



**AUTONOMOUS UNIVERSITY OF BAJA CALIFORNIA**

**SCHOOL OF LANGUAGES**

**SCHOOL OF HUMANITIES**



**Analysis of procedures used by translation students when confronted with  
phrasal verbs**

**In order to obtain a Specialty in**

**Translation and Interpretation**

**Presented by:**

**Manuel Alejandro Gardea González**

**Tijuana, Baja California, June 13, 2017**

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## **Dedication**

This study is dedicated to my parents and my brother, without them I would not be where I am today; and to you, J, for your unconditional support.

## **Acknowledgment**

I would like to thank the students that participated in this study, without them this project would not have been possible; my teachers, who were always there for me one way or another; and my director and co-director, for all of their support. I would especially like to thank J for helping me every step of the way.

Thank you all for helping me.

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## **Abstract**

Phrasal verbs are an important and common element of English which cannot be found in a vast number of languages, including Spanish. It is because of this that finding acceptable equivalents for multi-word verbs can be challenging. This research follows a qualitative approach in order to analyze the techniques used by translation students when confronted with sentences that include phrasal verbs. The project observes the student's translation choices and categorizes them according to their acceptability.

Keywords: Translation, Techniques, Acceptability, Phrasal verbs, Rich points

## Chapter I. Introduction

There are multiple ways to name phrasal verbs: multi-word verbs, multi-word units, verb and particle constructions, compound verbs, and the list goes on. This project thoroughly explains what phrasal verbs are and the reasons why they can become translation problems. It mentions the importance of translation competence and sub-competencies, as well as translation procedures, techniques, strategies, and methods. All of this in order to help the reader understand a few of the things translators must know and develop so that they may overcome some of the difficulties which can be found in the translator's line of work.

After all the concepts are explained, the methodology is outlined. At that point we go into detail on the compilation of the exercise which was translated by both fourth and seventh semester translation students. It is through this exercise that we not only confronted the future translators with multi-word verbs, but also had them point out the techniques they used while translating. Once the students finished, the results were analyzed in order to observe the techniques that were used when faced with the multi-word verbs, so that we would see which of them guided their translation choices. In addition, the undergraduate's translations were categorized according to their acceptability.

Once all of the above is covered we give our conclusions which we hope will benefit teachers, the students that participated in our study, as well as the generations which follow.

### 1.1. Background

Although there are not many studies which analyze the techniques used while translating phrasal verbs, or other grammatical items, in this section we include a summary of those works whose aims have indirectly contributed to our topic, by relating to it in a strategic manner and consequently becoming an essential part of this study.

Amongst the few papers that analyze the translation of multi-word verbs we find a dissertation written by Amina Ayadi (2010), *Lexical Translation Problems: The*

*Problem of Translating Phrasal Verbs.* Ayadi's study attempts to answer why learners of English are unable to find the appropriate equivalents of phrasal verbs when translating into Arabic, a language where this element cannot be found. In her study she uses two exercises in order to collect data on student's knowledge and familiarity with the linguistic items. These eventually lead the investigator towards her conclusion.

...phrasal verbs are so important in the English language. There is no doubt that any translator is obliged to confront them (when translating from English into another language) or to use them (when translating from another language into English). Learners of English find difficulties when translating them; they are a real problem and a difficult translation task due to their misleading unpredictable nature, in addition to learners' unfamiliarity and limited exposure to them (Ayadi, 2010, p. 27).

Ayadi's study not only focuses on the translation of phrasal verbs but also suggests that troubles arise while attempting to find acceptable equivalents for them, thus unknowingly identifying multi-word verbs as translation problems. Lachat Leal (2003) wrote a doctoral thesis to study the cognitive process of the resolution of these types of difficulties. She mentions that there is a need for empirical research on the different types of translation since very little is known about translation problems (Lachat, 2003, p. 18). According to her we require studies which are focused on the development of the translation process and look at the translator's reaction when faced with problems, the actions and strategies they resort to in order to solve these, as well as the phases which follow in problem solving and decision making (Lachat, 2003, p. 18).

The PACTE Group (2014) also mentions translation problems in their paper, *First Results of PACTE Group's Experimental Research on Translation Competence Acquisition: The Acquisition of Declarative Knowledge of Translation*, which focuses on the study of translation competence acquisition. Nevertheless, as opposed to Lachat's doctoral thesis, this paper refers to translation difficulties as rich points. "We view translation as a problem-solving process, so we focused on data collection and acceptability analysis of specific source-text segments that contained translation problems. Inspired by Nord (1991), we decided to refer to these segments as rich points (PACTE, 2014, p. 90)." In this publication the PACTE Group elaborated a questionnaire that was used to acquire information on translator trainees' knowledge of translation,

translation units, types of translation problems, the different phases involved in the translation process, the methods required, the procedures used, and the role of the translation brief and the target reader (PACTE, 2014, p. 85).

Although the PACTE Group and Lachat use different terms to refer to the same problems they both agree that translators have to be competent in order to overcome them. Muñiz Cachón (2001) mentions that just as any user of a language may create a well structured sentence without having to know if they are using a verb, a noun, or an adjective; a translator, is able to understand a sentence without having to stop and think about the parts of speech which make it up (p. 169). According to her, the translator can create proper sequences without paying too much attention to the categorization and hierarchy of its elements (Muñiz, 2001, p. 169). However, as Muñiz Cachón (2001) also mentions, this would mean the only requirement to be a translator would be to know how to use both the source and target language (p. 169), when in reality they should develop translation competence and be aware of the decisions they make, as well as the techniques they use. Developing this competence, and the subcompetencies, allow translators to have the knowledge they need in order to overcome translation problems.

In relation to translation competence, Lachat (2003) says that: “en traducción no se puede aplicar una fórmula simple para solucionar un problema porque no siempre existe una única solución como acto racional...(p. 32).” By this we deduce that a translator has to be aware of the techniques they have available since these will help when they face different types of difficulties in texts. The PACTE Group (2014) also mentions that “Solving translation problems involves different cognitive operations within the translation process and requires constant decision-making on the part of the translator (p. 88).” These quotes give us a glimpse of how being knowledgeable in two or more languages is only one of the requirements for a translator.

All of these authors relate to our study without necessarily mentioning multi-word verbs; however, if we retake the search for those that specifically research translation related problems originating from the phrasal verb element we find multiple studies which have the objective of improving statistical machine translation. As in the case of Mudraya, Piao, Löfberg, Rayson, and Archer (2005), who do a cross-language comparison of phrasal verb translation equivalents in order to improve machine assisted

translation. Mudraya et al (2005) feel “A deeper understanding of such relations between phraseological expressions across languages is important for various tasks such as language learning, translation, automatic bilingual/multilingual lexicon extraction, etc (p. 1).”

To summarize, even though these studies are not closely related to the topic addressed in this study, they provide us with a framework to understand the context of the study, translation.

## **1.2. Statement of the Problem**

In this section we will present the main problems which our research project is concerned with and briefly mention some of the difficulties that arise while attempting to translate phrasal verbs.

After beginning our investigation we came across Ayadi's (2010) work which says that learner's have an inability to translate phrasal verbs because of their total ignorance and insufficient exposure to them (p. III). She also says that students usually rely on the context, which is not always helpful when it comes to translating multi-word verbs (2010, p III). When we researched further, we found that Hill and Bradford (2000) state something similar:

Since Spanish has nothing comparable in extended use to this English verbal system, these English verbs composed of base verb + particle will be difficult for the majority of Spanish-speaking learners. The problem is further complicated by the fact that many of these multi-word verbs have various meanings (p. 65).

According to the previous authors, and others cited throughout this project, phrasal verbs are problematic elements and, since the previous statement holds true for students from around the world, we can only assume that the learners at the Autonomous University of Baja California will not be the exception. Parting from this statement, we wanted to see how translation students from this university translated these types of verbs. However, since we already know multi-word verbs generate translation problems we decided to study how our students used their developing translator competence, translation techniques in specific, to confront the phrasal verb element.

By analyzing the techniques used by the learners when faced with verb and particle constructions we were able to observe if the students could use these to create acceptable translations. The analysis of the results was expected to help us find certain tendencies, such as if students preferred the use of some techniques but strayed from others.

### **1.3. Objectives**

This section reveals the aims of the study; it begins by disclosing the general objective and is followed by the specific aims.

#### **1.3.1. General Objective.**

Analyze procedures used by translation students when confronted with phrasal verbs, as they translate a text, in order to observe their translation choices and categorize them according to their acceptability.

#### **1.3.2. Specific Objectives.**

1. Design an exercise which contains different types of phrasal verbs by compiling sentences that exemplify them, which will be translated by a group of students.
2. Analyze the translation procedures that are used by students when confronted with phrasal verbs, using the proposals mentioned by distinct authors, in order to determine which guide the pupil's translation choices.
3. Categorize the student's translations according to their acceptability, following the example of a few authors, to observe which technique was used most for each acceptable translation.

### **1.4. Justification**

There are multiple reasons to affirm this research is both relevant and valid. This segment will deal with justifying said reasons and, therefore, this study.

Sechrest and Fay (1972) think that there are at least potential communication problems in all cross-cultural research, and since the problems vary, it is worthwhile to note the kinds of problems that are involved and the errors they may produce (p.41). Therefore, it is only natural that we would want to inquire about the translation of multi-word verbs into a language like Spanish, where they do not exist. However, since the

difficulties related with the translation of phrasal verbs will be mentioned in the framework, such a topic will not be a part of this section.

Along with the previous information, Sechrest and Fay (1972) also tell us that “There are various types of translation problems, not all of which have received sufficient attention (p. 41).” It is our belief that by focusing on such a common element in the English language the students involved in the study, and those who may read it, will not only become more familiar with multi-word verbs, but they will also be aware that these may easily become translation problems. By bringing these rich points to their attention they might not be caught off guard next time they are confronted with this element; instead, they might make conscious decisions which lead to a more acceptable translation.

Researching a specific grammatical item, as multi-word verbs, is not very common; nonetheless, it is also nothing new. According to a review written by Laura Pérez Arreaza (2007) “...este tipo de investigaciones, sobre datos y fenómenos específicos, son un aporte valioso que puede facilitar la labor del traductor y mejorar la calidad de las traducciones (p. 151)”, this is to say that the type of research we are doing can be a great contribution which may facilitate translator’s jobs as well as improve the quality of translations. Pérez Arreaza (2007) also states that

...la traducción requiere un análisis minucioso de aspectos más específicos de la estructura de los textos y que este trabajo menudo, a nivel de los sintagmas y oraciones, tendrá una incidencia en el sentido global del texto del cual obviamente es parte (p. 152).

From this we are able to see that translations need a careful analysis of specific features in the texts, in our case phrasal verbs, for it will have an impact on the overall meaning of the text which it is a part of.

While in one of our courses we came across an exercise which contained several sentences that included phrasal verbs, the exercise asked to find a one word equivalent which best matched the multi-word verb being used (Hill and Bradford, 2000, p. 66). Although we successfully completed the task there were times where the answer was not always as obvious as we had imagined, keep in mind that we had not attempted to translate phrasal verbs at this point. It was then that it dawned on us that if we, as

graduate students, came across difficulties while working with multi-word verbs then maybe translating these verbs would be even more troublesome.

Nevertheless, in order for a translator, or future translator, to reach the point of writing acceptable translations it is important that they know how to use the procedures that are available to them. Miguel A. Jiménez-Crespo (2013) tells us that the objectives in this area should not only be the ability to select and apply the most efficient and quick strategies to solve the most recurring problems, but also, to identify the most common problems first. (p. 53); or as González et al say in Lachat (2003), the application of a translation strategy depends on the steps, selected from a consciously known range of potential procedures, taken to solve a translation problem which has been consciously detected and resulting in a consciously applied solution (p. 95). Our study tried to do something quite similar, which is to help students identify phrasal verbs as frequent translation problems and be able to use the techniques that will allow them to resolve these difficulties. We are interested to know which technique is used when confronted with multi-word verbs because as we learn from Lachat (2003), knowing the logic behind the decisions we make will allow us to better understand the translation process (p. 53).

To conclude, not only will this project aid to identify verb and particle constructions as translation problems, but it will also help as a reminder that we, as translators, should be conscious of the techniques we use while translating. The results of this investigation will help the students who are participating in it, their teachers and the School of Languages, at the Autonomous University of Baja California. It will benefit the previously mentioned because it will bring to their attention the techniques that are mostly used by the students, the techniques that might have been forgotten, or reveal if they are solely relying on their intuition when translating. The results of this study might also serve as a base for future investigations related to the topic.



## Chapter II. Theoretical Framework

This chapter is concerned with explaining the aspects that will support our study. It begins with general translation concepts and slowly leads to specific aspects found in this project. We will explain what translation competence is and the subcompetencies that make it up; translation procedures; the concept of acceptability; phrasal verbs, as well as some of the problems these generate.

### 2.1. Translation Competence

There was a time when it was believed that the only requirement to be a translator was to be knowledgeable in two or more languages, in fact some people still believe this today; however, this is only a fraction of what translation competence (TC) entails. According to Jiménez Crespo (2013), the study of TC has been the focus of intense theoretical and empirical research efforts during the last few decades (p. 40), and it has been through this study that there is now a better understanding of TC and its importance.

Translation competence can be defined as «the underlying system of knowledge, skills and attitudes required to translate» (PACTE, 2014, p.87); «the body of knowledge possessed by professional translators rather than by all bilinguals» (Jiménez Crespo, 2013, p.38); or as «accumulation of resources and the creation of connections that activate the accumulated knowledge through systematic training in an efficient manner» (Jiménez Crespo, 2013, p. 41). We can deduce from these definitions that TC is not something that automatically comes from being multilingual, but from the gathering of translation related knowledge over time, as in the case of translation students. In fact, it's been said that TC is what separates professional translators from amateurs.

The development of translation competence is something that helps translators consciously make decisions and is applicable to problem solving. Solving translation problems involves different cognitive operations within the translation process and requires constant decision-making on the part of the translator (PACTE, 2014, p.88). Since translators are constantly faced with rich points it is crucial that they can resort to all of the elements that make up their TC to resolve these.

## **2.2. Translation Subcompetencies**

Although translation competence is mentioned throughout this project, it is important to know that TC is made up of different subcompetencies. According to the PACTE Group these are: bilingual, extra-linguistic, knowledge of translation, instrumental, and strategic; however, according to the TRANSCOM Research Group they are: communicative, domain, tools and research, translation routine activation, psychomotor, and strategic (Jiménez Crespo, 2013, p. 45). Translation competence depends on subcompetencies, so much so that the first cannot exist without the latter.

Even though there are several subcompetencies, there are only a few that directly relate to our study: bilingual, extra-linguistic, and knowledge of translation. The first of these is said to include pragmatic, socio-linguistic, textual and lexical-grammatical knowledge in each language. It incorporates knowledge about the communicative situation, such as participants and sociocultural norms, illocutionary competence and advanced textual competence (Jiménez Crespo, 2013, p. 51). The extra-linguistic subcompetence includes encyclopedic, thematic and bicultural knowledge. It incorporates both the entire accumulated knowledge about the world a subject might have, in addition to specific advanced domain knowledge related to translators' specialized fields (Jiménez Crespo, 2013, p. 43). Finally, the knowledge of translation subcompetence includes knowledge of translation units, the processes required, methods and procedures used, as well as types of problems. (Jiménez Crespo, 2013, p.44).

If the students who participate in this study have already developed these subcompetencies these will be of great benefit to them while answering our exercise. Nevertheless, it is possible for some of the students to have developed some of the subcompetencies but not others, and that is completely acceptable for, as Jiménez Crespo (2013) mentions, the different components that make up individual subcompetences do not develop at the same time or in parallel fashion, but rather, they are acquired unequally and progressively as they interrelate and compensate (p.49).

## **2.3. Translation Procedures, Strategies, Methods, and Techniques**

Translation procedures, strategies, methods, and techniques are all terms used in translation, and although each of them alludes to different things they are often

confused for one another. These terms are constantly used by authorities in the translation and traductology field; however, they are frequently used interchangeably even though they each refer to different things. In this section we will briefly explain what each of these words means, based on Lachat's work (2003), which in turn was influenced by several authors.

According to Lachat (2003, p.54), procedures can be seen when comparing an original text and a specific translated text. Procedures refer to the translation process used by the translator, such as how they organize a text, read it, compare existing translations, write a rough draft, etc. In other words, procedures do not focus on specific elements within a translation; rather they focus on the text as a whole and help the translator understand how they will approach it.

Lachat (2003) quotes Hönig and Kußmaul when defining translation strategies. They believe that strategies are functional standards that help make decisions which lead to an acceptable solution of a translation problem (p.42). This means that a strategy is not a solution, but a resource which is used to solve a problem. In Lachat (2003), the same authors that define strategies believe that these should be studied in order to facilitate the acquisition of translation competence, since TC will allow translators to have better results (p. 41). As González et al mention in Lachat (2003), the application of a translation strategy depends on the steps, selected from a consciously known range of potential procedures, taken to solve a translation problem which has been consciously detected and resulting in a consciously applied solution (p.95).

A method is a reflexive process which is used to solve macro and microcontextual problems. Macrocontextual problems refer to those that occur while planning the text, they deal with the communicative function of the text and the recipient of the translation. Microtextual problems refer to those that happen in a sentence, such as syntactic complexity, ellipsis, metaphors, etc (Lachat, 2003, p.55). Translation methods can also be described as the development of a specific translation process which is regulated by the function and objective of the translator; it changes according to each assignment and it can be identified throughout the text (Lachat, 2003, p.63).

Techniques, similar to some of the previous concepts, also help solve translation problems; however, these are used in specific segments of a text. Hurtado (2011) wrote that translation techniques are visible in the results and affect smaller parts of a text (p. 256). Our study focuses greatly on the techniques, and although there are many, we center on those that are mentioned by most authors (Hurtado, Vázquez, Mayoral, etc.), such as: transposition, the change of a grammatical category; modulation, the use of different words that refer to the same thing; equivalence, the most similar word or phrase with semantic equivalence in a target language; adaptation, changing an idea, mostly a cultural element, in order for the recipients of a translation to better comprehend; amplification, the addition of words to get a clear message; explicitation, the explanation of a concept that is implicit in the source text; omission, the choice of not using an element from the original text based on redundancy, tautologies, etc.; compensation, rearranging the order of a text when a loss of meaning has occurred in the source; and calque, the use of adapted words that come from a different language. Table 1 shows different authors that mention, define, and exemplify many of these techniques [Francesconi (2004), Herrezuelo (2008), Hurtado (2011), Mayoral (2011), Ordoñez-Tenorio (2011), and Vázquez (1977)]. If we observe the aforementioned table we can get a better idea of what each of the translation techniques mean, as well as find examples of how they are used.

Table 1. Translation techniques

Técnica	Francesconi	Hurtado	Vázquez	Ej. Hurtado	Ej. Vázquez	Contraste
Transposición	Es la substitución de una unidad gramatical por otra, se desplazan las palabras y se altera el orden normal: as soon as he gets up /en cuanto se despierte	Se cambia la categoría gramatical	Reemplazar una parte del discurso del texto de LO por otra diferente que en el texto de LT lleve el principal contenido semántico de la primera.	<i>He will soon be back</i> por <i>No tardará en venir</i> (cambiando el adverbio <i>soon</i> por el verbo <i>tardar</i> )	<i>Before he comes back</i> (verbo) por <i>antes de su regreso</i> (sustantivo)	Similares en que las ideas se expresan en una y otra lengua con distintas categorías gramaticales

\* The complete table can be found in Appendix 1.

## 2.4. Acceptability

Deciding whether a translation is acceptable or not can be very subjective; however, there are authors who give us guidelines which help determine the acceptability of a translation. One of these authors is the PACTE Group (2014), they mention that in order to determine the acceptability of a translation we must consider the meaning of the source text; the function of the translation (within the context of the translation brief, the readers' expectations, and genre conventions in the target culture); and make use of appropriate language (p. 90). The same group also suggests that acceptability is associated to the quality of the translation product, and the previous criteria should be used to categorize a translation as acceptable, semi-acceptable and not acceptable solutions for the rich points selected in the texts (p. 90).

Similar to the previous guidelines, the *Libro Blanco de la traducción e interpretación institucional* (2012) mentions that in order for a translation to be considered acceptable it should be trustworthy, written in the best possible manner, and keep the content or the intention of the message intact (p. 99). In other words, respect the tone of the discourse, such as formal or colloquial, and keep cultural terminology which does not have an equivalent in the target language (Libro Blanco de la traducción e interpretación institucional, 2012, p. 99). The abovementioned guidelines were of great use in our investigation since they were taken into account to conduct our analysis.

## 2.5. Universal Grammar

Universal Grammar, according to Chomsky in Dąbrowska (2015), is the idea that human languages, as superficially diverse as they are, share some fundamental similarities, and that these are attributable to innate principles unique to language: that deep down, there is only one human language (p. 1). There are several arguments in favor of the universal grammar hypothesis; one of the main arguments is the idea of language universals, which states that all languages share certain traits (Dąbrowska, 2015, p. 4). Although there may be similarities between languages, our study focuses on an element that can only be found in a few of these.

## 2.6. Phrasal Verb

According to Ayadi's dissertation (2010) phrasal verbs are one of the most characteristic traits of the English language, and even though most of them can be replaced by a single word, phrasal verbs are preferred by users since they are more expressive than single word verbs (pp. 15 and 17). The *Oxford Phrasal Verbs Dictionary for Learners of English* (2001) says: there is often a single-word verb with the same meaning... Single-word verbs, however, may be more formal than the phrasal verb, or used in slightly different contexts (p. VI). It is because of this that it will be inevitable to confront this element while translating from, or into, English. However, before we can translate a multi-word verb we must first understand what it is. Hill and Bradford (2000) tell us that phrasal verbs are two or more words conveying a single thought and functioning as a grammatical unit (p.65). *The Longman Pocket Phrasal Verb Dictionary* (2001) defines a phrasal verb as

a verb that consists of two or three words; whose meaning is different from the meaning those words would have if you considered each one separately... Most phrasal verbs consist of two words...The first word is a verb; the second word, called a particle, is either an adverb... or a preposition... There are also some three-word phrasal verbs... (p. IV).

Along the lines of these definitions, Ayadi (2010) comments that multi-word verbs are a type of English verbs that operate like a phrase, more than a word. This means that phrasal verbs are unlike single and simple verbs in the sense that they are a set of words (p. 7). There are many other phrasal verb definitions; however, most of these are similar to the ones mentioned above.

## 2.7. Common Phrasal Verb Problems

Since not all languages have multi-word verbs, these can become very problematic when attempting to translate them into a language where the element does not exist, as mentioned by Sechrest and Fay (1972), the "...equivalence problem arises from the fact that languages differ widely in their grammars and syntaxes and these differences are often critical to the meanings in various translations. (p. 46)"

Multi-word verbs may often turn into translation problems for different reasons, which several authors help us understand: a) The *Oxford Phrasal Verbs Dictionary for learners of English* (2001) mentions that sometimes when you meet combinations of

verb and particle, it is impossible to guess the meaning in the context from the meaning of the verb and the meaning of the particle... (p. VI), this might be because the difference in language origins cause difference in grammar and creates wide gaps for learners when translating (Ayadi, 2010, p. 5). b) In relation to the previous point, Gómez Capuz (2001, p. 1) states "...no se debe traducir la norma de una lengua por el sistema de otra, pues en tal caso se obtendrían resultados ininteligibles.", this means that the norm of a language should not be translated by the system of another, for unintelligible results would be obtained. c) Ayadi (2010) also brings our attention to another cause that helps categorize phrasal verbs as rich points by mentioning that they "...can have a literal meaning that represents a physical action as they can have a metaphorical one that represents an action that is similar in some way to the literal meaning (p. 13)." The fact that these verbs and particle constructions can change meanings can make for a difficult translation; it is because of this that we searched for all of the possible definitions the phrasal verbs we used in our study have (see p. 22 and Appendix 2). d) Finally, since Spanish has nothing comparable in extended use to this English verbal system, these English verbs composed of base verb + particle will be difficult for the majority of Spanish-speaking learners. The problem is further complicated by the fact that many of these multi-word verbs have various meanings (Hill and Bradford, 2000, p.65).

## Chapter III. Methodology

In this section we will describe the processes which we used in order for our research to be considered reliable. We will mention how it was that we designed our exercise, depict the groups of students that participated in our research and how we gathered information.

This study was experimental, exploratory, and followed a qualitative approach; however, some instruments that were used in it can be considered quantitative. According to Hernández Sampieri, Carlos Fernández Collado, and Pilar Baptista Lucio (2010), the qualitative approach collects data without the use of numerical measurements, while the quantitative approach gathers data based on numerical measurements in order to establish behavioral patterns (pp. 4-7). The research is experimental because we asked two groups of students to answer the same exercise; even though both groups had a lot in common, one of them had more experience in the translation field. Our study is considered to be exploratory since it covers specific elements which have not been studied frequently.

### 3.1. Sample

For our investigation we used two groups of students, one of fourth semester and the other of seventh, who were studying the Bachelors in Translation in the School of Languages, at the Autonomous University of Baja California (UABC). The seventh semester group attended classes in the afternoon and was made up of 18 students; nevertheless, two of them were unable to attend on the day of the exercise, meaning that there were only sixteen students who participated. From those sixteen students, fifteen of them were between the ages of eighteen and twenty-three, and only one was between twenty-four and twenty-nine. The fourth semester group attended classes in the morning and consisted of forty-three students; however, in order to have an equal number of participants from both groups, for our convenience, we randomly selected sixteen of them. Coincidentally out of the sixteen students chosen, the age groups were the same as in the previous group, fifteen of them were between the ages of eighteen and twenty-three, and one was between twenty-four and twenty-nine.



There are multiple reasons why both groups were chosen. In order to decide which semesters we would select we had to consider certain factors. We wanted a considerable difference in translation experience between the groups, since we were hoping the most advanced group would have a more developed translator competence.

The UABC, through the School of Languages, offers the Bachelor's in Translation through a program of eight semesters; however, we did not consider the first two of these for they are considered to be the "common core" and do not focus on translation. When we say "common core" we mean that all first and second semester students enrolled in the School of Languages take the same classes, no matter if they want to study Language Teaching or Translation. It is during this period that students focus on the morphology and morphosyntax of English and Spanish, reading and writing, analyzing texts, computer skills, amongst other subjects.

Once learners reach third semester they specialize in the field of their choice. Although it is in this semester where students finally focus on translation, we did not choose a third semester group because they are barely being introduced to subjects such as the history of translation, advanced grammar, and the theory of translation, where most of them learn about translation techniques for the first time.

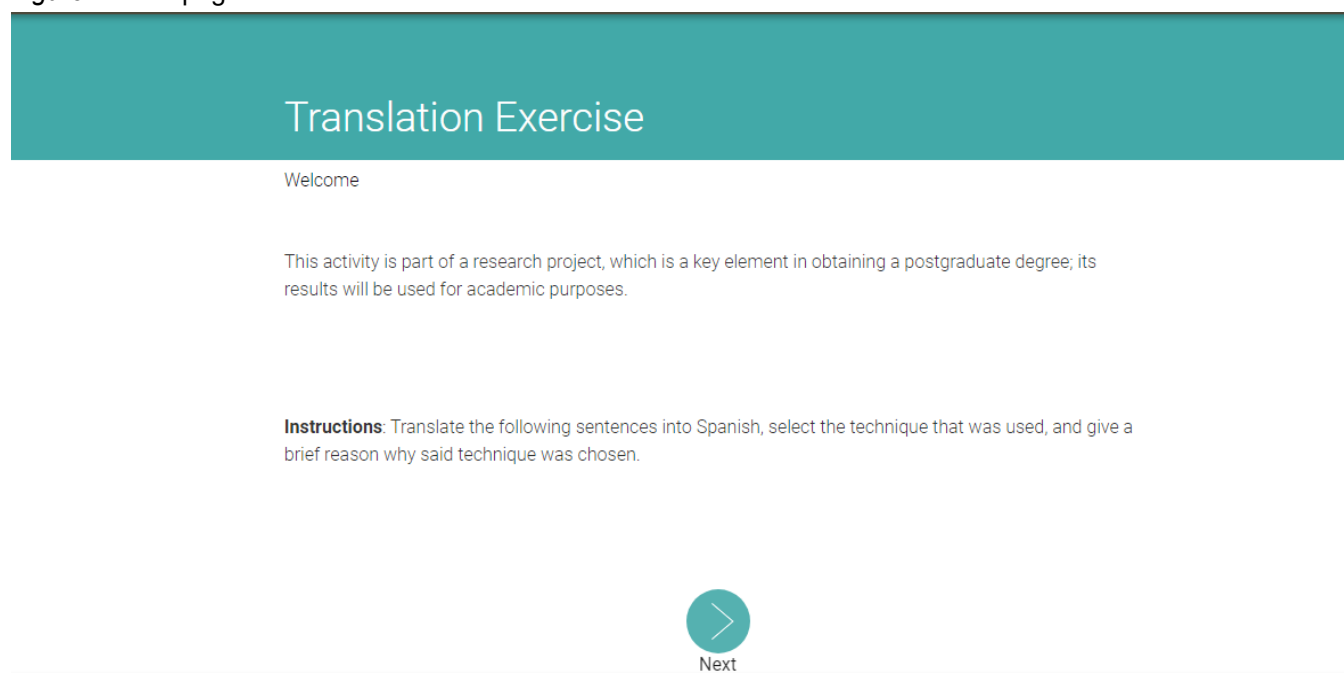
We decided to choose a fourth semester group not only because they were introduced to translation theories and techniques during the previous semester, but also because they reinforce all of that knowledge during the start of their current courses. We consider these students to have sufficient knowledge in their line of study as well as beginning to develop important aspects in their translator competence.

Since we wanted a considerable difference between the groups that were chosen, as was mentioned earlier in this section, neither fifth nor sixth semester students were considered. It is during this time that learners strengthen their abilities as translators by taking courses which no longer focus on the theory of translation, but rather on the practice. These learners have a year to put into practice all the translation procedures, techniques, strategies, methods, and everything else they are aware of at this point.

Finally, we chose a seventh semester group because they have over two years of experience translating and using all of the knowledge they have gained while focusing on translation studies. These students have successfully accredited all of the courses in fifth and sixth semester, and thus have more than a year of experience over the fourth semester students. It is also worthwhile to mention that these learners have had more time to develop their translator competence. A seventh semester group has almost all of the advantages of an eight semester group, but since they do not have to do their internship yet they have more free time, this makes them the best choice.

### 3.2. Instrument

Figure 1. First page of the exercise



In order to make an exercise which would collect the data we wanted (Figure 1), it was crucial for us to consider a number of aspects. First we had to decide what would work best for our overall objective, which is to analyze the techniques used by translation students when confronted with phrasal verbs. We considered that if we wanted to do the analysis we had to ask students to translate multi-word verbs, but since these can have more than one meaning we would need to have some context around them. Adding context would help us distinguish the intended meaning of the phrasal verbs in each case, thereby eliminating all of the other connotations we did not

want. However, by deciding to include context to the verb and particle constructions we were faced with the choice of using a text made up of individual sentences or one made up of a couple of paragraphs. A text made up of several paragraphs would not only have given us a lot of information that would not have been useful to this investigation, but it would have also limited the amount of phrasal verbs we could have used. Being that we had but sixty minutes to gather the data, and translating a longer text would be more complex and time-consuming for the learners, we decided to use individual sentences.


Once we knew how the phrasal verbs would be presented in the exercise we had to decide if we would write the sentences ourselves or look for them in reliable sources. In order to make a more credible exercise we chose the latter and compiled sentences from two sources: the BBC Learning English webpage (2013) and Longman Pocket Phrasal Verbs Dictionary (2001). This led us to our next decision, which was selecting the multi-word verbs. In order for the choice of verb and particle constructions to be controlled we based our selection off of Ayadi's dissertation (2010). In it she states that, grammatically speaking, phrasal verbs can be divided into four types: a) intransitive, do not have objects and the verb as well as the particle always stay together; b) transitive and inseparable, needs a direct object and cannot be between the verb and the particle; c) transitive separable, includes the phrasal verbs that need an object that can go in between the verb and the particle mainly if it is a pronoun; d) transitive with two particles (the particles are inseparable), the first particle is an adverb and the second one is a preposition (Ayadi, 2010, pp.10-11). Since we then knew what we were looking for we chose multi-word verbs from each category, which add up to twelve in total.


The phrasal verbs we chose were dress up, add up (intransitive); get through, account for, brake into (transitive and inseparable); take off, put on, take apart (transitive separable); and come up with, get down to, make up for, drop in on (transitive with two particles). Five of the sentences we used in the exercise came from the BBC Learning English webpage (2013) and the other seven from Longman Pocket Phrasal Verbs Dictionary (2001). Translating each of the twelve sentences is an important part of our exercise (Figure 2).

When the selection of sentences was complete we had to think about the second part of our exercise. We decided to create a multiple choice section for learners to choose the translation technique that was used when confronted with the particular phrasal verb (Figure 2). For this we chose eight of the most documented techniques: transposition, modulation, equivalence, adaptation, calque, explicitation, omission, and compensation. Along with the previous options we added 'other' and 'I don't know', the first in case we had not provided the technique the learner used, and the second in order to reduce the chances of students guessing if they did not know the technique they used.

*Figure 2. Sentence and Techniques*

---

16 It's difficult to get down to work when there are so many distractions. 

17 Select the technique that was used while translating the previous sentence. 

- Transposition
- Modulation
- Equivalence
- Adaptation
- Calque
- Explicitation
- Omission
- Compensation
- Other
- I don't know

---

After establishing the options of the multiple choice segment we added a section where learners give a brief description of why they chose to use whatever technique they selected. This section gives us insight on whether or not students know why they claim to have used a certain technique to confront the phrasal verb in turn.

Finally, we added four more segments to our exercise, three in the beginning and one at the end: student identification number, current semester, age, and comments (Figure 3). Since we wanted our students to remain anonymous we decided to ask for a student identification number instead of a name. We considered that having this

information might help eliminate any doubled exercise caused by technical issues which required the student to do the exercise twice. 'Current semester' was added to the exercise in order for us to distinguish what group the students participating in the exercise were in. Four age groups were added to the exercise eighteen to twenty-three, twenty-four to twenty-nine, thirty to thirty-five, and thirty-six and over; the idea behind this was that life experience might have an impact in the translations. The comment section was added at the end of the exercise in order to allow the participants to express whatever they felt they needed to tell us about the exercise. All of this was done on <http://www.surveymonkey.com>, a website which helps manage results in a timely and efficient manner.

Figure 3. Student's information

The image shows a screenshot of a web form titled "Translation Exercise". The form contains three numbered fields:

- Field 1: "Student identification number" with a text input field containing "00000000".
- Field 2: "Age" with a dropdown menu showing "24-29".
- Field 3: "Semester" with a dropdown menu showing "8".

At the bottom of the form, there are two circular navigation buttons: "Prev" (disabled) and "Next" (active).

### 3.3. Analysis

In order to analyze the data gathered from all thirty-two exercises, and to find the information we were looking for, we had to take several steps. The first step we took was to organize the information, a simple task thanks to the SurveyMonkey website. At this point we had the student's ID numbers, their age, their current semester, their

translations, the technique they thought they used in every sentence, and their comments. We decided to organize the results into three categories, one with the responses of the fourth semester students, another with the responses of the seventh semester students, and the last of these with the responses from both groups. The results were organized this way so that we would be able to study each group individually as well as do comparisons between them.

The second step we took was to analyze the translation techniques used by students when confronted with phrasal verbs. This was done by revising each one of the student's translations. In order for our analysis to be reliable we used a table during our analysis that had eight different techniques on it (transposition, modulation, equivalence, adaptation, amplification, explicitation, omission, and compensation) which were in turn defined and exemplified by different authors, as stated on page 11. It is important to remember that there were twelve sentences in the exercise, translated by thirty-two different students, which gives us a total of 384 sentences translated as well as analyzed. Whenever we analyzed a sentence we would first look for the technique that was used while translating the phrasal verb in that particular sentence, followed by the techniques that were used to translate the rest of the sentence. To exemplify what was done we made another table where we displayed the analysis of each of the sentences (Table 2). This table contains the following: response date, date and time the student translated the sentence; student's translation; student's perception, the techniques the students thought they used; actual techniques used, the technique found to have been used after the analysis; and justification, a brief explanation of how the actual techniques used were detected.

The third step we took was to categorize the translations according to their acceptability. In order to do this we relied on the authors referenced on page 12 of the framework (Hurtado, Mayoral, Vázquez, etc.) as well as in three different phrasal verb dictionaries (The Longman Pocket Phrasal Verb Dictionary, The Oxford Phrasal Verbs Dictionary for learners of English, and the Cambridge website). As we have mentioned before (p. 14), phrasal verbs can have more than one meaning and it is because of this that we wanted to have all of the possible definitions for the multi-word verbs we used. In order to have all these definitions at hand we made yet another table, this time

including the verb and particle construction on the left and its definitions on the right (Table 3). Finally, we made bar graphs with the information collected during our analysis. The graphs contain numbers and percentages that help make our results easier to understand. An example of these graphs will be mentioned in the following chapter.

Table 2. Analysis of Translation

5. It's difficult to get down to work when there are so many distractions.					
Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 5:57 PM	Con demasiadas distracciones es muy difícil concentrarse en el trabajo.	I Don't Know	Modulation / Compensation / Adaptation / Other / Amplification	Get down to work for <i>concentrarse en el trabajo</i> and 'when there are' for <i>con</i> / Change in sentence order / 'So many' for <i>demasiadas</i> / Added <i>muy</i>
2	abr 25, 2017 5:55 PM	es muy difícil concentrarse en algo cuando hay muchas distracciones	Adaptation	Adaptation / Other / Amplification / Modulation	Get down to work for <i>concentrarse en algo</i> / Added <i>muy</i> / 'so many' for <i>muchas</i>
3	abr 25, 2017 5:45 PM	Es difícil ponerse a trabajar cuando hay muchas distracciones.		Equivalence / Modulation	Get down to = <i>ponerse a</i> / 'so many' for <i>muchas</i>
4	abr 25, 2017 5:44 PM	Es difícil ponerse a trabajar cuando hay demasiadas distracciones.	Modulation	Equivalence / Adaptation	Get down to = <i>ponerse a</i> / 'So many' for <i>demasiadas</i>

\*Complete table found on p. 59 of the Appendix

Table 3. Phrasal verb definitions

5. "get down to"	<u>LONGMAN</u>
	<p><b>1. get down to</b> sth: to finally make a serious effort to start doing something.  <i>*After Christmas I'm going to get down to some serious jobhunting.</i></p>
	<u>OXFORD</u>
	<p><b>1. get down to</b> sth: to begin to do sth; to give serious attention to sth  <i>*Let's get down to business straight away.</i></p>
	<u>CAMBRIDGE</u>
	<p><b>1. to start to direct your efforts and attention towards something</b>  <i>*I've got a lot of work to do, but I can't seem to get down to it.</i></p>

## Chapter IV. Results

Our analysis gave us an enormous amount of information and very interesting results. This chapter will explain the results of our study through the use of words, tables, and graphs, so that these might be easier to understand. However, since our research gave us such a large amount of information only one of the twelve sentences from our exercise will be exemplified here. The tables and graphs from both, this chapter and the appendix, are organized the same way; they first show the results of the student's perception, followed by the results of the techniques used while translating the phrasal verbs, which are then followed by the techniques that were used while translating the entire sentence. They continue with the contrast of students that knew the technique they used against those who did not, and finally show the acceptability in the translations. It is important to note that we do not intend to generalize with our results, we merely wanted to study a phenomenon in a given context.

To demonstrate our results we decided to randomly select one of the twelve sentences that were used in the exercise, sentence number five. The fifth sentence students confronted while answering the exercise was "It's difficult to get down to work when there are so many distractions." As we mentioned in the previous chapter the first step we took was to organize the information the students had given us. Once the information was in order, the first results we were able to see were the "student's perception", as we are calling it. These results showed the techniques the students thought they used while translating the abovementioned.

As shown on table 4 below, we can see that most fourth semester students thought they used either 'modulation' or 'adaptation' while translating the sentence, each of these techniques were chosen by five different students, and each gave a total of 31.3%. This was followed by 'omission' which was chosen four times and added up to 25%; 'I don't know' was chosen twice (12.5%); and 'transposition', 'equivalence' as well as 'compensation', were all thought to have been used once by different students (6.3%).



Most seventh semester students thought they had used ‘modulation’ while translating the fifth sentence, since five out of sixteen of them chose that option (31.3%). ‘Transposition’ and ‘I don’t know’ were both thought to have been used by four students (25%); three students chose ‘adaptation’ (18.8%); while ‘explicitation’, ‘omission’, and ‘compensation’ were all chosen once (6.3%). (Table 5)

When we observe the combination of both groups it is clear that ‘modulation’ is the technique that was thought to have been used the most by students, ten out of the thirty-two. This means that 31.3% of all the students who participated in this study thought they had used the previously mentioned technique while translating this particular sentence (“It’s difficult to get down to work when there are so many distractions.”). This technique was followed by ‘adaptation’, chosen by a total of eight students (25%); ‘I don’t know’, chosen by six students (18.8%); ‘transposition’, thought to have been used five times (15.6%); ‘equivalence’, thought to have been used three times (9.4%); ‘omission’ and ‘compensation’, each chosen twice (6.3%); while ‘explicitation’ was only chosen by one student (3.1%). (Table 6 and Graph 1)

Table 4. Techniques students thought they used

4 <sup>th</sup> semester		
Technique thought to have been used while translating the previous sentence.		
Answer Options	Percent	Frequency
Transposition	6,3%	1
Modulation	31,3%	5
Equivalence	6,3%	1
Adaptation	31,3%	5
Calque	0,0%	0
Explicitation	0,0%	0
Omission	25,0%	4
Compensation	6,3%	1
Other	0,0%	0
I don't know	12,5%	2
	<b>answered question</b>	<b>16</b>
	<b>skipped question</b>	<b>0</b>

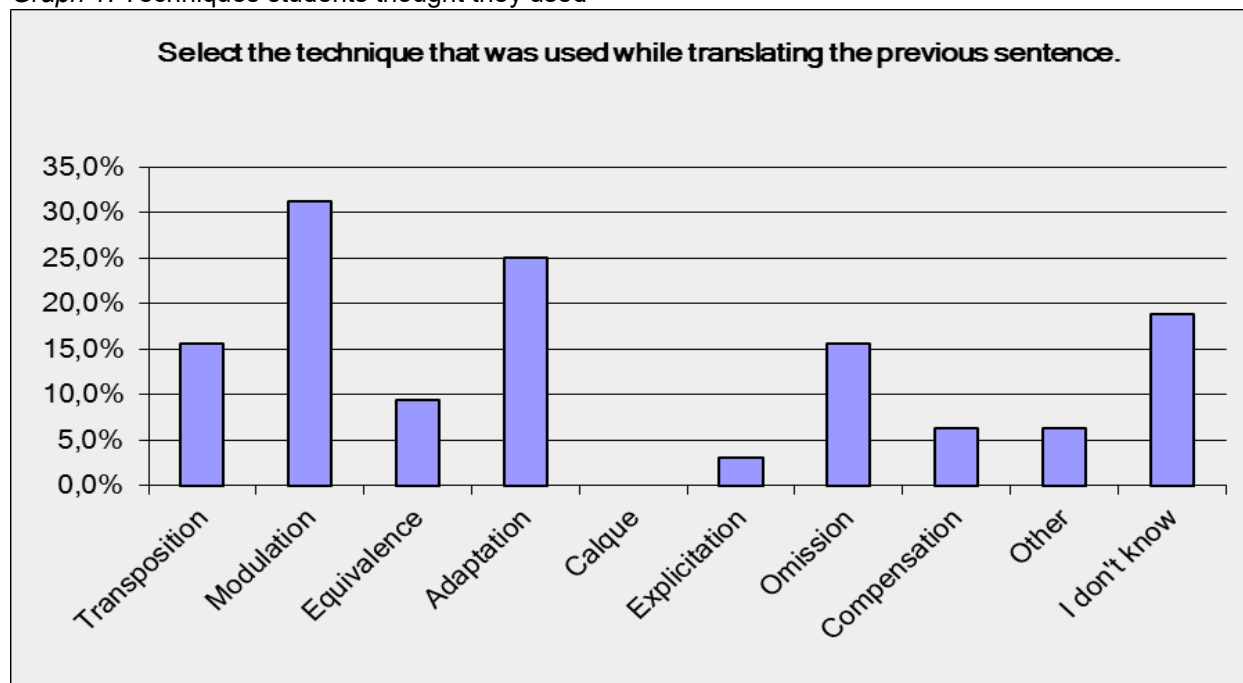
Table 5. Techniques students thought they used

7 <sup>th</sup> Semester		
Technique thought to have been used while translating the previous sentence.		
Answer Options	Percent	Frequency
Transposition	25,0%	4
Modulation	31,3%	5
Equivalence	12,5%	2
Adaptation	18,8%	3
Calque	0,0%	0
Explicitation	6,3%	1
Omission	6,3%	1
Compensation	6,3%	1
Other	12,5%	2
I don't know	25,0%	4
<b>answered question</b>		<b>16</b>
<b>skipped question</b>		<b>0</b>

Table 6. Techniques students thought they used

Both groups		
Technique thought to have been used while translating the previous sentence.		
Answer Options	Percent	Frequency
Transposition	15,6%	5
Modulation	31,3%	10
Equivalence	9,4%	3
Adaptation	25,0%	8
Calque	0,0%	0
Explicitation	3,1%	1
Omission	15,6%	5
Compensation	6,3%	2
Other	6,3%	2
I don't know	18,8%	6
<b>answered question</b>		<b>32</b>
<b>skipped question</b>		<b>0</b>

Graph 1. Techniques students thought they used



Although the students had already identified the techniques they thought they had used we had to analyze each of the 384 translations; we did this in order to observe if the techniques the students had chosen had actually been used. Once every sentence was analyzed we were able to detect the techniques the students used while translating the multi-word verbs, if we recall, our main objective was to analyze the techniques used by translation students when confronted with phrasal verbs. The following tables and graphs show what technique was used while translating this element.

On table 7 we are able to observe that most fourth semester students used 'equivalence' while translating the phrasal verb, six different students (37.5%). This was followed by 'adaptation' and 'transposition', both used four times (25%); and 'omission', used twice (12.5%). On table 8 we see that most seventh semester students used 'modulation', 'equivalence', and 'adaptation' while translating the fifth multi-word verb, since each one of the techniques was used by five different students (31.25%); the technique used by the remaining student was 'explicitation' (6.3%). Finally, when we observe the combination of both groups, on table 9, it is clear that 'equivalence' is the technique that was used the most by students, eleven out of the thirty-two of them. This means that 34.37% of all the students who participated in this study used the previously mentioned technique while translating this particular phrasal verb. This technique was

followed by 'modulation' and 'adaptation', each chosen by a total of nine students (28.12%); 'omission', used by two students (6.25%); and 'explicitation', used by a single student.

Table 7. Techniques used on phrasal verb

4 <sup>th</sup> Semester		
Actual technique used while translating the phrasal verb.		
Answer Options	Percent	Frequency
Transposition	0,0%	0
Modulation	25%	4
Equivalence	37,5%	6
Adaptation	25%	4
Calque	0,0%	0
Explicitation	0,0%	0
Omission	12,5%	2
Compensation	0,0%	0
Other	0,0%	0
I don't know	0,0%	0
<b>answered question</b>		<b>16</b>
<b>skipped question</b>		<b>0</b>

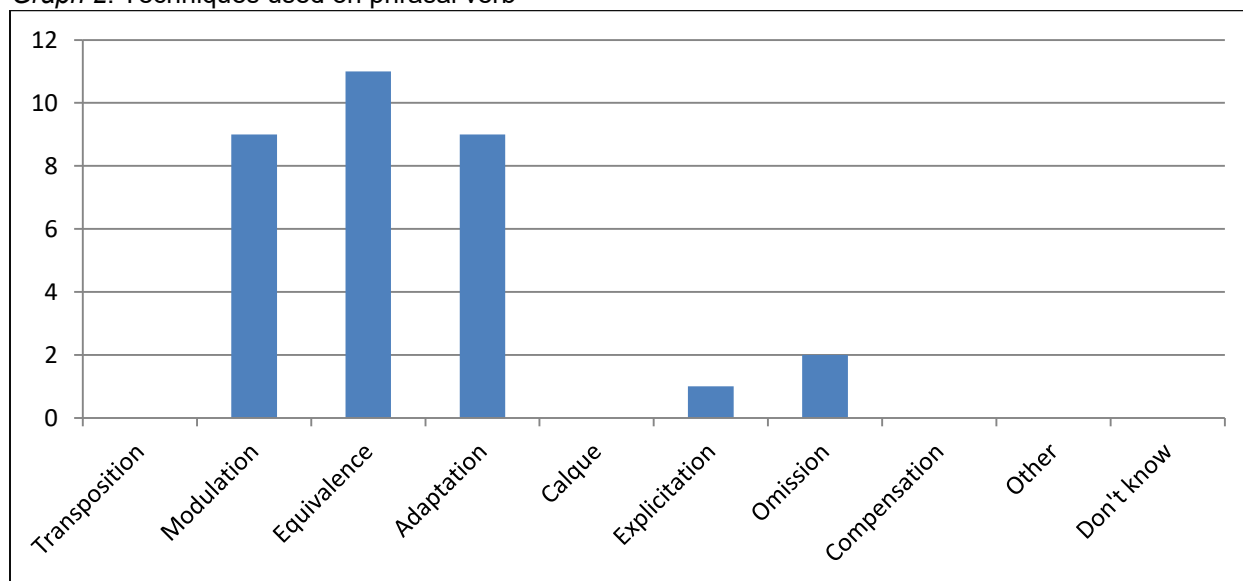
Table 8. Techniques used on phrasal verb

7 <sup>th</sup> Semester		
Actual technique used while translating the phrasal verb.		
Answer Options	Percent	Frequency
Transposition	0,0%	0
Modulation	31,25%	5
Equivalence	31,25%	5
Adaptation	31,25%	5
Calque	0,0%	0
Explicitation	6,3%	1
Omission	0,0%	0
Compensation	0,0%	0
Other	0,0%	0
I don't know	0,0%	0
<b>answered question</b>		<b>16</b>
<b>skipped question</b>		<b>0</b>

Table 9. Techniques used on phrasal verb

Both groups		
Actual technique used while translating the phrasal verb.		
Answer Options	Percent	Frequency
Transposition	0,0%	0
Modulation	28,125%	9
Equivalence	34,375%	11
Adaptation	28,125%	9
Calque	0,0%	0
Explicitation	3,125%	1
Omission	6,25%	2
Compensation	0,0%	0
Other	0,0%	0
I don't know	0,0%	0
<b>answered question</b>		<b>32</b>
<b>skipped question</b>		<b>0</b>

Graph 2. Techniques used on phrasal verb



Even though the previous tables and graphs demonstrate what we were searching for in our main objective, our investigation gave us more results than we were expecting. By instructing students to select the technique that was used while translating the sentences instead of asking them to choose the technique they used on the phrasal verbs specifically, we cornered ourselves into analyzing the entire sentence, rather than focusing on a single element. It was only after the analysis was complete

that we realized that our project went a step further than we had originally intended. Although we were still able to find the answers we were looking for at the beginning of our investigation we also found valuable information that we considered relevant. Thanks to our mishap with the instructions we were given the opportunity to identify the translations techniques that were used throughout the sentences. Since we analyzed all of the techniques we were also able to do a comparison of the number of students that properly identified the techniques they used versus the number of students who did not. Before we present the comparisons, though, we will present our results we obtained after analyzing all of the sentences. The following tables and graphs show the translation techniques that students used throughout the entire sentence, in this case their fifth translation.

We are able to observe that fourth semester students mostly used 'modulation' while translating this sentence, the technique was used a total of ten times (35.74%). This was followed by 'equivalence', used six times (21.42%); 'adaptation', used five times (17.85%); 'other/ amplification', used three times (10.71%); and 'omission' as well as 'compensation', both used twice (7.14%). (Table 10)

Most seventh semester students used 'modulation' while translating the fifth sentence as well, since the technique was used ten times (35.73%). The technique that followed were 'adaptation', used a total of eight times (28.57%); 'equivalence', used five times (17.85%); 'omission' and 'other/amplification', both used twice (7.14%); and 'compensation', used once (3.57%). (Table 11)

When we observe the combination of both groups it is clear that 'modulation' is the technique that was used the most by students, twenty times to be exact. This means that 35.74% of all the students who participated in this study used the previously mentioned technique while translating this particular sentence. This technique was followed by 'adaptation', used by a total of thirteen (23.21%); 'equivalence', used by eleven (19.64%); 'other/amplification', used by five students; 'omission', used by four (7.14%); and 'compensation', used by three (5.35%). (Table 12 and Graph 3)

Table 10. Techniques used throughout the sentence

<b>4<sup>th</sup> Semester</b>		
<b>Actual technique/s used throughout the sentence.</b>		
<b>Answer Options</b>	<b>Percent</b>	<b>Frequency</b>
Transposition	0,0%	0
Modulation	35,74%	10
Equivalence	21,42%	6
Adaptation	17,85%	5
Calque	0,0%	0
Explicitation	0,0%	0
Omission	7,14%	2
Compensation	7,14%	2
Other	10,71%	3
I don't know	0,0%	0
<b>answered question</b>		<b>28</b>
<b>skipped question</b>		<b>0</b>

\*Other: (3) Amplification

Table 11. Techniques used throughout the sentence

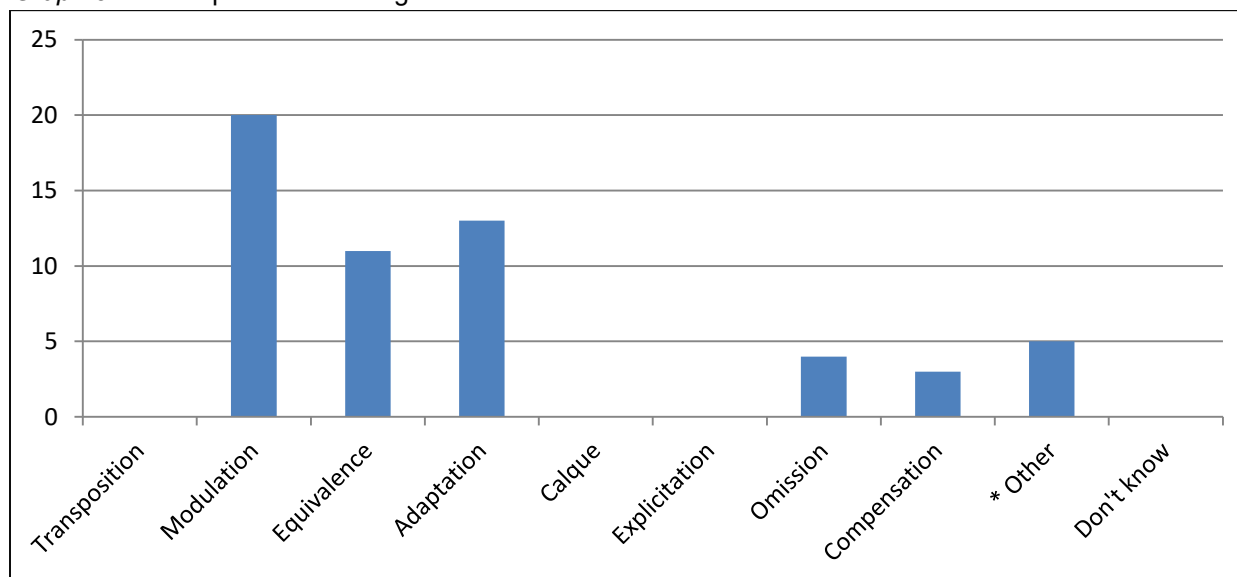
<b>7<sup>th</sup> Semester</b>		
<b>Actual technique/s used throughout the sentence.</b>		
<b>Answer Options</b>	<b>Percent</b>	<b>Frequency</b>
Transposition	0,0%	0
Modulation	35,73%	10
Equivalence	17,85%	5
Adaptation	28,57%	8
Calque	0,0%	0
Explicitation	0,0%	0
Omission	7,14%	2
Compensation	3,57%	1
Other	7,14%	2
I don't know	0,0%	0
<b>answered question</b>		<b>28</b>
<b>skipped question</b>		<b>0</b>

\*Other: (2) Amplification

Table 12. Techniques used throughout the sentence

Both groups		
Actual technique/s used throughout the sentence.		
Answer Options	Percent	Frequency
Transposition	0,0%	0
Modulation	35,74%	20
Equivalence	19,64%	11
Adaptation	23,21%	13
Calque	0,0%	0
Explicitation	0,0%	0
Omission	7,14%	4
Compensation	5,35%	3
Other	8,92%	5
I don't know	0,0%	0
<b>answered question</b>		<b>56</b>
<b>skipped question</b>		<b>0</b>

Graph 3. Techniques used throughout the sentence



\*Other: (5) Amplification

#### 4.1. Comparison - Techniques

As we mentioned earlier in this chapter, although the students chose the technique they thought they used while translating the sentences in the exercise it does not necessarily mean that they identified them correctly. After our analysis we were able



to find the exact number of pupils who were able to identify the techniques they used properly and those who were not. Table 13 and 14 show how many students correctly identified the technique they used while translating. The first table (Table 13) refers to the sentence we have been referring to throughout this chapter, while the second (Table 14) gives us the total from all twelve sentences combined.

It is easy to observe that in the fifth sentence only four out of sixteen fourth semester students were able to properly identify the technique they used, while eight out of sixteen seventh semester students were able to do the same. When we pay close attention to the second table (Table 14) we are able to see that only 28.2% of fourth semester students and 40.83% of seventh semester students were able to identify the techniques they used while translating the twelve sentences from the exercise. This tells us that the majority of students were unable to properly identify the techniques they used while translating.

*Table 13.* Students who properly identified the translation techniques on sentence 5

<b>It's difficult to get down to work when there are so many distractions.</b>			
<b>Semester</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
4 <sup>th</sup>	4	12	16
7 <sup>th</sup>	8	8	16
Both	12	20	32

*Table 14.* Students who properly identified the translation techniques throughout all 12 sentences

<b>TOTAL</b>			
<b>Semester</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
4th	53 (28.2%)	135 (71.8%)	188
7th	78 (40.83%)	113 (59.17%)	191
Both	131 (34.56%)	248 (65.44%)	379

Tables 15 – 26 show the techniques each of the thirty-two students thought they used, throughout the twelve sentences that were translated, and contrast them with the techniques they actually used. Each of the tables in this section illustrate the sentence that was translated and is followed by the number of times each translation technique was thought to have been used (left column) versus the number of times the techniques were actually used (right column).

Table 15. Contrast

<b>1. I've got a date tonight so I'm going to dress up.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	6	Transposition	1
Modulation	11	Modulation	10
Equivalence	4	Equivalence	16
Adaptation	5	Adaptation	0
Calque	0	Calque	0
Explicitation	3	Explicitation	3
Omission	2	Omission	4
Compensation	0	Compensation	6
Other	3	Other	2
Don't know	2	Don't know	0

Table 16. Contrast

<b>2. I never thought I'd get through the interview; I was so nervous!</b>			
Techniques students thought they used		Actual techniques used	
Transposition	4	Transposition	1
Modulation	11	Modulation	0
Equivalence	4	Equivalence	10
Adaptation	4	Adaptation	1
Calque	0	Calque	0
Explicitation	3	Explicitation	0
Omission	2	Omission	2
Compensation	0	Compensation	0
Other	4	Other	27
Don't know	2	Don't know	0

Table 16. Contrast

<b>3. My uniform is so itchy that I can't wait to take it off.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	5	Transposition	9
Modulation	9	Modulation	17
Equivalence	6	Equivalence	32
Adaptation	11	Adaptation	4
Calque	2	Calque	0
Explicitation	3	Explicitation	4
Omission	3	Omission	8
Compensation	3	Compensation	6
Other	1	Other	17
Don't know	1	Don't know	0

Table 17. Contrast

<b>4. A good leader has to be able to identify problems and come up with solutions.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	0	Transposition	1
Modulation	5	Modulation	13
Equivalence	9	Equivalence	14
Adaptation	4	Adaptation	7
Calque	3	Calque	0
Explicitation	2	Explicitation	3
Omission	8	Omission	7
Compensation	0	Compensation	0
Other	4	Other	17
Don't know	4	Don't know	0

Table 18. Contrast

<b>5. It's difficult to get down to work when there are so many distractions.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	5	Transposition	0
Modulation	10	Modulation	20
Equivalence	3	Equivalence	11
Adaptation	8	Adaptation	13
Calque	0	Calque	0
Explicitation	1	Explicitation	0
Omission	5	Omission	4
Compensation	2	Compensation	3
Other	2	Other	5
Don't know	6	Don't know	0

Table 19. Contrast

<b>6. How do you account for his sudden disappearance?</b>			
Techniques students thought they used		Actual techniques used	
Transposition	4	Transposition	2
Modulation	4	Modulation	4
Equivalence	1	Equivalence	9
Adaptation	5	Adaptation	19
Calque	1	Calque	0
Explicitation	1	Explicitation	0
Omission	2	Omission	3
Compensation	1	Compensation	6
Other	4	Other	3
Don't know	11	Don't know	0

Table 20. Contrast

<b>7. It's cold out so you'd better put on a scarf!</b>			
Techniques students thought they used		Actual techniques used	
Transposition	4	Transposition	0
Modulation	8	Modulation	16
Equivalence	4	Equivalence	29
Adaptation	5	Adaptation	1
Calque	2	Calque	0
Explicitation	5	Explicitation	0
Omission	2	Omission	22
Compensation	0	Compensation	5
Other	3	Other	20
Don't know	4	Don't know	0

Table 21. Contrast

<b>8. Last night's victory made up for all the problems we've had in previous games.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	6	Transposition	0
Modulation	8	Modulation	6
Equivalence	7	Equivalence	18
Adaptation	5	Adaptation	23
Calque	3	Calque	0
Explicitation	2	Explicitation	2
Omission	0	Omission	1
Compensation	0	Compensation	1
Other	2	Other	13
Don't know	4	Don't know	0

Table 22. Contrast

<b>9. It all adds up - he's the only person who could have committed the crime.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	2	Transposition	0
Modulation	5	Modulation	12
Equivalence	11	Equivalence	20
Adaptation	12	Adaptation	14
Calque	0	Calque	0
Explicitation	2	Explicitation	0
Omission	3	Omission	2
Compensation	0	Compensation	2
Other	2	Other	10
Don't know	7	Don't know	0

Table 23. Contrast

<b>10. Someone broke into my car and stole the radio.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	2	Transposition	6
Modulation	5	Modulation	21
Equivalence	7	Equivalence	0
Adaptation	7	Adaptation	3
Calque	1	Calque	0
Explicitation	7	Explicitation	9
Omission	2	Omission	3
Compensation	2	Compensation	3
Other	0	Other	1
Don't know	6	Don't know	0

Table 24. Contrast

<b>11. The police came and took the place apart, but they didn't find anything.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	3	Transposition	0
Modulation	7	Modulation	21
Equivalence	12	Equivalence	0
Adaptation	10	Adaptation	10
Calque	0	Calque	0
Explicitation	4	Explicitation	9
Omission	2	Omission	5
Compensation	3	Compensation	5
Other	0	Other	8
Don't know	6	Don't know	0

Table 25. Contrast

<b>12. I think I'll drop in on Jill on my way home.</b>			
Techniques students thought they used		Actual techniques used	
Transposition	2	Transposition	0
Modulation	7	Modulation	11
Equivalence	5	Equivalence	8
Adaptation	9	Adaptation	5
Calque	0	Calque	0
Explicitation	4	Explicitation	10
Omission	2	Omission	3
Compensation	0	Compensation	3
Other	2	Other	13
Don't know	9	Don't know	0

#### 4.2. Comparison – Acceptability

The final part of our analysis and therefore our results dealt with the categorization of acceptability. In order to categorize the translations in a reliable manner we used the guidelines that were mentioned in the framework. Influenced by these guidelines we separated each of the translations into the three categories the PACTE Group (2014) suggests: Acceptable, Semiacceptable, and non-acceptable. Tables 27 and 28 show how many of the student's translations fall into each of the categories abovementioned. Just as in the previous comparison the first table (Table 27) refers to the sentence we have been referring to throughout this chapter, while the second (Table 28) gives us the total from all twelve sentences combined.

Table 27 clearly shows that only four out of sixteen seventh semester students and six out of sixteen fourth semester student had an acceptable fifth translation. In the same way only 2 seventh semester students and one fourth semester student had a semiacceptable translation; however, the majority of students, ten from seventh semester and nine from fourth, had non-acceptable results while translating the fifth sentence. In this case fourth semester students were the ones that had slightly better results, but things change when we analyze the acceptability of all twelve sentences translated in the exercise.

### 5. It's difficult to get down to work when there are so many distractions.

Acceptable	
7th Semester	4
4th Semester	6
Both	10

Semiacceptable	
7th Semester	2
4th Semester	1
Both	3

Non-Acceptable	
7th Semester	10
4th Semester	9
Both	19

Table 26. Acceptable translations for sentence 5

Table 28 shows us that only 30% of seventh semester students and 24% of fourth semester students had acceptable translations; 28% of seventh semester students and 27% of fourth semester students had semiacceptable translations; while 42% of seventh semester students and 49% of fourth semester students had non-acceptable translations. Overall, seventh semester students did better than those that are in fourth, we attribute this to the fact that the seventh semester students have had more time to develop their translation competence. When we analyze the combination of both groups we find that the majority of students had non-acceptable translations, a total of 45%; only 28% of them had semi acceptable results; and the minority had acceptable translations, 27%. Our data clearly shows that most students, regardless of the semester, had non-acceptable translations.

### Total

Acceptable		
7th Semester	57	30%
4th Semester	45	24%
Both	102	27%

Semiacceptable		
7th Semester	54	28%
4th Semester	52	27%
Both	106	28%

<b>Non-Acceptable</b>		
7th Semester	80	42%
4th Semester	94	49%
Both	174	45%

Table 27. Acceptable translations for all 12 sentences



## Chapter V. Conclusions

At the start of our project we wanted to analyze the techniques used by translation students when confronted with phrasal verbs. We believed that by doing so we would be able to observe if students could use the techniques to create acceptable translations. Little did we know that we would not only obtain the answers we were searching for, but we would also find results that we had not considered at the beginning of our investigation.

After reviewing our results we were unable to find any relation between the techniques students used while translating the phrasal verbs and the acceptability of the sentences. Our results show that there is no specific technique which works best while translating a multi-word verb, rather almost all of the techniques can be used on this element without it affecting the acceptability of the sentence in which it is found. These are the results we were looking for originally; however, as we have already mentioned, through our research we were able to observe other results which can be of great help to the School of Languages at UABC. We think this because our study can give teachers at this school an idea of how much their students know about translation techniques.

Due to our mishap with the exercise instructions, mentioned in the previous chapters (p. 28), we were cornered into analyzing not only the techniques that were used while translating the phrasal verbs, but the techniques that were used throughout each of the sentences. This leads us to discover that most of the students that participated in our study were not able to properly identify the techniques that they had used, in fact, over half of them fell into this category. After looking at the comments the students gave us at the end of the exercise (Appendix 4.) we saw that many of them could not identify the translation techniques because they did not know what each of these entail. We also discovered that, according to the parameters used here, almost half of all of the students that participated in our study had non-acceptable translations. Both of the previous results are concerning since the numbers show a negative tendency, even though we understand that it is more difficult to translate isolated sentences than short texts, considering that context is essential in translation.

We hope that our research can inspire other investigations in order to find a possible solution to what can be a potential problem. Another investigation, with a similar scenario, would help confirm what we were able to observe throughout this study. Translation techniques are a very important part of translation and students should be aware of them.

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## Appendix

## Appendix 1. Contrasts in Translation

Técnica	Otros autores	Hurtado	Vázquez	Ejemplo Hurtado	Ejemplo Vázquez	Contraste
Transposición	Francesconi: Es la substitución de una unidad gramatical por otra, se desplazan las palabras y se altera el orden normal: as soon as he gets up /en cuanto se despierte	Se cambia la categoría gramatical	Reemplazar una parte del discurso del texto de LO por otra diferente que en el texto de LT lleve el principal contenido semántico de la primera.	<i>He will soon be back</i> por <i>No tardará en venir</i> (cambiando el adverbio <i>soon</i> por el verbo <i>tardar</i> )	<i>Before he comes back</i> (verbo) por <i>antes de su regreso</i> (sustantivo)	Similares en que las ideas se expresan en una y otra lengua con distintas categorías gramaticales
Modulación	Francesconi: es una mutación del punto de vista, análogo como procedimiento a los eufemismos del tipo “poco inteligente” por “tonto”	Se efectúa un cambio de punto de vista, de enfoque o categoría de pensamiento en relación con la formulación del TO	La significación debe ser la misma pero los símbolos son distintos en una y otra lengua	Al traducir, utilizar Golfo arábigo o Golfo pérsico (según la adscripción ideológica)	<i>Make your check payable to</i> por <i>libre su cheque a nombre de</i>	En una y otra lengua se expresa una idea con diferente perspectiva
Equivalencia	Francesconi: reemplazar una realidad existente en el texto original por una realidad existente del texto de traducción. Ejemplo: proverbios y dichos (el que no arriesga no gana / “chi non risica non rosica”	Se utiliza un término o expresión reconocido (por el diccionario o uso lingüístico) como equivalente en la LM	Caso extremo de la modulación. Son las expresiones o “imágenes fijas” (modismos figuras de lenguaje, frases hechas, proverbios, dichos, locuciones, y toda clase de “grupos unificados”)	<i>They are as like as two peas</i> por <i>Se parecen como dos gotas de agua.</i>	<i>God bless you</i> por <i>¡Salud!</i>	La misma situación se expresa con distintas modalidades según las expresiones idiomáticas arraigadas de la cultura



Técnica	Autor	Hurtado	Vázquez	Ejemplo Hurtado	Ejemplo Vázquez	Contraste
Adaptación	Francesconi: es el límite extremo de la traducción. Muchas veces es una paráfrasis, una adaptación libre del significado de una frase y el último recurso del traductor. Ej. Comparación inglesa del beisbol VS comparación francesa del Tour de France	Se reemplaza un elemento cultural por otro propio de la cultura receptora	Resumen de las modalidades de transferencia. Conformar un contenido a la visión particular de cada lengua.	Cambiar <i>baseball</i> por <i>fútbol</i> en una traducción al español	<i>Blanco como la nieve por blanco como las plumas del airón.</i>	Todos resaltan el aspecto de que si hay un cambio, en el cual un mismo elemento se expresa con otro diferente pero equivalente
Amplificación	R. Mayoral: la adición de significados no presentes en el original	Para Hurtado "Ampliación" se añaden elementos lingüísticos. Opuesto a la comprensión lingüística	Opuesto a la "economía" en lingüística. Expandir las configuraciones correspondientes de LT.	<i>No way por de ninguna de las maneras</i>	<i>We are dancing to the accordion por Bailábamos al son del acordeón</i>	Coinciden en que amplificación es adición pero no por razones de estilo sino de lograr claridad
Explicitación	Herrezuelo: Se aplica a palabras que requieren cierta explicación para ser totalmente entendidas en otra lengua. Ej. Muere en el Materno una bebe tras recibir paliza / Battered baby dies of her injuries at the Materno Hospital	Para Hurtado "Amplificación": se introducen precisiones no formuladas en el TO como informaciones, paráfrasis explicativas, notas del traductor, etc.	Obedece sobre todo a razones semánticas. Expresar en LT lo que está implícito en LO	<i>El mes del ayuno para los musulmanes por Ramadán</i>	<i>To help resolve the basic question of delegation por Para resolver los problemas basicos de la delegacion de poderes</i>	Los autores coinciden que en el texto final se explica algo que en la LO va implícito.

Técnica	Otros autores	Hurtado	Vázquez	Ejemplo Hurtado	Ejemplo Vázquez	Contraste
Omisión	R. Mayoral: la reducción por recorte en el significado. Resulta adecuado si el significado que se omite es accesorio o reiterativo.	Elisión: No se formulan elementos de información presentes en el TO	Procedimiento inverso a la expansión. Obedece al principio de la economía. Desembarazar de toda verbosidad, de elementos extraños a la lengua y de los obstáculos a la asimilación del lenguaje.	Eludir <i>el mes de ayuno</i> como aposición a <i>Ramadán</i>	<i>The committee has failed to act</i> por <i>La comisión no actuó</i>	De acuerdo en que se eliminan elementos del TO para evitar redundancia y facilitar la lectura
Compensación	Ordoñez-Tenorio: La oración no se organiza de la misma forma en la que aparece en el TO por efectos estilísticos de la LM. Ej. La linguistique n'est pas (ou plus) la "science pilote" / La lingüística <u>ya no es</u> la "ciencia piloto"	Se introduce en otro lugar del texto traducido un elemento de información o efecto estilístico que no se ha podido reflejar en el mismo lugar que aparece en el TO	Toda "pérdida de significado" que se produzca en un segmento debe compensarse en otro punto de texto.	Sin ejemplo	<i>The praise he gets in the remembrances of sentimentalists</i> por <i>los elogios nostálgicos que le dedican los sentimentalistas</i>	Todos concluyen que el orden va a diferir del TO por un reacomodo de las partes que no en su momento no pudieron ajustarse a la estructura original

\*Source: Rojas Rubio, V. (2016). Made for the course in General Translation. Specialty in Translation and Interpretation. Tijuana: UABC

## Appendix 2. Phrasal Verb Definitions

The following is a compilation of phrasal verbs and their definitions. We have used three different phrasal verb dictionaries in order to have reliable results.

PHRASAL VERBS	DEFINITIONS
<p><b>1. “dress up”</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. dress up</b> to put on formal clothes or your best clothes  <i>*Do you have to dress up for work?</i></p> <p><b>2. dress up</b> sb: to put on special clothes for fun, especially so that you look like someone else  <i>*Little girls often like dressing up in grown-ups' clothes.</i></p> <p><b>3. dress up</b> sth: to make something sound more interesting, attractive, or acceptable than it really is  <i>*The government has tried to dress up its policies and make them sound more environmentally friendly.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. dress up</b> (as sb/sth): to put on special clothes in order to pretend to be sb else  <i>*They dressed themselves up as cartoon characters.</i></p> <p><b>2. dress up</b> (in sth): to wear special or more formal clothes than you usually do or than those usually worn in a particular situation  <i>*Don't bother to dress up-come as you are.</i></p> <p><b>3. dress sth up</b> (as sth): to make sth seem different or better than it really is by the way that you present it  <i>*You're sacking me. Don't try to dress it up as a career move.</i></p> <p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to wear more formal clothes than you usually wear</b>  <i>*You don't need to dress up for the party.</i></p>

	<p><b>2. to change your appearance by wearing special or unusual clothes</b>  <i>*The kids were all dressed up for the costume party.</i></p>
<p><b>2. “get through”</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. get through</b> sth, <b>get sb through</b> sth: to deal with a difficult experience or period of your life and come to the end of it, or to help someone to do this  <i>*It’s going to be hard to get through the next couple of days.</i></p> <p><b>2. get through:</b> to succeed in talking to someone on the telephone  <i>*Dave’s been trying to call all day, but he just couldn’t get through.</i></p> <p><b>3. get through</b> sth: to finish something that you are doing  <i>*I’ve got some work left to do, but I should get through it fairly quickly.</i></p> <p><b>4a. get through</b> sth: to pass a test or examination, or successfully complete a course  <i>*If you can get through the initial exams, you shouldn’t have too many problems after that.</i></p> <p><b>b. get sb/sth through</b> sth: to do what is necessary to help someone or something pass a test or examination  <i>*A good school does more than just get its students through their exams.</i></p> <p><b>5a. get through, get through</b> sth: if a new law or plan gets through, it becomes officially accepted by a parliament, committee etc  <i>*The council meets on Wednesday, and we’re hoping that these proposals will get through.</i></p> <p><b>b. get sth through, get sth through</b> sth: if a government, president etc gets a new law or plan through, it becomes officially accepted</p>

*\*The government had intended to get the bill through before Christmas.*

**6. get through, get sth through:** to succeed in reaching a place in spite of difficulties, or succeed in sending something there

*\*The Red Cross parcels were not getting through, and refugees were beginning to starve.*

**7. get through sth:** to spend a lot of money, or use a lot of something such as food or drink

*\* She gets through at least £200 every weekend.*

#### OXFORD

**1. get through (to sb):** to make contact with sb by telephone

*\*I tried ringing you but I couldn't get through.*

**2. get through, get through sth:** to survive a difficult or unpleasant experience or period in your life

*\*He wouldn't have got through (it) without her.*

**3. get through sth:** to use up the amount or quantity of sth mentioned

*\*She gets through forty cigarettes a day.*

**4. get sth through, get sth through sth:** to help sb survive a difficult or unpleasant experience or period in their life

*\*I'm depending on luck to get me through.*

**5. get sth through (to sb/sth):** to manage to send sth to a person or place

*\*I really need to get a message through to them.*

**6. get sth through, get sth through sth:** to make sth be officially approved or accepted

*\*I'm still trying to get the proposal through.*

	<p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to communicate with someone, esp. by telephone</b>  <i>*I tried phoning her, but I couldn't get through.</i></p>
<p style="text-align: center;"><b>3. "take off"</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. take off sth, take sth off:</b> to remove something that you are wearing  <i>*She took her clothes off and got into bed.</i></p> <p><b>2. take off:</b> if a plane or bird takes off, it leaves the ground and rises into the air  <i>*The plane took off into the night sky.</i></p> <p><b>3. take sth off:</b> to arrange to spend some time away from your normal work  <i>* Why don't you take some time off? You need a break.</i></p> <p><b>4. take off:</b> to suddenly start being successful  <i>* Handler was a young actor whose career was just about to take off.</i></p> <p><b>5. take off:</b> to leave somewhere suddenly, especially without telling anyone  <i>*What's wrong with Ian? He just took off without saying goodbye.</i></p> <p><b>6. take sb off:</b> to move someone away to a place, or make them go there with you  <i>*Two people had been dug out of the snow by rescuers, and taken off to the hospital.</i></p> <p><b>7. take sb off:</b> to copy the way that someone speaks or behaves in order to make people laugh  <i>*Peter's really good at making people off. He does the Prime Minister brilliantly.</i></p> <p><b>8. take sb off:</b> to stop someone from doing a particular type of work, usually because they are doing it badly  <i>*Detective Williams was taken off the case, and is suspected of taking bribes.</i></p>

**9. take off sth, take sth off, take sth off sth:** to take a particular amount or number from a total

*\*Will the examiner take points off for spelling mistakes?*

**10. take sth off:** to no longer be performed or broadcast

*\*The play failed to attract a big enough audience, and was taken off after only a few nights.*

#### OXFORD

**1. take off:** (of an aircraft, etc) to leave the ground and begin to fly

*\*The flight was due to take off from Heathrow.*

**2. take sb off:** to copy sb in an amusing way

*\*She was taking off the woman next door.*

**3. take sb off, take sb off sth:** to rescue sb from a ship, mountain, etc

*\*The injured men were taken off the boat by helicopter.*

**4. take sb/sth off (to sth):** to make sb go with you to another place

*\*They took him off to the police station.*

**5. take sb off sth:** to stop sb from a particular medicine, treatment, etc

*\*His doctors took him off the tranquilizers.*

**6. take sth off:** to remove an item of clothing from your body

*\*She took her coat off and hung it up.*

**7. take sth off, take sth off:** to remove sth from somewhere

*\*Sam took off the lid and looked inside.*

**8. take sth off sb:** to use force to or your authority to get sth from sb

*\*Another child took his teddy off him.*

**9. take sth off sb:** to make sth shorter by the amount mentioned

*\*Smoking takes six years off the average life.*

	<p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. (of an aircraft) to leave the ground and fly</b>  <i>*The plane took off on time.</i></p> <p><b>2. to take off is also to leave suddenly</b>  <i>*When he saw me coming, he took off in the other direction.</i></p>
<p style="text-align: center;"><b>4. “come up with”</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. come up with</b> sth: to think of an idea, plan, or solution  <i>*A good leader has to be able to identify problems and come up with solutions.</i></p> <p><b>2. come up with</b> sb/sth: to find a suitable person or thing  <i>*We’ve advertised several times, but haven’t been able to come up with a suitable candidate.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. come up with</b> sth: to think of an idea, an answer to a question or a solution to a problem  <i>*She came up with a great idea for increasing sales.</i></p> <p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to suggest or rethink of an idea or plan</b>  <i>*She’s come up with some amazing scheme to double her income.</i></p>
<p style="text-align: center;"><b>5. “get down to”</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. get down to</b> sth: to finally make a serious effort to start doing something.  <i>*After Christmas I’m going to get down to some serious jobhunting.</i></p>



	<p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. get down to sth:</b> to begin to do sth; to give serious attention to sth  <i>*Let's get down to business straight away.</i></p> <p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to start to direct your efforts and attention towards something</b>  <i>*I've got a lot of work to do, but I can't seem to get down to it.</i></p>
<p style="text-align: center;"><b>6. "account for"</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. account for sth:</b> to form a particular part or amount of something  <i>*Exports account for over 80 per cent of sales.</i></p> <p><b>2. account for sth:</b> to give a satisfactory explanation for something  <i>*How do you account for his sudden disappearance?</i></p> <p><b>3. account for sth:</b> to be the reason for something  <i>*Social factors that account for high crime rates.</i></p> <p><b>4. account for sb/sth:</b> to know where someone is or what happened to something  <i>*At last, all the children were accounted for.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. account for sb/sth:</b> to know where sb/sth is or what has happened to them, especially after an accident or a natural disaster  <i>*All the people who were working in the building have now been accounted for.</i></p> <p><b>2. account for sth:</b> to explain how or why sth happened; to be the explanation for sth  <i>*How do you account for the fact that the box has disappeared?</i></p>

	<p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to form the total of something</b>  <i>*Students account for the vast majority of our customers.</i></p>
<p style="text-align: center;"><b>7. “put on”</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. put on sth, put sth on:</b> to put clothes on your body  <i>*She put on her coat and went outside.</i></p> <p><b>2. put on sth, put sth on:</b> to put make-up, cream etc on your skin  <i>*She sat down in front of the mirror and began to put on her make-up.</i></p> <p><b>3. put on sth, put sth on:</b> to make a light or a piece of equipment to start working  <i>*Can you put the lights back on? I can't see what I'm doing.</i></p> <p><b>4. put on sth, put sth on:</b> to put a CD, tape, record in a machine and make it start playing  <i>*Perry went over to the stereo and put on some jazz.</i></p> <p><b>5. put on sth, put sth on:</b> to arrange for a performance, show, competition etc to take place  <i>*They often put on exhibitions of work by local artists.</i></p> <p><b>7. put on sth:</b> to deliberately behave or speak in a way that is different from usual or different from how you really feel  <i>*Whenever she's on the phone she always puts on a posh voice.</i></p> <p><b>8. put on sth, put sth on:</b> to provide something for people to use, eat, drink etc  <i>*Special buses are being put on to take fans to and from the concert.</i></p> <p><b>9. put sth on sth:</b> to increase the cost or price of something by a particular amount  <i>*There are rumors that the government plans to put top on the price of fuel.</i></p>

	<p><b>10. put sth on, put on sth:</b> to start cooking something  <i>*I put your supper on and hour ago. It should be ready by now.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. put sb on:</b> to laugh at sb, especially by pretending that sth is true that is not  <i>*I thought you were putting me on!</i></p> <p><b>2. put sb on, put sb on sth:</b> to give sb the telephone so that they can speak to the person calling  <i>*She put Tim on the phone.</i></p> <p><b>3. put sb on sth:</b> to make sure someone gets on a plane, train, etc  <i>*We put Ruth on the bus to Carslile.</i></p> <p><b>4. put sth on:</b> to put an item of clothing, etc on your body  <i>*Aren't you going to put your coat on?</i></p> <p><b>5. put sth on sth:</b> to add an amount of money to the price or cost of sth  <i>*The new tax put 20 pence on the price of a packet of cigarettes</i></p> <p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to order that someone start taking a particular medicine or eating or avoiding certain foods</b>  <i>*Doctors put her on antibiotics after discovering an infection.</i></p>
<p style="text-align: center;"><b>8. "make up for"</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. make up for sth:</b> if a good situation makes up for a bad one, it makes you forget the bad situation and feel happy again  <i>*Last night's victory made up for all the problems we've had in previous games.</i></p> <p><b>2. make up for sth:</b> to do something good for someone after doing something bad to them</p>

	<p><i>*Can I buy you lunch to make up for being late?</i></p> <p><b>3. make up for sth:</b> to have so much of a good quality that it is not important that you do not have enough of another quality  <i>*Perhaps Sue lacked skill, but she certainly made up for that with her enthusiasm.</i></p> <p><b>4. make up for lost time:</b> a. to do something at a later time, because something prevented you from doing it when you should have  <i>*I was ill last week, so I had to work all weekend to make up for lost time.</i></p> <p>b. to become involved in an activity very eagerly, because you wish you had discovered it earlier in your life  <i>*She didn't start dancing until she was 40, so now she feels she's trying to make up for lost time.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. make up for sth:</b> to do or provide sth good to balance or reduce the effects of sth bad  <i>*I bought myself a new dress to make up for not getting the job.</i></p> <p><b>2. make up for sth:</b> to do sth good for sb because you have treated them badly or because they have done sth good for you  <i>*An apology won't make up for the way you've behaved.</i></p> <p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to take the place of something lost or damaged or to compensate for something bad with something good</b>  <i>*No amount of money can make up for the death of a child.</i></p>
	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. add up sth:</b> to calculate the total of several numbers</p>

<p>9. "add up"</p>	<p><i>*The waiter added up the bill again.</i></p> <p><b>2. add up:</b> to be likely to be true or correct <i>*The sums just didn't add up - £300 seemed to be missing.</i></p> <p><b>3. add up:</b> if small amounts of numbers add up, the total gradually gets to be surprisingly big <i>*If you snack between meals, the calories soon add up.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. add sth up:</b> to calculate the total of two or more numbers or amounts <i>*I never could add up.</i></p> <p><b>2. add up to sth:</b> if two or more numbers or figures add up to sth, they make a total of sth when they are added together <i>*Can you arrange the numbers in groups that that add up to 10?</i></p> <p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to increase gradually until there is a large amount</b> <i>*The changes in the air quality are small, but after a while they do add up and affect people's health</i></p> <p><b>2. to seem reasonable or likely</b> <i>*Watson claimed he was at home at the time of the murder, but police said his story didn't add up.</i></p>
<p>10. "break into"</p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. break into sth:</b> to get into a building or a vehicle illegally by using force <i>*Someone broke into my car and stole the radio.</i></p> <p><b>2. break into sth:</b> to suddenly start doing something <i>*Manion read the letter and his face broke into a smile.</i></p>

	<p><b>3. break into</b> sth: to start to become involved in a new type of activity or business, especially when this is difficult  <i>*Kevin was now keen to break into politics.</i></p> <p><b>4. break into</b> sth: to use a computer to illegally get or change information that is on someone else's computer  <i>*He was arrested after breaking into computer networks in several states.</i></p> <p><b>5. break into</b> sth: to start to use money or food that you had been saving  <i>*In order to pay for their daughter's wedding; they had to break into their savings.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. break into</b> sth: to enter a building, open a car, etc illegally and by force  <i>*A thief can break into a car in under ten seconds.</i></p> <p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to suddenly begin to do something</b>  <i>*He felt so happy that he broke into song.</i></p>
<p style="text-align: center;"><b>11. "take apart"</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. take sth apart:</b> to separate something into the different parts that it is made from  <i>*Danson was taking his gun apart so that he could clean it.</i></p> <p><b>2. take sb apart:</b> to attack someone and cause them serious injuries  <i>*If you don't get out of here, mister, we're going to take you apart.</i></p> <p><b>3. take sth apart:</b> to look in every part of a building, room etc because you are searching for something  <i>*The police came and took the place apart, but they didn't find anything.</i></p>

	<p><b>4. take sth apart:</b> to carefully consider and criticize the ideas in a speech, piece of writing etc  <i>*Our teacher took our essays apart one by one, in front of the whole class.</i></p> <p><b>5. take sb apart:</b> to criticize someone very strongly  <i>*He got taken apart by the press after his affair, and had to leave politics.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. take sb/sth apart:</b> to defeat sb easily  <i>*He took the American apart in the third set.</i></p> <p><b>2. take sth apart:</b> to separate a machine, a piece of equipment, etc into its parts  <i>*She took the clock apart and couldn't put it back together.</i></p> <p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to separate something into different parts</b>  <i>*We took the engine apart to see what the problem was.</i></p>
<p style="text-align: center;"><b>12. "drop in on"</b></p>	<p style="text-align: center;"><u>LONGMAN</u></p> <p><b>1. drop in on sth:</b> to make a short visit to someone or go into an office, shop, bar etc for a short time  <i>*I think I'll drop in on Jill on my way home.</i></p> <p style="text-align: center;"><u>OXFORD</u></p> <p><b>1. drop in (on sb/sth)... drop into sth:</b> to pay a short, informal visit to sb, often without arranging this in advance  <i>*Drop in any time you're passing.</i></p> <p><b>2. drop sth into sth:</b> to deliver sth, especially when you are on the way to somewhere else  <i>*she dropped the report in on her way out.</i></p>

	<p style="text-align: center;"><u>CAMBRIDGE</u></p> <p><b>1. to come for a visit, esp. without having received an invitation for a specific time</b> <i>*Drop in whenever you're in the neighborhood.</i></p>
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### Appendix 3. Full Analysis

This table contains the following: response date, date and time the student translated the sentence; student's translation; student's perception, the technique the students thought they used; actual techniques used, the technique found to have been used after the analysis; and justification, a brief explanation of how the actual techniques used were detected.

1. I've got a date tonight so I'm going to dress up.					
Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perception	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 5:51 PM	tengo una cita esta noche, asi que debo vestirme	I Don't Know	Modulation	Dress is related to <u>dress up</u>
2	abr 25, 2017 5:35 PM	Esta noche tengo una cita así que me arreglare.	Other	Equivalence / Omission	<i>Arreglar</i> has the same connotation as dress up / didn't add "going to"
3	abr 25, 2017 5:33 PM	Tengo una cita esta noche, así que me voy a vestir.	Explicitation	Modulation / Other / Literal	Dress is related to <u>dress up</u>
4	abr 25, 2017 5:33 PM	Me voy a vestir, tengo una cita esta noche.	Modulation	Modulation / Compensation	Dress is related to <u>dress up</u> / Change in order of sentence
5	abr 25, 2017 5:32 PM	He conseguido una cita para esta noche, así que me voy a vestir.	Explicitation	Explicitation / Modulation	Added preposition <i>para</i>
6	abr 25, 2017 5:32 PM	Tengo una cita esta noche, así que voy a arreglarme.	Modulation	Equivalence	<i>Voy a arreglarme</i> has the same connotation as <u>dress up</u>
7	abr 25, 2017 5:32 PM	Tengo una cita esta noche, así que me vestiré.	Transposition	Omission	Didn't add "going to"
8	abr 25, 2017 5:31 PM	Tengo una cita esta noche, así que iré a cambiarme.	Adaptation	Equivalence	<i>Iré a cambiarme</i> has the same connotation as <u>dress up</u>
9	abr 25, 2017 5:31 PM	Voy a arreglarme porque tengo una cita esta noche.	Equivalence	Equivalence / Compensation	<i>Voy a arreglarme</i> has the same connotation as <u>dress up</u> / Change in order of sentence
10	abr 25, 2017 5:31 PM	Tengo una cita por la noche, por lo tanto, me arreglaré.	Equivalence	Explicitation	Added <i>por lo tanto</i> , a Clitic

11	abr 25, 2017 5:31 PM	Tengo una cita esta noche por esa razón que me arreglare.	<b>Explicitation</b>	Explicitation	Added <i>por esa razón</i> a demonstrative adjective
12	abr 25, 2017 5:31 PM	Tengo una cita esta noche, así que voy a vestirme bien.	<b>Modulation / Omission</b>	Equivalence	Dress up = <i>Voy a vestirme bien</i>
13	abr 25, 2017 5:30 PM	Me voy a alistar porque tengo una cita esta noche.	<b>Modulation</b>	Equivalence / Compensation	Change in order of sentence
14	abr 25, 2017 5:30 PM	Tengo una cita esta noche así que me voy a vestir.	<b>Transposition / Other</b>	Modulation	Dress is related to <u>dress up</u>
15	abr 25, 2017 5:30 PM	Esta noche voy a tener una cita así que iré a vestirme.	<b>Modulation</b>	Modulation	Dress is related to <u>dress up</u>
16	abr 25, 2017 5:29 PM	Tengo una cita esta noche, así que me arreglaré.	<b>Equivalence</b>	Equivalence	<i>Arreglar</i> means the same thing as <u>dress up</u>
4th 17	abr 25, 2017 2:35 AM	Tendré una cita esta noche, así que me arreglare	<b>Adaptation</b>	Equivalence	<i>Arreglar</i> means the same thing as <u>dress up</u>
18	abr 25, 2017 2:35 AM	Tengo una cita esta noche, así que me tengo que arreglar.	<b>Modulation</b>	Modulation	<i>Tengo</i> is related to 'going to'
19	abr 25, 2017 2:34 AM	Tengo una cita esta noche, así que me voy a vestir bien.	<b>Modulation</b>	Equivalence	Dress up = <i>Voy a vestirme bien</i>
20	abr 25, 2017 2:34 AM	Me voy arreglar para la cita que tengo esta noche.	<b>Tranposition</b>	Transposition / Compensation	Change 'so' conjunction for <i>para</i> preposition / Change in order of sentence
21	abr 25, 2017 2:34 AM	Tengo un cita esta noche, así que me alistaré para ella.	<b>Equivalence</b>	Other / Amplificacion	Added <i>para ella</i>
22	abr 25, 2017 2:34 AM	Tengo una cita esta noche, me voy a vestir	<b>Other</b>	Omission / Modulation	Didn't use 'so' / Dress is related to <u>dress up</u>
23	abr 25, 2017 2:34 AM	Tengo una cita esta noche, así que me voy a vestir	<b>Omission</b>	Modulation	Dress is related to <u>dress up</u>
24	abr 25, 2017 2:34 AM	Tendré una cita esta noche así que me voy a arreglar.	<b>Modulation</b>	Equivalence	<i>Arreglar</i> means the same thing as <u>dress up</u>
25	abr 25, 2017 2:34 AM	Me voy a arreglar porque tengo una cita esta noche	<b>I Don't Know</b>	Equivalence / Compensation	<i>Arreglar</i> means the same thing as <u>dress up</u>
26	abr 25, 2017 2:33 AM	Tengo una cita hoy así que me iré a vestir.	<b>Transposition</b>	Modulation	<i>Hoy</i> is related to 'tonight' and Dress is related to <u>dress up</u>
27	abr 25, 2017 2:33 AM	Me voy a arreglar por que tengo una cita.	<b>Modulation / Adaptation</b>	Omission / Compensation	Didn't mention 'tonight' / Change in order of sentence
28	abr 25, 2017 2:33 AM	Tengo una cita esta noche, así que me voy a arreglar.	<b>Adaptation</b>	Equivalence	<i>Arreglar</i> means the

					same thing as <u>dress up</u>
29	abr 25, 2017 2:32 AM	Tengo que arreglarme porque tengo una cita esta noche.	<b>Transposition</b>	Equivalence	<i>Arreglar</i> means the same thing as <u>dress up</u>
30	abr 25, 2017 2:32 AM	Esta noche tengo una cita, así que me voy a vestir bien.	<b>Transposition</b>	Equivalence	Dress up = <i>Voy a vestirme bien</i>
31	abr 25, 2017 2:32 AM	Tengo una cita esta noche, así que me tengo que arreglar.	<b>Modulation</b>	Equivalence	<i>Arreglar</i> means the same thing as <u>dress up</u>
32	abr 25, 2017 2:32 AM	Tengo una cita esta noche así que me voy a cambiar	<b>Modulation/ Adaptation</b>	Equivalence	<i>Cambiar</i> means the same thing as <u>dress up</u>

## 2. I never thought I'd get through the interview; I was so nervous!

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perception	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 5:52 PM	jamás creí que en una entrevista me pondría tan nervioso	<b>Transposition</b>	Omission	Didn't use <u>get through</u>
2	abr 25, 2017 5:40 PM	Estaba muy nervioso en la entrevista; nunca pensé que lo lograría.	<b>Modulation</b>	Equivalence	<i>Lograr</i> means the same thing as <u>get through</u>
3	abr 25, 2017 5:38 PM	Jamás pensé que lo iba a pasar la entrevista, ¡estaba muy nervioso!	<b>Adaptation</b>	Other / Literal / Amplification	Added <i>lo</i>
4	abr 25, 2017 5:36 PM	Nunca pensé que pasaría la entrevista; ¡Estaba tan nervioso!	<b>Equivalence</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish
5	abr 25, 2017 5:36 PM	Nunca pensé que pasaría la entrevista; ¡estaba tan nervioso!	<b>Transposition</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish
6	abr 25, 2017 5:34 PM	Nunca pensé que lograría pasar la entrevista, estaba tan nervioso!	<b>Other</b>	Other / Amplification	Added <i>lograria</i>
7	abr 25, 2017 5:34 PM	Nunca creí que pasaría la entrevista, estaba tan nervioso.	<b>Modulation</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish
8	abr 25, 2017 5:34 PM	Nunca creí que lo lograría en la entrevista, ¡estaba muy nervioso!	<b>Modulation</b>	Other / Literal / Amplification	The first part of the sentence doesn't make sense in Spanish / added <i>en</i>
9	abr 25, 2017 5:34 PM	Jamás imagine que pasaría la entrevista. Estaba demasiado nervioso.	<b>Other</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish
10	abr 25, 2017 5:34 PM	Jamás pensé que pasaría la entrevista, estaba muy nerviosa.	<b>I Don't Know</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish

11	abr 25, 2017 5:33 PM	No pensé que me fuera a ir bien en la entrevista. ¡Estaba tan nervioso!	<b>Explicitation</b>	Equivalence	<i>Me fuera bien en la entrevista</i> is the same thing as <u>get through</u> the interview
12	abr 25, 2017 5:33 PM	Nunca pensé que pasaría la entrevista. ¡Estaba tan nervioso!	<b>Equivalence</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish
13	abr 25, 2017 5:32 PM	Nunca pensé pasar esta entrevista; ¡esta muy nervioso!	<b>Modulation</b>	Other / Literal / Amplification	The first part of the sentence doesn't make sense in Spanish / Added <i>esta</i>
14	abr 25, 2017 5:32 PM	Nunca creí que pasaría la entrevista; ¡Estaba muy nerviosa!	<b>Modulation</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish
15	abr 25, 2017 5:32 PM	Nunca creí que lograría pasar por la entrevista; estaba muy nervioso.	<b>Adaptation</b>	Other / Literal / Amplification	The first part of the sentence doesn't make sense in Spanish / Added <i>lograría</i> and <i>por</i>
16	abr 25, 2017 5:32 PM	No creí que sobreviviría a la entrevista; ¡estaba muy nerviosa!	<b>Transposition / Omission</b>	Equivalence	<i>Sobrevivir</i> means the same thing as <u>get through</u>
4th 17	abr 25, 2017 2:41 AM	Nunca pensé que pasaría la entrevista, ¡estaba muy nervioso!	<b>Modulation</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish
18	abr 25, 2017 2:38 AM	Yo nunca pensé que pasaría a la entrevista. ¡Estaba muy nervioso!	<b>Other</b>	Other / Literal / Amplification	The first part of the sentence doesn't make sense in Spanish / Added <i>a</i>
19	abr 25, 2017 2:37 AM	Nunca pensé pasar la entrevista, estaba tan nervioso !	<b>Omission</b>	Other / Literal	The first part of the sentence doesn't make sense in Spanish
20	abr 25, 2017 2:37 AM	Nunca pensé en conseguir una entrevista, ¡estoy muy nervioso!	<b>Explicitation</b>	Omission	Didn't use <u>get though</u>
21	abr 25, 2017 2:37 AM	Creí que jamás iba a lograr salir bien de la entrevista, ¡estaba tan nerviosa!	<b>Explicitation</b>	Equivalence	<i>lograr salir bien</i> is the same thing as <u>get though</u>
22	abr 25, 2017 2:37 AM	Nunca creí que pasaría la entrevista ya que estaba muy nervioso.	<b>Modulation</b>	Other / Literal / Amplification	Added <i>ya que</i>

23	abr 25, 2017 2:36 AM	No me imaginaba que saldría bien de la entrevista, estuve muy nervioso.	<b>Modulation</b>	Equivalence	<i>saldría bien</i> is the same thing as <u>get though</u>
24	abr 25, 2017 2:36 AM	Nunca pensé que pasaría la entrevista; ¡estaba super nerviosa!	<b>Adaptation</b>	Other / Literal	
25	abr 25, 2017 2:35 AM	No creí que me fuera a ir bien en la entrevista por que estaba muy nervioso	<b>Transposition</b>	Equivalence / Amplification	<i>Fuera bien</i> is the same thing as <u>get though</u> / added <i>por que</i>
26	abr 25, 2017 2:35 AM	Nunca pensé que estaría dentro de la entrevista, estaba muy nervioso	<b>Other</b>	Transposition	Changed <u>get though</u> verb, for <i>dentro de</i> , preposition
27	abr 25, 2017 2:35 AM	Estaba tan nerviosa, no pensé que pudiera terminar la entrevista	<b>Modulation</b>	Equivalence	<i>Podría terminar</i> is the same thing as <u>get though</u>
28	abr 25, 2017 2:35 AM	No creí que podría terminar con la entrevista, estaba muy nervioso!	<b>Modulation</b>	Equivalence / Amplification	<i>Podría terminar</i> is the same thing as <u>get though</u> / added <i>con</i>
29	abr 25, 2017 2:34 AM	Nunca pensé que iba a pasar la entrevista, ¡estaba muy nervioso!	<b>I Don't Know</b>	Other / Literal	
30	abr 25, 2017 2:34 AM	No pensé que me iría bien en la entrevista. ¡Estaba muy nervioso!	<b>Equivalence</b>	Equivalence	<i>iría bien</i> is the same thing as <u>get though</u>
31	abr 25, 2017 2:33 AM	Estaba tan nerviosa que no creí que iba a salir viva de la entrevista.	<b>Adaptation</b>	Adaptation / Compensation	<u>Get through</u> for <i>salir viva</i> / change in order of sentence
32	abr 25, 2017 2:33 AM	Nunca pensé que superaría la entrevista, porque estaba muy nervioso	<b>Modulation / Equivalent</b>	Equivalence / Amplification	<i>superaría</i> is the same thing as <u>get though</u> / added <i>porque</i>

### 3. My uniform is so itchy that I can't wait to take it off.

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 5:53 PM	mi uniforme es tan incomodo que no puedo esperar a quitármelo	<b>Adaptation / Compensation</b>	Equivalence / Adaptation	<u>Take off</u> = <i>quitármelo</i> / Changed 'itchy' for <i>incomodo</i>
2	abr 25, 2017 5:49 PM	Este uniforme me pica demasiado que no aguanto las ganas de quitármelo.	<b>Adaptation</b>	Equivalence / Transposition / Explication	<u>Take off</u> = <i>quitármelo</i> / Changed 'My', adjective, for <i>este</i> , pronoun / Added <i>me</i> / added <i>las ganas</i> which is already understood
3	abr 25, 2017 5:41 PM	Mi uniforme pica tanto que no puedo esperar a quitármelo.	<b>Adaptation</b>	Equivalence/ Other / Literal	<u>Take off</u> = <i>quitármelo</i>
4	abr 25, 2017 5:40 PM	Mi uniforme está tan picoso que no puedo esperar para quitármelo.	<b>Adaptation</b>	Equivalence/ Other / Literal	<u>Take off</u> = <i>quitármelo</i> / <i>tan picoso</i> = so spicy in Spanish
5	abr 25, 2017 5:39 PM	No puedo esperar a quitarme este uniforme, me causa mucha comezón.	<b>Adaptation / Compensation</b>	Equivalence / Compensation / Transposition	<u>Take off</u> = <i>quitarme</i> / Change in order of sentence / Changed 'My', adjective, for <i>este</i> , pronoun
6	abr 25, 2017 5:38 PM	Mi uniforme pica tanto que no puedo esperar para quitármelo.	<b>Modulation</b>	Equivalence/ Other / Literal	<u>Take off</u> = <i>quitármelo</i>
7	abr 25, 2017 5:37 PM	Me pica mucho el uniforme, ya me lo quiero quitar.	<b>Transposition / Omission</b>	Equivalence / Transposition / Omission / Modulation	<u>Take off</u> = <i>quitar</i> / Changed 'My', adjective, for <i>el</i> , article / Didn't use 'that' / 'I can't wait to take it off' for <i>ya me lo quiero quitar</i>
8	abr 25, 2017 5:37 PM	No puedo esperar a quitarme mi uniforme es muy incomodo.	<b>Omission</b>	Equivalence / Compensation / Modulation	<u>Take off</u> = <i>quitarme</i> / Change in order of sentence / Changed 'itchy' for <i>incomodo</i>
9	abr 25, 2017 5:36 PM	Mi uniforme es tan irritante que no puedo esperar para quitármelo.	<b>Equivalence</b>	Equivalence / Modulation	<u>Take off</u> = <i>quitármelo</i> / Changed 'itchy' for <i>irritante</i>
10	abr 25, 2017 5:35 PM	Mi uniforme pica tanto que no puedo esperar para quitármelo.	<b>Modulation</b>	Equivalence/ Other / Literal	<u>Take off</u> = <i>quitármelo</i>

11	abr 25, 2017 5:35 PM	No puedo esperar a quitarme el uniforme por que me da mucha comezón.	<b>Modulation / Equivalence</b>	Equivalence / Compensation / Transposition / Modulation	Take off = <i>quitarme</i> / Change in order of sentence / Changed 'My', adjective, for <i>el</i> , article / 'that' for <i>por que</i>
12	abr 25, 2017 5:34 PM	Mi uniforme me da mucha comezón; no puedo esperar a quitármelo.	<b>Transposition</b>	Equivalence / Other/ Amplification / Modulation / Omission	Take off = <i>quitármelo</i> / Added <i>me</i> / <i>da mucha comezon</i> for 'is so itchy' / Didn't use 'that'
13	abr 25, 2017 5:34 PM	Mi uniforme me pica tanto que no puedo esperar a quitármelo.	<b>Equivalence</b>	Equivalence/ Amplification / Other / Literal	Take off = <i>quitármelo</i> / Added <i>me</i>
14	abr 25, 2017 5:34 PM	Mi uniforme es tan incómodo que no puedo esperar a quitármelo.	<b>Omission</b>	Equivalence / Adaptation	Take off = <i>quitármelo</i> / Changed 'itchy' for <i>incomodo</i>
15	abr 25, 2017 5:33 PM	Mi uniforme me pica, ya me lo quiero quitar.	<b>Adaptation</b>	Equivalence / Other / Amplification / Omission / Modulation	Take off = <i>quitar</i> / Added <i>me</i> / Didn't use 'that' / 'I can't wait to take it off' for <i>ya me lo quiero quitar</i>
16	abr 25, 2017 5:33 PM	No puedo esperar a quitarme este uniforme que me da tanta comezón.	<b>Transposition / Modulation</b>	Equivalence / Compensation / Transposition	Take off = <i>quitarme</i> / Change in order of sentence / Changed 'My', adjective, for <i>este</i> , pronoun
4th 17	abr 25, 2017 2:45 AM	Mi uniforme me da tanta comezón, que solo espero el momento para quitármelo.	<b>Calque</b>	Equivalence / Other/ Amplification / Modulation	Take off = <i>quitármelo</i> / added <i>me</i> / <i>da tanta comezón</i> for 'it's so itchy' and 'I can't wait to take it off' for <i>solo espero el momento para quitarmelo</i>
18	abr 25, 2017 2:42 AM	Mi uniforme me causa mucha comezón que no puedo esperar a quitármelo.	<b>Explicitation</b>	Equivalence / Other/ Amplification / Modulation	Take off = <i>quitármelo</i> / added <i>me</i> / <i>causa mucha comezon</i> for 'is so itchy' / Didn't use 'that'
19	abr 25, 2017 2:41 AM	Me pica tanto el uniforme que estoy impaciente por quitármelo.	<b>Transposition / Modulation</b>	Equivalence / Other / Amplification / Transposition / Modulation	Take off = <i>quitármelo</i> / added <i>me</i> / Changed 'My', adjective, for <i>el</i> , article / 'I can't wait to take it off' for <i>estoy impaciente por quitarmelo</i>
20	abr 25, 2017 2:40 AM	Mi uniforme es tan incomodo que no puedo esperar para quitármelo	<b>Equivalence</b>	Equivalence / Adaptation	Take off = <i>quitármelo</i> / Changed 'itchy' for <i>incomodo</i>
21	abr 25, 2017 2:39 AM	Mi uniforme me pica mucho, espero llegar a casa para	<b>Adaptation /</b>	Equivalence /	Take off = <i>quitarmelo</i> /



		quitármelo.	<b>Explicitation</b>	Other / Amplification / Explicitation / Omission /	Added <i>me</i> and / 'can't wait to...' for <i>llegar a casa para..!</i> Didn't use 'that'
22	abr 25, 2017 2:39 AM	No puedo esperar quitarme el uniforme porque me esta dando comezón.	<b>I Don't Know</b>	Equivalence / Compensation / Omission / Modulation / Explicitation	<u>Take off</u> = <i>quitarme</i> / Change in order of sentence / Didn't use 'to' / 'that' for <i>porque</i> / 'is so itchy' for <i>me esta dando comezon</i>
23	abr 25, 2017 2:37 AM	El uniforme me provoca tanta comezón que no puedo esperar a quitármelo	<b>Explicitation</b>	Equivalence / Transposition / Explicitation	<u>Take off</u> = <i>quitármelo</i> / Changed 'My', adjective, for <i>el</i> , article / 'is so itchy' for <i>me provoca tanta comezon</i>
24	abr 25, 2017 2:37 AM	Me pica mucho el uniforme, no puedo esperar más para quitármelo.	<b>Modelation / Equivalence</b>	Equivalence / Other / Amplification / Transposition / Omission	<u>Take off</u> = <i>quitármelo</i> / added <i>me</i> and <i>mas</i> / Changed 'My', adjective, for <i>el</i> , article / Didn't use 'that'
25	abr 25, 2017 2:37 AM	Mi uniforme me da comezón, no puedo esperar a quitármelo	<b>Transposition</b>	Equivalence / Other/ Amplification / Modulation / Omission	<u>Take off</u> = <i>quitármelo</i> / added <i>me</i> / <i>da tanta comezon</i> for 'is so itchy' / Didn't use 'that'
26	abr 25, 2017 2:37 AM	Mi uniforme es tan incómodo que no puedo esperar a quitármelo.	<b>Adaptation</b>	Equivalence / Modulation	<u>Take off</u> = <i>quitármelo</i> / Changed 'itchy' for <i>irritante</i>
27	abr 25, 2017 2:36 AM	Me pica mucho mi uniforme no veo la hora en que me lo quite.	<b>Adaptation</b>	Equivalence / Other / Amplification / Omission / Adaptation	<u>Take off</u> = <i>quite</i> / added <i>me</i> / Didn't use 'that' / 'I can't wait to take it off' for <i>no veo la hora..</i>
28	abr 25, 2017 2:36 AM	ya me quiero quitar mi uniforme por que me da comeson	<b>Modelation / Adaptation / Compensation</b>	Equivalence / Compensation / Modulation /	<u>Take off</u> = <i>quitar</i> / Change in order of sentence / 'that' for <i>porque</i> and 'is so itchy' for <i>me da comeson</i>
29	abr 25, 2017 2:36 AM	Mi uniforme me da mucha picazón, ya me lo quiero quitar.	<b>Modulation / Adaptation</b>	Equivalence / Other / Amplification / Modulation / Omission	<u>Take off</u> = <i>quitármelo</i> / added <i>me</i> / <i>causa mucha comezón</i> for 'is so itchy' / Didn't use 'that'
30	abr 25, 2017 2:36 AM	Mi uniforme me pica, ya me lo quiero quitar.	<b>Adaptation</b>	Equivalence / Other / Amplification / Omission /	<u>Take off</u> = <i>quitar</i> / Added <i>me</i> / Didn't use 'that' / 'I can't wait to take it off' for <i>ya me lo quiero quitar</i>

				Modulation	
31	abr 25, 2017 2:35 AM	Mi uniforme es tan irritante que no puedo esperar a quitármelo.	<b>Equivalent / Modulation</b>	Equivalence / Modulation	<u>Take off</u> = <i>quitármelo</i> / Changed 'itchy' for <i>irritante</i>
32	abr 25, 2017 2:34 AM	Me pica el uniforme, ya me lo quiero quitar.	<b>Other</b>	Equivalence / Transposition / Omission / Modulation	<u>Take off</u> = <i>quitar</i> / Changed 'My', adjective, for <i>el</i> , article / Didn't use 'that' / 'I can't wait to take it off' for <i>ya me lo quiero quitar</i>

#### 4. A good leader has to be able to identify problems and come up with solutions.

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 5:55 PM	un buen líder debe saber identificar problemas y proponer soluciones	<b>Adaptation / Omission</b>	Equivalence / Modulation	<u>Come up with</u> = <i>proponer</i> / 'be able to' for <i>saber</i>
2	abr 25, 2017 5:53 PM	Un buen líder tiene que ser hábil para identificar problemas y encontrarles una solución	<b>Omission</b>	Equivalence / Modulation / Other / Amplification	<u>Come up with</u> = <i>encontrarles</i> / 'be able to' for <i>ser hábil para</i> / Added <i>una</i>
3	abr 25, 2017 5:43 PM	Un buen líder debe ser capaz de identificar problemas y salir con soluciones.	<b>Equivalence</b>	Adaptation	<u>Come up with</u> for <i>salir con</i>
4	abr 25, 2017 5:42 PM	Un buen líder debe de ser capaz de identificar problemas y presentar soluciones.	<b>Modulation</b>	Modulation	<u>Come up with</u> for <i>presentar</i>
5	abr 25, 2017 5:41 PM	Un buen líder debe ser capaz de identificar problemas y sus soluciones.	<b>Omission</b>	Omission / Other / Amplification	Didn't use <u>come up with</u> / added <i>sus</i>
6	abr 25, 2017 5:41 PM	Un buen líder debe ser capaz de identificar problemas y brindar soluciones.	<b>I Don't Know</b>	Modulation	<u>Come up with</u> for <i>brindar</i>
7	abr 25, 2017 5:40 PM	Un buen líder debe ser capaz de identificar problemas y encontrar soluciones.	<b>Adaptation / Omission</b>	Equivalence	<u>Come up with</u> = <i>encontrar</i>
8	abr 25, 2017 5:39 PM	Un buen líder debe ser capaz de identificar los problemas y soluciones para estos.	<b>Omission</b>	Omission / Other / Amplification / Explicitation	Didn't use <u>come up with</u> / Added <i>para estos</i>
9	abr 25, 2017 5:38 PM	Un buen líder tiene que ser capaz de identificar problemas y encontrar soluciones.	<b>Omission</b>	Equivalence	<u>Come up with</u> = <i>encontrar</i>
10	abr 25, 2017 5:38 PM	Un buen líder debe tener la capacidad de identificar problemas e idear soluciones.	<b>Adaptation</b>	Equivalence / Modulation	<u>Come up with</u> with = <i>idear</i> / <i>tener la capacidad</i> for 'be able to'
11	abr 25, 2017 5:37 PM	Un buen líder debe ser capaz de identificar problemas y solucionarlos.	<b>Omission</b>	Omission	Didn't use <u>come up with</u>
12	abr 25, 2017 5:37 PM	Un buen líder debe ser capaz de identificar los problemas y	<b>Modulation /</b>	Equivalence / Other /	<u>Come up with</u> =

		encontrar soluciones.	<b>Equivalence</b>	Amplification	<i>encontrar / Added los</i>
13	abr 25, 2017 5:36 PM	Un buen líder tiene que ser apto para identificar problemas y solucionarlos.	<b>Omission</b>	Omission / Modulation	Didn't use <u>come up with</u> / 'be able to' for <i>ser apto para</i>
14	abr 25, 2017 5:36 PM	Un buen líder tiene que poder identificar problemas y hallar soluciones a éstos.	<b>Equivalence</b>	Equivalence / Other / Literal / Amplification	<u>Come up with</u> = <i>hallar</i> / 'has to be able to' for <i>tiene que poder</i> / Added <i>a estos</i>
15	abr 25, 2017 5:34 PM	Un buen líder tiene que tener la habilidad de identificar problemas y encontrar sus soluciones.	<b>Calque</b>	Equivalence / Modulation / Other / Amplification	<u>Come up with</u> = <i>encontrar</i> / <i>tener la habilidad</i> for 'be able to' / Added <i>sus</i>
16	abr 25, 2017 5:34 PM	Un buen líder debe ser capaz de identificar problemas y desarrollar soluciones.	<b>Equivalence</b>	Adaptation	<u>Come up with</u> for <i>desarrollar</i>
4th 17	abr 25, 2017 2:48 AM	Un buen líder tiene que ser capaz de identificar los problemas y pensar en soluciones.	<b>Other</b>	Other / Literal / Amplification	<u>Come up with</u> for <i>pensar</i> / Added <i>los</i>
18	abr 25, 2017 2:44 AM	Un líder ejemplar debe ser capaz de identificar problemas y de solucionarlos	<b>Adaptation</b>	Omission / Modulation / Other / Amplification	Didn't use <u>come up with</u> / 'Good leader' for <i>líder ejemplar</i> / Added <i>de</i>
19	abr 25, 2017 2:43 AM	Un buen líder debe ser aquél capaz de identificar los problemas y proponer soluciones.	<b>Other</b>	Equivalence / Other / Amplification	<u>Come up with</u> = <i>proponer</i> / Added <i>aquel</i> and <i>los</i>
20	abr 25, 2017 2:42 AM	Un buen líder es capaz de identificar los problemas y tener soluciones	<b>Modulation</b>	Adaptation / Modulation / Other / Amplification	<u>Come up with</u> for <i>tener</i> / 'has to be able to' for <i>es capaz de</i> / Added <i>'los</i>
21	abr 25, 2017 2:41 AM	Un buen líder es aquel que que identifica los problemas y busca una manera solucionarlos.	<b>Explicitation</b>	Explicitation / Modulation	<u>Come up with</u> for <i>busca una manera</i> / 'has to be able to' for <i>es aquel que</i>
22	abr 25, 2017 2:41 AM	Un buen líder tiene que tener la capacidad de identificar los problemas y proponer soluciones.	<b>Equivalence</b>	Equivalence / Modulation / Other / Amplification	<u>Come up with</u> = <i>proponer</i> / <i>tener la capacidad</i> for 'be able to' /

					Added <i>los</i>
23	abr 25, 2017 2:41 AM	Un buen líder debe ser capaz de identificar problemas y desarrollar soluciones.	I Don't Know	Adaptation	Come up with for <i>desarrollar</i>
24	abr 25, 2017 2:40 AM	Un buen líder debe ser bueno en identificar problemas y tener soluciones para ellas.	Modulation / Equivalence / Calque	Adaptation / Other / Amplification	Come up with for <i>tener</i> and 'able to' for <i>ser bueno</i> / Added <i>para ellas</i>
25	abr 25, 2017 2:39 AM	Como buen líder, tiene que identificar los problemas y solucionarlos	Equivalence	Omission / Transposition / Other / Amplification	Didn't use <u>come up with</u> or 'be able to' / A ,determiner, for <i>como</i> an ,adverb / Added <i>los</i>
26	abr 25, 2017 2:38 AM	Un buen líder debe ser capaz de identificar problemas y crear soluciones.	Equivalence	Equivalence	Come up with = <i>crear</i>
27	abr 25, 2017 2:38 AM	Un buen lider debe de ser capaz de identificar los problemas y encontrar la solución a cada uno de ellos.	I Don't Know	Equivalence / Other / Amplification / Explicitation	Come up with = <i>encontrar</i> / Added <i>los</i> and <i>la</i> / <i>solución a cada uno de ellos</i> for 'solutions'
28	abr 25, 2017 2:37 AM	Un buen docente debe de ser capaz de identificar problemas y solucionarlos	Equivalence	Omission / Adaptation	Didn't use <u>come up with</u> / 'leader' for <i>docente</i>
29	abr 25, 2017 2:37 AM	Un buen líder debe ser capaz de identificar problemas e idear soluciones.	Other	Equivalence	Come up with = <i>idear</i>
30	abr 25, 2017 2:36 AM	Un buen lider debe de ser capaz de identificar los problemas y tener soluciones.	I Don't Know	Adaptation / Other / Amplification	Come up with for <i>tener</i> / Added <i>de</i> and <i>los</i>
31	abr 25, 2017 2:36 AM	Un buen líder debe ser capaz de identificar los problemas y brindar soluciones.	Equivalence / Calque	Modulation / Other / Amplification	Come up with for <i>brindar</i> / Added <i>los</i>
32	abr 25, 2017 2:34 AM	Un buen líder sabe identificar problemas y encontrar soluciones.	Modulation	Equivalence / Modulation	Come up with = <i>encontrar</i> / 'has to be able to' for <i>sabe</i>

**5. It's difficult to get down to work when there are so many distractions.**

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 5:57 PM	Con demasiadas distracciones es muy dificil concentrarse en el trabajo.	I Don't Know	Modulation / Compensation / Adaptation / Other / Amplification	'Get down to work' for <i>concentrarse en el trabajo</i> and 'when there are' for <i>con</i> / Change in sentence order / 'So many' for <i>demasiadas</i> / Added <i>muy</i>
2	abr 25, 2017 5:55 PM	es muy dificil concentrarse en algo cuando hay muchas distracciones	Adaptation	Adaptation / Other / Amplification / Modulation	'Get down to work' for <i>concentrarse en algo</i> / Added <i>muy</i> / 'so many' for <i>muchas</i>
3	abr 25, 2017 5:45 PM	Es dificil ponerse a trabajar cuando hay muchas distracciones.		Equivalence / Modulation	Get down to = <i>ponerse a</i> / 'so many' for <i>muchas</i>
4	abr 25, 2017 5:44 PM	Es dificil ponerse a trabajar cuando hay demasiadas distracciones.	Modulation	Equivalence / Adaptation	Get down to = <i>ponerse a</i> / 'So many' for <i>demasiadas</i>
5	abr 25, 2017 5:44 PM	Es dificil ponerse a trabajar cuando hay tantas distracciones.	Adaptation	Equivalence	Get down to = <i>ponerse a</i>
6	abr 25, 2017 5:43 PM	Es dificil concentrarse en el trabajo cuando hay tantas distracciones.	Modulation	Modulation	Get down to for <i>concentrarse</i>
7	abr 25, 2017 5:43 PM	Es dificil ponerse a trabajar cuando existen tantas distracciones.	I Don't Know	Equivalence	Get down to = <i>ponerse a</i>
8	abr 25, 2017 5:41 PM	Es dificil concentrarse en el trabajo cuando hay muchas distracciones.	Adaptation	Modulation	'Get down to work' for <i>concentrarse en el trabajo</i>
9	abr 25, 2017 5:40 PM	Es dificil concentrarse cuando hay demasiadas distracciones.	Omission	Adaptation / Omission	Get down to for <i>concentrarse</i> and 'So many' for <i>demasiadas</i> / Didn't use 'work'
10	abr 25, 2017 5:40 PM	Es dificil concentrarse en el trabajo cuando hay tantas distracciones.	I Don't Know	Modulation	Get down to for <i>concentrarse</i>
11	abr 25, 2017 5:39 PM	Es dificil ponerse a trabajar cuando hay demasiadas distracciones.	Adaptation	Equivalence / Adaptation	Get down to = <i>ponerse a</i> / 'So many' for <i>demasiadas</i>
12	abr 25, 2017 5:38 PM	Es dificil trabajar con tantas distracciones.	Omission	Omission / Modulation	Didn't use <i>get down to</i> / 'when there are' for <i>con</i>
13	abr 25, 2017 5:38 PM	Es dificil concentrarse en el trabajo cuando hay	Modulation	Modulation	'Get down to work' for

		muchas distracciones.			<i>concentrarse en el trabajo</i> and 'so many' for <i>muchas</i>
14	abr 25, 2017 5:38 PM	Es difícil comenzar el trabajo cuando hay tantas distracciones.	Omission	Adaptation	<u>Get down to</u> for <i>comenzar el</i>
15	abr 25, 2017 5:37 PM	Es difícil sentarse a trabajar cuando existen tantas distracciones.	Equivalence / Adaptation	Adaptation	<u>Get down to</u> for <i>sentarse a</i>
16	abr 25, 2017 5:35 PM	Es difícil concentrarme en mi trabajo cuando hay muchas distracciones.	Adaptation	Adaptation / Modulation	' <u>Get down to work</u> ' for <i>concentrarse en mi trabajo</i> / 'so many' for <i>muchas</i>
4th 17	abr 25, 2017 2:50 AM	Es difícil concentrarse en el trabajo cuando hay muchas distracciones.	Modulation	Modulation	' <u>Get down to work</u> ' for <i>concentrarse en el trabajo</i> and 'so many' for <i>muchas</i>
18	abr 25, 2017 2:48 AM	Representa una dificultad ponerse a trabajar con tantos distractores.	Transposition / Omission	Equivalence / Modulation	<u>Get down to</u> = <i>ponerse a</i> / 'It's difficult to' for 'representa una dificultad' and 'when there are' for 'con'
19	abr 25, 2017 2:45 AM	Es difícil ponerse a trabajar cuando hay muchas distracciones.	Adaptation	Equivalence / Modulation	<u>Get down to</u> = <i>ponerse a</i> / 'so many' for <i>muchas</i>
20	abr 25, 2017 2:45 AM	Es difícil concentrarse en el trabajo cuando hay tantas distracciones	Modulation	Modulation	' <u>Get down to work</u> ' for <i>concentrarse en el trabajo</i>
21	abr 25, 2017 2:44 AM	Es difícil volver al trabajo mientras hayan demasiadas distracciones.	Transposition / Equivalence / Compensation	Adaptation	' <u>Get down to work</u> ' for <i>volver al trabajo</i> and <i>mientras hayan demasiadas</i> for 'when there are so many'
22	abr 25, 2017 2:43 AM	Es difícil trabajar cuando tienes muchas distracciones.	Other	Omission / Adaptation / Modulation	Didn't use <u>get down to</u> / 'when there are' for <i>cuando tienes</i> / 'so many' for <i>muchas</i>
23	abr 25, 2017 2:42 AM	Es muy difícil trabajar con tantas distracciones.	Equivalence	Omission / Other / Amplification / Modulation	Didn't use <u>get down to</u> / Added <i>muy</i> / 'when there are' for <i>con</i>
24	abr 25, 2017 2:42 AM	Es complicado ponerse a trabajar cuando hay tantas distracciones.	Other	Equivalence	<u>Get down to</u> = <i>ponerse a</i>
25	abr 25, 2017 2:41 AM	Es difícil ponerse a trabajar cuando hay mucha distracción	I Don't Know	Equivalence / Modulation	<u>Get down to</u> = <i>ponerse a</i> / 'so many' for <i>mucha</i>
26	abr 25, 2017 2:39 AM	Es difícil terminar un trabajo con tantas distracciones alrededor.	I Don't Know	Adaptation / Other / Amplification	' <u>Get down to work</u> ' for <i>terminar un trabajo</i> / Added <i>alrededor</i>
27	abr 25, 2017 2:39 AM	Con tantas distracciones es difícil concentrarse en trabajar.	Transposition / Explication	Modulation / Compensation	' <u>Get down to work</u> ' for <i>concentrarse en trabajar</i> and 'when there are' for <i>con</i> / Change in sentence

					order
28	abr 25, 2017 2:38 AM	Es difícil concentrarse en el trabajo cuando hay muchas distracciones	Transposition / Omission	Modulation	'Get down to work' for <i>concentrarse en el trabajo</i> and 'so many' for <i>muchas</i>
29	abr 25, 2017 2:38 AM	Hay tantas distracciones que se me dificulta hacer mi trabajo	Transposition / Modulation	Adaptation / Compensation	'It's difficult to get down to work' for <i>se me dificulta hacer mi trabajo</i> / Change in sentence order
30	abr 25, 2017 2:37 AM	es difícil ponerte a trabajar cuando hay muchas distracciones.	Modulation	Equivalence / Modulation	<u>Get down to</u> = <i>ponerse a</i> / 'so many' for <i>muchas</i>
31	abr 25, 2017 2:37 AM	Es muy difícil ir a trabajar cuando hay tantas distracciones.	Modulation / Adaptation	Adaptation / Other / Amplification	<u>Get down to</u> work for <i>ir a trabajar</i> / Added <i>muy</i>
32	abr 25, 2017 2:35 AM	Es difícil ponerse a trabajar cuando hay tantas distracciones.	I Don't Know	Equivalence	<u>Get down to</u> = <i>ponerse a</i>



## 6. How do you account for his sudden disappearance?

Answer Options		Response Count			
		30			
<i>answered question</i>		30			
<i>skipped question</i>		2			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 6:00 PM	¿Cómo estas seguro de su desaparición tan repentina?	Adaptation	Adaptation / Other / Amplification	'How do you <u>account for</u> ' for <i>Cómo estas seguro de</i> / Added <i>tan</i>
2	abr 25, 2017 5:48 PM	¿Como encuentras su desaparición repentina?	Adaptation	Adaptation	'How do you <u>account for</u> ' for <i>Cómo encuentras</i>
3	abr 25, 2017 5:48 PM	Cómo eres parte de su desaparición repentina?	I Don't Know	Adaptation	'How do you <u>account for</u> ' for <i>Cómo eres parte de</i>
4	abr 25, 2017 5:48 PM	¿Cómo explicas su repentina desaparición?	Transposition	Equivalence / Compensation	<u>Account for</u> = <i>explicas</i> / Changed word order
5	abr 25, 2017 5:47 PM	¿Cómo explicas su desaparición repentina?	Adaptation / Omission	Equivalence	<u>Account for</u> = <i>explicas</i>
6	abr 25, 2017 5:46 PM	¿Y qué me dices de su inesperada desaparición?	Modulation	Modulation	'How do you <u>account for</u> ' for <i>Y que me dices de</i>
7	abr 25, 2017 5:46 PM	¿Como te sientes debido a su desaparición tan repentina?	I Don't Know	Adaptation / Other / Amplification	'How do you <u>account for</u> ' for <i>Como te sientes debido a</i> / Added <i>tan</i>
8	abr 25, 2017 5:42 PM	¿Cómo respondes a su desaparición repentina?	I Don't Know	Adaptation	'How do you <u>account for</u> ' for <i>Cómo respondes a</i>
9	abr 25, 2017 5:41 PM	¿Cómo explicas su repentina desaparición?	Other	Equivalence	<u>Account for</u> = <i>explicas</i>
10	abr 25, 2017 5:40 PM	¿Cómo puedes explicar su repentina desaparición?	Modulation	Equivalence / Other / Amplification	<u>Account for</u> = <i>explicas</i> / Added <i>puedes</i>
11	abr 25, 2017 5:40 PM	¿Que piensas de su desaparición? (CREO)	Other	Adaptation / Omission	'How do you <u>account for</u> ' for <i>Que piensas de</i> / Didn't use 'sudden'
12	abr 25, 2017 5:40 PM	¿Cómo cuentas su repentina desaparición?	Omission	Adaptation	'How do you <u>account for</u> ' for <i>Cómo cuentas</i>
13	abr 25, 2017 5:40 PM	¿Qué opina usted de su desaparición repentina?	Adaptation	Adaptation / Compensation	'How do you <u>account for</u> ' for <i>Qué opina usted</i>

					<i>de</i> / Changed word order
14	abr 25, 2017 5:39 PM	¿Cómo reaccionas ante su repentina desaparición?	I Don't Know	Adaptation	'How do you <u>account for</u> ' for <i>Cómo reaccionas ante</i>
15	abr 25, 2017 5:37 PM	¿Cómo te diste cuenta de su desaparición repentina?	Transposition	Adaptation / Compensation	'How do you <u>account for</u> ' for <i>Cómo te diste cuenta de</i> / Changed word order
4th 16	abr 25, 2017 2:54 AM	¿Que piensas después de su desaparición?	Transposition	Adaptation / Omission	'How do you <u>account for</u> ' for <i>Que piensas después de</i> / Didn't use 'sudden'
17	abr 25, 2017 2:50 AM	¿Cómo explicas su súbita desaparición?	Other	Equivalence	<u>Account for</u> = <i>explicas</i>
18	abr 25, 2017 2:47 AM	Cómo supiste de su desaparición ?	I Don't Know	Adaptation / Omission	'How do you <u>account for</u> ' for <i>Cómo supiste de</i> / Didn't use 'sudden'
19	abr 25, 2017 2:47 AM	¿Como te diste cuenta que desapareció repentinamente?	Transposition / Equivalence / Compensation	Adaptation / Compensation	'How do you <u>account for</u> ' for <i>Cómo te diste cuenta que</i> / Changed word order
20	abr 25, 2017 2:46 AM	¿Cómo evitar que la cuanta bancaria desaparezca?	Modulation / Explicitation	Adaptation	Changed the whole sentence
21	abr 25, 2017 2:45 AM	¿Cómo te sientes por su desaparición repentina?	I Don't Know	Adaptation / Compensation	'How do you <u>account for</u> ' for <i>Cómo te sientes por</i> / Changed word order
22	abr 25, 2017 2:43 AM	¿Cómo explicar por esta de repente desaparición?	I Don't Know	Modulation / Adaptation	' <u>account for</u> ' for <i>explicar</i> / 'his sudden' for <i>por esta de repente</i>
23	abr 25, 2017 2:43 AM	Como puedes explicar esa repentina desaparición ?	Other	Equivalence / Modulation / Transposition	<u>Account for</u> = <i>explicar</i> / 'how do you' for <i>como puedes</i> / Changed 'his', adjective, for <i>esa</i> , pronoun
24	abr 25, 2017 2:41 AM	¿Cómo explicas su repentina desaparición?	I Don't Know	Equivalence	<u>Account for</u> = <i>explicas</i>
25	abr 25, 2017 2:40 AM	¿Cómo relatarías los hechos de su repentina desaparición?	I Don't Know	Adaptation	'How do you <u>account for</u> ' for <i>Cómo relatarías los hechos de</i>
26	abr 25, 2017 2:40 AM	¿Cómo explicas su repentina desaparición?	I Don't Know	Equivalence	<u>Account for</u> = <i>explicas</i>
27	abr 25, 2017 2:39 AM	¿Como te justificas después de tu repentina desaparición?	Modulation	Adaptation	'How do you <u>account for</u> his' for <i>Cómo te justificas después de tu</i>
28	abr 25, 2017 2:39 AM	Como justificas que desaparezca sin avisar?	Adaptation	Adaptation	Changed the whole

					sentence
29	abr 25, 2017 2:39 AM	?cómo justifica su repentina desaparición?	<b>Calque</b>	Modulation	<u>Account for</u> for <i>justifica</i>
30	abr 25, 2017 2:36 AM	¿Cómo explicas la desaparición repentina?	<b>I Don't Know</b>	Equivalence / Transposition / Compensation	<u>Account for</u> = <i>explicas</i> / Changed 'his', adjective, for <i>la</i> , article / Changed word order

7. It's cold out so you'd better put a scarf on!					
Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 6:03 PM	Esta haciendo mucho frío afuera así que deberías de ponerte una bufanda.	<b>Adaptation</b>	Equivalence / Other / Amplification	<u>Put on</u> = <i>ponerte</i> / Added <i>mucho</i>
2	abr 25, 2017 5:56 PM	sera mejor que te pongas una bufanda, afuera hace mucho frio!	<b>Modulation / Explicitation</b>	Equivalence / Compensation / Omission / Other / Amplification	<u>Put on</u> = <i>ponerte</i> / Changed sentence order / Didn't use 'so' / Added <i>mucho</i>
3	abr 25, 2017 5:52 PM	¡Está frío afuera así que sería mejor si te pongas una bufanda!	<b>Calque / Adaptation</b>	Equivalence / Other / Literal / Modulation	<u>Put on</u> = <i>pongas</i> / 'It's cold out' for <i>Está frío afuera</i> / 'you'd better' for <i>sería mejor</i>
4	abr 25, 2017 5:51 PM	¡Hace frío afuera, así que mejor deberías ponerte una bufanda!	<b>Transposition</b>	Equivalence / Other / Amplification	<u>Put on</u> = <i>ponerte</i> / Added <i>mejor</i>
5	abr 25, 2017 5:50 PM	¡Está frío a fuera así que deberías ponerte una bufanda!	<b>Omission</b>	Equivalence / Other / Literal / Omission	<u>Put on</u> = <i>ponerte</i> / 'It's cold' for <i>Está frío</i> / Didn't use 'out'
6	abr 25, 2017 5:49 PM	Hace frío, así que, ¡más vale que te pongas una bufanda!	<b>Adaptation</b>	Equivalence / Omission / Modulation	<u>Put on</u> = <i>ponerte</i> / Didn't use 'out' or 'so' / 'You'd better put a scarf on' for <i>mas vale que te pongas una bufanda</i>
7	abr 25, 2017 5:49 PM	Hace frío aquí afuera deberías de ponerte una bufanda.	<b>I Don't Know</b>	Equivalence / Other / Amplification / Omission	<u>Put on</u> = <i>ponerte</i> / Added <i>aquí</i> / Didn't use 'so'
8	abr 25, 2017 5:48 PM	Mas vale que te pongas una bufanda, ya que esta haciendo mucho frío.	<b>Modulation</b>	Equivalence / Compensation / Modulation /	<u>Put on</u> = <i>pongas</i> / Changed sentence order / 'You'd better

				Other / Amplification	put a scarf on' for <i>mas vale que te pongas una bufanda</i> / Added <i>ya que</i>
9	abr 25, 2017 5:45 PM	Está frío afuera, así que mejor ponte una bufanda.	Equivalence	Equivalence / Other / Literal / Modulation	<u>Put on</u> = <i>ponte</i> / 'It's cold out' for <i>Está frío afuera</i> / 'you'd better' for <i>mejor</i>
10	abr 25, 2017 5:43 PM	Hace demasiado frío afuera será mejor que te pongas un suéter.	Equivalence	Equivalence / Other / Amplification / Omission / Adaptation	<u>Put on</u> = <i>pongas</i> / Added <i>demasiado</i> / Didn't use 'so' / 'You'd better put a scarf on' for <i>será mejor que te pongas un suéter</i>
11	abr 25, 2017 5:43 PM	¡Hace frío afuera! Mejor ponte una bufanda.	Other	Equivalence / Omission / Modulation	<u>Put on</u> = <i>ponte</i> / Didn't use 'so' / 'you'd better' for <i>mejor</i>
12	abr 25, 2017 5:43 PM	Está frío afuera. ¡Deberías ponerte una bufanda!	Modulation / Omission	Equivalence / Other / Literal / Omission	<u>Put on</u> = <i>ponte</i> / 'It's cold out' for <i>Está frío afuera</i> / Didn't use 'so'
13	abr 25, 2017 5:42 PM	¡Esta frío afuera, mejor ponte una bufanda!	Transposition	Equivalence / Other / Literal / Omission / Modulation	<u>Put on</u> = <i>ponte</i> / 'It's cold out' for <i>Está frío afuera</i> / Didn't use 'so' / 'you'd better' for <i>mejor</i>
14	abr 25, 2017 5:42 PM	¡Más vale que te pongas una bufanda porque hace frío afuera!	Modulation	Equivalence / Compensation / Other / Amplification	<u>Put on</u> = <i>pongas</i> / Changed sentence order / Added <i>porque</i>
15	abr 25, 2017 5:41 PM	Hace frío afuera, así que más vale que te pongas una bufanda.	Adaptation	Equivalence / Modulation	<u>Put on</u> = <i>pongas</i> / 'you'd better' for <i>más vale</i>
16	abr 25, 2017 5:38 PM	¡Hace frío afuera, más vale que te pongas una bufanda!	Calque	Equivalence / Omission / Modulation	<u>Put on</u> = <i>pongas</i> / Didn't use 'so' / 'you'd better' for <i>más vale</i>
4th 17	abr 25, 2017 2:57 AM	¡Hace mucho frío, deberías de ponerte una bufanda!	Transposition	Equivalence / Omission / Other / Amplification	<u>Put on</u> = <i>pongas</i> / Didn't use 'so' / Added <i>de</i>
18	abr 25, 2017 2:52 AM	¡Afuera está helando, así que será mejor que no olvides	Modulation	Equivalence /	<u>Put on</u> = <i>ponerte</i> /

		ponerte una bufanda!		Modulation /	'It's cold out' for <i>afuera está helando</i> and 'you'd better' for <i>será mejor que no olvides</i>
19	abr 25, 2017 2:50 AM	¡Hace frío afuera así que debes ponerte una bufanda!	<b>Equivalence</b>	Equivalence / Modulation /	<u>Put on</u> = <i>ponerte</i> / 'you'd better' for <i>debes</i>
20	abr 25, 2017 2:48 AM	Esta frío afuera, es mejor que te pongas un abrigo.	<b>I Don't Know</b>	Equivalence / Other / Literal / Omission /	<u>Put on</u> = <i>pongas</i> / 'It's cold out' for <i>Está frío afuera</i> and 'you'd better' for <i>es mejor</i> / Didn't use 'so'
21	abr 25, 2017 2:48 AM	Esta haciendo frío afuera sera mejor que te pongas una bufanda	<b>Explicitation</b>	Equivalence / Modulation / Omission	<u>Put on</u> = <i>pongas</i> / 'It's cold out' for <i>Esta haciendo frío afuera</i> and 'you'd better' for <i>será mejor</i> / Didn't use 'so'
22	abr 25, 2017 2:48 AM	Afuera está frío, deberías ponerte una bufanda.	<b>I Don't Know</b>	Equivalence / Other / Literal / Omission	<u>Put on</u> = <i>ponerte</i> / 'It's cold out' for <i>afuera está frío</i> / Didn't use 'so'
23	abr 25, 2017 2:47 AM	Esta helando. Mejor usa la bufanda.	<b>Modulation</b>	Modulation / Omission	<u>Put on</u> = <i>usa</i> and 'It's cold out' for <i>Esta helando</i> / Didn't use 'out' or 'so'
24	abr 25, 2017 2:45 AM	Hace frío allá afuera, deberías ponerte una bufanda	<b>Other</b>	Equivalence / Other / Amplification / Omission	<u>Put on</u> = <i>ponerte</i> / Added <i>allá</i> / Didn't use 'so'
25	abr 25, 2017 2:44 AM	Està frío afuera, ¡usa una bufanda!	<b>Other</b>	Modulation / Other / Literal / Omission	'You'd better put a scarf on' for <i>usa una bufanda</i> / 'It's cold out' for <i>Está frío afuera</i> / Didn't use 'so'
26	abr 25, 2017 2:44 AM	¡Hace mucho frío afuera, deberías de ponerte una bufanda!	<b>Equivalence</b>	Equivalence / Other / Amplification / Omission	<u>Put on</u> = <i>ponerte</i> / Added <i>mucho</i> and <i>de</i> / Didn't use 'so'

27	abr 25, 2017 2:41 AM	Ponte una bufanda porque hace frío afuera.	I Don't Know	Equivalence / Compensation / Modulation / Omission	Put on = <i>ponte</i> / Changed sentence order / Didn't use 'so you'd better'
28	abr 25, 2017 2:41 AM	¡Ponte una bufanda, hace mucho frío afuera!	Transposition	Equivalence / Compensation / Modulation / Other / Amplification / Omission	Put on = <i>ponte</i> / Changed sentence order / Added <i>mucho</i> / Didn't use 'so you'd better'
29	abr 25, 2017 2:41 AM	Esta haciendo frío afuera deberías usar una mascada	Modulation / Explication	Modulation / Omission	Put on for <i>usar</i> and 'It's cold out' for <i>Esta haciendo frío afuera</i> / Didn't use 'so'
30	abr 25, 2017 2:40 AM	¡hace frío afuera así que sera mejor que te pongas una bufanda!	Explication	Equivalence	Put on = <i>pongas</i> and 'you'd better' for <i>será mejor</i>
31	abr 25, 2017 2:40 AM	Hace frío, deberías de ponerte una bufanda	Modulation / Explication	Equivalence / Omission	Put on = <i>ponerte</i> / Didn't use 'out' or 'so'
32	abr 25, 2017 2:36 AM	Hace frío afuera, ponte una bufanda.	Adaptation	Equivalence / Omission	Put on = <i>ponte</i> / Didn't use 'so you'd better'

### 8. Last night's victory made up for all the problems we've had in previous games.

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 6:07 PM	La victoria del juego pasado resolvió los problemas que teníamos por haber perdido los anteriores.	Adaptation	Adaptation / Explicitation	Made up for for <i>resolvió</i> / 'problems we've had in previous games' for <i>problemas que teníamos por haber perdido los anteriores</i>
2	abr 25, 2017 5:58 PM	la victoria de anoche nos hizo olvidar las derrotas anteriores	Equivalence	Equivalence / Explicitation / Omission	Made up for = <i>nos hizo olvidar</i> / Didn't use 'all' / 'problems we've had in previous games' for <i>las derrotas anteriores</i>
3	abr 25, 2017 5:55 PM	Anoche la victoria compenso todos los problemas que habíamos tenido en juegos anteriores.	Adaptation	Equivalence / Other / Literal / Adaptation	Made up for = <i>compenso</i> / 'Last night's victory' for <i>Anoche la victoria</i> / 'we've had' for <i>habíamos tenido</i>
4	abr 25, 2017 5:54 PM	La victoria de la noche pasada arregló todos los problemas que hemos tenido en juegos anteriores.	Calque	Modulation	Made up for for <i>arregló</i> and 'Last night's victory' for <i>la victoria de la noche pasada</i>
5	abr 25, 2017 5:53 PM	El triunfo de anoche valió por todos los problemas que habíamos tenido en partidos anteriores.	Transposition	Adaptation / Modulation	Made up for for <i>valió</i> and 'we've had' for <i>habíamos tenido</i> / 'games' for <i>partidos</i>
6	abr 25, 2017 5:53 PM	La victoria de anoche compensó todos los problemas que hemos tenido en juegos pasados.	Transposition	Equivalence	Made up for = <i>compensó</i>
7	abr 25, 2017 5:52 PM	La victoria de anoche hizo que todos los problemas que tuvimos en juegos pasados valieran la pena.	Modulation / I Don't Know	Adaptation	Made up for for <i>hizo que valieran la pena</i> and 'we've had' for <i>tuvimos</i>
8	abr 25, 2017 5:51 PM	La victoria de anoche compenso todos los problemas que habíamos tenido en juegos anteriores.	Transposition	Equivalence / Adaptation	Made up for = <i>compenso</i> / 'we've had' for <i>habíamos tenido</i>
9	abr 25, 2017 5:47 PM	La victoria de anoche compensa todos los problemas que hemos tenido en los juegos previos.	Modulation	Equivalence / Other / Literal / Amplification	Made up for = <i>compensa</i> / 'previous games' for <i>juegos previos</i> / Added



					<i>los</i>
10	abr 25, 2017 5:46 PM	La victoria de anoche mejoró todos los problemas que habíamos tenido en los juegos pasados.	<b>Modulation</b>	Adaptation / Other / Amplification	Made up for for <i>mejoró</i> and 'we've had' for <i>habíamos</i> / Added <i>los</i>
11	abr 25, 2017 5:46 PM	La victoria de anoche fue compensación por todos los problemas que hemos tenido en juegos anteriores.	<b>Equivalence / Adaptation</b>	Adaptation	Made up for for <i>que compensación por</i>
12	abr 25, 2017 5:45 PM	La victoria de anoche compensó todos los problemas que hemos tenido en juegos pasados.	<b>Other</b>	Equivalence	Made up for = <i>compensó</i>
13	abr 25, 2017 5:45 PM	La victoria de anoche remedio los problemas que tuvimos en los juegos anteriores.	<b>Equivalence</b>	Equivalence / Adaptation / Other / Amplification	Made up for = <i>remedio</i> / 'we've had' for <i>tuvimos</i> / Added <i>los</i>
14	abr 25, 2017 5:45 PM	La victoria de ayer en la noche compensó todos los problemas que habíamos tenido en juegos anteriores.	<b>Modulation</b>	Equivalence / Modulation / Adaptation	Made up for = <i>compensó</i> / 'Las night's victory' for <i>la victoria de ayer en la noche</i> / 'we've had' for <i>habíamos tenido</i>
15	abr 25, 2017 5:43 PM	La victoria de anoche compensó todos los problemas que tuvimos en los juegos pasados.	<b>Equivalence</b>	Equivalence / Adaptation / Other / Amplification	Made up for = <i>compensó</i> / 'we've had' for <i>tuvimos</i> / Added <i>los</i>
16	abr 25, 2017 5:39 PM	La victoria de anoche compensó todos los problemas que tuvimos en juegos anteriores.	<b>Calque</b>	Equivalence / Adaptation	Made up for = <i>compensó</i> / 'we've had' for <i>tuvimos</i>
4th 17	abr 25, 2017 3:00 AM	Anoche la victoria por fin llevo después de todos los problemas que habíamos tenido en los juegos anteriores.	<b>Explicitation</b>	Omission / Other / Amplification / Adaptation	Didn't use <i>made up for</i> / Added <i>por fin llevo después</i> and <i>los</i> / 'we've had' for <i>habíamos tenido</i>
18	abr 25, 2017 2:56 AM	Nuestro triunfo de anoche compensó todos los problemas que pasamos en juegos anteriores.	<b>Modulation</b>	Equivalence / Other / Amplification / Adaptation	Made up for = <i>compensó</i> / Added <i>nuestro</i> / 'we've had' for <i>pasamos</i>
19	abr 25, 2017 2:52 AM	La victoria de anoche compensó los problemas que tuvimos en juegos anteriores.	<b>Modulation</b>	Equivalence / Adaptation	Made up for = <i>compensó</i> / 'we've had' for <i>tuvimos</i>
20	abr 25, 2017 2:50 AM	Tuvimos problemas, la noche anterior a la victoria de los juegos, en las preeliminares	<b>I Don't Know</b>	Omission / Adaptation	Didn't use <i>made up for</i> / Changed the whole sentence
21	abr 25, 2017 2:50 AM	Anoche la victoria llegó, después de todos los problemas que habíamos tenido en juegos anteriores.	<b>Other</b>	Omission / Other / Amplification / Adaptation	Didn't use <i>made up for</i> / Added <i>llegó, después</i> / 'we've had' for 'habíamos tenido'
22	abr 25, 2017 2:49 AM	La victoria de la noche anterior hizo que nos olvidáramos de los problemas que hemos tenido en juegos anteriores.	<b>Explicitation</b>	Modulation / Adaptation	Made up for for <i>hizo que nos olvidáramos</i> / 'Las night's victory' for <i>la victoria de la noche anterior</i>
23	abr 25, 2017 2:49 AM	La victoria de anoche soluciono todos los problemas de los juegos anteriores	<b>Adaptation</b>	Adaptation / Omission/ Other /	Made up for for <i>solucionó</i> / Didn't use 'we've had' /

				Amplification	Added <i>los</i>
24	abr 25, 2017 2:48 AM	La victoria de la noche pasada resultó a pesar de los problemas que tuvimos en anteriores juegos.	I Don't Know	Omission / Adaptation	Didn't use <u>made up for</u> / Changed the whole sentence
25	abr 25, 2017 2:46 AM	La victoria de anoche compensó los problemas que tuvimos en juegos pasados.	Equivalence	Equivalence / Adaptation	<u>Made up for</u> = <i>compensó</i> / 'we've had' for <i>tuvimos</i>
26	abr 25, 2017 2:45 AM	La victoria de anoche compensa por todos los problemas que tuvimos en partidas pasadas.	Transposition / Modulation / Equivalence / Adaptation	Equivalence / Adaptation / Modulation	<u>Made up for</u> = <i>compensa</i> / 'we've had' for <i>tuvimos</i> / 'previous games' for <i>partidas anteriores</i>
27	abr 25, 2017 2:42 AM	La victoria de anoche compensa todos los problemas pasados en los juegos anteriores	I Don't Know	Equivalence / Adaptation / Other / Amplification	<u>Made up for</u> = <i>compensa</i> / 'we've had' for <i>pasados</i> / Added <i>los</i>
28	abr 25, 2017 2:42 AM	Los problemas de los juegos pasados no importan con la victoria de ayer	Modulation	Omission / Modulation / Other / Amplification	Didn't use <u>made up for</u> / Changed the sentence but kept the meaning / Added <i>los</i>
29	abr 25, 2017 2:42 AM	Hemos tenido problemas en los juegos anteriores, pero la victoria de anoche compensó todos ellos.	Transposition	Equivalence / Compensation / Other / Amplification	<u>Made up for</u> = <i>compensó</i> / Changed sentence order/ Added <i>los</i>
30	abr 25, 2017 2:41 AM	la victoria de anoche recompensó todos los problemas que tuvimos en los juegos pasados.	Calque	Adaptation / Other / Amplification	<u>Made up for</u> for <i>recompensó</i> and 'we've had' for <i>tuvimos</i> / Added <i>los</i>
31	abr 25, 2017 2:41 AM	La victoria de anoche compenso todos los problemas que habíamos tenido en juegos anteriores.	Transposition	Equivalence / Adaptation	<u>Made up for</u> = <i>compenso</i> / 'we've had' for <i>habíamos tenido</i>
32	abr 25, 2017 2:37 AM	La victoria de anoche compensó los problemas que tuvimos en juegos anteriores.	Equivalence	Equivalence / Omission / Adaptation	<u>Made up for</u> = <i>compensó</i> / Didn't use 'all' / 'we've had' for <i>tuvimos</i>

**9. It all adds up - he's the only person who could have committed the crime.**

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 6:09 PM	Esto resuelve todo, el es la única persona que puedo haber cometido el crimen.	Other	Adaptation / Equivalence	'It all adds up' for <i>Esto resuelve todo</i>
2	abr 25, 2017 5:58 PM	añadiendo que el es la única persona que pudo haber cometido semejante crimen	Equivalence / Adaptation / Explicitation	Other / Literal / Amplification	'It all adds up' for <i>añadiendo</i> / Added <i>que</i> and <i>semejante</i>
3	abr 25, 2017 5:56 PM	Todo lo confirma - el es la única persona que pudo haber cometido el crimen.	Adaptation	Adaptation / Equivalence	'It all adds up' for <i>todo lo confirma</i>
4	abr 25, 2017 5:56 PM	Si todo se suma- el es la única persona que pudo haber cometido el crimen.	Equivalence	Other / Literal / Equivalence	'It all adds up' for <i>Si todo se suma</i>
5	abr 25, 2017 5:55 PM	Todo se aclara: él es la única persona que pudo haber cometido el crimen.	Modulation	Modulation / Equivalence	'It all adds up' for <i>todo se aclara</i>
6	abr 25, 2017 5:55 PM	El es el único que pudo haber cometido el crimen. Todo tiene sentido ahora.	Modulation / I Don't Know	Equivalence / Compensation / Other / Amplification	'It all adds up' = <i>todo tiene sentido</i> / Changed sentence order / Added <i>ahora</i>
7	abr 25, 2017 5:55 PM	Todo apunta a lo mismo. El es la única persona que pudo haber cometido el crimen.	Equivalence	Adaptation / Equivalence	'It all adds up' for <i>todo apunta a lo mismo</i>
8	abr 25, 2017 5:53 PM	Todo concuerda, es la única persona que pudo cometer este crimen.	I Don't Know	Modulation / Other / Amplification	'It all adds up' for <i>todo concuerda</i> / Added <i>este</i>
9	abr 25, 2017 5:49 PM	Todo lo incrimina, él es el único que pudo haber cometido el crimen.	Adaptation	Adaptation / Modulation	'It all adds up' for <i>todo lo incrimina</i> / 'he's the only person' for <i>él es el único</i>
10	abr 25, 2017 5:48 PM	Todo tiene sentido - él es la única persona que pudo haber cometido el crimen.	Equivalence	Equivalence	'It all adds up' = <i>todo tiene sentido</i>
11	abr 25, 2017 5:48 PM	Toda señala, que el es la única persona que pudo haber cometido el crimen.	Equivalence / Adaptation / Omission	Adaptation / Other / Amplification	'It all adds up' for <i>Todo señala</i> / Added <i>que</i>
12	abr 25, 2017 5:48 PM	Todo concuerda; él es la única persona que pudo haber	Equivalence	Modulation /	'It all adds up' for <i>todo</i>

		cometido el crimen.		Equivalence	<i>concuerta</i>
13	abr 25, 2017 5:48 PM	Todo apunta a que él es la única persona que pudo haber cometido el crimen.	<b>Adaptation</b>	Adaptation	'It all <u>adds up</u> ' for <i>todo apunta a que</i>
14	abr 25, 2017 5:46 PM	Todo concuerda: él es la única persona que pudo haber cometido el crimen.	<b>Other</b>	Modulation / Equivalence	'It all <u>adds up</u> ' for <i>todo concuerda</i>
15	abr 25, 2017 5:44 PM	Ahora todo tiene sentido, él es la única persona que pudo haber cometido el crimen.	<b>Modulation / Adaptation</b>	Equivalence / Other / Amplification	'It all <u>adds up</u> ' = <i>todo tiene sentido</i> / Added <i>ahora</i>
16	abr 25, 2017 5:40 PM	Todo se enlaza - él es la única persona que pudo haber cometido el crimen.	<b>Adaptation</b>	Adaptation / Equivalence	'It all <u>adds up</u> ' for <i>todo se enlaza</i>
4th 17	abr 25, 2017 3:04 AM	Todo concuerda -El es el único que pudo haber cometido el crimen.	<b>Equivalence</b>	Modulation	'It all <u>adds up</u> ' for <i>todo concuerda</i> and 'he's the only person' for <i>él es el único</i>
18	abr 25, 2017 2:59 AM	Todo encaja ahora: es la única persona que pudo haber cometido el crimen.	<b>Equivalence</b>	Modulation / Other / Amplification	'It all <u>adds up</u> ' for <i>todo encaja</i> / Added <i>ahora</i>
19	abr 25, 2017 2:54 AM	Tenemos las pruebas en la mesa. El es la única persona que cometi6 el crimen.	<b>Equivalence / Adaptation</b>	Adaptation / Omission	'It all <u>adds up</u> ' for <i>tenemos las pruebas en la mesa</i> / Didn't use 'could have'
20	abr 25, 2017 2:53 AM	Todo encaja, él es la única persona que pudo haber cometido el crimen.	<b>Adaptation</b>	Modulation / Equivalence	'It all <u>adds up</u> ' for <i>todo encaja</i>
21	abr 25, 2017 2:52 AM	Con toda la evidencia reunida, él es la única persona que pudo haber cometido el crimen.	<b>Explicitation</b>	Adaptation / Equivalence	'It all <u>adds up</u> ' for <i>con toda la evidencia reunida</i>
22	abr 25, 2017 2:51 AM	El es la única persona que presencio el crimen	<b>I Don't Know</b>	Omission / Adaptation	Didn't use 'It all <u>adds up</u> ' / Changed the whole sentence
23	abr 25, 2017 2:50 AM	Las pruebas lo dicen todo -él es la única persona que ha cometido un crimen.	<b>I Don't Know</b>	Adaptation	'It all <u>adds up</u> ' for <i>las pruebas lo dicen todo</i> and 'could have' for <i>ha</i>
24	abr 25, 2017 2:49 AM	todo apunta que, él es la única persona que pudo haber cometido el crimen	<b>I Don't Know</b>	Adaptation / Equivalence	'It all <u>adds up</u> ' for <i>todo a punta que</i>
25	abr 25, 2017 2:48 AM	Todo apunta a que él es la única persona que pudo haber cometido el crimen	<b>Omission</b>	Adaptation	'It all <u>adds up</u> ' for <i>todo apunta a que</i>
26	abr 25, 2017 2:46 AM	Todo tiene sentido ahora, él es la única persona que pudo haber cometido el crimen.	<b>I Don't Know</b>	Equivalence / Other / Amplification /	'It all <u>adds up</u> ' = <i>todo tiene sentido</i> / Added <i>ahora</i>

				Equivalence	
27	abr 25, 2017 2:43 AM	Ahora todo tiene sentido- el es la única persona que pudo haber cometido el crimen.	<b>Adaptation</b>	Equivalence / Other / Amplification / Equivalence	'It all <u>adds up</u> ' = <i>todo tiene sentido</i> / Added <i>ahora</i>
28	abr 25, 2017 2:43 AM	Todo concuerda - él es la única persona que pudo haber cometido el crimen.	<b>I Don't Know</b>	Modulation / Equivalence	'It all <u>adds up</u> ' for <i>todo concuerda</i>
29	abr 25, 2017 2:43 AM	Todo tiene sentido, él es la única persona que pudo haber realizado el crimen	<b>Modulation / Equivalence / Adaptation</b>	Equivalence / Modulation	'It all <u>adds up</u> ' = <i>todo tiene sentido</i> / 'committed' for <i>realizado</i>
30	abr 25, 2017 2:43 AM	Solo él pudo cometer el crimen: todas las pruebas lo demuestran.	<b>Transposition</b>	Adaptation / Compensation / Modulation	'It all <u>adds up</u> ' for <i>todas las pruebas lo demuestran</i> / Changed sentence order / 'he's the only person who could have' for <i>Solo él pudo</i>
31	abr 25, 2017 2:43 AM	Ahora todo tiene sentido, el es la único que pudo haber cometido el crimen.	<b>Transposition / Modulation / Omission</b>	Equivalence / Other / Amplification / Modulation	'It all <u>adds up</u> ' = <i>todo tiene sentido</i> / Added <i>ahora</i> / 'he's the only person' for <i>el es la único</i>
32	abr 25, 2017 2:38 AM	Todo tiene sentido. Él es la única persona que pudo haber cometido el crimen.	<b>Adaptation</b>	Equivalence	'It all <u>adds up</u> ' = <i>todo tiene sentido</i>

## 10. Someone broke into my car and stole the radio.

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 6:11 PM	Alguien rompió el vidrio de mi carro y lo que se robaron fue el radio.	<b>Explicitation</b>	Explicitation / Other / Amplification	<u>Broke into</u> for <i>rompió el vidrio de</i> / Added <i>lo que</i> and <i>fue</i>
2	abr 25, 2017 5:59 PM	alguien me rompió la ventana del carro y se llevo el radio	<b>Adaptation / Explicitation</b>	Explicitation / Modulation	<u>Broke into</u> for <i>me rompió la ventana</i> / 'stole' for <i>llevo</i>
3	abr 25, 2017 5:59 PM	Alguien entró a mi carro y se robó el estéreo.	<b>Equivalence / Compensation</b>	Modulation	<u>Broke into</u> for <i>entró a</i> and 'radio' for <i>estéreo</i>
4	abr 25, 2017 5:58 PM	Alguien entro a mi auto y robó el estéreo.	<b>Adaptation</b>	Modulation	<u>Broke into</u> for <i>entro a</i>
5	abr 25, 2017 5:58 PM	Alguien rompió la ventana de mi carro y se robó el radio.	<b>Explicitation</b>	Explicitation /	<u>Broke into</u> for <i>rompió la ventana de</i>
6	abr 25, 2017 5:57 PM	Alguien se robo el estéreo de mi carro.	<b>Omission</b>	Omission / Compensation / Modulation	Didn't use break into / Changed sentence order / 'radio' for <i>estereo</i>
7	abr 25, 2017 5:57 PM	Alguien forcejeó mi carro y se robó el radio.	<b>I Don't Know</b>	Modulation	<u>Broke into</u> for <i>forcejeo</i>
8	abr 25, 2017 5:55 PM	Alguien se metió a mi auto y se robaron mi radio.	<b>Transposition</b>	Modulation / Transposition	<u>Broke into</u> for <i>metió</i> / Changed 'the', article, for <i>mi</i> , possessive adjective
9	abr 25, 2017 5:52 PM	Alguien abrió a la fuerza mi carro y robó mi radio.	<b>Explicitation</b>	Explicitation / Transposition	<u>Broke into</u> for <i>abrió a la fuerza</i> / Changed 'the', article, for <i>mi</i> , possessive adjective
10	abr 25, 2017 5:50 PM	Alguien rompió las ventanas de mi carro y robo la radio.	<b>Explicitation / Compensation</b>	Explicitation	<u>Broke into</u> for <i>rompió las ventanas de</i>
11	abr 25, 2017 5:50 PM	Alguien me abrió el carro y robó el radio.	<b>Modulation</b>	Modulation	<u>Broke into</u> for <i>abrió</i>
12	abr 25, 2017 5:49 PM	Alguien entró a mi carro y se robó el radio.	<b>Equivalence</b>	Modulation	<u>Broke into</u> for <i>entró a</i>
13	abr 25, 2017 5:49 PM	Se metieron a mi carro y me robaron la radio.	<b>Equivalence</b>	Modulation	'someone broke into' for <i>se metieron</i>
14	abr 25, 2017 5:49 PM	Asaltaron mi carro y se robaron el estéreo.	<b>Adaptation</b>	Adaptation / Modulation	<u>Broke into</u> for <i>asaltaron</i> / 'radio' for <i>estéreo</i>
15	abr 25, 2017 5:46 PM	Alguien se robó el radio de mi carro.	<b>Omission</b>	Omission / Compensation	Didn't use break into / Changed sentence order

16	abr 25, 2017 5:41 PM	Alguien entro a mi coche y se robó el estéreo.	<b>Adaptation</b>	Modulation	Broke into for <i>entró a</i> and 'radio' for <i>estéreo</i>
4th 17	abr 25, 2017 3:05 AM	Alguien me abrió el carro y se robo mi radio.	<b>Calque</b>	Modulation / Transposition	Broke into for <i>abrió /</i> Changed 'the', article, for <i>mi</i> , possessive adjective
18	abr 25, 2017 3:02 AM	Alguien vandalizó mi carro para robarse la radio.	<b>Modulation</b>	Adaptation	Broke into for <i>vandalizó</i>
19	abr 25, 2017 2:56 AM	Alguien entró en mi auto y se robo la radio.	<b>Equivalence</b>	Modulation	Broke into for <i>entró</i>
20	abr 25, 2017 2:55 AM	Alguien se metió a mi automóvil y se robó mi estéreo.	<b>Modulation</b>	Modulation / Transposition	Broke into for <i>metió</i> and 'radio' for <i>estéreo /</i> Changed 'the', article, for <i>mi</i> , possessive adjective
21	abr 25, 2017 2:54 AM	Alguien rompió la ventana de mi auto y se robaron la radio.	<b>Explicitation</b>	Explicitation /	Broke into for <i>rompió</i>
22	abr 25, 2017 2:52 AM	Alguien entro a mi carro y robo el radio	<b>Equivalence</b>	Modulation	Broke into for <i>entró</i>
23	abr 25, 2017 2:52 AM	Alguien estrelló mi auto y se robó mi radio	<b>I Don't Know</b>	Adaptation / Transposition	Broke into for <i>estrelló /</i> Changed 'the', article, for <i>mi</i> , possessive adjective
24	abr 25, 2017 2:51 AM	Alguien rompió la ventana de mi carro, y se robó el estéreo.	<b>I Don't Know</b>	Explicitation /	Broke into for <i>rompió</i>
25	abr 25, 2017 2:50 AM	Alguien abrió mi carro y se robó el radio.	<b>Adaptation</b>	Modulation	Broke into for <i>abrió</i>
26	abr 25, 2017 2:47 AM	Alguien entró a mi carro y se robo el estéreo.	<b>Equivalence</b>	Modulation	Broke into for <i>entró</i> and 'radio' for <i>estéreo</i>
27	abr 25, 2017 2:45 AM	Se metieron a robar el radio de mi auto.	<b>Explicitation</b>	Explicitation	Broke into for <i>se metieron a robar</i>
28	abr 25, 2017 2:44 AM	alguien abrió mi carro y se robo el estéreo	<b>I Don't Know</b>	Modulation	Broke into for <i>abrió</i>
29	abr 25, 2017 2:44 AM	Alguien se metió a mi coche y robó mi radio.	<b>I Don't Know</b>	Modulation / Transposition	Broke into for <i>metió /</i> Changed 'the', article, for <i>mi</i> , possessive adjective
30	abr 25, 2017 2:44 AM	Alguien se robo el estéreo de mi carro	<b>Equivalence / Adaptation</b>	Omission / Compensation	Didn't use 'break into' / Changed sentence order
31	abr 25, 2017 2:44 AM	Alguien abrió mi carro y le robo el estéreo.	<b>Transposition / Modulation / Adaptation</b>	Modulation	Broke into for <i>abrió</i>
32	abr 25, 2017 2:39 AM	Se metieron a robar a mi carro y se llevaron el estéreo.	<b>Modulation / I Don't Know</b>	Explicitation / Modulation	'Someone broke into' for <i>se metieron a robar /</i> 'stole' for <i>llevaron</i> and 'radio' for <i>estéreo</i>

**11. The police came and took the place apart, but they didn't find anything.**

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th	1 abr 25, 2017 6:13 PM	La policía llevo y reviso el lugar, pero no encontraron nada.	<b>I Don't Know</b>	Modulation	<u>Took apart</u> for <i>reviso</i> and <i>llegó y despejó</i>
	2 abr 25, 2017 6:01 PM	La policía vino y registró el lugar, pero no encontraron nada.	<b>Adaptation</b>	Modulation	<u>Took apart</u> for <i>registró</i>
	3 abr 25, 2017 6:01 PM	La policía llegó y despejó el lugar, pero no encontró nada.	<b>Omission</b>	Adaptation / Modulation	<u>Took apart</u> for <i>despejó</i> / 'came' for <i>llegó</i>
	4 abr 25, 2017 6:00 PM	la policía llevo y reviso el lugar, pero no pudieron encontrar nada	<b>Modulation/ Compensation</b>	Modulation	<u>Took apart</u> for <i>revisó</i> / 'didn't' for <i>podieron</i> and 'came' for <i>llegó</i>
	5 abr 25, 2017 6:00 PM	La policía vino; dejaron el lugar hecho un desastre, pero no encontraron nada.	<b>Modulation</b>	Explicitation	<u>Took apart</u> for <i>dejaron el lugar hecho un desastre</i>
	6 abr 25, 2017 5:59 PM	La policía vino e inspeccionaron todo el sitio, pero no encontraron nada.	<b>Equivalence/ Adaptation / Explicitation</b>	Modulation / Other / Amplification	<u>Took apart</u> for <i>inspeccionaron</i> / Added <i>todo</i>
	7 abr 25, 2017 5:59 PM	La policía llegó y revisó todo, pero no encontraron nada.	<b>Transposition</b>	Modulation	<u>Took apart</u> for <i>revisó</i> and 'came' for <i>llegó</i>
	8 abr 25, 2017 5:57 PM	La policía vino e hizo un desastre en el lugar, pero no encontraron ninguna prueba incriminatoria.	<b>Compensation</b>	Explicitation	<u>Took apart</u> for <i>hizo un desastre en</i> and 'didn't find anything' for <i>no encontraron ninguna prueba incriminatoria</i>
	9 abr 25, 2017 5:54 PM	La policía vino y destruyó el lugar, pero no encontraron nada.	<b>Modulation</b>	Modulation	<u>Took apart</u> for <i>destruyó</i>
	10 abr 25, 2017 5:53 PM	Apareció la policía y saqueo el lugar, pero no encontraron nada.	<b>Equivalence / Adaptation / Explicitation / Compensation</b>	Adaptation / Compensation / Modulation	<u>Took apart</u> for <i>saqueo</i> / Changed sentence order / 'came' for <i>apareció</i>
	11 abr 25, 2017 5:52 PM	La policía vino a revisar el lugar, pero no encontró nada.	<b>Equivalence</b>	Modulation	<u>Took apart</u> for <i>revisar</i>
	12 abr 25, 2017 5:52 PM	La policía vino e investigó el lugar, pero no pudieron encontrar nada.	<b>Modulation</b>	Adaptation / Modulation	<u>Took apart</u> for <i>investigó</i> / 'didn't' for <i>no pudieron</i>
	13 abr 25, 2017 5:51 PM	La policía llegó y buscó por todas partes, pero no encontraron nada.	<b>Equivalence</b>	Explicitation / Modulation	<u>Took apart</u> for <i>buscó por todas partes</i> / 'came' for <i>llegó</i>



14	abr 25, 2017 5:50 PM	La policía llegó y desmanteló el lugar, pero no encontraron nada.	<b>Adaptation</b>	Other / Literal / Modulation	<u>Took apart</u> for <i>desmanteló</i> / 'came' for <i>llegó</i>
15	abr 25, 2017 5:47 PM	La policía entró e hizo un desastre, pero no lograron encontrar nada.	<b>Omission</b>	Explicitation / Modulation / Other / Amplification	<u>Took apart</u> for <i>hizo un desastre</i> / 'came' for <i>entró</i> / Added <i>lograron</i>
16	abr 25, 2017 5:43 PM	La policía vino y desmanteló todo, pero no encontraron nada.	<b>Equivalence / Adaptation</b>	Adaptation	' <u>Took</u> the place <u>apart</u> ' for <i>desmanteló todo</i>
4th 17	abr 25, 2017 3:07 AM	Vino la policía y, a pesar de que pusieron este lugar patas para arriba, no encontraron nada.	<b>Modulation / Equivalence</b>	Explicitation / Compensation / Other / Amplification	' <u>Took</u> the place <u>apart</u> ' for <i>pusieron este lugar patas para arriba</i> / Changed sentence order / Added <i>a pesar de que</i>
18	abr 25, 2017 3:07 AM	La policía llegó y puso mi casa patas arriba, pero no encontraron nada.	<b>Adaptation</b>	Explicitation / Modulation	' <u>Took</u> the place <u>apart</u> ' for <i>puso mi casa patas arriba</i> / 'came' for <i>llegó</i>
19	abr 25, 2017 2:58 AM	La policía entró y volteó todo, aún así no encontraron nada.	<b>I Don't Know</b>	Adaptation / Modulation	' <u>Took</u> the place <u>apart</u> ' for <i>volteó todo</i> / 'came' for <i>entró</i> and 'but' for <i>aún así</i>
20	abr 25, 2017 2:57 AM	El policía me agarró y me inspeccionó en un lugar a parte pero no encontró nada	<b>Modulation / Explicitation</b>	Adaptation	Changed the whole sentence
21	abr 25, 2017 2:57 AM	La policía entró y realizo una revisión exhaustiva pero no encontraron nada.	<b>Equivalence / Adaptation</b>	Explicitation / Modulation / Omission	<u>Took apart</u> for <i>realizó una revisión exhaustiva</i> / 'came' for <i>entró</i> / Didn't use 'the place'
22	abr 25, 2017 2:53 AM	Vino la policía y destruyó el lugar, pero no encontraron nada.	<b>Transposition / Equivalence</b>	Modulation / Compensation	<u>Took apart</u> for <i>destruyó</i> / Changed sentence order
23	abr 25, 2017 2:53 AM	La policía vino y reviso mi casa, pero no encontraron nada	<b>Omission</b>	Modulation / Adaptation	<u>Took apart</u> for <i>revisó</i> / 'the place' for <i>mi casa</i>
24	abr 25, 2017 2:53 AM	La policía lleo al lugar, pero ellos no encontraron nada	<b>I Don't Know</b>	Omission / Modulation / Other / Amplification	Didn't use 'and <u>took apart</u> ' / 'came' for <i>llegó</i> / Added <i>ellos</i>
25	abr 25, 2017 2:52 AM	Los policías llegaron y se encargaron de la zona de crimen pero no encontraron nada.	<b>I Don't Know</b>	Adaptation	<u>Took apart</u> for <i>se encargaron de la zona del crimen</i> and 'the police' for <i>Los policías</i>
26	abr 25, 2017 2:48 AM	La policía vino e hizo un desastre, pero no encontraron nada.	<b>Equivalence / Adaptation</b>	Explicitation	<u>Took apart</u> for <i>hizo un desastre</i>
27	abr 25, 2017 2:45 AM	La policía vino y puso el lugar patas arriba, pero no encontraron nada.	<b>Equivalence</b>	Explicitation	' <u>Took</u> the place <u>apart</u> ' for <i>puso el lugar patas arriba</i>
28	abr 25, 2017 2:45 AM	Vino la policía y desordeno todo el lugar, pero no encontraron nada.	<b>Transposition / Modulation / Adaptation</b>	Adaptation / Compensation / Other /	<u>Took apart</u> for <i>desordenó</i> / Changed sentence order / Added <i>todo</i>

				Amplification	
29	abr 25, 2017 2:44 AM	La policía vino y reviso todo el lugar, pero no encontraron nada.	<b>I Don't Know</b>	Modulation / Other / Amplification	<u>Took apart</u> for <i>revisó</i> / Added <i>todo</i>
30	abr 25, 2017 2:44 AM	La policía vino e inspeccionó el lugar, pero no encontraron nada.	<b>I Don't Know</b>	Modulation	<u>Took apart</u> for <i>inspeccionó</i>
31	abr 25, 2017 2:44 AM	La policía desmantelo el lugar pero no logro encontrar nada.	<b>Adaptation</b>	Other / Literal / Omission	<u>Took apart</u> for <i>desmanteló</i> / Didn't use 'came'
32	abr 25, 2017 2:39 AM	Vino la policía y sacaron todo, pero no encontraron nada.	<b>Equivalence</b>	Adaptation / Compensation / Omission	<u>Took apart</u> for <i>sacaron</i> / Changed sentence order / Didn't use 'the place'

## 12. I think I'll drop in on Jill on my way home.

Answer Options		Response Count			
		32			
<i>answered question</i>		32			
<i>skipped question</i>		0			
Number	Response Date	Student's Translations	Student's Perceptions	Actual Technique/s Used	Justification
7th 1	abr 25, 2017 6:15 PM	Creo que antes de llegar a mi casa pasare a visitar a Jill.	Adaptation	Explicitation / Modulation / Compensation	Drop in on for <i>pasare a visitar</i> / 'on my way home' for <i>antes de llegar a casa</i> / Changed sentence order
2	abr 25, 2017 6:04 PM	Creo que llegaré con Jill cuando vaya a casa.	Modulation	Modulation	Drop in on for <i>llegaré</i> and 'on my way home' for <i>cuando vaya a casa</i>
3	abr 25, 2017 6:03 PM	Creo que pasaré a la casa de Jill cuando me vaya para mi casa.	Explicitation	Explicitation	Drop in on for <i>pasaré a la casa</i> and 'on my way home' for <i>cuando me vaya para mi casa</i>
4	abr 25, 2017 6:03 PM	Pasare por la casa de Jill de regreso a la mía.	I Don't Know	Adaptation	'I'll drop in on' for <i>pasare por la casa de Jill</i>
5	abr 25, 2017 6:02 PM	Creo que pasare con Jill camino a casa.	I Don't Know	Equivalence	Drop in on for <i>pasare</i>
6	abr 25, 2017 6:01 PM	creo que pasare con jill camino a casa	I Don't Know	Equivalence	Drop in on for <i>pasare</i>
7	abr 25, 2017 6:00 PM	En el camino a casa visitare a Jill un rato.	Modulation	Equivalence/ Compensation / Omission	Drop in on for <i>visitare</i> / Changed sentence order / Didn't use 'I think'
8	abr 25, 2017 6:00 PM	Creo que visitaré a Jill en mi camino a casa.	Transposition	Modulation / Other / Literal	Drop in on for <i>visitaré</i> / 'on my way home' for <i>en mi camino a casa</i>
9	abr 25, 2017 5:56 PM	Creo que me detendré con Jill camino a casa.	Modulation	Modulation	Drop in on for <i>detendré</i>
10	abr 25, 2017 5:56 PM	Creo que pasare con Jill camino a mi casa.	Equivalence / Explicitation	Equivalence	Drop in on for <i>pasare</i>
11	abr 25, 2017 5:54 PM	Creo que llegaré con Jill de camino a casa.	Adaptation	Modulation / Other / Amplification	Drop in on for <i>llegaré</i> / Added <i>de</i>
12	abr 25, 2017 5:53 PM	Visitaré a Jill camino a casa.	Omission	Equivalence / Omission	Drop in on for <i>visitaré</i> / Didn't use 'I think'
13	abr 25, 2017 5:53 PM	Creo que pararé un momento en Jill de camino a casa.	Modulation	Explicitation / Other / Literal	Drop in on for <i>pararé un momento</i> / 'on Jill on my way home' for <i>en Jill de</i>

					<i>camino a casa</i>
14	abr 25, 2017 5:51 PM	Creo que pasaré a visitar a Jil de camino a casa.	<b>Adaptation</b>	Explicitation / Other / Amplification	<u>Drop in on</u> for <i>pasaré a visitar</i> / Added <i>de</i>
15	abr 25, 2017 5:50 PM	Creo que visitaré a Jill de camino a casa.	<b>Modulation / Equivalence</b>	Equivalence / Other / Amplification	<u>Drop in on</u> for <i>visitaré</i> / Added <i>de</i>
16	abr 25, 2017 5:45 PM	Creo que pasaré a visitar a Jill camino a casa.	<b>Transposition / Equivalence / Adaptation</b>	Explicitation	<u>Drop in on</u> for <i>pasaré a visitor</i>
4th 17	abr 25, 2017 3:09 AM	Creo que pasaré por casa de Jill de camino a casa.	<b>Explicitation / Omission</b>	Adaptation / Other / Amplification	<u>Drop in on</u> for <i>pasaré por casa</i> / Added <i>de</i>
18	abr 25, 2017 3:08 AM	Creo que pasaré a la casa de Jill en camino a mi casa.	<b>I Don't Know</b>	Explicitation / Other / Literal	<u>Drop in on</u> for <i>pasaré a la casa</i> / 'on my way home' for <i>en camino a mi casa</i>
19	abr 25, 2017 3:01 AM	Piensó ir en un santiamén a casa.	<b>Other</b>	Adaptation	Changed the whole sentence
20	abr 25, 2017 3:00 AM	Creo que llegaré a casa de Jill, cuando vaya para mi casa.	<b>Modulation</b>	Explicitation / Modulation	<u>Drop in on</u> for <i>llegaré a casa</i> / 'on my way home' for <i>cuando vaya a casa</i>
21	abr 25, 2017 2:59 AM	Creo que iré con Jill de camino a casa.	<b>Other</b>	Modulation / Other / Amplification	<u>Drop in on</u> for <i>ire</i> / Added <i>de</i>
22	abr 25, 2017 2:55 AM	Creo que llegare con Jill camino a casa	<b>Adaptation</b>	Modulation	<u>Drop in on</u> for <i>llegare</i>
23	abr 25, 2017 2:55 AM	Pienso que dejare a Jill en camino hacia mi casa	<b>I Don't Know</b>	Adaptation	Changed the whole sentence
24	abr 25, 2017 2:54 AM	Creo que pasaré a ver a Jill de camino a casa.	<b>I Don't Know</b>	Explicitation / Other / Amplification	<u>Drop in on</u> for <i>pasaré a ver a</i> / Added <i>de</i>
25	abr 25, 2017 2:52 AM	Creo que dejaré a Jil en mi camino a casa.	<b>I Don't Know</b>	Adaptation / Other / Literal	Changed the whole sentence / 'on my way home' for <i>en mi camino a casa</i>
26	abr 25, 2017 2:48 AM	Creo que llegaré con Jill cuando vaya a mi casa.	<b>I Don't Know</b>	Modulation	<u>Drop in on</u> for <i>llegaré</i> and 'on my way home' for <i>cuando vaya a mi casa</i>
27	abr 25, 2017 2:46 AM	Pienso que se lo diré a Jill una vez que haya llegado a casa.	<b>I Don't Know</b>	Adaptation	Changed the whole sentence
28	abr 25, 2017 2:46 AM	Creo que pasare a ver a Jill de camino a casa.	<b>Modulation / Adaptation</b>	Explicitation / Other / Amplification	<u>Drop in on</u> for <i>pasare a ver a</i> / Added <i>de</i>
29	abr 25, 2017 2:45 AM	creo que en camino a casa llegare con Jill.	<b>I Don't Know</b>	Modulation / Compensation	<u>Drop in on</u> for <i>llegaré</i> / Changed sentence order

30	abr 25, 2017 2:45 AM	Creo que visitare a Jil en mi camino a casa.	<b>Adaptation</b>	Equivalence / Other / Literal	<u>Drop in on</u> for <i>visitaré</i> / 'on my way home' for <i>en mi camino a casa</i>
31	abr 25, 2017 2:45 AM	Creo que le voy a caer a Jill de camino a casa.	<b>Equivalence</b>	Equivalence / Other / Amplification	<u>Drop in on</u> for <i>caer</i> / Added <i>de</i>
32	abr 25, 2017 2:40 AM	Creo que voy a ir con Jill cuando vaya para mi casa.	<b>I Don't Know</b>	Explicitation / Modulation	<u>Drop in on</u> for <i>voy a ir con</i> / 'on my way home' for <i>cuando vaya a casa</i>

## Appendix 4. Comments

### 4TH SEMESTER

Comments		
Answer Options	Frequency	
	11	
<i>Answered Question</i>	11	
<i>Skipped Question</i>	5	
Number	Response Date	Response Text
1	abr 25, 2017 6:16 PM	Es una prueba interesante pero para acordarme de todas las técnicas batalle para explicar porque use esa técnica.
2	abr 25, 2017 6:06 PM	Muy interesante ejercicio, hay algunas técnicas que no estuve muy seguro si aplique bien, pero la mayoría fueron de adaptación y equivalencia.  Casi no me gusta liarme con transposiciones ya que no me parece algo muy necesario si al final de cuentas el idioma español tiene muchas maneras de decir una idea o frase que esté en otro idioma.
3	abr 25, 2017 6:06 PM	Espero que haya ayudado mi aportación. Éxito. Al traducir "phrasal verbs" se busca extraer el sentido, por lo tanto, hay modificación de las frases completas que generalmente se deben adaptar o modular conforme sean más comunes en la lengua de llegada.
4	abr 25, 2017 6:05 PM	I had a hard time knowing which technic I was using, but mostly there was a lot of modulation. Also, I changed the order of the sentences quite a bit.
5	abr 25, 2017 6:01 PM	i like translating. Most of the time, i know how to do a decent translation, although im not very good at remembering the techniques or explaining why.
6	abr 25, 2017 5:57 PM	Interesante ser conscientes de como traducimos estas frases que usualmente no tienen un equivalente en español y en gran parte depende del contexto poder traducirlas. Y el estar al tanto de las técnicas que estamos usando al traducirlas.
7	abr 25, 2017 5:57 PM	¡Gracias, bonito día!
8	abr 25, 2017 5:54 PM	I just translated it without thinking the reason for why I used certain technique. It was kind of an automatic process so writing my reasons was a little difficult.
9	abr 25, 2017 5:54 PM	It was a good exercise.
10	abr 25, 2017 5:53 PM	Muy buen ejercicio. El enfoque en las perífrasis verbales fue una muy buena elección para investigar. Gracias por permitirnos participar.
11	abr 25, 2017 5:47 PM	I may have some trouble thinking deeper about the tenchniques I may be able to use to do translations like this, as I tend to associate almost everything with Adaptation and Equivalence. Time and concentration are my main issues.

## 7TH SEMESTER

Comments		
Answer Options	Frequency	
	13	
<i>Answered Question</i>	13	
<i>Skipped Question</i>	3	
Number	Response Date	Response Text
1	abr 25, 2017 3:11 AM	Me parece que, como traductores profesionales en formación, es importante ir aprendiendo a identificar desde ahorita qué clase de técnicas de traducción utilizamos para hacer las traducciones de la mejor manera posible. Este ejercicio me hizo darme cuenta de las técnicas que utilizo con mayor frecuencia.
2	abr 25, 2017 3:10 AM	Había oraciones donde tenían frases que confundían un poco.
3	abr 25, 2017 3:03 AM	Bueno en algunas ocasiones si pude saber el significado pero no recordaba las técnicas ya que lo escribía de manera natural pero en otras si ya que pensaba cuales utilizaba.
4	abr 25, 2017 3:01 AM	Deberían de aplicar este cuestionario a cada grupo a partir de cuarto que es cuando ven las técnicas de traducción para reforzar el conocimiento en el tema.
5	abr 25, 2017 3:00 AM	Estuvo bien :)
6	abr 25, 2017 2:54 AM	Me pareció un buen ejercicio :)
7	abr 25, 2017 2:53 AM	I wasn't sure about which technique I used
8	abr 25, 2017 2:49 AM	N/A
9	abr 25, 2017 2:48 AM	I do not remember exactly what are the techniques used in specific contexts of translation, so I put 'I dont know' in most all the questions.
10	abr 25, 2017 2:47 AM	It was a pretty good exercise, keep up the good work.
11	abr 25, 2017 2:45 AM	Nice
12	abr 25, 2017 2:45 AM	Nice
13	abr 25, 2017 2:41 AM	Good luck!