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TRABAJO DE FIN DE GRADO

Procedures Used in the Translation of a Medical Text about Psychiatry

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ABSTRACT

With the 21st Century being an era characterized by scientific development and multiculturalism, the importance that translation has acquired in our day-to-day life is unquestionable. The purpose of the present undergraduate dissertation is to provide the first translation for chapter 22 of *The Language of Medicine,* as well to analyze the use of several of the most recurrent translation procedures. The use of documentation is as essential as a good usage of the translation procedures. Thus, because of the complexity of LSPs translations, some considerations for creating a special purpose corpus have been attached. Finally, it should be observed how transpositions, combined with other procedures, acquire the greatest importance when translating *The Language of Medicine.*

Keywords: *LSPs, translation, Psychiatry, undergraduate dissertation, transposition.*

RESUMEN

Caracterizado por los avances tecnológicos y la multiculturalidad, el siglo XXI está marcado por la importancia de la industria de la traducción en el día a día. De esta manera, el propósito de este trabajo es; además de contribuir con esta importante labor, aportando la primera traducción del capítulo 22 del libro escrito por Davi Ellen Chabner; *The Language of Medicine,* analizar varias de las principales estrategias de traducción. Sin embargo, el buen uso de las estrategias de traducción es tan importante como una buena documentación. Y es por eso, que este trabajo aporta varias consideraciones que hay que tener en cuenta durante la creación de un corpus especializado. Finalmente, el lector podrá observar que las trasposiciones, combinadas junto a otras estrategias de traducción, adquieren una gran importancia al traducir *The Language of Medicine.*

Palabras clave: *traducción, lenguaje especializado, psiquiatría, trabajo de fin de grado, transposición*

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LIST OF ABBREVIATIONS

Abbreviation	Term
AM	Academic medicine
Adj	Adjective
Adv	Adverb
EMP	English for medical purpose
ESP	English for specific purpose
LGP	Language for general purposes
LSP	Language for specific purposes
N	Noun
Prep	Preposition
SGP	Spanish for general purposes
SL	Source language
ST	Source text
TL	Target language
TT	Target Text
V	Verb

INTRODUCTION

With the 21ˢᵗ Century being an era characterized by scientific development and multiculturalism, the importance that translation has acquired in our day-to-day life is unquestionable. Therefore, translations are the medium of understanding between the different cultures which cohabit in this world and have to follow certain principles in order to transmit the information properly. Due to the fact that translation is not a mere transference of words from one language to another, it must be adapted to the conventions of the target language (TL), thus providing the whole meaning transmitted by the source text (ST).

As Newmark points out in his book *A Textbook of Translation* (Newmark 1988, 5)*,* in many translations concerning the use of LSPs (medicine, economy, legal, etc.) there is a tendency of translating into their exact equivalent for as many source language (SL) terms as possible. However, the objective of the translator is not reproducing the text. They must adapt the text to the target language (TL) and solve the different tensions present in translations, such as tension between sound and sense, emphasis (word order) and naturalness (grammar), the figurative and the literal, neatness and comprehensiveness, concision and accuracy. For this reason, translators must be well-trained professionals capable to cope and solve these challenges.

The aim of this undergraduate dissertation is to provide a translation for Chapter 22 comprised in the book *The Language of Medicine* by Davi Ellen Chabner. It also includes an analysis of different translation procedures used during the translation. Providing a translation according to the quality standards is always a hard task. For this reason, documentation is essential for translating a specialized text belonging to the field of Psychiatry, as well as for improving my background knowledge about the process of translating and the different translation procedures applied to the process.

This paper has been formatted and divided into sections; Section 1 includes all of the theoretical bases dealing with specialized translations and corpus compilation. In this way, this section provides some theoretical guidelines about LSPs, the process of translating and translation procedures, and about corpus linguistics, specifically

concerning the types of corpora and the consideration for the creation of corpora for special purposes. Section 2 explains the procedure followed for translating Chapter 22 from *The Language of Medicine* (please find the translation on the CD attached to this paper). These procedures consist of two stages; corpus compilation and translation stages. Section 3 provides the analysis and a comparison, in terms of usage, of the different translation procedures used during the translation of the ST. These methods are through-translation and synonymy, transpositions, modulation, expansion, reduction, and omission. Finally, section 4 includes a conclusion and an overview of the analysis of these former translation procedures applied to the translation.

1. THEORETICAL BACKGROUND

1.1 Languages for specific purposes

According to Gálová (2007, 2) "the origin of LSP is closely connected with recognizing the communicative role of languages and their functional styles." Moreover, she defends that all languages contain specific elements belonging to different fields of knowledge. In regard to the development of this concept, in the 1920s the concept of "functional language" was defined by the Prague linguistic circle, enabling the description of different categories concerning the use of language for diverse disciplines. It was not until the 1930s when the term *Fachsprachen* was first introduced by the German linguistics. In 1953, Theodore Savory established the basis for the concept of LSPs with *The Language of Science. Its Growth, Character and Usage* (Savory 1953). From this point on, (specifically since the 1970s) it has been agreed that LSPs are essential to cover the necessities of fields of science, law, technology, medicine, etc. In other words, the quantities of LSPs overcome the quantity of languages for general purposes (LGP).

In the case of English, Hutchinson and Waters define English for specific purposes (ESP), "not as any particular language product but as an approach to language teaching which is directed by specific and apparent reasons for learning" (Hutchinson and Waters 1987, 19). But, in what way is ESP applied to the field of medicine? Skelton and Whetstone confirm that English for medical purpose (EMP) and Academic Medicine (AM) occurred to ease both the teaching of medicine and the communication between doctors and patients. (Skelton and Whetstone 2012). Nonetheless, an issue arises from this communicational purpose; the skill level of which an apprentice of medicine presents differs drastically from the skill level of a common patient. For this reason, it is required to sort the medical texts according to Jennifer Pearson's classification (Pearson 1998, 36 - 38), which sorts the texts in different categories depending on the skill level of the addresser and the addressee.

The first category is *expert – expert communication*: This type of texts is characterized for containing a 'highly specialized jargon' where both the addresser and the addressee share the same level of expertise, and agree to use and understand

terminology as it is originally defined, explaining only those cases in which a term is being coined new or redefined. It is common to encounter this expert – expert communication in academic books, research reports, legal documents, and in any other document where some expert writes to address readers with the same or similar level of expertise.

The second category is *expert to initiates:* Normally, the expert to initiate communication takes place when experts working in their field are required to communicate with other members of the field who do not have the same level of expertise. These members tend to be students or people working within the same area but with a different specialty, e.g. 'medical specialists and general practitioners'. In regard to the terminology used, experts use the same terminology as if they were addressing to their equals, but they frequently explain certain terminology that is probably unknown by the readers. These explanations must be detailed since the aim of this type of communication is to expand the knowledge of the reader.

The third category is *relative expert to the uninitiated:* This uninitiated audience is typically made up of adults with a general education who may not be immersed in a subject field. For this reason, the terminology used is less dense and the only assumption made by the author is that the readers have a good competence on the language in which the communication takes place. Besides all terms must be explained or defined, these definitions are mainly expressed through general language to allow the understanding between author and reader. This type is commonly found in journals, e.g. *New Scientist* and newspapers with specialized columns, e.g. 'Online' in the *Guardian.*

The fourth and last category is *teacher – pupil communication.* In the words of Pearson, the term 'pupil' is defined as "a person who has no prior knowledge of a particular subject field but are required to acquire it for educational or professional purposes" (Pearson 1998, 38). What differentiates pupil from the groups of addressees mentioned before is that pupils need to learn about the subject in matter. The terminology used is of a lower level of expertise than in the second category. Moreover, this terminology is defined and clearly explained through general or simplified technical language.

1.2   The process of translating

According to the well-known linguists Eugene A. Nida and Charles R. Taber the process of translating consists of "reproducing in the receptor language (TL) the closest natural equivalent of the source-language (SL) message, first in terms of meaning and secondly in terms of style" (Nida and Taber 1982, 12).

The technique of translating is formed by several steps which Peter Newmark explains in *A Textbook of Translation* (Newmark 1988, 19 - 36). The first step is choosing a method of approach. He proposes two different approaches; the first one consists of "translating sentence by sentence the beginning of the text to get the feel and the feeling tone of the text, and then you deliberately sit back, review position, and read the rest of the SL text". The second approach consists of reading the whole text several times, and once it is 'almost' comprehended in terms of content, terminology, register, tone, etc., the translation can be started. The reason I have said 'almost' is that according to Valentín García Yebra, "it is impossible to reach the total comprehension of a text. To make it possible, an ideal reader would be required: a reader capable of identifying himself with the author in the moment he wrote the ST. Besides, if the total comprehension would be possible, different readers could interpret the text exactly in the same way" (García Yebra 1982, 31).[1]

After applying one of the approaches proposed, the following step is translating while keeping in mind the four different levels of comprehension. The first of these levels is the textual level. Working on this level, the translator must render the SL grammar (clauses and groups) into their 'ready' TL equivalents and translate the lexical units into the sense that appears immediately appropriate in the context of the sentence. This level is characterized as being a stage of literal translation of the SL into the TL.

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[1] "El traductor no puede contenerse con la comprensión del lector común, sino que ha de procurar acercarse en lo posible a la comprensión total. Digo <<acercarse en lo posible>> porque la comprensión total de un texto es realmente inalcanzable. Para comprender totalmente un texto sería preciso un lector ideal, que se identificase con el autor. Más aún: tendría que identificarse con el autor tal como éste era y estaba en el momento mismo de producir el texto, pues sabemos que un autor puede no entender, o entender sólo en parte, lo que él mismo quiso expresar algunos años, algunos meses, algunos días antes. Si la comprensión de un texto pudiera ser total, sería posible que varios lectores, al leer ese texto, comprendieran exactamente lo mismo." (García Yebra 1982, 31)

The second level is the referential level. In this level, the translator must ask himself/herself – what is happening in the text and why? For what reason and for what purpose? – each time he/she faces a sentence difficult to translate, which presents ambiguity, etc. The referential level cooperates with the textual level. All languages have polysemous words and structures, i.e. with multiple meanings that can be only solved on this level. Therefore, the referential level is the one in which the translator interprets the meaning of the text, solving the linguistic difficulties. For this reason, he/she must build up the referential image in his/her mind when translating the SL into the TL text, being responsible to convey the whole truth of the image.

The third level, which links the textual and the referential level, is the cohesive level. It is constructed of two different factors: structure and mood. In the words of Newmark, the structure is built up "through the connective words (conjunctions, enumerations, reiterations, define article, general words, referential synonyms, punctuation marks) linking the sentences. These usually proceed from known information (theme) to new information (rheme); proposition, opposition, continuation, reiteration, opposition, conclusion – for instance – or thesis, antithesis, synthesis" (Newmark 1988, 23). The second factor is the mood which may be binary and dialectical; i.e. this factor moves between two pairs of poles: positive – negative, and emotive – neutral. The translator must choose whether to use a neutral or positive form – 'awesome' or 'amazing'. Sometimes the distinction between both poles is delicate; especially near the center, where certain languages have words like 'fair' or 'moderate' whose value cannot always be determined in the context. The cohesive level acts as a regulator, securing coherence and adjusting the emphasis. Then, the translator has to reformulate the questions from the reference level and revise the length of the different units of meaning; sentences, paragraphs, etc., the title, and the tone of the text.

The fourth level is the level of naturalness. "For the vast majority of texts, you have to ensure: (a) that your translation makes sense; (b) that it reads naturally, that it is written in ordinary language, the common grammar, idioms and words that meet that kind of situation" (Newmark 1988, 24). The translator must read the translation as if no ST

existed and make the text sound natural, which depends on the degree of formality[2] decided. Because 'naturalness' is essential in any type of translation; the translator must master the use of the TL.

In order to reach naturalness, the translator must adapt the idioms, styles and registers determined by the author, the topic, and the readership, which depend all on the setting. This feature is not acquired by instinct, the translator must work and practice towards it, improving his/her level of proficiency in small progressive stages.

Once translated the text, the final stage is the revision. During this stage, the translator tries to shorten the final version in search of naturalness. Moreover, he is forced to allow some redundancy to ease the comprehension. Finally, although the translation depends on the ST, the translator must use the language naturally. To produce a great translation, he/she should work on it as if it was a piece of art, the translator must empathize with the author. In other words, the more the translator feels with the author, the better he/she is likely to translate.

To conclude, Newmark (1988) highlights that a translator must be accurate, i.e. he/she has no license to change words, sentence, or paragraphs, thus modifying the content of the translation just because he/she thinks that sounds better, or even to demonstrate how resourceful he/she is. The translator must be careful with the usage of descriptive words: adjectives, adverbs, nouns and verbs of quality. Being subjected to forces and tension is not an excuse to be inaccurate.

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[2] The scale of *formality* established by Newmark (1988, 14):

Officialese	'The consumption of any nutriments whatsoever is categorically prohibited in this establishment.'
Official	'The consumption of nutriments is prohibited.'
Formal	'You are requested not to consume food in this establishment.'
Neutral	'Eating is not allowed here.'
Informal	'Please don´t eat here.'
Colloquial	'You can´t feed your face here.'
Slang	'Lay off the nosh.'
Taboo	'Lay off the fucking nosh.'

1.3. Translation stages

1.3.1 Through-translation and synonymy

This translation procedure is defined by Newmark (1988, 84) as "the literal translation of common collocations, names of organizations, the components of compounds and perhaps phrases". However, although it is also known as *calque* or *loan translation*, Newmark shows preference for this term – through translation – which considers more transparent. This type of translation is common with names of international organizations; 'North Atlantic Treaty Organization (NATO)' → *Organización del Tratado del Atlántico Norte (OTAN),* or with medical techniques such as the 'cardiopulmonary resuscitation (CPR)' → *reanimación cardiopulmonar (RCP).* As Newmark (1988, 85) states: "*through-translations* should be used only when they are already recognized terms."

On the other hand, synonymy is used where literal translation is not possible. According to Newmark, this procedure consists on using a "near TL equivalent to an SL word". Additionally, he remarks that synonymy has to be used only when necessary.

1.3.2 Transpositions

According to Newmark (1988, 85 - 87): "A shift or transposition is a translator procedure involving a change in the grammar from SL to TL." Thus, as Jones (2014, 84) states:

> With a transposition, while the original and its translation remain literally close and semantically identical, a verb in the SL might become a noun in the TL; or a noun, a verb; a verb, an adverb or an adjective; a past participle, a preposition or an adjective, etc. The possibilities are many, even though some types of transpositions are more commonly used than other, as is the case with the change verb into adverb, or noun into verb.

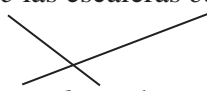Regarding the different types of transpositions, Jones (2014, 86) presents a sample of transpositions across various grammatical categories between French and English (it does not include all the possible types of simple transpositions). These types of shifts, which are single transpositions, are also applicable to the Spanish language (shown in the following table) since it shares the roots of French:

SL noun – TL verb:

C´est quand ton *mariage*?	¿Cuándo es la *boda*?	When are you *getting married*?

SL verb – TL adverb:

Cela *reste* à démontrer.	*Aún* está por demostrar	This is *still* to be prove

SL adjective – TL preposition:

Le village est *privé* d´eau	El pueblo está *falto* de agua.	The village is *without water.*

SL adverb – TL adjective:

Je donne une fête *de temps en temps.*	*De vez en cuando* doy una fiesta.	I give an *occasional* party.

SL adverb – TL verb:

Tu as *peut-être* raison.	*Igual* tienes razón.	You *may* be right.

SL verb – TL adjective:

Vous *vous trompez* de numéro!	¡Te *has confundido* de número!	You have the *wrong* number!

SL verb – TL preposition:

Il faut envoyer *chercher* le médecin.	Tenemos que *llamar* al médico.	We must send *for* the doctor.

SL noun – adjective:

Je pars *fin* juin.	Me iré en *los últimos días* de Junio	I am leaving *late* June.

SL noun – TL preposition:

Ce train est à *destination* de Bruxelles.	El tren *destino* Bruselas es este.	This is the train *to* Brussels.

SL conjunction – TL verb:

A force de crier tu vas avoir mal à la gorge!	*Si* gritas así tendrás dolor de garganta.	If you *keep* screaming you`ll have a sore throat!

Table 1. (Jones 2014, 86)

Another type of transposition is called cross transposition. Jones (2014, 87) explains that it is a special type of transposition, since it is a double transposition with a change in word order. Therefore, the two transposed words in the TL are switched around in relation to the order in the SL. E.g. *Je descendis l´escalier en courant / Bajé las escaleras corriendo.*

A literal translation such as, "I went down the stair case running" would fail to be idiomatic. Instead let's try a double transposition, verb-preposition and verbal adjective-verb in a cross pattern:

<div align="center">

Bajé las escaleras *corriendo*

I *ran down* the staircase

</div>

The third type of transposition is the double-transposition or chiasmus, defined by Mendez Cendón (2015-2016) as translation technique consisting of the shift of a compound formed by two grammatical categories in the SL. There are two types of double transpositions:

SL adverb + adjective – TL noun + adjective:
After being <u>warmly embraced</u> by her … → *Después de recibir un <u>abrazo afectuoso</u> de ella…*

SL adjective + noun – TL noun + adjective:
The *<u>thoughtful deliberation</u>* of his movements... → *La <u>intención deliberada</u> de sus movimientos...*

1.3.3 Modulation

A modulation, according to Newmark (1988) is a variation through a change of viewpoint, of perspective (*éclairage*) and very often of category of thought. The purpose of this procedure is to reach naturalness in the TL text. A modulation can be classified in the following types: 'negated contrary', 'part for the whole', 'abstract for concrete', cause for effect', 'one part for another', 'reversal of terms', 'active for passive', 'space for time', 'intervals and limits', and 'change of symbols'

The 'negated contrary' or 'positive for double contrary' (Newmark 1988, 89), can be applied to verbs, adjectives, and adverbs. E.g. *Il n'est pas lâche* – 'He is extremely brave'. In other words, this modulation consists on translating a double negation into a positive sentence.

The 'part for the whole' modulation consists on referring to something by addressing a characteristic element of feature. To illustrate this type of modulation I propose the following examples: *Día del trabajador* and Independence Day, which are commonly referred by addressing their date; *1 de Mayo* and July 4th respectively.

The rest of the modulation strategies are, according to (Newmark 1988, 89):

(a) abstract for concrete ('sleep in the open', *dormir a la belle étoile*); (b) cause for effect ('You're quite a stranger', *On ne vous voit plus*); (c) one part for another ('from cover to cover', *de la premiere a la dernière page*); (d) reversal of terms (*lebensgefährlick, danger de mort, n'appelez pas du bas de l´escalier*, 'don't call up the stairs'; *assurance-maladie*, 'health insurance'); (e) active for passive; (f) space for time ('as this in itself (space) presented a difficulty', '*cela présentant déjà* (time) *une difficulté)* (g) intervals and limits; (h) change of symbols.

1.3.4 Expansion, reduction and omission

These procedures are commonly performed unconsciously and occasionally within other translation strategies. Expansion is the extension, in terms of sense, of a grammatical category from the ST into the TT to convey the same meaning. On the contrary, reduction lays on the idea of lessening the sense of a grammatical category.

Omission is a procedure which consists on discarding one or more elements of a sentence for an aesthetic purpose. This strategy, which is closely related with the economy of language, plays a crucial role on the level of naturalness – see *The process of translating* (p. 5), and it is normally used to avoid redundancy and unnecessary information. E.g. 'I can hear him opening the door' → *Le oigo abrir la puerta;* 'He was washing himself when her mother entered' → *Estaba lavándose cuando su madre entró;* 'Andy hammered that metal with his hammer' → *Andy martillaba aquel metal.*

1.4   Corpus linguistics

According to Sinclair (1995) a *corpus* is "a collection of pieces of language that are selected and ordered according to explicit linguistic criteria in order to be used as a sample of the language". But not all corpora are of the same kind, Pearson (1998) specifies 7 different varieties of corpora.

1.4.1   General reference corpora

The first type of corpus is *general reference corpora,* which Sinclair defines as "a collection of material which is broadly homogeneous, but which is gathered from a variety of sources that the individuality of a source is obscured unless the researcher isolates a particular text" (Sinclair 1991, 17). According to him, the function of these corpora is to afford information about languages. This does not mean that this type of corpora is representative of a whole language and its varieties. Regarding to its extension, it should be large enough to ease the comprehension of a language. In this way, it could support the building of grammars, dictionaries, etc. For example, The British National Corpus[3]

1.4.2   Monitor corpora

This type of corpora is characterized for being dynamic corpora. They are constantly changing, i.e. new information is added whilst the old one is discarded once analyzed. The purpose is analyzing the nature of a language from different points of view. For example, Bank of English[4]

1.4.3   Sample corpora and full text corpora

These types are depicted by Sinclair in his book (Sinclair 1991). The former type is those corpora containing samples or excerpts of texts, such as the Brown[5] or LOB[6] corpora. On the other hand, full text corpora are defined as corpora formed by unabridged or full texts. Accessed date 04/04/2017

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[3] British National Corpus (BNC) - http://www.natcorp.ox.ac.uk/   Accessed date 04/04/2017
[4] Bank of English - http://www2.lingsoft.fi/doc/engcg/Bank-of-English.html   Accessed date 04/04/2017
[5] Brown - http://www.helsinki.fi/varieng/CoRD/corpora/BROWN/   Accessed date 04/04/2017
[6] LOB - http://www.helsinki.fi/varieng/CoRD/corpora/LOB/index.html   Accessed date 04/04/2017

1.4.4 Comparable and parallel corpora

According to Pearson (1998, 47), McEnery and Wilson (1996) state that comparable corpora are collections of individual monolingual corpora which use the same or similar sampling procedures and categories for each language but contain completely different texts in several languages. On the other hand, according to Teubert (1996, 241), parallel corpora are bilingual or multilingual corpora formed by a single array of texts in different languages. These corpora may contain ST in the SL and their translations in different TLs, STs in different SLs and their translation into a single TL, etc.

However, McEnery and Wilson (1996, 60) remark that the term 'parallel corpora' is a special and conflictive term, since other linguists refer to Teubert´s conception of 'parallel corpora' simply as 'translation corpora', while defining the former term as corpora which do not contain the same texts in different languages. In other words, what McEnery and Wilson mean is that parallel corpora may contain not only the translations but texts relating to the same subject matter in different languages.

1.4.5 Special purpose corpora

According to Pearson (1998, 48), a special purpose corpus is "a corpus whose composition is determined by the precise purpose for which it is to be used". Due to the complexity of this type of corpora, she suggests some considerations that must be taken during the designing stage.

Specifying whether a corpus is large or small is a difficult task. Nevertheless, several renowned linguists, such as Roe (1977) or Fang (1991), have concluded that one million of words would be the ideal extension for special purpose corpora. And others, like Flowerdew (2009), brings forward that one million words is not a fixed number and special purpose corpora may be sized in less than one million words. Normally, smaller corpora are conditioned for the availability of resources. As a conclusion, Jennifer Pearson (1998, 57) explained that the aim is to compile as large a corpus as possible to ensure that the corpus keeps on growing.

Regarding the topic of the corpus, a special purpose corpus is built by considering the topic of the ST. In this way, the texts gathered must share the topic, genre and register

of the ST. Moreover, according to Pearson (1998, 61) the texts must contain certain degree of technicality. Thus, they can be classified as *technical* if they are written by specialists for specialists, and *semi-technical* if they are written by specialists for a specific target audience.

Furthermore, Pearson highlights that corpora should be built up by full texts in order to avoid loss of information. Thus, to support her statement, she gives the following example:

> "in an introductory text book, simple terms may be explained in the early chapters and more complex terms introduced and explained in the later chapters. If we select the entire publication for inclusion in the corpus, we may find that we have explanations for most of the more important terms in a given conceptual framework. If we were to select only the introductory chapters, we would miss out on explanations of more complex terms. And if we were to select only the later chapters, we might find that we were unable to understand some of the terms used in the explanations". (Pearson 1998, 59)

Another consideration which the compiler has to consider when creating a corpus is that published texts are preferred, since they may be validated by their readers and experts. The compiler must also take into account other factor such as the authorship, which plays a crucial role deciding whether the source of information is reliable or not. The first thing the compiler has to bear in mind is if the text is written by a single or various acknowledged authors, or even by an institution.

2. METHODOLOGY

2.1 Corpus Compilation

The corpus I have compiled is an English/Spanish bilingual parallel specialized corpus and whose aim was to facilitate the translation of chapter 22 of the book *The Language of Medicine*, written by Davi Ellen Chabner. Furthermore, this corpus is characterized for being a closed corpus because it will not be expanded. It is also a synchronic corpus because the texts that are compiled are from the same period of time.

Once defined the type of corpus, I am about to explain the corpus more in detail according to Pearson´s proposals for design criteria for the design of special purpose corpora (Pearson 1998, 58-62). Regarding the size of the corpus; it consists of 306.292 words, which from my humble opinion is an appropriate number of words for the translation of a text consisting of 5.660 words.

Focusing on the topic of the corpus and the texts compiled, it gathers two didactic electronic books about Psychiatry classified, according to their level of technicity, as semi-technical texts. The audience of these books is initiates on the field of Psychiatry whose purpose is to improve their knowledge of the subject matter. Having explained the audience of these eBooks, I am going to focus on the different aspects surrounding the authorial factor. The Spanish book; *Manual del Residente en Psiquiatría,* is considered a 'joint' text, i.e. it was written by a group of authors (joint authorship). On the other hand, the English book; *Practice of Medicine, Psychiatry. Introduction to Clinical Psychiatry: Major Psychiatric Syndromes and their Treatment,* is a 'single' text or, in other words, it was written by a single author (single authorship). Other aspect highlighted by Pearson is the concept of 'acknowledged author'. In this way, a research has been carried out to prove if the authors are recognized as specialists on the field of Psychiatry. Thus, the authors of *Manual del Residente en Psiquiatría* are Resident Medical Interns supervised by specialists working in several Spanish hospitals, who are recognized as experts by different national institutions[7]

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[7] Asociación Española de Neuropsiquiatría - https://aen.es/   Accessed date 06/04/2017
Sociedad Española de Psiquiatría - http://www.sepsiq.org/   Accessed date 06/04/2017
Sociedad Española de Psiquiatría Biológica - http://www.sepb.es/   Accessed date 06/04/2017

The second book is written by Charles DeBattista, a renowned M.D. working at Stanford University School of Medicine[8]. This book has helped me to comprehend terminology that was poorly explained in the ST.

	A	B	C	D	E	F	G	H	I	J
	ID	Text Number	Source	Author	Year	Month	Day	Topic	Words	Language
	01EBGA09XXXXPsy219320SP	1	eBook	Group of Authors*	2009	XX	XX	Psychiatry	219320	Spanish
	02EBCD11XXXXPsy086972EN	2	ebook	Charles DeBattista	2011	XX	XX	Psychiatry	86972	English

Figure 1. Corpus 0

The following stage on the corpus compilation was the creation of the corpus 0, a .xlsx file (excel) which gathers different information about both texts. It is formed by ten columns that classify the information of the texts. *Column A* contains the I.D. (identification code) of the text. This I.D. is formed by different characters summarizing the different information gathered on the corpus 0. The following example illustrates what represents each character in the case of the first text of the corpus compiled:

E.g. 01EBGA09XXXXPsy219320SP

'01' – File Nº 1	'EB' – eBook	'GA' – Group of Authors
'09' – 2009	'XX' – Unspecified month	'XX' – Unspecified day
'Psy' – Psychiatry	'219320' – 219.320 words	'SP' – Spanish

Table 2. ID explanation

Column B specifies the number of the file; e.g. #2. The purpose of this column is ordering the texts from lowest to highest. *Column C* comprises the source of the text. In this case both texts are eBooks. However, in larger corpora, this category may contain other type of sources, such as websites, textbooks, research papers, etc. *Column D* contains the author, or authors, of the text. If the text has only one author, the full named is included. On the other hand, if the text has been written by several authors, in pursuit

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[8] Stanford University School of Medicine - http://med.stanford.edu/   Accessed date 06/04/2017

of brevity, the term 'group of authors' is only used; e.g. as quoted in the previous page, *Manual del Residente en Psiquiatría* has more than 300 authors. *Column E, Column F, and Column G* include respectively the year, month, and day in which the text was written; e.g. 2009/XX/XX. As I have explained in the *Table 2,* the character 'XX' marks that the field is unknown. *Column H* specifies the topic or subject matter of the text, e.g. Psychiatry. *Column I* contains the number of words the text consists of, e.g. the second text consists of 86.972 words. Finally, *Column J* specifies the language of the texts; e.g. since this is a bilingual parallel corpus, the options are Spanish and English.

2.2   Translation Stages

The translation of chapter 22, dealing with the field of Psychiatry, was carried out according to Newmark´s premises about the process of translating (Newmark 1988, 19-38).

According to him, the first step is choosing one of the two methods of approach that he proposes. I decided to use the first method (see *The process of translating* p.5). In this way, I have translated the first and second section of the text. Once translated these sections, I read the rest of the text, taking notes of those fragments that could cause problems when translating. The following stage was writing a draft translation of the whole text, characterized for being a literal translation. This draft was modified according to four levels: the textual level, the referential level, the cohesive level, and the level of naturalness, in order to reach a proper translation. Finally, the last step of the process was a final revision of text in search of naturalness. In this stage, several fragments have been changed to avoid redundancies, other have been shortened, and so on. These previous modifications have been performed under several constrictions. In other words, the translator must be accurate, thence he/she has not license to change words, sentences, or paragraphs modifying the content of the translation.

In regard to the translation of terminology, the electronic corpus, together with the aid of further sources of documentation, has helped me to face those scientific terms which are part of the language for medicine, and more specifically, part of the language

for Psychiatry. One of the external sources of documentation was MeSH[9] which, co-working with the U.S. National Library of Medicine[10], provides you with definitions and descriptions of the terms searched. Besides, this platform also supplies you with other websites containing more technical research articles and information.

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[9] Medical Subject Headings - https://www.nlm.nih.gov/mesh/
[10] U.S. National Library of Medicine - https://www.nlm.nih.gov/

3.   ANALYSIS AND RESULTS

This section contains the analysis of several translation procedures used in the TT. Because of the extension of the translation, the analysis is excessively large. For this reason, the following sections will contain an explanation of the procedure and its most representative instances.

3.1   Through-translation and synonymy

The analysis of these procedures has been done in parallel to the comparison of the frequency of their usage. Moreover, this analysis has been restricted only to the translation of specialized terminology belonging to the field of medicine, and specifically, to Psychiatry. As Peter Newmark defends, the usage of trough-translations has to be fairly higher than the usage of synonymy. In my case, it happens the same, through-translation strongly predominates in my translation. Hence, throughout the whole translation different terms can be found translated into their exact equivalent, such as: 'psychiatric symptoms' (lines 5, 24, 79…) → *síntomas psiquiátricos* (lines 4, 21, 78…)*; '*mental illness' (lines 35, 41, 113) → *enfermedad mental* (lines 48, 135); 'surgery, internal medicine, pediatrics, and obstetrics' (lines 42-43) → *cirugía, medicina interna, pediatría, y obstetricia* (lines 39-40) *;* 'psychotherapy' (lines 46, 55, 60…) → *psicoterapia* (lines 43, 53, 58…); 'Wechsler Adult Intelligence Scale (WAIS)' (line 64) → *Escala Wechsler de Inteligencia para Adultos (WAIS)* (line 62)*;* 'Minnesota Multiphasic Personality Inventory (MMPI)' (line 72) → *Inventario Multifásico de Personalidad de Minnesota (MMPI)* (line 72)*;* 'Hallucination' (line 115, 237, 264…) → *Alucinación* (line 137, 264, 288…)*;* 'dissociative fugue and dissociative amnesia' (line 189, 187) → *fuga disociativa y amnesia disociativa* (line 212, 210)*;* etc.

On the other hand, although the use of synonymy is lesser, several instances were found in the TT. The first deals with the translation of 'disorder'. This case may be considered peculiar since synonymy is not used to avoid redundancy but to avoid a mistranslation of this term. According to Oxford Online Dictionary[11], it is translated into Spanish for general purposes (SGP) as *desorden.* It also provides a translation of

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[11] Oxford Dictionaries - https://es.oxforddictionaries.com/

'disorder' into Spanish for medicine[12]: *afección/problema.* Nevertheless, this is not the equivalent we are looking for the translation of this term. For this reason, I came to (Navarro 2005) to find the exact equivalent for this term; *trastorno.* According to Navarro (2005, 287) "*en el lenguaje medico 'disorder' no significa 'desorden', sino 'trastorno' (sobre todo en el lenguaje moderno de la psiquiatría), 'alteración', 'enfermedad', 'afección', 'desequilibrio' o 'perturbación'.*" E.g. 'somatoform disorder' (line 305) → *trastorno somatomorfo* (line 328); or 'anxiety disorders' (line 119) → trastornos de ansiedad (line 142).

The following examples of synonymy are related to its most common use; to avoid unnecessary repetition of terminology.

According to Navarro (2005, 1018) 'training', in medicine' must be translated into *adiestramiento, formación, capacitación, instrucción* or *perfeccionamiento.* Moreover, he also provides alternatives for the term 'training' if it is pre-modified by other word such as: 'medical', 'hospital-based', 'specialty', and so on. If we focus on my translation, 'medical training' (line 44) has been translated as *formación* (line 42) but, to avoid the repetition of this term throughout the same paragraph, I have decided to use its synonyms; *estudios médicos* (line 44-45*)* and *instrucción* (line 49).

Another instance of synonymy comes out with the translation of 'impairment'. I have preferably translated this term as *deterioro* (line 189)*.* However, in some cases 'impairment' was translated by *disminución* (line 365) or *alteración* (lines 136, 282). These synonyms are provided by (Navarro 2005, 490)

In words of Navarro (2005, 494) 'inability' is not *inhabilidad* but *incapacidad* or *imposibilidad.* In this way, I have used these two synonyms in the translation of the term 'inability'. E.g. *incapacidad* (lines 210, 459)*,* and *imposibilidad* (lines 214, 373).

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[12] Español con fines específicos (EFE) – Español de la Medicina

3.2 Transpositions

3.2.1 Simple transpositions

As mentioned in the section *1.3.2.,* this translation method consists of changing the grammatical category of a term from the SL into the TL. Considering that it is one of the most frequent translation procedures, I have performed a wide analysis of transpositions, finding thirteen different types of simple shifts.

Nominalizations

Among the thirteen simple transpositions found in the analysis, the most used transpositions were those involving nominalizations. According to Crystal (1997, 328), 'nominalization refers to the process of forming a noun from some other word-class (e.g. red + ness) or the derivation of a noun phrase from an underlying clause'. In this subsection, different types of nominalization will be discussed.

SL verb into TL noun

"You will <u>differentiate</u> among a psychiatrist, a psychologist, and other psychiatric specialists." (lines 17-20) → *Comprenderás la <u>diferencia</u> entre un psiquiatra un psicólogo, y otros especialistas psiquiátricos.* (lines 16-17)

In this sentence, it can be observed how the SL verb 'differentiate' is shifted into the TL noun *diferencia*. To complete this process, I have been forced to choose an alternative verb for the empty space left by the shift. This alternative is *comprenderás,* which fix perfectly on the sentence and contributes to the avoidance of loss of sense.

Another example of transposition is:

"Behavior Therapy. Conditioning (changing behavior patterns and responses by training and repetition) is used <u>to relieve</u> anxiety and <u>treat</u> phobias" (lines 410-411) → *Terapia comportamental. <u>Tratamiento</u> de fobias y <u>alivio</u> de ansiedad mediante condicionamiento (a través de entrenamiento y repetición se intentan cambiar los patrones de comportamiento y las respuestas).* (lines 434-436)

In the case of this sentence there are two shifts: the first of them was changing the SL verb 'relieve' into the TL noun *alivio,* and the second was translating the SL verb

'treat' into the TL noun *tratamiento.* In both cases, the direct object (DO) becomes part of the Spanish compounds: *Tratamiento de fobias* and *alivio de ansiedad*

These were two examples of transpositions involving SL verbs into TL nouns. The following two instances belong to the second type of transposition mentioned above, the 'SL adjective into TL noun'.

SL adjective into TL noun

"Histrionic: Emotional, attention-seeking, immature, and dependent; irrational out-bursts and tantrums; flamboyant and theatrical; having general dissatisfaction with one's self and angry feelings about the world." (lines 253-254) → *Histriónico: El paciente se vuelve impulsivo/emotivo, demanda la atención del resto y presenta inmadurez y dependencia. Además, suele tener arrebatos y rabietas irracionales, extravagantes e incluso teatrales.* (lines 277-278)

Once again, two shifts were performed within the same sentence. In this case, the first of these was the translation of the SL adjective 'immature' into the TL noun *inmadurez.* The second is produced when changing the SL adjective 'dependent' into the TL noun *dependencia.* These transpositions were completed by an expansion, which will be explained in the section *3.4 Expansion, reduction, and omission.*

"The object that is feared is often symbolic of an unconscious conflict (…) (line 134)" → *El objeto que se teme es a menudo símbolo de un conflicto inconsciente (…)* (line 157)

In this sentence, the element transposed was the SL adjective 'symbolic'. It was changed into the TL noun *símbolo.* Moreover, the determiner accompanying the Spanish noun has been omitted: *un símbolo – (un) símbolo.*

Verbalizations

The following transpositions are presented as verbalizations, i.e. it is the change of an SL grammatical category into a TL verb.

SL adjective into TL verb

The first of this type of shifts is the 'SL adjective into TL verb' transposition, which has been used frequently in the translation. Examples of this type of transposition are:

"Psychiatrists can also take <u>additional</u> years of training to specialize in certain aspects of psychiatry." (lines 47-48) → *Además, pueden optar a <u>ampliar</u> sus estudios médicos durante varios años para especializarse en ciertos campos de la psiquiatría.* (lines 44-45)

As we can see in this example, the SL adjective 'additional' has been switched into the TL verb *ampliar*. According to Merriam-Webster[13] 'additional' means "more than is usual or expected" and, if we look for the meaning of *ampliar* in the Diccionario de la Real Academia Española it says, "to extend, dilate something". Since both definitions are similar in sense, the transposition would be valid. Moreover, this transposition implies a modification of the structure of the sentence: "can also take additional years of training" → *pueden optar a ampliar su formación durante varios años.* The SL direct object (DO): 'additional years of training', is split in two TL objects: a DO; *su formación,* and adjunct: *durante varios años.*

"An individual is intensely <u>afraid</u> of gaining weight (…) (line 197) → *El paciente <u>teme</u> gravemente el ganar peso (...)* (lines 218-219)

In this example, the SL adjective 'afraid' is translated into the TL verb *teme* and, though 'intensely' is translated as *gravemente*; which is not its exact equivalent, the TL sentence maintains the full sense of the ST.

SL noun into TL verb

"(…) and paranoid type (<u>presence</u> of prominent delusions of grandeur or persecution and auditory hallucinations)." (lines 279-280) → *(...) y la esquizofrenia paranoide (el paciente <u>presenta</u> serios delirios de grandeza o persecución, y alucinaciones auditivas).* (lines 307-308)

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[13] Merriam-Webster - https://www.merriam-webster.com/

The SL noun 'presence' is shifted into the TL verb *presenta.* To complete this transposition, other translation strategies has been considered. Thus, expansion has been carried out to supply a subject who performs the action; *el paciente.*

> "<u>A</u> patient's responses to questions are compared with responses made by patients with <u>diagnoses</u> of schizophrenia, depression, and so on." (lines 75-77) → *<u>Las</u> respuestas del paciente son comparadas con las respuestas de pacientes <u>diagnosticados</u> de esquizofrenia, depresión, etc.* (lines 76-77)

In this case, the SL noun 'diagnoses' is translated into the TL verb *diagnosticado.* Besides, there is other type of transposition within this example, this type is the 'SL indefinite article – TL definite article'. It can be observed how the SL indefinite article 'a' has been translated into the TL definite article *las.* Notwithstanding, this example contains other translation procedures such as reduction and omission. These procedures will be illustrated in the following section *3.4. Expansion, reduction, and omission.*

SL adverb into TL verb

The last type of transposition implying a verbalization is the 'SL adverb into TL verb'. This type of shift was very scarce, and only one example was found during the analysis of the translation.

> The condition <u>predominantly</u> affects adolescent females, (…) (lines 199-200) → *La enfermedad <u>predomina</u> en chicas adolescentes (...)* (lines 221-222)

In the present example, the SL adverb 'predominantly' is changed into the SL verb *predomina.* Omission has been used to complement this transposition. Thus, the SL verb 'affects' has been omitted in the translation because the Spanish verb *predomina* covers the sense of the English compound 'predominantly affects'.

In addition to these types of transpositions comprising nominalization and verbalization, other types of shifts have been found along the translation of the text involving a verb in the SL that is translated by other categories, such as adverbs and adjectives.

Verb in the SL that is translated by adverbs and adjectives

SL verb into TL adverb

"You <u>will</u> find this chapter different from others in the book." (line 31) → <u>*A*</u> <u>*continuación*</u> *observarás que este capítulo difiere del resto* (line 27). The SL auxiliary verb 'will' is translated into the TL adverbial phrase *a continuación*.

SL verb into TL adjective

"Hypomania is a term used to describe a mood <u>resembling</u> mania (…)" (lines 224-225) → *Hipomanía es un término que se utiliza para describir un comportamiento <u>similar</u> a una manía (...)* (lines 248-249). The SL verb 'resembling' is translated into the TL adjective *similar*.

Other types of transpositions are:

SL adverb into TL noun

Although its use was minimal, the following example I present is quite interesting:

"<u>Our</u> purpose <u>here</u> will be to provide a simple outline and definition of major psychiatric terms." (lines 35-36) → <u>*El propósito de <u>este capítulo</u> es aportar una definición y explicación sencilla de los principales términos psiquiátricos.*</u> (lines32 -34)

The shift is produced when changing the SL adverb 'here' by the TL noun *este capítulo*. Furthermore, the sentence has been adapted to avoid loss of information. This change has forced the use of another type of transposition: 'SL possessive into TL definite article', i.e. 'our' has been changed into *el*. In this way, 'the purpose' nevermore belongs to the author (Davi-Ellen Chabner) and its book but to the specific chapter referred (Chapter 22: Psychiatry) on the sentence.

SL adverb into SL adjective

"The id is believed to predominate in the thinking of infants and to be manifest in the uncontrolled actions of certain <u>mentally</u> ill patients." (lines 91-92) → *Se tiende a pensar que el id predomina en el pensamiento de los niños y que se manifiesta en las acciones*

incontroladas de ciertos enfermos <u>mentales</u> (lines 113-115). The SL adverb 'mentally' is translated into the TL adjective *mentales.*

SL adjective into TL adverb

"(…) jealous and overly concerned with hidden motives of others; <u>quick</u> to take offense." (lines 253-254) → *Además, suele presentar envidia y preocupación por los asuntos propios del resto. Normalmente, se ofenden <u>rápidamente</u>* (lines 278-279). The SL adjective 'quick' is translated into the TL adverb *rápidamente.*

SL noun into TL adjective

"Narcissistic: Grandiose sense of self-importance or <u>uniqueness</u> and preoccupation with fantasies of success and power." (lines 253-254) → *Narcisista: El paciente se considera <u>único</u> y su engreimiento y preocupación se remiten a fantasías de éxito y poder* (lines 278-279). The SL noun 'uniqueness' is translated into the TL adjective *'único'.*

Comparing the frequency of use, the following figure shows the number of uses of each transposition.
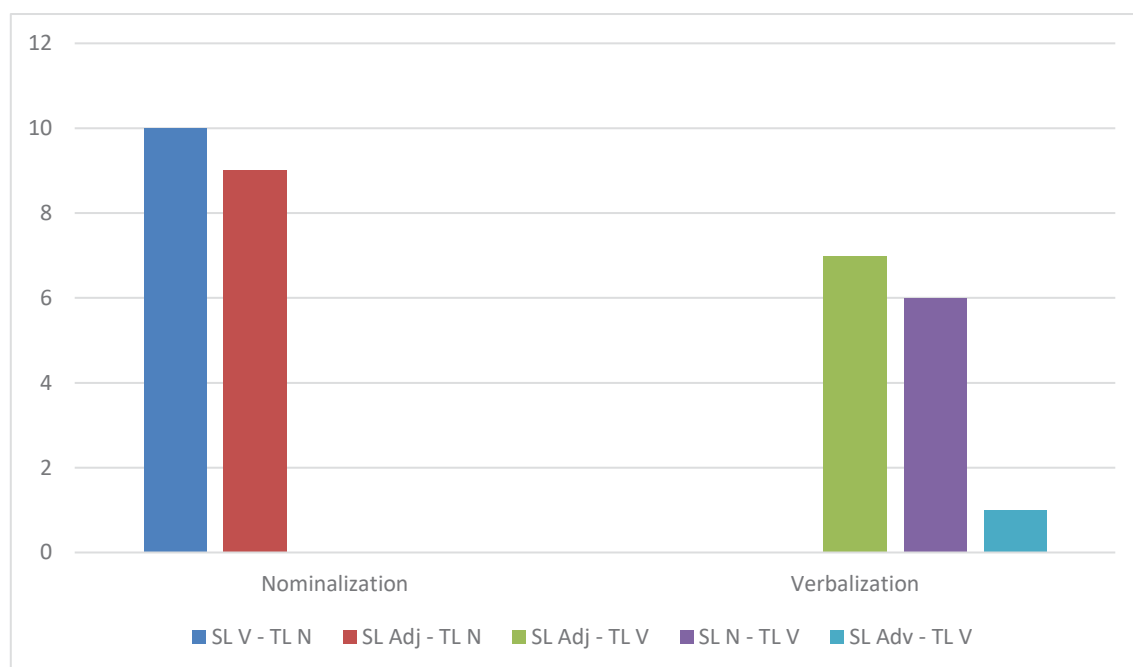
Figure 2. Frequency of use of Nominalization and Verbalization
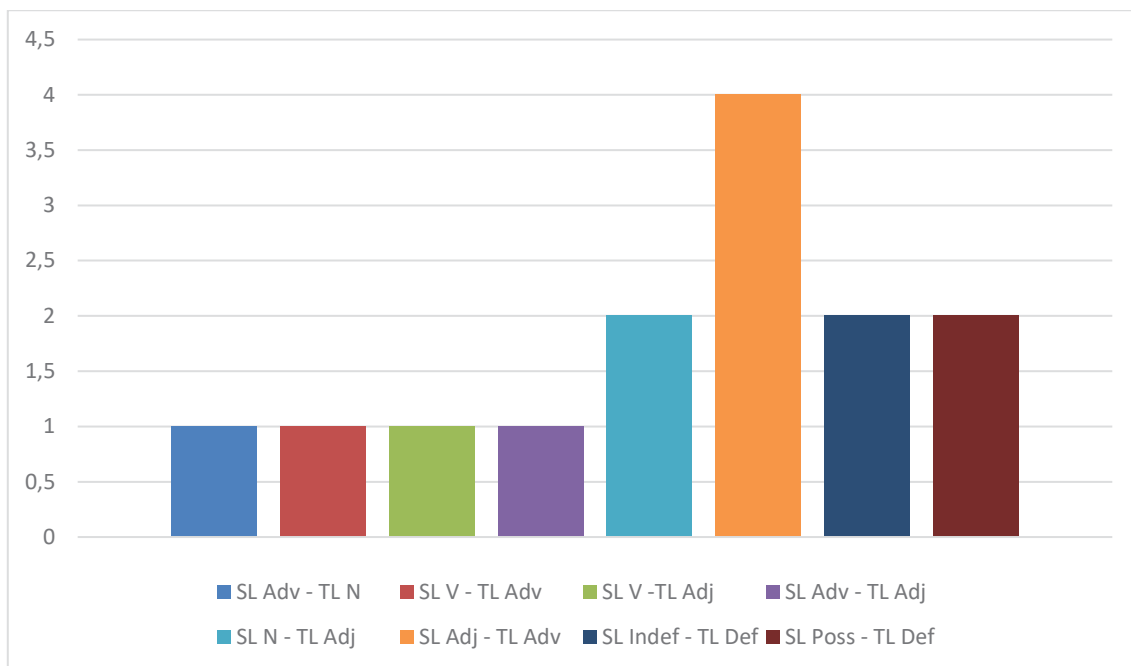
Figure 3. Frequency of use of other types of Simple Transpositions

3.2.2 Double transposition

Previously mentioned in section *1.3.2.* this type of shift comprises two different categories: 1. *SL adjective + noun into TL noun + adjective* and 2. *SL adverb + adjective into TL adjective + preposition + verb*

1. SL adjective + noun into TL noun + adjective

The first category is 'SL adjective + noun into TL noun + adjective', which consists in the order alteration between the noun and the adjective.

Because of the nature of the text – an expert to semi-expert didactic text about Psychiatry – it is full of detailed descriptions marked by the abundance of adjectives. For this reason, the translation contains a vast amount of this type of double transpositions. Examples of this type of double transpositions are: 'psychiatric symptoms' (lines 5, 24, 79…) → *síntomas psiquiátricos* (lines 4, 21, 79…)*;* 'psychiatric disorders' (lines 6, 23, 25…) → *trastornos psiquiátricos* (lines 5, 28, 81-82)*;* 'clinical psychologists' (lines 21, 59, 62) → *psicólogos clínicos* (line 18, 58, 61)*;* 'mental health' (lines 21-22, 63) → *salud mental* (lines 19, 62)*;* 'chemical basis' (lines 34) → *base química* (line 31)*;* 'major

psychiatric terms' (line 36) → *principales términos psiquiátricos* (lines 33)*;* 'dry mouth' (line 360) → *sequedad bucal* (line 385)*;* 'mental illness' (line 113) → *enfermedad mental* (line 136)*;* 'psychological and social factors' (line 35)→ *factores sociales y psicológicos* (line 31)*;* 'internal medicine' (line 42) → *medicina interna* (lines 41)*;* 'child psychiatrists' (line 48) → *psiquiatras infantiles* (line 47)*;* and so on.

2. SL adverb + adjective into TL adjective + preposition + verb

The second type of double transposition is the 'SL adverb + adjective into TL adjective + preposition + verb', whose presence is rare. In fact, only the following example was found when analyzing it.

"Psychiatric disorders are not <u>readily explainable</u> in terms of abnormalities in the structure or chemistry of an organ or tissue, as are other illnesses." (lines 31-33) → *A diferencia de otras enfermedades, los trastornos psiquiátricos no son <u>fáciles de explicar</u> en términos de anomalías en la estructura o composición química de órganos y tejidos.* (lines 27-29)

In this example, the SL compound (adjective + adjective) 'readily explainable' is translated into the following SL structure (adjective + preposition + verb), *fáciles de explicar.*

The following figure shows the frequency of usage of this kind of transpositions.
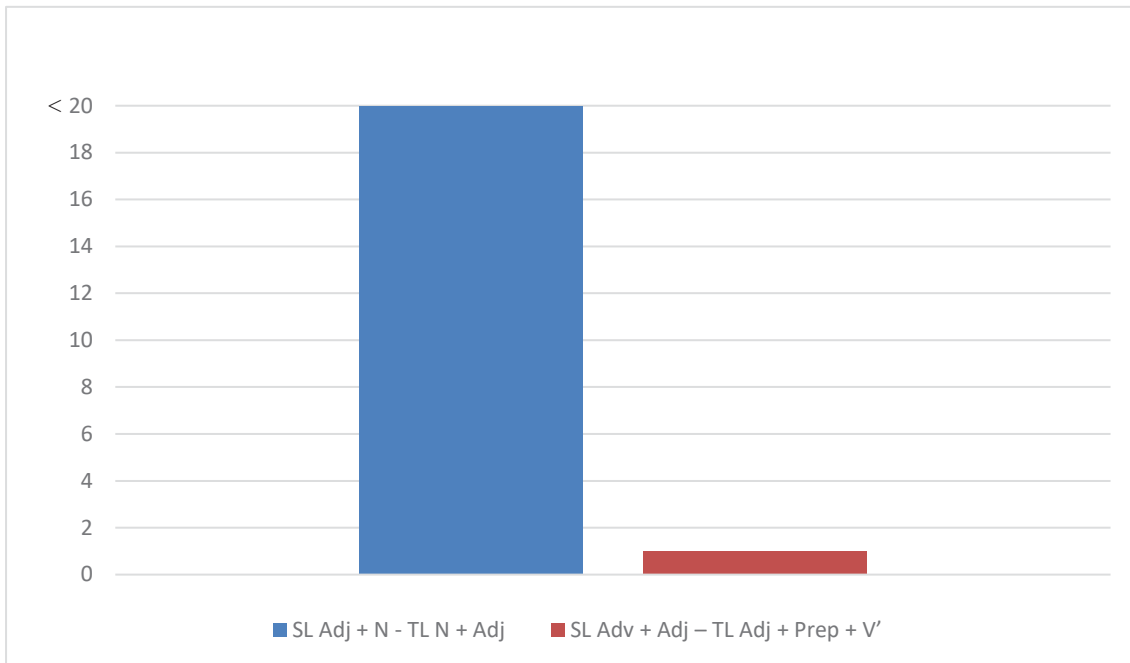
Figure 4. Frequency of use of Double Transpositions

3.2.3 Crossed transposition

This type of shift, defined as a special kind of double transposition, is one of the recurrent procedures when trying to solve the problem of unnaturalness. In my translation, though it is not the most used translation strategy, nine instances of crossed transposition can be found throughout the text. Examples of this type of transposition are:

"The id represents the unconscious instincts and psychic energy present <u>at birth and thereafter.</u>" (lines 88-89) → *El id constituye los instintos inconscientes y la energía psíquica presentes <u>desde el nacimiento.</u>* (lines 110-111)

In this sentence, the translation of "at birth and thereafter" would sound odd if translated literally, en *el nacimiento y después.* For this reason, it was preferred the use of a crossed transposition in which, 'birth' is maintained and 'and thereafter' is translated into *desde.* Both elements are restructured in a crossed pattern resulting in:

at birth and thereafter

desde el nacimiento

29

<u>The id is believed</u> to predominate in the thinking of infants and to be manifest in the uncontrolled actions of certain mentally ill patients. (lines 91-93) → *<u>Se tiende a pensar que el id</u> predomina en el pensamiento de los niños y que se manifiesta en las acciones incontroladas de ciertos enfermos mentales.* (lines 113-115)

As happened in the previous example, the literal translation of 'the id is believed' would sound odd; *el id es creído.* Thus, to avoid this unnaturalness, it was translated into *se tiende a pensar que el id,* following the crossed pattern which characterize this type of transpositions.

<div align="center">

the id is believed

se tiende a pensar que el id

</div>
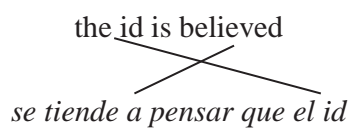
Once analyzed the different transpositions used in the translation of the text, I have decided to compare their frequency of usage. Figure 5 compares the usage of the major types of transpositions.
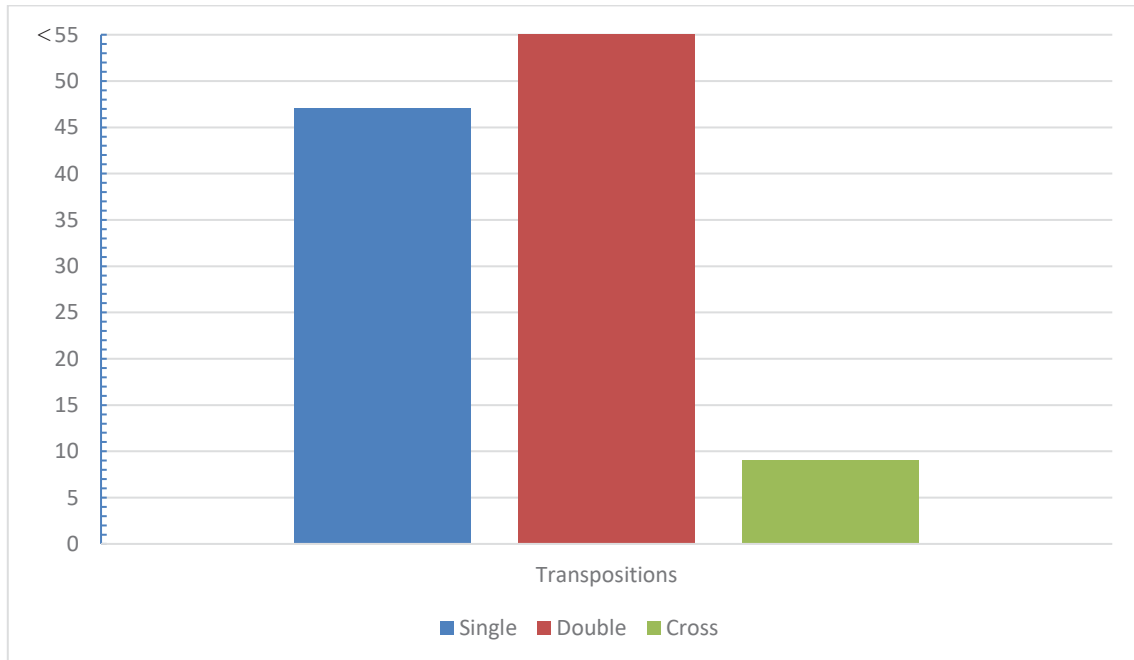
Figure 5. Summary of the use of Transpositions

As can be observed in this figure, the transposition that has the highest frequency of frequency of occurrence is double transposition, which present more than 55 instances of use. The reason is that within double transpositions, the 'SL adjective + noun – TL noun + adjective' type was the preferred transposition. Its frequency of occurrence is above 50 instances.

3.3 Modulation

Modulation is, together with transposition, the most important translation procedure, since it gives the translator some freedom to change the text. As mentioned in the section *1.3.3.* (see p.10), the objective of this procedure is making the translation sound natural. Different types of modulations have been performed all over the text. Hereunder, I provide different examples and a brief explanation of them.

The first type of modulation consists on the division of a single long sentence in two shorter ones. E.g.:

"Delirium is acute, temporary disturbance of consciousness and mental confusion." (lines 165-166) → *El Delirio es un estado de alteración de la consciencia y de confusión mental. Este trastorno es temporal pero se desarrolla de forma aguda.* (lines 187-188)

Another type of modulation which is present in the translation of the text is the change from the SL active voice into the TL passive one. Examples illustrating the use of this type of modulation are:

(…) thus diverts the patient's attention from the conflict, keeping it unconscious. (lines 135-136) → *De esta manera, la atención que presta el paciente al conflicto es desviada, sin ser consciente de ello.* (lines 158-159)

And:

It improves mood, mental alertness, physical activity, and sleep pattern. (lines 455-456) → *Se mejora el estado anímico, la agilidad mental, la actividad física, y los hábitos de sueño.* (lines 480-481)

The following type of modulation implies a change in the 'object of desire':

"For more extensive and detailed information, you may wish to consult the Diagnostic and Statistical Manual IV-R" (lines 36-38) → *Pero, si lo que desea es información más extensa y detallada, podría consultar el Manual Diagnóstico y Estadístico de los Trastornos Mentales.* (lines 34-35)

In the ST, the direct object bound to 'wish' is "consulting the manual". In contrast, in the TT the direct object bound to 'wish' is "more extensive and detailed information".

The following type of modulation concerns a translation from the abstract to the concrete. On the example below, 'these drugs' which is a general concept is translated into *los antidepresivos,* which is the specific drug the author is referring to.

"These drugs reverse depressive symptoms (…)" (line 451) → *Los antidepresivos son medicamentos que revierten los síntomas de la depresión (…)* (lines 475-476)

Other example of this type of modulation is:

"This disorder is characterized by (…)" (line 257) → *La esquizofrenia está caracterizada por (…)* (line 281)

In contrast, the opposite modulation can also be found in the translation. This type of modulation consists on the translation from a specific term to a more general one. The following example illustrates perfectly the present kind of modulation. The terms 'cocaine' and 'heroin' are translated into *ambas sustancias.* This term comprises both drugs.

"This mixture is particularly dangerous because cocaine and heroin act synergistically (…)" (lines 366-367) → *La mezcla es especialmente peligrosa pues ambas sustancias actúan de forma sinérgica (…)* (line 392)

Another type of modulation, which is present in the translation, is the 'positive for double contrary'. This procedure consists on translating a SL negative sentence into a TL positive sentence. This can be understood through the following example:

"Dysthymia (or dysthymic disorder) is a depressive disorder involving depressive episodes but not of the same severity and duration as in major depression." (lines 335-336) → *La distimia (o trastorno distímico) es un trastorno depresivo que incluye una serie de episodios depresivos que difieren de los producidos en una depresión mayor en el grado de severidad y en su duración.* (lines 261-264)

Finally, although the following type is not purely defined as a modulation, I have decided to include it in the analysis. It consists on remodeling the sentence in terms of form while maintaining the content. Examples of this type are:

"Sigmund Freud's ideas of personality structure play an important role in the understanding of many types of psychiatric disorders." (lines 86-87) → *A la hora de comprender los tipos de trastornos psiquiátricos, las ideas de Sigmund Freud desempeñan un importante papel.* (lines 108-109)

Hallucinogens. These drugs produce a state of central nervous system excitement, hyperactivity, hallucinations, delusions, hypertension, and mood changes. (lines 377-378) → *Alucinógenos. Estas drogas producen afectan al sistema nervioso central y producen un estado de excitación, hiperactividad, alucinaciones, delirios, hipertensión, y cambios de humor.* (lines 399-401)

3.4   Expansion, reduction, and omission

These procedures, which were defined in section *1.3.4.,* are present in every English – Spanish translation although their frequency of occurrence is lesser than the frequency of other procedures, such as modulation or transpositions, which are the most common translation strategies.

Expansion is commonly used in SL English – TL Spanish translation because of the nature of the Spanish language; it is an expansive language. Consequently, translations tend to be longer than the original text. Examples of expansion in my translation are:

"The Minnesota Multiphasic Personality Inventory (MMPI) contains true-false questions that reveal aspects of personality (…)" (lines 72-73) → *El Inventario*

Multifásico de Personalidad de Minnesota (MMPI) contiene una batería de preguntas verdadero-falso que muestran aspectos de la personalidad, (...) (lines 72-74)

"The patient with a phobic disorder goes to extreme lengths to avoid the object of her or his fear." (lines 133-134) → *El paciente de un trastorno fóbico hace todo lo posible para evitar el objeto que provoca su miedo (...)* (lines 156-157)

In the first example, the expansion is produced when adding *una batería* to the sentence, thus completing its meaning. In the second one, the expansion is produced with the addition of *que provoca*.

As mentioned before, Spanish is considered an expansive language. However, reduction is also a frequent procedure when translating from English. Notwithstanding, this procedure has not the same importance as expansion, whose presence is notable. Examples of reduction are "medical training" (line 44) → *formación* (line 43); "responses to questions" (line 76) → *respuestas* (line 77); "mentally ill patients" (lines 93) → *enfermos mentales* (line 115); "prepubescent child" (lines 291-292) → *preadolescentes* (lines 318-319); "cocaine alkaloid" (line 369) → *alcaloide* (line 394); etc.

As well as reduction, omission is a strategy that, although present in SL English – TL Spanish translations, its frequency of use is lesser than the frequency of expansion. Throughout my translation, several examples of this procedure can be found. Hereunder, some of these examples are found:

"You will find this chapter different from others in the book." (line 31) → *A continuación, observarás que este capítulo difiere del resto.* (line 27)

In this previous example, the element omitted is "in the book". The omission of this noun phrase is justified since it does not add new or any relevant information to the sentence.

Another example including omission is:

Bulimia nervosa (bulimia means abnormal increase in hunger) is characterized by binge eating (abnormality in the amount of food consumed). (lines 204-205) → *La*

Bulimia nerviosa (que significa incremento anormal del hambre) está caracterizada por los atracones de comida. (lines 227-228)

The omission of "abnormality in the amount of food consumed" was carried out because, under my judgment, the addressee; a semi-expert on the field of Psychiatry, is assumed to understand what 'binge eating' is.

In the following example, the term 'dementia' was omitted to avoid redundancy, i.e. to avoid the repetition of this term in two consecutive sentences.

Dementia is (…) in personality. Dementia may be caused by conditions, some reversible and some progressive, involving damage to the brain. (lines 172-175) → *La Demencia (...) y cambios de personalidad. Puede ser causada por estados, algunos reversibles y otros progresivos, que dañan el cerebro.* (lines 196-199)

The following figure shows a comparison on the frequency of usage of these three procedures. As explained above, the nature of the Spanish language favors the presence of expansion. For this reason, comparing the usage of these procedures, Figure 6 reveals that expansion was the most frequent translation procedure, since there are fifteen examples illustrating expansion.
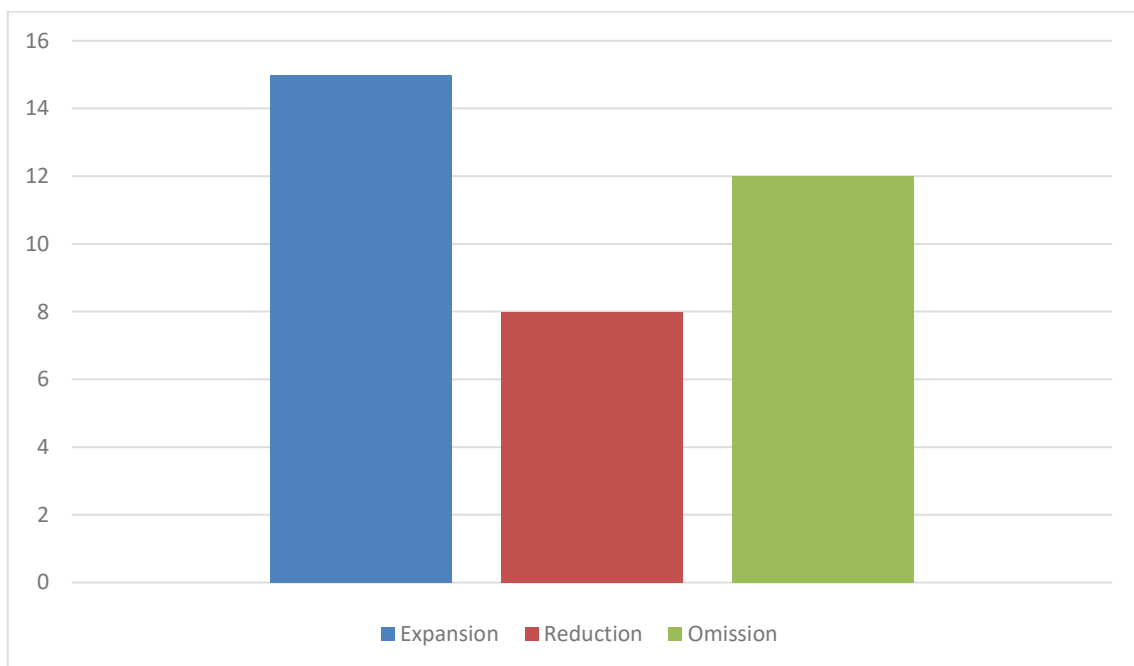
Figure 6. Frequency of use of Expansion, Reduction, and Omission

4.   CONCLUSIONS

In this era, translations are not considered mere reproductions of the SL text. Translators must adapt their work to the TL, solving the different tensions present during the process. For this reason, this undergraduate dissertation provides an analysis of the different translation procedures used during the process of translating an expert to semi-expert text in the field of medicine. These procedures have been used to adapt the ST to the TL naturalness (concept introduced by Newmark (1988))

Already mentioned in Section 1, LSPs have been studied and developed from the 1920s. According to renowned linguists, such as Dita Gálová or Theodore Savory, LSPs are defined as languages which contain specific terminology belonging to a subject matter. Moreover, the development of this type of languages has promoted the expansion of other linguistic disciplines such as translation or corpus linguistics. In the same way it was stated previously, LSPs translations are considered difficult tasks. Thus, translators must domain both the LSP and the process of translation, which is divided into several steps. After deciding one of the two approaches proposed by Newmark, (see section *1.2.*) translators must work on four different levels. The first of these levels is the textual level, which consists on the translation of the SL grammar. Once translated the SL grammar, they have to focus on the referential level, questioning themselves different issues about the nature of the translation; 'What? Why? And how happens?' Answering these question is not always an easy task. For this, translators focus on the cohesive level, which links the previous ones. Finally, translators must approach the fourth level, the level of naturalness. This level goes beyond literal translation so that translators review all the work done, solving the tensions and adapting the text to the TL. Ultimately, they must proofread and revise the translation, ensuring themselves it is correct.

Translators must follow different strategies in order to reach the naturalness of their TTs. Firstly, they have to improve their knowledge in the subject matter. In this way, it is highly recommended the creation of specialized purpose corpora. Thus, Pearson's considerations (size, topic, authorship and audience of the texts, etc.) for designing this type of corpora are very useful. The corpus, altogether with further documentation, constitutes a source of information for the comprehension of the specialized terminology of the text. During the translation of the text, they may follow different procedures such

as: through-translation, synonymy, transpositions, modulation, etc. to reach 'spontaneity'.

I have carried out an analysis of the main translation procedures applied. Regarding the use of through-translation and synonymy, Newmark points out that the former procedure tends to be more frequent than synonymy in specialized translators. In my case, the analysis resulted in favor of Newmark´s words. There is a strong predomination of through-translation over synonymy. Therefore, in order to avoid the loss of technical information, I preferred to use a through-translation when dealing with LSP terminology.

Transpositions are one of the most recurrent procedures in translation. Consisting of different types; simple transpositions, double transpositions, and cross transpositions, this procedure has been analyzed in deep. This analysis has been performed in different stages. In the first place, each type of transposition was analyzed separately, and the results are the following: The most used simple shift was the 'SL verb – TL noun' transposition. However, if we divide simple transpositions into nominalization, verbalization, adjectivation, and adverbialization, the most frequent procedure when translating into TL Spanish was verbalization. In the case of double transpositions, because of the type of text; an expert to semi-expert didactic text, the presence of the 'SL adjective + noun – TL noun + adjective' is extremely high, with more than 55 instances of usage. Finally, I have decided to compare the use of the different types of transpositions. The results reveal that the double transposition is the most frequently used (more than 55 instances), followed by simple transpositions (47 instances) and cross transpositions (9 instances).

Regarding the comparison between expansion, reduction, and omission, the analysis confirms that because of the nature of the Spanish language; considered an expansive language, the use of expansion (15 instances) predominates over the use of reduction (8 instances) and omission (12 instances).

Lastly, an analysis of the use of modulation was performed. Although this was not a quantitative analysis, it revealed that modulation, together with transpositions, is one of the most important and recurrent translation procedures. Both procedures give some freedom to the translator during the process of translating, a process which is limited in

terms of originality. According to Newmark, the translator has no license to change words, sentence, or paragraphs and thus modifying the content of the translation.

Concluding the present undergraduate dissertation, I encourage other students to deepen on the analysis of the process of translating of LSPs. Moreover, as it can be seen throughout this paper, naturalness is the main objective in every translation. For this reason, the different ways to reach it must be explored in detail.

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