

Introduction to translation

Translation is the process of replacing an original text, known as the source text within substitute one known as the target text. The process is usually an interlingual translation in that the message in the source language text is rendered as a target text in a different language. Procedures are considered essential for translation and the translators need to use some procedures for the realization of a translation that might be objectively correlative to the original text both in form and content, some procedures are used by translators when they formulate an equivalence for the purpose of transferring elements of meaning from the source texts to the target text.

7 TRANSLATION TECHNIQUES TO FACILITATE YOUR WORK

So, we're going to talk about translation techniques. Just as there are different types of translation and different methods of translation, there are different techniques of translation.

TRANSLATION METHODS VS TRANSLATION TECHNIQUES

What is the difference between a translation method and a technique? It's very simple: a translation method is applied to the entire text to be translated, while a translation technique may vary within the same text according to each case and depending on the specific verbal elements to be translated. The classical taxonomy of translation procedures dates back to 1958 and is the work of J. P. Vinay and J. Darbelnet. It consists of seven categories:

1. BORROWING

Borrowing is a translation technique that involves using the same word or expression in original text in the target text. The word or expression borrowed is usually written in italics. This is about reproducing an expression in the original text as is. In this sense, it is a translation technique that does not actually translate...

Example: The gaucho was wearing a black sombrero and a worn old pair of bombachas.

2. CALQUE

When a translator uses a calque, he or she is creating or using a neologism in the target language by adopting the structure of the source language.

Example: The English word handball is translated into Spanish as balonmano. Or the English term skyscraper is gratte-ciel in French or rascacielos in Spanish.

3. LITERAL TRANSLATION

Usually this is called a literal translation or metaphrase. This means a word-for-word translation, achieving a text in the target language which is as correct as it is idiomatic. According to Vinay and Darbelnet, a literal translation can only be applied with languages which are extremely close in cultural terms. It is acceptable only if the translated text retains the same syntax, the same meaning and the same style as the original text.

Example: Quelle heure est-il? ⇒What time is it?

4. TRANSPOSITION

Transposition involves moving from one grammatical category to another without altering the meaning of the text. This translation technique introduces a change in grammatical structure.

Example: The President thinks that ⇒Selon le Président

5. MODULATION

Modulation is about changing the form of the text by introducing a semantic change or perspective.

Example: Maybe you're right ⇒Tu n'as peut-être pas tort.

6. EQUIVALENCE OR REFORMULATION

This is a translation technique which uses a completely different expression to transmit the same reality. Through this technique, names of institutions, interjections, idioms or proverbs can be translated.

Example: Chat échaudé craint l'eau froide ⇒Once burned, twice shy.

7. ADAPTATION

Adaptation, also called cultural substitution or cultural equivalent, is a cultural element which replaces the original text with one that is better suited to the culture of the target language. This achieves a more familiar and comprehensive text.

Example: baseball ⇒ football

Since the sixties, several authors (Michel Ballard, Hélène Chuquet, Michel Paillard, etc.) have established other methods of translation, such as explicitation (introducing specific details in the text of the target language), collocation (using a sequence of words that usually go together in the target language) and compensation (where an allusion or reference does not appear in one part of the text as in the source version, but later in the target text).

How to Write a Summary in 8 Steps

Writing a good summary demonstrates that you clearly understand a text...and that you can communicate that understanding to your readers. A summary can be tricky to write at first because it's tempting to include too much or too little information. But by following this easy 8- step method, you will be able to summarize texts quickly and successfully for any class or subject.

1) Divide...and conquer. *First off, skim the text you are going to summarize and divide it into sections. Focus on any headings and subheadings. Also look at any bold-faced terms and make sure you understand them before you read.*

2) Read. *Now that you've prepared, go ahead and read the selection. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble—just get a feel for the author's tone, style, and main idea.*

3) Reread. *Rereading should be active reading. Underline topic sentences and key facts. Label areas that you want to refer to as you write your summary. Also label areas that should be avoided because the details—though they may be interesting—are too specific. Identify areas that you do not understand and try to clarify those points. It is really important that you identify the MAIN points that the author is making to support the overall main idea of the article or text. Usually you will not include things like statistics and examples in a summary, so avoid including all that detail. If you are still unclear on what you are reading and what*

are the main points you need to include in your summary, re-read again. You can repeat this step as many times as you need to until you really understand the text.

4) One sentence at a time. You should now have a firm grasp on the text you will be summarizing. In steps 1–3, you divided the piece into sections and located the author's main ideas and points. Now write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points, not minor details. Well-developed sentences are not necessarily long, but they are complete and tell the reader clearly what the idea is. Here, you need to be using your own words as much as possible and not copying from the original text.

5) Write a thesis statement (BIG main idea that says what the whole summary is about). This is the key to any well-written summary. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement in a sentence that clearly communicates what the entire text was trying to achieve – in this sentence you should write what you think the overall main idea of the article or text is. What is the author trying to make a point about? If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.

6) Ready to write. At this point, your first draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Make sure that they are in order. Add some appropriate transition words (such as then, however, also, moreover) that help with the overall structure and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips:

- Write in the present tense.
- Make sure to include the author and title of the work.
- Be concise: a summary should not be equal in length to the original text.
- If you must use the words of the author, cite them – put them in quotation marks and include a reference in brackets (surname of author, date article was published/e.g, Clarence, 2014).
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a summary is to accurately represent what the author wanted to say, not to provide a critique.

7) Check for accuracy. *Reread your summary and make certain that you have accurately represented the author's ideas and key points. Make sure that you have correctly cited anything directly quoted from the text. Also check to make sure that your text does not contain your own commentary on the piece.*

8) Revise. *Once you are certain that your summary is accurate, you should (as with any piece of writing) revise it for style, grammar, and punctuation. If you have time, give your summary to someone else to read. This person should be able to understand the main text based on your summary alone. If he or she does not, you may have focused too much on one area of the piece and not enough on the author's main idea.*

Adapted from: <http://www.enotes.com/topics/how-write-summary> (accessed 20 May 2012).



Punctuation grammar

.	full stop
'	apostrophe
' '	quotation marks (single)
" "	quotation marks (double)
()	brackets
-	hyphen
-	dash
!	exclamation mark
?	question mark
,	comma
;	semi colon
:	colon
...	ellipsis
.	dot point

Full Stop .

This shows the end of a sentence. When reading it means you take a long pause.

The lunch was delicious.

It is also used in some abbreviations, eg

Co. Jan. Mr. Ltd.

However, there is a modern trend not to use full stops in abbreviations, eg

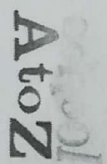
Mr and Pty Ltd

Apostrophe '

There are two types of apostrophe:

- apostrophe of omission/contraction
- apostrophe of ownership/possession.

See examples in the table on page 2.



Apostrophe of omission/contraction	
was not	wasn't
does not	doesn't
had not	hadn't
should not	shouldn't
where is	where's
there is	there's
we will	we'll
they will	they'll
I will	I'll
we are	we're
you are	you're
they have	they've
you have	you've
we would	we'd
I would	I'd
he would	he'd
I am	I'm

Apostrophe of ownership/possession

The apostrophe is actually saying of eg The hat of the boy.	
The boy's hat. (singular)	The boys' hats (plural)
The cat's bowl. (singular)	The cats' bowls (plural)
The lion's mane. (singular)	The lions' manes. (plural)
The lady's handbag. (singular)	The ladies' handbags. (plural)
The child's homework. (singular)	The children's homework. (plural)

- If there is one owner (singular) the apostrophe goes before the "s".
- If there is more than one owner (plural) the apostrophe goes after the "s", but if it doesn't, then the apostrophe goes before the added "s", eg men's, children's.
- Children is an exception to this rule, as it is already a plural.

Be careful with these words as they are not contractions:

its – belonging to it
whose – belonging to who
your – belonging to you
their – belonging to them
there – a place

Be careful with plurals.

They do not require an apostrophe, unless they also involve ownership, eg the children's coats, the girls' hats.



Quotation marks

There are two types of quotation marks:

Double quotation marks " "

These are used to show speech in written texts.

"What did you have for lunch today?" asked Tricia.

Single quotation marks ' '

They are used around titles of books, songs, TV programs, films and magazines.

He read 'The Lord of the Rings' in three weeks.

They are used to show a quote within a quote.

"The teacher said to me, 'Don't forget your excursion money', when I went to school today," informed Lucy.

Note: This is standard American use of quotation marks. The UK often reverses this use by having single quotation marks around the full quote and double quotation marks around the quote within a quote. Either is acceptable in Australia, provided that the chosen approach is used consistently throughout a text. However, the NSW English syllabus uses the American style.

Brackets ()

These are used to put additional information into a sentence. Commas could be used instead.

The two girls (who were twins) dressed in similar clothes.

Hyphen -

This is a short stroke without spaces either side. It is used if a word goes over two lines; the word should be hyphenated at a syllable.

The teacher asked the children to write something about themselves at the beginning of the year.

It is also used when an adjective has several words.

The fur coat was very old-fashioned.

Technology use is very much twenty-first-century.



For more homework help, tips and info sheets go to www.schoolatoz.com.au
© Owned by State of NSW through the Department of Education and Communities 2017. This work may be freely reproduced and distributed for non-commercial educational purposes only. Permission must be received from the department for all other uses.

3/5

Dash -

A dash is longer than a hyphen and is used to add more information to a sentence. Commas or brackets can also be used.

The school boys - who were constantly late for class - were advised to use an alarm to wake themselves up in the morning.

Exclamation mark !

This shows a strong feeling or emotion. It is used for an exclamation or interjection.

Wow!

What a fabulous sight!

Watch out! There's a huge puddle.

Help! I've just had an accident.

Comma ,

This usually indicates a short pause when reading. It is used to help a sentence make sense.

The two women, who had just caught a train to the city, were planning a day of shopping.

To divide items in a list or to separate a series of adjectives.

The shopping list included bread, butter, oranges, potatoes and a jar of honey.

The splendid, big, red balloon looked wonderful at the birthday party.

To make sentences clearer in meaning.

He left, happily.

(people think it was a good thing he left)

He left happily.

(this is how he felt)

Used instead of a dash or brackets to add more information to a sentence.

The house, which had just undergone a renovation, was on the market.

To separate spoken words.

"Don't walk in the puddle," instructed the teacher.

"Gosh! I never saw it," replied the student.



For more homework help, tips and info sheets go to www.schoolatoz.com.au
© Owned by State of NSW through the Department of Education and Communities 2017. This work may be freely reproduced and distributed for non-commercial educational purposes only. Permission must be received from the department for all other uses.

4/5

Semicolon ;

This is stronger than a comma but not as complete as a full stop. It may separate phrases or clauses that already include commas.

Ten workers started the project, only five remain.

We visited Suva, Fiji, Wellington, New Zealand, and Sydney, Australia.

Colon :

This shows the end of the main part of the sentence before introducing more information.

For the excursion to the museum, please bring the following: a raincoat, sunhat, water, food for recess and lunch, and a notebook and pen.

The holiday was much better than I expected: exciting, adventurous, with wonderful food and fabulous companions.

Ellipsis ...

This is used to show that words have been left out or there has been a break in thought.

You know, after discussing, I still can't decide ... but I hope to make a decision soon.

According to the magazine article, "The best remedy ... is to drink plenty of liquids."

Dot point •

This is used to separate items in a list or for noting key points in written text.

You will need to get the following items:

- a blue pen
- two lead pencils
- a note pad.

