Final Research Project:

THE IMPORTANCE OF PROFESSIONAL TRANSLATION

Facultad de Ciencias de la Educación

Licenciatura en Inglés

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Abstract

Throughout the years, globalisation and technological breakthrough played an important role in people's lives. As a consequence, translation has become a relevant industry. For this reason, it is necessary to have people capable of doing the job. However, this is not always the case. There have been many opportunities in which professional translators were replaced by either machines or poorly qualified people, mainly because many people believe the only requirement to translate is to speak at least two languages. This research intends to show how different the results of bilingual translation, machine translation and professional translation are as regards quality and accuracy, including grammar, vocabulary, and style, among others. Therefore, the aim is to explain why professional translators should be hired to translate documents.

Key words: translation, bilingualism, machine translation, translation process

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"El traductor es el vínculo vivo
entre el texto original
y su reescritura creativa en otra lengua".
Jean Delisle

1. Introduction

Throughout the years, globalisation and technological breakthrough played an important role. Both of these milestones have had a paramount impact on everyone's professional and personal lives —from devices to clean the house and new kinds of communication and shopping to improvements in transportation and medical equipment—, especially nowadays, when the world undergoes a pandemic. Moreover, globalisation, according to the BBC Bitesize website, "has resulted in increased international trade, a company operating in more than one country, greater dependence on the global economy, and freer movement of capital, goods, and services." As a consequence of both globalisation and technological development, translation has become a relevant industry. For this reason, it is necessary to have people capable of doing the job. However, this is not always the case. There have been many opportunities in which professional translators were replaced by either machines or poorly qualified people, mainly because many people believe the only requirement to translate is to speak at least two languages.

This project is being undertaken because of a personal interest in translation, especially the translation process and whether bilinguals and machines can translate like a professional or not. This research intends to show how different the outcome of these types of translation are as regards quality and accuracy, including grammar, vocabulary, and style, among others. Therefore, the aim is to explain why professional translators should be hired to translate documents.

2. An insight into translation history

Translation, as defined by Cambridge Dictionary,[1] is "the activity or process of changing the words of one language into the words in another language that have the same meaning." However, it is much more than that and it has been a part of human history for a very long time. It is believed this discipline dates back to the period known

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1 Cambridge Dictionary (2021). Cambridge University Press. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/translation

as Classical Antiquity. Some of the oldest icons for the art of translation, as Lebert (2021) refers to them, are the Sumerian "Epic of Gilgamesh" —an epic poem from Ancient Mesopotamia from the year 2000 BCE—, the "Treaty of Kadesh" —an Egyptian-Hittite peace treatise from 1274 BCE between Ramesses II and Hattusili III— and the Rosetta Stone, issued in 196 BCE, containing a decree in three scripts (Ancient Egyptian hieroglyphs, Demotic script, and Ancient Greek script). Another relevant translation of the time —the 3rd century BCE to be precise— and the first one in the Western world is the "Septuagint", i.e. the translation of the Hebrew Bible into Greek, which "became the source text [ST] for later translations" (Lebert, 2021). Some years later, during this era, Saint Jerome, monastic leader and translator, not only translated the Bible from Greek into Latin, known as the Vulgate, but also stated that translators should not translate word for word (literal translation) and they should do it sense for sense instead. Cicero, who was a philosopher, writer and Greek to Latin translator, agreed with Saint Jerome's statement. He warned about word for word translation, and also compared translators to artists as regards their work.

In Late Antiquity, the Buddhist monk, scholar and translator Kumarajiva translated Buddhist texts from Sanskrit to Chinese. Since then and for more than a thousand years, there were large-scale translation efforts throughout Asia. These efforts also occurred after the Arabs conquered the Greek Empire, so that Greek philosophical and scientific works could be available in Arabic.

Another era with relevant improvements in translation was the Middle Ages. During the 12th century, the Toledo School of Translators was a meeting point for European scholars led by Archbishop Raymond de Toledo where philosophical and religious works were translated mainly from Arabic into Latin (the language that worked as the *lingua franca* of that time). However, in the 13th century King Alfonso X of Castile became the leader of the school and the scholars began to translate scientific and medical works besides religious and philosophical ones. These scholars translated from Arabic, Greek and Hebrew into Latin and Castilian. Thereby, as Lebert (2021) points out, Castilian became the final language and the basis of modern Spanish language. In addition, during this period, the English scholar Roger Bacon claimed that, in order to be a good translator, one should have a complete knowledge of both the source and the target language (TL), as well as exhaustive knowledge of the discipline the works are about, an idea that is currently valid within the field.

By the 15th and 16th centuries, different works (particularly religious works) were translated into vernacular languages. Alfred the Great, King of Wessex was the first one to request this kind of translation in the 9th century, but translations into vernacular languages became popular a few centuries later. And Gutenberg's invention of the printing press was a great contribution to such popularity. Because of this invention, more and more people had access to written works, hence the growth of translation into different languages. In the 1500s, the Bible was translated into several languages, including English, German, Polish, Dutch, French, Spanish, Czech, and Slovene. As a consequence, the clergy started to lose their power and people started to query their version of the Bible. The German, Polish and English translations "showed disparities in crucial words and passages, and contributed to some extent to the split of Western Christianity into Roman Catholicism and Protestantism, on top of the Protestant Reformation's goal to eliminate corruption in the Roman Catholic Church" (Lebert, 2021). As regards their influences in the translation field, the translator of the German Bible, Martin Luther, was the first European to claim that translators should translate toward their native language (backward translation) in order to obtain a successful outcome.

Concepts on translation evolved over time. In the 17th century, the poet and translator John Dryden divided translation into metaphrase (word-for-word translation), paraphrase (sense-for-sense translation), and imitation. Imitation, as Brooks (2008) points out in his work, "departs from the original at the pleasure of the translator, and really constructs a new poem on the basis of the old." He also adds: "Dryden rejects the two extremes of metaphrase and imitation, and chooses the middle way of paraphrase. (...) By choosing paraphrase, he hoped to capture the spirit of his author, even though he might lose the body." He tries to communicate what the original text expresses by using his own words to rewrite it. Conversely, the second half of the century was characterised by the terms "faithfulness" and "transparency" as dual ideals in translation. Lebert (2021) describes "faithfulness" as "the extent to which a translation accurately renders the meaning of the source text, without distortion, while taking into account the text itself (subject, type and use), its literary qualities and its social or historical context." As for "transparency," it is "the extent to which a translation appears to a native speaker of the target language to have originally been written in that language, and conforms to its grammar, syntax and idiom. A 'transparent' translation is often qualified as 'idiomatic'."

Later, in the 18th century, the German philosopher, theologian, poet and translator Johann Gottfried Herder brought back a concept introduced by Martin Luther two centuries before: translators should translate toward their native language. Furthermore, during this period, the main concern was that texts should be easy to read. Therefore, translators usually omitted what they did not understand or what they thought might be boring for the readers. It was also discussed that "no dictionary or thesaurus could ever be a fully adequate guide in translating" (Lebert, 2021). Alexander Tytler, a Scottish historian, suggested that a thorough reading is necessary in order to have a comprehensive guide to a language. Contrarily, in the 19th century, accuracy and style became relevant aspects of translation. Translators focused on the text, added explanatory footnotes, and reminded readers (through style) that what they were reading was a foreign work. In 1813, the German philosopher Friedrich Schleiermacher proposed a distinction between the terms "domestication" and "foreignisation", inspiring theorists in the following century. He suggested that there are translation methods that are transparent, bringing the author toward the reader (domestication), and methods that bring the reader to the author, i.e. methods that are faithful to the foreignness of the ST (foreignisation).[2] Additionally, in 1898 the Chinese scholar and translator Yan Fu described a three-facet theory of translation, which consisted of faithfulness, expressiveness, and elegance. While faithfulness refers to being true to the source text, elegance concerns being in the language the target reader accepts as being educated. As regards expressiveness, Fu considered it to be the most important part, meaning being accessible to the target reader. He claimed that "if the meaning of the translated text is not accessible to the reader, there is no difference between having translated the text and not having translated the text at all" (Lebert, 2021).

Following all these years of evolution, World War I and II occurred, and organisations like the United Nations or the European Union emerged. After both of the most destructive conflicts (i.e. World War I and World War II) and some previous civil wars, there was plenty of immigration, which led to the need for a different kind of translation. Hence, the 20th century was characterised by accuracy rather than style, and interpretation of the text. Joseph Conrad, a Polish novelist, believed that translation involved choice, which implied interpretation. He suggested it is better to

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2 Lebert, M. (2021). A short history of translation through the ages. International Association of Professional Translators and Interpreters. Retrieved from https://www.iapti.org/iaptiarticle/a-short-history-of-translation-through-the-ages-marie-lebert-2/

interpret than to translate; it is about finding the right equivalent expressions. His contemporary Argentinian writer and translator, Jorge Luis Borges, developed in his lectures that "a translation may improve upon the original, may even be unfaithful to it, and that alternative and potentially contradictory renderings of the same work can be equally valid" (Lebert, 2021). By the second half of the century, a new discipline arose —along with institutes specialising in teaching it— and it was known as "Translation Studies." Since then, interpreting, i.e. spoken translation, was considered a separate discipline within the field of translation, focusing on practical and pedagogical aspects of interpreting, and developing a different interdisciplinary theoretical framework.

The current century arrived with a much more established technological revolution. The changes that began in the 20th century, such as the internet, became available to the majority of the world population and had an impact in communication. Languages were enriched by the use of neologisms, loanwords[3] and calques,[4] used when target languages lacked an equivalent term. As Lebert (2021) acknowledges in her work, "Translation Studies is now defined as an academic interdiscipline that includes many fields of study, with the need for translators to choose a specialty in order to be trained accordingly." As a result of the internet, the market of translation has grown, making it easier for translators to offer their services or apply to job offers in different parts of the world, but it has also triggered some issues, namely low rates, poor-quality translations, or volunteer translation promoted by organisations or businesses that have the capacity to hire professional translators.

3. What does a person need to be a translator?

Although many people may have the idea that translating is an easy task to do and anyone can do it, this is, in fact, a completely wrong assertion. Translator Elisabeth Hippe-Heisler (2021) aptly states that there are a number of characteristics inherent to good translators:

> "A good translator:
> - is a good writer
> - specialises in one or more subject fields (...)

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3 Loanword: a word taken from one language and used in another. (Cambridge Dictionary [2021]. Cambridge University Press. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/loanword).

4 Calque: a word taken from one language and translated in a literal or word for word way to be used in another. (Cambridge Dictionary [2021]. Cambridge University Press. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/calque).

- reproduces the content and meaning of the original text skilfully, without additions or omissions
- [does not] translate word by word, but with a view to creating a text that is fluent and characterised by idiomatic usage
- translates into his/her mother tongue or language of habitual use only (...)
- has excellent knowledge of spelling, grammar and punctuation in his/her languages
- is reliable and meets agreed-upon deadlines
- creates translations in line with clients' requirements and style guidelines
- is inquisitive and tends to ask relevant terminology- and context-related questions
- uses a writing style in translations that is perfectly understood by the target readers (...)."

Hence, translators know not only the grammar, structure, and lexicon of two different languages, but also their culture, the distinctive characteristics of their field of specialisation and the types of texts used within the aforesaid field.

3.1. The difference between professional translation, bilingualism, and machine translation

As opposed to translation —which is, as mentioned in page 6, the process of writing in one language what has been said in another language, without changing the meaning—, bilingualism is "the fact of being able to use two languages equally well."[5] There are two ways to become bilingual: by acquiring both languages at the same time during childhood or by learning the second language some time later, after acquiring the first language. However, unlike what many people think, bilinguals require more than just two languages to become translators. Being a translator implies a meticulous knowledge of the discipline, its techniques, its objectives and resources. Historically, translators' work has had different functions besides communicating, i.e. bringing two cultures together, providing readers of a certain language with a text that was originally written in a foreign language. Depending on the types of texts or the time when they

5 Cambridge Dictionary (2021). Cambridge University Press. Retrieved from https://dictionary.cambridge.org/es/diccionario/ingles/bilingualism

occurred, Jean Delisle (2003) acknowledges that translations may contribute to: (a) develop a new language (genetic function); (b) enrich idiomatic expressions of a language by introducing new syntactic structures taken from another language (stylistic function); (c) import a literary genre unknown to the target audience, but known to the source audience (literary function); (d) discover new aspects of texts that were previously translated (interpretative function); (e) learn about writing style and train it (training function); (f) create the identity of a group of people and develop a sense of patriotism (identity function); (g) fight censorship in a subtle way (palliative function); among others.

On the other hand, as a result of technological development, machine translation became popular in the 21st century. But, what does the term "machine translation" mean? The American Translators Association (ATA) states that it is an automated computer software that translates from one language to another without human involvement. As explained in MemoQ's[6] website, three types of machine translation systems can be distinguished: rules-based machine translation, statistical machine translation, and neural machine translation. The former uses dictionaries and grammar rules to translate, and can be improved by using specialist dictionaries to deliver more accurate translations as regards terminology, i.e. vocabulary. As for the other two types of machine translation, statistical machine translation does not take linguistic rules into consideration, but analyses large amounts of texts already translated by humans, whereas neural machine translation uses a neural network to "learn" how to translate, consisting of large databases with examples and statistical algorithms.[7] The latter is used by some of the biggest companies, like Google[8] (Google Translate) or Microsoft (Bing Translator), and provides a better outcome. These three systems can be trained in order to obtain better results, although the preferred one is the neural machine translation system. Nonetheless, machine translation "does not understand the meaning or the context of what it is translating" (American Translators Association, n.d.), so the outcome might not be accurate. It should be considered, for instance, the official website of the province of Córdoba, Argentina. In November 2020, the website that promotes tourism in Córdoba was in the news as a consequence of machine translation. Google Translate was used

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6 MemoQ is a computer-assisted translation (CAT) tool that, like other CAT tools, helps increase productivity.

7 American Translators Association (2017). 'Machine Translation vs. Human Translation.' 58th annual conference. Retrieved from https://www.atanet.org/governance/advocacy_day_2017_handout_myth.pdf

8 https://translate.google.com/intl/es/about/forbusiness/

to translate the content of the official website into different languages, but it did not have the desired outcome. The names of the towns and cities were translated —even though they should not have been translated, since only certain names have an official translation. Hence, Salsipuedes became "Get out if you can" in English and "Vattene se puoi" in Italian; Sierras Chicas became "Sierras Girls" in English and "Garotas Serras" in Portuguese; La Falda became "Skirt" in English; and Nono was taken as "Ñoño," so it was translated as "Nerd" in English.[9] Therefore, these kinds of software may be good to save time and money, and may be useful when the aim is trying to understand what a text is about, generally speaking, i.e. to understand it broadly, without paying attention to how it is written or how natural it sounds.

3.2. The translation process

The translation process of a professional translator consists of a series of tasks and decisions, and these decisions are based on our knowledge and life experiences. In an interview for "En Pantuflas" podcast, translator Guillermo Badenes (2021) explained that "translation always carries our subjectivities," meaning that a person's life and background, as well as what they think or the way they were raised are reflected in the translation outcome. Translation has a main purpose: to transfer the message of the source text into a target text (TT) that the target audience is able to comprehend. How we achieve this goal is the question.

Nowadays, a translation is completely done with a computer, using different software and online resources that help professionals do their job successfully in a shorter period of time. The translation process starts after agreeing with the client about deadlines and budget, when the source text is received (generally by email). Once they receive the file, format conversion is the next step, if necessary. This is included in the budget. Before starting translating, it is essential to do research on the topic of the text, especially if the translator is not specialised in said field. Gonzalo Claros (2006) shared some basic recommendations for translating scientific texts that can also be applied to different kinds of texts. Documentation is one of them and the most important task for translators. By doing research, translation errors can be avoided because translators are able to understand the meaning of the ST and obtain a more accurate outcome.

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9 Lisotto, P. (2020). Córdoba: las insólitas traducciones del sitio oficial de turismo y cuál fue la explicación. La Nación. Retrieved from
https://www.lanacion.com.ar/sociedad/cordoba-insolitas-traducciones-del-sitio-oficial-turismo-nid2518618/

After documentation, the translation process begins. A computer-assisted translation tool (CAT tool) —i.e. a software that increases translators' productivity and works with translation memories (TM), which contribute to consistency as regards terminology and style— may be used depending on the genre or type of text. When the translation task *per se* occurs, translators might encounter some difficulties (challenging words or expressions, restricted number of characters available for the translated text, etc.). For this reason, there have been several authors who discussed and classified useful translation methods and techniques that can solve such problems.

According to Nida & Taber (2003), "[t]ranslating is essentially a process of communication and this means that a translator must go beyond the lexical structures to consider the manner in which an intended audience is likely to understand a text (...)." Therefore, when translating, translators should establish priorities regarding the importance of the factors to be communicated in the TL, e.g. contextual consistency over verbal consistency, dynamic equivalence over formal correspondence, orality over scribal forms, and expressions acceptable to the target audience over traditionally prestigious expressions (Nida & Taber, 2003). This implies that meaning should be a priority over stylistic features, since the target text should be as clear as possible.

However, in order to provide a solution for stylistic issues, Vinay & Darbelnet (1958/1995) suggested direct and oblique translation methods, which are used when "certain stylistic effects cannot be transposed into the TL without upsetting the syntactic order, or even the lexis." They proposed seven procedures (three of which are direct or literal translation procedures) for translators to use in certain situations, and they are described as follows:

- The first one is borrowing, which belongs to the literal translation methods and consists in using foreign terms in a text. For instance, the word "pizza" in the sentence "I love having pizza for dinner!" or "¿Quieren comer pizza?" is a borrowing from the Italian language and, nowadays, it is widely used in different languages, becoming a part of those languages' vocabulary. "The decision to borrow a SL [source language] word or expression for introducing an element of local colour is a matter of style and consequently of the message" (Vinay & Darbelnet, 1958/1995).

- Calques are a kind of borrowing that belong to the literal translation procedures. They consist in translating literally a borrowed expression from another language. A calque can be lexical if it "respects the syntactic structure of the TL, whilst introducing a new mode of expression," or structural if it "introduces a new construction into the

language" (Vinay & Darbelnet, 1958/1995). Calques may also become a part of the target language and experience semantic changes that can turn them into false friends. An example of this method is the English word "handball" and its use in Spanish as "balonmano." The source word becomes a part of the TL by changing the way it is written according to its phonology.

- Another direct translation method is literal (word for word) translation. It is "the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text (...)" (Vinay & Darbelnet, 1958/1995). It is normally used when two languages of the same family are involved. E.g. "That man is tall" (English) and its translation "Ese hombre es alto" (Spanish).

In the case the previous three procedures are unacceptable —i.e. the direct translation of the message changes the meaning, has no meaning, is structurally impossible, does not have a corresponding expression within the metalinguistic experience of the TL, or has a corresponding expression, but not within the same register—[10] according to translators, the following four methods (known as oblique translation procedures) should be used:

- Transposition consists in replacing one word class or grammatical structure with another without changing the meaning of the message. It can also be applied within a language. This method can be divided into obligatory transposition and optional transposition. Vinay & Darbelnet (1958/1995) acknowledge that it is the translator's task to choose to apply the transposition procedure in a translation if the result fits better in a sentence or "allows a particular nuance of style to be retained." E.g. "I was born in Miramar" and its counterpart "Nací en Miramar."

- Modulation is the second oblique translation procedure and is a variation of the form of the message; it is a change in the point of view. It is usually used when a translation, even if it is grammatically correct, seems unidiomatic, unsuitable, or unnatural in the target language. Modulation can be free/optional or fixed/obligatory, and the difference is a matter of degree. If free modulation —i.e. single instances not yet fixed and sanctioned by usage—[11] is used often enough and referred to in dictionaries and grammars, it can become fixed, which is used freely by translators who have a good knowledge of the languages and are aware of the acceptance of the

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10 Vinay, J. & Darbelnet, J. (1995 [1958]). "A Methodology for Translation" in Venuti, L. (ed.), The Translation Studies Reader. New York and London: Routledge. Chapter 11, p. 131.

11 Vinay, J. & Darbelnet, J. (1995 [1958]). "A Methodology for Translation" in Venuti, L. (ed.), The Translation Studies Reader. New York and London: Routledge. Chapter 11, p. 133.

expression. The phrase "Do not forget," for instance, may be translated into Spanish as "Recuerde," and "I borrowed his pen" may be translated as "Me prestó la lapicera."

- The sixth procedure (and the third oblique translation method) is known as equivalence. It is used when words or phrases, especially onomatopoeic words or idiomatic expressions, from a language have the same meaning and the same effect as the source phrase, but their components are not translations of the components in the source phrase. E.g. The English phrase "Like father, like son" is the equivalent idiomatic expression of the Spanish "De tal palo, tal astilla," and the Italian idiom "Essere vivo e vegeto" is the equivalence of the Spanish "Estar sano y salvo" and the English "To be safe and sound."

- The final method is adaptation. It is, as Vinay & Darbelnet (1958/1995) define it, "the extreme limit of translation." Adaptation is a kind of equivalence and is used when the situation being referred to is unknown in the TL culture. Therefore, it is the translator's task to create a situation that can be considered an equivalence of the situation in the ST. An example of adaptation could be the American Superbowl compared to the South American "Copa Libertadores" in terms of significance of a sports event.

All these seven methods work at different levels (lexis, syntactic structure, or message) and several of them can be used within the same sentence. Nevertheless, Amparo Hurtado Albir (2001) claims that the procedures proposed by Vinay & Darbelnet do not affect the way of translating, but the different ways languages work, and cannot be considered methods. She also states that Newmark's translation methods, described as follows, are confusing and excessive: a) word-for-word translation; b) literal translation, out of context, of the syntactic structures of the source language; c) faithful translation, which "attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures";[12] d) semantic translation, which is more flexible than faithful translation and considers the natural sounds of the SL text, compromising on meaning where appropriate; e) adaptation, which is the freest form of translation, mainly used for plays; f) free translation, which "reproduced the matter without the manner, or the content without the form of the original";[13] g) idiomatic translation, which may change nuances of meaning by using idioms, even though they do not exist in the original text; and

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12 Newmark, P. (1988). *A Textbook of Translation.* Prentice Hall International. Chapter 5, p. 46

13 Newmark, P. (1988). *A Textbook of Translation.* Prentice Hall International. Chapter 5, p. 46

h) communicative translation, which reproduces the contextual meaning of the source text so that the reader can understand both content and language.

For the reasons already mentioned, she suggests four methods, namely: a) interpretative-communicative method (or communicative translation), whose objective is to comprehend the original text and to translate it producing the same effect; b) literal method, based on word-for-word, phrase-for-phrase translation; c) free method, carried out by expressing the same information and similar functions than the original text, but changing aspects like genre or target audience; and d) philological method, characterised by notes or comments that are added to the translation. Furthermore, based on those stated by Vinay & Darbelnet (1958/1995), Hurtado Albir (2001) proposes eighteen translation techniques:

- Adaptation: a ST cultural element is replaced with one from the target culture. E.g. translating New York's Upper East Side as Buenos Aires' Puerto Madero in Spanish.

- Linguistic amplification: linguistic elements are added in the TT. It is generally used in consecutive interpretation and dubbing. E.g. translating "Come here!" as "¡Vení para acá!," using more elements than the original phrase.

- Amplification: explanations, information, translator's notes, etc. that are not formulated in the ST are introduced in the TT. E.g. translating "Susana Giménez" from Spanish (Argentina) into English as "Susana Giménez, a famous Argentinian TV host."

- Calque: literal translation of a foreign word or phrase at a lexical or structural level. E.g. translating "science fiction" as "ciencia ficción," or "library" as "librería" instead of "biblioteca."

- Compensation: a ST element of information or stylistic effect is introduced in a different part of the TT, as it cannot be reflected in the same place as in the ST.

- Linguistic compression: linguistic elements are summarised in the TT. It is normally used in simultaneous interpretation and subtitling. It is the opposite of linguistic amplification. E.g. translating "I need some help" as "Necesito ayuda" instead of a phrase with the same number of elements, such as "Necesito algo de ayuda."

- Discursive creation: a totally unpredictable, out of context, temporary equivalence is established in the TT. E.g. translating the film "Mary Queen of Scots" as "Las dos reinas."

- Description: a word or phrase is replaced with the description of its form or function. E.g. "Me ofreció un mate" is translated into English as "He offered me a hot herbal beverage that you drink through a metal straw."

- Reduction: a ST piece of information is omitted in the TT. It is the opposite of amplification. E.g. "The Martín Fierro, a foundational poem in Argentinian literature, describes…" is translated as "El Martín Fierro describe..."

- Established equivalent: a word or expression recognised (by dictionaries or language in use) are used as an equivalent in the TT. E.g. translating "Like father, like son" as "De tal palo, tal astilla," or "Too many cooks spoil the broth" as "Muchas manos en un plato hacen mucho garabato."

- Generalisation: a more general or neutral term is used in the TT. E.g. translating "She likes roses" as "Le gustan las flores."

- Modulation: the point of view, focus or cognitive category is changed at a lexical or structural level in relation to the ST. E.g. translating "I didn't stay up late" as "Me acosté temprano," or "Don't forget to ask your doctor" as "Recuerde consultar a su médico."

- Particularisation: a more precise or concrete term is used in the TT. It is the opposite of generalisation. E.g. translating "He injured himself with a tool" as "Se lastimó con un martillo."

- Borrowing: a word or expression is taken from another language without changing it. Borrowings can be pure, e.g. using the English word "online" in the Spanish TT, or naturalised, e.g. using the word "football" as "fútbol" in Spanish, adopting the Spanish spelling rules.

- Substitution: paralinguistic features (body language, gestures, intonation, etc.) are changed for linguistic elements or vice versa. It is used mainly in interpreting. E.g. when translating a Spanish text into a graphic novel in English, some pieces of information are in the drawings instead of the text.

- Literal translation: a phrase or expression is translated word for word in the TT. E.g. "This is my book" is translated as "Este es mi libro."

- Transposition: the grammatical category is changed in the TT. E.g. translating "He will soon be back" as "No tardará en llegar," where the adverb "soon" is changed for the verb "tardar."

● Variation: linguistic and paralinguistic features that affect aspects of linguistic variation (i.e. style, geographical or social dialect, changes of textual tone, etc.) are changed. E.g. changing the tone of a text when adapting it for children.

It is important to remember that each type of text has specific characteristics which lead translators to choose different strategies[14] and techniques,[15] and that changes of methods depend on the translation's purpose and context.

Besides the methods and techniques acknowledged above and his recommendation on research mentioned at the beginning of this section, what Claros (2006) calls "pieces of advice" when comparing English>Spanish[16] translation include:

a. Translate instead of explaining (especially in scientific texts): when there is a complex expression or term to translate, it is generally explained in the TT. Claros do not recommend it since it can make the text longer and tedious. However, this tip is not always followed because of the translators' intention to make it clear to comprehend.

b. Translate noun phrases as verb phrases: the English language is full of noun phrases, but they are not as common in Spanish. Therefore, translating "to carry out the research" as "llevar a cabo la investigación" would be considered unnatural, and a better translation would be "investigar."

c. Avoid passive voice: it is often used in English, but not in Spanish. In order to use a structure with no agent, there is an impersonal structure known as "pasiva refleja." E.g. "The research was carried out" would be "Se realizó la investigación" or "Se investigó."

d. Avoid repetiton: even though it is normal in English, especially in scientific texts, redundancy is incorrect in Spanish.

e. Use the right TL preposition: English prepositions should not be in a Spanish text, since it becomes a calque, but not as a technique to solve

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14 Mechanisms used to solve problems that occur in the translation process (Hurtado Albir, A. [2001]. Traducción y Traductología: Introducción a la Traductología. Madrid. Cátedra. Chapter 5, p. 249-250).

15 Actual use of translation procedures in a text that work at the level of the structure instead of the entire text, and that can be found in the outcome of the translation (Hurtado Albir, A. [2001]. Traducción y Traductología: Introducción a la Traductología. Madrid. Cátedra. Chapter 5, p. 256).

16 English into Spanish.

a translation problem. It shows translators' lack of knowledge of their native language grammar.

f. Avoid using gerunds as they are used in English: gerunds in Spanish are used when two or more actions occur at the same time, so it is incorrect to use them in a list, when they express consequence, or when they function as adjectives.

g. Avoid overusing appositions: using a noun as a modifier of another noun is rare in Spanish. Hence, these structures should be translated as noun + adjective, or by adding a preposition between the nouns. E.g. "case study" is translated as "estudio de caso."

h. Be careful with "may" and "can": their use in Spanish depends on the context. If the action does not express other possibilities, the modal verb is omitted, but if there are multiple options, the modal verb is used.

i. Avoid copying English punctuation and spelling rules: English punctuation and spelling rules tend to be used in Spanish because of the belief that they are the same in both languages. Martinez de Sousa (2003) presents some of the most common kinds of Anglicisms:

- Years: while years in English are written like "1900s," "1960s," and "'80," in Spanish they are "siglo XX," "los años/la década del sesenta," and "los 80."

- Dates: writing 4/12/2021 as "cuatro de diciembre" would be an Anglicism if the source text is American, since they use the month/day/year format.

- Percentage and currency symbols: they are placed right next to the number in English, while in Spanish a non-breaking space is added between both elements.

- Roman numerals: they are used in titles of sports events and book chapters in English, but in Spanish, they are mainly used to refer to centuries. If "21st century" is translated as "siglo 21" instead of "siglo XXI," it would be incorrect, as it is an unnecessary Anglicism.

- Punctuation: the most common Anglicisms as regards punctuation are the use of punctuation marks (such as period or comma) inside quotation marks; the use of a period (decimal point) in decimal numbers instead of a comma in Spanish, or a comma in natural numbers, for instance, 22,000 instead of a non-

breaking space (22 000); and the use of commas instead of colons in letters, like "Querida amiga," (as opposed to "Querida amiga:").

- Abbreviations: when writing abbreviations, a period is required in the Spanish spelling, while in English it is not (e.g. "No 5" becomes "n.º 5" in Spanish).

- Uppercase letters: writing days, months, or nationalities, as well as content words in a title, using uppercase letters is incorrect in Spanish, as they are not proper nouns. Uppercase letters in Spanish are used to start a sentence and in proper nouns.

Once the text is translated, the next stage in the process is editing. It consists in polishing the target text to improve its quality. After the editing stage comes the Quality Assurance (QA), often performed by someone other than the translator in order to provide the client with the best possible quality.

It should be mentioned that employing a human translator is not always the primary option. Most people look for other alternatives, particularly machine translation, for different reasons, but mainly to save time and money. As a result, whether translators will be replaced by machine translation has been a topic of interest for many years. For the purpose of providing an answer, the American Translators Association (2017), during their 58th annual conference in Washington DC, stated that "(...) the effect these advanced technologies have had has been to enhance the speed of human translation. MT [machine translation] is a human translation accelerator, not a replacement." Since machine translation does not have the ability to think or feel as human translators, the result is a text that does not sound as natural and is not as accurate as it should. Thus, in those cases where machine translation is used, the outcome should be edited by a human translator. This process is known as post-editing, and it is now a part of the scope of a translator's work.

When the translation is finished, the last stage of the process, depending on the requirements of the client, is the rearrangement of the formatting of a text, or desktop publishing (DTP). Translated texts in some languages are longer than their original, so they might need DTP, which is helpful particularly for booklets, brochures, newspapers, and other texts with pictures or graphics. DTP is done by specialists, usually graphic designers, but translators trained in desktop publishing may be in charge of this stage as well.

The translation process ends with the final version of the target text. After finishing the formatting stage, the translation is ready to be delivered. The following diagram shows a summary of the different stages of the process:
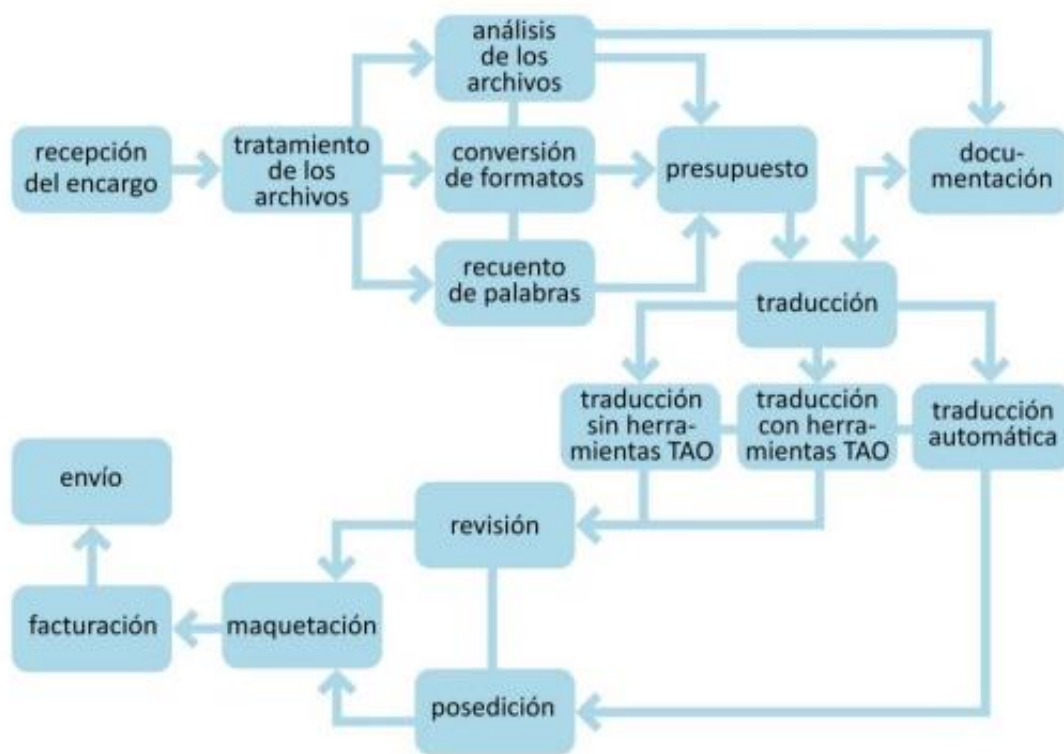
Diagrama 1. Tareas informatizadas del proceso traductor

Diagram created by Olalla Soler, C. (2013).

4. Specialisation within the field of translation

It has been mentioned before that translators must have, at least, a basic knowledge of the topic of the text they were asked to translate. Even though they may be able to translate all kinds of texts, they cannot be experts in all of them. For this reason, if they want to be competitive in the market, it is a matter of time before they feel the need to choose some areas of specialisation. This way, they focus on a certain niche and become subject-matter experts. In the words of Lucy Williams (n.d.), "[s]pecialising helps you work faster, earn more and find clients. It also, hopefully, means you do more work that you enjoy. What [is] more, as an expert, you can command better rates."

As stated in Cabré (2004), specialised communication is composed of (a) the specificity and knowledge of the discipline, (b) both the source and target audience, and (c) terminology, which indicates the knowledge a person has as regards the subject matter. Additionally, Cabré (2000) claims that specialised translators cannot do their work without knowing the terminology of their areas of specialisation, so in order to get an accurate outcome, they should focus on specialised terminology as well as their knowledge of the field to understand the text. However, not all specialisations are characterised by specialised terminology, but by a certain type of text format or element, such as literary translation. In any case, at some point in the translation process, translators might encounter different problems involving terminology, and it is their expertise and skills that help them overcome these situations.

To start their research, translators should choose an area of their interest, as they will be spending much of their time reading about the discipline they chose. A good way to find a specialisation is, firstly, to define those fields the translator would not like to explore. Besides selecting an area of interest, if translators want to make translation their full-time job, they should make sure that the chosen area generates enough work and that the work is well paid. Then, they can continue their specialisation, either by taking different classes or online courses, or by reading, i.e. being self-taught.

There are as many specialisations as disciplines in the world. Within the translation field some areas are more popular or more demanded than others. The most popular areas of specialisation are:

- Legal translation

- Medical translation

- Business and financial translation

- Industry and technical translation

- Literary translation

Other growing areas of specialisation are:

- Audiovisual translation (including closed-captioning and audio description)

- Tourism

- Social media

- Website localisation

- Videogame localisation

Hence, specialisation requires an extensive knowledge of the subject matter, resulting in a more accurate translation. It is an important aspect of translation, since it may affect other people's lives, mainly in fields such as medicine.

5. Case study

The main object of this study is the translation of two short texts (appendix A). The participants were asked to translate them from English into Spanish, their native language (backward translation). The texts were also translated by a free automated translation software (Google Translate). Both excerpts contain technical words or phrases which may be problematic and that should be solved. The focus of the analysis lies on the outcome of each translation, especially on those aspects that are crucial in a professional translation, such as meaning, grammar, vocabulary, spelling, and fluency. Translation techniques proposed by Hurtado Albir (2001) and recommendations suggested by Claros (2006) are considered in the analysis.

The first text the participants were asked to translate was about acne. However, it was not as specialised as a medical text, since the aim of the text is to inform the general public about this skin condition. It was retrieved from the "Health Library" section of the University of Michigan Health System's and the Mayo Clinic's websites. The resources used by bilinguals were online bilingual dictionaries, particularly Wordreference[17] and Linguee,[18] and Google (mainly to search the words that were more technical), while those used by the trained translator were online dictionaries, namely *Diccionario de la Real Academia Española*[19] (monolingual), Linguee (bilingual) and Wordreference (bilingual), a glossary on dermatology, and information taken from Mayo Clinic[20] and MedlinePlus.[21] The technique bilinguals used the most was literal translation, but linguistic amplification was used as well. Calques at the level of structure, lexis, and punctuation were also found in their works. Translations can be understood, but do not sound natural. Some sentences could be written as one in the target language in order to avoid repetition, but the original format was preserved.

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[17] https://www.wordreference.com/
[18] https://www.linguee.es/
[19] https://dle.rae.es/
[20] https://www.mayoclinic.org/es-es/diseases-conditions/acne/symptoms-causes/syc-20368047
[21] https://medlineplus.gov/spanish/ency/article/000873.htm

Gerunds were translated literally instead of using *pasiva refleja*. Some articles were missing, as well as written accents (*tildes*). Additionally, in some cases, word choice led to meaning mistakes. This is not the case in the trained translator's work, in which the techniques used were linguistic compression and transposition, and the information was rearranged, changing the order of some paragraphs. (Appendix B).

Example 1:

ST: Acne is very common among teens. It usually gets better after the teen years. Some women who never had acne growing up will have it as an adult, often right before their menstrual periods.

TT participant 1: El acné es muy común entre adolescentes. Usualmente mejora luego de los años de adolescencia. Algunas mujeres que nunca han tenido acné durante la adolescencia pueden tenerlo al ser adultos, a menudo justo antes de su período menstrual.

TT participant 2: El acné es muy común entre adolescentes y usualmente se pone mejor luego de la adolescencia. Algunas mujeres que nunca tuvieron acné mientras crecían, lo pueden tener en la adultez, antes del periodo menstrual.

TT machine translation: El acné es muy común entre los adolescentes. Por lo general, mejora después de la adolescencia. Algunas mujeres que nunca han tenido acné al crecer lo tendrán en la adultez, a menudo justo antes de sus períodos menstruales.

TT professional translation: El acné suele darse en adolescentes, pero, por lo general, mejora luego de esta etapa. Algunas mujeres que no tuvieron acné durante su crecimiento suelen padecerlo en la adultez, frecuentemente antes de su periodo menstrual.

Notes: In this excerpt, it is clear to see that the bilingual participants' translations are very similar to the text translated by the translation software. The trained translator's work has a better quality and sounds more natural. This example also shows the linguistic amplification technique in participant 1's version of "teen years" translated as "los años de adolescencia," although it is not the best option for this sentence.

Example 2:

ST: Certain medicines, such as corticosteroids or lithium, can cause acne to develop. Talk to your doctor about any medicines you are taking.

TT participant 1: Ciertos medicamentos, como corticosteroides o sal de litio, pueden desarrollar acné. Habla con tu doctor sobre cualquier medicamento que estés tomando.

TT participant 2: Algunos medicamentos, como corticoides o litio, pueden causar que el acné se desarrolle. Hable con su doctor sobre cualquier medicamento que esté tomando.

TT machine translation: Ciertos medicamentos, como los corticosteroides o el litio, pueden provocar el desarrollo de acné. Hable con su médico sobre cualquier medicamento que esté tomando.

TT professional translation: Algunos medicamentos, como los corticosteroides o el litio, causan acné, por lo que debe informarle a su médico cuáles toma.

Notes: This example shows, once again, that the participants' translations are similar to the outcome of the machine translation software. Moreover, there are unnecessary words that can be omitted. However, a meaning mistake can be identified in the text translated by participant 1. In the first sentence, the meaning of the text is that the medicines mentioned can cause acne, but the translation indicates that those medicines can suffer from acne, which is impossible, because only humans may suffer from this condition. On the other hand, the translator's outcome is simpler, i.e. there is no wordiness, and can be easily understood. The linguistic compression technique is exemplified in phrases such as "can cause acne to develop" (translated as "causan acné") or "Talk to your doctor about any medicines you are taking" (translated as "debe informarle a su médico cuáles toma").

Regarding the second excerpt, it was a conversation taken from an American TV series (Gilmore Girls). This series contains cultural references and ironic expressions, which are problematic for translators. The participants were given the link to the episode, so they could watch it and take the context into consideration. The resources used by the bilingual participants were online dictionaries, particularly Wordreference

and Linguee, and Google (mainly to search those expressions that were problematic or referred to elements of the source culture), whereas the resources used by the trained translator, besides those mentioned above, were online monolingual dictionaries, such as *Diccionario de la Real Academia Española*, Cambridge Dictionary,[22] and Urban Dictionary;[23] Spanish writing and spelling resources, namely *Fundéu*[24] and *En la luna de Babel* blog;[25] a glossary of Latin American Spanish by the translator's association CTPCBA;[26] and Wikipedia[27] and the New York Times[28] for cultural references. The technique bilinguals used the most was literal translation. Calques at the level of structure, lexis, and punctuation, as well as linguistic amplification and discursive creation were also found in their work. In general, translations can be understood (except for certain phrases), but do not sound natural. There are unnecessary words that can be omitted. In some cases, there were problems with word order, verb tenses, and missing prepositions and written accents (*tildes*). Conversely, linguistic compression, description, modulation, generalisation, and linguistic amplification techniques were found in the translator's work. (Appendix C).

Example 1:

ST:

Paris: Out of the way!

Rory: Move, move, move!

Girl: Is it raining?

Paris: No, it's National Baptism Day. Tie your tubes, idiot.

TT participant 1:

Paris: ¡Sal de mi camino!

Rory: ¡Muévete, muévete, muévete!

Chica: ¿Está lloviendo?

Paris: No, es el Día Nacional del Bautismo. Ata tus trompas, idiota.

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[22] https://dictionary.cambridge.org/es/
[23] https://www.urbandictionary.com/
[24] https://www.fundeu.es/
[25] https://enlalunadebabel.com/tag/interjecciones/
[26] https://tav-ctpcba.github.io/Glosario/
[27] https://es.wikipedia.org/wiki/Fagin
[28] https://www.nytimes.com/2003/12/09/us/gore-to-endorse-dean-remaking-democratic-race.html

TT participant 2:

Paris: ¡Fuera del paso!

Rory: Muévete, muévete, muévete

Chica: ¿Está lloviendo?

Paris: No, es el día nacional del Bautismo, átate los tubos, idiota

TT machine translation:

Paris: ¡Fuera del camino!

Rory: ¡Muévete, muévete, muévete!

Chica: ¿Está lloviendo?

Paris: No, es el Día Nacional del Bautismo. Átate las trompas, idiota.

TT professional translation:

Paris: ¡Fuera de mi camino!

Rory: ¡Muévanse, muévanse!

Chica: ¿Está lloviendo?

Paris: No, es el Día Nacional del Bautismo. ¿No lo ves, idiota?

Notes: In this example, the most difficult phrase to translate is underlined in the ST. The meaning of the underlined phrase, considering the character who says it (who is very sarcastic) and context in which it is said, is "Of course it is raining." So it would be a mistake to translate it literally, as seen in the participants' translations, which are also similar to the machine's outcome. Moreover, the phrase "¡Fuera del paso!" translated by participant 2 or "Fuera del camino" suggested by the translation software are not as usual as "Fuera de mi camino" or participant 1's version. As for the translation of "Move, move, move," there is no need to translate it like "Muévete, muévete, muévete" because it would be enough writing it two times. However, taking the context in consideration, the character asks a group of people to move, so the correct translation would be plural.

Example 2:

ST:

Rory: You're not worried, are you? Because I'm just going for the sun and to read, nothing more.

Lorelai: I know, I know. It's just…It's always the good kids who've never had a drink that take one sip of Kahlua and fall out of a window.

R: So you're sad you never taught me how to drink?

L: Exactly!

R: Well, grab a bottle and some quarters and let's go.

TT participant 1:

Rory: No estas preocupada, ¿o si? Porque sólo estoy yendo por el sol y para leer, nada más.

Lorelai: Lo sé, lo sé. Es que… Siempre son los buenos chicos los que nunca han bebido los que toman un trago de Kahlua y caen por una ventana.

R: ¿Entonces estás triste porque nunca me enseñaste cómo beber?

L: ¡Exacto!

R: Bueno, toma una botella y unos chupitos y vamos.

TT participant 2:

Rory: No estás preocupada, ¿no es así? Porque solo iré por el sol y para leer, nada más

Lorelai: Lo sé, lo sé. Es que… siempre son los chicos buenos que nunca tomaron un trago quienes toman un sorbo de Kahlúa y se caen por una ventana

R: Entonces, ¿estás triste de que nunca me enseñaste a cómo tomar?

L: ¡Exactamente!

R: Bueno, toma una botella y unos cuartos y vamos

TT machine translation:

Rory: No estás preocupado, ¿verdad? Porque solo voy por el sol y para leer, nada más.

Lorelai: Lo sé, lo sé. Es solo que ... Siempre son los buenos niños que nunca han bebido un trago los que toman un sorbo de Kahlua y se caen por una ventana.

R: ¿Entonces estás triste porque nunca me enseñaste a beber?

L: ¡Exactamente!

R: Bueno, coge una botella y monedas de veinticinco centavos y vámonos.

TT professional translation:

> Rory: ¿Estás preocupada? Porque solo voy a tomar sol y a leer, nada más.
>
> Lorelai: Sí, lo sé. Es que...los chicos buenos que nunca probaron alcohol, cuando beben un poco, se arrojan por la ventana.
>
> R: ¿Estás triste porque nunca me enseñaste a beber?
>
> L: ¡Exactamente!
>
> R: Bueno, toma algo de dinero y vamos.

Notes: This example shows two main techniques the translator used but the participants did not. The first one is modulation. In this case, the change is from a negative sentence with a question tag to an affirmative question: "You're not worried, are you?" becomes "¿Estás preocupada?" This is also a clear example of linguistic compression, which is a technique commonly used in subtitling. The second technique is generalisation, which can be identified in the translation of "Kahlua" by the professional translator. The name of the Mexican liquor was replaced by a more general term: "alcohol." Furthermore, discursive creation was used by participant 1 to translate the expression "grab a bottle and some quarters." By "quarters" the original text refers to money, but the term this participant chose is a good option to avoid literal translation. However, the word "chupito" as defined by *Diccionario de la Real Academia Española* refers to the drink, i.e. the amount of alcoholic drink that can be poured in a shot glass, but in Argentinian Spanish it is also a term used to call the shot glass. Therefore, the audience might not understand exactly the same, even though the overall idea does not change.

Having analysed the translation outcomes, it can be seen that participants found the excerpt taken from the TV series more difficult to translate than the medical text, particularly because of cultural references. It is worth mentioning that during this study the participants were calm, as they did not have the pressure of neither deadlines nor any other constraint. Participant 1 translated both texts in under two hours and participant 2 translated them in two hours and a half, whereas it took the translator three hours and forty minutes to complete the task, including translation and editing. Despite the fact that the translator spent more time doing this work than both bilingual participants, the quality of the former is higher.

6. Conclusion

To conclude, translation, as Delisle (2003) claims, is never on its own; it is always closely related to the culture and the religion of a country. Therefore, translations of a text can vary depending on the person who is in charge of communicating the message of the original text. This is due to the fact that translators are constantly making choices; for instance, what is the best technique to apply to a certain text or utterance, what is the better option for the translation of a certain word, et cetera. And their choices capture different aspects of their lives, i.e. their personalities, their beliefs, their life experiences, and their knowledge. But that does not mean that a version of a certain text is better than another. Nevertheless, there are bad quality translations. This is the case of texts which are not clear to understand, express the wrong idea, or have problems with verb tenses, word order, spelling, and punctuation as well as subject-verb agreement.

Based on the results of the case study, even though some expressions were correct or well translated, the overall translation carried out by bilinguals, compared to the trained translator's version, did not have a good quality, was similar to the outcome of the machine translation software and sounded unnatural, being evident the text was indeed a translation. Consequently, it can be concluded that only knowing two or more languages does not make someone a translator. Whether a person has talent to translate or not, what makes a good translator is their formal training, resulting in the acquisition of proficiency within the field.

Appendix A

Acne

What is acne?

Acne, or acne vulgaris, is a skin problem that starts when oil and dead skin cells clog up your pores. Some people call it blackheads, blemishes, whiteheads, pimples, or zits. When you have just a few red spots, or pimples, you have a mild form of acne. Severe acne can mean hundreds of pimples that can cover the face, neck, chest, and back. Or it can be bigger, solid, red lumps that are painful (cysts).

Acne is very common among teens. It usually gets better after the teen years. Some women who never had acne growing up will have it as an adult, often right before their menstrual periods.
How you feel about your acne may not be related to how bad it is. Some people who have severe acne are not bothered by it. Others are embarrassed or upset even though they have only a few pimples.

The good news is that there are many good treatments that can help you get acne under control.

What are the symptoms?

Symptoms of acne include whiteheads, blackheads, and pimples. These can occur on the face, neck, shoulders, back, or chest. Pimples that are large and deep are called cystic lesions. These can be painful if they get infected. They also can scar the skin.

How is acne treated?

To help control acne, keep your skin clean. Avoid skin products that clog your pores. Look for products that say "noncomedogenic" on the label. Wash your skin once or twice a day with a gentle soap or acne wash. Try not to scrub or pick at your pimples. This can make them worse and can cause scars.

If you have just a few pimples to treat, you can get an acne cream without a prescription. Look for one that has adapalene, benzoyl peroxide, or salicylic acid. These work best when used just the way the label says.

It can take time to get acne under control. But if you haven't had good results with nonprescription products after trying them for 3 months, see your doctor. A prescription gel or skin cream may be all you need. If you are a woman, taking certain birth control pills may help. If you have acne cysts, your doctor may suggest a stronger medicine, such as isotretinoin. This medicine works very well for some kinds of acne.

What can be done about acne scars?

There are many skin treatments, such as laser resurfacing or dermabrasion, that can help acne scars look better and feel smoother. Ask your doctor about them. The best treatment for you depends on how severe the scarring is. Your doctor may refer you to a plastic surgeon.

What causes acne?

There are different types of acne. The most common acne is the type that develops during the teen years. Puberty causes hormone levels to rise, especially testosterone. These changing hormones cause skin glands to start making more oil (sebum). Oil releases from the pores to protect the skin and keep it moist. Acne begins when oil mixes with dead cells and clogs the skin's pores. Bacteria can grow in this mixture. And if this mixture leaks into nearby tissues, it causes swelling, redness, and pus. A common name for these raised bumps is pimples.

Certain medicines, such as corticosteroids or lithium, can cause acne to develop. Talk to your doctor about any medicines you are taking.

It isn't just teens who are affected by acne. Sometimes newborns have acne because their mothers pass hormones to them just before delivery. Acne can also appear when the stress of birth causes the baby's body to release hormones on its own. Young children and older adults also may get acne.

A few conditions of the endocrine system, such as polycystic ovary syndrome and Cushing's syndrome, can lead to outbreaks of acne.

Risk factors for acne include:

- **Age.** People of all ages can get acne, but it's most common in teenagers.
- **Hormonal changes.** Such changes are common during puberty or pregnancy.
- **Family history.** Genetics plays a role in acne. If both of your parents had acne, you're likely to develop it too.

- **Greasy or oily substances.** You may develop acne where your skin comes into contact with oil or oily lotions and creams.
- **Friction or pressure on your skin.** This can be caused by items such as telephones, cellphones, helmets, tight collars and backpacks.

Source: https://www.uofmhealth.org/health-library/hw199515#hw199518 and
https://www.mayoclinic.org/diseases-conditions/acne/symptoms-causes/syc-20368047

(731 words)

Source text - Text 2

Rory: Is that a raindrop?

Paris: Yep.

_____

P: Out of the way!

R: Move, move, move!

Girl: Is it raining?

P: No, it's National Baptism Day. Tie your tubes, idiot.

_____

R: Wet.

P: Cold.

R: Ooh. Go, go. I get the radiator.

P: No way.

R: You got it last night.

P: I did not.

R: Paris, you took up the whole thing with your "Hey, Gore, do not endorse me" sweatshirt and my blue sweater is still soaked.

P: Fine, take half.

R: Oh, my God, I'm cold!

P: Can't stop shaking.

R: We're wimps. We would last two seconds in Burma.

P: At least it's warm in Burma.

R: Yeah. Okay, we're horrible.

P: This is the kind of cold you read about in a Dickens novel. We should be in a workhouse or shilling for Fagin.

R: It's supposed to be spring. Why is it still cold?

P: It's been the coldest winter in the history of winter.

R: Ah. My brain, I think it's frozen. Is that possible?

P: And these gray skies, it's a blanket of misery.

R: All I can think about is getting warm. That's all I can think about.

P: It's warm in Florida.

R: What?

P: Nothing.

R: Did you say Florida?

P: No. Yes.

R: Seriously?

P: Maybe.

R: But it's spring break.

P: I know.

R: It's girls gone wild, and boys doing the twist. We're not spring-breaky people, are we?

P: I don't know what we are, but I am so cold right now that the thought of spending a week with a bunch of drunken bimbos and rattle-headed frat boys seems like a very good trade off for being warm.

R: Warm.

P: Warm.

_____

R: Mom, where's my bathing suit?

Lorelai: Uh…do you have a bathing suit?

R: Of course, I have a bathing suit.

L: When was the last time you wore it?

R: I don't remember.

L: Uh…Did it involve a rubber ducky?

R: No, I don't think.

L: Check the bottom drawer, and I will look in your closet. So now tell me again…who's driving?

R: Glenn. It's his mom's van.

L: And this Glenn, he's a good driver?

R: I have no idea.

L: Kid, you've got to learn to lie.

R: Glenn's a very responsible guy. I'm sure it'll be fine.

L: And the place you're staying is safe?

R: Yes.

L: Now you're catching on…Ah! Aha! Bathing suit. Now we just have to find the wimple that goes with it.

R: Give me that, please. Hey, was I supposed to clear this with you first?

L: Clear what with me?

R: Going away.

L: Oh, I don't know.

R: I mean, I don't live here anymore, so I'm not sure what the protocol is.

L: Uh, well, I think as long as I know now, and I feel as if I have veto power, we're good.

R: You have veto power?

L: No. I feel as if I have veto power. Very different statement.

R: Got it.

L: But you'll call me a lot while you're there, right?

R: You're not worried, are you? Because I'm just going for the sun and to read, nothing more.

L: I know, I know. It's just…It's always the good kids who've never had a drink that take one sip of Kahlua and fall out of a window.

R: So you're sad you never taught me how to drink?

L: Exactly!

R: Well, grab a bottle and some quarters and let's go.

L: No falling out of windows.

R: Not even a first-floor one.

L: And don't drink and, after you're done not drinking, drink tons of water and take two aspirins before you go to bed.

R: Got it.

L: And take Paris with you everywhere. Not much can happen with that girl along.

R: Got it. They're here.

L: Oh. Maybe they can stop by a bathing suit store along the way.

R: My suit is fine.

L: No, sure it is. It's nice to be able to go from the beach to the mosque without having to change.

Source: Gilmore Girls: S4E17 Girls in Bikini (00:07:48 – 00:10:48)
https://www.netflix.com/watch/80014229?trackId=14170286

(689 words)

Appendix B

Acné

¿Qué es el acné?

Acné, o acné vulgaris, es un problema dérmico que comienza cuando aceite y células muertas de piel obstruyen tus poros. Algunas personas lo llaman puntos negros, imperfecciones, granos, o espinillas. Cuando tienes solo unos pocos puntos rojos o granos, tienes una leve forma de acné. El acné severo puede significar cientos de granos que pueden cubrir la cara, cuello, pecho y espalda. O pueden ser grandes, duros, o bultos colorados que son dolorosos (quistes).

El acné es muy común entre adolescentes. Usualmente mejora luego de los años de adolescencia. Algunas mujeres que nunca han tenido acné durante la adolescencia pueden tenerlo al ser adultos, a menudo justo antes de su período menstrual.

Como te sientes sobre tu acné puede no ser relacionado en qué tan grave es. Algunas personas con acné severo no están preocupadas por éste. Otras se sienten avergonzadas o molestas aun cuando tienen unos pocos granos.

Las buenas noticias es que existen buenos tratamientos que pueden ayudar a controlarlo.

¿Cuáles son los síntomas?

Entre los síntomas del acné se encuentran espinillas, puntos negros y granos. Estos pueden aparecer en cara, cuello, hombros, espalda o pecho. Aquellos granos que son grandes y profundos son llamados lesiones quísticas. Pueden ser muy dolorosas si se infectan. También pueden dejar cicatrices en la piel.

¿Cómo el acné es tratado?

Para ayudar a controlar el acné, mantiene tu piel limpia. Evita utilizar productos para la piel que obstruyen tus poros. Busca productos que indiquen "hipo alergénico" en su etiqueta. Lava tu cara una o dos veces al día con jabón suave o limpiador de acné. Trata de no fregar o reventar tus granos. Esto puede empeorarlos y puede causar cicatrices en la piel.

Si tienes algunos granos que tratar, puedes conseguir cremas para acné con prescripción. Busca aquellas que contengan adapaleno, peróxido de benzolio, o ácido salicílico. Estos funcionan mejor cuando se utiliza sólo lo indicado en la etiqueta.

Puede tomar un tiempo controlar el acné. Pero si no tienes buenos resultados con productos sin prescripción después de utilizarlos por 3 meses acude a tu doctor. Un gel prescripto o cremas faciales pueden ser todo lo que necesitas. Si eres mujer, tomando ciertas píldoras anticonceptivas pueden ayudar. Si tienes quistes, tu doctor sugerirá medicamentos más fuertes, cómo isotretinoína. Este medicamento funciona muy bien para ciertos tipos de acné.

¿Qué puede hacerse sobre las cicatrices?

Existen muchos tratamientos dérmicos, como reparación laser o dermoabrasión, que pueden ayudar para las cicatrices del acné luzcan mejor y se sienta más suave. Consulta a tu doctor sobre estos. El mejor tratamiento para ti depende en qué tan severas las cicatrices sean. Tu doctor te derivará a un cirujano plástico.

¿Qué causa acné?

Existen diferentes tipos de acné. El más común es el tipo que se desarrolla durante la adolescencia. La pubertad causa aumento de los niveles hormonales, especialmente testosterona. Estos cambios hormonales causan que las glándulas de la piel produzcan más aceite (sebo). Esta liberación de aceite desde los poros protege la piel y la mantienen húmeda. El acné surge cuando el aceite se mezcla con células muertas y obstruyen los poros de la piel. Bacterias pueden crecer en esta mezcla. Y si esta mezcla se filtra hacia tejido cercano, puede causar hinchazón, enrojecimiento y pus. Un nombre común para estos bultos son granos.

Ciertos medicamentos, como corticosteroides o sal de litio, pueden desarrollar acné. Habla con tu doctor sobre cualquier medicamento que estés tomando.

No solamente son los adolescentes que se encuentran afectados por el acné. Algunas veces recién nacidos tienen acné porque sus madres pasan hormonas hacia ellos antes del parto. También puede aparecer acné cuando el estrés del parto causa que el cuerpo del bebé libere hormonas por sí solo. Niños pequeños y adultos mayores pueden tener acné.

Algunas enfermedades del sistema endócrino, como síndrome de ovario poli quístico y síndrome de Cushing's puede originar brotes de acné.

Factores de riesgo para acné incluyen:

· Edad. Personas de todas las edades pueden tener acné, pero es más común en adolescentes.

· Cambios hormonales. Tales cambios son comunes durante la pubertad o embarazo.

· Historial familiar. La genética juega un rol en el acné. Si ambos de tus padres tuvieron acné, es probable que lo desarrolles también.

· Grasiento o sustancias de aceite. Puede que desarrolles acné cuando tu piel se encuentre en contacto con aceite, lociones aceitosas y cremas.

· Fricción o presión sobre tu piel. Esto puede ser causado por artículos como teléfonos, celulares, cascos, collares ajustados y mochilas.

Target text 1 - Participant 2

Acne

¿Qué es el acné?

El acné, o acné vulgaris, es un problema en la piel que empieza cuando el aceite (cebo) y las células muertas de la piel tapan tus poros. Algunas personas lo llaman puntos negros, imperfecciones, barros o granos. Cuando tienes apenas unos pocos granitos rojos, tienes una forma leve de acné. El acné severo puede darse a través de cientos de granitos, que pueden cubrir la cara, cuello, pecho y espalda. O puede ser más grande, como bultos rojos que son dolorosos(quistes).

El acné es muy común entre adolescentes y usualmente se pone mejor luego de la adolescencia. Algunas mujeres que nunca tuvieron acné mientras crecían, lo pueden tener en la adultez, antes del periodo menstrual.

Como te sientas sobre tu acné, puede no estar relacionado a qué tan malo es. Algunas personas que tienen acné severo no se preocupan por ello. En cambio, otros se avergüenzan o se sienten mal teniendo a penas algunos granos.

La Buena noticia es que hay muchos tratamientos buenos que pueden ayudarte a mantener tu acné bajo control.

¿Cuáles son los sintomas?

Los sintomas del acne incluyen imperfecciones, puntos negros y granitos. Estos pueden encontrarse en la cara, cuello, hombros, espalda y pecho. Los granos que son grandes y profundos son conocidos como lesiones quísticas.

¿Cómo es tratado el acné?

Para ayudar al control del acné mantenga su piel limpia, evite los productos para la piel que tape sus poros, busque productos que digan "no comedogénico" en la etiqueta, lave la piel una o dos veces al día con jabón suave, trate de no frotar o pellizcar los granos, ya que puede hacerlos peores o puede dejar cicatrices.

Si tiene pocos granos que tratar, puede conseguir una crema para el acné sin prescripción médica, busque por una que contenga adapaleno, peróxido de benzoílo o ácido salicílico. Estos actúan mejor cuando los usa de la manera en que la etiqueta lo recomienda.

Puede tomar tiempo tener el acné bajo control, pero si no tiene buenos resultados con productos sin prescripción luego de probarlos por 3 meses, vea un doctor. Tal vez lo que necesite sea una prescripción de un gel o una crema. Si es mujer, tomar pastillas anticonceptivas pueda ayudar.

Si tiene quistes de acne, su doctor puede sugerir un medicamento más fuerte, como isotretinoína, este medicamento trabaja mejor con algunos tipos de acné.

¿Qué puede hacerse con las cicatrices del acne?

Hay muchos tratamientos para la piel, como rejuvenecimiento con laser o dermoabrasión, que puede ayudar a que el acné se vea mejor y se sienta más suave. Pregunte a su médico sobre ellos, ya que el mejor tratamiento dependerá de qué tan severas son sus cicatrices. También, su doctor puede derivarlo a un cirujano plástico.

¿Qué causa el acné?

Hay diferentes tipos de acné. El acné más común es el tipo que surge durante la adolescencia, la pubertad provoca que los niveles de hormonas crezcan, especialmente la testosterona. Estos cambios hormonales provocan que as glándulas de la piel empiecen a crear más aceite (cebo). El aceite se libera de los poros para proteger la piel y mantenerla húmeda. El acné se produce cuando el aceite se mezcla con células muertas y tapan los poros de la piel y bacterias pueden crecer en esta mezcla. Si esta mezcla se filtra en tejidos cercanos, provoca hinchazón, enrojecimiento y pus. El nombre común para estos bultos son granos.

Algunos medicamentos, como corticoides o litio, pueden causar que el acné se desarrolle. Hable con su doctor sobre cualquier medicamento que esté tomando.

No solo son los adolescentes quienes son afectados por el acné. A veces, los recién nacidos tienen acné porque sus madres les pasaron hormonas antes del parto. El acné también puede aparecer cuando el estrés del parto produce que el cuerpo del bebé libere hormonas por su cuenta. Jóvenes, niños y adultos pueden tener acné.

Algunas condiciones del sistema endocrino, como el síndrome de ovario poliquístico y el síndrome de Cushing, puede causar brotes de acné.

factores de riesgo de acné incluyen:

Edad: personas de todas las edades pueden tener acné, pero en su mayoría adolescentes

Cambios hormonales: estos cambios son comunes durante la pubertad o embarazos

Historia familiar: los genes también tienen su rol sobre el acne, si ambos padres tuvieron acné, probablemente también llegue a tenerlo

sustancias aceitosas o grasosas: puede desarrollar acne cuando su piel está en contacto con aceite o lociones aceitosas y cremas

fricción o presión en la piel: esto puede ser causado por elementos como teléfonos, celulares, cascos, collares ajustados y mochilas.

Target text 1 - Machine translation

Acné
¿Qué es el acné?
El acné, o acné vulgar, es un problema de la piel que comienza cuando el aceite y las células muertas de la piel obstruyen los poros. Algunas personas lo llaman puntos negros, imperfecciones, puntos blancos, espinillas o granos. Cuando tiene solo unas pocas manchas rojas o granos, tiene una forma leve de acné. El acné severo puede significar cientos de granos que pueden cubrir la cara, el cuello, el pecho y la espalda. O pueden ser bultos rojos sólidos más grandes que son dolorosos (quistes).
El acné es muy común entre los adolescentes. Por lo general, mejora después de la adolescencia. Algunas mujeres que nunca han tenido acné al crecer lo tendrán en la adultez, a menudo justo antes de sus períodos menstruales.

Lo que siente acerca de su acné puede no estar relacionado con su gravedad. A algunas personas que tienen acné severo no les molesta. Otros se sienten avergonzados o molestos a pesar de que solo tienen unos pocos granos.

La buena noticia es que existen muchos tratamientos buenos que pueden ayudarlo a controlar el acné.

¿Cuales son los sintomas?

Los síntomas del acné incluyen puntos blancos, puntos negros y granos. Estos pueden ocurrir en la cara, el cuello, los hombros, la espalda o el pecho. Los granos grandes y profundos se denominan lesiones quísticas. Estos pueden ser dolorosos si se infectan. También pueden dejar cicatrices en la piel.

¿Cómo se trata el acné?

Para ayudar a controlar el acné, mantenga su piel limpia. Evite los productos para la piel que obstruyan sus poros. Busque productos que digan "no comedogénico" en la etiqueta. Lávese la piel una o dos veces al día con un jabón suave o enjuague para el acné. Trate de no frotar ni pellizcarse las espinillas. Esto puede empeorarlos y causar cicatrices.

Si solo tiene que tratar algunos granos, puede obtener una crema para el acné sin receta. Busque uno que tenga adapaleno, peróxido de benzoilo o ácido salicílico. Estos funcionan mejor cuando se usan exactamente como dice la etiqueta.

Puede llevar tiempo controlar el acné. Pero si no ha obtenido buenos resultados con productos de venta libre después de probarlos durante 3 meses, consulte a su médico. Un gel recetado o una crema para la piel puede ser todo lo que necesite. Si es mujer, tomar ciertas píldoras anticonceptivas puede ayudar.

Si tiene quistes de acné, su médico puede sugerirle un medicamento más fuerte, como isotretinoína. Este medicamento funciona muy bien para algunos tipos de acné.

¿Qué se puede hacer con las cicatrices del acné?

Existen muchos tratamientos para la piel, como el rejuvenecimiento con láser o la dermoabrasión, que pueden ayudar a que las cicatrices del acné se vean mejor y se sientan más suaves. Pregúntele a su médico acerca de ellos. El mejor tratamiento para usted depende de la gravedad de las cicatrices. Su médico puede derivarlo a un cirujano plástico.

¿Qué causa el acné?

Existen diferentes tipos de acné. El acné más común es el que se desarrolla durante la adolescencia. La pubertad hace que aumenten los niveles de hormonas, especialmente de testosterona. Estas hormonas cambiantes hacen que las glándulas de la piel comiencen a

producir más aceite (sebo). El aceite se libera de los poros para proteger la piel y mantenerla húmeda. El acné comienza cuando el aceite se mezcla con las células muertas y obstruye los poros de la piel. Las bacterias pueden crecer en esta mezcla. Y si esta mezcla se filtra a los tejidos cercanos, causa hinchazón, enrojecimiento y pus. Un nombre común para estas protuberancias elevadas es granos.

Ciertos medicamentos, como los corticosteroides o el litio, pueden provocar el desarrollo de acné. Hable con su médico sobre cualquier medicamento que esté tomando.

No solo los adolescentes se ven afectados por el acné. A veces, los recién nacidos tienen acné porque sus madres les pasan hormonas justo antes del parto. El acné también puede aparecer cuando el estrés del parto hace que el cuerpo del bebé libere hormonas por sí solo. Los niños pequeños y los adultos mayores también pueden tener acné.

Algunas afecciones del sistema endocrino, como el síndrome de ovario poliquístico y el síndrome de Cushing, pueden provocar brotes de acné.

Los factores de riesgo del acné incluyen:
La edad. Las personas de todas las edades pueden tener acné, pero es más común en los adolescentes.
Cambios hormonales. Estos cambios son comunes durante la pubertad o el embarazo.
Historia familiar. La genética juega un papel en el acné. Si sus dos padres tuvieron acné, es probable que también lo desarrolle.
Sustancias grasas o aceitosas. Puede desarrollar acné donde su piel entra en contacto con aceite o lociones y cremas aceitosas.
Fricción o presión sobre su piel. Esto puede ser causado por elementos como teléfonos, teléfonos celulares, cascos, cuellos ajustados y mochilas.

Target text 1 - Human translation

Acné

¿Qué es el acné?

El acné, también llamado *acne vulgaris*, es un problema de la piel que se produce cuando la grasa y las células muertas obstruyen los poros. Algunas personas los denominan puntos negros, manchas, puntos blancos, espinillas o granos. Los casos leves se caracterizan por la presencia de unas pocas espinillas o granos rojos, mientras que los casos graves presentan

gran cantidad de espinillas que cubren la cara, el cuello, el pecho y la espalda, aunque también pueden ser quistes, es decir, nódulos rojos grandes y dolorosos.

El acné suele darse en adolescentes, pero, por lo general, mejora luego de esta etapa. Algunas mujeres que no tuvieron acné durante su crecimiento suelen padecerlo en la adultez, frecuentemente antes de su periodo menstrual.

La manera en que uno se siente con respecto a su acné no siempre tiene relación con cuán malo sea; por ejemplo, tener un caso grave de acné puede no ser una molestia para algunos, mientras que otros pueden sentirse avergonzados aunque solo tengan unas pocas espinillas.

Afortunadamente existen muchos tratamientos eficaces que ayudan a controlar este problema.

¿Cuáles son los síntomas?

Entre los síntomas del acné se encuentran los puntos blancos, los puntos negros y las espinillas, que suelen aparecer en la cara, el cuello, los hombros, el pecho y la espalda. Las espinillas que son grandes y profundas se denominan lesiones quísticas y, además de dejar cicatriz, pueden ser dolorosas cuando se infectan.

¿Cuáles son las causas?

Existen diferentes tipos de acné, pero el más común es el que se desarrolla durante la adolescencia. En la pubertad, los niveles hormonales aumentan, principalmente el de la testosterona. Estos cambios hacen que las glándulas cutáneas produzcan más grasa (sebo), que los poros expulsan para proteger la piel y mantenerla humectada. El acné comienza cuando la grasa se mezcla con las células muertas y obstruye los poros. Si dicha combinación, que puede producir bacterias, se filtra a los tejidos cercanos, genera hinchazón, enrojecimiento y pus; las erupciones resultantes se denominan espinillas.

Algunos medicamentos, como los corticosteroides o el litio, causan acné, por lo que debe informarle a su médico cuáles toma.

El acné no solo afecta a los adolescentes, sino que, en algunas ocasiones, también afecta a los recién nacidos, dado que las madres les transmiten hormonas antes del parto. Por otro lado, esta afección puede ser consecuencia del estrés del parto, que produce que el cuerpo del bebé libere hormonas. Además, tanto los niños pequeños como los adultos mayores pueden tener acné.

Algunas patologías del sistema endocrino, como el síndrome de ovario poliquístico o el síndrome de Cushing, pueden causar brotes de acné.

Los factores de riesgo son:

- **Edad:** Aunque es más común en adolescentes, el acné puede desarrollarse a cualquier edad.
- **Cambios hormonales:** Suceden durante la pubertad o el embarazo.
- **Genética:** Tiene un lugar importante, ya que una persona tiene más probabilidades de padecer acné si sus padres lo tuvieron.
- **Sustancias grasosas o aceitosas:** El acné puede aparecer cuando la piel está en contacto con aceites, cremas o lociones grasosas.
- **Fricción o presión en la piel:** Sucede con objetos como teléfonos, cascos, mochilas o cuellos ajustados de algunas prendas.

¿Cómo es el tratamiento?

Para controlar el acné se recomienda mantener limpia la piel, lo que implica evitar usar productos que obstruyan los poros y buscar aquellos que sean "no comedogénicos", lavarse la piel una o dos veces por día con un jabón suave o productos de limpieza facial y evitar frotar o pellizcarse las espinillas, ya que puede empeorarlas o dejar cicatrices.

Para tratar los casos leves de acné se puede utilizar una crema de venta libre, especialmente las que contienen adapaleno, peróxido de benzoilo o ácido salicílico, que son más eficaces si se aplican como indica el prospecto.

Controlar el acné lleva tiempo, pero si luego de tres meses no se consiguen buenos resultados con productos de venta libre, consulte a su médico, ya que quizás necesite una crema o un gel recetados. En el caso de las mujeres, algunas píldoras anticonceptivas pueden ser de gran ayuda.

Si tiene quistes, su médico le sugerirá un medicamento más fuerte, como la isotretinoína, que es muy efectiva para tratar algunos tipos de acné.

¿Cómo se tratan las cicatrices?

Existen muchos tratamientos que ayudan a que las cicatrices luzcan mejor y se sientan más suaves, como el rejuvenecimiento con láser o la dermoabrasión. Consulte a su médico, dado que el mejor tratamiento para cada persona depende de la gravedad de las cicatrices, y él lo derivará a un cirujano plástico en caso de ser necesario.

Appendix C

<u>Target text 2 - participant 1</u>

Rory: ¿Eso es una gota de lluvia?

Paris: Si.

P: ¡Sal de mi camino!

R: ¡Muévete, muévete, muévete!

Chica: ¿Está lloviendo?

P: No, es el Día Nacional del Bautismo. Ata tus trompas, idiota.

R: Húmedo.

P: Frío.

R: Uh. Ve, ve. Yo tengo el calefactor.

P: Ni lo sueñes.

R: Tu lo tuviste la otra noche.

P: No lo tuve.

R: Paris, ocupaste toda la cosa con tu suéter de "Hey, Gore, do not endorse me" y mi suéter azul todavía está empapado.

P: Está bien, toma la mitad.

R: ¡Oh, mi Dios, tengo frío!

P: No paro de temblar.

R: Somos débiles. Hubiéramos permanecido los últimos 2 segundos en Burma.

P: Por lo menos está caliente en Burma.

R: Si. Okay, somos horribles.

P: Este es el tipo de frío del que puedes leer en una novela de Dickens. Hubiéramos estado en un asilo o ser un cómplice de Fagin.

R: Se supone que estamos en primavera. ¿Por qué está tan frío?

P: Éste ha sido el invierno más frío en la historia de los inviernos.

R: Ah. Mi cerebro, creo que se me congeló. ¿Puede ser posible?

P: Y estos cielos grises, es una cobija de miseria.

R: Todo lo que puedo pensar es en calentarme. Eso es todo sobre lo que puedo pensar.

P: Está cálido en Florida.

R: ¿Qué?

P: Nada.

R: ¿Dijiste Florida?

P: No. Si.

R: ¿En serio?

P: Tal vez.

R: Pero es el receso de primavera.

P: Lo sé.

R: Las chicas se ponen salvajes, y los chicos haciendo el twist. No somos ese tipo de persona, ¿lo somos?

P: No sé qué tipo seamos, pero tengo tanto frío ahora que solo pensar en pasar una semana con un montón de muñecas borrachas y ruidosos chicos de fraternidad parece un buen sacrificio por estar calentito.

R: Calor.

P: Calor.

R: Mamá, ¿dónde está mi traje de baño?

Lorelai: Eh, ¿tienes traje de baño?

R: Por supuesto, tengo traje de baño

L: ¿Cúando fue la última vez que lo usaste?

R: No me acuerdo.

L: Eh. ¿Implicaba un pato de goma?

R: No, no lo creo.

L: Revisa el cajón de abajo, y yo revisaré tu armario. Entonces dime de nuevo, ¿Quién está manejando?

R: Glenn. Es la van de su madre.

L: Y este Glenn, ¿es un buen chofer?

R: No tengo idea.

L: Niña, tienes que aprender a mentir.

R: Glenn es un muchacho muy responsable. Estoy segura que estará bien.

L: ¿Y el lugar donde se están quedando es seguro?

R: Si.

L: Ahora estas poniéndote a la moda. ¡Ah!¡Aha! Traje de baño. Ahora tenemos que encontrar la toca que va con esto.

R: Dame eso por favor. Hey, ¿se supone que debía despejar esto con tu primero?

L: ¿Despejar qué conmigo?

R: Me estoy yendo.

L: Oh, no lo sé.

R: Me refiero a que no vivo más aquí, entonces no estoy segura cuál es el protocolo.

L: Eh, bueno, creo que hasta lo que se ahora, y siento que tengo poder de veto, estamos bien.

R: ¿Tienes poder de veto?

L: No. Siento que tengo poder de veto. Muy diferente afirmación.

R: Entiendo.

L: Pero puedes llamarme un montón mientras estas allá, ¿verdad?

R: No estas preocupada, ¿o si? Porque sólo estoy yendo por el sol y para leer, nada más.

L: Lo sé, lo sé. Es que… Siempre son los buenos chicos los que nunca han bebido los que toman un trago de Kahlua y caen por una ventana.

R: ¿Entonces estás triste porque nuca me enseñaste cómo beber?

L: ¡Exacto!

R: Bueno, toma una botella y unos chupitos y vamos.

L: Sin caídas desde ventanas.

R: Ni siquiera desde un primer piso.

L: Y no bebas y, después que te canses de no beber, bebe mucha agua y toma dos aspirinas antes de ir a dormir.

R: Lo tengo.

L: Y lleva a Paris contigo a todos lados. No puede pasar mucho con esa chica a tu lado.

R: Lo tengo. Ya están aquí.

L: Ah. Tal vez puedan pasar por una tienda de trajes de baño durante el viaje.

R: Mi traje de baño está bien.

L: No, seguro está bien. Está bueno poder ir desde la playa hasta la mezquita sin tener que cambiarte.

Target text 2 - participant 2

Rory: ¿Eso es una gota de Lluvia?

Paris: Sep

_____

P: ¡Fuera del paso!

R: Muévete, muévete, muévete

Girl: ¿Está lloviendo?

P: No, es el día nacional del Bautismo, átate los tubos, idiota

_____

R: Mojada

P: Fría

R: Oh, ve, ve. Yo quiero el radiador

P: De ninguna manera

R: Tú lo tuviste anoche

P: No lo tuve

R: Paris, tú lo tomaste todo con tu "Ey, Gore, no me respaldes" sudadera y mi suéter azul sigue empapado.

P: Bien, toma la mitad

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R: Oh, Dios mío, ¡tengo frío!

P: No puedo dejar de temblar

R: Somos débiles. Duraríamos dos segundos en Birmania

P: Por lo menos está cálido en Birmania

R: Si, okay, somos horribles

P: Éste es el tipo de frío que lees en una novela de Dickens. Deberíamos estar en un asilo para pobres o ser cómplices de Fagin

R: Se supone que es primavera. ¿Por qué sigue estando frío?

P: Ha sido el invierno más frío de la historia del invierno

R: Ah, mi cerebro, creo que se congeló. ¿Es eso possible?

P: Y este cielo gris, es una manta de misterio

R: Todo en lo que puedo pensar es en calentarme. Eso es todo en lo que puedo pensar

P: Está cálido en Florida

R: ¿Qué?

P: Nada

R: ¿Dijiste Florida?

P: No. Sí

R: ¿En serio?

P: Tal vez

R: Pero es receso de Primavera

P: Lo sé

R: Es chicas volviéndose locas y chicos haciendo el twist. No somos personas de receso de primavera, verdad?

P: No sé lo que somos, pero tengo tanto frío ahora que pensar en pasar una semana con algunas muñecas borrachas y chicos cabeza de sonajero de fraternidad parece un muy buen trato para estar cálido.

R: Calidez

P: Calidez

_____

R: Mamá, ¿dónde está mi traje de baño?

Lorelai: Uh… ¿tienes traje de baño?

R: Por supuesto, tengo traje de baño

L: ¿Cuándo fue la última vez que lo usaste?

R: No lo recuerdo

L: Uh… ¿involucra un patito de goma?

R: No, no lo creo

L: Busca en el cajón de arriba, y yo buscaré en tu armario. Ahora dime otra vez… ¿quién manejará?

R: Glenn, es la camioneta de su mama

L: Y este Glenn, ¿es buen conductor?

R: No tengo idea

L: Niña, debes aprender a mentir

R: Glenn es un chico muy responsable. Estoy segura que estará bien

L: ¿Y el lugar en el que te quedas es seguro?

R: Sí

L: Ahora lo estás captando… Ah! ¡Ajá! Traje de baño. Ahora tenemos que encontrar el velo que va con él

R: Dame eso, por favor. Ey, se suponía que debía aclarar esto contigo antes?

L: ¿Aclarar conmigo qué?

R: Irme

L: Oh, no lo sé

R: Es decir, ya no vivo más aquí, asique no estoy segura cuál es el protocolo.

L: Uh, Bueno, creo por lo que sé ahora, y si siento que tengo el poder del veto, estamos bien.

R: ¿Tienes el poder del veto?

L: No. Siento que lo tengo. Oración muy diferente

R: Lo entiendo

L: Pero me llamarás mucho cuando estés allí, ¿verdad?

R: No estás preocupada, ¿no es así? Porque solo iré por el sol y para leer, nada más

L: Lo sé, lo sé. Es que… siempre son los chicos buenos que nunca tomaron un trago quienes toman un sorbo de Kahlúa y se caen por una ventana

R: Entonces, ¿estás triste de que nunca me enseñaste a cómo tomar?

L: ¡Exactamente!

R: Bueno, toma una botella y unos cuartos y vamos

L: No caerse por una ventana

R: Ni siquiera una del primer piso

L: Y no bebas y cuando termines de no beber, toma mucha agua y dos aspirinas antes de ir a la cama.

R: Lo tengo

L: Y lleva a Paris contigo a todos lados. No mucho puede pasar con esa chica al lado

R: Lo tengo. Ya están aquí

L: Oh, tal vez puedes para en una tienda de trajes de baño en el camino

R: Mi traje está bien

L: No, Seguro que lo es. Es Bueno ser capaz de ir desde la playa a la mezquita sin tener que cambiarte.

Rory: ¿Eso es una gota de lluvia?

París: Sí.

_____

P: ¡Fuera del camino!

R: ¡Muévete, muévete, muévete!

Chica: ¿Está lloviendo?

P: No, es el Día Nacional del Bautismo. Átate las trompas, idiota.

_____

R: Mojado.

P: Frío.

R: Ooh. Vaya, vaya. Consigo el radiador.

P: De ninguna manera.

R: Lo recibiste anoche.

P: No lo hice.

R: Paris, tomaste todo el asunto con tu sudadera de "Oye, Gore, no me respaldes" y mi suéter azul todavía está empapado.

P: Bien, toma la mitad.

R: ¡Dios mío, tengo frío!

P: No puedo dejar de temblar.

R: Somos unos cobardes. Duraríamos dos segundos en Birmania.

P: Al menos hace calor en Birmania.

R: Sí. Está bien, somos horribles.

P: Este es el tipo de frío sobre el que lee en una novela de Dickens. Deberíamos estar en un asilo o chelín para Fagin.

R: Se supone que es primavera. ¿Por qué todavía hace frío?

P: Ha sido el invierno más frío de la historia del invierno.

R: Ah. Mi cerebro, creo que está congelado. ¿Es eso posible?

P: Y estos cielos grises, es un manto de miseria.

R: Todo lo que puedo pensar es calentarme. Eso es todo en lo que puedo pensar.

P: Hace calor en Florida.

R: ¿Qué?

P: Nada.

R: ¿Dijiste Florida?

P: No. Sí.

R: ¿En serio?

P: Quizás.

R: Pero son las vacaciones de primavera.

P: Lo sé.

R: Son las chicas enloquecidas y los chicos haciendo el giro. No somos gente de vacaciones de primavera, ¿verdad?

P: No sé lo que somos, pero tengo tanto frío en este momento que la idea de pasar una semana con un montón de tontas borrachas y chicos de fraternidad con cabeza de cascabel parece una muy buena compensación por ser cálida.

R: Cálido.

P: Caliente.

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R: Mamá, ¿dónde está mi traje de baño?

Lorelai: Uh ... ¿tienes traje de baño?

R: Por supuesto, tengo traje de baño.

L: ¿Cuándo fue la última vez que lo usó?

R: No lo recuerdo.

L: Uh ... ¿Se trataba de un patito de goma?

R: No, no lo creo.

L: Revisa el cajón de abajo y miraré en tu armario. Así que ahora dímelo de nuevo ... ¿quién conduce?

R: Glenn. Es la camioneta de su mamá.

L: ¿Y este Glenn, es un buen conductor?

R: No tengo ni idea.

L: Chico, tienes que aprender a mentir.

R: Glenn es un tipo muy responsable. Estoy seguro de que estará bien.

L: ¿Y el lugar donde te vas a quedar es seguro?

R: Sí.

L: Ahora te estás poniendo al día ... ¡Ah! ¡Ajá! Traje de baño. Ahora solo tenemos que encontrar el wimple que lo acompañe.

R: Dame eso, por favor. Oye, ¿se suponía que tenía que aclarar esto contigo primero?

L: ¿Claro que conmigo?

R: Irse.

L: Oh, no lo sé.

R: Quiero decir, ya no vivo aquí, así que no estoy seguro de cuál es el protocolo.

L: Uh, bueno, creo que mientras sepa ahora, y siento que tengo poder de veto, estamos bien.

R: ¿Tiene poder de veto?

L: No. Siento que tengo poder de veto. Declaración muy diferente.

R: Entendido.

L: Pero me llamarás mucho mientras estás allí, ¿verdad?

R: No estás preocupado, ¿verdad? Porque solo voy por el sol y para leer, nada más.

L: Lo sé, lo sé. Es solo que ... Siempre son los buenos niños que nunca han bebido un trago los que toman un sorbo de Kahlua y se caen por una ventana.

R: ¿Entonces estás triste porque nunca me enseñaste a beber?

L: ¡Exactamente!

R: Bueno, coge una botella y monedas de veinticinco centavos y vámonos.

L: No se caiga por las ventanas.

R: Ni siquiera uno del primer piso.

L: Y no beba y, una vez que haya terminado de no beber, beba toneladas de agua y tome dos aspirinas antes de irse a la cama.

R: Entendido.

L: Y lleva a París contigo a todas partes. No puede pasar mucho con esa chica.

R: Entendido. Ellos estan aqui.

L: Oh. Tal vez puedan pasar por una tienda de trajes de baño en el camino.

R: Mi traje está bien.

L: No, seguro que lo es. Es agradable poder ir de la playa a la mezquita sin tener que cambiar.

Rory: ¿Eso es lluvia?

Paris: Sí.

_____

P: ¡Fuera de mi camino!

R: ¡Muévanse, muévanse!

Chica: ¿Está lloviendo?

P: No, es el Día Nacional del Bautismo. ¿No lo ves, idiota?

_____

R: Estoy mojada.

P: Tengo frío.

R: Brrr. Vamos, vamos. Pido el calefactor.

P: Ni lo sueñes.

R: Lo tuviste anoche.

P: No es cierto.

R: Paris, lo ocupaste todo con tu sudadera de propaganda política y mi suéter azul aún está empapado.

P: Bueno, toma la mitad.

R: Por Dios, ¡qué frío!

P: Estoy temblando.

R: ¡Qué débiles! No duraríamos ni dos segundos en Birmania.

P: Al menos allí hace calor.

R: Sí, definitivamente somos horribles.

P: Con este frío es como estar en una novela de Dickens, pero deberíamos estar en un asilo para pobres o robar para Fagin.

R: Se supone que es primavera. ¿Por qué hace tanto frío?

P: Ha sido el invierno más frío de la historia.

R: ¡Ah! Creo que mi cerebro está congelado. ¿Es posible?

P: Este cielo gris parece un manto de miseria.

R: Solo puedo pensar en entrar en calor. Solo eso.

P: Hace calor en Florida.

R: ¿Qué?

P: Nada.

R: ¿Dijiste Florida?

P: No. Sí.

R: ¿En serio?

P: Quizás.

R: Pero son las vacaciones de primavera.

P: Lo sé.

R: Las chicas enloquecen y los chicos se emborrachan. No somos así, ¿no crees?

P: No lo sé, pero tengo tanto frío que pasar una semana con rubias ebrias y tontos de fraternidad parece una buena idea a cambio de un poco de calor.

R: Calor.

P: Calor.

_____

R: Mamá, ¿dónde está mi traje de baño?

Lorelai: Mmm...¿Tienes traje de baño?

R: Claro que tengo.

L: ¿Cuándo lo usaste por última vez?

R: No recuerdo.

L: ¿Tenía un patito de goma?

R: No creo.

L: Busca en el último cajón mientras yo reviso el armario. Entonces, otra vez... ¿Quién conduce?

R: Glenn. Es la camioneta de su mamá.

L: ¿Y este chico es buen conductor?

R: No tengo idea.

L: Hija, tienes que aprender a mentir.

R: Glenn es muy responsable. Estaremos bien.

L: ¿Y el lugar donde se quedarán es seguro?

R: Sí.

L: Ahora estás aprendiendo...¡Ah! ¡Aquí está el traje de baño! Nos falta el velo que hace juego.

R: Dámelo, por favor. Oye, ¿debía pedirte permiso antes?

L: ¿Para qué?

R: Para ir.

L: No lo sé.

R: Como ya no vivo aquí, no sé cuál es el protocolo.

L: Bueno, mientras lo sepa y sienta que me puedo negar, está bien.

R: ¿Te puedes negar?

L: No, siento que me puedo negar, que es diferente.

R: Entiendo.

L: Pero me llamarás mientras estés allí, ¿no?

R: ¿Estás preocupada? Porque solo voy a tomar sol y a leer, nada más.

L: Sí, lo sé. Es que...los chicos buenos que nunca probaron alcohol, cuando beben un poco, se arrojan por la ventana.

R: ¿Estás triste porque nunca me enseñaste a beber?

L: ¡Exactamente!

R: Bueno, toma algo de dinero y vamos.

L: No te arrojes por la ventana.

R: Ni siquiera una del primer piso.

L: Y no bebas. Y cuando termines de no beber, bebe mucha agua y toma dos aspirinas antes de ir a dormir.

R: Entendido.

L: Y que Paris vaya contigo a todas partes. No puede pasar nada con esa chica al lado.

R: Entendido. Ya llegaron.

L: Bien. Quizás puedan parar en una tienda de trajes de baño en el camino.

R: El mío está bien.

L: Sí, claro, si quieres ir de la playa a la mezquita sin tener que cambiarte.

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