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**FACULTAD DE HUMANIDADES Y**  
**CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE LINGÜÍSTICA E IDIOMAS**



**The phraseological units in translation from English into  
Spanish in students of ninth semester of English area at the  
Linguistics Department of UMSA**

**Tesis de grado presentada para la obtención del Grado de Licenciatura en Lingüística e  
Idiomas**

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**UNIVERSIDAD MAYOR DE SAN ANDRÉS**  
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UMSA”**

Presentado por: Univ. Paola Maria Miranda Cuzmar  
Para optar el grado académico de **Licenciado en Lingüística e Idiomas**  
**Mención Lengua Inglesa**

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DEDICATORY

*To my parents*

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## ABSTRACT

The present study deals with the errors involved in the translation of the phraseological units. It means that it wants to show the most common errors presented in students of Linguistics Department when translating phraseological units from Source language into Target language. Although there are research about these study areas like translation and phraseology, there are not clear descriptions of the frequent errors associate between the translations of these specific units, for that reason this research comes in.

This research is divided into four chapters. The first chapter describes and explains the statement of the problem, the main objectives and the reasons and justification to carry out this research; in the study the main objective is to identify the most frequent errors that students make in the translation of phraseological units from English into Spanish. The second chapter introduces all the theoretical background related to the study like definitions of relevant terms, and some approaches and theories which worked and are involved inside these fields and some others previous studies that dealt with the translation errors. In the third chapter the methodology following in this study is explained and detailed; mainly the descriptive methodology is employed inside of a non experimental design. In addition the sample chosen were students of ninth semester of Linguistics Department, because they have knowledge about translation procedures and strategies; and the most important the development of the hypothesis is detailed, which states that semantic errors are the most frequent errors made by students at translating phraseological units from English to Spanish at Linguistics department. To collect the data an instrument which consist of a translation test with fifteen phraseological units is used.

Finally the chapter four presents, the analysis and description of the data where every phrase used in the test is analyzed and described; following by the results and the conclusions of the research, which emphasises that the most common errors are related more to the semantic errors than lexical ones, thus the hypothesis is proved. Subsequently a cognitive approach is introduced as a new strategy in the translation of these units. As a conclusion, this study aim is to describe the errors in the translation of the phraseological units; and it wants to open new areas of study which are still in development like the translation and the phraseology.



## **CHAPTER I**

### **1.1. INTRODUCTION**

In recent year, translation has grown significantly over the world. Some of the reasons are that people can share a lot of information between languages and these allow understanding the different points of view of the world, since translation has become increasingly important on both national and global level, it is definitely a significant subject to make a closer study. Obviously, there is a wide range of topics which could be investigated in terms of translational aspects. The present study focuses on the translation of one of the most imaginative and original aspects of language: the phraseological units.

The present research is achieved at Linguistics and Languages Department of UMSA, specifically in the English area. The translation problems are observable in this area and also based on our own experience; there are some problems at translating texts from Source into Target language. Point out the translation of phraseological units, as it becomes an important and interesting area of study as each language has its own ways of expressing certain things; thus equivalent expressions may not be found in another language which these units are translating. This expression sometimes makes the translation difficult and phraseological units are indeed considered as one of the most complicated elements of language in terms of their translatability; then it is important to take a closer look at their possible translation errors. Although there are researches about this both study areas, there are not clear descriptions of the frequent errors that students can make when translating these units.

This research focuses in these translation errors that students can make at translating the phraseological units, which are defined as expressions that cannot deduce their meaning separately unless from the combined meanings of their words that they are composed. Along with the main purpose which intends to describe the most frequent errors that students can have, this research is founded on the descriptive research.

Subsequently, the research has four chapters. In the first chapter the statements of the problem is presented, like the problem itself and the objectives and the motivation to do the research; the second chapter develops the theoretical background and literature review like some basic concepts and previous research related to this topic; the third chapter, the methodology is explained, it means the method employed and who are our object of study in order to achieve the objectives and prove or disprove our hypothesis, and finally the last chapter presents the results and the conclusions and achievement of the research.

This study is based on a quali-quantitative investigation; because the phrases are analysed and classified, afterwards this study identifies and quantifies the translation errors in proportion to the appearance; subsequently the research follows the Descriptive method, because the most frequent errors that students make at translating the phraseological units are describing. In addition this study takes into account two big areas, the semantics (the study of the meaning) and the translation (expressing of something in different language: the broadcasting of something written or spoken in one language in words of a different language) And implicitly the sociolinguistics (the study of the relationships between language and social and cultural factors and the study the social aspects, categories and variation of a language).

Concluding, the outcomes of this research are to identify those common errors that students can present when they are translating some phraseological units. This paper also wants to offer some descriptions in order to avoid those common errors, and these descriptions can facilitate students to identify the phraseological units. Also it proposes a new strategy to translate these units, based on the cognitive metaphor theory, which can helps students in the translation of the phraseological units.

## **1.2. THE IMPORTANCE OF PHRASEOLOGICAL UNITS AND TRANSLATION ERRORS.**

The present study deals with two major theoretical themes which are explained in the theoretical part of the study: translation and phraseological units. Although, in this part wants to underline the importance of these fields.

Phraseology is an independent discipline; its objects of study are the phraseological units of any language. The Phraseological Units (PhUs), which receive most attention in linguistic literature nowadays, these are the phrases and idioms, sometimes, there is not a clear distinction between these two terms and their parallel use with the same meaning is the common practice. Although each PhUs of this paper are carefully considered and selected, the inclusion of some of them has been, and still is, open to discussion. The difficulty of providing a *close and definite corpus* of PhUs arises from its diversity and variety and also the fact that the same researchers are still struggling to find a precise definition for this category. For this reason different concepts and some approach are taking into account into the literature review, which look appropriate for this study.

Recognition of translation errors never was an easy task. In this respect, a distinction should be made between errors and mistakes. A mistake reflects a deficiency in the linguistic performance of the student and an error reflects a deficiency in translation skills which can be assessed in terms of acceptability or appropriateness. However, the beginner translator's task becomes more complex than the foreign language learner, while the latter is well advised to use the thought patterns of the TL independently of the SL; the former is often faced with the problem of how to represent the thought patterns of the SL into the TL without affecting the structure of either of them. Thus, translation errors are considered sometimes transfer errors, which are most often related to translation skills. Nevertheless, explanation of errors is often speculative as we can only infer what has gone on a student's mind, such inferences or rather guesses that may either coincide with the reality about the translation process or simply contradict it.

As a conclusion, the present study intends to relate both parts inside the translation field. The main reason to take into account these both important area of study is the closely relation existing between them, the phraseological units have a frequent use in languages and have a cultural charge and translation is a mean of broadcast not only of knowledge but also culture and customs through the language. At last, this research joins the translation errors along with the understanding and translation of the phraseological units from the SL into the TL.

### **1.3.STATEMENT OF THE PROBLEM**

The translation has become progressively more important on both global and national levels. The use of translation as a worldwide broadcast tool helps in the integration of cultures and acquisition of knowledge; however, there are some errors that affect this field, especially in the translation of phraseological units, where not only learner of translation but also translator presents many errors and confusion at understanding and translating these units.

Focusing in the translation of phraseological units from English into Spanish made by students many errors are found; even if students understand the meaning of the phrase they cannot express the phrase into the Target Language. The principal difficult is that the meaning of the whole expression cannot be deduced from the meaning of the words which is composed; consequently many errors appear when these units are translating. Although there is research about this both study areas, there is not a description of the kind of errors that students can make when translating the phraseological units.

Additionally, the Linguistics and Languages Department is divided into three big areas: Spanish (Castellano), Foreign Languages (English and French area) and Native Languages (Aymara and Quechua area). This research is placed into the English Foreign Language Area, where students learn to teach English as a second language, to make research, and also to translate any kind of text from English into Spanish and vice versa.

Therefore, the subject of the study is students of the ninth semester of English area who have knowledge of translation processes and strategies.

The aim of this study is to give a possible answer to the next question:

### **Research Question**

What are the most frequent errors made by students of ninth semester of English area in the translation of phraseological units from English to Spanish at Linguistic and Languages Department of UMSA?

## **1.4.OBJECTIVES**

### **General Objective**

- To identify the most frequent errors that students make in the translation of phraseological units from English into Spanish.

### **Specific Objectives**

- To analyse the translation of phraseological units from English into Spanish made by students of ninth semester of English area.
- To determine in which type of phraseological units (Phraseological fusions, phraseological unities, and phraseological combinations) students presents more semantics errors when they translate the phraseological units.
- To observe the importance of context in the translation of the phraseological units.
- To present the use of the conceptual metaphor theory as a new strategy that helps students in the translation of the phraseological units.

## **1.5. JUSTIFICATION**

The present research focuses on the problem of errors that students make at translating phraseological units from English into Spanish. Then it is important to establish all the aspects and reasons that support our research in order to validate the study.

The principal reason is that in our context there are not many researches which take into account the errors in translation, especially in the translation of phraseological units from Source to Target language. Even though there are separately researches about these both areas, there is not found a description of the kind of errors that students can make at translating these units. Then, it is necessary to make a clear description of these kinds of errors that students of English area can present. Other relevant reasons are the misunderstanding and the change of meaning that these units provoke in students and translators, thus one of the possible causes might be the cultural load in the phraseological units which not only provoke misinterpretations and confusions in meaning but also errors in translation.

Some other important reasons for carrying out this research are concerned with the following aspects:

- ✓ Comparing our national context to the world, Translation field, has a status of less significance inside our frontiers. Then, to show the importance of translation in the world not only as a means of new knowledge or transfer of information from one language to another but also a big area of study and work, which always is in progress development, and expansion of its own boundaries into different sciences and helping the interrelationship among different cultures and views of the world. This study focuses on errors which are usually common in translation, because any language is similar to other language. Also, there are different ways of classification of these errors but any of these classification are directly related to phraseological units yet; Consideration for this previous aspects, it is very important the development and the implementation of the present research.

✓ Phraseology could be considered as a new area of study inside the linguistics science. It is related with the study of set of phrases which generally are used in determinate context or situation. In relation to our context, phraseology is not really studied deeply, because it is still a developing area of study, even beyond our boundaries there is not clear or definite result. Then, we take into account this area of study as a starting point to this paper which contributed with future research or new upcoming studies.

Moreover, this study is possibly one of the first researches in our context to take into account these both fields together, although there are researches about phraseological units, phrases, and idioms which generally are associated with teaching processes, literature reviews or language uses and there are papers about translation which frequently are related to translation methods, strategies and procedures. In this paper both linguistic areas are joined to do a different research, taking into account mostly the errors in the translation of the phraseological units.

Finally, this paper contributes with future research because this research attempts to identify and to describe the most frequent errors that students perform in order to translate these kinds of units from one language into another. Then, this paper proposes a new research area and a different field of study which still is not explored enough inside our context, which could be improving and development more deeply in later research.

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

In this chapter some terms which are associated with this research are defined and developed. Also some theories and researches are introduced in order to clarify the important terminology related to the paper. First of all some previous research related with our topic are described. The literature review is presented which takes into account the concepts of the translation methods, the semantic field, the phraseology and phraseological units or idioms and some important theories within these fields of study are explained. Finally the theoretical background helps us in the foundation and development of the entire research.

#### **2.1. ANTECEDENTS**

In this part, some preceding researches which have to do with our theme are summarized. These studies were carried out not only in foreign countries but also in our own country, the phraseology and translation field attach with all these studies described. Consequently we divide the antecedents part in studies carried out abroad and national researches.

##### *Studies carried out abroad*

The first investigation take into account was made by Toffol (2011). This paper focuses on phraseological units that contain kinship terms. The aim of this paper was verifying which cultural connotations of the selected terms are reflected in the phraseological units contained in the corpus and identifying any possible cross-cultural and linguistic difference or similitude. In addition, the data have been selected from dictionaries and colloquial language after; these data were analyzed through a qualitative and contrastive analysis between English and Spanish. The results demonstrated that the cultural connotations of each kinship term and phraseological units vary according to the



language. As a conclusion, this paper has proved the importance of the interaction between language and culture, since language allows the reproduction of certain cultural connotations and culture enriches language with more and new different kind of connotations. Also, this study has been demonstrated that phraseology is deficient in a precise categorizations and interpretations; this discipline clearly exemplifies the difficulty of establishing limit between certain linguistic symbols and structures.

Another research was made by Mez maz (2010) this study deals with the difficulties of translating English idioms into Arabic and vice versa. Also it points out the strategies used by students to find the suitable equivalent in the target language. The aim of this study was to examine the type of difficulties that students of applied languages faced while they are translating idioms. A quantitative method was employed, and a test made up of twelve English idioms and ten Arabic ones was employed to get the adequate data. The results proved that English students have considerable difficulties in guessing the appropriate meaning of idiomatic expressions, their unfamiliarity with English and Arabic idioms are somehow low, but their ability to interpret unfamiliar idioms was very limited. Hence a suggestion to understand and interpret an idiom is to contextualize these phrases because it is essential to make a suitable translation. In addition, the findings showed that students do not use the accurate strategies that may help to achieve appropriate guesses, since they used word for word translation, but paraphrasing and cultural substitution strategies are occasionally applied. As a result, students are unsuccessful in translating idioms.

Also a descriptive thesis of Garcia (2012) assumes that phraseological and lexical difficulties occur with enough frequency in court proceedings to represent an interpreting problem. He established that phraseological and fixed lexical units are more difficult to interpret than other units. Thus the methodology used in this study is the quantitative analysis, which divided the phraseological and lexical units into four categories: (a) colloquialisms, (b) lexical difficulties, (c) phraseologisms and (d) slang. Finally, the results demonstrated that these expressions are in fact problematic for the

interpreter, first of all to set up in just one category these phrases were hardly, there is no evidence that the principle of unobtrusiveness inhibits interpreters from inquiring about these difficulties during the proceedings, it is clear that interpreters need more training and support in understanding their role in the courtroom.

Another study related with our research was carried by Fraile (2007). This study is based on the complexity involved in the translation of English business idioms into Spanish, due to the fact that these linguistic constructions are created with metaphors and based on associations of meaning, the method followed to analyse the translation of idioms was the study of the equivalents included in the lexicographical resources, to compare them with those the students offered. The purpose of this analysis was to check whether the beginner translators' errors were suitable to incomplete dictionary versions. However, to get the data an intermediate level business passage was used in a group of 35 students from Translation and Interpreting studies. The outcomes not only pointed in the difficulties inexperienced translators face and how dictionaries managed these expressions, but also it showed that most general and specialized dictionaries do not offer exact translation equivalents for idioms, but present different archaic or erroneous translations. Finally she concludes that most specialized dictionaries should link: text comprehension and production, as the translator must be able to understand the source text and to codify it in the target language, in such a way that it looks natural to the source reader.

There are many papers and researches related to the phraseological units and their own translation problems, but not many of them offers a possible solution, so two studies are added because these try to find a workable and adequate translation strategy to avoid those translation errors.

The first research was proposed by Naciscione (2011). This paper presented the translation of phraseological terms as a new area of research both in the theory of phraseology and translation studies. In this study she intended a cognitive approach to recognise phraseological terms using metaphor technique, because translation is not

merely part of cross-cultural communication; it is a cognitive operation of the mind. Then, translation of phraseological units reveals the role of a cognitive theory in translation practice. Thus, a cognitive view is essential not only to create and interpret a metaphoric term, but also to translate these phrases into other languages. Finally, she believes that translation of metaphorical terms is likely to gain greater interest in the future due to increasing pragmatic needs for terms that preserving the original image and message and creating immediate associations in source and target language.

And the second study is a case study made by Mustonen (2010) this paper focuses on the translation of idioms. The purpose was to investigate the translation strategies of idioms on the basis of a prose fiction novel, *Donna Tartt's novel The Secret History* and its Finnish translation. The data was a collection of English idioms used in the original novel and compare these phrases with their Finnish translations. Thus, the purpose of this research was to examine what kind of strategies the translator has used in translating English idioms into Finnish. This study used inductive and descriptive methods of analysis, which focuses on characterizing the data in terms of the syntactic structure and the figurative imagery of the idioms. To sum up, this research paper wanted to answer the question of what kinds of translation strategies can be used in the translation of idioms and what happens to source language idioms when they are translated to another language.

#### *Studies carried out in Bolivia*

The most relevant research was carried by Duran (1999). The aim of this paper was to describe the errors that students make at translating the noun phrases. The methodology was descriptive and correlational, because he related the errors in translation and intended to associate the possible translation errors with the use of one or more modifiers in sentences which have the noun phrases on it. To get the enough data, a translation test was employed; this test was divided into two parts, the first introduces the noun phrases in isolation and the second presented these in context and with some modifiers; finally the instrument was given to students of translation subjects. The

conclusion of the research showed that the three hypothesis presented were proved in a positive way; as a conclusion he states that the reinforcement at teaching of translation process and strategies would be improved the students' translation and also he found that most modifiers (like adjectives, adverbs) provoke most confusion which ends in errors and to have errors in expression (structure in any language) implied a errors in content (meaning, it changes completely).

Another study is a guided work which was presented by Miranda & Flores (2000); at first point they presented a theoretical description about translation and the phrasal verbs. The aims of this work were to identify and to describe some problem in translation of phrasal verbs and related which of these problems are the most common. These guided work used a case study methodology. First it worked with six experimented translators whose should translate an article, which includes phrasal verbs and some idiomatic expression; and second, the researchers ought to analyse, to describe and to classify the possible translation errors of the article made by the translators. Finally, they concluded that the problems at translate these kind of units (phrasal verbs, idioms) were closely linked with linguistics problems, like the grammatical, meaning, style and context and the types of translation strategies used by translator. The finding of this study help in the elaboration of a new proposal that related the comprehension process of the text (pre-reading, reading and comprehension) with translation process; it means that, translators should go over comprehension process and lately start the translation process to have a successful translation.

The last guided work made by Lopez (2000) had the purpose to analyze the translation of nominal sentences by the use of automatic translator and to establish if the use of automatic translator is useful or useless in the translation of scientific and technical texts. The analytical and exploratory methodology was used and the automatic translator use was the A.T. power translator 810. Therefore, to analyze the deficiencies presented in the automatic translation, she designed a comparative chart which includes the nominal structures in the target text (English) the machine translation and the

professional translation. Finally this paper pointed out the problems of the automatic translation, then researcher conclude that there are insufficient data inside the dictionary of automatic translators software which make difficult the translation of the nominal structures and limited the translator works; however, employing the automatics translators as an instrument which make translation task an easy and rapidly work.

As a conclusion, it can notice that there are many ways and different point of view to study the phraseological units in translation. Some studies just compare these expressions between languages, others just describe which kind of difficulties students make when they are in face of translating phraseological units and what strategies they try to employ for eluding these complications; also, some researches take into account idioms just in certain contexts or situations; finally preceding papers try to find an adequate and satisfactory strategy to translate these tricky units, like the use of a cognitive strategy or the compensative strategy. At last, almost all researches, dealing with phraseological units; used the same kind of instrument, a test, which include the different types of phraseological units; afterward all these data are analysed, showing if the context or the situation where idioms or phrases are placed have a great importance; so context is very helpful when these phrases are translating from the source to the target language.

As a final point, all these previous theoretical antecedents were worthy at moment to designed our research, because our study was based in some of these earlier works, but context and environment were changed to our own specific situation. Also, types of phraseological units and some translation errors were considered and explained at the theoretical review. The misunderstanding and the change of meaning of these units from one language into another and the translation strategies, that students might use to facilitate the suitable translation of the phraseological units were taking into account for the development of this paper. Mainly the cognitive approach was taken into account since this proposes a kind of strategy to translate these units.

## **REVIEW OF LITERATURE**

### **2.2.TRANSLATION PROBLEMS**

The notion of translation problem was basically related to the concepts of translation error (which occurs when a problem is not properly solved) and translation strategy (problem-solving mechanisms) as proposed by Hurtado (2001), although there is no widely accepted definition or empirically validated classification of such notion. Nord (1991) made a distinction between *objective translation problems*, which translator must solve in a given translation assignment regardless of his/her level of competence or particular technical work conditions, and *translation difficulties* that are subjective and related to the translator's competence and his/her technical work conditions. He identifies four types of difficulties: (a) those specific to the source text and its understanding, (b) the ones related to the own translator, which is related with competent and experience (c) those of pragmatic nature concerning the translation process, and (d) technical, related to the specific subject of the text. On the other hand, Nord identified translation problems as textual, pragmatic, cultural and linguistic problems. However, Gambier (2010) argues that "the difference between translation problem and difficulty is never clear-cut, adding that problem is a dynamic and relative notion since a feature of a given source text might not pose a difficulty to translator, but the chosen solution might become problematic at reception, and vice versa" (p.115). All of these problems or difficulties of understanding the source text overcome technical deficiencies, dealing with pragmatic transference issues, and cultural differences between languages.

#### **2.2.1. Translation Problems according to functional approach**

Some general problems related with translation at the functional approach were proposed by Duff (1989), he stated that there are four types of translation problems:

- *Pragmatic translation problems:* are those problems arising from the particular transfer situation with its specific contrast of source language vs. target language recipients, source language medium.
- *Cultural translation problems:* It is a result of the differences in the culture specific (verbal) habits, expectations, norms, and conventions verbal and other behaviours from one language to another
- *Linguistic translation problems:* The structural differences between two languages in texts sentence, structure and supra-segmental features give rise to certain translation problems.
- *Text-specific translation problems:* Any problems arising and not classified before belonged to the group which empathize the particular and precise problems of and individual text.

According to Maher (2010) Difficulties and Problems arising from translation process fell into four categories:

- *Cultural difficulties:* It includes the proper or improper usage of certain word, phrases based on the culture of a given society as well as the circumstances of the society itself such as the education system, health care system, societal or religious taboos ...etc.
- *Conceptual /Semantic difficulties:* those arise in conveying the suitable meaning of statement into the target language.
- *Idiomatic difficulties:* Corresponding to the use of certain phrases, or idioms and the means of conveying ideas that are unique to a particular region, country or society.
- *Grammatical difficulties:* those include difficulties linked to grammatical rules and based on grammar of a given language which essentially differ from the source to target language structure.

## **2.3.TRANSLATION ERRORS**

Recognition of translation errors is not as easy a task as it may appear. In this respect, a distinction should be made between errors and mistakes. The idea was adopted originally from foreign language teaching, a mistake reflects a deficiency in the linguistic performance of the student; it is binary as it can be judged as wrong or right. And an error reflects a deficiency in skills and competence of the student; it can be assessed in terms of acceptability or appropriateness and errors are more related with translation field.

However, the trainee translator's task becomes more complex than the foreign language learner. While the latter is well advised to use the thought patterns of the TL independently of the SL, the former is often faced with the problem of how to represent the thought patterns of the SL into the TL without affecting the structure of either of both languages involved. Thus, translation errors, though they may sometimes be transfer errors, are most often typical in a sense that, they relate to translation skills. Nevertheless, explanation of errors is often speculative as we can only infer what has gone on in a student's mind. Such inferences, or rather guesses, may either coincide with the reality about the translation process or simply contradict it, as in the case of interpretation of a student's construction in a way that is different from what he means.

### **2.3.1. The Pertinence of Analyzing Errors**

First of all, by analyzing errors, some information can be obtained about how a language is learned, errors reflect the learner internal constructs, which for Selinker (1972) constitute an independent language system called *interlanguage*, the amount of knowledge a learner has of his native or foreign language. However, the evaluation of the competence of a learner goes beyond the analysis of errors alone, focus on other aspects such as avoidance of difficult structures are indicators in the progress of learning a new language Then, the analysis of errors is crucial not only in languages



learning and the developing communicative skills, but also in translation procedures because the translator's work can be compared considering that s/he should transmit the structure of the source language and most important the meaning of the sentence to the target language. The truth is that the study of errors offers great advantages for improving language pedagogies and make better translation strategies.

As it was mentioned before the errors analyses theory is more involved with second language acquisition, so here we presented a summary of errors analyses inside of pedagogical bounders. The nature of learner language has interested linguists such as Corder and Selinker and other researchers. An important conclusion made by these authors is that learner language is a particular system with its own code and its own rules, that keeps a dynamic process, hence its unstable nature. The characteristics cited by Selinker's *interlanguage*, can be explained as the result of an interaction of two language systems, usually the native and the target language. An interaction produces a language in its own. When describing learner language, the observation of the learner output conveys certain generalizations on how a second language is learned. In this perspective, Selinker (1972) attributes five reasons and Richards (1997) added another five to the process of learning a second language.

<b>PROCESS OF LEARNING A SECOND LANGUAGE</b>	
Selinker (1972)	Richards (1997)
<p><i>Language transfer</i>: It's the result of the interaction with the learner mother tongue.</p> <p><i>Transfer of training</i>: it concerns the type of training to learn the language</p> <p><i>Strategies of second language learning</i>: it is related to the material to learn.</p> <p><i>Strategies of second language communication</i>: the association that learner makes with communication to native speakers of the target language.</p> <p><i>Overgeneralization of target languagelinguistic material</i> it is the oversimplification learner makes of syntactic rules and semantic aspects of the target language.</p>	<p><i>Language transfer</i>: as the main source of nonstandard forms of the learner second language.</p> <p><i>Intralingual interference</i>: learners produce forms that are influenced by their mother tongue and partially by the target language.</p> <p><i>Sociolinguistic situation</i>: the social context of the target language is ignored by the learner.</p> <p><i>Modality</i>: the Learner's role change as a language producer or language receiver,</p> <p><i>Successions of approximative systems</i>: these systems are unstable and vary from one learner to another.</p> <p><i>Universal hierarchy of difficulty</i>: linguistic and semantic features are complex at the target language.</p>

Both classification of Selinker and Richards, can be applied to translation problems that students usually have when they translate any kind of text, for example the language transfer and overgeneralization of target language are usually presented in a translation work, because the influence of the mother tongue or the misunderstanding of the source text ideas or structures which affect in the proper translation; also the strategies of second language communication and the strategies of second language learning can be compare with the techniques and strategies that translators can use at moment to translate or interpret any text. Finally the social context and the structure of the source language itself can difficult and carry on many problems to translate a text to source language into target language, producing misunderstanding errors, mistakes and wrong transfer of meaning to source language into target language.

### 2.3.2. The distinction between error and mistake

<i>What is an error?</i>	<i>What is a Mistake?</i>
<i>Error</i> implies a straying from a proper course and suggests guilt as may lie in failure to take proper advantage of a guide.	<i>Mistake</i> implies misconception, misunderstanding, a wrong but not always blameworthy judgment, or inadvertence; it expresses less severe criticism than <i>error</i> .

Scholars like Brown and Corder suggest that distinguishing mistakes and errors can appropriately analyze learner's L2 learning performance. Corder (1967) states that "mistakes are categorized as non-systematic errors out of chance circumstances, such as slips of the tongue, while errors refer to systematic errors which often occur in second language learning". Brown (2000) further regards "mistakes as a failure which learners neglect on correctly utilizing a known system and learners can self-correct once concentrating. Errors can reveal learners' insufficient competence in producing sentences with correct grammar".

For purposes of clarification, we begin by noting that 'errors' arise because the correct form or use of a target item is not part of a speaker or writer's competence, whereas

mistakes arise (for reasons of fatigue, stress, inattention, etc.) even though the correct form or use is a part of the user's competence. Some would argue that second language learners could not possibly make 'mistakes' until their L2 competence is at such an advanced level that they can be labeled "Near Native Speakers". Such performance features can be classified as 'mistakes' because the learner's command of the correct form and use of an item (i.e. the place of these in the learner's present competence) are not in doubt. Indeed, a 'mistake' is most noticeable in the L2 learner in the simple act of self-correction, as evident in the monitoring function.

As we can observe the terms errors and mistakes are linked to second language acquisition, but as in the previous case the same terms in translation were used, so, an errors can be identified as an unintentional mistake, made by translator because the unfamiliar, unusual and foreign structure of the source language which provoke incorrect understanding or misunderstanding of an structure which is knew but is complicated and hard to comprehend or explain into the target language.

### **2.3.3. Classification of translation errors according to J. Delisle (1999)**

According to J. Delisle (1999), he divided the translation problems into translation errors and methodological errors.

*The translation errors* are any fault in the target language, resulting from ignorance or misinterpretation of the source language; also it is related to inadequate application of, or failure to apply translation principles, rules, or procedures (methodological error)

*The methodological errors* are the result of a failure to apply translation principles, rules, or procedures ignore by professional practice and usage; also, Some of methodological errors are inadequate contextual analysis, false calques, interference, inappropriate paraphrase, transcoding and over-translation and sentence by-sentence translation without regard for textual coherence, they can lead to a language or a translation errors.

According to, our work is based in the classification of Fraile (2007); because she made a general classification of translation problems taking into account the lexical limitations, but mainly seven principal semantics errors, that are described below, which are related to the formers classification but this is more centred in the semantic field which is related to the research.

#### 2.3.4. Classification of semantic errors according to V. Fraile (2007)

- *Literal translation.* The expressions were not identified as idiomatic, so that students did not recognize their figurative meaning and used the literal target language expression which is more similar to the original idiom, as the examples below show. Nevertheless, literal translation can only be applied when each language and culture symbolizes experience in the same way and structures and meanings coincidence, which is rare, in this last case literal translation become a strategy.

English	Spanish
Let sleeping dogs lie	Dejar dormir a los perros.
	Más vale no menear al perro.
The longer the wait, the sharper the bite will be	Cuanto más larga sea la espera, más profundo será el mordisco.
	Cuanto más larga sea la espera, más certero y estudiado será el mordisco en el ataque.

Corpas Pastor(1996, p. 502).

- *Cases of overtranslation and undertranslation* Dictionaries tend to offer partial translation equivalents as if they were total equivalents. Looking for equivalence at all costs, students sometimes exceeded in intensity, accelerated images, introduced connotations not present in the original, or destroyed its semantic nuances to the point of conveying the opposite meaning.

English	Spanish
Let sleeping dogs lie	Dejemos que la mentira de los buitres.
	Dejemos que la mentira de los lobos acechantes
To kick the dogs	Remover la mierda.
	Están intentando deshacerse empero de los molestos caninos.

Corpas Pastor,(1996, p. 492):

Here, we added the overuse of *additions* and *omission* based on the Delisle (1999) Classification.

- *Addition* it is the introduction of superfluous information or stylistic effect absent in the source language (not to be confused with explicitation, which is justified, nor with compensation)
- *Omission* it is a failure to provide a necessary element of information which ends with the deletion of part of the phrase or the complete omission.
- *Overuse of paraphrases*. An abusive overuse of paraphrases leads to distortions of the text similar to those caused by an erroneous application of the literal translation.

English	Spanish
kick the dogs	están intentando dar con alguna solución, intentan tratar el problema
The longer the wait, the sharper the bite will be	Cuanto más esperemos, más serios serán nuestros problemas/ peores serán las consecuencias”.
To translate the recreation of the image dog in kick the dogs and the longer the wait the sharper the bite will be, it is better to use a modulation that avoids introducing strange elements into the Spanish language and still maintains a figure.	

Fraile (2007, p. 83)

- *Overuse of borrowings*. It is widely accepted that borrowings bring about neologisms that revitalize phraseological units (they can create an expressive effect or add local colour), but they can manifest a lack of competence and can result in misunderstanding and mistakes being made as well.

English	Spanish	borrowing
baby-boom	la explosion demográfica	el baby-boom más antiguo
	los nacidos en época de fuerte crecimiento demográfico	el más antiguo de los baby-boom
		los hijos más viejos del baby-boom
That is why the meaning of idioms such as baby-boomers, that has no equivalent in Spanish, should be explained instead of maintaining the original word in the translation as in the previous erroneous versions presented by students.		

Fraile (2007, p. 83)

#### 2.4. LANGUAGE, CULTURE AND TRANSLATION

The term culture refers to a set of beliefs that control a particular country or group behaviours. It is defined by Taylor cited in Mesmaz (2010) as a “complex whole which includes knowledge, beliefs, customs and any capacities and habits acquired by man as a member of a society” (p.7). Among these beliefs, language is considered as an essential part that constitutes one’s culture. It is as the Longman dictionary describes it “the heart within the body of culture” cited in Mesmaz (2010). This is involved in the process of translation through the influence of the source and target cultures. Culture has a great impact on the process of translation in the sense that the degree of integration of the source text (ST) in the target culture (TC) may vary, and may cause serious problems for the translator.

In this respect, culture may lead to different types of translation. Translation may, sometimes, result in a “shift towards the target culture, and the translated text may or may not merge completely in the target culture” Yowelly and Lataiwish (2000, p. 107). Also it is called “integration”. Translation may preserve only the source culture (SC), and in this case it is named *source translation*. It may also preserve neither the source nor the target culture, and here, it is called “alienation” of the target language beneath

the target language which includes a cultural charged that unintentionally is transmitted by the language.

#### *Connection between translation and culture*

It is known that culture plays a very important role in the translation process. In the area of translation, Nida (1993) has become aware of the great importance of cultural factors in translating. He believes that the cultural factors in translating are more significant than the purely linguistic differences. He is sure that the most serious mismatches in translating are usually made not because of verbal inadequacy but of wrong cultural assumptions. Cultural differences have brought many difficulties to translation, and only by cultural adjustments and modifications, can we successfully reach the goal of *functional equivalence*. In a word, translation is a cross-cultural activity. Superficially, translation happens between two languages. But as language is the vehicle of culture, translation activity is essentially meant to attach information from the source language culture to the target language culture. As culture constitutes the context for language communication, more attention is turned to the cultural aspect of the language.

#### *The quality of translation*

The quality in translation depends on the translator's ability to carry out a work with the absence of mistakes, considering "mistake" by Cruces (2001) as "a break up of rules of coherence of TT, these can be grammatical, lexical, semantics or related to knowledge of the environment and culture and the general background" (p. 814- my own translation)

To this definition we added the inability to transfer the text function required by the customer and the audience, to write without spelling errors, or to produce a natural and fluent discourse in the target text without omissions and misunderstandings. This is not an easy task to be carried out by unskilled translators. These translation errors are a sign of interference between working languages, lack of comprehension in source text and

lack of extra-linguistic knowledge, as well as the inability to produce proper oral or written communication in one's own native language. These errors are frequently encountered in translated texts.

## **2.5. CLASSIFICATION OF LEXICAL ERROR**

Previous studies on lexical errors have used a variety of error classifications, most with a relatively limited number of categories. For example, Duskova (1969) used only four categories of lexical errors. Similarly, Engber (1995) used a system with nine categories; however, the framework for lexical error classification was mainly drawn from James (1998) lexical error taxonomy, which was compiled from various sources from previous studies. It was modified to include two types of 'meaning' based on Leech (1981). James classifies lexical errors into two main categories: formal and semantic features. The error categories are described below in some detail.

### **2.5.1. Lexical Errors Based on James 1998**

*Formal Errors* are classified into three types:

#### *a) Formal misselection*

The first four sub-types are based on James (1998) 'synformic confusions'. They involve similar lexical forms (visual and sound similarity). James refers to them as the malapropism type. The four main types of synforms are: the suffix type, the prefix type, the vowel-based type and the consonant-based type and:

- *False friends* caused by divergent polysemy, partial semantic overlap, or loan words that have been taken from English words and which sometimes have meaning similarities (for example, bank = bank/banknote). Occasionally, the meanings are divergent (for example, serious = stressed).



### *b) Misformations*

These words do not exist in the L2. The source of errors is from the learner's mother tongue. Therefore they are called 'interlingual misformation errors'. James classifies misformation errors into three types as follows:

- *Borrowing*. L1 words are used in the target language without any change (for example, *I shoot him with gun in kopf*. In German *kopf* = head).
- *Calque*. Translation of a word or a phrase from L1 words (for example, *we have to find a car to bring us go to "bring us to" the hospital*).

### *c) Distortions*

These words also do not exist in the L2. However, the errors are the result of misapplication of the target language without L1 interference or misspelling.

- Omission (for example, *intresting instead of interesting*).
- Overinclusion (for example, *dinning room instead of dining room*).
- Blending (for example, *travell instead of travel + travelled*).

## *Semantic Errors in Lexis*

James classifies semantic errors in lexis into two main types. Their sub-types and examples are as follows:

### *a) Confusion of sense relations*

Psycholinguistic evidence suggests that humans store words in terms of sense relations in their mental lexicon. Then vocabulary meaning normally involves concepts and their relations in lexical fields (for example, a *woman* and a *girl* belong to the lexical field of 'gender').

### *b) Collocation errors*

Collocation is a word or phrase that is frequently used together with another word or phrase and sounds natural and correct for native speakers. Inappropriate collocation may not be absolutely wrong, but rather inappropriate. James specifies the following three degrees of the misuse of collocation.

- Semantically determined word selection (for example, *the city is grown* instead of *developed*).
- Arbitrary combinations and irreversible binomials (for example, *hike-hitch* instead of *hitch-hike*).

Apart from the above three types of collocation, James also mentions Leech's (1981) associative meanings. One type of stylistic-meaning unsuitability that he identifies:

- *Verbosity* (for example, *I informed my girlfriend of the party through the medium of telephone*).

In addition, L2 learners sometimes do not convey sufficient meaning in their writing. That is, the sentence is too brief and the meaning is unclear.

- *Under specification* can also be due to poor choice of words (for example, *Although cars in the country are lower* "Although there are fewer cars in the country/Although car numbers in the country are lower").

Related the previous investigation and classification of lexical errors with our research, we take into consideration the formal and semantics errors; point out the formal errors, *misformations and distortions*, which both involves a very interesting and principal aspect to our research like: borrowing, omission, overinclusion and blending. Additionally, the verbosity and underspecification were taking into account as lexical errors too.

## **2.6. PHRASEOLOGICAL UNITS**

### **2.6.1. SYNTAX AND PHRASEOLOGY**

Syntax is the study of organization of words in sentences: the ordering of and relationship between the words and other structural elements in phrases and sentences. The syntax may be of a whole language, since of a single phrase or sentence to a complete paragraph or text, of any speaker or writer established language.

Phraseology is an intermediary field of linguistics, it can be considered as being close both to vocabulary studies, (because it studies fixed word combinations characterized by a unitary meaning), and to syntax (the study of ordering between the words and structural elements in phrases and sentences). Furthermore, the expressive nature of phraseological phenomena, these have also been associated to stylistics. Based on assumptions made by Toffol (2011) and many other authors, today phraseology is considered as an autonomous discipline, with its own object and methods of investigation.

As an independent discipline, the object of research of phraseology is the phraseological units from any languages (or a group of languages). The notion of phraseological unit has been first used by Bally in 1909, wherefrom it was taken by Vinogradov (1946, 1947); The difference between *phraseological units* and free word combinations is derived from the syntactic stability of the former which having been established through usage, these are felt as distinct units due to the very fusion of the constitutive elements. The term phraseology might designate the discipline as well as its object of study. Another essential fact to be taken into account is the connection between phraseology and metaphor established by Dumistrăcel (1980) “The connection between metaphors and idiomatic phrases asserts itself on its own by the fact that they have the same stylistic function, expressivity and, logically speaking, by the fact that both carry a certain figurative meaning” (p. 124)

### **2.6.2. PHRASEOLOGICAL UNITS**

To have a clear definition of what a phraseological units is a complicated work, then here it is introduced some definitions used by the time and which are related to our paper point of view. Ginzburg in 1979 stated, “Phraseological units are non-motivated word groups that cannot be freely made up in speech but are reproduced as ready-made units”(p.74). Another most clear definition of phraseological units was given by Glaser (1998) “a more or less lexicalized, reproducible bi-lexemic or poly-lexemic word-group

in common use, which has syntactic and semantic stability, may be idiomatized, may carry connotations, and may have an emphatic or intensifying function in a text” (p.125).

Following across this paper, some other concepts, features and characteristic of phraseological units are introduced, but these both definitions presented above were considered as the most clear and explicative concepts about these kind of units.

### **2.6.3. FEATURES OF PHRASEOLOGICAL UNIT**

The two main features which may be taken as criteria for distinguishing Phraseological Units are generally said to be *stability* (manifested with high frequency of used in the language) and *semantic unity* (reflected in the lack of the correspondence between the general signification of the structure and the accumulation of significations of the constituent elements). These two characteristics are closely interconnected: the global signification associated with the group leads to its repetition, its frequent use leading to stability. However, this is a brief review of the features mentioned in the previous paragraph:

- *Frequency*: Corpas Pastor (1996) considers frequency as one of the most important aspects of these units. The frequency of use is the general related to the frequency of appearance of a certain phrases in the language usage. Till the moment in which a certain expression is created and employed, then it is available for being used by other speakers.
- *Institutionalization*: It can be considered as the moment of implementation of the neologicistic expressions into the language. This process occurs thanks to the repetition, the usage and the frequency of appearance. In fact the repetition of a phraseological unit can lead to its institutionalization inside the language and the society.
- *Fixity*: The expressions have a precise shape because of the repetition and the high frequency of use made by a certain linguistic communities, and their degree

of fixity is arbitrary and it is not equal for all speakers. It means that these expressions are prefabricated, used as a chunk or pre-fixation in the language, It seems possible to conclude that fixity depends on the level of institutionalization of a certain expression has achieved.

- *Variation*: As previously mentioned, fixity is arbitrary; so some units are allowed for a certain degree of variation. There are two main types of variations:
  - a) Variants: these are the synonyms and the structural varieties which are related to the person and number in where the phrase is placed.
  - b) Modifications: are those components which acquire a new meaning as a consequence of the global meaning of the phrase, these are related to the meaning of the entire phrase, where the words involved loss some of its own signification to adopted just one meaning in conjunction.
  
- *Idiomacity*: The term idiomacity, or the adjective idiomatic, is usually included in dictionaries with at least the following two meanings: "use of language that sounds natural to native speakers of that language" Sinclair (1991) or "given to or marked by the use of idioms" Onions (1964). Idiomacity means that the global meaning of the phraseological unit is not deductible from the sum of the isolated meanings of each of its constituent's elements and, as previously mentioned, it is extensively considered as one of the main features of these units. It is also strictly related to the concept of "non-motivation" or "non-composition", and essentially it means the lack of semantic content of the component words. This implies that an idiomatical phraseological unit cannot be understood by analysing word by word and by trying to make clear its meaning from those of its components. Then as Toffol (2011) stated "Idiomatical expressions are characterized by the fact that its meaning is not the product of the

sum of its components. Words do not combine according to the normal rules of language” (p. 17)

#### **2.6.4. CLASSIFICATION OF PHRASEOLOGICAL UNITS**

In the 80's one of the influences on British phraseological theory was provided by Russian scholars, in fact the material obtained from these studies has been widely used for describing the English phraseological systems. The main legacy of the Russian theory is a framework of descriptive categories which is “comprehensive, systematic and soundly based” Cowie (1998, p. 4). Focus on the early Russian work and within this field, most theorists recognize that a major contribution to phraseology, as an independent linguistic science, was provided by V.V. Vinogradov (1947), who provided a further sub-classification of *word-like* or *semantic* units. He is considered to be the father of the Russian Phraseology, so he become the father of phraseology as a new field, because he defined the object, the structure, and the reach of this linguistic science; stating that the unit of study of phraseology are *phraseological unit*. According to Vinogradov classification, Phraseological Units are divided into three big groups cited on Toffol (2011, p. 24)

- *Phraseological fusions*; (also called idioms) are word-groups or combinations that are unmotivated (or semantically opaque) and normally structurally fixed. The concept of *unmotivation* or *opaqueness* refers to their meaning cannot be deduced from the meanings of their constituent parts, because there is no relation between the meaning of the whole combination of the phrase and the meaning of its components or words involved. In other words, they have a completely change of meaning because the metaphor, on which the shift of meaning is based and it has lost its clarity. This designation stress on the impossibility of interpreting the whole phrase as the sum of the meanings of its parts.

- *Phraseological unities*, unlike the previous category, they are partially motivated because they have suffered a figurative extension from the practical meaning. It means that the meaning can be interpreted as a metaphorical extension of some original sense and so it can be deduced from the meaning of their parts, this means they are partially transparent. The difference between phraseological unities from fusions is vague and even subjective, because it varies according to the linguistic and cultural experience of the individual. In fact, for some people, a given expression has a figurative sense, which is not yet completely fossilized; while for others the same expression is completely opaque these variations depend on the context where the phrase is placed.
- *Phraseological combinations*; these are considered as clearly motivated or transparent it means that the meaning of the unit can be easily understood from the meaning of the component words, they are composed mainly by lexical charge words, which have a certain degree of stability in some word-groups. Regularly the meaning of a member-word is dominated by the meaning of the whole group; consequently they keep a certain degree of semantic inseparability.

It is important to point out that the specific sense of the figuratively used component is determined by context, also naming as *phraseologically bound* or *contextual determination of meaning* by Vinogradov, because he affirmed that these units are difficult to classify in just one group and sometimes that certain units can act as a phraseological units as a sentences in specifics or different contexts where they are used.

## **2.7.TRANSLATABILITY OF PHRASEOLOGICAL UNITS**

### **2.7.1. Analysis of translatability of phraseological units by Glaser (1998)**

The translation of phraseological units is often problematic. One of the causes is that these units are closely linked to a specific situation or culture inside a society which

sometimes is very difficult for a foreigner to understand their meaning and consequently, to translate these kind of units resemble like an impossible work.

In Glaser view, the characteristic features of these units may be present to different degrees. He stated that all the previous features may be present in a higher or lower degree, along a scale, the more of these features a unit has, the closer to be a phraseological unit will be. The extents to which these features are present in a certain unit harmonize to shape its phraseological idiomaticity.

Under this view, although idioms are “the prototype of a set expression or phrase” Glaser, (1998p. 272), they represent only one group within the whole phraseological system, which also contains non-idiomatized units, idiomaticity indeed may or may not be present, at different degrees. According to Glaser analysis, the criteria that contribute to the formation of idiomaticity of a unit are:

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| +/- lexicalization                   | +/- connotations                  |
| +/- common usage                     | +/- expressive, emphatic or       |
| +/- reproducibility                  | intensifying functions in a text. |
| +/- syntactic and semantic stability |                                   |

The degree of idiomaticity of the expressions can vary their stability because they are based on constituents that allow variations within the restriction of the phraseological system and they can also be interpreted as systemic variations of idioms and phrases. Investigations about idioms show that they have important roles in the spoken and written language, in particular for conveying evaluations. Moreover, the Glaser’s opinion, they represent a model, a stereotype and the dominant subtype within the umbrella category of phraseological units.



### 2.7.2. Analysis of translatability of phraseological units by G. Philip (2007)

G. Philip (2007) maintains that idioms are “a class of multi-word units which pose a challenge to our understanding of grammar and lexis that has not yet fully met”. According to this author, an idiom is composed of two or more constituent parts or words. However, contrary to the expectations, each of these words does not contribute to the overall meaning of the phrase (idiomaticity), even those words express a semantically-complete idea which may be quite independent of the meanings of its components. One of the main reasons for this irregularity derives from the fact that an idiom is not built up word by word, or according to the grammar rules of the language in use, but it is non-compositional, this means it is learned, stored and reused as a single chunk. The term *non-compositional* is related to the concept of *unmotivation*, which indicates that the meaning of that phrase cannot be deduced as the sum of its component parts. For this reason, idioms are typically said to be non-compositional, as their meaning derives from a metaphor or other types of semantic extension. They can be listed in the lexicon already formed, as any other lexical item. Again, following the line of Corpus Pastor and Gläser’s criteria previously mentioned, Philip (2007) summarizes a series of features an idiom should have in order to receive this denomination. Once more, the same idea is repeatedly: all these features can be present into a degree scale of formation:

- +non-compositional/lexicalization.....compositional/no lexicalized
- + non-motivated/opaque.....motivated/transparent
- + stable/conventionalized.....flexible/transformable

For what has been described, it may be stated that idioms are commonly assumed to be qualitatively different from *normal* language, even though, the precise nature of this difference has not been precisely defined yet. However, there is an agreement to one

general idea, which consists of interpreting an idiom as an institutionalized expression whose overall meaning does not correspond to the combined meanings of its components parts. Although, this is a very broad concept and it may include a huge variety of units.

## **2.8. TRANSLATION**

### *Definitions and nature of translation*

Translation is usually defined as a process of substituting a source language text by a Target language text, where the aim is: to preserve the meaning and content of the original text as accurately as possible in the translating text. This is obviously an immensely simplified definition of a process which might seem relatively simple on the outside, but actually is much more complicated process. Now it is introduced how translation theorists have defined translation and characterized the nature and aims of this science. Catford (1974) defines translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)"(p. 20, 21). He describes translation as unidirectional process, which is always performed from a given source language to a given target language also; the aim of translation is to find the target language equivalents.

According to Bassnett-McGuire (1980), the aim of translation is that the meaning of the target language text is similar to that of the source language text, and that "the structures of the SL will be preserved as closely as possible, but not so closely that the TL structures will be seriously distorted"(p. 2) In other words, the source language structure must not be imitated to such an extent that the target language text becomes ungrammatical or sounds otherwise unnatural or clumsy but the meaning and content of the source text should be preserve in the target text.

These definitions of translation are fairly congruent with each other, and various theorists define translation in relatively similar terms. Although diversity of perspectives

has been articulated within the field of translation theory, there are some views of translation theorists generally agree on. There are three prevailing features which seem to characterize the essence of contemporary translation. One view is that free translation should be adopted as opposed to literal or word by word translation. The second widely accepted view is that the meaning and content of the message should be prioritized over the form or structure of the message/language. The third view that most translation theorists recognize is that translation always involves some kind of loss of meaning.

Throughout the translation theory there has been constant debate about how faithful the translation must be to the original text and how much freedom the translators have in their work. Earlier the emphasis was on translating texts as literally as possible, by carefully substituting each source language word by word which has the same meaning. According to Bassnett and Lefevere (1998) the purpose of translation nowadays is no longer to merely match words of one language by those of another, but the stress is now rather laid on the function of the text; thus free translation is preferred to literal translation currently, Free translation aims can be defined as conveying the informational content of the message and preserving the style of the original text, but it also takes into account the target language's structural exigencies.

Also it is commonly accepted in translation theory that in order to preserve the meaning of the message, the form must be altered to some extent part of the text. For instance Nida and Taber (1969) stated, "When a message in one language is transferred to another language, it is the content which takes priority over the form, and must therefore be retained at all costs" (p.105). In other words, the meaning must be preserved at the expenses of the form.

Therefore translation aim should always transferring the meaning of the original message as carefully as possible, even if it means transformations in the form or changes in the syntactic structure. A third commonly acknowledged view is that all translation processes involve some kind of 'loss' of meaning. Bell (1991) argues that since such a thing as an absolute synonymy between words of two languages does not exist,

something is almost always *lost* in the translation process. Also Newmark (1981) stresses that each translation assignment is bound to involve a loss of meaning to some extent, and translations may therefore only be approximate. These losses may be due to various different factors, for instance if the text describes phenomena that are unique to the environment and culture of the source language area. And another unavoidable reason for loss cited by Newmark (1981) is the fact that "two languages, both in their basic character (langue) and their social varieties (parole) in context have different lexical, grammatical and sound systems." (p.7-8) Finally, Wills (1982) affirms, "The fact that translations may only ever be approximate is a logical consequence of the fact that there are significant linguistic and socio-cultural differences between different languages and cultures" (p. 41-42).

### **2.8.1. THEORETICAL APPROACHES TO TRANSLATION**

Even though translation has been practiced for thousands of years already, translation theory is relatively a young discipline. Translation theory started developing in the 1950s. According to Wills (1982) the translation theory is still a developing discipline in its infancy, it means that it has not yet developed a precisely defined theory or methodology.

Newmark (1981) defines translation theory as "the body of knowledge that we have and have still to have about the process of translating" (p. 19). However, Wills (1982) criticized towards a translation theory. In his view, it is highly questionable whether some theoretical recommendations and hypotheses about translation will be used in solving the concrete problems that translators face in their work.

According to Newmark (1981), the general environment among scholars in the 1950's was that some sort of translation theory should be formulated as a frame of reference. Newmark points out that the main reason for the need to establish some kind of translation theory was the fact that the quality of the translations of the time was rather poor and that it had also become increasingly important to standardize the terminology

of translation. Therefore translation theory was created in order to provide a framework of principles and guidelines for translating texts in general, as well as to propose translation methods for different text types. Principally, the formulation of translation theory was expected to assist translators in their work by providing universal rules and principles about translation, and subsequently, this new knowledge help improving the quality of translations and the development of translation as a new discipline of study.

In order to discuss issues related to translation, definitions of theoretical concepts are introduced in this section, taking into account some of concepts in translation theory. Obviously, translation theory is full of different kinds of theoretical concepts, but the concepts which bear relevance to this research were introduced; the concepts of meaning and equivalence and the functional theories of translation which facilitate a better understand and discuss about the translation of phrases or idioms.

#### *The notion of meaning*

The concept of meaning is quite essential in translation theory, the whole process of translation is from start to finish concerned with meaning. According to Nida and Taber (1969) distinguish three different types of meaning which should be considered in the process of translating; *grammatical*, *referential* and *connotative* meaning. Although grammar is usually understood as a mere set of arbitrary rules about how words are put together. The meaning can be affected by the grammatical construction can be used to express various different relationship. On the other hand, Referential meaning indicated words which refer to objects, events and relations; finally, the connotative meaning refers to people's emotional reactions to items of a language, since each word also carries a set of associations.

The variety of different types of meanings introduced in this section clearly indicates that meaning is quite a complex issue in translation. However, in the translation of idioms there is one more meaning type that must be taken into consideration: the *figurative meaning*.

According to Nida and Taber (1969), each term has a certain primary, literary meaning, but some terms may also have additional, figurative meanings. These additional meanings can be very different from the primary meaning of the expression. Point out that figurative meaning is almost ruled by culture and language context, because these figurative extensions are often entirely arbitrary, it means that the meaning given to a certain phrase can be provided by some cultural assumptions apart from the language structure or context. Then translators must look beyond the primary meaning and be able to recognize the figurative meaning of the phrase. Since it is not possible to understand the meaning of these expressions by adding up the meanings of the individual words, understanding the figurative meaning is absolutely crucial for a truthful translation work.

#### *The notion of equivalence*

The equivalence is one of the most central concepts in translation theory. A considerable amount of literature has been dedicated to clarify this concept; consequently, some views on translation equivalence and its different classifications are introduced in this section.

The definition of equivalence has experienced great changes in the history of translation. According to Bassnett and Lefevere (1998), in the early days of translation theory it was believed that there could actually be a universally applicable equivalence for every language. However, today the common view is that translators themselves have the power to decide on the specific degree of equivalence that they chose to apply in each translation work. Equivalence is no longer understood as the mechanical matching of words; because translators are "free to opt for the kind of faithfulness that will ensure, in their opinion, that a given text is received by the target audience in optimal conditions." Bassnett and Lefevere (1998, p.3)

According to Nida and Taber (1969), *dynamic* equivalence has been achieved if the target language readers respond to the same text in the same way that the source language readers. In other words, as the original text as the translation text should

always have the same emotional effect on target and source language readers. This effect or emotional response can hardly ever be perfectly identical, due to different cultural background of the source and target language audiences and cultural environment it is challenging to determine the exactly *effect* of a text and the receiver of the message.

Some translation theorists have attempted to clarify the concept of equivalence by suggesting that one type of equivalence which could not be applicable to all translations rather there could be different types of equivalence. For instance, Chesterman (1989) propose several different types of equivalence, some of which should be used for certain text types, while others are more suitable for other text types, it means that the use of the proper equivalence depend on the text. In each translation, the translator must decide the appropriate kind of equivalence that the text in question demands. Koller (1979, in Chesterman 1989 p. 100) suggests that equivalence has been achieved if the target text succeeds to preserve certain requirements, for example the content, style or function of the original text. Therefore proposes five different types of equivalence: denotative, connotative, text-normative, pragmatic and formal equivalence. However, the linguistic and cultural differences between two different languages make perfect correspondence be unfeasible in practice. As Bassnett-McGuire(1980) puts it, “equivalence in translation should no longer be understood as a relationship of sameness, since sameness cannot even exist between two TL versions of the same text, let alone between SL and TL version” (p. 29).

### *Functional Theories*

The 1970s and 1980s witnessed a shift from the static linguistic typologies of translation and the emergence of a functionalist and communicative approach to the analysis of translation was grow up, especially in Germany. These theories include the early work on text type and language function, the theory of translational action, and the skopos theory and text analysis model.

#### *a) Text- type Theory*

The Text- type theory built on the concept of *equivalence*, which is the highlight in linguistic theories, the text, rather than the word or sentence, is considered the appropriate level at which communication is achieved and at which equivalence must be sought.

According to Reiss (1977) links the functional characteristics of text types to translation methods; also he proposes *specific translation methods according to text type*. The main characteristics of each text type and these methods can be described as follows:

<b>Text type</b>	<b>Informative:</b>	<b>Expressive:</b>	<b>Operative:</b>	<b>Audio-medial:</b>
	It is concerned with <i>plain communication of facts</i> : information, knowledge, opinions, The language dimension used to transmit the information is logical or referential; the content or ‘topic’ is the main focus of the communication.	It denotes the <i>creative composition</i> where in the author uses the aesthetic dimension of the language.	The purpose is to induce behavioral responses, like to appeal to or persuade the reader or <i>receiver</i> of the text to act in a certain way.	It refers to films and visual or spoken advertisements which supplement the other three functions with visual images, music, etc.

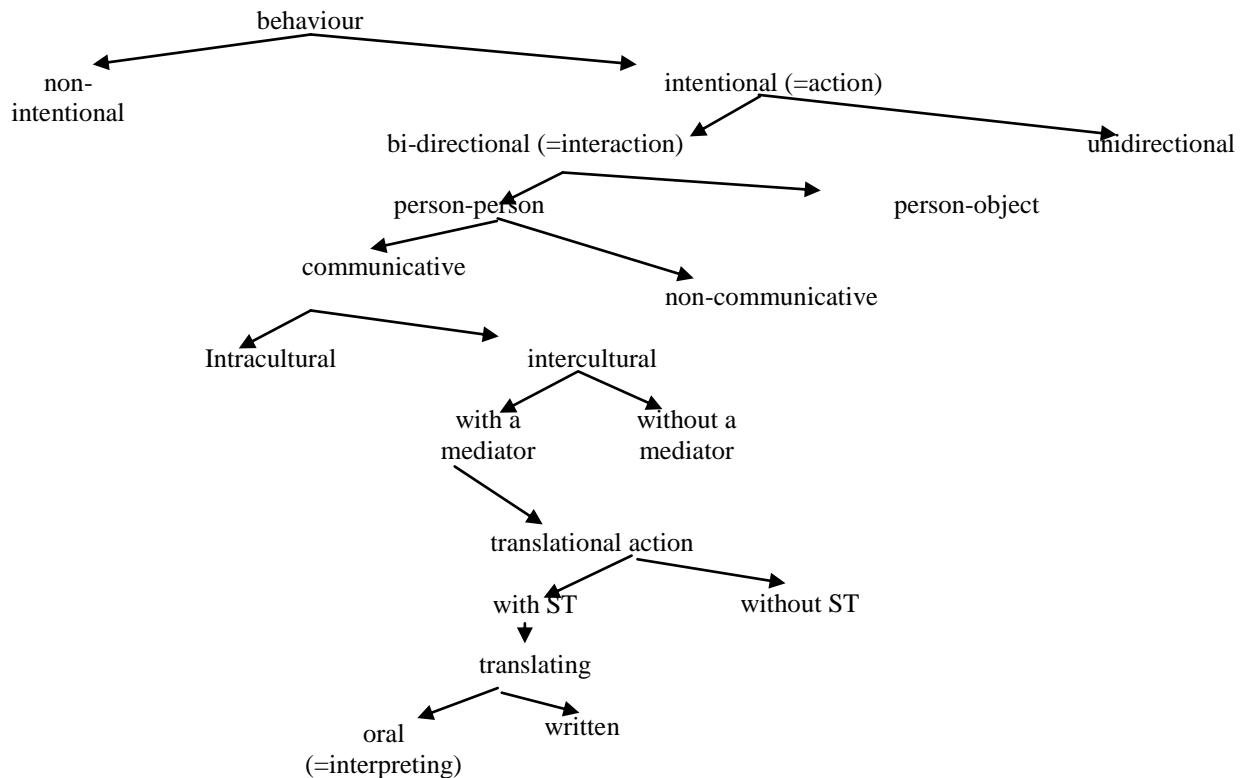


<b>Method</b>	It should transmit the full <i>referential</i> or conceptual content of the ST. The translation should be 'plain prose' without redundancy, but with the use of explication when required	It should transmit the aesthetic and artistic form of the ST. The translation should use the <i>identifying</i> method, with the translator adopting the stand point of ST author.	It should produce the desired <i>response</i> in the TT receiver. The translation should create an equivalent effect among TT readers	It requires the <i>supplementary</i> method, written words with visual images and music. These approach moves translation theory beyond of a lower linguistic levels, the simple words beyond even the effect they create, towards a thought of the communicative purpose of translation.
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Munday (2001, p.76).

#### b) *Translational Action Theory*

This theory views translation as purpose-driven, product-oriented or outcome-oriented human interaction with special emphasis on the process of translation like message-transmission or a translational action from a source text -ST, and a communicative process involving a series of roles and players. The most important of who are the ST producer or the original author, the target text -TT producer or the translator and the TT receiver, the final recipient of the TT. The theory stresses the production of the TT as functionally communicative for the reader, for example the form and the genre of the TT must be guided by what is functionally suitable in the TT culture, which is determined by the translator who is the expert in the translation process and its role is to make sure that the intercultural transfer takes place satisfactorily. Nord (2007) elucidates that translation process is essentially a purposeful activity or behaviour as displayed in the following schemata in which translation is viewed as a form of mediated intercultural communication:



Translation as a form of Mediated Communication Nord (2007, p.18)

### c) Skopos Theory

The skopos theory stresses the interactional, pragmatic aspects of translation, arguing that the shape of the TT should be determined by the function or *skopos* (the Greek word for *aim* or *purpose*) that it is intended to fulfill in the target context, and it may vary according to the *recipient*. The outcome is: the use of translation strategies most appropriate to achieve the purpose for which TT is intended, in short, when producing a TT, *the end justifies the mean*. To be aware of an consciousness of the requirements of the skopos as Vermeer (1989) explained “expands the possibilities of translation, increases the range of possible translation strategies, and releases the translator from the corset of an enforced and often meaningless literalness” (p.42), It means that the translator ought to translate, to paraphrase or even to re-edit the source text into the target text employing the most appropriate strategy in a given situation to transmit the almost exact meaning of ST into the TT.

### 2.8.2. An applicable Theory of Translation to this research

There are many theories of translation, each of them have their own point of view to this field; for example, the *philological* theories present translation as a simple process of comparison of structures between the source and target language. Opposing to, the *philosophical* theories are especially related with meaning and understandings, declaring that a theory of translation is essentially a theory of semantic transfer, so it only focus on the meaning of the message and not the structure.

Moreover, the *linguistics* theories which have a wide field of studies, propose a new point of view of translation as a product of these both earlier theories; then linguistics translation view translation as simply as a question of replacing the linguistic units or structures of the Source texts (ST) with *equivalent* structures in the Target Texts, (TT), without reference to factors such as context or situation. Correlate with these linguistics theories appears the *functional* theories which not only take into account the linguistics structures strictly but also the function of the text; therefore they propose three important types of theories: the text- type theory, translational action theory and skopos theory the first one point out to specific translation methods according to text type, the second emphasize on the process of translation as message-transmission and as a communicative process and the third focus on the translator should use the most appropriate translation strategies which achieve the purpose of TT. In addition, the sociolinguistics and systems theories are involved; the first one is related to the receptor's role in the translation process and the context, and the second consider translation of literature text which should have a different kind of treatment.

As a conclusion, to straighten out to one translation theory is a difficult work. According to our investigation objectives the functional theories are established on, especially the text- type theory and translational action theory. The reasons to choose the functional theories are described below:

- It is based on a communicative approach to translation.
- It is not limited his own view in only the linguistics structure of ST and TT, because it considers the differences between languages structures, the interaction between cultures and contexts where the ST can be transmitted.
- Also it focuses on the product-oriented with special emphasis on the process of translation as message-transmission from a source text ST, and as a communicative process involving a series of roles; the most important roles are: the ST producer, the translator and the TT receiver.
- It does not take into consideration the structures of language of ST or TT extremely rigid as the linguistics theories although it tries to maintain a standard level of knowledge of both languages to keep faithful the meaning of the message and to get a pleasant, proficient and reliable communication between the source and target language.
- The functional theories do not rely on with the structures not only do not distort the meaning of the ST but also do not present a lot of modifications or changes in the text type and it focus on the social or pragmatics aspects as the sociolinguistic and systems theories have usually done sometimes changing the meaning in some measure.

As a final point, the functional theories were chose because these are closely connected to the equivalence definition, the classification of translation errors presented before and the specific use of the phraseological units in different contexts or situations.

## **2.9. TRENDS OF TRANSLATION**

### *A Historical Perspective of translation tendencies*

For almost two thousand years, translation theory has been concerned merely with outstanding works of art. The science of translation has not emerge until the 1950s in an

attempt to establish itself as a new discipline involving radical changes in the approach and classification, away from the age-old dichotomy of *word vs. sense* or *literal vs. free translation*, which has dominated the traditional translation theory since the beginning of the science. Here, we introduce the George Steiner (1975) book *After Babel*, (p.34- 40) that classified the theory, practice and history of translation into four periods.

### **Translation Computerization Era**

The invention of computer has led to aspire after an automatic machine translation (MT) which the computer is provided with the ST to be reproduced automatically or/with the assistance of man as a semantically equivalent and well-formed text in the TL.

Translation-oriented computerized technology in general and machine translation (MT) in particular can be described as a complex and diverse field in which a wide range of *actors*, such as translation theorists, linguists, engineers among other researchers play a vital role, additionally to evaluators of end-user groups including professional translators, trainers and translation companies. MT is simply a translation performed either purely automatically by a computer or with human assistance which involves the preparation of the ST, pre-editing and/or product editing and post-editing translation work.

There are many trends of translation through the time. Nevertheless, nowadays the translation computational era are in fashion, but if we consider the machine translation the methods or strategies used are based on the old fashioned type of translation, maybe the only difference is the individual who make the translation, before the computational era, the human beings were who translate some texts, now the computer programs are the translator; however until today a machine cannot translates or interprets appropriately the deep structures of languages like: idioms, proverbs, similes, metaphors and some other literature works which express the feeling, emotions and some cultural background that society carry out and expresses through the language. Therefore, the

most lasting trend in translation would be the functional approach which is narrowly linked with linguistics theories both consider not only the language structures but also the context and the culture involved inside the source and target language of these new knowledge or information.

	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<b>definition</b>	This period starts with the first translated documents which were discovered in the third and the second millennium; in ancient Egypt and in Iraq.	This period runs up to the 1940s.	This period starts with the publication of the first papers on machine translation in the 1950s	The last period origin in the early 1960s,
<b>characteristic</b>	<ul style="list-style-type: none"> <li>• The statements and theories from the practical work of translation</li> <li>• The translation should give a complete transcript of the ideas, manner and style of the original work.</li> </ul>	<ul style="list-style-type: none"> <li>• The development of a vocabulary and methodology of approaching translation.</li> <li>• The translator should have a perfect knowledge of both SL and TL</li> </ul>	<ul style="list-style-type: none"> <li>• the introduction of structural and applied linguistics,</li> <li>• translator can identify similarities and differences between SL and TL,</li> <li>• The communication theory into the study of translation</li> </ul>	<ul style="list-style-type: none"> <li>• The development of many new theories considering the context such as the “polysystem theory”, “Skopos theory”</li> </ul>

## 2.10. TYPES OF TRANSLATION

### *Jacobson’s Semiotic Classification*

Roman Jakobson (1959) distinguishes three ways of interpreting a verbal sign: it may be translated into other signs of the same language, into another language, or into another code that is nonverbal system of symbols. These three types are concisely put as follows:

- a) *Intralingual translation* or rewording: an interpretation of verbal signs by means of other signs of the same language it is also called paraphrasing.

b) *Interlingual translation* or translation proper: an interpretation of verbal signs by means of some other language; it is the most common translation between source language and target language.

c) *Intersemiotic translation* or transmutation: an interpretation of verbal signs by means of signs of non-verbal sign systems, it means to change the channel to transmit the message.

In other words, *intralingual* translation try to explain, declare, rephrase or paraphrase a term or an expression in the same language, either in oral or written form, on the other hand, *Interlingual* translation translate or interpret a term, an expression or a text from one language into another. Finally, *intersemiotic* translation refers to what is called adaptation, nowadays. For example, when a written text is translates into a film. Concerning the focus of my discussion is limited only to the process of producing written *interlingual* translation.

## **2.11. TRANSLATION METHODS AND STRATEGIES**

Vinay and Darbelnet's(1958) gave the first classification of translation techniques that had a clear methodological purpose. They defined seven basic procedures operating on three levels of style: lexis, distribution (morphology and syntax) and message (semantic). The procedures were classified as direct (or literal) or oblique (or free), to coincide with their distinction between direct and oblique translation.

### **Literal translation**

It occurs when there is an exact structural, lexical, even morphological equivalence between two languages. According to the authors, this is only possible when the two languages are very close to each other. The literal translation strategies are:

- *Borrowing*. A word taken directly from another language.
- *Calque*. A foreign word or phrase translated and incorporated into another language.
- *Literal translation*. Word by word translation.

	<b><i>Borrowing</i></b>	<b><i>Calque</i></b>	<b><i>Literal translation</i></b>
<b><i>English</i></b>	Football, software	Mouse, pie	the ink is on the table
<b><i>Spanish</i></b>	Football, software	Mouse, pie, instead of ratón or tarta	La tinta esta sobre la mesa

### **Oblique or free translation**

It occurs when word by word translation is unworkable. The oblique or free translation strategies are:

- *Transposition*. A shift of word class, i.e., verb for noun, noun for preposition. When there is a shift between two signifiers, it is called *crossed-transposition*.
- *Modulation*. A shift in point of view. Whereas transposition is a shift between grammatical categories, modulation is a shift in cognitive categories. Some authors suggested there are eleven types of modulation: abstract for concrete, cause for effect, means for result, a part for the whole, geographical change, etc.
- *Equivalence*. This accounts for the same situation using a completely different phrase, i.e. the translation of proverbs or idiomatic expressions.
- *Adaptation*. A shift in cultural environment, i.e., to express the message using a different situation.

<b><i>Free translation</i></b>	<b><i>English</i></b>	<b><i>Spanish</i></b>
Transposition	He <i>walk away</i> (V)	El es un <i>despreocupado</i> (adj)
Modulation.	I am sick of...	Estoyharto de ...
Equivalence	Pull someone's leg	Tomar el pelo
Adaptation.	Playing cricket	Jugandofutbol.



## 2.12. THE PROBLEM OF UNTRANSLATABILITY

Finding Equivalence between languages has a lot of complication because *sameness is impossible in translation*; some linguists claimed that thinking is determined by language. In cognition Cole and Scriber (1974) claimed, “The world is differently experienced and conceived in different language communities”, and that “language actually causes these differences” (p.41). Untranslatability is therefore inevitable. Sameness between SL and TL is considered impossible, and hence, translation between one language and another is always problematic. Though the Sapir-Whorf Hypothesis has not gained the approval of all, and that cultural gaps can be understandable moderately, what is undeniable is that untranslatability does exist.

On untranslatability, Catford (1965) notices there are two categories. One is on the *linguistic* level, whereas the other is on the *cultural* level. Linguistic untranslatability occurs when “there is no lexical or syntactical substitute in the TL for an SL item” Bassnett (2002, p. 79), while cultural untranslatability occurs when there is an absence in the TL culture of a relevant situational feature for the ST. Popovic (1976) offered an even more detailed set of guidelines for defining untranslatability. According to Popovic, untranslatability can be classified under two situations:

- a) A situation in which the linguistic elements of the original cannot be replaced adequately in structural, linear, functional or semantic terms in consequence of a lack of denotation or connotation.
- b) A situation where the relation of expressing the meaning, i.e. the relation between the creative subject and its linguistic expression in the original does not find an adequate linguistic expression in the translation. Cited in Bassnett (2002, p. 34)

With the existence of untranslatability, absolute sameness in terms of meaning, style and linguistic structure (grammar, syntax, lexis, vocabulary, etc.) is impossible. Even now

translated works that are viewed as *accurate* at one period of time may be accused of being *unfaithful* and *incorrect* at another time, because as most postmodernists researchers would agree the signified of signifiers are always shifting. The ever changing ideological positions and attitudes in discourse indicate that the ideal of sameness is invalid and difficult to get to. In brief, considering all aspects, it is better to understand the notion of equivalence as similarity or relative similarity between the languages involved in a translation work instead of sameness.

### **CHAPTER III**

#### **METHODOLOGY**

The present research is based on the scientific method that can be defined by Neville (2007) as “A process of enquiry and investigation; it is systematic, methodical and ethical; research can help solve practical problems and increase knowledge.” (p. 1). Also, research is a scientific investigation with the objective of learning new facts and testing ideas by means of a systematic collection, analysis and interpretation of data to generate new knowledge and answer certain questions to solve a problem.

There are two general kinds of research; the *Basic research* which generates new knowledge, and *Applied research* which identifies, designs, and evaluates policies programs and the use of available resources to problems, the aim of applied research is to apply its findings to a particular situation. Then, this work can be situated in the *applied research* because it is related to errors in translation of phraseological units and tries to give a possible description of what kind of errors are the most common and a possible strategy to translate these kinds of units in a suitability way. This strategy is associated to cognitive approach presented at the end of the research, as a new resource which facilitates the development of translation.

Attached to this research, the most important research approaches are emphasized. The *Qualitative* research which examines and reflects on the less tangible aspects of a research subject also the *Quantitative* research that put emphasis on collecting and analysing numerical data. Along with the research which combined the two approaches; in fact, it is a *quali-quantitative project* because first, it observes the phenomenon of errors in translation of phraseological units; second, it obtains the data which be analyzed and measured objectively to prove or to disprove the hypotheses.

There is a distinction between the deductive and inductive approach at researching. *Deductive* research moves from general ideas or theories to specific or particular situations: the particular is deduced from the general and *Inductive* research moves from particular situations to make or infer broad general ideas/theories. Related to this paper; the first part of the research follows the *Deductive approach*, which begins by selecting a theory, deriving a hypothesis leading by deductions, those are presented in the form of statements related to arguments of a particular theory. To the second part, this research use the *inductive approach*, because it obtains the data, with the help of the instrument, afterwards, the instrument is analyzed to obtain the information and categorized these translation errors, pointing out the most common errors in the translation of phraseological units; Finally this paper proposes a possible solution established in some theoretic bases.

There are two main research philosophies or positions which may be identifiable in any research project. *Positivistic approach* which is based on research methodologies used in science; they are characterized to seek out the facts or causes of every kind of social phenomena in a systematic way. Then, this approach tries to identify, to measure, to evaluate and to provide rational explanation for any phenomena. However, *Phenomenological approach* focuses on the perspective that human behaviour is not easily measured as in the natural sciences. Human motivation is shaped by factors that are not always observable. Then, this approach is particularly concerned with understanding behaviour from the participants through subjective frames of reference. As indicated by Neville (2007) “Research methods were chosen therefore, try to describe, translate, explain, and interpret events from the perspectives of the people who are the subject of the research”, (p.6). In relation to these definitions, this research is placed more in the *positivistic approach* than the phenomenological one because the main objective is to describe the errors in translation of phraseological units through getting data using a cross-sectional methodology.

### 3.1. RESEARCH DESIGN

The research design of this project is placed on a descriptive research “Descriptive research is the type of study which allow the researcher to identify and to describe the main characteristics or attributes of an observable fact or any phenomenon which is going to be observed, taking into account different aspects which can be independent measurable, to describe what is investigating”. Garcia Ortiz (2000, p.36; my own translation)

*Descriptive* research attempts to describe systematically a situation, problem or phenomenon and it provides information about some subject, or illustrated attitudes towards an issue. Also, descriptive research identifies and classifies the elements or characteristics of the subject. Therefore this research is descriptive, because the most common errors at translating the phraseological units performed by students were described; it means that, this paper describes mainly the semantic and the lexical errors that appear in the translation of phraseological units from Source into Target language.

In addition, the paper applies a *cross-sectional study*, which is related to positivistic approach, this study involves different groups of people at any one particular time. Moreover, it involves a close analysis of a situation at only one particular point in time to give a *snap-shot* result. Neville (2007 p.8). Finally, a comparative study is employed for the context and decontextualized part of the research; because the influence of context in the translation of these units is analyzed and describing inside the study.

The *Experimental* and *Non-experimental* designs are two different approaches in research. The aim of experimental studies is to insert additional circumstances in which only one factor is relevant to the outcome, making it possible to observe the effect of variation in the factor. However *Non-experimental studies* are those in which participants are exposed to an agent or presumed cause in a natural way, as the investigator cannot control the circumstances of the exposure to the subject. According

to these definitions, this study follows the non-experimental design, because the information of the variables is not manipulated to obtain the data which are analysed and categorized.

In summary, the project is based on the scientific research. It employs an applied investigation which focusing in one area of study, and quali-quantitative, because it measures some of most common errors in translation of phraseological units. Consequently this paper employs a descriptive methodology and a cross-sectional study, because the acquisition of data is taken in a certain period of time; finally it works with a non-experimental design, because the variables are not manipulated to look for some action or reaction.

### **3.2. POPULATION AND SAMPLE**

The development of a research must concern the study of population. That is, relating to all the individual units (people who interact with/in our study) to be investigated. The population under consideration should be clearly and explicitly defined in terms of place, time, and other relevant criteria. furthermore, some research take into account the concept of *universe* inside the study as the complete group of individuals who can share the same abilities and characteristic, this group is bigger than the population itself, it means that population and sample are involved inside the universe.

In addition, our universe can be considered all the students who belong at English area. Therefore, the population of the present research were all the students who belong to the last year of English Area at Linguistics Department of UMSA, according to the data obtained from Kardex of Linguistics Department; our population are formed by 84 students; finally, these students were choosing because they have an appropriate level of knowledge about English language and its cultural implication and translation processes.

Sampling involves the selection of a number of study units from a defined population. The population are all members who share the same characteristics inside a particular group; then, selecting a number of individuals to work with as representative sample of the population helps in the acquisition of the information needed.

Sampling strategies are divided into two main groups: *Probabilistic* and *Non-Probabilistic* sampling. The former, the researcher has a significant measure of control over who is selected and the latter is useful for researchers that want to achieve particular objectives of the research Henry (1990 p.17) In this paper the *Non-Probabilistic sampling* is taking into account because it allows for representative cross-sections or particular groups to be identified or targeted.

Additionally, the non-probabilistic sampling has its own methods like the *Convenience sample* which selects cases based on their availability for the study; the *Purposive sample* that select cases with similar characteristics; the *Snowball sample* which includes additional members in the sample and the *Quota sample* where the research select a sample that provide the same proportions as the population Henry (1990, p.18). This research determined to use the *Convenience Sampling*, because the sample of this research were students of the ninth semester whose belong to the subjects related with the paper and whose have enough knowledge about translation studies.

This paper sample includes the students who belong to ninth semester. The main reason to choose these subjects (described below) are the relationship that exist with the present research and the students have knowledge about what translation is and are more related to the background and society of the English language/culture. Also holding a specific sample where can be facilitate the identification and description of all possible errors that students make when they translate the phraseological units. Therefore, the following subjects were taking into account:

<b>Subject</b>	<b>Semester</b>
Translation workshop II	Ninth
Sociolinguistics III	Ninth
Thesis workshop II	Ninth

The main subject chosen was the *translation workshop II*. At the beginning of the research only this subject was chosen but lately we decided to include other more. The reason is evident, because the paper focus on translation, it means the methods, techniques and strategies employed and some problems, confusion and especially errors are presented at translating some kind of text Then, it was extremely needed to work with students who have the adequate level of ability and knowledge about translation, where these errors, can be identified easily and without problems.

Additionally, *Sociolinguistics III* was taking into account because this subject has a relationship between language and the society and the cultural environment where the language is used. Moreover this area is related to our research because has a closely connection with the phraseological units, it uses, its formations and the interaction that these phrases have among the people interactions. Then, the students have the knowledge of what phraseological units are.

Finally, the *thesis workshop II* was taking into account, the main reason was the students belong to ninth semester also they already have the knowledge of English language, but more important it helps in the impartially of the subjects chosen for this paper, it means that we work not only with students who have understanding about translation and phrases but also with students who have a general knowledge of the English language.



### 3.3. HYPOTHESIS AND VARIABLES

#### 3.3.1. HYPOTHESIS

The formulation of hypothesis is a main aspect inside a research. In order to help us in the delineation and explanation of our hypothesis, this section presents some definitions and concepts about hypothesis.

According to Macleod Clark and Hockey (1981) “A hypothesis is a statement or explanation that is suggested by knowledge or observation but has not, yet, been proved or disproved.” Sarantakos, (1993) stated, “A hypothesis can be defined as a tentative explanation of the research problem, a possible outcome of the research, or an educated guess about the research outcome.”

According to these definitions the hypothesis formulated in this research is a scientific hypothesis. It suggests a possible explanation of a phenomenon or a possible association between multiple phenomena and giving a possible explanation of the research problem. Related to the type of research our hypothesis is *deductive*, which begins by selecting a theory, derives a hypothesis leading to deductions. These deductions are presented in the form of statements which are based in arguments or foundation for the particular proposition.

In relation to the research methodology, the hypothesis is *descriptive*. Thus the structure considered there are two descriptive variables, since none of the two variables are not influenced, changed or associated by the other variable as both are represented like:

- Variable Y and variable X

This scheme provides a simple statement of two variables Y and X. Nothing indicates about the association that would allow determining which variable, Y or X, would tend to cause changing in value into the other variable.

In relation to definitions and consideration the hypothesis is developed:

#### Hypothesis I

- The semantic errors are the most frequent errors made by students of the ninth semester of English Area when translating the phraseological units from English into Spanish at Linguistics department of UMSA

#### Hypothesis II

- The literal translation, omission and addition are the most frequent semantic errors made by students of English area in the translation of phraseological units from English into Spanish at Linguistics department of UMSA

### **3.3.2. VARIABLES**

The variables are closely linked with the hypothesis, but it is not easy to have a clear definition of them. Some authors define a variable as a concept that takes on different values or conditions in a study.

There are a number of ways to classify variables. The most common classification of variables is related to their functionality, which involves the independent and dependent variable. The former is presumed causal variable in a relationship, and the latter is the presumed effect variable. Establish by Kerlinger (1986), the key word in these definitions is presumed, because in social and behavioural research we can never be sure that a given variable causes another to change. Taking into account these definitions our hypothesis is attached in terms of functionality and relationship of both variables involved in the paper. Point out in theory, these variables have a reciprocal relation because the variable X involves the variable Y and vice versa, but both variables do not try to change or modified the other. Then, the hypothesis has two variables, which are:

Variable Y	Variable X
Semantic errors	Phraseological units

### 3.3.3. OPERALIZATION OF THE VARIABLES

The main function of the operationalization of variables is to transform concepts and constructs into measurable unities. Then, the ideas must change into concepts and the concepts into variables which are transformed into indicators. An operational definition explains the variable as a set of specific operations that are measured or manipulated.

Operationalizing variables means making the variables *measurable*. It is important to realize which variables are measurable as a simple unit and which ones need indicators. Once appropriate indicators have been identified, they recognize exactly what information is looking for. This makes the collection of data as well as the analysis more focuses and efficient.

*Concepts and indicators:*

Following to the operationalization of variables, the conceptual definition and the indicator of variables had been provided and identified. The former are related to literature review and subjective aspects. About the later should be easily measurable and both have a logical association with the variable.

<i>Concept</i>	<i>Indicator</i>
<ul style="list-style-type: none"> <li>• Subjective impression</li> <li>• No uniformity as to its understanding among different people</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable though the degree of precision.</li> <li>• Show specific aspects of the variable.</li> </ul>

### *The conceptual definitions of variables*

This study works with two variables, the *semantic errors* and the *phraseological units* defined below:

To give a definition of what a semantic errors is, first take into account *The translation errors* which most commonly are linked to semantic field, because they are associated with meaning confusion, that induce the misunderstanding of the source language which lead to an incomplete, poor and inadequate translation into the target language also, Maher (2010) classification point out in *semantic difficulties* which arise in conveying the meaning of statement in a foreign language. Nevertheless a *semantic error* can be defined as a damage of the rules of meaning of a natural language which can provoke a misinterpretation, mistranslation or change of meaning of the expression or phrase.

The phraseological unit have been defined in different ways, according to the criterion of used for describing Ginzburg (1979) defined “Phraseological units are non-motivated word groups that cannot be freely made up in speech but are reproduced as ready-made units” (p.74). and Gläser (1998 p.125) stated that “a more or less lexicalized, reproducible bi-lexemic or polylexemic word-group in common use, which has syntactic and semantic stability, may be idiomatized, may carry connotations, and may have an emphatic or intensifying function in a text” In this study, the Gläser definition of the Phraseological Units is taking into account.

Summarizing the two variables involved in this research, were defined. The semantic errors are connected to the misunderstanding of real meaning of the units that are translating from source into the target language, which generally causes a complete change of the phrase meaning that ends with mistranslation and errors. On the other hand, the phraseological units can be defined as elements of language that can be understood by the analyses of the complete expression, which means that the group of words that construct the unit acquire a new meaning and at the same time, these words

loss a partial or total meaning. Finally the operationalization of the semantic errors and the phraseological units are introduced and defined.

### OPERATIONALIZATION OF THE VARIABLES

VARIABLE	DIMENSIONS	SUB-DIMENSION	INDICATORS
<i>Semantics errors</i>	Lexicography	Misformations	<ul style="list-style-type: none"> <li>• False friends</li> <li>• Borrowing</li> </ul>
		Distortions	<ul style="list-style-type: none"> <li>• Omission</li> <li>• Over inclusion</li> <li>• Blending</li> </ul>
		Semantic in lexis	<ul style="list-style-type: none"> <li>• Semantic word selection</li> <li>• Verbosity</li> <li>• Underspecification</li> </ul>
	Semantic	<ul style="list-style-type: none"> <li>• literal translation</li> <li>• Case of overtranslation</li> <li>• Case of undertranslation</li> <li>• Overuse of paraphrases.</li> <li>• Overuse of borrowings.</li> <li>• Omission</li> <li>• Addition</li> </ul>	
<i>Phraseological Units</i>	Syntactic (structure)	Fixed phrases	<ul style="list-style-type: none"> <li>• Right off the bat</li> <li>• The big picture</li> <li>• Make sure</li> <li>• On the other hands</li> <li>• By the way</li> <li>• Keep an eye on</li> <li>• a rule of thumb</li> <li>• fair game</li> </ul>
		Combinability phrases	<ul style="list-style-type: none"> <li>• Beg the question</li> <li>• Do one's best</li> <li>• Make a difference</li> <li>• Draw the line</li> <li>• Keep in mind</li> <li>• Take place of</li> <li>• Have nothing to do with</li> </ul>

	Semantic	Phraseological fusions	<ul style="list-style-type: none"> <li>• Right off the bat</li> <li>• The big picture</li> <li>• Beg the question</li> <li>• a rule of thumb</li> <li>• fair game</li> </ul>
		Phraseological unities	<ul style="list-style-type: none"> <li>• Make a difference</li> <li>• Draw the line</li> <li>• Do one's best</li> <li>• By the way</li> <li>• Keep an eye on</li> </ul>
		Phraseological combinations	<ul style="list-style-type: none"> <li>• Make sure</li> <li>• On the other hands</li> <li>• Keep in mind</li> <li>• Take place of</li> <li>• Have nothing to do with</li> </ul>

The semantic errors were divided into two dimensions: the lexicography and the semantic, because both are closely related to our research and many of the errors made in translations come from these two study's fields. Subsequently, for the first dimension, James (1998) *classification of lexical errors* in education process was taken into account, as these errors can be also formed in translation, so in this research just point out in three sub-divisions: malformation, distortion and semantic in lexis, which are explained in the literature review; subsequently, the indicators were attained, these indicators are not only associated to our outcomes and to the entire research but also these are interrelated with the semantic errors. Finally for the semantic dimension is taking account the translation errors classification made by V. Fraile (2007), specially the semantic nature, which are placed in the indicators part, because these units can be recognized and measured directly.

The phraseological units are divided into two dimensions: the syntactic and the semantic. The difference between both syntactical categories is that the fixed units cannot change its own structure as the combinability phrases do; inside the syntactic dimension, the phraseological units (units use in the translation test) which belong to one

of the groups were placed. As a final point, the semantic field were subdivided into three sub-dimensions: the phraseological fusions, phraseological unities and phraseological combinations, which are considered from the classification of the phraseological units by Vinogradov (1947). Evidently, the indicators are the phrases employed in the translator test, because these phrases were chosen within a selection process and based in previous studies.

### **3.4. INSTRUMENT AND DATA ANALYSES**

In order to collect data for this research, a translation test is implemented. The instrument was divided into two main parts: the contextualized and decontextualized. Through this instrument the misunderstandings and errors at translating the phraseological units are easily identified and described.

It is also important to mention that the test follows a complex logical order. It goes from simple to complex phraseological units; it means that, the test included the *phraseological combinations*, where the meaning of the unit can be easily understood from its constituents, the *phraseological unities*, they are partially motivated type of word-groups or combinations, unlike the previous category, they are partially motivated because they have suffered a figurative extension from a technical meaning and the *phraseological fusions*, in those the real meaning can be deduced from the union of all meanings of their parts. Then, the instrument is composed of twelve phraseological units; each four phrases belonged to one category of phraseological unit. (See Appendix A)

#### **3.4.1. Description of the Test**

The test is divided into two main parts. The first part consists of a test made up of twelve de-contextualized phraseological units selected on the basis of their frequency found on the investigation by D. Liu (2003) *The Most Frequently Used Spoken American English*

*Idioms: A Corpus Analysis and Its Implications* and Michigan Corpus of Academic Spoken English, *MICASE* (2002) The second part is related to the first one. It consists of the same twelve previous phrases, but they are placed in different contexts of use to make a comparison between the results in part one and two. These contextualized phrases are taken from the McGraw-Hill's Dictionary of American Idioms and Phrasal Verbs (2005). The major aim of the part two is to show the importance of the context in the translation of phraseological units, and the way it helps students to interpret them easily and properly.

In fact, the sample is divided into two groups (A and B). The first part of the test, the decontextualized phraseological units are given to group A, and the part two of the test, the contextualized phraseological units are delivered to group B. The main reason to separate sample into two groups is the use of the same phraseological units in both parts of the test; and to have real validity we cannot deliver both parts of the test to the same student because they can use the second part as a helpful resources to understand the phraseological units in the first part, which would invalidate the instrument, and the other reason is to observe the importance of context and the differences in which context can help the translation of the phraseological units.

According to this, the instrument is only used with the intention of the gathering of data; it means that it does not have an established score. However an errors list is employed, with the purpose to determine the most frequent errors that students can have. Also it facilitates to identify and to analyse all the data achieved with the translation test. The list of errors was extracted from the operationalization of the hypothesis; it means that the items included on the list are the errors to analyze.

### **3.4.2. Validity and reliability of the instrument**

The validity and reliability of the instrument is associated to the competence and effective study. Therefore, we are going to define what validity and reliability are:



*Validity* has been defined by Gregory (1992) “the extent to which measures what it claims to measure” (p.117). An instrument is valid if it measures what it is supposed to measure. The focus here is not necessarily on scores or items, but rather inferences made from the instrument. In order to be valid, the inferences made from scores need to be “appropriate, meaningful, and useful” (p. 117). And *Reliability* is the degree to which measures are free from error and therefore give consistent results. If a measurement device or procedure consistently assigns the same score to individuals or objects with equal values, the instrument is considered reliable. Reliability involves the consistency, or reproducibility, of test scores. Consequently and based on above theoretical information the instrument used in the present study has validity and reliability. For the following reasons, explaining below:

- The instrument has validity because it is mainly based on the operationalization of the variables of the main hypothesis. In the operationalization of the hypothesis, the measurable units are inside of the classification of the phraseological units and the list of errors is based on the semantic and lexical errors which also appeared in the theoretical background.
- The use of the instruments helps in the testing of the hypotheses. It means that, every part of this research is closely connected to each other; which demonstrate that there is a correlation among all the components involved to the achievement of this study.
- The translation test was previously measurable with the application of the pilot study. It helps with the identification and the detection of some problems, which were overcome, and finally a new better translation test was developed.
- The test design is based on the methodology used by Mezmez’ study, 2010; also the phrases included on the test were taken from two studies related to the frequency of phraseological units (idioms), the MICASE (2002) and the Most Frequently Used Spoken American English Idioms in spoken language (2003) which allows to have the reliability of the instrument.

- The use of the same phraseological units in both part of the test give us a reliable data because we can analyse and describe the same phraseological units in different situations (isolated and contextualized) which allow giving a better and completing description of some errors presented in the translation.
- The data is obtained directly from the students of English Area of Linguistics Department, who are closely related to translation subjects. Then the data is reliable because the information is taken for people who have knowledge not only English language and culture but also translation processes, techniques and strategies.

In summary, the translation test, which was used as an instrument, to obtain the data for this research has validity and reliability. *Validity*, because it is based on the operationalization of the hypothesis (the classification of the phraseological units) also it helps with the verification of the hypothesis and a pilot test was applied in order to validate and prove that this translation test measure what it should measure. And *Reliability*, because the thesis is based on the previously methodology used by Mezmaz' study, 2010; and the phraseological units include on the test were taken from two studies related with the frequency of phraseological units.

Then, the used of the same units in both part of the test shows up the phraseological units in different situations. Finally, the acquisition of the data is straight out from the students of last year of English area of Linguistic Department, especially students who take the translation workshops subject and have knowledge about translation and most important, the implementation of the pilot study with students of summer classes who belong to English are of Linguistic Department, which make possible the design of a reliable and truly instrument where it is possible to measure the errors in the translation of these kinds of phrases.

### *Objective of the instrument*

The main objective of the instrument is:

- ✓ To obtain the data about errors made by students in the translation of phraseological units from English into Spanish.

In addition, we present the instrument, the translation test, where the phraseological units are placed. As was mentioned before, these phraseological units are extracted from the study of D Liu, 2003 *The Most Frequently Used Spoken American English Idioms: a Corpus Analysis and Its Implications*. In his study, he classified 302 idioms into three *frequency of use band* representing 50 or more, 20–49, and 2–19 tokens per million words; those units were searched in three American spoken corpora to establish frequency.

### *Frequency of use bands*

- a) Band 1 (47 items that occurred 50 or more times per million words)
- b) Band 2 (107 items that occurred 20-49 times per million words)
- c) Band 3 (148 items that occurred 2-19 times per million words)

Inside the instrument (see the chart N° 1) the items included in the frequency bands are taken into account. Thus, the phraseological fusions generally belong to *band 3* of frequency, followed by the phraseological unities, which usually belong to *band 2* and finally the phraseological combination which belong to *band 1* of frequency. The frequency bands and the classification of the phraseological units are closely related because the use of the phrases within context and the understanding of their complex meaning for instance the transparent units belong to the most frequent band and the opaque units join to the less frequent band of use.

Moreover, for the contextualized part of the test (see list N° 1), two dictionaries are employed the McGraw-Hill's Dictionary of American Idioms and Phrasal Verbs (2005) and Cambridge International Dictionary of Idioms (1998) and the MICASE, Michigan

Corpus of Academic Spoken English (2002); where the phraseological units are selected and collected.

**Chart N° 1. Translation of De-Contextualized English phraseological units into Spanish**

PHRASEOLOGICAL UNITS	MICASE Michigan Corpus of Academic Spoken English (2002)	McGraw-Hill's Dictionary Of American Idioms And Phrasal Verbs Richard A. Spears, Ph.D. (2005)	The Most Frequently Used Spoken American English Idioms: A Corpus Analysis and Its Implications D. Liu (2003)		
			Band of frequency		
			1	2	3
Phraseological combinations (literal)					
Make sure	✓	✓	✓		
Keep in mind	✓	✓	✓		
On the other hand	✓	✓		✓	
All of a sudden	✓	✓		✓	
Phraseological unities (semi-literal)					
Make a difference	✓	✓		✓	
Draw the line	✓	✓			✓
Do one's best	✓	✓			✓
In the wake of	✓	✓			✓
Phraseological fusions (pure)					
The big picture	✓	✓			✓
Beg the question	✓	✓			✓
Right off the bat	✓	✓			✓
Back and forth	✓	✓		✓	

## **List N° 1 Contextualized Part**

*Translation of English phraseological units into Spanish within the Context of Use*

### **Phraseological combinations (literal)**

Please *make sure* of your facts before you write the report.

*Keep it in mind* that we are guests, and we have to fit in with the routines of the household

Mary: I like this one. *On the other hand*, this is nice too. Sue: Why not get both?

*All of a sudden* lightning struck the tree we were sitting under

### **Phraseological unities (semi-literal)**

The big one or the little one. Does it really *make a difference* to anyone?

It's hard to keep young people under control, but you have to *draw the line*.

Tom isn't *doing his best*. We may have to replace him.

*In the wake of* the storm, there were many broken tree limbs.

### **Phraseological fusions (pure)**

The sales manager gave us all *the big picture* this morning, and I'm more confused than ever.

Stop arguing in circles. You're *begging the question*

The new manager demanded new office furniture *right off the bat*

We tossed the ball *back and forth* between us.

### **3.5. PILOT STUDY**

The pilot study has a great signification in the studies. This section describes some definitions about what a pilot test is and some characteristics like objectives and procedures. Therefore the implementation of a pilot test in this research contributes to facilitate and validate the instrument employed in the research, also to develop a new and better instrument which helps in the achievement of the entire research. Finally the pilot test is presented.

#### **3.5.1. DEFINITION OF PILOT STUDY**

A pilot study is a mini-version of a full-scale study. Also it is called a *feasibility* study because it can work as a specific pre-testing of research instruments. The pilot study put in practice gave us a clear vision of the research topic and questions, the techniques and methods applied, and what the research schedule looks like. In other words, pilot test is *reassessment without tears* it means to put in practice the instrument to see how it works and if it is necessary, the instrument should be adapted and modified accordingly to the results find in the pilot test.

The pilot study in the current research is used to test the research design and the instrument applied. Consequently it helps in the formation of the final instrument to obtain the data, and the number of adaptations done. The practical application of the instrument allows in the validation and feasibility of this paper.

#### *The Goal of the Pilot Study*

The goals of a pilot study in general are related to the aim of the research project. The general goal of a pilot study is to provide information, which can contribute to the success of the research project as a whole. As was affirmed by Hundley (2000) “Do not take the risk Pilot test first.” (p.2).

In the current study the goals of the pilot study are:

- Testing the study on small scale, first sorting out all the possible problems that might lead to failure of the research procedure, and
- Proving the instrument as well as its applicability for the outcomes of the study.

### **3.5.2. THE PILOT STUDY IN THE CURRENT RESEARCH**

The pilot study is a piece of the first part of the research procedure, following the literature study. De Vos (2002) states that the pilot study usually takes place in a setting which is convenient for the researcher and that resembles the one use for the study. The research procedure of the pilot study in this research project resembles the proper study itself, it means the pilot test is applied below the same criteria established in the research design.

#### *Selection of group members for the pilot study*

The same selection criterion is used for the pilot study and for the final test. The following are the main selection criteria used for the members of the pilot study: semester and subject taken.

The sample used in the pilot study was students, who took English area subjects of summer classes 2015; we gave the translation test to these both subjects: sociolinguistics III and Oral and Writing Expression II students, these subjects were selected because they belong to subjects of last semesters of the Linguistics career and most of the student were from the last semester, thus they are related with translation and its process, types and techniques used at moment of translating a text.

In addition, the subjects and the number of students involved with the pilot test are explained.

<b>Subject</b>
Sociolinguistics L2 III
Oral and Writing Expression L2 II

The pilot study was tested in students of English Area. The translation test (see Appendix A).supplied to students, has two parts, decontextualized and contextualized part. Consequently the random simple non stratified sample was used. First the students of each subjects were divided into two groups, group A and B; the first part of the translation test was given to group A and the second part of the test was given to group B; this it's better explained at the next chart. Summarizing, there were 60 fulfilled translation test which facilitate us to analyze, to evaluate and to get better the instrument use at this research.

### **3.5.3. IMPLEMENTATION OF THE PILOT STUDY**

The first part of the discussion covers the information obtained from the pilot study. Hereafter the final translation test is explained with its adaptation and improvement based on the results of the pilot study.

#### *The outcomes of the pilot study*

The outcomes of the pilot study were divided into two categories, named practical considerations and assessment of the instrument. The information gained through the pilot study is discussed in the following paragraphs and these results were employed to the final research instrument changes.



### *Practical considerations*

The practical considerations are the outcomes show by the pilot test about the difficulties that students can get when they answering the translation's test.

#### *a) Time limit*

Initially the time limit to fill the translation test was set for 30 minutes, due to practical implications where the test was applied; it found that this time limit is in relation to the perspectives. It means, that students could resolve the test on time because they could finish it without problems, precipitate answer or without running time out.

#### *b) Language proficiency of group members*

Language was not used as selection criteria for differential selection of the members of the pilot group. The pilot group consisted of English area students of last semester with English as a foreign language; consequently they have an intermediate level of English. Although they could read and speak the language phrases presented, many students could not freely understand them properly, thus they cannot make a trustful translation of these phrases in their native language. The main reason of the misunderstanding of these phrases was that these units have a cultural charged, and language is the medium through cultural norms and values are communicated and expressed.

### *Instrument Assessment*

Testing the instrument applied in this study, this section analyzed the test as a trustful and feasible instrument, where the translation errors could be identifiable and where the proper data were provided. Then the lexical and semantic measurement problems were identified, especially it found that to measure the lexical errors there were not convinced and suitable phrases on the test, on the contrary to measure the semantic errors there were not any problems because these errors were easily identifiable and recognizable in every phrase provided on the test.

*a) lexical problems*

The lexical problems are related to the lexis and vocabulary used in the test; these words were extracted from the popular and a standard language. The answers provided by the pilot study were observed and analyzed; however these lexical errors were difficult to find because there were not clear questions or apparent answers to the measurement of these kinds of errors, then some changes were implemented in this section, which are explained later.

*b) Semantic problems*

The Semantic problems were related to the meaning of the sentences or the whole text and the change of meaning affected all the interpretation of texts, which ends in a wrong translation task. The results presented in the pilot test showed that this field is satisfied covered by the test and it's easily to identify and to analyze which semantic errors are presented in the translation of phraseological units in isolation or context situation.

#### **3.5.4. Implementation of the outcomes to the final instrument- translation test**

The following adaptations concerning the outcomes of the pilot study were applied into the new instrument:

*Practical consideration*

*a) Time limit*

The time limit for solving the translation test initially was set on 30 minutes; because, this is enough time to finish the test. However, we change the time to 40 minutes because students need some more time to resolve the final translation test which presented some changes in its own structure explained better in the instrument assessment part.

*b) Language proficiency of group members*

This part was kept as in the pilot test, because this research worked with students of English area of last semester, specially the ninth semester, the main reason is they have acquired enough knowledge of English language and culture and they have a satisfactory English proficiency level.

*Instrument Assessment*

The outcomes obtained with the application of pilot test reveals some deficiencies in the measurement of the translation errors, thus some changes and achievements in the construction of the translation test were applied, which work as a final test, these changes are explained below:

*a) Lexical problems*

To have a better measurement of lexical problems two more phrases were added to each type of phraseological units; these phrases are more related to measure the lexical errors that students can present. In addition a multiple choice selection was introduced in six phrases; it means that students should to choose which of the translated English phrases are the most appropriate in their mother tongue, Spanish language. For example:

To kick the bucket

- a) Patear el buquet    b) Morir    c) Pasar a mejor vida    d) Estirar la pata

Another interesting point is that some phrases were substituted for another; it means three phrases used in the pilot test were deleted and substituted. The deleted phrases were: *All of a sudden*, *In the wake of* and *Back and forth*; the reason is that these phrases at pilot test presented a lot of omissions, misunderstanding and many errors, even some of them can be comprehended by some students but cannot be translated in a suitable way. Besides all the changes, the phrases included are: *Take advantage of* and *Have*

*nothing to do with* were added in the group of phraseological combinations; in the phraseological unities *Keep an eye on* and *By the way* were inserted and finally *A fair game* and *A rule of thumb* which belong to the phraseological fusions were added.

*b) Semantics problems*

The results of the pilot test demonstrated that semantic errors measurement can be easily identifiable so the same phraseological units were employed for each category ( see chart N° 4) moreover, all translation responses expose in the new and improved translation test are taking into account in the analysis of the test.

As a conclusion, all these new changes were made to have an improved and superior instrument which helps in the acquisition of more faithful data to the research. Also the modified instrument consists on fifteen phraseological units which follow the same criteria that the pilot test but with changes that improve the final translation test.

**Chart N° 2. Schema of errors measurement of the phraseological units in decontextualized test**

<b>Phraseological Units</b>	<b>Selection part (incises)</b>	<b>Lexical errors</b>	<b>Semantic errors</b>
1. Right off the bat	<i>a) Inmediatamente</i>	Suitable answer	Suitable answer
	<i>b) Sacarlo de la jugada</i>	verbosity	Overtranslation
	<i>c) Sacar al murciélago</i>	Semantic word selection	Literal translation
	<i>d) En este preciso instante</i>	overinclusion	Overuse of Paraphrasing
	<i>e) A la derecha del bat</i>	Borrowing	Under translation
2. The big picture	<i>a) La gran fotografía</i>	Semantic word selection	Literal translation
	<i>b) El cuadro grande</i>	Underspecification	Under translation
	<i>c) Todo el panorama</i>	Suitable answer	Suitable answer
	<i>d) En gran detalle</i>	Overinclusion	Overtranslation
	<i>e) La aclaración</i>	Omission	Overuse of Paraphrasing

3. By the way	a) <i>Por cierto</i>	Suitable answer	Suitable answer
	b) <i>Con relación a ese tema</i>	Overinclusion	Overuse of Paraphrasing
	c) <i>Por el camino</i>	Underspecification	Literal translation
	d) <i>A propósito de</i>	Blending	Addition
	e) <i>El camino de</i>	Semantic word selection	Under translation
4. Make a difference	a) <i>Hacer la diferencia</i>	Underspecification	Literal translation
	b) <i>Diferenciar</i>	Verbosity	omission
	c) <i>No importa</i>	Suitable answer	Suitable answer
	d) <i>¿Hay diferencia?</i>	Semantic word selection	Undertranslation
	e) <i>Da lo mismo</i>	Overinclusion	Overuse of Paraphrasing
5. Keep in mind	a) <i>Recuerda</i>	verbosity	Omission
	b) <i>Ten en cuenta que</i>	Suitable answer	Suitable answer
	c) <i>Mantén en mente</i>	Underspecification	Literal translation
	d) <i>Cuidar en la mente</i>	Semantic word selection	Undertranslation
	e) <i>No olvides que</i>	Overinclusion	Overuse of Paraphrasing
6. On the other hands	a) <i>Por otra parte</i>	Suitable answer	Suitable answer
	b) <i>De otra manera</i>	Semantic word selection	Overtranslation
	c) <i>En la otra mano</i>	Underspecification	Literal translation
	d) <i>Por los otros lados</i>	Overinclusion	Addition
	e) <i>Por el contrario</i>	Blending	Overuse of Paraphrasing

**Chart N° 3. Schema of errors measurement of the phraseological units in contextualized test**

<b>Phraseological Units</b>	<b>Selection part (incises)</b>	<b>Lexical errors</b>	<b>Semantic errors</b>
1. Mary: I like this one. <i>On the other hand</i> , this is nice too. Sue: Why not get both?	a) Mary: me gusta este pero <i>por otra parte</i> este es lindo también. Sue: ¿por qué no llevas los dos?	Suitable answer	Suitable answer
	b) Mary: me gusta este <i>de otra manera</i> este otro es bonito tambien. Sue: ¿por qué no compras ambos?	Semantic word selection	Overtranslation
	c) Mary: este me gusta <i>pero el de mi otra mano</i> es lindo también. Sue: si te gustan porque no llevar los dos	Underspecification	Literal translation
	d) Mary: me gusta este <i>por otro lado</i> este es lindo también. Sue: ¿por qué no te llevas ambos?	Overinclusion	Addition
	e) Mary: ese me gusta <i>por el contrario</i> ese es lindo también. Sue: ¿por qué no te quedas con ambos?	Blending	Overuse of Paraphrasing
2. <i>Keep it in mind</i> that we are guests, and we have to fit in with the routines of the household	a) <i>Recuerda</i> que somos invitados y que debemos acomodarnos con las costumbres del hogar.	verbosity	Omission
	b) <i>Ten en cuenta</i> que somos invitados y tenemos que encajar con las rutinas de la casa.	Suitable answer	Suitable answer
	c) <i>Mantén en mente</i> somos invitados y debemos comportarnos según las normas de la casa.	Underspecification	Literal translation
	d) <i>Cuidar en la mente</i> que tenemos acomodarnos con	Semantic word selection	Undertranslation

	las costumbres del hogar pues somos invitados.		
	e) <i>No olvides que</i> no somos los dueños, entonces tenemos que adaptarnos alas costumbres de es te hogar.	Overinclusion	Overuse of Paraphrasing
3. The big one or the little one. Does it really <i>make a difference</i> to anyone?	a) El grande o el pequeño. ¿Realmente <i>hace alguna diferencia</i> para alguien?	Underspecification	Literal translation
	b) El grande o el pequeño. En realidad <i>hay diferencia</i> para alguien?	Semantic word selection	Undertranslation
	c) El grande o el pequeño. Realmente a alguien <i>le importa</i> ?	Suitable answer	Suitable answer
	d) El grande o el pequeño. En realidad se puede <i>diferenciar</i>	Verbosity	Omission
	e) El grande o el pequeño. Sinceramente <i>da lo mismo</i> para todos?	Overinclusion	Overuse of Paraphrasing
4. Tom: Is this one any good? Clerk: This is the largest and, <i>by the way</i> , the most expensive one we have in stock.	a) Tom: ¿este es el mejor? Clerk: ese es el más grande y, <i>por cierto</i> , el más caro de todo lo que tenemos a la venta.	Suitable answer	Suitable answer
	b) Tom: ¿es este el mejor de todos? Clerk: es el más largo de todos, <i>con relación a ese tema</i> es también el más elevado que tenemos en la tienda.	Overinclusion	Overuse of Paraphrasing
	c) Tom: ¿hay alguno bueno? Clerk: ese es el más grande y <i>por el camino</i> el más costoso que tenemos en la tienda	Underspecification	Literal translation
	d) Tom: ¿hay alguno que este bien? Clerk: ese es el más grande y <i>a propósito</i> es el más caro que tenemos a la venta.	Blending	Addition
	e) Tom: ¿hay alguno que este bien? Clerk: ese es enorme <i>por el momento</i> y el más caro	Semantic Word selection	Overtranslation

	de todos los que tenemos en stock.		
5. The sales manager gave us the entire <i>big picture</i> this morning, and I'm more confused than ever.	a) El gerente de ventas nos dio <i>la gran fotografía</i> esta mañana, y ahora estoy más confundida que nunca	Semantic word selection	Literal translation
	b) Esta mañana, el administrador de ventas nos mostro <i>el cuadro grande</i> y hoy estoy más confundida.	Underspecification	Under translation
	c) El jefe nos dio <i>las instrucciones</i> esta mañana, y ahora estoy más confundido.	Omission	Overuse of Paraphrasing
	d) El gerente de ventas nos mostro <i>el panorama</i> general esta mañana, y estoy más confundido que nunca.	Suitable answer	Suitable answer
	e) Esta mañana en administrador nos dio <i>en gran detalle</i> toda la información pero yo me siento más confundida que antes.	Overinclusion	Overtranslation
6. The manager demanded new office furniture <i>right off the bat</i>	a) El gerente exigió <i>inmediatamente</i> los nuevos muebles de oficina.	Suitable answer	Suitable answer
	b) El administrador pidió los muebles nuevos para la oficina.	Omission	Omission
	c) El director pregunto por los muebles de oficina nuevos <i>en ese preciso instante</i> .	overinclusion	Overuse of Paraphrasing
	d) El gerente exigió los nuevos muebles <i>a la derecha del bat</i> .	Borrowing	Under translation
	e) El director solicito <i>sacar al murciélago</i> de la oficina nueva.	Semantic word selection	Literal translation



**Chart N<sup>a</sup> 4 Translation Test Schema of Phraseological Units**

**Part I Translation of De-Contextualized English Phraseological Units into Spanish**

<b>PHRASEOLOGICAL UNITS</b>	MICASE Michigan Corpus of Academic Spoken English (2002)	McGraw-Hill's Dictionary Of American Idioms And Phrasal Verbs Richard A. Spears, Ph.D. (2005)	The Most Frequently Used Spoken American English Idioms: A Corpus Analysis and Its Implications D. Liu (2003)		
			Band of frequency		
			1	2	3
<b>Phraseological combinations (literal)</b>					
Make sure	✓	✓	✓		
Keep in mind	✓	✓	✓		
On the other hands	✓	✓		✓	
<i>Take advantage of</i>	✓	✓	✓		
<i>Have nothing to do with</i>	✓	✓	✓		
<b>Phraseological unities (semi-literal)</b>					
Make a difference	✓	✓		✓	
Draw the line	✓	✓			✓
Do one's best	✓	✓			✓
<i>By the way</i>	✓	✓	✓		
<i>Keep an eye on</i>	✓	✓			✓
<b>Phraseological fusions (pure)</b>					
The big picture	✓	✓			✓
Beg the question	✓	✓			✓
Right off the bat	✓	✓			✓
<i>A fair game</i>	✓	✓			✓
<i>A rule of thumb</i>	✓	✓			✓

## List N° 2

### Part II Translation of Contextualized English Phraseological Units into Spanish

#### Phraseological combinations (literal)

Please *make sure* of your facts before you write the report.

Mary: I like this one. *On the other hand*, this is nice too. Sue: Why not get both?

*Keep it in mind* that we are guests, and we have to fit in with the routines of the household

Try to take advantage of every opportunity that comes your way.

I don't like Mike so I won't have nothing to do with the books he writes.

#### Phraseological unities (semi-literal)

We tossed the ball *back and forth* between us

It's hard to keep young people under control, but you have to *draw the line* somewhere.

Tom isn't *doing his best*. We may have to replace him.

Tom: Is this one any good? Clerk: This is the largest and, *by the way*, the most expensive one we have in stock.

Will you please *keep your eye on* my house while I'm on vacation?

#### Phraseological fusions (pure)

The sales manager gave us all *the big picture* this morning, and I'm more confused than ever.

Stop arguing in circles. You're *begging the question*

The new manager demanded new office furniture *right off the bat*.

Journalists always regard movie stars as *fair game*.

*As a rule of thumb*, I move my houseplants outside in

*Schema of the translation test for the multiple choice part*

In the charts above, (see chart N<sup>a</sup> 2 and chart N<sup>a</sup> 3), a schema for the multiple choice part of the test is presented, where every answers option (letters) is explained. It shows which kind of errors is attempting to measure in every letter; it means that every letter (answers) measured specific errors inside the test. Consequently the semantic and lexical errors are considered in every answer (letter) within the translation test. These criteria are employed in both part of the test, the contextualized and the decontextualized; also these schema are especially useful when the analysis and classification of the errors has been made.

Finally, In the *Chart N<sup>o</sup> 4* the phrases used in the new instrument with every modification and changes are presented, and in the list N<sup>o</sup> 2 the phrases used in the translation of contextualized English phraseological units into Spanish of the instrument are introduced; it means that the new translation test follows the same criteria that the pilot one but the new test includes fifteen phraseological units and a multiple choose part which helps in the analysis of errors, and the final instrument is completed (see Appendix B).

## CHAPTER IV

### 4. RESULTS AND CONCLUSIONS

In this chapter, the application of the instrument is explained followed by the analysis and interpretation of the data, including the results obtained with the application of the instruments and the conclusions of the research. First of all the application of the instruments is described, the semester, the subjects and the number of students who take the test. Second, the analysis and data interpretation is introduced and described, this part focus on the qualitative analysis of the data obtained on the research. After the results are presented; these results are focus on the statistical analysis, it means the frequency of appearance of the errors in translation of this units. Finally the conclusions and some recommendations are introduced based on these results.

#### 4.1. APPLICATION OF THE INSTRUMENT

##### *Selection of group members for the study*

The same selection criterion was used for the pilot study and for the final test. The main selection criteria used for the members of the pilot study were the semester and subject taken. The sample used in the study was students, which have taken English area subjects of first semester of 2015. The translation test was given to the followed subjects: translation workshop II, Thesis workshop II and sociolinguistics III; these subjects were choose because they belong to subjects of last semesters of the carrier and most important these student are related to the translation processes, strategies and techniques used at moment of translating a text.

<b>Subject</b>
Translation workshop II
Sociolinguistics III
Thesis workshop II

According to the study, the instrument was tested in students of ninth semester of English Area. The translation test supplied to students, has two parts, des-contextualized and contextualized part. Consequently the random simple non stratified sample was used. Then the students of each subjects were divided into two groups, group A and B; to group A the first part of the translation test was given and to group B the second part of the test was given. Summarizing, there are 55 fulfilled translation test which facilitate us to analyze and to describe the most common errors that students can make when translating these phraseological units.

#### **4.2. ANALYSIS AND DESCRIPTION OF DATA**

According to this paper, two variables are involved in the development of this research, the phraseological units and the semantic errors. To analyze the data obtained with the instrument (translation test), the indicators were taken into account as a list of errors which measure the misunderstanding and the errors that students made at translating the phraseological units. Finally to achieve the research expectation a description and analyses of these errors is made.

In this section the variables involved with the study are developed. The *phraseological units* which are divided in three important groups: the phraseological fusions (Opaque) phraseological unities (Semi-opaque) and phraseological combinations (Transparent) which are analysed and described into the semantic and lexical errors. Additionally the semantic errors and lexical errors that appear in every phraseological unit are presented and described taking into account the both parts of the translation test, the contextualized and the decontextualized part. Summarizing this part, the errors analysis is involved with of every phraseological unit in both parts of the translation test.

## **4.2.1. PART I DECONTEXTUALIZED PHRASEOLOGICAL UNITS**

### *4.2.1.1. SEMANTIC ANALYSIS*

In this part, the analysis of each phraseological unit related to semantic errors is described. The method followed to analyze the translation of phraseological units was the descriptive and the indicators were used as a list of semantic errors which help in the analysis of each phraseological units included on the translation test; there it can determine which of the semantic errors were the most common and displayed generally in the translation of these units.

In *table N° 1*, (see Appendix C) the semantic errors which worked with a multiple choice were analyzed and described. Taking into account the schema provided before on the description of the instrument; this table summarize the most common choices made by students and the errors which each incise represented.

In addition, *table N<sup>a</sup> 1* demonstrated that the most common semantic errors were related to the overuse of paraphrasing, followed by the overtranslation and the literal translation. Especially in the phraseological fusions (*right off the bat, the big picture*) and phraseological unities (*by the way, make a difference*) while the phraseological combinations (*keep in mind, on the other hand*) offered some adequate translation of these units and the common errors was the addition. However, addition appeared as an error in some units, but it cannot be considered a deep error, because some dictionaries translate these phrases with those words or give a description of the terms which produce some confusion in students translation. At last these errors mostly happen because the phrase does not have a context and it looks like a common sentence which provokes misunderstanding and poor translation.

In *table N<sup>a</sup> 2* (see Appendix C) the translation of the phraseological units are analyzed and described. In these units the most common semantic errors are related to the literal

translation followed by the overuse of paraphrasing and the partial or total omission of the phrase. Nevertheless, the use of literal translation as an strategy in the phraseological combinations are acceptable because the meaning of the phrase is still keeping in the target language, and in the phrase *have nothing to do with* the addition and omission errors were presented with less proportion. In the phraseological unities was added the overtranslation error. Although some acceptable translations were found, especially for units like *Draw the line* and *Do one's best* which are frequently employed in common situation. Finally in the phraseological fusions the most common error was the omission of the entire phrase, it means that, most of the students do not even try to translate these units. However some feasible and acceptable translation was made especially for *a rule of thumb* unit, unfortunately any suitable translation were found for *a fair game* and *beg the question* units.

As in previous cases, the errors appear mainly because a confusion between the structure and the real meaning of the phrases. In many of the cases some of this translation could be satisfactorily understand or considered as a suitable translation depending the context or situation where the phrases are placed and the frequency of use; however in isolation these are considered errors. The most common cause for errors is related to the misunderstanding of the genuine meaning of the entire phrase; some theories affirm that this happen because the cultural connotation and idiomatic charged of the phrases.

Summarizing the second part of the translation test, we can affirm that: the phraseological combinations (*make sure, take advantage of, have nothing to do with*) show the less errors in their translation and students can recognize and make a suitable translation of these units; although the phraseological unities (*draw the line, keep an eye on, do one's best*) reveal more errors which can be comprehend and some can be acceptable as an accurate translation in some specific contexts. As it was expected the phraseological fusions (*beg the question, a fair game, a rule of thumb*) are the units which presented the most errors, even an adequate translation for them were not found,

the possible reasons are the misunderstanding of the phrase and the authentic meaning charged in the phrase that usually cannot be understood by the isolated meaning of its terms. Finally it could be established that the most errors appearance are presented in the Phr. fusions followed by the Phr. Unities and the Phr. Combinations.

#### 4.2.1.2. LEXICAL ANALYSIS

In this part, the lexical errors analyses of the phraseological units are introduced. The method follows to analyze the translation of these units was the descriptive and the indicators were employing as the list of lexical errors. Moreover every phraseological units of the translation test were analyzed to determine which is the most common lexical error in their translation. Although the lexical errors exist, the frequency of appearance is less than the semantic errors as it can be showed in the following analysis.

In *table N<sup>a</sup> 3* (see Appendix C) the lexical errors in the Multiple Choice of the phraseological units were analysed. The most common lexical errors in these phrases are the overinclusion and the semantic word selection, followed by the verbosity, the underspecification, and the blending. These errors appears mostly in the phraseological fusions (*right off the bat, the big picture*); and in the phraseological unities (*by the way, make a difference*) many answers were acceptable even they presented errors but with less intensity and the phraseological combinations (*keep in mind, on the other hand*) presents the less errors in almost all the phrases. In any case, some of the causes which provoke errors are the lack of context and the structure of the phrase itself which produce confusion and misunderstanding of these units in students who cannot comprehend the real meaning of the phrase and either cannot make a suitably translation into the target language.

In *table N<sup>a</sup> 4* (see Appendix C), the lexical errors in translation of phraseological units were analyzed and described. As the previous cases the lexical errors appeared with less intensity than the semantic errors; nevertheless the most common lexical errors involved



with these types of units are the semantic word selection and the verbosity, which means that students reduced the phrase only into one word, specifically a verb; also it was related to omission which stated as a common error followed by the underspecification, which are the use of some common words repeatedly and the overinclusion of some new words. On the contrary, many suitable answers were found in almost every unit of the phraseological combinations and in the phraseological unities. At last, in the phraseological fusions, the most common error which appeared almost in every unit was the semantic word selection, followed by the partial or total omission of some terms of the phrase; unpredictably, the phrase *a rule of thumb* got an acceptable translation. Consequently to translate these units, students tried to define or to describe the units, which usually ended in errors because these definitions added or omitted the real meaning of the phrase. Finally the appearance of lexical errors are less frequent than the semantic ones, but as in the previous cases these errors are presented mainly in the Phr. Fusions followed by the Phr. Unities and Phr. Combinations.

The lack of comprehension of the term and the inclusion of some foreign structure into the native language structure produced a mistranslation or wrong translation. Some of the causes for these misinterpretations were the literal understanding of these phrases; even if the units have a frequency of use. However some of this considered *erroneous* translation are suitable and acceptable by some lexicographers and stated in some dictionaries definitions, thus the context is extremely important because it defines if the translation is accurately for that situation or context.

In conclusion, the second part of the translation test revealed that: the phraseological combinations (*make sure, take advantage of, have nothing to do with*) exemplify the less lexical errors in their construction than students can recognize and make a suitable translation of these units. Although the phraseological unities (*draw the line, keep an eye on, do one's best*) showed more errors than the previous category, these errors can be understood and some of them are acceptable in some specific contexts. As it was expected the phraseological fusions (*beg the question, a fair game, a rule of thumb*) are

the units which presented the most errors, even an adequate translation was not found for them. The probable reasons are the misunderstanding of the real meaning of the phrase and the lexicographical limitations like vocabulary gaps or the different word employment of the source and target language which ended in deficient translation and errors that generally are presented in almost all the phraseological units.

#### **4.2.2. PART II CONTEXTUALIZED PHRASEOLOGICAL UNITS**

##### *4.2.2.1. SEMANTIC ANALYSIS*

Continuing the analysis, the second part of the translation test is developed. The contextualized phraseological units were analyzed. As in the previous analysis the most common semantic errors presented in the translation of these units were described. In addition, the method to analyze the translation of phraseological units was the descriptive and the indicators were used as a list of semantic errors which help in the analysis of each phraseological unit in the translation test.

In *table N° 5* (see Appendix D), the Semantic errors in the Multiple Choice of the phraseological units in context were analyzed. In these units, most of all answers were satisfactory and suitable in the three categories of phraseological units. However the most common semantic errors that appear were the literal translation, followed by the addition, the omission and the overtranslation. Although the addition and omission errors were more presented in phraseological combinations, in the phraseological unities the literal translation were most common. Finally in the phraseological fusions the omission of the entire phrase was the most common error followed by the overtranslation. Some of the causes were the confusion of students of some terms of the phrase or/and the entire structure of the sentence, unexpectedly, in these last units most of the replies were acceptable and suitable too, then it demonstrates that context is extremely useful in the translation of these kinds of units.

The analysis of the first part of the contextualized translation test reveals that most of the answers were satisfactory and suitable. So therefore it is demonstrated, as in many other cases, that context can and should help in the translation of these units, because the unit is placed into a certain situation which for a logical analysis, students and translator can understand the authentic meaning of the phrase which are not composed for the separate meaning of their components of words, instead of the entire composition of the phrase give a new meaning to the complete unit. Concluding, the less semantic error were presented in the phraseological combinations and unities, even with context help, many errors appears in the phraseological fusion as in the de-contextualized part of the test, some of the most common errors were the omission of the phrase, the literal translation and the overtranslation.

In *table N°6* (see Appendix D), the semantic errors in translation of the phraseological unit in context were analyzed. As in the previous cases many of the answers were suitable and adequate within particular contexts, even more some of the literal translation can be acceptable but many times these translations lose credibility and naturalness in the source language. The student's response were considered adequate and suitable in usage, a common cause for less errors was the frequency of use of the phrases in different contexts, and the context itself helps in the translation process.

Nevertheless, the semantic errors were still presented as in the phraseological combinations as in the phraseological unities; the most common semantic errors were the overuse of paraphrasing, which not only affect the phraseological unit but also the entire sentence, followed by few errors of literal translation and the omission. At last but not less important, the phraseological fusions were analyzed where many errors were found almost in every students test. The most common error was the omission of the entire phrase; followed by the overuse of paraphrasing and the literal translation, these translations were very distant to the real meaning of the phrase even some of the answers do not have sense at all in any language. Additionally borrowing error appeared in the phrase *as a rule of thumb, I move my houseplants outside in May*. Finally the most

common reasons are the misunderstanding of the phrase meaning and the unfamiliarity with the unit which provokes the appearance of errors especially in the translation of the phraseological units.

Concluding the second part of the translation test, it is evident that context helps in the translation of these units. As in the phraseological combinations which shows the less errors because the recognition of these units; though phraseological unities presented more errors than the previous one, there were many translation which are understood and some are acceptable as a suitable translation depend on the contexts where were placed. Finally, the phraseological fusions presented the most errors in their translation, even these items where contextualized, they present several semantic errors, specially the omission of the complete phrase inside the sentence; it means students just translate the sentence but omit the phraseological unit. The reasons were particularly the misunderstanding of the phrase even in context and the less recognition of faithful meaning charged in the phrase that cannot be understanding by the isolated meaning of its components. However, the use of context is very helpful at the translation of these units to get less errors and more suitable answers not only with these kinds of units but also with any type of text that will be translated.

#### *4.2.2.2. LEXICAL ANALYSIS*

In this part, the analyses of each phraseological unit related to the lexical errors are presented. The method followed to analyze the translation of phraseological units was the descriptive and the indicators were employed as a list of lexical errors. These lexical errors were analyzed in each phraseological units of the translation test to determine which of these lexical errors were the most common in the translation of these units inside context.

In *table N° 7* (see Appendix D) the lexical errors in the Multiple Choice of the phraseological units were analysed. As it was predicted the lexical errors are not presented in a great number because many students choose the accurate and suitable translation option. Many of the translations are satisfactory and usually all get an adequately answers within context where the phrases were placed; unpredictably in phraseological fusions there are not many errors, because of context around helped in the comprehension of the unit. Summarizing the first part of the test, it can affirm that there are not many lexical errors presented at translating these units. As it was anticipated, the phraseological combinations and phr. unities did not expound a large amount of lexical errors, surprisingly the phraseological fusions do not show a great number of errors as well. Finally, the most common lexical error stated are the overinclusion and the semantic word selection followed by the partial or complete omission of the phraseological unit.

In *table N° 8* (see Appendix D) the lexical errors in translation of contextualized phraseological units were analyzed. Predictably many of the translations were suitable and adequate for the phrases in context. However the most common lexical errors found in these units were the underspecification, which means the poor selection of words, and the semantic word selection, which means choosing of terms based on their meaning but misplaced followed by the partial or complete omission of the phrase inside the sentence and the verbosity. As it was predictably, almost all the answers were suitable in the phraseological combinations and in the phraseological unities. Concluding these part, it is verifiable that the less errors appearance are established in the phr. combinations and phr. unities, some of the causes are the context around the phrase, the understanding of the units real meaning and the knowledge of source and target language structure.

In addition, the phraseological fusions were analyzed demonstrating that the most common error was the total or partial omission of the phrase. Also, in these units a different kind of cases of *mistranslation* were included, for example in the phrase *As a rule of thumb, I move my houseplants outside in May*, in the translation of the month

May they translate with English structure, it means with capital letter. The other case with the phrase: *Journalists always regard movie stars as fair game*; the common error found is the misunderstanding of the entire sentence, e.g. *los viajeros trabajan con estrellas de pelicula* and the unit *Stop arguing in circles. You're begging the question*; there were confusion between *begging* and *beginning* which change all the authentic meaning of the phrase. Afterward it showed that even in context these units presented a considerable frequency of errors appearance.

Finally the second part of the translation test reveals that the phraseological combinations and unities exemplify the less lexical errors in their translation. The students can recognize and make a suitable translation of these units, although there are errors but these errors could be understand and some of them can be acceptable translation in some specific contexts. And as it was expected the phraseological fusions were the units which presented the most errors, even though a suitable translation was not found.

In conclusion, context is very useful at translation of the phraseological units. The main reason is permit the understanding of the phrase because it put the unit inside a specific situation or context that generally facilitates the complete comprehension of the phrase which ends with suitable translation. Even though there are errors provokes by the misinterpretation of the phraseological unit or the authentic meaning of the phrase were not understood, that cause confusion and deficient translation, the appearance of errors is less frequent. Afterward it is established that context is very helpful and useful in the translation process not only of phraseological units but also any type of text that can be transmitted from one language into another.

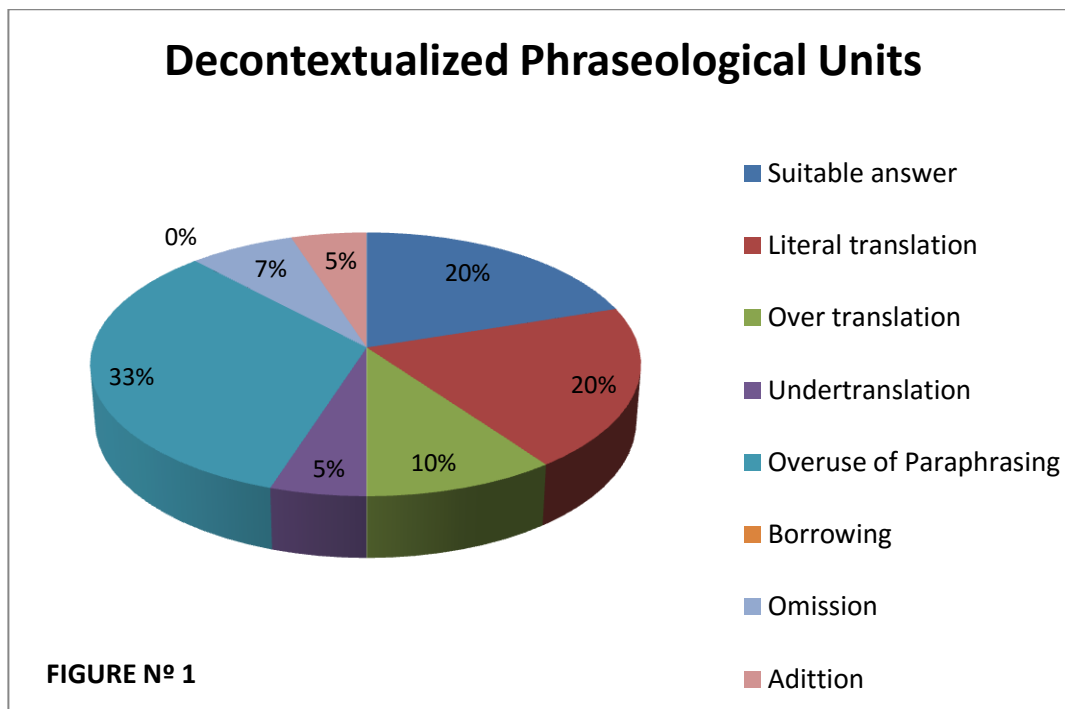
### **4.3. RESULTS AND CONCLUSIONS**

This paper focuses on the analysis of errors in translation of phraseological units from English into Spanish language. First of all, the general semantic and lexical errors of phraseological units are presented, second the discrimination between context and decontextualized is explained. In the end the lexical and semantic errors presented in the three types of phraseological unit are introduced, which means to classify in what type of the phraseological units the errors are more frequent. Finally the results and conclusions are presented.

Summarizing the main theoretical aspects related to phraseology and translation the following results and conclusion have been found. The results are related to quantitative analysis, it means the frequency of appearance of errors in translation of these units, even since the qualitative analysis was introduced in the analysis and description of the data explained previously. Finally, the conclusions of the research, which are related to all the research procedures and the outcomes found in the course of the study, are described.

In addition, this study wanted to describe the most common errors in translation of phraseological units. Even though when the results come in, it was possible to infer some probably common causes that provoke these errors at translating these kinds of units. These possible causes are related to the misunderstanding of the real meaning of the phrase, the not recognition of the idiomaticity of the units, the no corresponding equivalence from the source into the target language, the erroneous application of the translation techniques and the lack of competence at translation procedures, and finally the cultural charged and social background involved in these units. According to the aims of the research the followed results are introduced.

### 4.3.1. SEMANTIC ERRORS

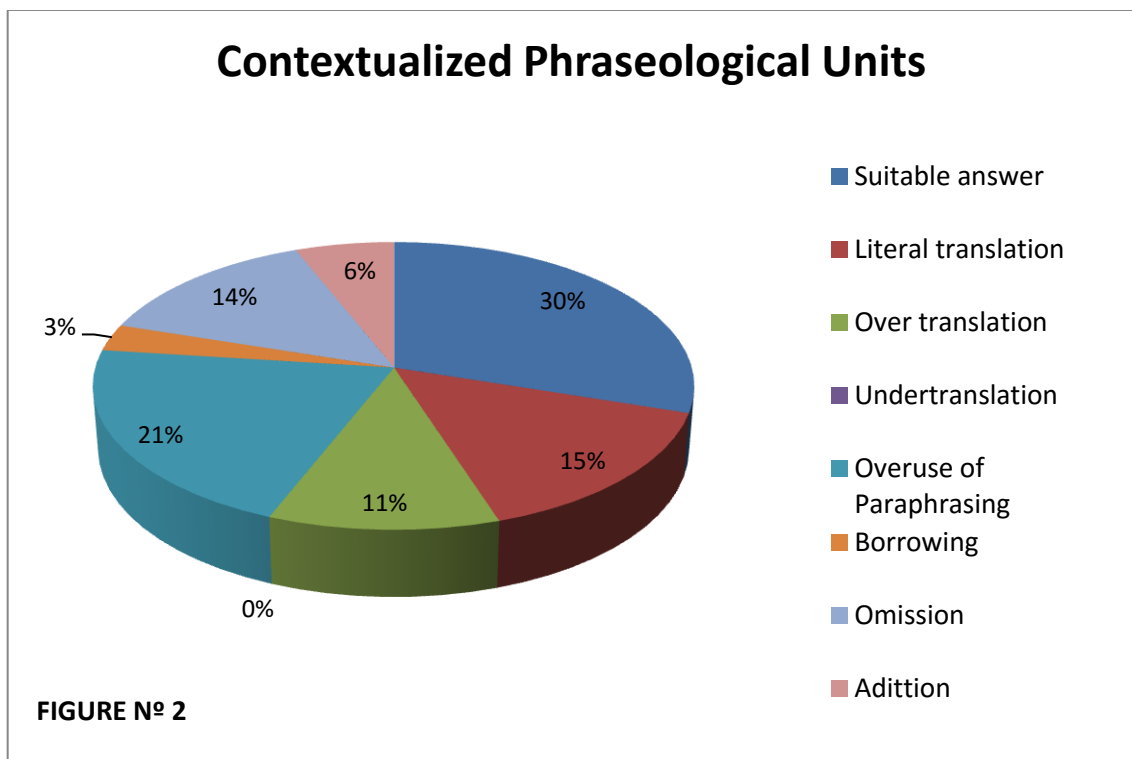


In *figure N° 1*, the most common semantic errors in decontextualized are presented. The errors which appear almost in every decontextualized phraseological unit are especially: the overuse of paraphrasing with a 33% and the literal translation 20%, followed by the over translation 10%, the omission 7% , the undertranslation 5%, and the addition 5% of some terms, on the contrary, there are a representative group of acceptable and suitable translation of some phraseological units with 20%, however in the students' translation test did not appear the borrowing error. These results show up that many of the students are capable to translate these phraseological units; nevertheless they need more experience and practice to development their translation skills.

In *figure N° 2*, the most common semantic errors in context are introduced. The semantic errors which appear in every contextualized phraseological unit are especially the literal translation 15% and the overuse of paraphrasing 21%, followed by the omission 14%



and the overtranslation 11%. On the contrary there is a representative and large group of acceptable and suitable translation of almost all the phraseological units with a 30% presented in the contextualized part of the translation test; then the use of these phrases inside a context or specific sentence is the main reason for the suitable answer. However some errors are not found in the students translation test, those errors were the undertranslation, the addition and the borrowing, except this last one, it appears just in one phraseological unit (*as a rule of thumb*).



*Analysis of the most common semantic errors*

The analysis of the semantic errors in translation of the phraseological units reveals considerable results. These results show up that many of the students of last year of English area are capable to translate these phraseological units, both when phrases are in isolation or within a context; also it is demonstrate that context is extremely useful at

understanding and translation of these phrases. However students need more practice, experience and training to development their translation skills to become proper translators not only for phraseological units but also all kind of text they have to translate.

Keeping on the errors analysis, the most common semantic errors presented in both parts of the test is the overuse of paraphrasing, which is considered as the addition of many different words inside the unit trying to explain the phrase but changing the meaning. This error commonly is caused by the no corresponding equivalence of the unit in the target language which ended with unnecessary use of a lot of words to explain the phrase which provoke distortion in the phrase real meaning. It is important to consider that there is a high frequency of appearance of use of literal translation that means the word by word translation of the phrase. This errors usually is provoked by the not recognition of the figurative meaning of the unit, and the erroneous application of the translation procedure without respecting the structure of the target language and the meaning of the whole unit. Even though literal translation can also work as a strategy, if only both languages involved in the translation share the same structures and culture symbolizes experience in the same way and meanings coincidence, which is rare (Vázquez-Ayora, 1997), therefore the use of literal translation, in this cases is considered a semantic error because at translating these units literally, they lose the real meaning involved inside the whole phrase.

In addition the overtranslation, the omission, and the undertranslation errors appear with less intensity in both parts of the test. In any case the probable reasons are the misunderstanding of the phrase real meaning, or the impossibility to find some similar words in the target language to express the same idea, which ended with the addition of new words inside the phrase or the omission of some terms of the phrase or the complete omission of the whole unit. Other implicit causes are the cultural charged and social background of the phrase that makes errors come through at translation not only the

phraseological units but also any kind of text. Thus these errors usually appear because the misunderstanding of the entire phrase and the extra cultural meaning involved in the phrase meaning.

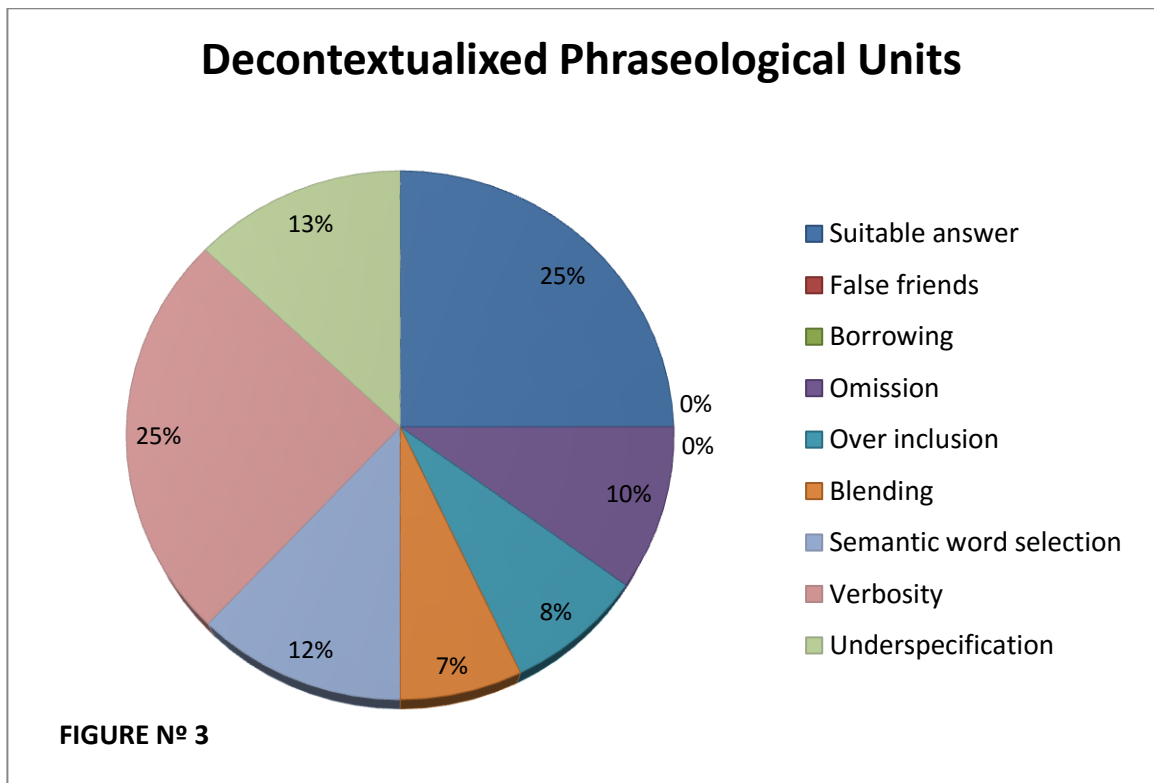
However, it is good to know that there is a great percentage number of suitable answers in the translation of these units. It means that many students achieve the translation skills competence which demonstrates that they are capable to understand, to deduce and finally to translate the phraseological units from the source into the target language without many errors and overcome the problems that can emerge. Because of the adequate knowledge of students about translation procedures and English language and culture, the borrowing and the addition error were not found in the translation test. Concluding the part of semantic errors at translating the phraseological units, it is possible to affirm that errors are always presented in translation but the description of these and some of their possible causes help in the development of translation as a field of study.

As a final point, the followed table shows the common possible causes that can infer in the appearance of the semantic errors at translation of the phraseological units. In the first column the semantic errors are fixed and in the second column the possible causes that produce these errors are set up. In some cases many errors share the same causes, for example the misunderstanding of the authentic meaning of the phrase and the cultural charged almost are related with all the semantic errors. Finally the table N 1 is presented.

<b>Semantic errors</b>	<b>Possible causes</b>
Overuse of Paraphrasing	No corresponding equivalence from the TL to SL. Misunderstanding of the authentic meaning. Cultural charged social background
Literal translation	Erroneous application of translation procedures Not recognition of the idiomaticity of unit

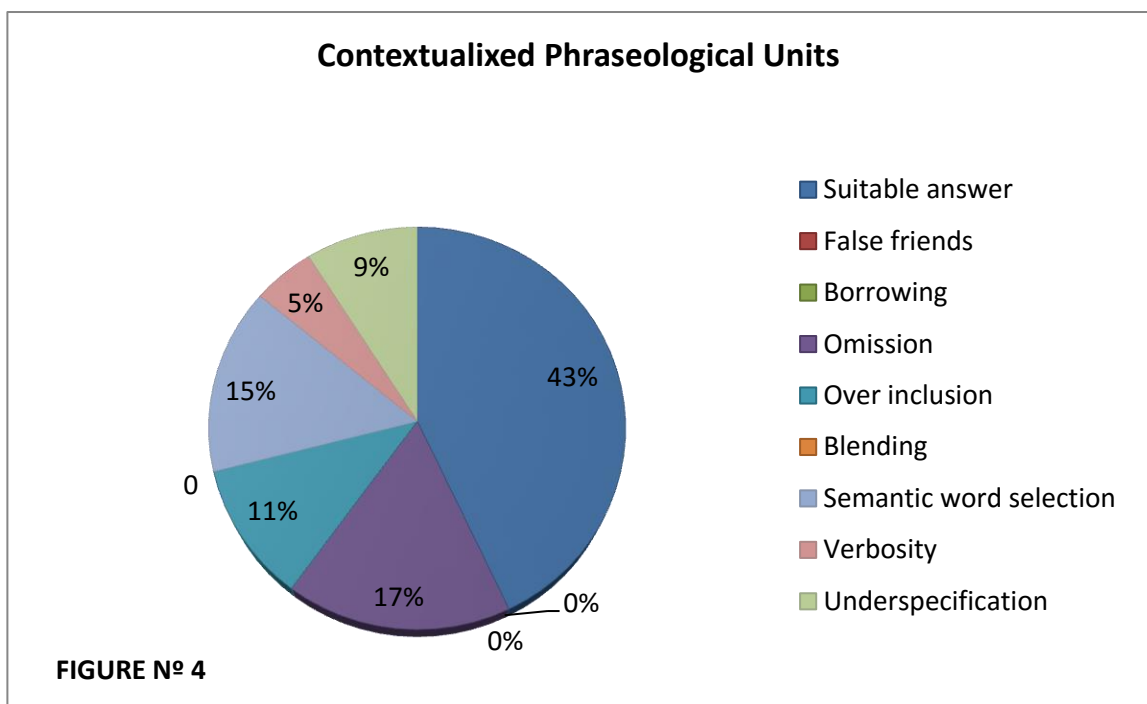
Over translation	Cultural charged social background. Misunderstanding of the authentic meaning. No corresponding equivalence from the TL to SL
Under translation	Misunderstanding of the authentic meaning. No corresponding equivalence from the TL to SL
Omission	Misunderstanding of the authentic meaning. Erroneous application of translation procedures.
Borrowing	Cultural charged social background. Lack of competence of translation procedures.
Adittion	Erroneous application of translation procedures. Cultural charged social background.

#### 4.3.2. LEXICAL ERRORS



In *figure N° 3*, the most common lexical errors in decontextualized are presented. The errors which appear almost in every phraseological unit are especially the verbosity with

25% and the underspecification 13%, followed by the semantic word selection 12%, the omission 10% and the over inclusion of new terms with 8%. Contrary to the analysis of errors, there are a symbolic set of acceptable and suitable translation of some phraseological units with 25%. These results show up that many of the students were capable to translate this phraseological units, even so they need practice more to development their translation ability. In opposition, some lexical errors are not found in the students' translation test those kinds of errors were: the confusion with false friends, and borrowing; these lexical errors do not appear on the translation test, so it implies a reasonable knowledge of translation techniques and translation strategies and a good cultural background of foreign language by students of English area.



In *figure N° 4*, the most common lexical errors in context are presented. The main errors which appear almost in every phraseological unit are especially the omission 17% and the semantic word selection 15% followed by the overinclusion 11%, the underspecification 9% and the verbosity 5%. Contrary to the analysis of errors, there is a symbolic set of acceptable and suitable translation of some phraseological units with

43%. On the other hand, some lexical errors are not found in the student's translation test that kind of errors were: the false friends and borrowing of some term.

### *Analyses of the lexical errors*

The analysis of lexical errors in translation of the phraseological units reveals that lexical errors appear with less intensity than the semantic errors in the translation of the phraseological units. Anyhow the common causes for lexical errors in both parts of the test are usually related to the misunderstanding of the phrase real meaning which ended with mistranslation; another possible cause is not to find a corresponding equivalence from the TL to SL, because no language is similar to another. Even though they can share similar linguistic features, they always have differences in lexis, semantic and structural characteristics. In addition, the erroneous application of translation procedures, the not recognition of the idiomaticity of unit and the cultural background involved the phrase meaning are other common causes for the appearance of error; furthermore in the lexical aspects, there are some lexicographical limitation at translating of the phraseological units. For example, the use of vocabulary, that could be standard or casual and the employment of certain terms in different or unusual context can interfere to the translation task. The use of dictionary generally affects in the comprehension of the real meaning of the units because many of these kinds of units are not found at the dictionaries entrances and if these are included, dictionaries just give definitions or give an explanation of the phrase that instead of helping, it interfere with the translation which provoke the lexical and semantic errors. Finally, the analysis of lexical errors contributes with the descriptions of the errors in translation of the phraseological units, although they have less intensity of appearance, the possible causes that provoke these lexical errors are presented.

According to the data, the followed lexical errors appeared in both parts of the test. The semantic word selection and the overinclusion are the most common errors; the former are caused by the misunderstanding of the authentic meaning of the phrase and the not

recognition of the idiomaticity of unit, the latter is related to the erroneous application of translation procedures and the overuse of vocabulary to explain the phrase which charged an additional meaning that affects on the suitable translation from the TL into the SL. These errors are followed by the underspecification, which means the poor selection of words at translating the phrase into the target language, the verbosity which is related to the change of word category into a verb and the omission. The last three errors are especially caused by the overuse of vocabulary, the no corresponding equivalence from the TL to SL which comes to the replacement of the word category or the partial or complete omission of the phrase. Finally these are caused by the misunderstanding of the phrase authentic meaning and the cultural charged. Concluding this part, it is important to notice that these lexical errors are generally connected to the semantic field because these units have a extra meaning charged that interfere with the lexis inside the units, thus some possible causes also are related to the incomprehension of the phrase and the overuse of vocabulary.

However, a great number of suitable answers in the translation of these units are found in almost all the translation test analyzed, demonstrating that lexical errors have less appearance in these kinds of units that the semantic ones. In addition, the ability to comprehend the phraseological units involves a reasonable and accurate knowledge not only of the translation techniques and translation strategies which students apply in their translation works but also the cultural background where these phrases are use and the cultural connotations involved in the phrases meaning. For that reasons, at the translation test some errors do not appear, these errors were the borrowing which means the adoption of some term from the source into the target language and blending that is the intrusion of extra words and letters inside the unit words. Finally, even though these results showed up that many of the students are capable to translate these phraseological units, they need more knowledge and practice to development their translation skills.

To conclude, the following table is introduced where the common possible causes that provoke the appearance of the lexical errors at translation of the phraseological units are

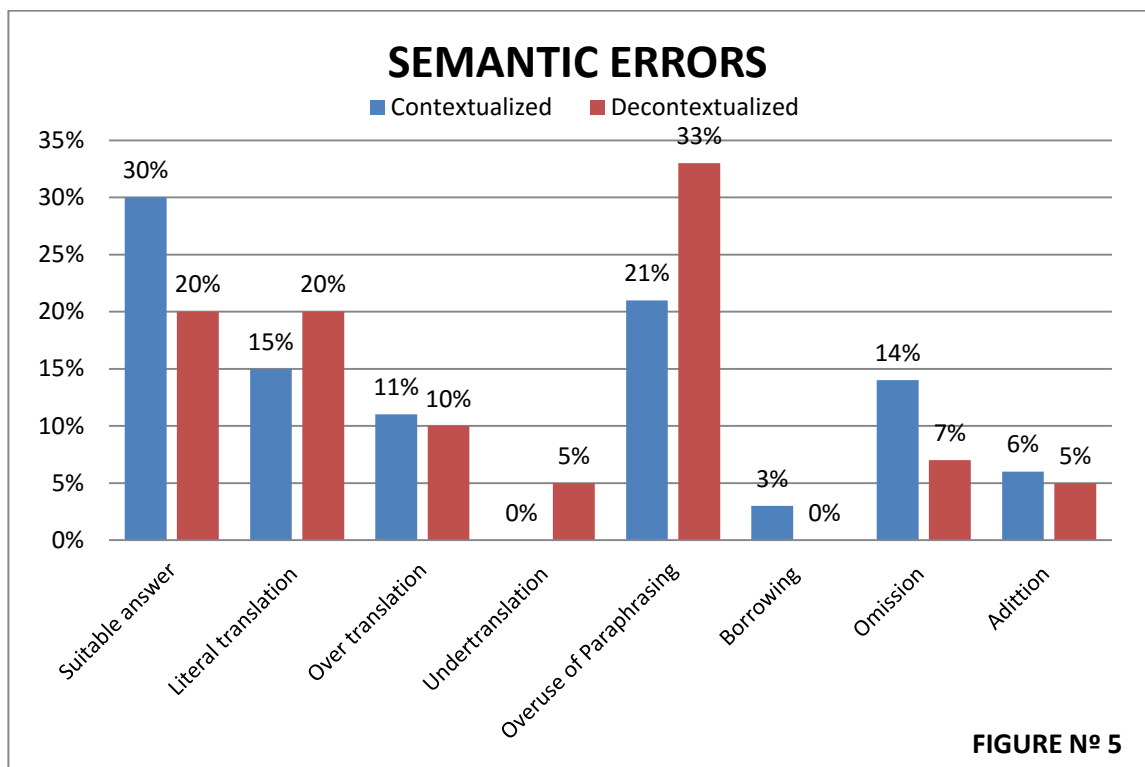
established. In the first column the lexical errors are placed, and in the second column the possible causes that produce these errors are fixed. In some cases many errors share the same causes, for example the misunderstanding of the authentic meaning of the phrase, the cultural charged and the use of vocabulary almost are related with all the lexical errors Then, the table is presented.

<b>Lexical errors</b>	<b>Possible causes</b>
Semantics word selection	Misunderstanding of the authentic meaning Not recognition of the idiomaticity of unit Cultural background
Over inclusion	No corresponding equivalence from the TL to SL. Erroneous application of translation procedures Overuse of vocabulary (standard or casual)
Under specification	No corresponding equivalence from the TL to SL. Misunderstanding of the authentic meaning. Cultural background Overuse of vocabulary (standard or casual)
Verbosity	No corresponding equivalence from the TL to SL. Misunderstanding of the authentic meaning. Cultural background Overuse of vocabulary (standard or casual)
Omission	No corresponding equivalence from the TL to SL. Misunderstanding of the authentic meaning. Cultural background Overuse of vocabulary (standard or casual)
Borrowing	Erroneous application of translation procedures Lexicographical limitation (not entrances in dictionaries)
Blending	Misunderstanding of the authentic meaning. Cultural background Overuse of vocabulary (standard or casual)



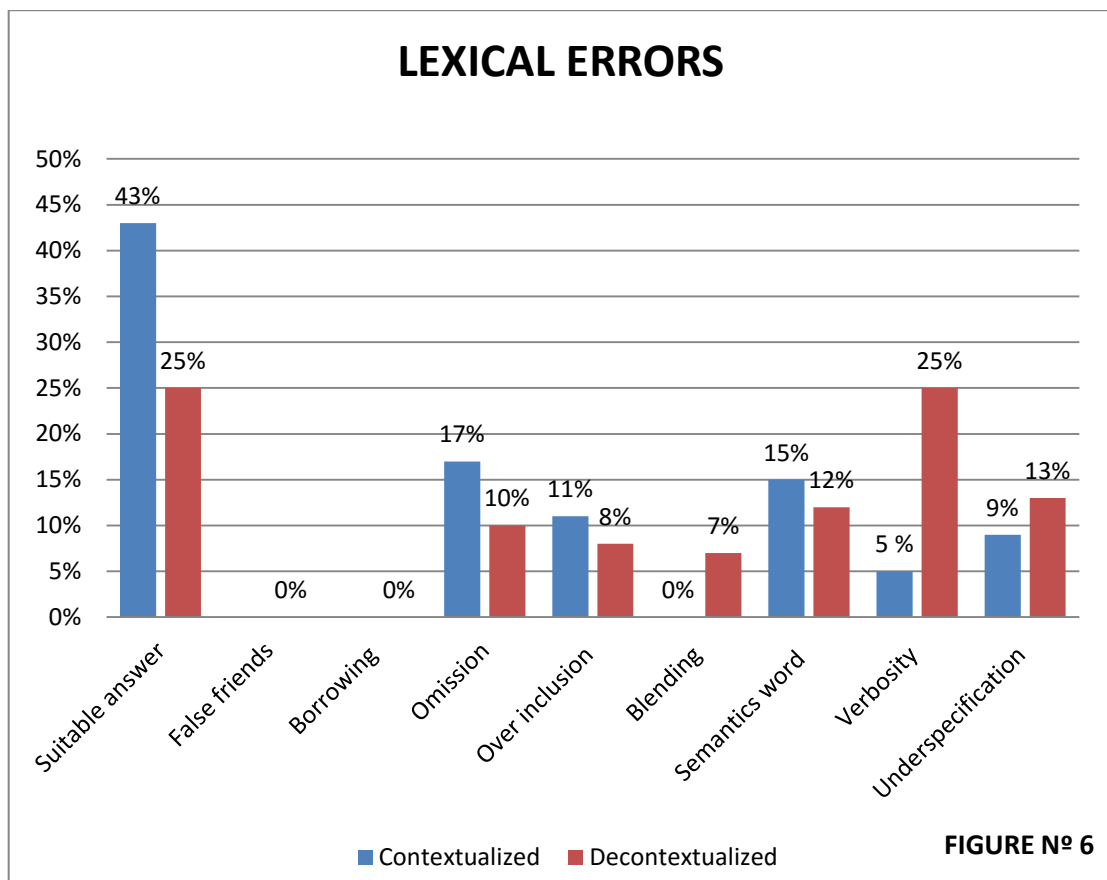
### 4.3.3. CONTEXT VS NO CONTEXT

In this part, the use and the influence of context in translation of the phraseological units are introduced. First of all, the semantic and lexical errors presented in the translation of the phraseological units were analyzed in both parts of the test, the decontextualized and contextualized; afterward a comparison between both translation tests was made, that reveals in which case the errors are more presented. Nevertheless, the application of context generally facilitates the translation task because the phrase is placed inside a specific situation or context which facilitates the interpretation and comprehension of the real meaning of the unit which ends with an appropriate translation inside the target language.



In *figure N° 5* the semantic errors are described and compared regarding the use the context. As it was notice the contextualized units have a better percentage with a 30% of suitable answers compared with the decontextualized units with 20%. The semantic errors presented like the overuse of paraphrasing decrease with 21% against 33% in the

decontextualized test, followed by the literal translation in context with a 15% against 20%. On the contrary the overuse of context sometimes provokes errors in translation. For example, the omission error appeared with a 14 % in the contextualized test against a 7 % in decontextualized part, in other cases the percentage of errors appearance is almost the same in both parts of the test, phrases in isolation or contextualized, for instance in the overtranslation with 10 % and the additions 5%. Moreover some errors only appeared in the decontextualized part of the test like the undertranslation with 5% and vice versa, others errors just appeared in the contextualized part, for example borrowing error with a less 3%. Based on these results, the use of context is considered very useful at translation processes not only of phraseological units but also at translation of every kind of texts that will be translated from one language into another.



In *figure N° 6*, the lexical errors are described and compared regarding to the context use. As in the previous case the context helped at the translation of these units. The contextualized test has a 43% in suitable answer against the decontextualized part with a 25%. Moreover the errors appeared less in the contextualized test than in the decontextualized part; for instance the verbosity has a 25% in decontextualized against the 5% and the underspecification with a 9% against the 13% in context. In contrast, the overuse of context produces some errors like the omission with a 17% against a 10% in decontextualized part; the overinclusion of some terms with 11 % in context against the 8% and the semantic words selection with 15% in context against a 12% in decontextualized, the only error found in decontextualized part is the blending with 7%. Finally, it demonstrated that the frequency of appearance of lexical errors is less in contextualized situation than the decontextualized part, although the overuse of context in the translation causes similar frequency of errors appearance.

#### *Analyses of context vs. not context*

According to the data, the use of context is very useful and helpful in translation works. One of the most important reasons is that context place the phrase inside a specific situation or context that not only helps in the understanding and interpretation of the unit but also in their translation, which get near to the real and authentic meaning of the phrase. Additionally, the use of context can be understood as a useful tool in the translation processes because it helps to the complete comprehension of the phrase meaning that especially in these kinds of units, change from literal into abstract. As it was expected, the phrases that were analyzed in the decontextualized part of the test presented more frequency of errors appearance, because these units were presented in isolation and students cannot understand the phrase meaning completely, even though not many errors were found. Based on these results, it is demonstrate that the used of context is extremely useful inside the translation processes.

Nevertheless, the overuse of context in translation causes misinterpretation and change of the complete meaning of the units, especially at translating the phraseological units.

Paradoxically, the most contextualized is the phraseological unit, the most complication and difficult appears for their translation. For example, the difficult to understand and transmit the real meaning from the TL into the SL because the context where the unit is placed, prejudice and influence negatively to the understanding of the phrase authentic meaning which provokes mistranslation. Hence instead of facilitate the translation processes sometimes context provokes misinterpretations and mistranslation which ended in errors of these kinds of units. At last it is possible to affirm that the translation process can be prejudice with both the not use of context and the overuse of context, then the use context should be under control and taking carefully for not to influence unhelpfully in translation.

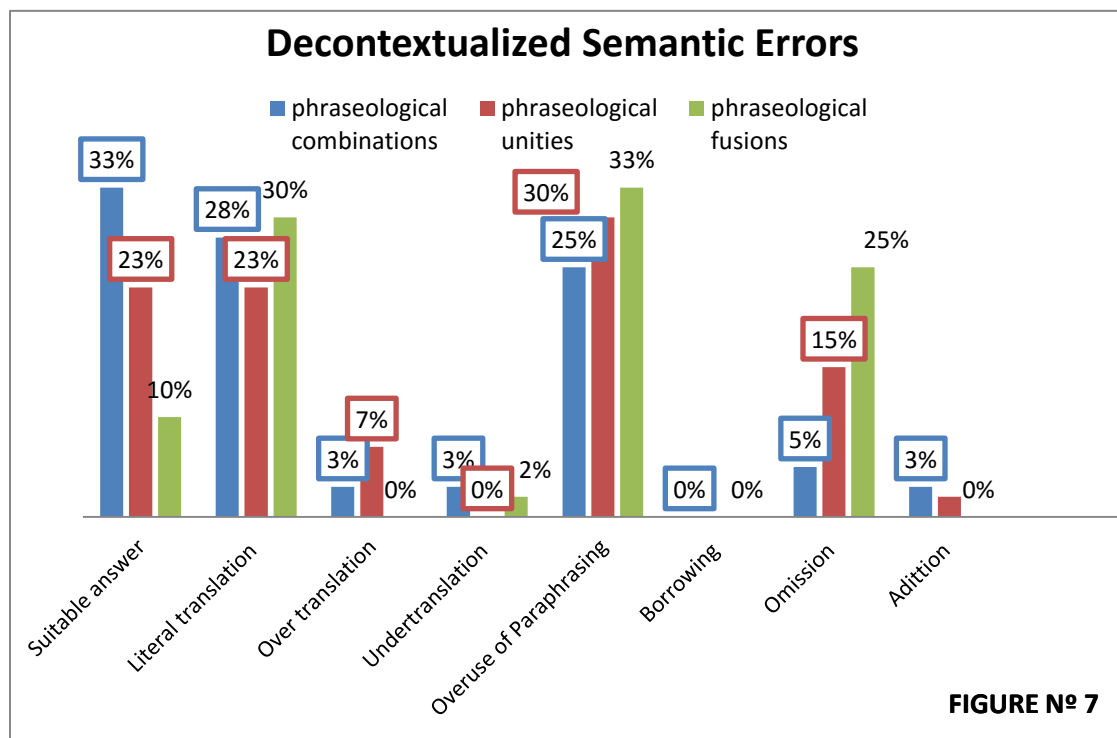
As a conclusion, the use of context could be understood as a tool of two faces. In means that contexts helps a lot in the translation processes of any kind of text because these specific situation influence and reduce the possible meaning according to the circumstances where the phrase is placed. However the overuse of context also causes misinterpretation and errors appearance because there is a complete misunderstanding and lack of comprehension of the context or situation where the phrase is used. Hence, the use of the context should be controlled and determined carefully taking into account the real meaning of the phrase and the circumstances where it is employed.

#### **4.3.4. TYPES OF PHRASEOLOGICAL UNITS AND THE ERRORS**

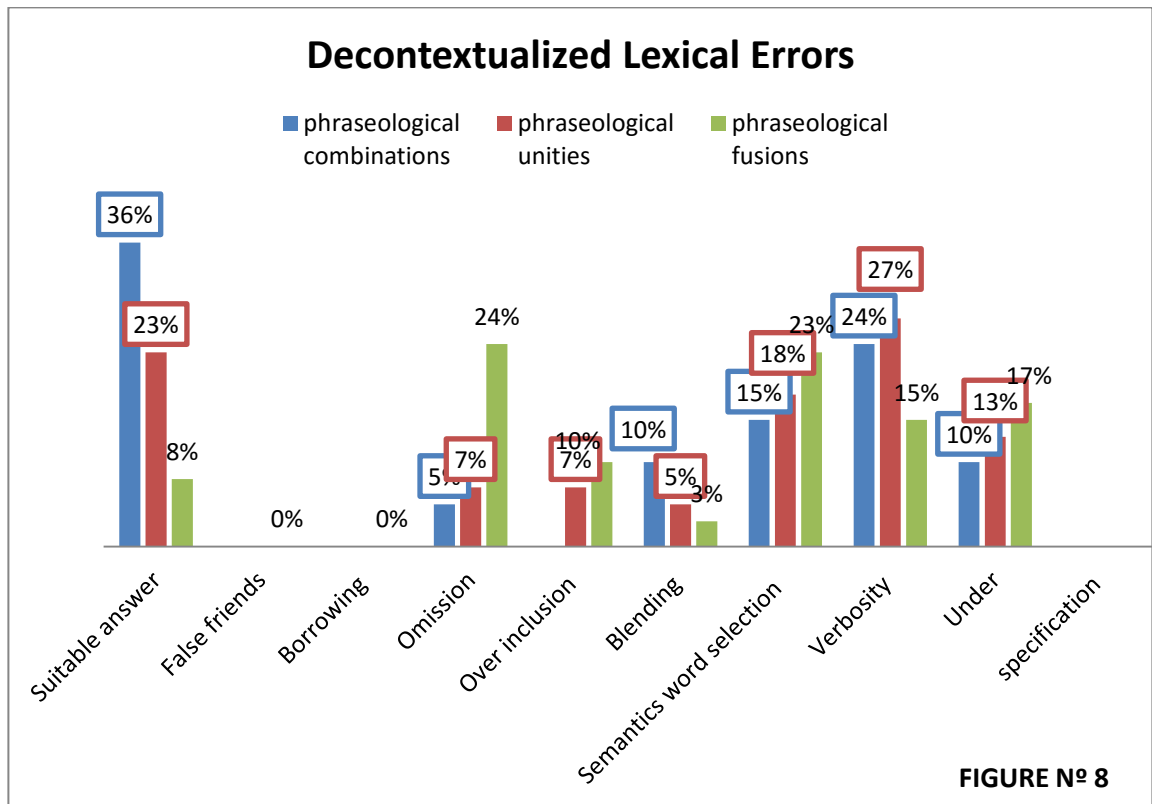
In this section, the types of phraseological units and the relation with the semantic and lexical errors are described. Taking into account the both parts of the test, the three types of phraseological units are compared to determine in which of them the most errors are presented. First of all the appearance of the semantic and lexical errors in decontextualized are examined and compared in the three types of units; second, the description of the semantic and lexical errors in context and the comparison made among the types of units is introduced. Finally the relation between the type of

phraseological unit and the frequency of appearance of errors reveals in which of the classification of phraseological units the errors have more appearance. According to the data the semantic and lexical errors have a major frequency of appearance in the phraseological fusions, followed by the phraseological unities and the phraseological combination respectively.

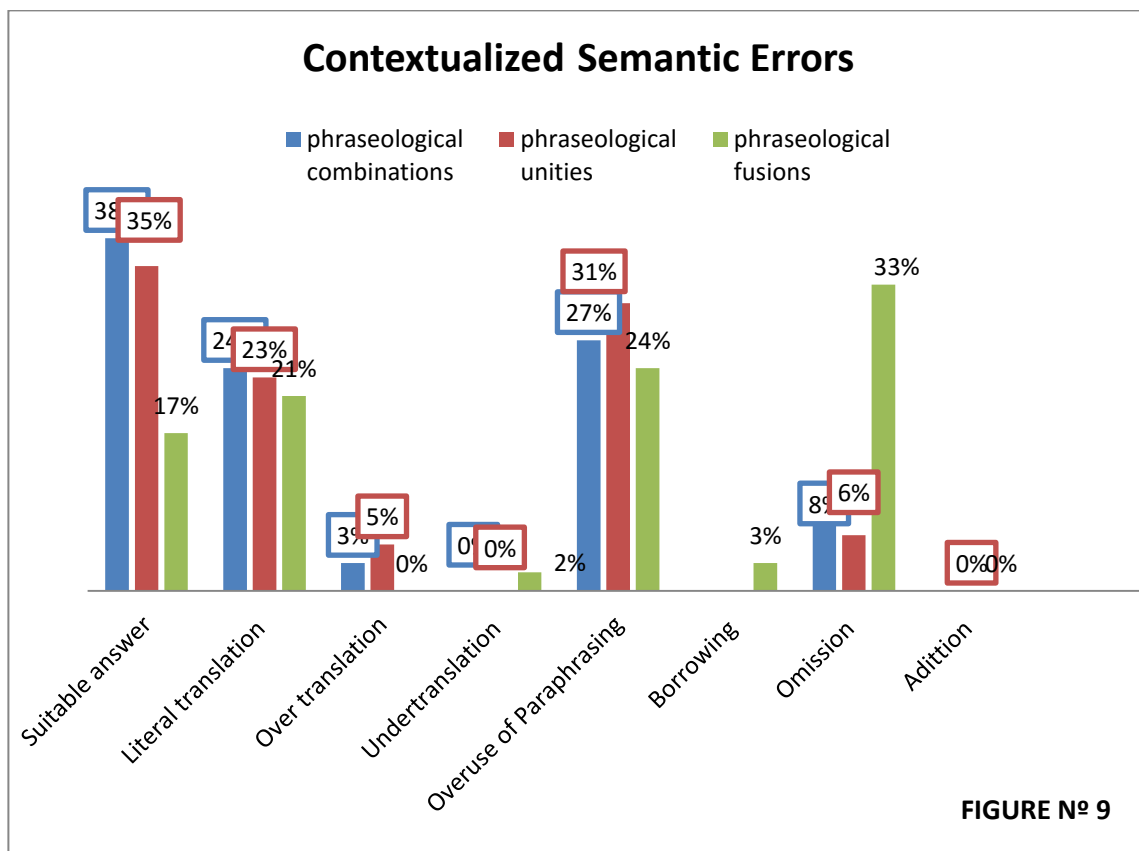
In *figure N° 7* summarizes the most common semantic errors which were presented in almost every analyzed phraseological unit. The most common errors presented at translating the phraseological units are the overuse of paraphrasing with a 25 % in the Phr. Combinations, 30 % Phr. Unities and 33 % in the Phr. Fusions, followed by the literal translation 28 % in the Phr. combinations, 23 % Phr. Unities and 30 % in the Phr. Fusions and the omission with a 5 % in the Phr. combinations, 15 % in the Phr. combinations, 25 % in the Phr. Fusions. In contrast the Phr. Combinations present a great number of suitable answers with a 33 %, following by the Phr. Unities with 23 % and Phr. Fusions with a 10%. Taking into account these percentages, it may established that the phraseological unities and the phraseological combinations presented the most suitable answers comparing with the phraseological fusions that show a remarkable number of errors in the decontextualized part of the test. The probably reason may consider the opaqueness/transparency of the phrase meaning that affects the understanding and the suitable translation of the unit provoking the appearance of many errors, especially if the phrase is set in isolation.



In figure N° 8 the lexical errors in translation of decontextualized units are described and summarized. It established that the most common error is the verbosity with a 24% in the Phr. Combinations 27% in the Phr. Unities followed by 15% in the Phr. Fusions. The followed errors was the semantic word selection with a 15% in the Phr. Combinations, 18% in the Phr. Unities and 23% in the Phr. Fusions and the underspecification with a 10% in the Phr. Combinations, 13% in the Phr. Unities and 17% in the Phr. Fusions and the blending with 10% in the Phr. Combinations, 5% with the Phr. Unities and 3% with the Phr. Fusions, finally the omission error show in the Phr. Fusion with a 24%, followed by the Phr. Unities with the 7% and the Phr. 5%. On the contrary the fewer errors were presented in the phraseological combination with a 36% of suitable answers followed by the phraseological unities with 23% and the phraseological fusions with 8%. To finished the most common lexical errors are displayed in the phraseological fusions followed by the phraseological unities and combinations.



As a conclusion, the description of the phraseological units and the errors in decontextualized situation reveals important facts. In both cases the semantic and lexical errors are more presented in the phraseological fusions than the phraseological unities and the phraseological combinations. The main reason is the charge of idiomaticity in the Phr. Fusions and the unmotivation of the real meaning hidden in the phrase. In contrast the less appearance of errors in the others two categories demonstrates a partial or complete understanding of the meaning but it does not mean that there is not errors appearance in these units. Then, it may be established that the appearance of errors is related to the unmotivation of the phraseological units meaning throwing out these predictably results.



In *figure N° 9*, the most common semantic errors in the contextualized part of the test were described. Taking into account the percentages, the most common errors is the overuse of paraphrasing with a 27% in the Phr. Combinations, 31% in the Phr. Unities and 24% in the Phr. Fusions; followed by the literal translation with a 24% in the Phr. Combinations, 22% in the Phr. Unities and 21% in the Phr. Fusions; and the omission errors with a 8% in the Phr. Combinations, 6% in the Phr. Unities and 33% in the Phr. Fusions. On the other hand, the most suitable answers appeared inside of the phraseological unities with 38% followed by the phraseological combinations with a 35% and the phraseological fusions with a 17%. Finally the overtranslation error just was found in the Phr. combinations and Phr. unities with a 3 % and 5 % respectively and the borrowing with 3% in the Phr. Fusions.

These results reveals that the Phr. Fusions and the phraseological combinations presents more errors that the phraseological unities. It means that the influence of the



opaqueness/transparency of the phrase meaning can affect with the translation processes even though these phrases were placed in context. However the most common error in the Phr. Fusion was the omission, which could be partial or complete, in the Phr. Combinations many different errors appear, then it reveals that the overuse of context and paraphrasing affects negatively in translation process. Finally these results present a considerable number of suitable answers which demonstrate that students have the adequate knowledge about translation and English language.

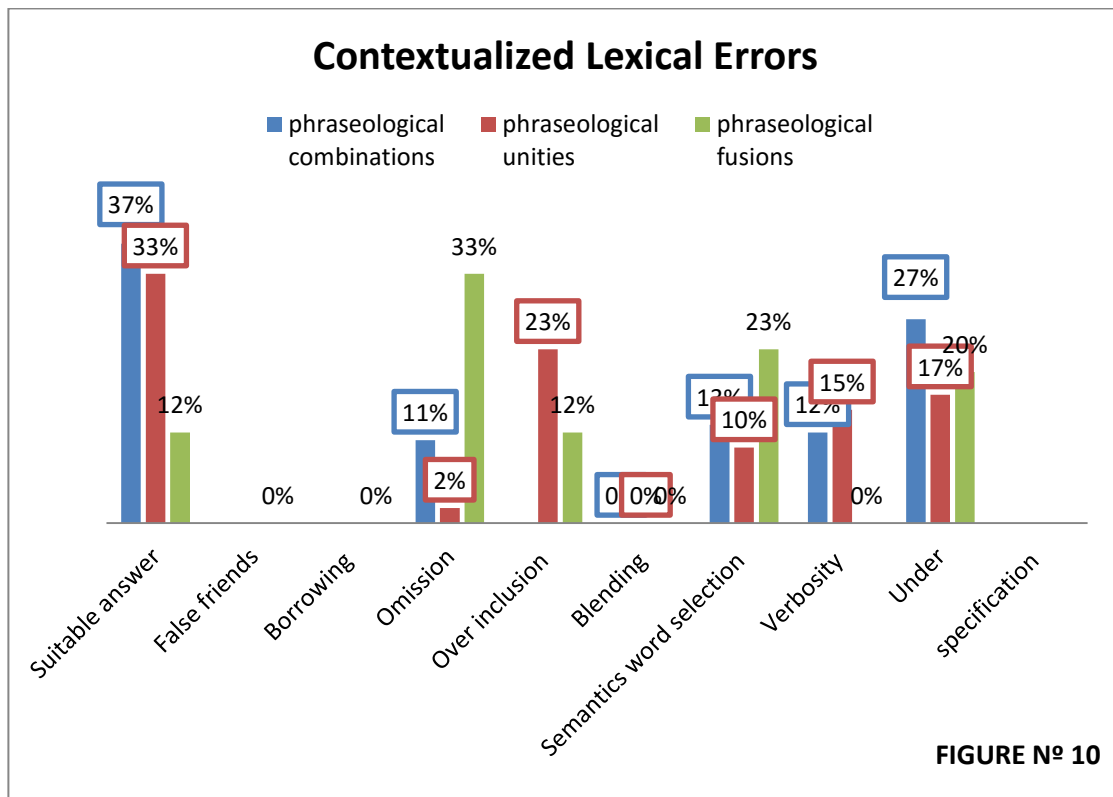


FIGURE N° 10

The lexical errors were analyzed and described in *figure N° 10*. These results reveal that the common errors found in almost all the phraseological units were the underspecification with a 27% in the Phr. Combinations, 17% in the Phr. Unities and 20% in the Phr. fusions; followed by the semantic word selection with a 13% in the Phr. Combinations, 10% in the Phr. unities and 23% in the Phr. Fusions. Moreover the overinclusion is presented in the Phr. Unities with a 23% and Phr. Fusions with a 12%, and the verbosity just appeared in the Phr. Combinations 12% and Phr. Unities 15%. At

last, the suitable answers are showed in the phraseological combinations with a 37%, followed by the phraseological unities with a 33% and the phraseological fusions with 12%. Once more again it is demonstrated that the lexical errors appear more in the phraseological fusions than in the phraseological unities and combination.

In addition, these results reveal that the phraseological units in context have a less percentage of lexical errors. As in the previous cases, the Phr. Combinations has the most suitable answers followed by the Phr. Unities and Fusions, some of the reasons are the use of context and the idiomatic charged of the phrase that helps in the understanding and translation of the unit. Concluding this part, the characteristics of the phraseological units affects in the comprehension and proper interpretation of the phrase anyhow the context generally helps in the less appearance of the lexical errors in translation.

#### *Analyses of the phraseological units and errors*

The relation between the classification of the phraseological units employed in this research and the errors analyzed provide significant results. First of all, the type of phraseological units and its relation to errors is relatively comparable with the grade of unmotivation/opaqueness of the meaning of the phrase, which means that the most difficult is the phrase the most errors present and the less difficult is the phrase a less number of errors appear. The concept of *unmotivation/opaqueness* is defined as the authentic phrase meaning cannot be deduced from the original meaning of the words involved inside the unit; then the phrase meaning is associated to the whole unit and the knowledge and understanding of the complete phrase, within or without context; subsequently if there is a misunderstanding or incomprehension of the authentic meaning of the phrase, the translation generally presents errors. At the end the characteristics of the phraseological units influence in the frequency of appearance of the semantic or the lexical errors in translation.

Additionally, it can be able to affirm that the errors appear more in the phraseological fusions, almost in every case of both part of the test; followed by the phraseological unities and the phraseological combinations which, present errors with less intensity and not in every phrase. Finally the phraseological combinations establish the most suitable answers almost in every unit analyzed and the less appearance of errors. Some possible causes are mainly related to the meaning of the phrase which generally cannot be understood of the sum of its components. In other word, these units do not have a literal meaning; instead of they have a figurative-metaphorical meaning that involves all the terms inside the phrase, therefore every word loss some meaning and win other inside the entire unit. Other reasons involved are the selection of the word/terms use in the translation, like the omission or addition of new and diverse terms also the structure of source language that affects to interpretation and translation of the phrase inside to the target language provoking the errors appearance in translation. Concluding, the common causes for the errors in translation are the misinterpretation of the authentic meaning of the phrase and the deficient and poor selection of words employed to translate these units from the source to the target language. Finally the semantic and lexical errors occur in all the phraseological units but mainly these errors appear more frequently in Phr. Fusions than the Phr. combinations and unities.

As a conclusion we can state that errors are constantly presented in translation. These errors appear not only in the phraseological units but also in any kind of text that would be translated into another language. Nevertheless the translation of phraseological units are more complicated and in certain cases problematic because the semantic and cultural charged of the phrase is not useful for the translation task and procedures that the translator and students frequently employs. Subsequently these works usually ends with wrong interpretation, loss of meaning and mistranslation and more important the appearance of semantic and lexical errors describing in this research. Finally the errors in translation are always being presents but trying to reduce their appearance, to transmit the original meaning of the phrase and to respect the structures and lexicon of the source and target language the translation task can be development more appropriately.

## 4.4. CONCLUSIONS

Afterward the analysis and the description of errors in the translation of these phrases, the conclusions of the research are presented. The carefully analysis of the selected corpus of expressions give the possibility to fulfil the objectives proposed in the study and proves or disproves the hypothesis established. Subsequently, the important conclusions of the research are introduced. First of all the conclusions related to the objectives are development, followed by the conclusions about the hypothesis stated in this paper, finally, taking into account the most important aspects related to the research a general conclusion is established.

### 4.4.1. *Conclusions related to the objectives*

Consequently to get the achievements of this paper all the objectives are considered and evaluated. First of all the specifics objectives are introduced and described one by one, and at last the general objective is presented. The objectives presented at the beginning of these paper are analysed and described one by one to demonstrate the completely accomplishment of these objectives inside to the all of the research process.

The first objective was *to analyse the translation of phraseological units from English to Spanish made by students of ninth semester of English area*. This objective was already fulfilled through the research process. It was accomplished especially in the analysis and interpretation of the data, obtained with the translation test where all the phrases used in this paper were examined and described inside the two part of the analysis part of the research.

The second objective was *to determine in which type of phraseological units (Phraseological fusions, phraseological unities, and phraseological combinations) students presents more semantic errors when they translate the phraseological units*. Related to this aim and based on the data analysis made, it was clearly that we could determine in which type of units are presented the more errors. Therefore the most semantic errors were presented in the phraseological fusions, followed by the

phraseological unities and with a less grade of errors in phraseological combination. Then, it can be established that these objective was accomplished satisfactorily through the research.

The third objective was *to observe the importance of context in the translation of the phraseological units*. To accomplish this aim, the translation test was divided into two parts, the contextualized and decontextualized part; which demonstrate that the context helps in the understanding and the translation of these kinds of units from one language into another. Although, sometimes context confused and instead of improve the translation it complicated and difficult the interpretation of these units involved into the entire sentence. Moreover the phrases which were contextualized showed less error than the isolated units, it demonstrates that context is always useful not only in translation but also in comprehension and interpretation of texts.

Finally the last specific objective was *to present the use of the cognitive metaphor theory as a strategy that helps students in the translation of the phraseological units*. This theory is introduced at the end of the research. This idea comes from the point of view of cognitive linguistics, which indicates that translators should be able to translate these phraseological units searching and finding an equivalent phrase in the target language. These equivalents could be a simile, metaphor and also a metaphorical expression which employs different selection of words or structure but keep the same meaning in both, the source and the target language. Then this new theory can be useful in translation of these units which fulfil the complete meaning of the phrase into both languages without losing the meaning of the unit.

In addition, as all the specifics objectives were covered satisfactorily. The general objective was already achieved because it wanted *to identify the most frequent errors that students make in the translation of phraseological units from English to Spanish*. Therefore, the research found that the most common errors in translation of the phraseological units are related to the semantic errors field; especially the overuse of paraphrasing and the literal translation and the omission, this last could be partial or

total. On the contrary, the research results also revealed that many of these units were understood and translated in suitable way; it means that, students of English area not only have a considerable knowledge of translation strategies and techniques that they use to transmit text from one language into another, but also they have knowledge of the English culture and civilization which it is extremely close to these kind of units.

#### **4.4.2. Conclusion related to the hypothesis**

Considering the hypothesis I proposed in this paper, which stated that *the semantic errors are the most frequency errors committed by students of ninth semester of English area at translating of phraseological units from English to Spanish at Linguistics department of UMSA*. It is possible to say that the affirmation is proved in a positive way because many of the errors were closely linked to the misinterpretation, misunderstanding and confusion of the meaning and sense of the phrase and these concepts are nearly linked with the semantic studies. Consequently as it was stated the semantic errors were the most common errors made by students when translating the phraseological units.

The hypothesis II proposed that: *the literal translation, omission and addition are the most frequent semantic errors made by students of English area in the translation of phraseological units from English to Spanish at Linguistics department of UMSA*. In this case and based on the analysis of the data, it is likely to say that this affirmation was proved in a certain way, it means not completely because the most common semantic errors were the overuse of paraphrasing followed by the literal translation and the omission; then it demonstrated that addition errors is not involved as a common errors but the literal translation and the omission were presented in many of the translation of the phraseological units. Moreover the overuse of paraphrasing is not mentioned in the hypothesis, but it is considered as the main errors inside the semantic field. Concluding this part, the hypothesis II was proved in a positive way because the errors mentioned at the hypothesis have a frequent appearance in the students translation test analyzed in this paper.

In short, translating phraseological units is one of the most problematic issues for translators and linguistics. The principal cause is the authentic meaning of the phrase and the unit structure that helps to failure at achieving the appropriate translation of a particular unit. Although, students stick to word for word strategy at translating the phraseological units because they think that the use of other strategies may change the words of the phrase and hence, changes its meaning, but this strategy is not always appropriate in such a type of translation. Therefore the errors mentioned in both hypotheses in this research possible appear in the translation of these units. Finally it is demonstrated that the translation of the phraseological units presents more errors that are related to the semantic issues which finish with the appearance of semantic errors.

In addition, this paper proposes a relatively new cognitive theory to translate these units in a suitable way. This theory tries to keep the authentic meaning of the phrase in both languages; it means to preserve the original meaning of the unit taking into account only the semantic aspect of the phrase and excluding the structure of the source language into the target language which usually differ from one language into another. Concluding it can state that the translation processes of phraseological units are still in development and progress attempt to find some possible and satisfactory solution for its interpretation and translation.

#### **4.4.3. *General Conclusion***

This study is concerned with the most common errors at translating the phraseological units from English into Spanish language made by students of ninth semester of English area at Linguistics and Languages Department. The results show that students of English really find considerable difficulties at understanding and translating the appropriate meaning of the phraseological units. Then they presented a considerable number of errors in the translation of these units, the main reasons are their misunderstanding and the unfamiliarity with these phrases and their limited ability to translate these units. Due to the fact that these units are artistic and colorful expressions of the language in which

the meaning is not obvious from the meaning of the component words. Hence, one way to understand and interpret properly is the use of context in which the phrase is used or placed.

The context has an important role in facilitating the translation of these expressions thus, providing correct answers. As an example, Students translations of decontextualized part of the test usually end up with unsatisfactory results simply because these units are closely related to the situation where is used, giving to the phrase a special different meaning. Therefore, students should take into consideration the situation and the context because it is clearly essential to make an acceptable translation of this kind of units.

In addition, the findings show that student's most common errors are linked to the semantic fields more than the lexical area. Therefore the most common errors were the overuse of paraphrasing, followed by the literal translation and the partial or complete omission of the phrase. On the contrary significantly suitable answers were found especially in the translation of phraseological combinations but when it comes to phraseological unities or fusions categories they are totally confused and errors appeared most frequent. It can be stated that in translation of the phraseological units the most common errors were related to the semantic area, which means that the semantic errors were more frequent in almost all the units analyzed in this study. To finish the translation of the phraseological units constantly involves the appearance of errors of any kind but the most common are closely connected to meaning misunderstanding which leads into the semantic errors.

#### **4.5. RECOMMENDATIONS**

As a final point, this research just wants to indicate and describe the most common errors presented when translating these phraseological units. Nevertheless also this paper opens a big field of new researches inside the translation studies. Some recommendations are suggesting:



*Translating phraseological units:*

- ✓ Using the *accurate strategies* to solve the problems of nonequivalence and unfamiliarity with the cultural and situational differences between the source and target languages.
- ✓ Students should also be exposed, more and more, to these kind of expressions at the university in order to extend their knowledge of translation and practice more to be expertise and skillful translators.
- ✓ One feature that characterizes all phraseological units is it should be learned and used as a *single unit of language* in order to have and understand the meaningful expression and achieving a better translation into the target language.
- ✓ A cognitive approach to translation of phraseological units is a tool that helps to recognize the metaphorical expression and to comprehend the figurative meaning construction across languages. Thus, a cognitive view is essential not only to create and interpret a metaphoric unit, but also to translate these units into other languages. Translation is a vital part of cross-cultural communication; it is a basic cognitive operation of the mind, including creation of metaphorical loans in the translation of terminology.

Finally the translation of phraseological units is likely to gain greater interest in the future. Due to increasing pragmatic need for terms that are concise, capable of preserving the original image and meaning of the phrase and creating immediate associations, which is of great translation communicative value. Nowadays, the necessity is carrying out more research on the area of phraseology and their translation in general and phraseological units in particular, as they constitute a serious challenge for both translation and interpreting. Despite recent studies and research performed in the framework of theoretical and descriptive phraseology and translation analysis, there is still too much to do in this area, for example:

- ✓ The application of some new techniques or strategies proposed to improve the translation process.
- ✓ The analysis of the *translators needs* regarding training and practicing or dependable and fitting information sources in this domain
- ✓ The contrastive linguistic studies which can establish the differences and similarities between the source and target languages.
- ✓ The study of phraseology related with others areas of knowledge not only in linguistics domain but also in the literature and even historical and legal documents that can be analyzed.

#### **4.6.A PROPOSAL FOR THE TRANSLATION OF PHRASEOLOGICAL UNITS**

##### *A Cognitive Approach*

In this section, a cognitive approach is introduced as a proposal for a better translation of the phraseological units. The conceptual metaphor theory proposed by Lakoff and Johnson (1980) is taking into account because it indicates that many or almost all the construction in language has a metaphorical influence then, the phraseological units are the most phrases which contain a metaphorical influence in their structure and construction, so we thought that this theory can be applied at translating these kind of units. In addition, in this part is introduced what the conceptual metaphor theory is, some principles in the translation of metaphorical terms and some strategies proposed by other theorist related to the cognitive approach.

##### *Conceptual Metaphor Theory*

The *conceptual metaphor theory* was one of the earliest and most important theories in the cognitive semantic approach. The publication of Lakoff and Johnson's volume *Metaphors we live by* (1980), where they argued that the linguistic expressions labelled metaphor in a given text or speech are actually manifestations of metaphorical structures in the human conceptual system Lakoff and Johnson (1980 p. 6). It means that, the basic

premise of metaphor is not simply a stylistic feature of language, but that thoughts and feelings are essentially metaphorical. In addition, a conceptual metaphor is a cognitive concept deeply embedded in our culture through which we are able to relate to abstract concepts in the world we live in. In fact, Lakoff and Johnson take their statement a step further and argue, “Humans generally perceive their world metaphorically” (1999 p.45). For instance, they used the conceptual metaphors *love is war* and *time is money* to explain how non-physical and abstract concepts such as love and time are understood through the conceptual metaphors and expressed through instances of linguistic descriptions manifested on the basis of these conceptual metaphors.

According to this view, conceptual structure is organized by *cross domain mappings* or correspondences. Some of these mappings are due to pre-conceptual embodied experiences while others build on these experiences to form more complex conceptual structures. The request made by conceptual metaphor theorists is directly related to two of the central assumptions associated with cognitive semantics: 1. the embodied cognition thesis, and 2. the argument that semantic structure reflects conceptual structure.

Although, the conceptual metaphors are difficult to investigate empirically, it is only through induction that the existence of conceptual metaphors can be struggled. Of course, historically, this has been the way that the majority of research in the humanities and linguistic research, has been carried out. Nevertheless, in recent years, there seems to be a transfer towards more empirically-focused research in language and translation research emphasizing the conceptual metaphor theory.

#### *Basic Principles in Translation of Metaphorical Units*

Each new metaphorical unit is the result of figurative meaning construction, then the translation process can be complicated and rarely impossible to make. Therefore, some basic principles in the translation of these metaphorical units are introduced.

- ✓ *Recognisability*. The pattern of figurative meaning is based on similarity that helps to identify the term in translation. The ability to recognise the phrase is known as

*recognition memory* in cognitive psychology and neuroscience. The replacement of metaphor fails to meet the essential requirement of recognisability, it means if the phrase was replaced by a definition or a description these associations obstructs back translation and the recognisability of the metaphorical units.

- ✓ *Memorability*. It implies the state of being easy to remember, the quality of being memorable in consciousness. Psycholinguistic research suggests that phrases are stored and processed in the brain as individual units. The metaphorical image plays an essential role in memorisation because human associative memory helps to establish an immediate link between the two terms, especially if the image is striking. The value of memorability is especially seen in simultaneous interpreting when the term must be on the tip of the tongue, and it is the associations that are at working for the translation process has successful.
- ✓ *Back translation*. The attempt to avoid metaphor results in demetaphorisation and descriptive translations. Many theorists argue that the process of translation or interpretation is not a one-way street and unfortunately, the back-again translation process has been largely ignored in translation of metaphorical units. In many cases the TL variant does not even distantly suggest the term used in the SL although the language resources are available. As a result the translated terms do not easily lend themselves to back translation.

It is important to draw “links from metaphorical language to metaphorical thought”. Gibbs (2002 p.83).The metaphorical loan sometimes facilitates perception and recognition both in translation and interpreting, since it reflects a metaphorical concept and therefore it is immediately accessed.

### *Metaphor Translation Strategies*

The metaphor translation strategies have changed thought the time; one of the first lists for translating metaphor was propose by Newmark who based on his metaphor

classification scheme propose this kind of strategies: 1) reproducing the same image in the TL, provided the image has comparable frequency and currency in the appropriate register, 2) the translator may replace the image in the SL with a standard TL image which does not clash with the TL culture, 3) translation of metaphor by simile, retaining the image, 4) translation of a metaphor (or simile) by simile plus sense, 5) conversion of metaphor to sense, 6) modification of metaphor, 7) deletion, 8) same metaphor, combined with sense. Newmark (1985, p. 304).

Newmark's strategies of translation procedure show an implicit expectation that the translator will be able to make the proper evaluation of whether or not a source language metaphor will be equally apt in the target language. On the other hand, Baker assumption of the translator's task with respect to translating metaphor is to evaluate the appropriateness of using certain target-language metaphors in a specific situation calling for a specific register.

As stated by Newmark, there are several translation strategies available to the translator when translating a metaphor unit. Nevertheless they essentially all cover the same basic elements which Schäffner (2004 p.55) summarised in three main strategies, which are

- ✓ Metaphor into same metaphor,
- ✓ Metaphor into different metaphor, and
- ✓ Metaphor into sense.

Regarding translation strategies, Baker (1992 pp. 72-77) presents four strategies for translating specifically idioms:

- ✓ *Using an idiom of similar meaning and form* this strategy involves using an idiom in the target language which conveys roughly the same meaning as that of the source language idiom and consists of equivalent lexical items.
- ✓ *Using an idiom of similar meaning but dissimilar form* it is often possible to find an idiom or fixed expression in the target language which has a similar meaning to

the source idiom or expression, but which consists of different lexical items, using different lexical items to express more or less the same idea.

✓ *Translation by Paraphrase.* The most common way of translating idioms because when a match cannot be found in the target language or when it seems inappropriate to use idiomatic language in the target text, the description or explanation of the phrase using other words is applied.

✓ *Translation by Omission* As with single words, an idiom may sometimes be omitted altogether in the target text. This may be because it has no close match in the target language; its meaning cannot be easily paraphrased.

In other words, the translation of the metaphorical units and the phraseological units are not so different because the deep structures are similar since both present a different meaning in the sum of its all components. Then applying these strategies in translation not only of the phraseological units but also of the any kind of text will be practical and workable in the development of the translation skills.

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## APENDIX

### APENDIX A. Translation test used in the Pilot Test

#### TRANSLATION TEST

Semester:

Gender

F

M

Date:

#### Part I

Group A

**Translate the next phraseological units from English into Spanish.**

1. Make sure
2. On the other hands
3. Keep in mind
4. Make a difference
5. Back and forth
6. In the wake of
7. All of a sudden
8. Draw the line
9. Do one's best
10. The big picture
11. Beg the question
12. Right off the bat

## TRANSLATION TEST

Semester:

Gender

F

M

Date:

### Part II

### Group B

Translate the next sentences from English into Spanish.

1. Please *make sure* of your facts before you write the report.
2. Mary: I like this one. *On the other hand*, this is nice too. Sue: Why not get both?
3. *Keep it in mind* that we are guests, and we have to fit in with the routines of the household
4. The big one or the little one. Does it really *make a difference* to anyone?
5. We tossed the ball *back and forth* between us
6. *In the wake of* the storm, there were many broken tree limbs.
7. *All of a sudden* lightning struck the tree we were sitting under
8. It's hard to keep young people under control, but you have to *draw the line* somewhere.
9. Tom isn't *doing his best*. We may have to replace him.
10. The sales manager gave us all *the big picture* this morning, and I'm more confused than ever.
11. Stop arguing in circles. You're *begging the question*
12. The new manager demanded new office furniture *right off the bat*.

## APENDIX B. Final Translation Test

### TRANSLATION TEST

Semester:

Gender

F

M

Date:

#### Part I

#### Group A

#### I. Choose the best translation to the next phraseological units

1. Right off the bat

- a) Inmediatamente
- b) Sacarlo de la jugada
- c) Sacar al murciélago
- d) En este preciso instante
- e) A la derecha del bat

4. Make a difference

- a) Hacer la diferencia
- b) Diferenciar
- c) No importa
- d) ¿Hay diferencia?
- e) Da lo mismo

2. The big picture

- a) La gran fotografía
- b) El cuadro grande
- c) Todo el panorama
- d) En gran detalle
- e) La aclaración

5. Keep in mind

- a) Recuerda
- b) Ten en cuenta que
- c) Mantén en mente
- d) Cuidar en la mente
- e) No olvides que

3. By the way

- a) Porcierto
- b) Con relación a ese tema
- c) Por el camino
- d) A propósito de
- e) El camino de

6. On the other hands

- a) Por otra parte
- b) De otra manera
- c) En la otra mano
- d) Por los otros lados
- e) Por el contrario

#### II. Translate the next phraseological units from English into Spanish.

- 7. Make sure
- 8. Take advantage of
- 9. Have nothing to do with
- 10. Draw the line
- 11. Keep an eye on
- 12. Do one's best
- 13. Beg the question
- 14. A fair game
- 15. A rule of thumb

## TRANSLATION TEST

Semester: \_\_\_\_\_ Gender F M Date: \_\_\_\_\_

### Part II

### Group B

#### I. Choose the best translation to the next sentences from English into Spanish.

1. Mary: I like this one. *On the other hand*, this is nice too. Sue: Why not get both?

- a) Mary: me gusta este pero por otra parte este es lindo también. Sue: ¿por qué no llevas los dos?
- b) Mary: me gusta este de otra manera este otro es bonito también. Sue: ¿por qué no compras ambos?
- c) Mary: este me gusta pero el de mi otra mano es lindo también. Sue: si te gustan porque no llevar los dos
- d) Mary: me gusta este por otro lado este es lindo también. Sue: ¿por qué no te llevas ambos?
- e) Mary: ese me gusta por el contrario ese es lindo también. Sue: ¿por qué no te quedas con ambos?

2. *Keep it in mind* that we are guests, and we have to fit in with the routines of the household

- a) Recuerda que somos invitados y que debemos acomodarnos con las costumbres del hogar.
- b) Ten en cuenta que somos invitados y tenemos que encajar con las rutinas de la casa.
- c) Mantén en mente somos invitados y debemos comportarnos según las normas de la casa.
- d) Cuidar en la mente que tenemos acomodarnos con las costumbres del hogar pues somos invitados.
- e) No olvides que no somos los dueños, entonces tenemos que adaptarnos a las costumbres de este hogar.

3. The big one or the little one. Does it really *make a difference* to anyone?

- a) El grande o el pequeño. ¿Realmente hace alguna diferencia para alguien?
- b) El grande o el pequeño. En realidad hay diferencia para alguien?
- c) El grande o el pequeño. Realmente a alguien le importa?
- d) El grande o el pequeño. En realidad se puede diferenciar
- e) El grande o el pequeño. Sinceramente da lo mismo para todos?

4. Tom: Is this one any good? Clerk: This is the largest and, *by the way*, the most expensive one we have in stock.

- a) Tom: ¿este es el mejor? Clerk: ese es el más grande y, por cierto, el más caro de todo lo que tenemos a la venta.
- b) Tom: ¿es este el mejor de todos? Clerk: es el más largo de todos, con relación a ese tema es también el más elevado que tenemos en la tienda.
- c) Tom: ¿hay alguno bueno? Clerk: ese es el más grande y por el camino el más costoso que tenemos en la tienda
- d) Tom: ¿hay alguno que este bien? Clerk: ese es el más grande y a propósito es el más caro que tenemos a la venta.
- e) Tom: ¿hay alguno que este bien? Clerk: ese es enorme por el momento y el más caro de todos los que tenemos en stock.



5. The sales manager gave us the entire *big picture* this morning, and I'm more confused than ever.
- a) El gerente de ventas nos dio la gran fotografía esta mañana, y ahora estoy más confundida que nunca
  - b) Esta mañana, el administrador de ventas nos mostro el cuadro grande y hoy estoy más confundida.
  - c) El jefe nos dio las instrucciones esta mañana, y ahora estoy más confundido.
  - d) El gerente de ventas nos mostro el panorama general esta mañana, y estoy más confundido que nunca.
  - e) Esta mañana en administrador nos dio en gran detalle toda la información pero yo me siento más confundida que antes.
6. The manager demanded new office furniture *right off the bat*
- a) El gerente exigió inmediatamente los nuevos muebles de oficina.
  - b) El administrador pidió los muebles nuevos para la oficina.
  - c) El director pregunto por los muebles de oficina nuevos en ese preciso instante.
  - d) El gerente exigió los nuevos muebles a la derecha del bat.
  - e) El director solicito sacar al murciélago de la oficina nueva.

## II. Translate the next sentences from English into Spanish.

7. Please *make sure* of your facts before you write the report.
8. I am glad to have your help. I hope I am not *taking advantage of* you.
9. Bob will *have nothing to do with* Mary since she quit her job.
10. It's hard to keep young people under control, but you have to *draw the line*.
11. Will you please *keep your eye on* my house while I'm on vacation?
12. Tom isn't *doing his best*. We may have to replace him.
13. *As a rule of thumb*, I move my houseplants outside in May.
14. Journalists always regard movie stars as *fair game*.
15. Stop arguing in circles. You're *begging the question*.

## APPENDIX C. ANALISYS OF ERRORS OF DECONTEXTUALIZED PHRASEOLOGICAL UNITS

**Table N<sup>o</sup> 1 Semantic errors in the Multiple Choice of the Decontextualized phraseological units**

Type of Phraseological Units		Phraseological Fusions		Phraseological Unities		Phraseological Combinations	
		<i>Right off the bat</i>	<i>The big picture</i>	<i>By the way</i>	<i>Make a difference</i>	<i>Keep in mind</i>	<i>On the other hand</i>
<b>Suitable answer</b>		<i>incise a-inmediatamente</i>		<i>Incise a por cierto</i>		<i>incise b ten en cuenta que</i>	<i>incise a-Por otra parte</i>
<b>SEMANTIC ERRORS</b>	Literal translation				<i>incise a-hacer la diferencia</i>		
	Over translation	<i>incise b-sacarlo de la jugada</i>	<i>incise d-en gran detalle</i>				<i>incise b-de otra manera</i>
	Under translation		<i>incise b-el cuadro grande</i>				
	Overuse of Paraphrasing	<i>incise d-en este preciso instante</i>			<i>incise e-da lo mismo</i>	<i>incise e-no olvides que</i>	<i>Incise e-por el contrario</i>
	Borrowing						
	Omission				<i>incise b-diferenciar</i>		
	Adittion			<i>incise d-a proposito de</i>			

**Table N<sup>a</sup> 2 Semantic errors in the translation of Decontextualized phraseological units**

Type of Phraseological Units		Phraseological Combinations			Phraseological Unities			Phraseological Fusions		
		<i>Make sure</i>	<i>Take advantage of</i>	<i>Have nothing to do with</i>	<i>Draw the line</i>	<i>Keep an eye on,</i>	<i>Do one's best</i>	<i>Beg the question,</i>	<i>A fair game</i>	<i>A rule of thumb</i>
<b>Suitable answer</b>		<i>Estar seguro</i>	<i>tomar ventaja de</i>	<i>no tiene nada que ver</i>	poner límites, poner las reglas		dar lo mejor de uno			regla de oro, regla principal
<b>SEMANTIC ERRORS</b>	Literal translation	hacerlo seguro	tomar ventaja de, llevar la ventaja	no tiene nada que ver, tener nada que ver con	dibuja la linea, trazar la linea	manten el ojo en, manten tu mirada		rogar la pregunta, pedir una pregunta	un juego justo, un juego de miedo	regla del pulgar, la regla del que cae
	Over translation					Poner atencion	hacer lo que a uno le convenga			
	Undertranslation	asegurate, asegurar								
	Overuse of Paraphrasing		aprovecharse de. aprovechar	no estoy involucrado con algo, tener tiempo libre	rayar la cancha, fijar las reglas	echar un ojo, no lo pierdas de vista	peor que nada, hacer el mejor esfuerzo	pedir una pregunta, necesidad de preguntar	Presafacil, una jugada	una regla de madre, regla sin sentido
	Borrowing									
	Omission			nada que hacer	delinea, subrayar, trazar	vigila, miramelo, observar	mejorar, esforzarse	rogar, suplicar	juego, justo	
	Addition			no tener nada que ver con						

**Table N° 3 Lexical errors in the Multiple Choice of the Decontextualized phraseological units**

Type of Phraseological Units		Phraseological Fusions		Phraseological Unities		Phraseological Combinations	
		<i>Right off the bat</i>	<i>The big picture</i>	<i>By the way</i>	<i>Make a difference</i>	<i>Keep in mind</i>	<i>On the other hand</i>
<b>Suitable answer</b>		<i>incise a- inmediatamente</i>		<i>Incise a -Por cierto</i>		<i>incise b ten en cuenta que</i>	<i>incise a- Por otra parte</i>
<b>LEXICAL ERRORS</b>	False friend						
	Borrowing						
	Omission						
	Over inclusion	<i>incise d- en ese preciso instante</i>	<i>incise d- en gran detalle</i>		<i>Incise e- da lo mismo</i>		
	Blending			<i>incise d- a proposito de</i>			<i>Incise e- por el contrario</i>
	Semantics word selection				<i>incise b- ¿hay diferencia?</i>		<i>Incise d- de otra manera</i>
	Verbosity	<i>incise b- sacarlo de la jugada</i>			<i>incise b- diferenciar</i>	<i>Incise a. Recuerda</i>	
	Under specification		<i>incise b- el cuadro grande</i>			<i>Incise c- manten en mente</i>	

**Table N<sup>a</sup> 4 Lexical errors in the translation of Decontextualized phraseological units**

Type of Phraseological Units		Phraseological Combinations			Phraseological Unities			Phraseological Fusions		
		<i>Make sure</i>	<i>Take advantage of</i>	<i>Have nothing to do with</i>	<i>Draw the line</i>	<i>Keep an eye on,</i>	<i>Do one's best</i>	<i>Beg the question,</i>	<i>A fair game</i>	<i>A rule of thumb</i>
<b>Suitable answer</b>		Estar seguro	Tomar ventaja de							regla de oro, regla principal
<b>LEXICAL ERRORS</b>	False friends									
	Borrowing									
	Omission		∅			∅		∅	∅ jugada, justo	
	Over inclusion						hacer lo que a uno le convenga, has tu mejor esfuerzo,	exigir la respuesta, necesidad de preguntar		
	Blending									
	Semantics word selection			tener tiempo libre, nada que hacer	limitar el juego, marcar la cancha	echar un ojo, no lo pierdas de vista, tener un ojo en	peor que nada, haz lo mejor	pedir la palabra, aclarar la pregunta	un juego peligroso, posición justa, presa fácil	regla d madre, una regla de pulgadas
	Verbosity	asegurar, estar seguro	aprovecharav entajar		dibujar, poner una línea	observar, vigilar, mirar	mejorar, esforzarse	preguntar	jugar	
	Under specification			no tener nada que ver con, no tener nada que hacer con	dibuja una línea, traza una línea)	manten vigilado, mantener el ojo en		suplicar una pregunta, pedir la pregunta	un juego igual, juego justo	regla del pulgar, regla del que cae

**APPENDIX D. ANALISYS OF ERRORS OF CONTEXTUALIZED PHRASEOLOGICAL UNITS**

**Table Nª 5 Semantic errors in the Multiple Choice of the Contextualized phraseological units**

Type of Phraseological Units		Phraseological Combinations		Phraseological Unities		Phraseological Fusions	
		<i>Mary: I like this one. On the other hand, this is nice too. Sue: Why not get both?</i>	<i>Keep it in mind that we are guests, and we have to fit in with the routines of the household,</i>	<i>The big one or the little one. Does it really make a difference to anyone?</i>	<i>Tom: Is this one any good? Clerk: This is the largest and, by the way, the most expensive one we have in stock</i>	<i>The sales manager gave us the entire big picture this morning, and I'm more confused than ever</i>	<i>The manager demanded new office furniture right off the bat</i>
<b>Suitable answer</b>		<i>Incise a Mary: me gusta este pero por otra parte este es lindo también. Sue: ¿porqué no llevas los dos?</i>	<i>Incise b Ten en cuenta que somos invitados y tenemos que encajar con las rutinas de la casa</i>	<i>Incise c El grande o el pequeño. Realmente a alguien le importa?</i>	<i>Incise a Tom: ¿este es el mejor? Clerk: ese es el más grande y, por cierto, el más caro de todo lo que tenemos a la venta.</i>	<i>Incise d. El gerente de ventas nos mostro el panorama general esta mañana, y estoy más confundido que nunca</i>	<i>Incise a El gerente exigió inmediatamente los nuevos muebles de oficina</i>
<b>SEMANTIC ERRORS</b>	Literal translation			<i>Incise a. El grande o el pequeño. ¿Realmente hace alguna diferencia para alguien?</i>	<i>Incise c. Tom: ¿hay alguno bueno? Clerk: ese es el más grande y por el camino el más costoso que tenemos en la tienda</i>		<i>Incise e El director solicito sacar al murciélago de la oficina nueva</i>

Over translation					<i>Incise e</i> Esta mañana en administrador nos dio en gran detalle toda la información pero yo me siento más confundida que antes	
Under translation						
Overuse of Paraphrasing					<i>Incise c.</i> El jefe nos dio las instrucciones esta mañana, y ahora estoy más confundido	
Borrowing						
Omission		<i>Incise a</i> Recuerda que somos invitados y que debemos acomodarnos con las costumbres del hogar				<i>Incise b</i> El administrador pidió los muebles nuevos para la oficina.
Adittion	<i>Incise d.</i> Mary: me gusta este por otro lado este es lindo también. Sue: ¿porqué no tellevas ambos?			<i>Incise d.</i> Tom: ¿hay alguno que este bien? Clerk: ese es el más grande y a propósito es el más caro que tenemos a la venta.		

**Table Nª 6 Semantic errors in the translation of Contextualized phraseological units**

Type of Phraseological Units	Phraseological Combinations			Phraseological Unities			Phraseological Fusions		
		<i>Please make sure of your facts before you write the report</i>	<i>I am glad to have your help. I hope I am not taking advantage of you</i>	<i>Bob will have nothing to do with Mary since she quit her job</i>	<i>It's hard to keep young people under control, but you have to draw the line.</i>	<i>Will you please keep your eye on my house while I'm on vacation?</i>	<i>Tom isn't doing his best. We may have to replace him</i>	<i>As a rule of thumb, I move my houseplants outside in May</i>	<i>Journalists always regard movie stars as fair game</i>
<b>Suitable answer</b>	Por favor asegúrese de sus ideas antes de escribir. Asegúrate de los hechos antes de escribir el reporte	Estoy feliz de tener tu ayuda, espero no estarme aprovechando de ti. Estoy agradecida por tu ayuda espero no estar aprovechándome de ti	Bob no tendra que tratar con Mary ya que ella dejo el trabajo. Bob no tendra nada que ver con Mary desde que dejo el trabajo	Es difícil mantener bajo control a gente joven, pero tienes que poner los límites. Es difícil mantener a los jóvenes bajo control pero debes poner las reglas	Por favor podrías cuidar mi casa, mientras estoy de vacaciones. Podrías hechar un vistazo a mi casa mientras estoy de vacaciones	Tom no se está esforzando, tendremos que remplazarlo. Tom no está dando lo mejor de sí, tendremos que remplazarlo	La regla de oro dice, que yo remuevo mis plantas en mayo. Como una regla de oro, voy a cambiar mi invernadero en mayo		
Literal translation	Estate seguro de tus acciones antes de		Bob no tiene nada que hacer con Mary	Es duro mantener a la gente joven				Reporteros siempre ven alas estrellas de	Déjà de redundar, estas rogando



		escribir el reporte		desde ella dejo su trabajo	controlado, pero tu tienes que dibujar la línea. Es difícil tratar con jóvenes, pero tienes que trazar la línea				cine como una feria de juego	por la pregunta. Para discutir, estas suplicando la pregunta. Para argumentar, estas empezando la pregunta
Over translation										
Under translation										
Overuse of Paraphrasing	Este seguro de lo que haras antes que hagas el informe.	Estoy feliz por tu ayuda, espero que no te haya perjudicado. Me alegra tener tu ayuda, espero no esté abusando de eso	Ya que Mary renuncio, Bob no la vera mas. Bob no tiene ningún asunto con Mary desde que ella dejo su trabajo. Bob no hará nada con Mary porque ella		Podrías por favor estar al tanto en vacaciones. Por favor podrías echarle un ojazo a mi casa mientras estoy de vacaciones	Tom esta de mala gana, tenderemos que remplazarlo . Tal vez Tom sea suplantado porque no esta realizando un buen trabajo	como lo dije, movere mis plantas afuera en mayo, como regla de temporada, movi mis plantas al patio en mayo	Los periodistas siempre consideran a las estrellas de cine como favoritos. Los periodistas siempre ven a los actores de cine como perdedores.	Déjà de dar vueltas y responde a la pregunta. Dejen de discutir sin llegar a nada; estan en al pregunta principal.	



Table N<sup>a</sup> 7 Lexical errors in the Multiple Choice of Contextualized phraseological units

Type of Phraseological Units		Phraseological Combinations		Phraseological Unities		Phraseological Fusions	
		<i>Mary: I like this one. On the other hand, this is nice too. Sue: Why not get both?</i>	<i>Keep it in mind that we are guests, and we have to fit in with the routines of the household</i>	<i>The big one or the little one. Does it really make a difference to anyone?</i>	<i>Tom: Is this one any good? Clerk: This is the largest and, by the way, the most expensive one we have in stock.</i>	<i>The sales manager gave us the entire big picture this morning, and I'm more confused than ever.</i>	<i>The manager demanded new office furniture right off the bat</i>
Suitable answer		<i>incise a</i> Mary: me gusta este pero por otra parte este es lindo también. Sue: ¿porqué no llevas los dos?	<i>incise b</i> Ten en cuenta que somos invitados y tenemos que encajar con las rutinas de la casa	<i>incise c</i> El grande o el pequeño. Realmente a alguien le importa?	<i>incise a</i> Tom: ¿este es el mejor? Clerk: ese es el más grande y, por cierto, el más caro de todo lo que tenemos a la venta	<i>incise d</i> El gerente de ventas nos mostro el panorama general esta mañana, y estoy más confundido que nunca	<i>incise a</i> El gerente exigió inmediatamente los nuevos muebles de oficina.
L E X I C A L  E R R O R S	False friends						
	Borrowing						
	Omission					<i>Incise c.</i> El jefe nos dio las instrucciones esta mañana, y ahora estoy más confundido.	<i>incise b</i> El administrador pidió los muebles nuevos para la oficina
	Over inclusion	<i>incise d</i> Mary: me gusta este por otro lado este es lindo también. Sue: ¿porqué no llevas ambos?				<i>incise e</i> Esta mañana en administrador nos dio en gran detalle toda la información pero yo me siento más confundida que antes	
	Blending				<i>incise d</i> Tom: ¿hay alguno que este bien? Clerk: ese es el más grande y a propósito es		

					el más caro que tenemos a la venta.		
Semantics word selection	<i>Incise b. Mary: me gusta este de otra manera este otro es bonito tambien. Sue: ¿por qué no compras ambos?</i>		<i>incise b</i> El grande o el pequeño. En realidad hay diferencia para alguien?		<i>Incise e.</i> Tom: ¿hay alguno que este bien? Clerk: ese es enorme <i>por el momento</i> y el más caro de todos los que tenemos en stock.		
Verbosity		<i>incise a</i> Recuerda que somos invitados y que debemos acomodarnos con las costumbres del hogar					
Under specification			<i>incise a</i> El grande o el pequeño. ¿Realmente hace alguna diferencia para alguien?				

**Table N<sup>a</sup> 8 Lexical errors in the translation of contextualized phraseological units**

Type of Phraseological Units	Phraseological Combinations			Phraseological Unities			Phraseological Fusions		
		<i>Please make sure of your facts before you write the report</i>	<i>I am glad to have your help. I hope I am not taking advantage of you</i>	<i>Bob will have nothing to do with Mary since she quit her job</i>	<i>It's hard to keep young people under control, but you have to draw the line.</i>	<i>Will you please keep your eye on my house while I'm on vacation?</i>	<i>Tom isn't doing his best. We may have to replace him</i>	<i>As a rule of thumb, I move my houseplants outside in May</i>	<i>Journalists always regard movie stars as fair game</i>
<b>Suitable answer</b>	Asegurate de los hechos antes de escribir el reporte. Por favor asegurate de tus hechos antes de escribir el reporte	Estoy feliz de tener tu ayuda, espero no estarme aprovechando de ti. Estoy agradecida por tu ayuda espero no estar aprovechándome de ti	Bob no tendra nada que ver con Mary desde que dejo el trabajo. Bob no tendra nada que hacer con Mary desde que ella renunció a su trabajo	Es difícil mantener a los chicos bajo control, pero tienes que ponerles límites. Es difícil controlar a los jóvenes, pero debes poner las reglas	por favor podrías cuidar mi casa, mientras estoy de vacaciones, Podrías echar un vistazo a mi casa mientras estoy de vacaciones	Tom no se esta esforzando, tendremos que remplazarlo. Tom no esta dando lo mejor de si, tendremos que remplazarlo	Como una regla de oro, voy a cambiar mi invernadero en mayo		
<b>L E X I C A L</b>	False friends								
	Borrowing								
	Omission		Estoy feliz de ayudarte... Estoy agradecido de tener tu ayuda...				Como regla remuevo las plantas de mi casa	Periodistas siempre consideran...	Déjà de darle vueltas al asunto

<b>E R R O R S</b>								afuera en mayo		
	Over inclusion						Tom no lo hizo muy bien tendríamos que reemplazarlo Tom esta de mala gana, tendremos que reemplazarlo			
	Blending									
	Semantics word selection			Bob no tiene ningun asunto con Mary, desde que ella dejo su trabajo. Bob no tiene que hacer nada con Mary desde que ella abandono su trabajo				Como es costumbre en mayo sacare... Como principio saco mis plantas afuera en mayo		Dejen de discutir sin llegar a nada, estan en la pregunta principal. Basta de ir en circulos, estas pidiendo empezar de nuevo
Verbosity	Por favor verifica los datos antes de redactor el informe.					Por favor podrías vigilar mi casa, mientras salgo de vacaciones. Cuidarías mi casa por favor				

		Por favor confirma tus hechos antes de escribir en informe				mientras estoy de vacaciones				
Under specification		Me siento feliz de ayudarte, espero no tomar ventaja. Me alegra tener tu ayuda, espero no estar perjudicandote	Bob no tendras nada que hacer con Mary desde que la despidieron. Ya que Mary renuncio,Bob no la vera mas	Es dificil controlar a los adolescents, pero debes marcar un limite. Es dificil controlar a los jovenes pero tienes que trazar una linea					Los periodistas siempre consideran a las estrellas de cine como jugadores. Los periodicos siempre consideran a las estrellas de cine como un juego justo.	Para de repetir, tu ruegas la pregunta, Déjà de redundar, tu estas redundando la pregunta