



UNIVERSIDAD DE BELGRANO

Las tesinas de Belgrano

**Facultad de Lenguas y Estudios Extranjeros
Carrera de Traductorado en Inglés**

**Teaching English as a Foreign Language:
A Cognitive Perspective**

Nº 158

Graciela Palacio

Tutor: Alejandro Parini

Departamento de Investigación
Abril 2005

Table of Contents

1. Introduction	5
2. Theoretical Framework	5
2.1 Ostensive-inferential communication	5
2.2 Cognitive environment	5
2.3 Man as a complex but efficient information processing device	6
3. Analysis of the data	7
3.1 Methodology	8
3.2 EFL Writing	9
3.3 Translation	11
3.4 Discussion	13
4. Conclusions	14
References	16
Bibliography	16
Appendix 1	17
Appendix 2	25

1. Introduction

This paper is about Teaching English as a Foreign Language (TEFL) at both teacher training and translators' programmes. The basic assumption to be developed here is that a deeper understanding of TEFL can be achieved if it is viewed from the cognitive perspective presented by Sperber and Wilson (1995) in their approach to the study of human cognitive and communicative behaviour known as Relevance Theory.

Developed both as a reaction to, and continuation of, Grice's theory of conversation, Relevance Theory forms part of the mentalist stance and comes into the picture to fill in the gap left by generative linguists such as Chomsky and conceptual semanticists such as Jackendoff, who deliberately leave behaviour aside to narrow down their object of study. It is precisely this mentalist stance that makes Sperber and Wilson's proposal so appealing and so superior in explanatory adequacy to other pragmatic approaches.

The theory is based on an ostensive-inferential model of communication. Sperber and Wilson's primary concern is to identify the underlying mechanisms of the human mind which make communication possible. One of the important notions in the theory that will be taken up in this paper is that of *cognitive environment*, which can be defined as the set of all facts and assumptions that a person can perceive or infer and which is determined both by his physical environment and his cognitive abilities.

In this paper I will try to show that teaching practices based on Sperber and Wilson's assumptions of how the mind works in communication processes are much more successful than those which do not take cognitive issues into account. I will therefore try to give cognitive support to the long held idea that teaching a foreign language does not just involve working with the understanding and use of its linguistic code.

Even though I believe that the application of the concepts developed here may turn out to be manifold, in order to put my hypothesis to the test, I will focus on two types of practice: EFL writing and translation. Thus, pairs of written assignments produced at different moments of the year by a number of students will be compared to show how their performance can improve if they are first asked to perform tasks with the aim of enlarging their cognitive environments. Then, different versions of a translation exercise that students were asked to do and their comments about the process will be examined to illustrate how encyclopaedic or world knowledge may affect production.

Section 2 of the paper will be devoted to a discussion of the basic concepts in Relevance Theory. It includes a very brief summary of Sperber and Wilson's model of communication, the notion of cognitive environment and their view of man as a complex but efficient information processing device. Section 3 will consist of four subsections, the first three comprising the methodology and the analysis of the data and the fourth discussing the findings of the analysis. In section 4, I will include the conclusions.

2. Theoretical Framework

According to Sperber and Wilson, communication is such a complex phenomenon that only a general theory accounting for its different aspects can adequately explain it. Their proposal is that this general theory should combine the two models that had previously been put forward separately as full explanations of the phenomenon, namely the traditional code model, which can be traced back to Aristotle, and the more recent inferential model proposed by Grice. The resulting composite model is called ostensive-inferential communication.

2.1 Ostensive-inferential communication

Sperber and Wilson's ostensive-inferential model of communication is based on the claim that, when we communicate, we make use of ostensive and inferential mechanisms. In the case of non-verbal communication, the communicator engages in ostensive behaviour and the audience in inferential behaviour. In the case of verbal communication, communicator and audience not only resort to ostension and inference but also make use of coding and decoding mechanisms. All these mechanisms are in principle independent but they can complement one another. Communication, however, is partly dependent on the crucial concept of cognitive environment.

2.2 Cognitive environment

To define cognitive environment, Sperber and Wilson draw a parallelism with the cognitive ability of sight. 'With respect to sight, each individual is in a *visual* environment which can be characterized as the set of all phenomena visible to him. What is visible to him is a function both of his physical environment and of his visual abilities.' (1995: 39) When it comes to communication, each individual is in a *cognitive* environment,

'the set of all facts and assumptions that he can perceive or infer: all the facts and assumptions that are *manifest* (i.e. perceptible or inferable) to him.' (1995: 39) What is manifest to a person is determined by his physical environment and his cognitive abilities. The information stored in a person's memory is a component of his cognitive abilities and that knowledge contributes to his ability to become aware of further facts.

Sperber and Wilson claim that 'anything that can be seen at all is visible, but some things are much more visible than others.' (1995: 39) In the same way, some facts or assumptions may be more manifest (i.e. perceptible or inferable) than others. They illustrate this by means of the following example:

In an environment where the doorbell has just rung, it will normally be strongly manifest that there is someone at the door, less strongly so that whoever is at the door is tall enough to reach the bell, and less strongly still that the bell has not been stolen. (1995: 40)

Extending the comparison further, Sperber and Wilson observe that 'two organisms which share a visual environment need not actually see the same phenomena; they are merely *capable* of doing so.' (1995: 41) In the same way, 'to say that two people share a cognitive environment does not imply that they make the same assumptions: merely that they are *capable* of doing so.' (1995: 41) According to these authors, one of the reasons human beings have for communicating is to modify and extend the cognitive environment they share. A change in the mutual cognitive environment of two people increases their possibilities of further interaction and communication (1995: 62).

Man's ability to process information that is around him or that is explicitly communicated to him and to make inferences from it is closely related to the assumption that human beings are complex but efficient information processing devices.

2.3 Man as a complex but efficient information processing device

Man is endowed with cognitive mechanisms which allow him to derive information from the world around him and from within himself, and he spends his whole life engaged in this activity in the hope of constructing a better representation of the world, to survive in it, and of himself, to build his identity.

Following Fodor (1983), Sperber and Wilson see the mind as made up of a variety of specialized systems of two broad types:

- a) the input systems, which process visual, auditory, olfactory, linguistic and other perceptual information and
- b) the central systems, which integrate information derived from the various input systems and from memory, and which perform inferential tasks. (1995: 71)

The input systems transform sensory representations into conceptual representations (i.e. thoughts). When a thought is treated by the individual as a representation of the actual world, it is called an *assumption*. Assumptions are used in the inferential processes. Not all the assumptions in our mind have the same strength. The strength of an assumption depends on the way it was acquired (1995: 77). In general, assumptions derived from the perceptual systems are held with a greater degree of strength. But assumptions can also be derived from what somebody else says, i.e. from the linguistic input system, or from memory (i.e. from encyclopaedic or world knowledge), in which case they are held with different degrees of certainty, depending on how much we trust the source of information and our memory. The strength of assumptions may be lowered or raised depending on how much evidence we have. Contradictory assumptions may even lead to the abandonment of one of them.

Like logicians, ordinary human beings, make use of inferential processes or deductions to derive new assumptions, but there is a difference between the type of deductions made by logicians and the ones used in everyday life. Logicians are interested in testing the validity of an argument, so they assume that the premises they use in their inferences are true. If the premises are true, and the argument has the right logical form, the conclusion will necessarily be true. In everyday life, however, human beings use their assumptions to make inferences but, as assumptions are held with varying degrees of strength, the conclusion cannot be proved true, it can only be confirmed or disconfirmed. It is precisely because of this that Sperber and Wilson call the process of inferential comprehension non-demonstrative (1995: 65).

The new assumptions that get formed in our minds interact with the already existing assumptions and may have what Sperber and Wilson insightfully call a *multiplication effect* on the number of assumptions or beliefs in our mind: some information is old: it is already present in the individual's representation of the world. Other information is not only new but entirely unconnected with anything in the individual's representation of the world, i.e. with anything already existing in the individual's mind. Because it is unconnected, this information can only be added to the existing representation as isolated bits and pieces, and this usually means too much processing cost for too little benefit. Still other information is new but *connected* with old information. When these interconnected new and old items of information are used together as premises in an inference process, further new information can be derived: information which could not have been inferred

without this combination of old and new premises. When the processing of new information gives rise to such a multiplication effect, we call it *relevant*. The greater the multiplication effect, the greater the relevance. (1995: 48)

The effects in a person's mind are called *contextual effects*. A contextual effect is a change in the individual's beliefs. It is considered a cognitive effect because in this theory context is defined in psychological terms, as a subset of a person's cognitive environment which is brought to bear on a specific occasion for the interpretation of a certain stimulus. There are three types of contextual effect:

- 1) the derivation of a new conclusion or inference,
- 2) the strengthening of an already existing assumption and
- 3) the elimination of an existing assumption.

Human sensory abilities can monitor a lot of information but the brain cannot process all that information at the same time, so if there are simultaneous inputs competing with one another, cognitive resources will be allocated to the most *relevant* inputs available, whether from internal or external sources. *Relevance* in this sense is a property of inputs (i.e. stimuli and assumptions) to cognitive processes. The most relevant inputs are those which are likely to bring about the greatest number of contextual effects (i.e. the greatest contribution to the mind's cognitive goals) at the smallest processing cost (1995: 261). This is what is called the First Principle of Relevance, a principle that holds for cognition in general.

Although a distinction can be made between information that we derive from the environment because it is just lying there and information that is communicated to us, Sperber and Wilson's hypothesis is that the same mechanisms are used in the two cases. Blakemore (1992) makes a point of the fact that when we attend to a phenomenon that has not been *deliberately* communicated to us, there is no guarantee that our efforts will be rewarded. We can only have *hopes* of a satisfactory degree of relevance. In contrast, if we realize that somebody is deliberately trying to attract our attention, then we will not only have hopes that our efforts will be rewarded but also *expectations*. In other words, Sperber and Wilson's claim is that whenever somebody communicates overtly, we presume or take for granted that there is information worth processing, i.e. information that is relevant (1995: 266). The idea that ostensive communication brings with it a guarantee of relevance is what Sperber and Wilson call the Second Principle of Relevance, a principle which applies more specifically to communication.

In any communicative situation, the audience is guided in the process of interpretation by *the search for relevance* and by the assumption that the speaker, as a rational communicator, is *aiming at optimal relevance*. As utterances can range from a literal to a metaphorical interpretation of a thought of the speaker, sometimes relevance and truth are at odds:

...if someone says, 'It's 5 p.m.', she should not be taken to task if it turns out to be five minutes or two minutes to, unless the relevance of the utterance depends on that kind of exactitude. If someone says 'I'm exhausted', there is no point in quibbling over whether exhausted is exactly what she is: as long as she can be taken to have conveyed an acceptable range of implications, she will have achieved optimal relevance. (1995: 233 - 234)

3. Analysis of the data

Having discussed the main concepts of the theory, I will now proceed to justify the hypothesis that teaching practices based on Sperber and Wilson's cognitive assumptions are much more successful than those which do not take cognitive issues into account.

Before plunging into the analysis of the data proper, a word of warning is in order. I believe language and communication to be essentially different, which means that they can be studied independently of each other. In the same way as there can be communication without the use of language (i.e. non-verbal communication), language (i.e. internal language, the computational system located in man's brain which is responsible for the generation of sentences) can and does exist independently of communication. As Chomsky (1975) claims, we can use language among other things to express or clarify our thoughts, as when we write something assuming throughout that it will not be published or read by anyone. Blakemore (1992) lists some other examples of language use which do not involve communication such as talking to ourselves or practising lines for a play. In the case of the native speaker, internal-language develops, matures or grows as a result of the interaction of innate principles with exposure to and experience of a particular language (Chomsky 1986). EFL students handle two linguistic codes, one they are native speakers of and another which they speak as non-natives. Their exposure to the non-native language is limited. Therefore, the maturation of their grammars of English will be dependent on many variables, such as the age at which they started coming into

contact with the foreign language and the type and frequency of exposure they have had. Language and translation teachers should bear in mind the existence of two distinct levels at which they will always have to work simultaneously: the level of morphosyntax, where issues such as agreement, word order and verb complementation play a central role, and the pragmatic level, where questions of use, world knowledge, and inferential mechanisms take the lead. In the analysis of the written assignments, I will focus on pragmatic questions, not because I consider them to be more important than syntactic issues, but because I believe that it is precisely at the pragmatic level that students can show dramatic progress, while the more arid and time consuming work on syntactic issues is carried out. In the case of the translated sentences, I will analyse syntactic and pragmatic aspects separately.

3.1 Methodology

In order to test my hypothesis, I will focus on two types of practice: EFL writing and translation, at teacher training and translators' programmes. The aim is to show how students' performance can improve if they are first asked to perform tasks with the aim of enlarging their cognitive environments.

In the EFL writing section, I will compare several pairs of written assignments, each pair produced by the same student at two different moments of the year. The students were enrolled in a second year language course at Consudec, a private college, in which the entrance level for a first year student is roughly that of a First Certificate Cambridge Examination and the average age is twenty.

The first assignment is an opinion piece in which the students are supposed to write about how they felt about voting and about the results of the 2003 presidential elections. The students have not been asked to read anything about politics or voting systems before the assignment was set. They have just been given a list of useful vocabulary items or collocations such as *polling station*, *voting booth*, *cast a ballot*, and some phrasal verbs such as *drop out*, *be up to something*. They have been given no instructions as to the form the opinion piece is supposed to have.

For the second assignment, the students are first asked to read about newspapers and the newspaper industry from *Page & Screen: The Media Response in GCSE English* (2000). They are then asked to do an assignment which can be found in the book. They have to read the 'bare bones' outline for a sports story and then write their own story for the back page of a tabloid paper following the guidelines that have been discussed in the book, namely:

- 1) the language should obey the KISS rule (i.e. 'Keep it Short and Simple')
- 2) most of the 5 Ws (i.e. Who? What? Where? When? Why?) and the H (i.e. How?) should be included early on to pin down the basic information
- 3) sentences are to be about 20 words or shorter and paragraphs should be kept short as well
- 4) the article is supposed to pass the 'cut-off test' (i.e. the most important information should be in the first paragraphs and the editor should be able to cut it without the article losing anything important)
- 5) the article is expected to have a definite angle on the events, with 'goodies' and 'baddies', including emotive language to support the angle adopted
- 6) the article should express fact and opinion
- 7) a photograph can be inserted to support the story and the caption below is supposed to coincide with the angle taken in the story
- 8) the layout of the page is supposed to strike a balance between words and picture. (Phillips 2000)

According to the hypothesis, students are expected to perform better from a pragmatic point of view in the second assignment, since the previous reading is supposed to have widened their cognitive environment. The reader is referred to Appendix 1, in which a photocopy of the assignment has been included. The appendix also comprises all the papers analysed in the following section.

In the translation section, students' translations of de-contextualized sentences containing innovative verbs derived from proper nouns will be examined to illustrate how encyclopaedic or world knowledge may affect production. The sentences were given to several groups of students from first, second and third year, from both teacher training and translators' programmes at Universidad de Belgrano, Instituto Superior del Profesorado «J. V. González» and Instituto de Enseñanza Superior en Lenguas Vivas «J. R. Fernández». The entrance level required for the last two state run colleges is slightly higher than that of the two private institutions. The average age of a first year student is similar to that of the previously mentioned group.

The students are asked to translate the sentences into Spanish and to explain in each case what they have done to produce the proposed version. They are also asked what kind of difficulties they have had to face, what kind of knowledge they have had to resort to, and in those cases in which it is impossible to suggest a good solution, to make explicit why they think that this is the case. The rationale for giving them this type of exercise is that finding the necessary information to understand the relevance of the denominal verbs and having to reflect on the translation process are both expected to enlarge their cognitive environ-

ments and this is supposed to result in better renderings of the sentences. The sentences were taken from the article «When nouns surface as verbs» by Eve V. Clark and Herbert H. Clark (1979). The reader is referred to Appendix 2, which includes a copy of the assignment the students were given.

Whereas in the case of EFL writing a diachronic perspective has to be adopted, because the assignments were produced at different moments of the year and thus some kind of improvement is expected to have occurred, the translations can only be analysed synchronically since they were all done simultaneously. All the data are analysed qualitatively and no quantitative variables or statistical facts have been taken into consideration.

3.2 EFL Writing

Although some twenty five assignments were examined, only six, which were considered to illustrate the issues we are analysing, have been included. Each writing piece is analysed individually and the general findings are included in the discussion section.

Opinion piece 1:

Most of the opinion piece is off-subject. The first paragraph, a description of the student's fantasies and desires as a child, ends with the following statement: *The thing is that I was not interested in being in power at all, I just wanted to be adored*, an idea which is unrelated to the original question (*How did you feel about the elections?*) and which is not developed further either. The second paragraph starts with a generalization about the way children play nowadays and then the writer mentions her half-brother, who, from time to time, pictures himself as our future president. The third paragraph expresses a pessimistic view on politicians. In the fourth paragraph, the writer mentions how she felt when De la Rúa was elected. The original question is only slightly touched upon in the last paragraph, in which Kirchner is mentioned. No specific vocabulary is used, which is probably all right, because it would have been included in a very artificial manner. The text is basically unstructured. The writer never comes up with a strong statement about the topic that would hook the reader. Having no statement, she has no arguments to develop and she cannot, as a result, write a conclusion.

News story 1:

A headline which would attract the reader's attention has been chosen for the story (*Newcastle changes its top-class striker*). The main facts are communicated in the first four paragraphs, which have been kept short and simple. A definite angle on the event has been adopted: the journalist is happy about the deal: she believes Ferguson should replace Shearer, who has not scored for the last nine games. Attitudinal adverbials are used to express the view that it is doubtful whether Alan Shearer will be kept in the team (*Ferguson (26) will supposedly join up with Alan Shearer as [...]*). The journalist does not think that Alan Shearer is a top class striker so she detaches herself from this opinion by expressing the opposite view through the use of irony (*In other words, having two top-class strikers in Newcastle would be great if the word «striker» fitted Shearer's description*). The story meets the cut-off test, since the paragraphs which express the different views of the fans and the feelings of the manager of the team are not essential information.

Opinion piece 2:

The student starts with a completely irrelevant comment (*What I really like and appreciate is being taken into account by my friends, companions [...]*), but then she expresses how she felt the day of the election (*I felt excited, and anxious [...] when I voted for a new president*) and gives a reason for her feelings: she wants somebody to put a stop to years of corruption. Instead of developing this idea by providing some arguments for it, she goes on to mention a number of unrelated facts. She cannot write a conclusion because she has not really made any points. One has the feeling that the writing piece could go on forever. There has been an attempt to include some of the vocabulary that had been taught: *polling station, opinion polls, second round, runoff, drop out*, but, in some cases, it is not very successful (*we emitted the vote [...] surrounded by competent people up to their charges*). It seems to be the case that what is relevant for this student is to use the lexical items discussed in class rather than the election itself and how she felt.

News story 2:

Even though some of the stylistic conventions of newspaper headlines have been flouted, one which would be attractive enough for the reader has been chosen since fans are always interested in the feelings of their heroes (*Shearer is jealous of Ferguson*). The first paragraph describes the most important event (i.e. Ferguson's transfer from Everton to Newcastle); it also mentions the reason that brought it about (i.e. Alan Shearer's poor performance for the last nine games) and Shearer's feelings of jealousy, which justify the

headline. The article could be cut off there. The language has been kept simple and a definite angle on the event has been adopted: there is a focalization on Shearer's feelings towards the new top-class striker. The layout is good, since a photograph has been included next to the text.

Opinion piece 3:

The opinion piece starts with a definition of what an election is (*Election is the action of choosing by vote a government or group of people for political office*). The writer seems to assume that the reader does not know what an election is. Sperber and Wilson claim that 'from the style of a communication it is possible to infer such things as what the speaker [writer] takes to be the hearer's [reader's] cognitive capacities and level of attention, how much help or guidance she is prepared to give him in processing her utterance, the degree of complicity between them, their emotional closeness or distance.' (1995: 217) If style reveals the relationship between writer and reader, then, as a communicator, this student has failed by choosing the wrong style and by making the wrong assumptions about the reader. One has the feeling that she has included the definition for her own sake, as if to clarify her thoughts, which is evidence of the non-existent role that politics, elections and voting have in her life. This is later confirmed when she writes that she chose another candidate because there were no more ballots for the candidate she had decided to vote for.

News story 3:

A very effective headline, in keeping with the genre, has been chosen. In it, catchy nouns are used to present the relation between the manager of Everton, Walter Smith, and the businessman of the same club, Peter Johnson, as if it were a boxing match (*The Fight of the Year / Smith vs. Johnson / Round 1*). The student has the right intuition: people who read tabloid papers love quarrels, scandal and gossip about personalities. She seems to be trying to establish some kind of emotional link with the reader, in sharp contrast with her previous piece. The article has the proper layout since it has a narrow column and a photograph beside it. The caption below the photograph is short and precise. The story tapers off so that the last paragraph contains the least significant material expressed through the use of quotations.

Opinion piece 4:

The opinion piece does not include a title. It is too short and most of it off subject. The division into paragraphs seems to have been done at random, some of them being one sentence long. For this student, a comma is the same as a full stop. She expresses the idea that the country's future is everybody's responsibility but has little to say about how she felt about voting and about the results of the election. Her performance reveals that she has not spent the necessary time on the writing of this assignment.

News story 4:

The writer has resorted to one of the distinctive features of journalistic writing: the use of short paragraphs. The main facts and ideas are communicated in a simple, factual and direct way. The story has been given a good headline (*Newcastle United: An expensive new star*), which reveals, from the beginning, the journalist's attitude to the transfer: she doesn't like Ferguson and calls him an 'expensive' new star. The article expresses fact and opinion, clearly siding with Alan Shearer, who is described by means of emotive adjectives as the 'great, devoted and faithful local player', and resenting the fact that 'ambitious' Ferguson will be paid more money. The emotional statements made by the manager of Newcastle and by Shearer himself are effectively included towards the end of the story. There is also a photograph with a caption which would have been more effective if it had been a bit shorter.

Opinion piece 5

The first two paragraphs are intended to answer the first question posed (*How did you feel about voting?*). However, the first paragraph is one sentence long and it is just an announcement of what will be explained in the second paragraph (*To begin with I'd like to say why I could not vote and how I felt about it*). A much better effect could have been achieved if the two paragraphs had been merged into one. The original question *How do you feel about the result of the election?* has been changed into *How do you think things will turn out now that we have a new president elect?* The third and fourth paragraphs are relevant to this second version of the question. The text ends with a short and effective conclusion.

News story 5:

The most important information has been packed in the first paragraph since the four Ws and the H are answered in it: what has happened (*Duncan Ferguson has been transferred from Everton to Newcastle*), when it happened (*Last week*), why (*To boost the goal scoring of the team*), who was responsible (*The*

businessman who runs the club), how much money was paid (£ 8 million). The article thus passes the cut-off test. A photograph with a caption and a creative headline (*Newcastle put all the eggs in one basket*) have been included but the layout is not typical of a newspaper article. The article is rather factual and lacks emotive language to reflect the reporter's opinion.

Opinion piece 6:

The student does answer the two questions with interesting ideas, but the concepts expressed seem to have been jotted down without account of a general structure or plan. That is why the first two paragraphs are much too general, some ideas are taken up twice and some others are in conflict. The connections between sentences are not clear enough either. The conclusion, which is not really such, is presented in the last two paragraphs, which are too short and unconnected.

News story 6:

A headline containing the catchy word *scandal* has been used to hook the reader. All the relevant information has been packed in the first two paragraphs so that the article meets the cut off test. The paragraphs have been kept short and the language simple. The events are presented from a definite angle: Smith is the good character in the story, the businessmen are the bad ones. The article includes fact and opinion: the use of the word *apparently* towards the end expresses a veiled criticism of Ferguson, who only seems to be interested in the money. There is a photograph with a caption, but the typical layout of compositions has been used.

3.3 Translation

For ease of exposition the sentences of the assignment have been rearranged and divided into the following three groups:

Group 1:

1. We will TWA to New York.
2. The canoe Titanicked on a rock in the river.
3. My sister Houdini'd her way out of the locked closet.
4. Julia Chevied downtown and Connie 747'd to London.

Group 2:

5. She wanted to Rosemary Woods out that conversation.
6. He is Svengali-ing her to death.
7. The medium Margery of Boston was Houdini'd into disgrace in 1924.

Group 3:

8. She seemingly malapropped.
9. I Walter Mitty'd.
10. The mayor tried to Richard Nixon the tapes of the meeting.
11. He Shylock'd £2,700 from the £17,000 raised.

The translations of all the sentences handed in by the students have been examined but appendix 2 contains only a detailed analysis of sentences 2, 6, 7 and 9, these being the most representative of each group. For sentence 3, only the students' renderings and their comments have been included, since some references to those answers are made in the general analysis that follows.

The sentences included in group 1, offer, in general, fewer difficulties than those in the other two groups because the referents of the denominal verbs are already part of the students' cognitive environments, in the sense that they are available to them either for perception or for inference. The sentences in group 2 also present the students with referents they are able to trace but offer syntactic difficulties which many seem to have overlooked. The sentences in group 3 have a different type of difficulty: the absence of a context makes it more difficult to determine which relevant aspect of the referent is being alluded to.

The three criteria for deciding on good or bad renderings are 1) whether the student has understood the sentence in the source language, which involves correct morphosyntactic processing and an understanding of lexical and propositional meaning, 2) whether the student has managed to keep the relevant aspects of the proper noun and *only* those that are relevant, so that the cultural flavour of the original sentence is not lost and no irrelevant contextual effects are triggered – this criterion checks on students' inferential processes guided by the principles of relevance – and 3) whether the student has found adequate resources in the target language to render both the structure and the meaning of the original sentence.

For sentence 2, *The canoe Titanicked on a rock in the river*, the renderings which best meet the above mentioned criteria are *La canoa chocó contra una roca en el río y se hundió*; *La canoa se hundió, como el Titanic, al chocar contra una roca en el río*. As predicted by the degree of difficulty which led to the rearrangement of the sentences, for this sentence every student provides a translation. Most of them comment on the fact that they did not have to look for information on the web and that they did not find the sentence too difficult to translate. In spite of these comments, not all their versions are good. Renderings such as *La canoa chocó contra una roca en el río* are not optimal because they fail to mention the relevant fact that the Titanic sank (criterion 2). Renderings such as *La canoa, que parecía imposible de hundir, chocó contra una roca y se hundió en el río* also fail, because they include irrelevant information. The students do not seem to realize that the fact that the Titanic seemed impossible to get destroyed has contextual effects that clash with the prototypical representation of a canoe (criterion 2). Some students have resourcefully managed to keep the flavour expressed in the English sentence through the denominal verb by using a typical adjunct of manner in Spanish such as *a lo Titanic* (criterion 3). Apart from their comments on specific aspects of the sentence, some of the students also make reference to the notion of 'general knowledge'. This reveals their intuitive understanding of the concept of cognitive environment, a notion which they would find more adequate, because it has psychological reality.

Sentence 6, *He is Svengali-ing her to death*, shows a complex interplay of syntactic, semantic and pragmatic factors, which makes its understanding and translation very difficult. Given its complexity, which proved to be higher than originally intended, many students fail to produce a translation, even though they manage to provide close paraphrases according to the information found. The students' best renderings are *La está induciendo (o conduciendo) lentamente a la muerte*; *Su influencia maléfica la está llevando a la muerte*. However, none of the renderings comply fully with the three criteria. In most of them, the failure to realise that this is a resultative construction results in awkward versions in Spanish such as *La está hipnotizando a muerte* (criteria 1 and 3). Apart from the complexity of its syntactic structure, the sentence also presents the potential ambiguity that Svengali could be a direct or indirect agent of the female character's death, ambiguity which can only be resolved by finding the relevant information that Svengali led girls to commit suicide through hypnosis. This accounts for the inadequacy of renderings such as *La está matando con su hipnosis tipo Svengali* (interplay of criteria 2 and 1). Some students have tried to keep the flavour conveyed by the use of the denominal verb by means of adjuncts such as *con su hipnosis tipo Svengali*, but the reference to Svengali is of secondary importance if the relevant aspects of the character's personality are kept. The following are alternative renderings: *La está llevando al suicidio al mejor estilo Svengali*; *La está llevando a la muerte con el poder hipnótico que tiene sobre ella*.

Both sentence 3, *My sister Houdini'd her way out of the locked closet*, and sentence 7, *The medium Margery of Boston was Houdini'd into disgrace in 1924*, include the denominal verb *Houdini*, but they focus on different aspects of Houdini's life and therefore result in different translations (criterion 2). One student comments on this fact: 'I was surprised to see the same word as the one that appears in the previous sentence. But here the meaning is different.' Sentence 3 is easier to translate because the fact that Houdini was an escape artist is part of people's general knowledge. The students' best renderings are *Con una destreza digna del propio Houdini, mi hermana logró salir del closet, que estaba cerrado con llave*; *Mi hermana logró escaparse como por arte de magia del armario, que estaba cerrado con llave*. The fact that Houdini tried to unmask fraudulent mediums, referred to in sentence 7, is more obscure. The students who looked up the name Margery of Boston found more relevant clues, which generally resulted in better translations than those of the students who only based their renderings on what they knew about Houdini. A related difference is that whereas in sentence 3 the name can be left out because it encodes the manner in which the action was performed, in sentence 7 it is essential information, because Houdini is the causer of Margery of Boston's downfall.

Some students are unable to produce a paraphrase, let alone a translation, of sentence 7. Some others not only fail to see that this is a resultative construction in the passive (criterion 1) but also mistakenly focus on the fact that Houdini made his biggest acts under water and therefore produce renderings such as *La médium Margery of Boston se hundió en la desgracia en 1924*; *En 1924 la médium Margery of Boston se sumergió en la humillación más profunda* (criterion 2, lack of relevance). Those versions that result from a more thorough research are more accurate, but still some aspects are overlooked. For instance, *La médium Margery de Boston fue expuesta como fraude en 1924* succeeds in leaving open the question of whether Margery of Boston was actually a fraud by the choice of *fue expuesta como fraude* (criteria 1 and 3), but fails to mention that Houdini is the causer of Margery's downfall and it also omits the result of Houdini's action (criterion 1). *Houdini descubrió que Margery de Boston era una farsante en 1924 y eso la llevó a la decadencia*, on the other hand, manages to express in Spanish the cause-result sequence (criteria 1 and 3), but the choice of *descubrió* brings out a semantic problem, namely the entailment that the complement clause

is by necessity true (i.e. that Margery of Boston was actually a fraud, criterion 3). Finally, many of the versions mistranslate the noun *disgrace* for the Spanish false cognate *desgracia*, a lexical difficulty that has to be taken into consideration when translating (criterion 1, lexical meaning). As can be seen from the analysis, this sentence also shows a complex interplay of factors which make its translation even more difficult than that of sentence 6. A good rendering that would take into account all the above mentioned factors would be *La médium Margery de Boston fue expuesta como fraude por Houdini en 1924 y eso la llevó a la vergüenza pública*.

In the specific case of sentence 9, *I Walter Mitty'd*, the students' best renderings are *Me fui de la realidad por un momento*; *Me escapé de la realidad soñando despierto como Walter Mitty*. In this particular case, the absence of a co-text or, at least, an adverbial, makes it impossible to decide if the reference is to a single event or to a habitual activity. As a result, students' versions oscillate between a perfective and an imperfective rendering (*Me fui de la realidad por un momento* vs. *Soñaba con una vida más emocionante*). Their comments also reveal how much they doubt in this respect. The impossibility of deciding on the grammatical aspect of the verb is combined with the difficulty in choosing a suitable verb phrase to render the event encoded in the denominal verb. Again, this is related to the lack of co-text or context, which would allow the translator to narrow down the range of relevant inferences (criterion 2). However, a reading of the whole story by James Thurber would allow a clearer idea of what the contextual effects of the verb should be, for instance the fact that Walter Mitty's life is dull and uneventful and that there is a marked contrast between his actual life and the adventures he imagines. In fact, the students who read the story have better grounds to choose a suitable verb phrase than those who do not seem to have done so, even when the latter find who Walter Mitty is and understand the structure and the meaning of the sentence (cf. *Me escapé de la realidad* vs. *Tuve un sueño*; *Me imaginé todo*; *Imaginé algo muy extraño*). Only one student reflects on whether the name Walter Mitty will mean as much to Spanish speakers as to English speakers (criterion 2): 'What I found very interesting is that this name seems to be very well known to English speakers, *which* [my correction] explains why you can find definitions and even its pronunciation [...] I think that Walter Mitty is not a character that Spanish speakers know at all. That is why I find this sentence difficult to translate'. His is a relevant comment since there is an obvious difference between this character from a short story and a character created by a canonical writer such as Shakespeare (cf. Shylock in sentence 11), which is assumed to be part of any western reader's cognitive environment. The decision of including, adapting or omitting the name altogether involves the adoption of a position on translation rooted in theoretical considerations, namely on how visible the translator wants the source text and culture to be. (Venuti, 1995) Most students leave the name out but include no reflections on their choice (criterion 2).

3.4 Discussion

What can be observed in most of the opinion pieces is absolute lack of structure. There are no introductory paragraphs including a strong statement that would help the reader follow the arguments through to the conclusion, no bodies where the relevant facts are examined and interpreted through the lens of the original statement and no conclusions summarizing the arguments made and ending with the restatement of the ideas expressed in the initial paragraph. The students do not seem to have familiarized themselves with the key issues and, therefore, find it very difficult to discuss them. They do not seem to be thinking of an audience either: as pointed out above, in some cases they even seem to be answering their own doubts.

In the news stories, on the other hand, they have followed the guidelines given in the book and consequently their performance is much better from the pragmatic point of view. Even though they know that, at least in the case of British papers, there are specialized headline writers whose role is to make the headline memorable and striking, they have made the effort to create some that would successfully attract the reader to the story. They have tried to respect the basic tenets of journalistic style. The fact that they are writing a news story and that newspapers have an intended readership, which they have read about in the book on the language of newspapers, has forced them to think of an audience and has indirectly improved their style. Clarifying that style reveals the relationship between writer and reader is part of the knowledge that students should be given for them to write texts which make sense (i.e. which are relevant) to some specific reader. Otherwise, their texts are meaningless even to themselves.

The contrast between the opinion pieces and the news stories shows that when the relevance of real world events prevails over the relevance of the correct handling of the linguistic code, the writing is, pragmatically speaking, more effective. In the news stories, the students unconsciously aimed at relevance. Making this cognitive process, which underlies every writing task, explicit in the language classroom can be a good strategy to improve writing. In fact, the handling of some aspects of the linguistic code itself, such as the use of linking devices, automatically improves when a relevant text is written. (cf. Blakemore's analysis (1992: 134-154) of how linking devices help to express procedural and representational meaning).

What can be observed in the translations is that those students who do not know how to find information about the referents alluded to in the verbs fail either to come up with an acceptable version or to produce a translation altogether. Still among those who do know where to go and get it, some also fail because of their lack of ability to spot the relevant aspect of the referent that prevails in each sentence. This can lead us to conclude that having or being able to find background knowledge is as crucial to good translation as being able to draw the right inferences which allow us to distinguish relevant from irrelevant pieces of information.

The analysis clearly supports the idea stated above that knowledge of a linguistic code and so called encyclopaedic knowledge are two different cognitive capacities, since in the assignment it can be clearly spotted whether a translation fails in one respect, in the other or in both. The students' comments also reflect that the mechanisms which connect the factual information found and the actual renderings offered are not always at work in their minds. They seem to forget about the existence of gaps between the semantic representation of sentences and the thoughts actually communicated by utterances, gaps which, as Sperber and Wilson (1995: 9) claim, are to be filled in not by more coding and decoding but by inferential mechanisms which are heavily dependent on each person's cognitive environment. These inferential mechanisms constitute a third type of cognitive capacity, which cannot be equated to the other two, but which is fundamental in making their use optimal. Making all these concepts explicit can give students a theoretical basis for improvement and teachers well-grounded criteria for translation assessment, as well as useful strategies for training would-be translators.

Another interesting fact that emerges from the students' comments on the process of information retrieval is that not all sources are equally adequate. As dictionaries only contain information that is already lexicalized, when there are entries for the denominal verbs, the definitions highlight only the relevant aspects of the noun as they have been culturally encoded in the verb. On the web, on the other hand, one can find an excess of unclassified information (i.e. too many simultaneous competing inputs) about the nouns these verbs are derived from, and thus narrowing it down (i.e. selecting the relevant input) requires greater processing effort. Part of the training that students need is the awareness of the existence of different sources of information and the difference in costs, both cognitive and physical (i.e. time), of accessing one before the other. This does not mean that sources are mutually exclusive, but students should be warned that their search for information has to be aimed at maximizing efficiency and that sometimes finding too much information may lead to the same blind alley as having less information than necessary. The most efficient way to make use of sources of information is to be guided by the inferences made while reading, which ensures that one will not choose the wrong definition for a word or an irrelevant fact about a referent. Sources are useful, but they do not think: it is our brain that has to select the right inputs, and this can only be achieved if the right inferences are drawn. It is so in the case of one-sentence texts, such as the ones the students were confronted with, it is even more so in texts that comprise more than one sentence, in which the co-text and the formal cohesive properties make the inferences more manifest.

Some students have included reflections leading to conscious choices, either at the level of linguistic comprehension and production, or at selecting the relevant information. However, in most cases, the points they reflect on do not lead them to a conscious choice of material and in some other cases, there is no reflection on the process at all. All this indicates that they lack theoretical guidelines that would allow them to arrive at better grounded renderings.

All the valuable information found in the students' reflections on the translation process suggests that it is a good idea to have them include comments on specific passages of translation together with the translated version. Sometimes a student's comments reflect that he has understood much more of the original version than his rendering shows, which can contribute to the teacher's guidance to improve the student's performance.

4. Conclusions

Linguistic performance is the result of the complex interaction of three distinct cognitive capacities, among other things: a) knowledge of language, b) knowledge of the world, which includes meta-linguistic knowledge and c) inferential mechanisms, which connect language and the world and which are part of every act of communication.

From the analysis of the data, it emerges that too much focalization on trying to improve EFL students' mastery of the English linguistic code, simply because they are dealing with a language which is not their native tongue, leads to a dissociation with part of their internal world and also with the external world around them. An alternative to attain better results is to aim at improving and integrating the three cognitive aspects

mentioned above.

With respect to knowledge of language, both teachers and translators need to know two linguistic codes, and they must be able to switch from one to the other easily. Access to their innate and unconscious knowledge of Spanish is essential. After all, it is a constitutive part of their identity. Therefore, it is of utmost importance that it should not be blocked, with the pretence, in the case of teachers, that they will only have to teach English, and in the case of translators, by shattering their self-confidence through the adoption of prescriptive attitudes, which, in spite of their important social function, are scientifically untenable according to contemporary linguistic theories. As for the foreign language, students' knowledge of English will be dependent on many different variables but it will inevitably have to be developed further.

Knowledge of language clearly contrasts with knowledge *about* language, which is a specific aspect of knowledge of the world. In fact, it is the specific technical part of the world that both teachers and translators are concerned with. This type of knowledge has to be explicitly taught. Translators need knowledge about English and knowledge about Spanish to make conscious choices when translating. As the analysis clearly shows, inadequate knowledge about the source language code results in mistranslations, and deficient awareness of different aspects of the target language code does not allow them to provide good renderings either, even when they may have understood the structure and meaning of the source text. Teachers have the same two needs. Sound knowledge about the morphosyntax and semantics of English and Spanish will allow them to correct and predict mistakes and to answer their students' questions, which are often a demand for the nearest equivalent in the other language.

With respect to the more general knowledge of the world, the analysis of the data clearly shows that students' performance improves if they are first asked to do tasks that enlarge their cognitive environments. As a person's cognitive environment is the set of all facts and assumptions that he can perceive or infer, it is essential that teachers, as the main communicators in the classroom situation, should make different aspects of reality relevant for their students. It is also the teachers' responsibility to make the correct predictions about the facts and assumptions available to their students, for those assumptions will guarantee part of the success of their teaching practice. Teachers should also have the right expectations about their students' learning processes. If expectations are too high and involve, for instance, the intention to immediately modify their beliefs about the world and about themselves, they might lead to frustration on both sides. The teachers' intention cannot be to change their students' thoughts. The aim should be to modify their cognitive environments in the hope that that may eventually have an effect on their thoughts.

In the definition of cognitive environment, two words are mentioned which are key terms for successful teaching: perception and inference. With respect to perception, the challenge for the teacher lies in enhancing the students' mental perceptual abilities and in building up self-confidence in their own perceptions, without imposition of other people's views. As regards inferences, the challenge lies in bringing them to consciousness. When one is involved in an act of communication of any kind (verbal or non-verbal, oral or written, involving one or more linguistic codes), one never starts from scratch: the very first stimulus triggers automatic inferential mechanisms of the type described by Sperber and Wilson, which allow us to derive new conclusions, or to strengthen or eliminate assumptions that we already have in our minds and which are heavily dependent on each person's cognitive environment. Making students aware of this cognitive capacity will allow them to make their processing of a message more efficient.

The need to expand students' cognitive environments leads us to reconsider three key issues. One of them is the value of the so-called content subjects, which have to do with general knowledge and whose role is sometimes downgraded, in the case of teacher training colleges with the excuse that graduate students will simply have to teach English, and in the case of translators' programmes because it is assumed that students need subjects in which they can get more practice. The second important issue is the value of good public libraries with the latest publications, which are practically non-existent in Argentina. The third issue is closely related to the other two. Once the information is made available, students have to be trained in the best ways of getting access to it by being shown the different types of technology available and by developing in them a positive attitude towards exploring as many and diverse aspects of reality as possible and also the capacity to cope with the anxiety that arises in the process.

Everything that has been said above should not be taken to imply that teaching a foreign language and translating from it are similar activities. In fact, they are different types of behaviour, each resulting from a specific combination of multiple variables. However, from the data analysed it can be inferred that the same three cognitive abilities are at work in both. Developing only one of them will not do, no matter how thoroughly this is done. Success in improving performance depends on developing the three of them at the same time, making the connections explicit but without blurring the distinctions. The process is by no means simple. Like every act of communication, it leaves the communicator, in this case the teacher, with a certain degree of uncertainty as to whether the right assumptions have been made and also as to what the effects on each

student will be, factors over which the teacher can have no full control. However, our own experience tells us that something that we were told or taught a long time ago, may, all of a sudden, acquire present relevance when some other event or fact makes us understand its full significance. This is only natural taking into account how complex and fascinating every interaction is between the human mind and the environment.

References

- Blakemore, D. (1992) *Understanding Utterances: an introduction to pragmatics*. Oxford: Blackwell.
Chomsky, N. (1975) *Reflections on Language*. Glasgow: Fontana/Collins.
Chomsky, N. (1986) *Knowledge of Language: Its Nature, Origin and Use*. New York: Praeger.
Fodor, J. (1983) *The modularity of mind*. Cambridge, Mass.: MIT Press.
Phillips, M. (2000) *Page & Screen: The Media Response in GCSE English*. New York: Longman.
Sperber, D. & D. Wilson. (1995) *Relevance: Communication and Cognition*, 2nd edition. Oxford: Blackwell (1st edition Oxford: Blackwell, 1986).
Venuti, L. (1995) *The Translator's Invisibility: A history of translation*. London: Routledge.

Bibliography

- Bell, A. (1991) *The Language of News Media*. Oxford: Blackwell.
Blakemore, D. (1988) The organization of discourse. In F. J. Newmeyer (ed.) *Linguistics: The Cambridge Survey. Volume IV Language: The Socio-cultural Context*. 229-249. Cambridge: Cambridge University Press.
Blakemore, D. (2000) Indicators and Procedures: *Nevertheless and but*. *Journal of Linguistics* 36 (3): 463-486. Cambridge: Cambridge University Press.
Grice, P. (1991) *Studies in the Way of Words*. Cambridge, Mass.: Harvard University Press.
Reah, D. (1998) *The Language of Newspapers*. London: Routledge.
Reznik, D. (2000) La interfase entre lengua y cultura. In *Lenguas Vivas. Publicación del Instituto de Enseñanza Superior «Juan Ramón Fernández»*. Número 1, dic 2000 – mar 2001. Buenos Aires. 77 - 82.
Steiner, G. (1975, 1992) *After Babel: Aspects of Language and Translation*. Oxford: Oxford University Press.

Appendix 1:

EFL Writing:

a) Instructions for the writing of the newspaper article:

1. Read the following «bare bones» outline for a sports story:



Ferguson, number nine, protests as McCoist, number sixteen, loses out for Scotland

The footballer Duncan Ferguson, aged 26, has been transferred from Everton to Newcastle United for £8 million. The deal was agreed between the businessmen who run the two clubs, Peter Johnson of Everton and Freddy Shepherd of Newcastle. The manager of Everton, Walter Smith, was not told about the transfer deal until after it had been completed. He was annoyed about this. Ferguson will join up with Alan Shearer as the attacking front men for Newcastle. Ferguson will be paid £40,000 a week, which is more than Shearer gets. Shearer hasn't scored for the last nine games.

There are rumours that Shearer will not stay at Newcastle and that he'll be sold for £15 million to enable Newcastle manager, Ruud Gullit, to buy more players. But the Newcastle chief executive has said: «The board of Newcastle United have signed Duncan Ferguson to partner Alan Shearer. The object of the exercise is to have two top-class strikers playing up front for Newcastle. Nothing else.» There are other rumours that Shearer told Ruud Gullit he wanted Ferguson as his striking partner. Shearer has said: «All I want is to be part of a successful Newcastle team. I love this club in a way only a Geordie could understand».

Write your own story for the back page of a tabloid paper. It must be exactly 300 words. It must follow all the guidelines which you have been given so far. The language should obey the KISS rule. Most of the 5 Ws and the H should be included early on. Sentences should be about 20 words or shorter. Paragraphs should be short as well. And, of course, it must pass the «cut-off test». (Phillips 2000)

b) Opinion pieces and news stories handed in by the students and analysed in this paper:

Opinion piece 1:

I remember myself, thirteen years ago, playing alone in my grandma's patio. I used to imagine Argentina as a monarchy and me as its beautiful queen (not any queen, but the most loved one). The thing is that I was not interested in being in power at all, I just wanted to be adored.

What is really amazing is to look at how children play nowadays. I have a half brother who is eight years old and (apart from playing with the play station, of course), from time to time he pictures himself as our future president, capable of solving all our problems, without any difficulty (as a superhero would do).

And as I am writing this, I remember that once I believed I could change the world. However, we now seem to be worse than lost. I truly do not think that there is one politician left who is interested in helping us rather than stealing our money, traditions and hopes.

I will never forget how happy I was when De la Rúa won the previous elections, I just could not believe we finally got rid of Menem. Nevertheless, all that happiness I once felt, turned into disappointment after having suffered his unfinished term.

Despite Kirchner seems to be a glimmer of hope, I still do not dare believe that our situation will improve, though it is my fondest wish that it would.

News story 1:

Newcastle changes its top-class striker

£8 million is the price that Newcastle United has paid to incorporate the footballer Duncan Ferguson to the team. And £40,000 is the weekly salary Ferguson will earn.

The deal was agreed between the businessmen of the two clubs, Peter Johnson of Everton and Freddy Shepherd of Newcastle.

Ferguson (26) will supposedly join up with Alan Shearer as the attacking front men for Newcastle. As a matter of fact, certain sources claim that it was Shearer himself who told Ruud Guillit, Newcastle manager, he wanted Ferguson as his striking partner.

However, there are rumours that Ruud Guillit will get rid of Shearer soon. The reason for this is surely the fact that Shearer has not strike for the last nine games. In other words, having two top-class strikers in Newcastle would be great if the word striker fitted Shearer's description. But since nowadays that is not the case, it just means that the club would misspend its money.

Many Newcastle fans, who cannot stand losing match after match, would support the dismissal saying that Shearer is over-paid but under-performing. On the contrary, others would agree that Shearer is a devoted local player who is just experiencing a transitory poor performance.

Anyway, complaints are of little importance to Guillit, who by selling Shearer for £15 million, gets the chance of buying more useful players. Who is not having a very pleasant time is none other than Walter Smith, the manager of Everton. This poor man is having all his players sold, without being notified about the transfer deal after the agreement has been reached.



Guillit (left) next to Ferguson, his new top-class striker

Opinion piece 2:

How do you feel about voting?

What I really like and appreciate is being taken into account, by my friends, companions, workmates and employers. I felt excited and anxious last 27th of April when I voted for a new president, because I considered my vote important and that it would help elect a person who could put a stop to years of corruption and deprivation.

That Sunday, my sister and I discussed about who should win. As we voted in the same polling station, the discussion lasted until the moment we emitted the vote. When I learnt the result, I did not feel surprised

in the slightest. The opinion polls had showed during the week, that there would have a second round. I got to think that, maybe, the opinion polls had influenced the people to vote for those two candidates.

The day after the election, the media gave Kirchner as winner in the runoff of the 18th May. After a couple of weeks, Menem dropped out and Kirchner was then the new president. Independently of whom I would have voted for, I felt very disappointed because Menem had no right to decide for us.

Since that day, there has been hope in people's hearts. I have the feeling that this time, things will change for the better. Kirchner has the support of Lula and he has a good image. In the United States, he is seen as a man with 'positive signals'. I think that if he is surrounded by competent people up to their charges, and primarily honest, Kirchner will construct a new Argentina, a country without violence and hunger, and with justice.

News story 2:

Shearer is jealous of Ferguson



Ferguson and a fan of Newcastle United

The footballer Duncan Ferguson, has been transferred from Everton to Newcastle United for 8 million. The news was well received by the fans who had been waiting for a goal scorer, since Alan Shearer hasn't scored for the last 9 games. But Shearer did not like the news in the least and denied having asked Rudd Gullit, Newcastle's manager, to have Ferguson as a partner.

Ferguson will be joining up with Shearer as the attacking front men. With regards to the news published last week that Shearer was over-paid but under-performing, Alan said: «I'm convinced that this has not been a good championship for me. I have had personal problems that affected the way I have been playing. I know I can do better. I have asked Gullit to be patient. Soon, I will be the Shearer everybody wants.»

After the Press conference, where Ferguson was announced as the new star of Newcastle United, Gullit said: «This is the best deal I have ever made. Ferguson will bring goals and happiness to Newcastle.» And money. Nike want Ferguson as the new face for their products and there is a rumour that the contract is around 20 million. Of course, Nike would also be the sponsor of Newcastle United.

When asked about his new companion, Shearer said: «Gullit told me that he wanted 2 top-class strikers playing up front and I said to him: Ferguson or me.» Shearer is behaving as a jealous girlfriend. Now Gullit has his back to the wall. He doesn't want to lose Shearer. People and fans all over the world love Alan and Newcastle United would not be the same without him. Freddy Shepherd, Newcastle businessman, has said: «Shearer belongs to the story of the club. We will keep him at all costs.»

Opinion piece 3:

How did you feel about voting?

Election is the action of choosing by vote a government or a group of people for a political office. This is part of the system of government which was set up in our country many years ago: democracy.

But having to choose a candidate or many who you know are going to govern your country for 4 years is

not as easy as the ABC. At least, it wasn't for me.

I've always kept an open mind on the different ideas presented by the different political parties. And that made me feel confused and completely doubtful and resentful at times. After what had happened since Fernando de la Rúa stood down, nobody trusts anybody. His government used to be seen as «The change we were looking for», and everything turned to be a lie.

The thing is that I was out of step with all the candidates and their proposals. But, as I didn't want to be a floating voter or cast a blank vote, I decided to vote for the «least-bad» (being aware of his ideals, projects, etc).

So, in the election day, I went to the polling station and being in the polling booth ready to choose a ballot, I realized that there weren't any more of «my candidate». Not knowing that I could go out of the polling booth and ask for the missing ballots, I chose another candidate. I was not very convinced: on the one hand, he was very young to run a government; but on the other, he had very interesting and new ideas. In the end, I felt good with my decision because I think that we need that kind of people in our government: resourceful, with new ideas, updated. And that's what many people say of our new president: Nestor Kirchner.

To tell you the truth, I disliked him at first. I would have voted for Menem in the ballottage if necessary. But, nowadays, it's said that, together with his governmental officials, they're going to make the change. And, according to his speech the day he took office and his first steps, I think that is possible. It's time that someone cracks down on all those politicians who have ruined the lives of many. And our new government is up to doing it: Kirchner is beginning to deceive me.

News story 3:

The Fight of the Year «Smith vs. Johnson» ROUND 1

Walter Smith, the manager of Everton club, has taken legal action against the businessman Peter Johnson because he was not told about the transfer of the well-known footballer Duncan Ferguson to Newcastle United. He has been transferred for £8 million under the consent of the businessmen who run the two clubs: Peter Johnson of Everton and Freddy Shepherd of Newcastle.

Walter Smith has been the manager of the club for ten years and has made of it the most successful club at the time.

According to Peter Johnson, Smith was not told about the transfer because of the obstacles he always places on every deal. «Anyway, I'm the one who invest the money on this club. And that's enough», he said.

But Smith didn't keep his mouth shut: «I'm trying to get on with my job while MY players are being sold by no more than businessmen.»

Smith has taken legal action against Johnson and next week one of the wealthiest businessmen will be taken to court to be put on trial. It's said that he will have to pay the sum of £1 million if he doesn't want to lose his stocks in the club.

But that's not the worst. Smith is going to leave the club as soon as he can although this would be a great loss for him. «All I wanted was to turn this club into the best one of all times. I love this club, but I can't go on surrounded by people who don't appreciate what I do», he said.

Johnson has said: «As you can see, he's not up to his job. No one can resign one's post and make the scandal he did because of a transfer. I'll face the court because I'm a businessman written out in full. But it's obvious that what he wanted was money.» Who do you think is right? The court will decide it.



Walter Smith leaving the club annoyed at what had happened

Photograph caption:

Opinion piece 4:

The 27th of April was the election day. I lived this election, contrary to others, in a different way.

Since democracy was restored, I had the feeling that – as a result of the chaos we went through last year – it was in danger. The country was without direction, there was neither political nor financial stability and to make matters worse the unemployment rate had increased in an unbelievable way.

Under such circumstances, the arrival of the election day and the possibility of choosing a new president generated in me high expectations.

However, I believe that is not only the job of politicians but rather each of us as citizens should understand that without effort, respect and commitment we will never be able to forge ahead.

We should trust the new authorities and we should also participate paying attention to each and every of their decisions.

If we work hard and together we'll have the key to success.

News story 4:

Newcastle United: An expensive new star

The ambitious football player Duncan Ferguson has been transferred from Everton to Newcastle United for \$19,000,000. The transfer was agreed on after months of hard negotiations between the club and the «star» who demanded a sum of money the club was not – at first – willing to pay. The manager of Newcastle United admitted that the sum of money the footballer asked for was a large one but the club decided it was worth paying it.

Ferguson together with the devoted local player Alan Shearer will become the invincible attacking front men for Newcastle. But they won't be such a team as regards money. The lucky and now rich Ferguson will be paid \$25,000 a week while our faithful Shearer is being paid half of that sum.

The great Shearer is now going through a difficult time. His performance during the last games has not been as good as the ones we were used to.

The rumours are that the dream couple Ferguson-Shearer will not last long. Apparently and unfortunately Shearer will be sold to enable Newcastle to pay some debts. But the manager of Newcastle said: «We have bought Ferguson to partner Shearer, no one is leaving the club. Both of them, together, are our hope for the future.»

Shearer as sincere as always said: «I love this club as much as the fans, it's my home and I want to be part of it.»



Ferguson, one of the most expensive transfers of the last decade

Opinion piece 5:

How did you feel about voting?

How do you think things will turn out now that we have a new president elect?

To begin with I'd like to say why I could not vote and how I felt about it.

The reason for my impediment to vote was that a few months before the election my bag was stolen and I had my ID in it, so by the time the election was being held my new ID was in process. I had mixed feelings about it. On the one hand, I felt a kind of relief because I didn't know who to vote. But, on the other hand, I felt I lacked the responsibility that other people had, trying to decide what candidate to vote, for good or for bad.

Now, Nestor Kirchner is the new president of Argentina. Although he took office with the lowest percentage of votes in history, his turn generates positive expectations between 65 and 70% of the people. I include myself in that percentage. I believe, or at least I want to believe that with Kirchner a new stage is opened in our country. The speech he made the day he took office transmitted me great hope and I perceived that a sense of change is coming for good. The announcement of the new reforms Kirchner proposed, seemed to me logical and just. I hope he can stick to its policies.

According to opinion polls the positive image of Kirchner is based on his honesty and his capacity to hold office as the president of Argentina. I totally agree with this, I think he is well-qualified and he is up to do the job properly. What is more, we have to take into account his records as governor of the province of Sta. Cruz, and the possibility of change, and his energy to drag Argentina out of its crisis. I lived 2 years in Rio Gallegos,

and during that period he did several positive things for it, always safeguarding people's well-being. He ran the governorship with clear honesty.

In my opinion, the country now has the opportunity to make a U-turn in building a better and just country for all of us. At least, I strongly want to believe that.

News story 5:

Newcastle put all their eggs in one basket

Last week the talented footballer Duncan Ferguson has been transferred from Everton to Newcastle United for the considerable sum of £8 million. There are rumours that the transfer deal has been urged by the businessman who runs Newcastle, Freddy Shepherd. He is totally convinced that Ferguson's incorporation is the key to boost the goal-scoring.

The Newcastle Chief Executive has said that the object of having Duncan to partner Alan Shearer is to have two top-class strikers playing up front for Newcastle. However, Shearer hasn't scored for the last nine games, and so it is said that his badly perform has led him to be sold to another club.

Ferguson will be paid £40,000 a week, which is more than Shearer gets. That could explain who the football star of the moment is.

There are rumours that Ferguson has been persuading the Newcastle board to dismissed Shearer from the team. When he was asked about this, Duncan smiled and said: «I don't have that much power».



«Welcome»: Duncan Ferguson, the new star of Newcastle United, together with its manager leaving the club after the official presentation to the press.

Opinion piece 6:

How did you feel about voting?
How do you feel about the result of the election?

Mentioning the word politics generates rejection, deception and skepticism. I think these feelings have to do with the bad reputation politics has acquired in the eyes of society, who now relate it to manipulation and corruption. This general mood of apathy can also be attributed to the inefficiency of our political leaders.

Argentina is facing one of the greatest social and economic crises in its history and I believe this crisis becomes even more visible when the time to vote comes. Personally, I think that voting is really important. It

is the way we have to become involved and express our discontent. It is a responsibility that we must value.

However, in this last election, what I felt was sadness, disappointment and resignation. People tried to vote the better candidate instead of the best one. As a voter, I felt I couldn't make a difference. I thought my vote wouldn't produce any change.

I am aware that politics concerns us because it affects the way we lead our own lives within society. So, if we cannot make changes in our own lives, then who can? I think we should find our own motivations and our own ideals to defend. If we are concerned about our country's future, we must show it through action. That's why it's extremely important to vote wisely. Even though the candidates might not seem appealing, our responsibility as voters should not be dismissed by choosing to cast a blank vote. Our decision is vital for our nation's welfare.

As regards the result of the election, I hope the new president will be able to cope with the economic crisis. He seems to be realistic and self-assured. What is more, people and presidents from other countries have given him a lot of support.

My conclusion is that everyone is feeling pretty hopeful about the future. I know no one is completely reliable but we should be optimistic.

We need a change but all of us should take part in this change if we want a better world to live in.

News story 6:

Scandal after the best footballer's transfer

The successful footballer Duncan Ferguson, aged 26, has been transferred from Everton to Newcastle United for £10 million. There are rumours that the deal was agreed between the businessmen who run the two clubs, Peter Johnson of Everton and Freddy Shepherd of Newcastle.

The manager of Everton, Walter Smith, is said to be shocked and upset by those rumours. Apparently, he was not told about the transfer deal until after it had been completed. He was very annoyed about this.

Walter Smith was trying to get on with his job while his players were sold around him by businessmen. This situation made Smith feel very ashamed, unimportant and not respected.

According to Smith, what Johnson has done is unacceptable and empty-headed. Smith has declared: «Johnson can't make a decision like that without taking into account my opinion. He should have told me about Ferguson's transfer. I thought I was part of the staff but I was wrong».

The manager of Everton tried to talk to Ferguson about his transfer but there was no answer. Apparently, Ferguson is only interested in the money he'll be paid as the attacking front man for Newcastle.



All Smith wants is to do his job properly. He loves being a manager. He always does his best. However, he found, to his great indignation, that he was not taken into account by the businessman who runs the club. It is rumoured that Smith will probably resign from the club.

Duncan Ferguson saying goodbye to Peter Johnson of Everton after signing his transfer to Newcastle United

Appendix 2:

Translation

a) Instructions for the translation assignment:

Traducir al español las siguientes oraciones. Explicar en cada caso qué fue lo que se hizo exactamente para llegar a la versión propuesta: qué tipo de dificultades plantea cada oración, a qué tipo de conocimiento hay que recurrir para resolverlas y, de ser el caso, por qué en algunas no se puede llegar a una resolución del todo correcta.

1. She wanted to Rosemary Woods out that conversation.
2. She seemingly malapropped.
3. I Walter Mitty'd.
4. We will TWA to New York.
5. The canoe Titanicked on a rock in the river.
6. My sister Houdini'd her way out of the locked closet.
7. The medium Margery of Boston was Houdini'd into disgrace in 1924.
8. Julia Chevied downtown and Connie 747'd to London.
9. The mayor tried to Richard Nixon the tapes of the meeting.
10. He is Svengali-ing her to death.
11. He Shylock'd £2,700 from the £17,000 raised.

b) Charts containing the translations analysed (see page 36):

Group 1

Sentence 2: *The canoe Titanicked on a rock in the river.*

Student's name ¹ Zeziola T/UB	Rendering La canoa chocó contra una roca en el medio del río, a lo Titanic.	Student's relevant comments ¹ To translate 'Titanicked' we need to have, (again), «general knowledge» («cultura general», which are awful terms in my opinion!). If you know that the Titanic crashed into an iceberg then you can imagine the same thing happening to the canoe.	Observations This student lacks the notion of cognitive environment, which he is sure to find more satisfactory than 'general knowledge' because it has psychological reality. He does not state with precision what it is that happened to the canoe (i.e. that it sank) and as a result, he does not include it in the translation. However, by using a typical adjunct of manner in Spanish, <i>a lo Titanic</i> , he resourcefully manages to keep the flavour expressed in the English sentence through the denominal verb.
Szeinbaum T/UB	a) La canoa chocó contra una roca en el río. b) La canoa chocó contra una roca en el río y se hundió. c) La canoa, que supuestamente era muy resistente, chocó contra una roca en el río y se hundió.	For this sentence I didn't look for anything in the net. But, I still had some problems, because when you say that a boat, or whatever, did like the Titanic, you can mean several things: either that it ran into a rock, that it ran into a rock and therefore sank, or that it ran into a rock but did not sink because it was supposed to resist every obstacle.	Her best rendering is b) since rendering a) is incomplete and in rendering c) she goes to the other extreme and adds information which the sentence does not seem to imply, thus showing that she did not make the relevant inferences. It is true that the Titanic was supposed to be very resistant but this aspect is not relevant for a canoe. This conclusion is justified by her own comments.
Maza T/UB	La canoa se estrelló, como el Titanic, contra una roca en el río.	The story of the Titanic is very well known. So I didn't find this sentence too difficult to translate.	One of the best renderings, both in terms of meaning and form in Spanish.
Nuñez T/UB	La canoa impactó contra una roca.		This rendering is incomplete. She does not mention the river and the fact that the canoe sank, which, in this case, seems to be the most relevant aspect about the Titanic.
Tulli T/UB	La canoa golpeó contra una roca que se encontraba en el río.	Here I didn't do too much research, just by knowing <i>that the Titanic had hit an iceberg and then had sunk</i> [my italics], I paraphrased the sentence like this: The canoe hit a rock which was in the river.	She has the relevant information. She has even written it down but when she has to translate, she overlooks what she herself considered the most relevant information, missing the whole point both in the English paraphrase and in the Spanish version.
Cogliano T/UB	La canoa se estrelló contra una roca en el río, como el Titanic.	It was not necessary for me to look up any information to translate this sentence.	This is not a good rendering because it may imply that the Titanic crashed against a rock in a river. She seems to have understood the meaning but is unaware of the ambiguity created in the target language. She should have found a way to avoid it given the fact that it is not present in the English version.
Abadie TT/LV	La canoa chocó contra una roca en el río y se hundió.	I suppose that the verb <i>Titanicked</i> is being used to describe the whole situation that the Titanic went through (it crashed into an iceberg and then sank)	A good rendering. It is a pity that she did not include a phrase such as <i>a lo Titanic</i> .
Bonano Potri T and TT/LV	La canoa chocó, como el Titanic, contra una roca en el río.	I have previous knowledge about the Titanic to understand what happened to the canoe. I think that the word <i>Titanicked</i> implies 'collide + manner'. That's why I translated it as <i>chocó como el Titanic</i> .	Her reasoning is correct but she misses the relevant fact that the Titanic sank. The translation would have been better if she had added <i>y se hundió</i> .

Marin TT/LV	La canoa chocó con una roca en el río.	This verb makes us think about the famous ship that crashed into an iceberg and finally sank. So, if you know this fact, which I consider to be part of general knowledge, you can think of a translation such as <i>chocó</i> or <i>se hundió, luego de haber chocado</i> .	She lacks the awareness that all the information she includes in the form of comments is relevant enough to be included in the translation.
Baroni T/LV	Después de chocar contra una roca, la canoa se hundió en el río.	[...] la clave para comprender primero, y esbozar una traducción después, el primer paso a seguir consiste en descifrar el significado de los verbos denominales [...] se privilegiaron las equivalencias semánticas, pero algo se ha perdido en la búsqueda de naturalidad en el lenguaje meta: la referencia a los nombres propios (oraciones 2, 3, 5, 9, 10 y 11) y la contribución semántica que éstos aportaban a la totalidad del mensaje. Sostengo que en este trabajo, las equivalencias estilísticas revisten menor importancia, pero aun éstas hacen aportes al campo del sentido (la forma del mensaje es parte de su significado), y dichos aportes se han perdido. Rescatar los posibles significados de los verbos denominales supone <i>aislar</i> [my italics] cualidades o actitudes que caractericen a los personajes, personas, instituciones u objetos e <i>inferir</i> [my italics] que dichas cualidades son los componentes que recortan del universo semántico los significados de los verbos. Aplicar el principio anterior linealmente puede provocar errores de sentido en la traducción: es imposible definir objetivamente las características de las personas (e incluso las de los personajes) y aun si esto fuera posible nada garantiza que la derivación (de nombre propio en verbo) mantiene los rasgos semánticos (asignados a la raíz) de una categoría a la otra. En este caso cabe utilizar el contexto, y también recursos extra-lingüísticos para reconstruir el significado de las oraciones. Paraphrase: The canoe hit the rock in the river and sank, the way the Titanic did.	He is the only one whose comments show: a) that he is aware of the processes involved in understanding and translating the sentences and b) that he makes conscious choices. In spite of this enlarged awareness, his translations are not always optimal. Except for a mistake in the reference of the noun phrase <i>a rock</i> , which he renders as <i>the rock</i> , his paraphrase of the sentence is very good. If he had translated the paraphrase, he would have produced a better version of the sentence in the target language.
Saslavsky TT/LV	Su canoa encalló en una roca en el río.	(podría agregarse: <i>tal como el Titanic</i>)	The choice of <i>encalló</i> reveals either that she is not fully aware of what <i>encalló</i> means or that she does not know what happened to the Titanic. Given the characteristics of this student, who has native-like fluency in English and whose knowledge of the world is in no way deficient, I would favour the first hypothesis.

Treglia TT/JVG	La canoa se hundió como el Titanic al chocar contra una roca en el río.	To be able to understand these sentences, the reader should know the cultural background that each of these 'verbs' have. They all derive from nouns and their meaning as verbs imply <i>all the qualities that correspond to the nouns</i> [my italics]. They could be said to be 'ways of', for instance [...] Titanic is a way of sinking.	She makes a general comment for all the sentences, which I will therefore not repeat in the other charts. Hers is one of the best renderings. She goes wrong in one sense, though. The verbs do not imply 'all the qualities that correspond to the nouns', only the relevant qualities.
Kugelmas TT/JVG	La canoa sufrió un accidente <i>al estilo Titanic</i> sobre una roca en el río.		She has understood the meaning and has tried to cover all the aspects of the English sentence but seems to be unaware of lexical choices and collocations in Spanish, probably because of her lack of training as a translator.
Lopes TT/JVG	a) La canoa naufragó en el río al chocar con una roca. b) La canoa chocó contra una roca en el río y se hundió.		Both versions are good and show a wide range of grammatical structures in Spanish. They would have been better if she had added <i>a lo Titanic</i> to keep the flavour of the sentence in the source language.
Veiga TT/JVG	La canoa se hundió al estilo del Titanic al dar con una piedra en el río.	[...] using 'general knowledge' we can translate this sentence as [...]	Once again her comments show that concepts such as that of general knowledge could be made more accurate, technical, and more explanatory within the framework of relevance theory.
Andreo TT/JVG	La canoa chocó contra una roca en el río.	La dificultad que encontré fue que no conocía a la mayoría de las personas y tuve que buscar información acerca de ellas. Tampoco me fue fácil armar las oraciones en base a lo que encontré sobre cada una de estas personas.	She makes a general comment about the sentences. She misses one relevant aspect which is conveyed by the use of the denominal verb, namely the fact that the Titanic crashed <i>and sank</i> .
Caravaca TT/JVG	La canoa, que parecía imposible de hundir, chocó contra una roca y se hundió en el río.		It is true that the Titanic did not look as the type of ship that might sink but this bit of information about the Titanic is not relevant for a canoe. She ends up adding more information that she should have done and does not include the reference to the denominal verb.
Fernández TT/JVG	La canoa chocó como el Titanic contra una roca y se hundió.		Good rendering.
Lanza TT/JVG	La canoa chocó con una roca y se hundió en el río.	Another sentence that did not require consultation. It is common knowledge that the Titanic collided with an iceberg and sank.	He misses the flavour conveyed by the denominal verb in English. Otherwise, the translation is semantically and pragmatically good.
Sanz TT/JVG	La canoa chocó contra una roca y se hundió.		She does not make explicit how she got to that rendering.
Juejati T/ UB 1° year	La canoa se estrelló contra una roca en el río.		It is not a bad rendering for a first year student. She should have included the fact that the Titanic sank and the reference to the ship.
Strocovsky T/ UB 1° year	La canoa chocó contra una roca en el río y se hundió.	El Titanic fue un famoso transatlántico que en su viaje inaugural chocó contra un iceberg y se hundió. Murieron cientos de personas.	A very good translation for a first year student.

De Simone T/ UB 1° year	Una canoa chocó contra una roca en el río.	En este caso, como tenía conocimiento acerca de lo que sucedió o lo que fue el Titanic, pude descifrar el significado de la oración. Sin embargo, debo reconocer que no sabía si al final de la oración agregarle <i>como el Titanic</i> o si solo con colocarle <i>chocó</i> era suficiente.	Again, excellent response from a first year student. She is reflecting on the process and can express her doubts. Being in first year, she probably lacks grammatical resources in Spanish to include all the relevant information, for instance the reference to the ship. She also seems to lack awareness of the existence of referential features in the articles (cf. the canoe ? una canoa)
Beraja T/ UB 1° year	La canoa chocó con una roca en el río.	Titanic: barco que chocó con un iceberg.	From her comment, one gets the feeling that she has not done the necessary research that would have allowed her to produce a better rendering.

Group 2:**Sentence 6:** *He is Svengali-ing her to death.*

Student's name	Rendering	Student's relevant comments	Observations
Zeziola T/UB	a) La está hipnotizando a muerte. b) La está matando, con su hipnosis tipo Svengali.	This one was the most difficult because Svengali didn't just hypnotize the girl once, it was a longer process. For comparison, I used <i>tipo</i> because it sounds well in the sentence.	Version b) reveals an intuitive understanding of the resultative construction. He does not realize that the sentence is potentially ambiguous in that Svengali could be a direct or an indirect agent of the female character's death and that the ambiguity can only be resolved by finding the relevant information that Svengali led girls to commit suicide through hypnosis. His second rendering, therefore fails because it attributes direct agency to Svengali. He realizes that there is an aspectual issue.
Szeinbaum T/UB		Svengali is a fictional character <i>that is murdered while being under hypnosis</i> [my italics]. This book, the web link I found says, shows how hypnosis is used in order to boss people around for horrible purposes [...] Paraphrase: «He is murdering her by means of abusive hypnosis» [...] one could also interpret that he is using the abusive hypnosis method just for the sake of it, and therefore could be leading her to kill herself. I have my doubts.	She does not come up with a version in Spanish because at first she misunderstood the information she found and thought that Svengali himself was murdered while being under hypnosis. Her paraphrase shows that she understood the resultative construction. She even seems to perceive the ambiguity of agency (Is he killing her or is she killing herself?).
Maza T/UB	a) Le está manipulando su mente hasta matarla como Svengali. b) El está manipulándola hasta la muerte como Svengali.	I found the following definition in <i>Merriam-Webster's Collegiate Dictionary</i> : Svengali, noun. Etymology: Svengali, villainous hypnotist in the novel <i>Trilby</i> (1894) by George du Maurier. A person who manipulates or exerts excessive control over another. <i>Macmillan's English Dictionary</i> definition: Svengali: (noun) someone who controls the minds of other people and makes them do bad things. I tried to paraphrase the sentence and reached the following: a) He is manipulating her mind so as to kill her. b) He is manipulating her to death. c) He is manipulating her to death like Svengali.	Since he consults the <i>Merriam-Webster's Collegiate Dictionary</i> and the <i>Macmillan's English Dictionary</i> , he has less difficulty than the others in finding the relevant information about Svengali. His paraphrases are good. Unfortunately, he does not deconstruct the resultative construction and so does not reach a fully satisfactory translation.
Nuñez T/UB	La tiene completamente dominada.		Although she includes quite a thorough biographical review of Svengali, where the relevant facts are included, when she produces her version she fails to take into account the information she found.

Tulli T/UB	La está hipnotizando a muerte.	By doing some research I found out that Svengali was one of the main characters of a novel called Trilby [...] After I read this, I paraphrased the sentence as it follows: He is hypnotizing her to death.	She does not seem to be aware of the syntactic and semantic complexity of the structure. She misses both the fact that this is a resultative construction and that the potential ambiguity of the sentence can only be resolved by finding the relevant information about Svengali.
Cogliano T/UB	La está hipnotizando a muerte como hizo Svengali.	This sentence was a little more complicated. But I could solve it by looking Svengali up in the internet. I found out that Svengali was a character who hypnotized a girl. This girl became dependent of him, so she died some minutes after Svengali died.	idem Tulli.
Abadie TT/LV	El la está persuadiendo para que muera.		She seems to realize this is a resultative construction but does not find the best way of expressing this in Spanish for she chooses an adjunct of purpose instead of an adjunct of result. The lexical choice of <i>muera</i> also seems to be inadequate, since dying is not something that one can persuade somebody else to do.
Bonano Potri T and TT/LV	El la está hipnotizando hasta llevarla a la muerte.	I think that <i>hipnotizar</i> is not the correct term for Svengali. I could not find a word or phrase in Spanish that is equivalent to 'Svengali'.	idem Tulli.
Marin TT/LV		I suppose that in this case the verb, which has a strange continuous form, means something such as <i>hipnotizar</i> in Spanish. However, I find it very difficult to find a meaning that makes sense.	She does not come up with a Spanish version basically because she does not find the relevant aspect about Svengali's personality (i.e. the fact that he led girls to commit suicide through hypnosis) which would have allowed her to translate the sentence.
Baroni T/LV	El, con su nefasta influencia, la está matando.	El <i>Longman Dictionary of Contemporary English</i> arroja los siguientes datos: Svengali: <i>n</i> a man who has the power to control people's minds and make them behave in a bad way [...] Luego: 10. His (almost hypnotic) influence is killing her. («to death» entendido como en «starve to death», es decir, «to die in a particular way»). 11. She is extremely influenced by him. («to death» entendido como en: «boring to death», es decir: «extremely boring»).	He provides two paraphrases then leaves one aside to end up with the final rendering. He does not realise that <i>to death</i> expresses result in the two paraphrases he provides, only that in the second the meaning is metaphorical. His final version is very good in one respect: he does not focus on the fact that Svengali hypnotised people but on the fact that he manipulated or exerted excessive control over others. It would have been much better, however, if he had replaced <i>la está matando</i> by <i>la está llevando a la muerte</i> o <i>la está llevando al suicidio</i> .
Saslavsky TT/LV	Su influencia maléfica la está llevando a la muerte. («su» de él)	Here I used <i>maléfica</i> to give it the Svengali twist.	By far the best rendering, both in terms of meaning and form in Spanish.
Treglia TT/JVG	El la está hipnotizando hasta la muerte.		idem Tulli.

Kugelmas TT/JVG	El la está ...? ...a morir.		She cannot produce an acceptable rendering probably due to the syntactic and semantic complexity of the structure.
Lopes TT/JVG	a) El la está hipnotizando hasta que muera. b) El la está hipnotizando para que muera. c) El la está hipnotizando hasta la muerte.		Even though she provides three versions, the three are inadequate because she misses the fact that this is a resultative construction and does not focalise on the most relevant aspect of Svengali's personality, namely the fact that he could manipulate people to the extreme of making them commit suicide.
Veiga TT/JVG	El la está hipnotizando a muerte		idem Tulli.
Andreo TT/JVG	a) El la está hipnotizando para que muera. b) El la está hipnotizando a muerte.		idem Tulli.
Caravaca TT/JVG	El le controla la mente y le hace hacerse daño para que se muera.	I could translate some of the sentences. I looked up the names in the <i>Macmillan Advanced Student's Dictionary</i> and in Longman's <i>Dictionary of English and Culture</i> .	Since she has consulted two good dictionaries, she has found the relevant meaning of the denominal verb. However, her grammatical resources in Spanish are not good enough to allow her to produce an accurate version.
Fernández TT/JVG	El la está hipnotizando hacia la muerte como Svengali.		idem Tulli.
Lanza TT/JVG	La está viviendo a más no poder/ a full.	According to the information in the internet, Svengali is a fiction character who hypnotises (hypnotrains) Trilby, a singer, and lives on her in luxury thanks to her concert performances.	He misses the fact that this is a resultative construction and makes the wrong inferences from the information he found.
Sanz TT/JVG	El la está hipnotizando hasta matarla.		idem Tulli.
Juejati T/ UB 1° year	La está hipnotizando hasta la muerte.		idem Tulli.
StrocovskyT / UB 1° year	El la está induciendo (o conduciendo) lentamente a la muerte.		Good rendering. The aspectual issue is expressed by the adverb <i>lentamente</i> . She also manages to go beyond the basic fact that Svengali hypnotised people. She might have added <i>al mejor estilo Svengali</i> to retain the flavour of the source language sentence.
De Simone T/ UB 1° year		Esta oración preferí no traducirla ya que encontré información acerca de quién fue Svengali, pero me pareció que no encajaba en la oración y además no tenía sentido.	She fails to realise which aspects of Svengali's personality are relevant. Most probably she does not realise this is a resultative construction either.
Beraja T/ UB 1° year	La está hipnotizando hasta la muerte.		idem Tulli.

Group 2

Sentence 7: *The medium Margery of Boston was Houdini'd into disgrace in 1924.*

Student's name	Rendering	Student's relevant comments	Observations
Zeziola T/UB	La médium Margery of Boston se hundió en la desgracia en 1924.	I am not sure if this is what the sentence means, and I don't know what else it can mean.	He does not realise this is a resultative construction. He translates <i>disgrace</i> as <i>desgracia</i> . He does not do much research and therefore does not find that Houdini tried to unmask fraudulent mediums. He translates the denominal verb <i>Houdini</i> as <i>se hundió</i> simply because Houdini made his biggest acts under water. He does not mention Houdini as the one responsible for whatever happened.
Szeinbaum T/UB	Houdini descubrió que Margery de Boston era una farfante en 1924 y eso la llevó a la decadencia.	I was surprised to see the same word as the one that appears in the previous sentence. But here the meaning is different. The research I had to do had to be more thorough [...] I paraphrased the sentence like this: The medium Margery of Boston was discovered to be a fake by Houdini and therefore fell into disgrace in 1924. When translating I didn't like the word <i>desgracia</i> for 'disgrace', so I chose the word <i>decadencia</i> , meaning that she could no longer work as a medium.	Good rendering. She realises that denominal verbs can focus on different aspects of a character and that the verb can be translated in different ways. She also realises that this is a resultative construction. She has retained Houdini's name in the Spanish version. The problem with this rendering is that the use of <i>descubrió</i> entails that she was actually a fraud, whereas the use of <i>fue expuesta como fraude</i> leaves the question open.
Maza T/UB			He does not attempt a translation.
Nuñez T/UB			She does not attempt a translation.
Tulli T/UB	En 1924 la medium Margery of Boston se sumergió en la humillación más profunda.	When in the 1920's, Houdini strode into the public arena to confront fraudulent mediums [...] His greatest challenge was Mina Crandon, the medium known as Margery. Like Houdini, Margery was brilliant at what she did and what she did was séance magic... Houdini usually made his biggest acts under water.	She finds the relevant information but is unable to use it in the translation. She thinks that the relevant aspect about Houdini is that he made his biggest acts under water and not that he tried to expose fraudulent mediums. As a result, she translates the denominal verb as <i>sumergir</i> . She is not aware that this is a resultative construction. She does not mention Houdini as the causer. Omission of the character that gives rise to the denominal verb in this specific case results in an incomplete translation.
Cogliano T/UB	La medium Margery de Boston fue sumergida en desgracia por Houdini en 1924.	This one was quite difficult. I found out information about what happened between Houdini and the medium Margery, but actually I am not sure of my translation.	Although she mentions Houdini as the agent she does not focalise on the relevant aspect of his behaviour. She does not know the meaning of the word <i>disgrace</i> either.
Abadie TT/LV	La medium Margery de Boston fue deshonrada por Houdini en 1924.	I didn't know what the word medium meant (in this context) and I had to look it up in a bilingual dictionary because the monolingual was of no help. Then I had to do research about Margery of Boston. In the	Good research work. She includes Houdini as the agent in the translation. She fails, however, in the lexical choice of <i>deshonrar</i> and does not seem to be aware of the connotation the verb has in

		two articles I read on the net about this case, the authors claimed that it was not known whether the collapsible ruler had been put into the cabinet by Houdini – as his assistant said when Houdini died. – or if Margery had used it to produce telekinetic effects. So, I was not certain which information the verb <i>Houdini'd</i> included, that is, whether I should mention something about this possibility of Houdini framing Margery or not.	Spanish.
Bonano Potri T and TT/ LV		As I don't know who Margery of Boston is, I cannot get the meaning of the rest of the sentence and I cannot translate it. (Problem: lack of knowledge of the world or previous knowledge)	She realises she lacks the necessary knowledge but she does not look it up!
Marin TT/ LV		I think that in this case the reader should know who Margery of Boston was to understand the sentence. This is also related to each person's previous knowledge. We can notice that here it is not enough to know who Houdini was, since in this context, it doesn't make much sense.	She does not come up with a Spanish version. She realises that in order to translate this sentence we need information not only about Houdini but also about Margery of Boston. She also notices that what she knows about Houdini, namely that he escaped from locked boxes, is not relevant in this case.
Baroni T/ LV	En 1924, Houdini humilió a Margery, la médium de Boston.	Paraphrase: The medium Margery of Boston was thrown into disgrace by Houdini in 1924.	He realises it is a resultative construction. In his paraphrase he decomposes the verb <i>Houdini'd</i> in the right way so that he makes explicit that Houdini is the agent. What fails is his choice of <i>humillar</i> because it does not include the idea that Houdini wanted to show that Margery was a fraud. His rendering can be improved by adding <i>exponiéndola como fraude</i> .
Saslavsky TT/ LV	La medium Margery de Boston fue borrada del mapa por sus detractores en 1924.	Me gusta borrar del mapa, un poco incongruente con la voz pasiva, nonetheless.	Wrong lexical choice. <i>Borrar del mapa</i> is too strong. In the agentive adjunct, she replaces Houdini's name by the noun <i>detractors</i> , which is inadequate not only because it is plural but also because we do not know if Houdini was really a detractor.
Treglia TT/ JVG			She does not attempt a translation.
Kugelmas TT/ JVG	El...?...de Boston, cayó en desgracia «a lo Houdini», en 1924.		She does not know who Margery of Boston was and so she fails to see that Houdini was the causer of her misfortune and not someone who had had the same luck as her.
Lopes TT/ JVG		Sorry! La dejé para el final y no tuve tiempo.	
Veiga TT/ JVG			She does not attempt a translation.
Andreo TT/ JVG			She does not attempt a translation.

Caravaca TT/JVG	La medium Margery de Boston fue encerrada hasta que murió en 1924.		She focalises on the fact that Houdini died while performing one of his tricks. If she had looked up Margery of Boston on the web, she might have produced a more accurate version.
Fernández TT/JVG		I didn't understand the meaning of this sentence.	She does not come up with a Spanish version.
Lanza TT/JVG	La medium Margery de Boston fue expuesta como fraude en 1924.	I am not very sure of this version [...] This sentence presented a problem: I was not aware of who Margery of Boston was. In consequence, I found myself in the net again to find out that she was a rising medium who claimed that could contact the dead and perform some other paranormal activities. Houdini is said to have plotted against her so as to expose her as a fraud. It is clear, then, that this sentence has no easy translation.	The best rendering by far. <i>Fue expuesta como fraude</i> leaves open the question of whether she was framed by Houdini or not. He should have included Houdini's name as the one who was responsible for the action.
Sanz TT/JVG	Houdini descubrió que Margery de Boston era una farsante en 1924, y eso la llevó a la decadencia.	Paraphrase: The medium Margery of Boston was discovered to be a fake by Houdini and therefore fell into disgrace in 1924.	The problem with this rendering is that the verb <i>descubrió</i> implies that she was really a fraud (cf. Szeinbaum)
Juejati T/ UB 1º year			She does not attempt a translation.
Strocovsky T/ UB 1º year	La medium Margery of Boston no se escapó de caer en desgracia en el año 1924.		Idem Caravaca.
De Simone T/ UB 1º year	El caso Margarita de Boston hizo que Houdini caiga en deshonra en 1924.	Traducir esta oración fue de gran dificultad ya que traté de averiguar quien fue Margery of Boston y la fuente no ofrecía mucha información. Con lo que tenía traté de traducir la oración tratando de respetar el sentido. Dudé acerca de la traducción del nombre. Igual decidí hacerlo para darle color local a la oración.	She fails to perceive the lexical and syntactic complexity of the sentence. Although she seems to have found the relevant facts about Houdini and Margery her rendering is a mistranslation.
Beraja T/ UB 1º year		La parte de la oración que dice «Houdini'd into disgrace» creo que se puede traducir como <i>se hundieron hasta perder el respeto de la gente</i> , ya que Houdini se tiraba al agua y se hundía dentro de las cajas. No pude averiguar lo que significa «Margery of Boston».	Her comments make explicit what can be observed in other students' translations, namely that they cannot distinguish between different relevant aspects of Houdini's biography. As she is in first year, she still does not know that proper names do not have meaning but reference.

Group 3

Sentence 9: *I Walter Mitty'd.*

Student's name	Rendering	Student's relevant comments	Observations
Zeziola T/UB	[Yo] soñaba con una vida más emocionante.	Again the information one must have is literary or «general knowledge». And there is really no point in mentioning the name, I think. Once you explain what the person is doing in a short and simple way, why complicate it. I think the focus must be put on translating the meaning.	He does not discuss the aspectual problem that the sentence poses, and chooses an imperfective rendering. He includes a reflection on whether to include the name and finally decides against it. The main problem with this rendering has to do with the grammatical structure in Spanish. <i>Soñar con</i> does not mean that he actually daydreamed. <i>Soñaba que tenía</i> would have been more accurate. The choice of the adjective <i>emocionante</i> is appropriate to describe the type of life that Walter Mitty, and therefore, the <i>I</i> of the sentence, would like to have.
Szeinbaum T/UB	Me fui de la realidad por un momento.	With google, I found that Walter Mitty is the main character of a story in which he is constantly drifting from reality [...] So, the paraphrasing in English would be: I drifted from reality. In ordinary speech, if something like this happened to me, in a context where I had to pay attention and suddenly started thinking about something else, I would say <i>Perdón, me fui</i> , and that would be it but out of context it would never be understood as I mean it [...] There is a problem also with the tense [...] I think the tense is important because having the simple past means that it was for a moment, not for a long time, so <i>me fui</i> would be more accurate.	In spite of the fact that she confuses tense and aspect, she provides a full discussion of the aspectual difficulty that the sentence presents. She feels the need to create different contexts and provides different renderings for each context. She leaves the name out and includes no comments on the issue. What is missing is the reference to the exciting aspect of the character's imaginings.
Maza T/UB	a) Soñé despierto como Walter Mitty. b) Me escapé de la realidad soñando despierto como Walter Mitty.	In order to translate this sentence I search on the internet who Walter Mitty was [...] <i>I downloaded it [the story] and read it [my italics]</i> ... I also look up in the <i>Merriam - Webster's Collegiate Dictionary</i> [...] in the <i>Macmillan's English Dictionary</i> and in the <i>Longman's Pronunciation Dictionary</i> . <i>What I found very interesting is that this name seems to be very well known to English speakers that explains why you can find definitions and even its pronunciation.</i> [my italics] With all this information I tried to paraphrase the sentence into the following: a) I escaped from reality through day-dreaming like Walter Mitty. b) I daydreamed like Walter Mitty. c) I escaped from reality through day-dreaming. d) I daydreamed. <i>I think that Walter Mitty is not a character that Spanish speakers know at all. That is why I find this sentence difficult to translate.</i> [my italics] I decided on sentence b)	His research work is really thorough. He is the only one who explicitly states that he read the story. Although we cannot tell if he was really the only one who did so, it is plainly evident from the translations that most of the students did not take the trouble to do so. Because of the amount of information he found, he infers that the name Walter Mitty must be well known among English speakers. He reflects on whether he should keep it and finally decides to do so. He decides on a perfective rendering without reflecting on the grammatical aspect.

Nuñez T/UB	Tuve un sueño.	It's a character in a book called «Secret life of Walter Mitty.» Walter Mitty, a daydreaming accountant with an overprotective mother, likes to imagine himself as a hero experiencing great adventures. His dream becomes true when he accidentally meets a mysterious woman who hands him a little black book. According to her it contains the locations of the Dutch crown jewels hidden since World War II. Soon Mitty finds himself in the middle of a confusing conspiracy and has to admit that being a hero in real life isn't that easy.	She does not find the correct information. She might have got confused because the short story was made into a film in 1947. If she had consulted other sources such as dictionaries, she would have come up with a more accurate rendering.
Tulli T/UB	a) Me imagine todo. b) Estaba soñando despierto.	I didn't know who Walter Mitty was so I searched on the Internet. [I also consulted] the <i>Longman Dictionary of English Language and Culture</i> . I finally came up with this paraphrasing: I imagined everything. Another paraphrase: I was daydreaming (which for me is more accurate)	She consults different sources but this does not really help her to make good conscious choices. She ends up with two versions, a perfective and an imperfective one, with verb phrases meaning different things. She leaves out the name altogether and includes no reflections on the topic.
Cogliano T/UB	a) Soñé despierto. b) Estaba soñando despierto como Walter Mitty.	This one was easy too. I also found it in the internet.	She provides a perfective and an imperfective rendering with the same verb and seems to be completely unaware of the syntactic and semantic difficulties that the sentence poses. The inclusion of the name in version b) is as arbitrary as its inclusion in version a).
Abadie TT/LV	Yo sueño con tener una vida más «exitosa».	I found out that Walter Mitty is a henpecked husband who daydreams of being a daring surgeon, heroic pilot and dashing naval commander who appears in the story «The secret life of Walter Mitty». I also found out that «Walter Mitty» has become popular shorthand for any «timid soul» who dreams of a more dashing life.	By translating the sentence in the present, she avoids having to decide between a perfective and an imperfective rendering. She omits the name altogether. The use of inverted commas makes us infer that she doubts about the lexical choice of <i>exitosa</i> for <i>dashing</i> . <i>Emocionante</i> would have been a better choice. For the choice of <i>sueño con</i> see Zeziola.
Bonano Potri T and TT/LV		I could not translate it because I don't know who Walter Mitty is. (lack of previous knowledge or knowledge of the world)	The comment shows awareness of how 'knowledge of the world' influences a translator's performance but this awareness is not enough to produce a translation.
Marin TT/LV		I found it very difficult to translate this sentence. One of the main things that called my attention was the way the inflection for the Simple Past Tense is represented (Mitty'd). I've never seen this before so I do not know if it is correct or not. I think that in this case it is also important to know about history so as to relate this knowledge to the meaning the sentence conveys.	The comment shows insufficient knowledge of the linguistic code and scarce cognitive awareness.

Baroni T/LV	Imaginé algo muy extraño.	La búsqueda de información (en Internet) sobre los personajes o personas cuyos nombres han devenido en verbos arroja los siguientes datos: Walter Mitty: personaje / to fantasise. Entonces: I fantasized.	He does not seem to have found enough relevant information, which would have allowed him to produce a better rendering. The information that he did find does not justify the use of the adjective <i>extraño</i> .
Saslavsky TT/LV		...I've no idea who Walter Mitty is so I would first need some cultural very «now» information to face the task of translating	Idem Bonano Potri.
Treglia TT/JVG	Yo soñé despierto.		She includes no reflection on the aspectual issue, on the choice of a suitable verb phrase and on the inclusion or omission of the proper noun.
Kugelmas TT/JVG	Yo soñé despierta.		Idem Treglia.
Lopes TT/JVG	a) Yo peliculeé. b) Me hice la película. c) Imaginé cosas que en realidad no sabemos si van a ocurrir. d) Deliré. e) Soñé despierta.	Walter Mitty es un personaje ficticio creado por James Thurber. Este personaje «sueña de día» (daydreams) / fantasea acerca de sus aventuras y triunfos. Me imagino que tiene que ver con imaginación relacionada con el futuro.	What she imagines is wrong. If she had read the story, she would have had a better idea of what Walter Mitty does, especially the fact that what he imagines has nothing to do with the future. The perfective aspect and the omission of the proper noun in all the renderings shows that she is consistent but this could be the result of lack of awareness of the other options. The only concern seems to be with the lexical choice of a verb phrase.
Andreo TT/JVG	Me la pasé soñando.		There is no reflection on the choice of verb and on the inclusion of the name. Without a co-text, it is difficult to decide if the structure <i>me la pasé...-ndo</i> , which can be an attempt at expressing aspect, is suitable.
Caravaca TT/JVG	Yo imaginé que tenía éxito y aventuras inusuales pero, en realidad, mi vida es muy común.		She makes explicit all the aspects of Walter Mitty's life so that the translation says much more than the original sentence.
Fernández TT/JVG	a) Soñé despierto como Walter Mitty. b) Me colgué a lo Walter Mitty.		Both renderings are perfective, both include the name with different and accurate linguistic resources in Spanish.
Lanza TT/JVG	a) Me hice la cabeza. b) Mis ratones están a mil. c) Me ratoneé.	Back in the net, I found that Walter Mitty was the main character in a short story by James Thurber, «The secret life of Walter Mitty,» in which the character fantasizes about a life which is much more exciting and glamorous than his own.	Although he finds the right information on the net, the words <i>exciting</i> and <i>glamorous</i> bring about contextual effects in his mind which are unrelated to the character. Those effects would have been curtailed if he had read the story.
Sanz TT/JVG	Me fui de la realidad por un momento.		Idem Szeinbaum, except that she includes no reflection on the process.
Juejati T/ UB 1° year	Yo tengo esperanzas.		Unjustified rendering probably due to lack of research and reflection.

Strocovsky T/ UB 1° year	a) Yo llevaba una doble vida. b) Yo llevaba una vida secreta.	The main character in a story by James Thurber called The Secret Life of Walter Mitty (1932). He has a very ordinary life, but spends a lot of time imagining that he is a brave and important person living a dangerous and exciting life. His name is used, especially in newspapers, to describe someone who seems very ordinary but who either imagines they have an exciting secret life or who actually does have one: Their quiet neighbour turned out to be a Walter Mitty character, running a huge drug-smuggling business from his garage.	The information found, the sources of which go beyond the story itself, have led to contextual effects which resulted in two inadequate versions. It is impossible to tell why, having found two different possibilities for Walter Mitty's 'secret life', she chooses the second one.
De Simone T/ UB 1° year			
Beraja T/ UB 1° year		Encontré en internet que Walter Mitty soñaba y se imaginaba un mundo en sueños. Igualmente no pienso que sea correcto traducir la oración como: «Soñé».	Although she found part of the information needed, the impossibility to produce a translation seems to be linked to lack of reflection and insufficient knowledge of the two linguistic codes.

Group 1

Sentence 3: *My sister Houdini'd her way out of the locked closet.*

Student's name	Rendering	Student's relevant comments
Zeziola T/UB	Mi hermana se escabulló a lo Houdini fuera del armario [en el que estaba encerrada].	But since if this is a story, we might already know that she was locked in it, [en el que estaba encerrada] isn't necessary.
Szeinbaum T/UB	Mi hermana logró escaparse como por arte de magia del armario, que estaba cerrado con llave.	The first thing I did was to look for Houdini in the internet. I found out that he was a magician, expert in escaping from boxes and unthinkable places. As Houdini, my sister managed to escape from the locked closet. But, she didn't do it like Houdini, it seemed as if she did it like Houdini, because it was a difficult thing to do. So, the paraphrase in English that I thought of is: My sister managed to escape, as if performing a magical deed, from the locked closet. The word locked was a problem, because the Spanish word <i>cerrado</i> doesn't mean that it was locked, it just means that it is closed. So, that's why I used a subordinate relative clause using both meanings: closed and locked.
Maza T/UB	a) Mi hermana se escapó del armario cerrado como Houdini. b) Mi hermana se las arregló para escaparse del armario cerrado como Houdini. (this is the preferred version)	Houdini was an American magician well known because of his great escaping acts. So you can paraphrase the sentence like this: a) My sister escaped from the locked closet like Houdini. b) My sister managed to escape from the locked closet like Houdini.
Nuñez T/UB	Mi hermana se las arregló para salir del placar, el cual estaba bajo llave.	Paraphrase: She managed to get out of the closet.
Tulli T/UB	Mi hermana se las ingenió para salir del armario que estaba bajo llave.	Although I knew who Houdini was, I did some research to have things more clear [...] I found that one of his major acts was escaping from a sealed coffin (He was under water for 90 minutes). And so I paraphrased the sentence as: My sister was able to get out from the locked closet.
Cogliano T/UB	Mi hermana logró salir de un armario cerrado, como Houdini.	It was not necessary for me to look up any information to translate this sentence.
Abadie TT/LV	Mi hermana se las arregló para salir del armario cerrado.	As it was the case with the verb <i>titanicked</i> , I think that in this sentence, the verb <i>houdini'd</i> is used to refer to the ways in which Houdini always manages to escape from locked places.
Bonano Potri T and TT/LV	Mi hermana salió del armario cerrado con llave como lo hubiera hecho Houdini.	Houdini means 'go out + manner'. That's why I translated it as <i>salió...como lo hubiera hecho Houdini</i> .
Marin TT/LV	Mi hermana logró escapar del ropero que estaba cerrado.	In this case we also need to know who Houdini was and what he usually did to understand the meaning of the sentence. Knowing that he was an escapist, we can deduce that this person (my sister) managed to escape like Houdini used to do. Anyway, I must say that I still find it very strange to see the inflection in this way (Houdini'd)
Baroni T/LV	Con una destreza digna del propio Houdini, mi hermana logró salir del closet, que estaba cerrado con llave.	Paraphrase: The way my sister managed to get out of the locked closet resembled Houdini's.
Saslavsky TT/LV	Inexplicablemente mi hermana logró escapar de su encierro en el placard.	El <i>inexplicablemente</i> es mi intento de agregar un toque de Houdini a su escape.
Treglia TT/JVG	Mi hermana logró escaparse mágicamente del armario cerrado.	

Kugelmas TT/ JVG	Mi hermana pudo salir del baño a pesar de estar éste con llave.	
Lopes TT/ JVG	a) Mi hermana logró hallar un camino para salir del armario cerrado con llave. b) Mi hermana se escapó del armario cerrado con llave. c) Mi hermana se las arregló para escaparse del armario cerrado con llave.	Una vez más, se utiliza el nombre de un personaje con ciertas características (en este caso el mago Houdini.....)
Veiga TT/ JVG	Mi hermana logró salir del armario cerrado al estilo de Houdini.	Difficulties: <i>Houdini</i> is used as a verb, but actually it's the name of a famous magician. Therefore, I considered this sentence to be similar to the previous one (i.e. <i>The canoe Titanicked on a rock in the river</i>).
Andreo TT/ JVG	Magicamente mi hermana logró salir del placard donde estaba encerrada.	
Caravaca TT/ JVG	Mi hermana salió del placard con llave cual escapista.	
Fernández TT/ JVG	Mi hermana se escapó del armario cerrado con llave mágicamente como Houdini.	
Lanza TT/ JVG	Mi hermana se las ingenió para salir del closet (armario) cerrado.	Once again, Houdini was a world famous, well renowned magician who would put himself in extreme danger only to come out of it in a spectacular way, unharmed.
Sanz TT/ JVG	Mi hermana logró escaparse como por arte de magia del armario que estaba cerrado con llave.	Paraphrase: My sister managed to escape, as if performing a magical deed, from the locked closet.
Juejati T/ UB 1° year	Mi hermana encontró la salida como por arte de magia del armario cerrado.	
Strocovsky T/ UB 1° year	Mi hermana quedó encerrada en un placard y logró liberarse.	Houdini fue un famoso escapista americano que hacía difíciles pruebas, siempre relacionadas con encerrarse en cajas y colocarse numerosos candados, chalecos de fuerza y cadenas, para luego lograr liberarse. Murió haciendo una de sus pruebas (en una caja de vidrio).
De Simone T/ UB 1° year	Mi hermana salió del armario cerrado a lo Houdini.	Esta oración me resultó algo complicada ya que estaba ante la duda de cómo explicar la acción de salir del armario como lo hizo Houdini. Al final me decidí agregarle a la oración el nombre del famoso mago para ser un poco más breve.
Beraja T/ UB 1° year	Mi hermana salió del armario trabado por arte de magia.	Para poder traducir esta oración tuve que averiguar que Houdini era un mago que consiguió por primera vez escapar de una caja cerrada.