professional translators found that the idiom had a strong connection with the concept of the original proposal. The intention of writing “*séptimo cielo*” was due to translators already knew that the idiom had an equivalent phrase in Spanish.

With reference to the sixth idiomatic expression, “they were made for each other”, multiple but similar proposals were given: *eran tal para cual*, *fueron hechos el uno para el otro*, *estaban hechos el uno para el otro* and *eran el uno para el otro*. All these proposals of translation fitted with the translation technique Equivalence because all the previous translated phrases are used in Spanish and the message they try to convey is the same from the idiom: expressing two people are meant to be together.

For the following idiomatic phrase, “paired off”, translation students wrote: *empezaron a salir*, which corresponded to the translation technique Adequacy: Logical Derivation. This decision indicated that according to the students, when a couple pairs off, they starting dating, therefore, there is a bond between them.

In the case of the group of professional translators, they wrote three different proposals: the first, *se empataron* corresponds to the Equivalence technique. Although this proposal is not common in Mexican Spanish, it does in Cuban Spanish (according to one professional translator). Moreover, as both phrases express the same (starting being together), the translated phrase is

perceived as an equivalence of the idiomatic expression in English. The second proposal, *a andar juntos* fitted with the translation technique as Analogy: Correspondence. The fact of using correspondence in this translation allowed the participants to provide a translation that is known in Spanish, and in spite of the translated phrase had different words from the original, there exist an agreement between both phrases and their message is to express that two people start dating. And the last proposal for this idiomatic expression was *se hicieron pareja*, which matched with the translation technique as Adequacy: Logical derivation. Since pairing off means to start being together in terms of love, *se hicieron pareja* is what comes next, so, the translated phrase is the effect of the idiom.

Participants' proposals for "cuddling up" were: *siendo melosos* and *acurrucados todo el tiempo*, which fitted with the translation technique Adequacy: Logical derivation. Regarding these proposals, participants' perceptions on this idiom were quite deep and intense because in the experience of the researcher, when a couple is cuddling up, they do not exactly have to be cheesy and being hugged all the time: they might be cuddling up only for some minutes.

On the part of "a match made in heaven", participants proposed *una/la pareja perfecta* and *la pareja ideal*, which fitted with the translation technique: Logical Derivation. Being a match made in heaven means that a couple was blessed, whence, *una/la pareja perfecta* and *la pareja ideal* is what comes next after being "made in heaven".

Following this, a quantitative analysis of the participants' proposals is presented in one graph with the intention to verify the hypothesis stated for the development of this work.

HYP: "The participants mainly used the technique Logical Derivation to provide translations of Love Idioms".

In order to check the hypothesis, a graph (below) was created showing the frequency of the translation techniques employed in their proposals by the three groups of participants in the survey.



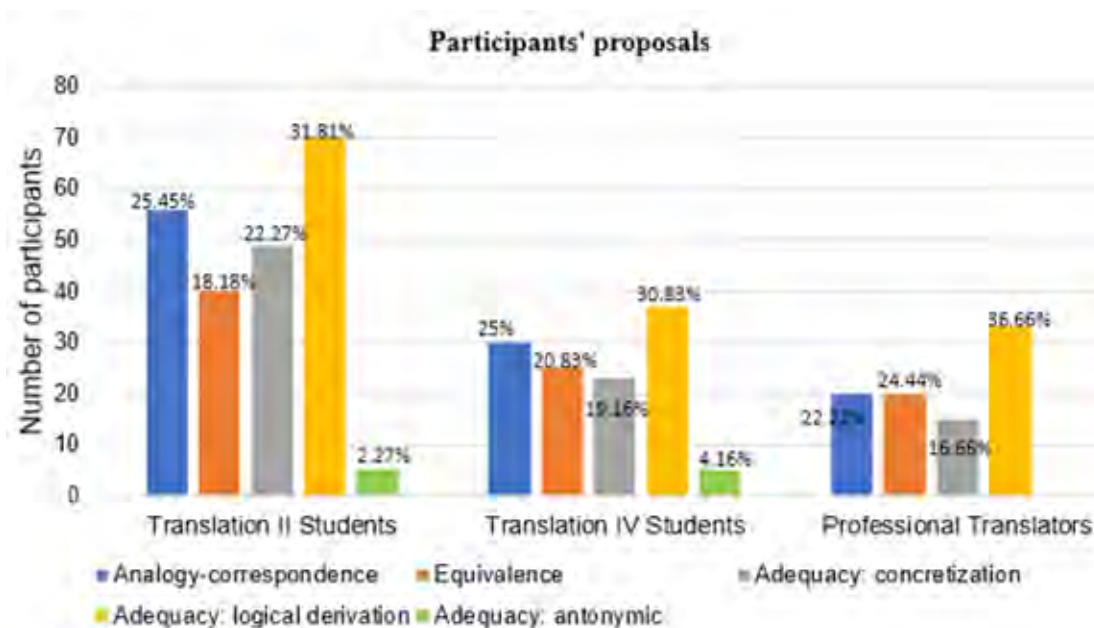


Figure 12.

The graph shows that the translation technique as Adequacy: Logical Derivation was not used in more frequency than the others. In fact, the frequency ranges were not very notorious: it had 31.81% of incidence in the proposals of translation of Translation II students; 30.83% in Translation IV students and 36.66% in the group of professional translators.

The second most appropriate answer for the translation options was, for the two groups of students the translation technique as Analogy: Correspondence. And, for the group of professional translators was the translation technique as Equivalence.

According to these results, it was proved that:

1. Participants looked for cause-effect relations between the idiom and the translated phrases when selecting/writing the most appropriate translation.
2. Other translation technique from the Russian Approach, such as Equivalence was the second most selected when providing translations for idiomatic phrases about love, in the group of professional translators.
3. Other translation technique from the Russian Approach, such as Analogy: Correspondence was second most selected when providing translations for idiomatic phrases about love, in the groups of Translation students.

For these reasons, the hypothesis “the participants mainly used the technique Logical Derivation to provide translations of Love Idioms” is approved in this study.

## **CHAPTER V**

### **CONCLUSIONS**

This fifth and final chapter presents the conclusion of the study and it is divided into four sections. To start with, a summary of relevant findings will be shared. Then, the limitations of the study are presented. Section three makes emphasis on the pedagogical implications and suggestions for translation students and teachers. Last but not least, some suggestions for further research will be given.

#### **5.1 Findings**

After capturing all the answers from the three groups of participants in ten graphical representations, a general chart (See chart #4) was created in order to indicate the number of times that each translation technique was chosen, the number of times participants decided writing their own translation for the idiomatic expressions, the frequency of them in percentages and hence, the global frequency that each translation technique and proposals of translation had in each group.

General Results

TRANSLATION PROCEDURES	Participants						Global Frequency (%)
	Translation II Students		Translation IV Students		Professional Translators		
	Number of times chosen	Frequency (%)	Number of times chosen	Frequency (%)	Number of times chosen	Frequency (%)	
Equivalence	40	18.18 %	25	20.83%	22	24.44%	21.15%
Analogy: Correspondence	56	25.45%	30	25%	20	22.22%	24.22%
<b>Adequacy: Logical Derivation</b>	<b>70</b>	<b>31.81%</b>	<b>37</b>	<b>30.83%</b>	<b>33</b>	<b>36.66%</b>	<b>33.1%</b>
Adequacy: Concretization	49	22.27%	23	19.16%	15	16.66%	19.36%
Adequacy: Antonymic	5	2.27%	5	4.16%	0	0%	3.21%
	Total= 220		Total= 120		Total= 90		100%

Chart 5.

After the analysis of the data obtained through the survey answered by the three groups of participants, it was feasible to bear out that students tended to choose/write options of translation that had a relation of cause-effect with the idioms when translating, in other words, they used the translation technique as Adequacy: Logical Derivation, and, regarding the group of professional translators, they also used the translation technique as Adequacy: Logical Derivation when finding the most suitable translation for love idioms. One can assume that the reason why the group of professional translators mostly chose this procedure was because for them, logical derivations are a trustful strategy of translation when dealing with idiomatic expressions since the cause and effect relation creates coherent and connected ideas between the source and target language. Notwithstanding, the other translation techniques from the Russian Approach that were also chosen in the surveys are significant and played an important role in the analysis.

The second most chosen translation technique in the three groups was the translation technique as Analogy: Correspondence. This translation technique could have had the second place of tendency because just participants perceived there was a highly compatibility between the idiomatic expressions and the proposals of translations they selected or wrote.

The translation technique as Adequacy: Antonymic had the last place of concurrence in the three groups of participants. This reflects that either none of the groups are used to translate using antonyms/opposites or that the options that were provided were not good enough for them. This finding is related to what Maskaliuniene (2016) stated, that participants preferred to translate statements by keeping the affirmative connotation, and without changing that positivity when translating the idiomatic expressions. The motive for this matter was conceivable because participants found that affirmative options of translation sounded better: with a more natural and understandable Spanish than the ones that had a negative connotation.

In conclusion, the results of this study allow further research about translation techniques from the Russian Approach in order to improve current and upcoming students' translation skills and critical thinking. Moreover, it is relevant that translation teachers, professional translators, or researchers conduct investigations in the translation field using the suggestions provided above or take heed of other pieces of advice with the mission of enriching the translation field and the translation techniques from the Russian Approach.

## **5.2 Limitations of the Study**

The limitations of the study were the following:

First of all, the three groups of participants were chosen because the three of them were related to the translation field. However, the number of participants were different: one group had 22 participants, other had 12 and the last one had only 9. In the case of the first two groups, which were students, those numbers were the number of students in the classrooms present the day of the survey application. Regarding the number of professional translators, the e-mail was sent to 15 professionals and only three of them answered the online survey; the other six, as they were teachers at UQROO, were somehow compelled to answer the paper survey at school. For this reason, the conditions of the three groups were not the same and Translation II students may have had a bigger influence on the final results.

Another limitation that was present in this study was the fact of trying to incorporate the translation techniques proposed by the Russian Translation theorists Retsker and Shveitser as

answers of the survey. All options of translation were tried to have one translation technique implicit; however, the translation technique as adequacy: compensation, had to be left out because as idiomatic phrases were going to be translated, compensation was not going to be possible when providing options of translation for the idioms. Besides that, the options of translations for each idiomatic expressions were only three: letter A), letter B) and letter C), and therefore, only three out of the six translation techniques were present in each idiomatic expression. In other words, some options of translation of the idiomatic phrases had, for example, the option of Logical Derivation, Equivalence and Antonymic, while the other idiomatic phrases had the options of Correspondence, Logical Derivation and Concretization. This fact made that some translation techniques were somehow more present than others: both the translation technique as Adequacy: Concretization and the translation technique as Adequacy: Logical Derivation were present seven out of ten times in the survey; the translation technique as analogy: correspondence was present nine out of ten times; the translation technique as adequacy: antonymic was present five out of ten times, and the translation technique as equivalence was present only two out of ten times. Despite this fact, it was hoped that students do not realize that tendency of translation techniques in the answers: they were expected to find the option of translation, or provide a translation, that be the most accurate for them and regarding the ten idiomatic phrases of the survey.

This study was limited to only analyzing the translation techniques proposed by the Russian Translation theorists Retsker (1974) and Shveitser (1988), but writing more answers for each idiomatic expression applying all the translation techniques from this approach would have provided a more detailed view of how these translation techniques are present when choosing translation options or when providing translations.

### **5.3 Dealing with Idioms: Suggestions for Translation Students and Teachers**

The following suggestions outlined have the aim of helping translation students and teachers when having to deal with idiomatic expressions. Wherefore, for each challenge or problem found, there is a suggestion right afterwards.

1. Some idiomatic phrases were perceived as transparent because they offered a reasonable literal interpretation.

– Teachers should motivate their students to read and get knowledge about general culture because translators need to be familiarized with both cultures in order to know what meaning of the idioms in the source language and how the idiom could be translated into the target language.

2. Some participants struggled with the fact of writing the accurate equivalents of phrases in the target language.

– Translators should find other means of translating such phrase in a way that the meaning of the idiom stays and the target language readers can understand it without problems. Hence, Translation teachers and students have to research or ask people that speak the same language as them the ways they know the idiomatic phrase in their mother tongue.

3. Translating idiomatic phrases is a very complicated process that has to do with a lot of factors, for example, with the vocabulary used and style.

– Although vocabulary words are important in the idiomatic phrases, translators need to translate meanings, not words. But, despite this fact, in the translations they must incorporate words that are related and similar to the ones in the idiomatic phrase of the source language.

#### **5.4 Pedagogical Implications**

Through the surveys, it was proved that students tended to use the translation technique as Adequacy: Logical Derivation when choosing the most suitable answer for the idiomatic expressions. The idea is that students be engaged with the other translation techniques; for example, with Equivalence, which plays a role of paramount importance in the translation of idiomatic phrases. In consequence, Translation teachers should present the translation techniques from the Russian Approach in their classes and while analyzing translations, so their students can develop knowledge on these techniques and put them into practice while translating, and also when analyzing the original version of text (in the source language) with the final translated version of the text.

All in all, the ultimate goal of this study is to contribute in increasing knowledge regarding the translation techniques, from a Russian Approach, that novice translators (students from Translation II and IV) and people who work as translators decided to use when having to deal with idiomatic phrases about love; consequently, current and upcoming Translation students, Translation teachers, or general people interested in the field of Translation can benefit from the findings. Derived from this, it is suggested that translation students be provided with readings, information or analysis of translations of this type that could enhance their knowledge about translation theory, and which could impact on their skills in positive ways when dealing with idioms or other kind of linguistic challenges.

### **5.5 Suggestions for Further Research**

After doing the analysis and capturing the results, one suggestion for further research could be the fact of selecting groups with the same amount of participants because in this way differences and similarities in the results can be more precise.

Another suggestion could be changing the topic of the idiomatic expressions to be analyzed; they could be about the weather, animals, or health, to mention some. In this way, participants might be more involved with these idiomatic phrases because Mexicans use a lot of idiomatic phrases that are related to the topics previously mentioned.

This study was focused on analyzing options of translation following a Russian Approach, so a suggestion can be to focus on other schools of translation, so that students and translators have the opportunity to delve deeply into other schools of thought in this field.

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## APPENDIXES

### Appendix A: Survey on the Translation Techniques of Love Idioms

#### SURVEY ON TRANSLATION TECHNIQUES OF LOVE IDIOMS

The aim of this survey is to identify the most suitable translation of 10 idioms about love in a short text named “The Beginning of a Love Story” taken from a YouTube video and uploaded by the channel Intenzivno Plus. The purpose of this study is to increase knowledge regarding the techniques novice and experienced translators use when having to deal with *Love* idioms.

The survey is designed as follows: the source text is on the left column of the page and the translated text is on the right column of the same page. The original text has 10 love idioms which will be easy to identify because they are underlined. The translated text, on the right column, has the numbered space for the translation of idioms that you must choose. Below the two columns, there are 4 options for the translation of the idioms. There is **NO** incorrect answer and you need to choose only **ONE** option. For this, you must circle the letter a, b, or c. The last option, letter d, was included in case you want to write your own translation for that idiom.

**Thank you so much for your time and collaboration!**

The beginning of a love story

Alex fell over heels in love with Victoria on Thursday 14<sup>th</sup> February at 8.13 am. He remembers the day and the exact time because the same evening, he had a blind date with another girl, it was Valentine's Day. It wasn't fair to stand the poor girl up. The girl introduced herself but Alex forgot her name right away. She could catch a man's eye but Alex had eyes only for Victoria.

1. "feel over heels in love with"

- a) Se enamoró de
- b) Tuvo un flechazo con
- c) Cayó rendido a los pies de

If you have another translation option, please write it down below:

d) \_\_\_\_\_

2. "blind date"

- a) cita a ciegas con una chica
- b) una cita con una chica que no conocía
- c) primer encuentro con una chica

If you have another translation option, please write it down below:

d) \_\_\_\_\_

El comienzo de una historia de amor

Alex \_\_\_\_\_<sup>1</sup> Victoria el jueves 14 de febrero a las 8:13 de la mañana. Él recuerda el día y la hora exacta porque esa misma tarde \_\_\_\_\_<sup>2</sup> tuvo una \_\_\_\_\_, era el día de San Valentín y no era justo dejarla plantada. La chica se presc...<sup>3</sup>, pero Alex olvidó su nc...<sup>4</sup>re de inmediato. Ella podía \_\_\_\_\_ pero Alex \_\_\_\_\_ Victoria

3. "catch a man's eyes"

- a) atrapar los ojos de cualquier hombre
- b) cautivar con su belleza a cualquier hombre
- c) llamar la atención de cualquier hombre

If you have another translation option, please write it down below:

d) \_\_\_\_\_

4. "had eyes only for"

- a) no tenía ojos para nadie que no fuera
- b) solo tenía ojos para
- c) tenía en mente solamente a

If you have another translation option, please write it down below:

The next morning, he dropped by before work at the Café. When Alex' and Victoria's eyes met instead of ordering the usual latte, he gave her a rose and asked: would you go out with me? ... after some minutes, she answered; "yes, pick me up at 7", Alex was in seventh heaven. Alex and Victoria hit it off from the beginning. They both felt they were made for each other as soon as they paired off. They were wearing their hearts of their sleeve.

Continues...

5. "seventh heaven"

- a) séptimo cielo
- b) sintiéndose por las nubes
- c) el paraíso

If you have another translation option, please write it down below:

6. "they were made for each other"

- a) que eran almas gemelas
- b) que estaban hechos el uno para el otro
- c) que estaban destinados a estar juntos

If you have another translation option, please write it down below:

La mañana siguiente, él pasó al Café antes de ir a su trabajo. Cuando los ojos de Alex y Victoria se encontraron, en vez de ordenar el latté de siempre, él le dio una rosa y preguntó: ¿saldrías conmigo?... Después de unos minutos ella respondió; "si, pasa por mí a las 7", Ale.<sup>5</sup> estaba en \_\_\_\_\_. Alex y Victoria se llevaron bien desde el inicio. <sup>6</sup>...bos sintieron que <sup>7</sup> \_\_\_\_\_ tan pronto ellos <sup>8</sup> \_\_\_\_\_.

Ellos estaban \_\_\_\_\_.

Continúa...

7. "paired off"

- a) emparejaron
- b) empezaron una relación
- c) comenzaron con su noviazgo

If you have another translation option, please write it down below:

d) \_\_\_\_\_

8. "wearing their hearts of their sleeve"

- a) presumiendo su amor a los cuatro vientos
- b) lleva sus sentimientos a flor de piel
- c) llevando sus corazones en sus mangas

If you have another translation option, please write it down below:

d) \_\_\_\_\_



People could see them whispering and cuddling up. It was obvious: they were a match made in heaven. After several months of dating, they decided to get married and started a life together.

The end

La gente podía verlos susurrando y \_\_\_\_\_<sup>9</sup> \_\_\_\_\_. Era obvio: ellos eran \_\_\_\_\_<sup>10</sup> \_\_\_\_\_. Después de varios meses de estar saliendo, ellos decidieron casarse y comenzar una vida juntos.

Fin

9. "cuddling up"

- a) abrazándose
- b) acurrucados el uno con el otro
- c) dándose amor

If you have another translation option, please write it down below:

d) \_\_\_\_\_

10. "a match made in heaven"

- a) una pareja hecha en el cielo
- b) una unión perfecta
- c) una pareja celestial

If you have another translation option, please write it down below:

d) \_\_\_\_\_