

# The Role of Translation in The Communicative Classroom: Addressing the Connections and Comparisons Goals of the Standards

*El papel de la traducción en el aula comunicativa:  
otra forma de abordar los objetivos de conexiones y  
comparaciones de los estándares*

---

MANUELA GONZÁLEZ BUENO

University of Kansas

mgbueno@ku.edu

orcid.org/0000-0002-4286-2413

**Abstract:** Translation is a part of real life in situations where two cultures with their respective languages meet. There are authentic situations in which translation is needed. Foreign language students deserve to be exposed to translation techniques because the need to use them in real life is very high. This essay presents a rationale for using translation in the FL classroom. Examples of classroom activities involving translation are offered.

**Keywords:** Foreign languages, translation, standards, connections, comparisons.

**Resumen:** La traducción es parte de la vida real en situaciones en las que dos culturas con sus respectivos idiomas entran en contacto. Hay situaciones reales en las que traducir se hace necesario. Los estudiantes de lenguas extranjeras deben estar expuestos a las técnicas de traducción porque la necesidad de utilizarlas en la vida real es muy alta. Este ensayo presenta una justificación para incorporar ejercicios de traducción en el aula de lenguas extranjeras. Se ofrecen ejemplos de actividades pedagógicas que usan la traducción.

**Palabras clave:** Lenguas extranjeras, traducción, estándares, conexiones, comparaciones.

## 1. Introduction

The history of foreign language teaching in the US has seen a succession of methodologies, some of them building on previous ones, and others completely abandoned in the classroom. One of the latter methodologies is the Grammar-Translation (G-M) of the 1950s. The ghost of yesterday's Grammar-Translation methodology still looms over the souls of practitioners who have rejected it and gone on to accept the *Communicative Language Teaching* (CLT) and the *World-Readiness Standards for Learning Languages*. Both grammar teaching and the use of translation have been shunned in progressive foreign language classrooms for some time now. Although grammar teaching has been re-addressed from a communicative perspective in the last few years (Adair-Hauck & Donato, 2002; Gonzalez-Bueno, 2020; VanPatten, 2002), translation seems to have been left behind. Currently, no pedagogy-endorsed foreign language textbook incorporates traditional translation exercises in their lessons. It is

still considered taboo, something that pertains to the past, and not fitting into the generally recognized best practices of the Communicative Language Teaching.

Numerous researchers have pointed out reasons to avoid translation in the classroom. Mogahed (2011) identifies a few: translation encourages thinking in one language and transferring to another, with accompanying interference; it gives a false belief to the idea that there is a perfect one-to-one correspondence between languages (Newson, 1988, as cited by Mogahed, 2011); translation into L2 is counterproductive in that it forces learners always to view the foreign language through their mother tongue, which causes interferences and a dependence on L1 that inhibits free expression in L2 (Carreres, 2006, as cited by Mogahed, 2011). Further, Mogahed (2011) concludes that “The consequence of the violent reaction against the grammar-translation method in teaching languages was a complete discredit of translation itself as a teaching tool” (p. 2). Gardner (2020) echoes this sentiment when she points out: “We’re afraid that translation will leave our students trapped inside their heads, stranded in the endless vortex of converting each word to their native language, never being able to speak or understand”.

However, we must come to the realization that translation is a genuine part of real life in situations when two cultures with their respective languages meet. There are many communicative situations in which we must use translation and its oral counterpart, interpretation. Foreign language students deserve to be exposed to translation and interpretation techniques (Gasca Jiménez, 2019; Duff, 1994; Smith, 2015) because the likelihood of being faced with the need to use them in real life is very high. Additionally, there are currently numerous opportunities to practice translation professionally. As pointed out by the American Council on the Teaching of Foreign Languages (ACTFL, n.d.):

Job growth for translators and interpreters is outpacing other occupations, and the effects of too few skilled workers are readily apparent: 14% of U.S. and Global Fortune 2000 companies—companies like Google, Cisco, eBay, Twitter, Microsoft, and Marriott—report a loss of business opportunities due to lack of world language skills; Newspapers report miscarriages of justice because courts and law enforcement can’t find qualified interpreters; and hospitals see poor outcomes when they rely on family members to provide the language assistance required by law.

Still, translation skills are rarely addressed in foreign language curricula, and teachers who still have their students do translation exercises do so by following the Grammar-Translation teaching method. In their defense, we must concede that individuals approach learning a foreign language using different learning styles. Students with an analytic learning style, for instance “concentrate on grammatical details and do not effectively participate in communicative activities. They would rather find the meaning of words in a dictionary than guess in context (Shrum & Glisan, 2016). These students

might benefit from doing traditional translations. Supporters argue the benefits of using the traditional approach of translation. In an experimental study comparing two groups of EFL learners, the group using translation exclusively improved their writing skills (but not their speaking skills) more than the group doing English-only activities (Artar, 2017). Be Translated (2020), a professional translation agency serving businesses, declares:

Translating between languages can reveal their structural differences, as well as any similarities they may share such as vocabulary or word order; the translation method is ideal for helping learners realize how different languages can convey a message in vastly different ways, and the benefit of using translation in this way is that, as well as acquiring vocabulary in your new language, you can actually learn to understand your native language better, as it gives you an insight into how languages differ from each other.

These same benefits can be also achieved by reframing translation beyond the traditional Grammar-Translation teaching techniques and, most importantly, it might contribute to a better learning of the target language. As Gardner (2020) puts it: “But we now understand that translation is not all bad. There is some compelling research which suggests that it has many benefits in the language classroom, as long as it’s used the right way”. Cook (2010), for example, points out that translation can be communicative if it focuses on meaning and fluency and tries to achieve a communicative goal, rather than grammatical accuracy.

## **2. The Functionalist Approach**

In the last few decades, a new vision of the role of translation was being developed in Europe: *The Functionalist Approach*. This approach emphasizes the communicative aspect of translation, viewing translation as a specific kind of communicative action (Skopeczková, 2018). According to Nord (2001), translation is “a communicative action carried out by an expert in intercultural communication (the translator), playing the role of a text producer and aiming at some communicative purpose” (151). The key word is “purpose”, which is considered as the most decisive criterion for any translation (Skopeczková, 2018). We do not necessarily translate texts so we can read the classics, a prominent purpose of yesterday’s Grammar-Translation method. Instead, we now translate texts produced in a foreign culture so that members of another culture can interpret them for the purposes for which they are needed.

The Functionalist Approach redefines the purpose of translation as an exchange of information that exists in a particular language and culture with member of a different culture in that culture’s language. This redefinition falls along the lines of ACTFL’s Connection Standard 3.2: “Learners access and evaluate information and diverse

perspectives that are available through the language and its cultures” (The National Standards Collaborative Board, 2015). The source text is produced for a situation in the source culture which may not be the same in the target culture. It then follows that the translation should be produced to suit the purpose for which it is needed in the target culture. Holz-Manttari (1984) refers to the translation act as a *translatorial* action. She considers of particular importance the role of the participants in the translation process and the situational conditions in which this process occurs. The participants are the initiator, the translator, the user, and the receiver of the message. The situational conditions are the time when, the place where, and the medium through which the translation process occurs. She adds “The text designers do not speak or write on their own behalf; they create communication tools to address the communicative needs of others. Through ‘precise imagination’ they transfer themselves into the world of their customers, analysing their communication needs and then delivering a specifically designed text” (p. 1).

Translation exercises can be both written and oral, that is, oral consecutive interpretation. Simultaneous interpretation might not be recommended as an in-class activity since it requires highly developed skills and experience. Activities can also be of mixed format, like when translating audio-visual texts into subtitles. These activities can be implemented at all levels of proficiency: from translating public signs or shopping lists, to dubbing or subtitling TV commercials. And a translation activity is always done from the L2 to the L1, ensuring that the result is an authentic, correct, and natural-sounding language piece. This condition is illustrated by the following two requirements listed in a translation job advertisement by a video game company: “Native language fluency of target language. Extensive knowledge of source language”. Although a certain level of proficiency in the L2 is necessary to perform the translation task, the translator must have a native (or near-native) proficiency level in the target language into which the message is being translated. That is not to say that the reverse process –reverting a message in the L1 into the L2– should not ever be tasked in the classroom. It might have the same benefit of making learners aware of the syntactic differences between the two languages. In addition, translating from L1 to L2 is also a natural action that occurs in a real-world situation (like translating signs, documents, conversations... etc. to a foreign exchange friend visiting the L1 culture.)

At low levels of proficiency, students might be tasked to translate simple texts such as shopping lists, labels, forms, etc. For example, an exchange student who has written a list of ingredients for a recipe from her country needs to translate it into her host’s L1 so they can go shopping (see Example 3 in the appendix.) There will be instances in which certain ingredients might not exist in the student’s culture, or they might look different (like some European green peppers, which look like jalapeños but are not spicy.) If this exchange student wants to make gazpacho, for instance, she might get a big surprise, along with her guest diners, if she uses jalapeños instead of regular

green peppers to make the dish. Being able to translate the various signs with the names of the produce in the grocery store would be useful.

At more advanced levels, when learners can interact with longer segments of language, the possibility of translation expands greatly. For example, students read about current events as reported in local or national newspapers from the target culture, allowing learning about said event directly from the original culture and not being filtered through the view of international news agencies. The translation task might then consist of students pretending to be correspondents for an English language newspaper, so they can translate the L2 article into their L1 (example 7 in the appendix). Advanced students will also enjoy the task of creating L1 captions for videos and movies in the L2, and even dubbing them (examples 10 and 11 in the appendix). According to Lertola (2019), “Captioning can foster listening, reading, and writing as well as improve transferable skills” and dubbing “offers learners the opportunity to enhance their speaking skills” (p. 1-2).

As pointed out earlier, the need for translation as a profession is current and growing, although there is a dearth of skilled translators and interpreters (ACTFL, n.d.). The traditional approach to translation could be transformed into a functionalist task if teachers tweak it into having a real-world purpose. The translation of literary texts can still be done purposely if only embedded in the pretend situation of a service to some publishing company. Children books and short stories from the target language could be utilized and translated into the L1 for the consumption, for example, of students in lower grades (see example 7 in the appendix.)

### **3. Alignment with the World-Readiness Standards for Learning Languages**

#### ***Connections Standard 3.2: Acquiring Information and Diverse Perspectives***

As mentioned earlier, a strong argument for the welcoming of translation into the foreign language classroom can be found in the ACTFL Goal 3, Connections, specifically with Standard 3.2: “Learners access and evaluate information and diverse perspectives that are available through the language and its cultures” (The National Standards Collaborative Board, 2015). For example, if we translate the Spanish expression “pan comido” into English literally, ‘eaten bread’, it will not suit the purpose of the target language equivalent, which is “a piece of cake” –and occasionally that of “a walk in the park”. The target language receiver will miss the purpose of the source producer to express that something is easy to do. What perspectives of the two cultures does the difference between “pan comido” (=‘eaten bread’) and “piece of cake” or “a walk in the park” reveal? Finding the real answer to this question would involve a relatively high level of socio- and historical linguistics, which might be expected from language

learners at advanced levels. However, attempting to explain the cultural differences behind the two sayings by exchanging opinions, guesses, and hypothesis would also be a fun way to engage low level and intermediate level learners. Similarly, translating the English expression “it’s raining cats and dogs” into Spanish necessitates for the translator to be knowledgeable of the correct Spanish equivalent (“está lloviendo a cántaros”) if the purpose is to indicate that it is raining profusely. Translation goes beyond the linguistic form; it also encompasses cultural issues.

### ***Comparisons Standard 4.1: Language Comparisons***

Using translation in the FL classroom also allows for addressing the Goal 4, Comparisons, of the Standards. Starting with Standard 4.1, Language Comparisons: “Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own” (The National Standards Collaborative Board, 2015). Skopečková (2018) echoes the meaning of this goal as she states that “translation promotes language awareness, highlighting the differences and similarities between the new (L2) and the existing language (L1)” (p. 13). As mentioned earlier, translating from one language to another will make learners aware of the differences in syntactic structure of the two language, as well as similarities in, for instance, vocabulary or word order. Conti (2015) considers noticing grammar and lexical collocations in context as one of the most important benefits of translation as an instructional tool.

Expressing one’s age in English and in Spanish is a case in point: when English-speakers learning Spanish notice the expression *tengo X años*, they get the opportunity to compare the linguistic elements in the two different structures ([v. tener + number + años] in Spanish versus [subject pronoun + v. to be + number (years old)] in English.) Similarly, common expressions such as expressing likes and dislikes can be hard for English-speaker learners of Spanish to acquire. The difference in the two respective syntactic structures has given many of these learners a headache: *I like this dress* [S + v. to like + DO] vs. *Me gusta este vestido* [PP + v. gustar + S]. Translation of texts in which this type of expressions appear in abundance will facilitate the eventual acquisition of the structure by the systematic comparative analysis of the two, since some degree of awareness may be required to learn certain forms that are difficult to detect in and, thus, implicitly acquired from the available input (Ellis, 2015). This syntactic structure (likes and dislikes) might be contextualized within a shopping lesson. The exercise would consist of taking a foreign friend shopping for clothes. Students would have to translate the decisions of the foreign friend to the shop clerk, and vice versa (see example 12 in the appendix.).



### **Comparisons Standards 4.2: Cultural Comparisons**

Addressing the Cultural Comparison standard consists of learners using the language “to investigate, explain, and reflect on the concept of culture through comparisons of the culture studied and their own” ((The National Standards Collaborative Board, 2015). According to Karoly (2014), implementing a functional approach to incorporate translation in the FL classrooms will help learners develop their cultural awareness.

A rewarding translation activity that will promote cultural comparisons is the translation of *refranes* or popular sayings. Students translate popular sayings in the L1 into the equivalent expression in the target language, that way noticing how the corresponding translations reflect aspects of the respective cultures. Furthermore, they match the sayings with descriptions of the appropriate situations in which they would be used. After presenting my own students with an exercise where they had to explain the cultural differences between the English saying “The early bird catches the worm” and its Spanish equivalent “A quien madruga, Dios lo ayuda,” the most common analysis offered was that the English saying reflected perfectly the American work ethic of valuing and considering work an obligation to society, to oneself, and to one’s family, whereas the Spanish *refrán* revealed the –perhaps outdated– religious character of the Hispanic culture and the relying on the divine intervention to obtain one’s objectives. This type of exercises allows for an important and significant cross-cultural analysis, demonstrating that translation extends further beyond language comparison.

### **4. Conclusion**

This paper recommends the incorporation of translation activities into foreign language instruction in a completely new and different way from the traditional Grammar-Translation approach. The Functionalist Approach suggests using translation as a communicative act, with a real-life purpose, logically integrated and contextualized within the topic of the lesson at hand. Mellinger (2018) supports this recommendation when he writes that “Renewed interest in translation and interpreting may lead to their incorporation in language programs in an effort to provide cross-cultural and translingual skills for graduates” (p. 241). Foreign language programs are therefore urged to consider incorporating translation into their curriculum from a functionalist perspective. The benefits for FL programs are clear. Mellinger (2018) adds: “Translation and interpreting need to be reconsidered as means to enrich language learning, in terms of both acquisition and application” (p. 244). Translation skills would be readily applicable in students’ professional endeavors and would also contribute to address the final goal of the Standards: that of becoming lifelong learners.

With the purpose of helping FL teachers fulfill this goal, a series of activities involving translation as part of communicative language activities are suggested in the

appendix. The contexts in which these activities are situated can be adjusted to fit the specific purposes of a lesson.

## References

- Adair-Hauck, B., & Donato, R. (2002). The PACE model: A story-based approach to meaning and form for standards-based language learning. *The French Review*, 265-276.
- ACTFL (n.d.). Employers' Demand for Language Skills is Rising. *Lead with Languages*. Retrieved from <https://www.leadwithlanguages.org/language-career/translation-interpretation-ti/>
- Artar, P. (2018). *The Role of Translation in Foreign-Language Teaching*. Doctoral dissertation, Universitat Rovira i Virgili. <http://hdl.handle.net/10803/461885>
- Be Translated (2020). *Using Translation as A Method of Language Learning*. <https://www.betranslated.com/blog/translation-language-learning-method/>
- Conti, G. (2015). The case for translation in foreign language instruction. *The Language Gym*. Retrieved from <https://gianfrancoconti.com/2015/07/12/translation-part-1-the-case-for-translation-in-foreign-language-instruction/>
- Cook, G. (2010). *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.
- Duff, A. (1994). *Translation: Resource Books for Teachers*. Oxford: Oxford University Press.
- Gardner, A. (2020). A New Way to Approach Translation in Language Teaching. *Fluent U*. Retrieved from <https://www.fluentu.com/blog/educator/translation-in-language-teaching/>
- Gasca Jiménez, L. (2019). La práctica de la traducción no profesional y la enseñanza de español como lengua de herencia: Análisis e implicaciones pedagógicas. *Hispania* 102(3), 335-356.
- Holz-Mänttari, J. (1984). *Translatorisches Handeln: Theorie und Methode (Translational action: theory and method)*. Helsinki: Suomalainen Tiedeakatemia.
- Károly, A. (2014). Translation in foreign language teaching: A case study from a functional perspective. *Linguistics and Education*, 25, 90-107.
- Lertola, J. (2019). *Audiovisual translation in the foreign language classroom: applications in the teaching of English and other foreign languages*. Research-publishing.net.
- Mellinger, C. D. (2018). Translation, interpreting, and language studies: Confluence and divergence. *Hispania*, 100(5), 241-246.
- Mogahed, M. M. (2011). To use or not to use translation in language teaching. *Translation Journal*, 15(4), 2-4.



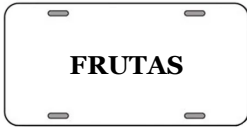
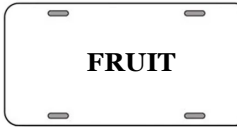








- Nord, C. (2010). Functionalist Approaches. In *Handbook of Translation Studies*, Eds. Y. Gambier and L. van Doorslaer (p. 121)
- Shrum, J. L., & Glisan, E. W. (2015). *Teacher's handbook, Contextualized Language Instruction*. Cengage Learning.
- Skopečková, E. (2018). Translation and language learning: Untapped potential of functionalist approach to translation in the foreign language classroom. *Brno Studies in English*, 44(2), 5-17.
- Smith, S. (2015). So what's the point of translation? *Language Teacher Toolkit: Steve Smith's Blog*. Retrieved from <https://frenchteacher.net.blogspot.com/2015/07/so-what-point-of-translation.html>
- The National Standards Collaborative Board (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.
- VanPatten, B. (2002). Processing Instruction: An Update. *Language Learning* 52:4, p. 755-803.

### Appendix

(These activities are described as if the L1 of the learners is English, to which language they are translating/interpreting Spanish texts)
















**Example 1** (*written translation; low level; food and grocery shopping*)

While visiting your friends in Mexico, the local supermarket has hired you to translate all the signs in the store into English, since the English-speaking clientele has grown in the last few years due to tourism in the area.

Original	Translation
	
	
	
	
	

**Example 2** (*written reverse translation; low level; hobbies and the environment, parks*)

You are a regular visitor to Grayton Beach State Park in Florida. You notice that, in spite of the Spanish-speaking presence in the area, the warning signs are not in Spanish. Offer your translation services to add warning signs in Spanish, since safety and caution is important for everybody.

Original	Translation
 <p>NOTICE  SWIMMING AREA</p>	 <p>AVISO  ZONA DE NATACIÓN</p>
 <p>PLEASE DO NOT FEED THE WILDLIFE HELP KEEP THE AREA CLEAN &amp; HEALTHY</p>	
 <p>SMOKING PROHIBITED  IN THIS AREA</p>	
 <p> DO NOT LITTER</p>	
 <p> DOGS MUST BE LEASHED AT ALL TIMES CLEAN UP AFTER YOUR PET</p>	

**Example 3** (written translation; low level; health, COVID-19)

You are planning to study abroad this coming summer in Chile. Check the COVID-19 prevention rules there to make sure they are similar to the ones in the US. Translate them for your parents so they know you will be safe. Then, compare them to the rules in your local area and see whether they are similar or different.



Translation:

*¿How to prevent it? ... etc.*

**Example 4** (written translation; low level; food and grocery shopping)

Your pen-pal has sent you the recipe for a typical meal in his country, including the list of ingredients. Since your parents are the ones in charge of grocery shopping, translate the list into your L1 so they know what to buy at the grocery store.

Receta de Gazpacho andaluz	<i>Andalusian Gazpacho Recipe</i>
Ingredientes para hacer Gazpacho andaluz:	<i>Ingredients to make Andalusian Gazpacho:</i>
1 kg de tomates rojos 1 pimiento 1 pepino 1 diente de ajo 1 cucharadita de sal 1/2 vaso de aceite de oliva virgen 2 cucharadas de vinagre 50 gramos de pan	<i>2.3 lb. red tomatoes ... etc.</i>

**Example 5** (*written translation; intermediate level; food and recipes, gazpacho*)

After buying the list of ingredients needed to make gazpacho, you enroll your monolingual parents to help you with the recipe. Translate for them the various steps indicated in the recipe.

Receta de Gazpacho andaluz	Andalusian Gazpacho Recipe
<p>Cómo hacer Gazpacho andaluz:</p> <ol style="list-style-type: none"> <li>1. Se ponen en una batidora todos los ingredientes y se baten bien hasta obtener una masa homogénea, luego si quieres lo pasas por un tamiz y se le pone un poco de agua (uno o dos vasos)</li> <li>2. Se sirve muy frio. Se le puede poner de guarnición trocitos de huevos duros y de jamón serrano.</li> </ol>	<p><i>How to make Andalusian Gazpacho:</i></p> <ol style="list-style-type: none"> <li>1. <i>In a blender, ... etc.</i></li> </ol>

**Example 6** (*written translation; intermediate level; hobbies, entertainment, city vocabulary*)

You want to play a game you learned during your semester abroad in Argentina, “El Estanciero,” a local version of Monopoly, adapted to the local geography. You brought the board and the various cards, tokens, and dice. Now you want to play with your friends. Translate the instructions for them so they can learn how to play.

<p>Jugar Al Estanciero</p> <p>Se podría decir que el juego de mesa conocido con el nombre <i>Estanciero</i>, es la versión adaptada a la República Argentina del tradicional <i>Monopoly</i>. La misión de los participantes es comprar, vender y alquilar propiedades, con el objeto de acumular ganancias; utilizando para ello un tablero, dados, fichas, tarjetas especialmente diseñadas, y dinero ficticio.</p> <p>¿Cómo se juega al estanciero?</p> <p>Las instrucciones del Estanciero pueden resultar al principio un tanto complejas pero, a medida que vaya transcurriendo la partida, las reglas quedarán mejor explicadas y el desarrollo será más fluido. Comencemos por decir que el tablero está dividido en cuarenta y dos casilleros, en los que se pueden encontrar provincias (Buenos Aires, Córdoba, Formosa, Mendoza, Río Negro, Salta, Santa Fe, y Tucumán; en todos los casos divididas en zona norte, centro, y sur); compañías (ferrocarriles, petroleras, bodegas, ingenios, etc.); suerte o destino; comisaría; descanso; y libre estacionamiento.</p> <p>(Instructions continue here: <a href="https://selecciondejuegos.blogspot.com/2008/11/jugar-el-estanciero-juegos-mesa.html?m=1">https://selecciondejuegos.blogspot.com/2008/11/jugar-el-estanciero-juegos-mesa.html?m=1</a>)</p>
---

Translation:

*Playing The Rancher*

*It could be said that the board game known as The Rancher is a version of the traditional Monopoly ga adapted to the Argentine Republic. The mission of the participants is to buy, sell and rent properties ... etc.*

**Example 7** (*written translation; intermediate level; animals, children's stories*)

*Note: Although the topic is somewhat childish and could be considered more appropriate for young learners, the actual translation of the story requires at least an intermediate/advanced level of language proficiency.*

You are babysitting your neighbors' children this weekend. You know they love listening to stories and fairy tales, so you decide to translate for them a tale you brought with you when you studied abroad in Spain, "La ratita presumida" (<https://www.guiainfantil.com/1708/cuento-infantil-la-ratita-presumida.html>).

La ratita presumida

[...]

El primero que se acercó a la ratita fue el gallo. Vestido de traje y muy coqueto, luciendo una enorme cresta roja, dijo:

– Ratita, ratita, ¿Te quieres casar conmigo? La ratita le preguntó: ¿Y qué me dirás por las noches?

Y el gallo dijo:

– Ki ki ri kiiii, cantó el gallo con su imponente voz.

Y la ratita dijo:

– No, no, que me asustarás... Y el gallo siguió su camino.

[...]

Translation:

[...]

*The first one to approach the little rat was the rooster...*



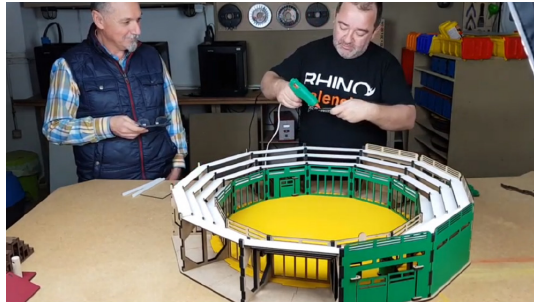
**Example 8** (written translation; advanced level; sports, baseball, politics)

The defection of a Cuban baseball player to the U.S. is a topic that will be treated very differently by U.S. and Cuban newspapers, respectively. You work for the school newspaper and has been tasked to write about it. But instead of getting the information from an English-language newspaper (like the one on the right [https://www.bbc.com/news/world-latin-america-57266959]), you decide to use Cuban newspaper as your secondary source (https://cnnespanol.cnn.com/2021/05/27/cesar-prieto-deserta-equipo-beisbol-cuba-estados-unidos-trax/). Translate the Spanish piece of news and add a comment about the different perspective when comparing both Cuban and U.S. treatment of the event.

<p><b>Cuba critica al beisbolista César Prieto, quien desertó en un viaje a EE.UU.</b></p> <p>Por CNN 08:19 ET (12:19 GMT) 27 Mayo, 2021</p> <p>Cuba critica a César Prieto por desertar a EE.UU. 2:07</p> <p>(CNN) — La Federación Cubana de Béisbol criticó el jueves a un destacado jugador por “abandonar” a la selección nacional durante un viaje a Florida para jugar en un torneo clasificatorio para los Juegos Olímpicos de Tokio.</p> <p>El segunda base César Prieto es una de las estrellas en ascenso de Cuba y el más reciente jugador en desertar mientras compete en el extranjero.</p>	<p><b>César Prieto: Cuban baseball player defects on Florida trip</b></p> <p>5 days ago</p> <p>The young player, 22, reportedly fled in a car shortly after arriving in the US</p> <p>César Prieto, one of Cuba's top baseball stars, has abandoned his national team while in Florida for a qualifying event for the Olympics.</p> <p>Prieto left the hotel shortly after he and his team mates had arrived.</p> <p>In a statement, the Cuban Baseball Federation confirmed the 22-year-old had “abandoned” the delegation.</p> <p>Cuban athletes have a long history of defecting, with baseball players, ballet dancers and footballers among those who have left their country.</p> <ul style="list-style-type: none"> <li>• Cuban baseball defectors visit Havana</li> <li>• The baseball game that brought the US and Cuba closer</li> <li>• Trump backtracks on Cuba baseball deal</li> </ul> <p>Baseball journalist Francys Romero tweeted that Prieto had jumped into a</p>
<p>Translation: Cuba criticizes the baseball player César Prieto ...</p>	

**Example 9** (audiovisual translation; intermediate/advanced level; hobbies, entertainment, cultural products and practices; bullfighting)

Your friend from Spain has sent you a present for your birthday. It is a bullfighting ring toy that you must put together. The instructions are on a video. You ask your father/mother/older sibling to help you with the instructions, which are in Spanish. Watch the video (<https://youtu.be/I1bqub41iOU>) and translate the instructions into English so they can understand.



Instrucciones de montaje de la nueva plaza portátil de festejos taurinos de Mastoro

*Script:* Hola, seguidores de Mastoro y clientes. Vamos a hacer el montaje de la nueva plaza portátil para festejos populares y estas son las instrucciones de montaje...

*Translation:* Hello, Mastoro followers and clients. We are going to assemble the new portable plaza for popular celebrations, and these are the assembly instructions...

**Example 10** (audiovisual translation; intermediate/advanced level; traditions, Christmas)

One of the most interesting Christmas traditions in the Hispanic world is that of celebrating the Epiphany with the arrival of the Wise Men to Bethlehem to visit the newly born Jesus. “Los 3 Reyes Magos” (The 3 Magi) is an animated Spanish production from 2003. After watching it (<https://youtu.be/D2SbSS7Q6IU>), select your favorite scene and put English subtitles to it, so your family can watch it as well.



## Dubbing

### Example 11 (dubbing; intermediate/advanced level; food commercial)

The maker of a Spanish cheese brand, *El Caserío*, wants to expand their offers to American consumers. They ask you to translate their TV commercial into English (<https://youtu.be/ogmhaerp6go>).

#### Anuncio “El Caserío”



### Example 12 (oral interpretation; intermediate level; clothing shopping)

At the department store. Your friend from Bolivia has just arrived in the US to spend a couple of weeks with you. The airline sent her luggage to a different destination but has promised to return it to her in a few days. In the meantime, your friend wants to buy a couple of pieces of clothing she can wear while she waits for her luggage. Go with her and be her interpreter.

<i>Foreign friend:</i>	Me gusta este vestido ¿cuánto cuesta?
<i>You (to the clerk):</i>	She says she likes this dress and...
<i>Clerk:</i>	I do like that dress too; it's \$55.
<i>You (to your friend):</i>	Dice que ...
<i>Foreign friend:</i>	Es un poco caro. No me gusta tanto. También me gusta este otro. Pregúntale... etc

**Example 13** *(oral interpretation; intermediate level; health, doctors, parts of the body)*

A friend from Venezuela is visiting. While riding bicycles with other friends, he fell and has injuries and bruises in several parts of his body. You take him to the nearest hospital to have him examined. Help him communicate with the doctor.

- Doctor:* Where does it hurt?  
*You (translating):* La doctora pregunta que dónde te duele.  
*Friend:* Me duelen las rodillas y los codos, y creo que me he torcido un tobillo.  
*You (translating):* He says that ...  
*Doctor:* Ask him if he is allergic to any medicine.  
*You (translating):* El doctor quiere saber ...  
*Friend:* Dile que no.  
*You (translating):* No, she's not.  
*Doctor:* OK, then he needs to take these pills for the pain, and I need to take x-rays of his ankle.  
*You (translating):* Dice que ....



Copyright © 2022. Manuela González Bueno. Esta obra está protegida por una licencia [Creative Commons 4.0. International \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).

Usted es libre para Compartir –copiar y redistribuir el material en cualquier medio o formato– y Adaptar el documento –remezclar, transformar y crear a partir del material– para cualquier propósito, incluso para fines comerciales, siempre que cumpla la condición de:

Atribución: Usted debe dar crédito a la obra original de manera adecuada, proporcionar un enlace a la licencia, e indicar si se han realizado cambios. Puede hacerlo en cualquier forma razonable, pero no de forma tal que sugiera que tiene el apoyo del licenciante o lo recibe por el uso que hace de la obra.

[Resumen de licencia](#) - [Texto completo de la licencia](#)