

Translating manipulated idioms (EN>ES) in the Word Sketch scenario

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Abstract. This paper presents a teaching proposal for translation/interpreting undergraduate students. Following a corpus-based methodology, the main objective of this proposal is to train students on how to exploit the possibilities offered by Sketch Engine for the creation of *ad hoc* phraseological equivalences. More precisely, we will examine the potential of its functionality Word Sketch as a convenient tool in those cases where the manipulation of idioms and the absence of one-to-one phraseological correspondences may pose problems to translation. The experimental setting comprised an introductory seminar on the convergence of corpora, phraseology and translation, followed by a hands-on session, where trainee translators were presented with some case-studies for which they had to create *ad hoc* phraseological equivalents for the manipulated idioms in the source text (ST) and had to justify both the translation *process* and *product*. Overall, the insights gained from analysing the results obtained will allow us to determine to what extent trainee translators are able to translate manipulated idioms in the Word Sketch scenario.

Keywords: teaching proposal, translation, Word Sketch, idiom manipulation, *ad hoc* phraseological equivalences

1 Introduction

The wealth of approaches and research topics on phraseodidactics illustrates a hectic activity in different linguistic disciplines such as second and foreign language teaching and learning (Meunier and Granger, 2008; Hallsteinsdóttir, 2011a and 2011b, and González Rey, 2012). However, phraseodidactics is still an *unexplored land* in the area of Translation Studies, notwithstanding the growing body of literature that acknowledges the difficulties phraseological units pose in the translation task (Corpas Pastor, 2000 and 2003; Colson, 2008 and 2013, and Ladmiral, 2013, among many others). Against such a background, this study aims at opening up new avenues of research on the applications of phraseodidactics to translation training. We will follow a corpus-based methodology, and, for the sake of the argument, the focus will be on somatisms (idioms containing terms that refer to body parts) in Spanish and English.

In this regard, we present a teaching proposal for undergraduate students of the degree in Translation and Interpreting of the University of Malaga, Spain. The experiment was carried out as part of the syllabus of *Lengua y cultura “B” aplicadas a la Traducción e Interpretación (II) – inglés*, which is a first-year course on English language and

culture applied to Translation and Interpreting that is taught in the bachelor's degree in Translation and Interpreting at the University of Malaga.

Against such a background, the overall structure of this study takes the form of seven sections. Sections 2, 3, 4 and 5 present learning activities 1, 2, 3 and 4, respectively. The first learning activity includes an introductory seminar on the convergence of corpora, phraseology and translation. In the second learning activity we will delve into the notion of idiom manipulation and the problems it may pose to translation. The third learning activity commences by laying out the Sketch Engine tool Word Sketch and how it can be implemented in order to create *ad hoc* phraseological equivalents for manipulated idioms in the ST. Section 5 lays out the teaching proposal in which trainee translators will be presented with some translation scenarios comprising different types of idiom manipulation. Finally, the results concerning the trainees' translation proposals will be displayed in Section 6, and thoroughly analysed in Section 7.

2 Basic notions on corpus, phraseology and translation

The first learning activity included a theoretical seminar, in which the convergence of corpus, phraseology, phraseological units (and, more specifically, idioms) and translation was discussed. As a cornerstone procedure in the translation of phraseological units (and, more specifically, idioms), students had first been presented with the steps proposed by Corpas Pastor (2003: 213-223), i. e., the identification of an idiom, its interpretation in context as well as the search and establishment of its correspondences in the lexical, textual and discursive level. In this search for phraseological correspondences, translators can resort to a very effective documentation tool, namely text corpora. A corpus is "a collection of pieces of language that are selected and ordered according to explicit linguistic criteria in order to be used as a sample of the language" (EAGLES, 1996). Along these learning activities we worked with both monolingual and parallel corpora. The latter can be defined as corpora conformed by source texts and their translations in one (*bilingual parallel corpora*) or several (*multilingual*) target languages (Teubert, 1996; Corpas Pastor, 2001, and Zanettin, 2012).

In this regard, following a corpus-based methodology, trainee translators had recourse to both the parallel corpus OPUS 2, and monolingual corpora in Spanish (eseuTenTen) and English (enTenTen). OPUS 2 and the corpora belonging to the TenTen family are available through Sketch Engine, a language corpus management and query system with 500 corpora in more than ninety different languages. The corpora EsTenTen (over 17.5 billion words) and enTenTen (over 15 billion) belong to the TenTen corpus family and are compiled from texts retrieved from the Internet. These corpora are lemmatised and part-of-speech tagged. Finally, OPUS2 consists of parallel corpora which allow both bilingual and multilingual queries among forty different languages (Kilgarriff et al., 2003).

When effectively exploited, corpora can become an invaluable documentation source for translators. Given the phraseological anisomorphism across languages, a simple query in either a monolingual or a bilingual corpus does not usually suffice when searching for phraseological correspondences for manipulated idioms, let alone textual equivalents. In this regard, in the following sections we analysed the multiple applications of the corpus search engine Word Sketch when establishing *ad hoc* phraseological equivalents in those cases in which this manipulation of idioms and the absence of one-to-one phraseological correspondences may pose some problems to translation.

3 Idiom manipulation and translation

Before laying out Word Sketch functionalities, it will first be necessary to commence this second learning activity by framing the concept of *idiom manipulation* and by exploring the difficulties it may arise for the translation task. By *idiom manipulation*, also known as *idiom modification* or *idiom defamiliarisation*, it is meant ‘different types of intentioned and easily recognisable modifications in the formal, semantic or discursive level of an idiom which aim at some specific illocutionary and perlocutionary effects, ranging from humour, irony, surprise and persuasion, inter alia’ (ref., Zuluaga, 2001; Corpas Pastor, 2003; Mena Martínez, 2003, and Omazić, 2008). In this context, Omazić (2008: 76-77) has extensively described the main steps in the recognition of manipulated idioms: “recognition of the modification, retrieval of the original, comparison of the original idiom and the modification, recognition of the communicative intent and understanding of idiom modification”. These are consequently the main steps trainee translators must follow not only when identifying the idiom manipulation in the ST but also when creating an *ad hoc* phraseological equivalent for the TT.

In order to illustrate this procedure, let us analyse the following example: *I decided not to get a brain transplant, but then I changed my mind*. Here it is possible to recognise the original idiom *change one’s mind*, whose phraseological meaning is ‘to adopt a different opinion or plan’ (EOLD¹). In this context, both the image accompanying the sentence and, specially, the established scenario (*someone intending to undergo a brain transplant*) activate both the literal and the figurative interpretation of the unit and, hence, portray a paradoxical (and humorous) situation in which the speaker (figuratively) changed his mind about (literally) not changing his mind.

¹ English Oxford *Living* Dictionaries (EOLD) are available through this URL address: <https://en.oxforddictionaries.com>

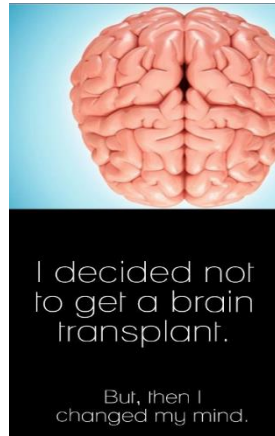


Fig. 1. Sample scenario²

When searching OPUS2 bilingual corpus for a primary correspondence of *change one's mind* into Spanish, some concordances can be retrieved with the expression *cambiar de opinión* (literally, 'to change one's opinion'). Nevertheless, through this idiom it would not be possible to preserve a similar manipulation to the one in the ST since *cambiar de opinión* is not a somatism and it could not hence display a literal interpretation referring to the body part. It is in this scenario that the trainee translator can have recourse to the Sketch Engine feature called Word Sketch in order to create an *ad hoc* phraseological equivalent that could accurately convey the pragmatic, semantic and discursive load of the ST idiom and, concomitantly, portray a similar manipulation to the one depicted in the ST. In the next section we will thoroughly analyse the array of possibilities the Sketch Engine feature Word Sketch can offer in this task of creating *ad hoc* phraseological equivalents for manipulated idioms in the ST.

4 Using Word Sketch to create *ad hoc* phraseological equivalents

Before introducing the multiple applications of Word Sketch (Thomas, 2015), it will first be necessary to display its interface and to describe the main components trainee translators can employ in their quests for translating manipulated idioms:

² Image retrieved from this link: <https://www.yourdictionary.com/slideshow/medical-puns>

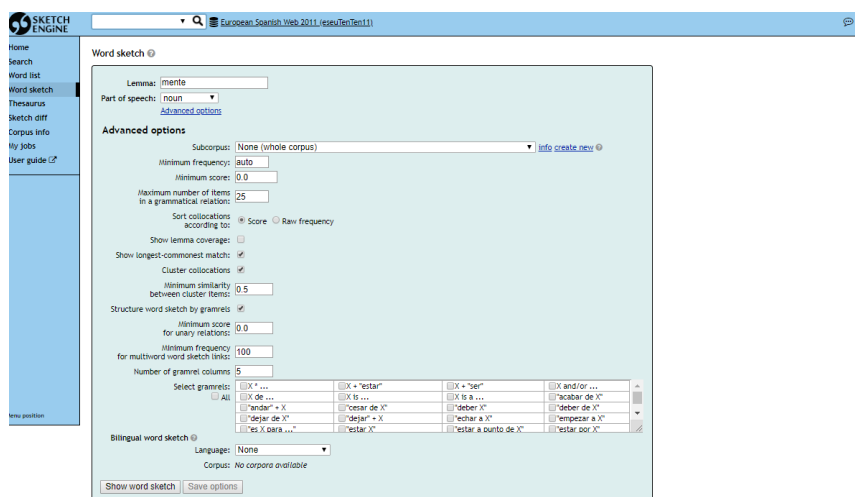


Fig. 2. Word Sketch query interface

As it can be observed, Word Sketch provides a complete and detailed search engine in order to refine the queries according to the users' needs. In our case, we will search for the grammatical and collocational behaviour of the Spanish primary correspondence for *mind* ('mente'), in order to detect whether there is any phraseological unit (be they idioms, collocations or any other kind of multiword unit) which could accurately convey an analogous semantic, pragmatic and discursive load to the idiom in the ST and, simultaneously, be subject to either internal or external manipulation. Our final objective will hence be to attain a similar perlocutionary effect as that of the idiom in the ST, i. e., to trigger the reader's laughter.

In this context, we will search for phraseological units containing the lemma *mente* with the POS tag *noun*. Among the advanced options, we will have the search engine sort collocates according to their collocation strength (*score*) rather than their frequency (*raw frequency*), so that only significant collocates are retrieved. The option *Show longest-commonest match* will display the longest and the most frequent phrase including both the node and the collocate as a collocation example. We will also require the system to group collocates with related meanings (*Cluster collocation* option) with a minimum similarity of 0.5. In this way, it will be possible to cluster (partial) synonyms such as *pensar/creer* ('to think'/'to believe') or antonyms such as *abrir/cerrar* ('to open'/'to close'), expanding the range of manipulation possibilities. The option *Structure word sketch by gramrels* (*grammatical relations*) will allow us to group collocates according to their grammatical relation for easy retrieval and visualisation. Once these parameters have been set, this is the main view of Work Sketch interface displayed for the lemma *mente*:

Search	mente (noun)			
	European Spanish Web 2011 (eseuTenTen11) freq = 107,060 (45.67 per million)			
Word list	19.54			
Word sketch				
Thesaurus				
Sketch diff				
Corpus info				
My jobs				
User guide				
Save				
Change options				
Don't cluster				
Sort by freq				
Hide gramrels				
More data				
Less data				
Sketch grammar				
Translate				
- Afrikaans				
- Albanian				
- Arabic				
- Bulgarian				
- Chinese				
- Simplified				
- Traditional				
- Croatian				
- Czech				
- Danish				
- Dutch				
- English				
- Estonian				
- Finnish				
- French				
- German				
- Greek				
- Hebrew				
- Hindi				
- Hungarian				
- Irish				
- Italian				
- Japanese				
- Latvian				
- Lithuanian				
- Macedonian				
- Maltese				

modifiers of "mente"	verbs with "mente" as subject	verbs with "mente" as object	"mente" and/or ...	prepositional phrases
pensante + 351 9.09	despejar + 424 8.45	divagar 23 7.96	cuerpo + 3.200 11.15	... en "mente" 23.637 22.08
las mentes pensantes	mente despejada	mente divaga	corazón + 585 10.49	... de "mente" 14.149 13.22
inquieto + 376 8.85	retorcer + 283 8.30	volar 57 7.01	espiritu + 441 9.30	"mente" de ... 12.325 11.58
mentes inquietas	mente retorcida	mente vuela	cuerpo , mente y espíritu	... a "mente" 7.447 6.96
calenturiento + 273 8.71	privilegiar + 444 7.94	asociar 23 6.48	alma + 287 8.85	"mente" en ... 2.495 2.33
mente calenturienta	mente privilegiada	mente asocia	mente y alma	... con "mente" 2.405 2.25
preclaro + 257 8.58	ejercitar + 230 7.52	descensar 27 6.34	cerebro + 177 8.62	... por "mente" 2.182 2.04
mente preclara	ejercitar la mente	mente imagina	ojo + 129 7.45	"mente" a ... 1.968 1.84
enfermo + 351 8.49	relajar + 206 7.46	imaginar 24 6.26	ojo + 129 7.45	... sobre "mente" 1.054 1.03
mente enferma	relajar la mente	concebir	los ojos y la mente	"mente" con ... 828 0.77
lúcido + 243 8.33	abrir + 2.029 3.353 7.33	concebir 18 6.08	conciencia 66 6.96	... "mente" 373 0.35
mente lúcida	abrir la mente	evocar	la mente y la conciencia	"mente" con ... 287 0.34
brillante + 460 7.72	perturbar + 139 7.23	vagar 12 5.90	corazón 36 6.92	... "mente" 148 0.12
las mentes más brillantes	una mente perturbada	procesar	emoción 53 6.90	"mente" sobre ... 347 0.32
despierto + 168 7.70	nublar + 127 7.16	percibir 15 5.57	la mente y las emociones	"mente" sobre ... 148 0.14
mente despierta	liberar + 212 6.93	la mente percibe	mente	"mente" sobre ... 120 0.11
prodigioso + 153 7.56	distraer + 106 6.93	idear 11 5.49	mano 58 6.66	"mente" durante ... 109 0.10
mente prodigiosa	distraer la mente	evocar	sentido 78 6.48	"mente" hacia ... 88 0.08
perverso + 147 7.45	iluminar + 170 6.90	la mente evoca	la mente y los sentidos	"mente" hacia ... 63 0.06
mente perversa	entrenar + 130 6.59	funcionar	espíritu 25 6.38	"mente" tras ... 58 0.05
humano + 2.126 7.14	manipular + 110 6.41	mente funciona	mente y espíritu	"mente" ante ... 50 0.05
de la mente humana	calmar + 81 6.30	absorber	oído 27 6.20	... "mente" 44 0.04
maravilloso + 275 7.12	vaciár + 75 6.28	mente absorbe	los oídos y la mente	... "mente" 44 0.04
Una mente maravillosa	vaciar la mente	viajar	sentimiento 60 6.19	"mente" ante ... 39 0.04
creativo + 322 7.04	funcionar + 155 6.26	mente viaja	oído 27 6.20	"mente" entre ... 36 0.03
mentes creativas	funciona la mente	tender	lenguaje 52 6.04	"mente" hacia "mente" 32 0.03
consciente + 129 7.01	estimar + 139 6.23	captar	voluntad 40 6.03	... "mente" 23 0.02
la mente consciente	estimar la mente	discutir	mente y la voluntad	"mente" con ... 22 0.02
criminal + 160 7	estimar + 139 6.23	tender	sensación 24 5.84	"mente" con ... 18 0.02
mente criminal	estimar la mente	mente tienda a	imaginación 31 5.78	... "mente" 18 0.02
sano + 257 6.89	descansar 23 6.22	inventar	mente e imaginación	"mente" bajo ... 11 0.01
una mente sana	descansar la mente	interpretar	conducir 22 6.2	"mente" bajo ... 11 0.01
subconsciente 69 6.71	rondar 69 6.22	mente interpreta	conformismo 30 6.04	... "mente" 9 0.01
la mente subconsciente	refrescar + 63 6.11	evolucionar	conciencia 15 5.60	
sucio + 121 6.66	refrescar + 63 6.11	controlar	mente y la conciencia	
la mente sucia	refrescar la mente	leer + 569 6.05	universo 19 5.56	
creador 82 6.45	leer + 569 6.05	ocupar + 407 6.05	vida , la mente y el universo	
la mente creadora	leer la mente	ocupar	físico 15 5.52	
enfermizo 72 6.64	ocupar + 407 6.05	mente ocupada	pensamiento 17 5.48	
mente enfermiza	ocupar la mente	obtusar + 95 6.04	mirada 19 5.32	
obtusar 60 6.52	atomantar 55 6	mente obtusada	la mirada y la mente	
mentes obtusas	atomantar la mente	controlar + 284 5.88		
inconsciente 64 6.29	controlar + 284 5.88			
la mente inconsciente				

Fig. 3. Word Sketch concordances for “mente”

Besides these features, the search engine also enables the user to search for bilingual word sketches, whose results can be retrieved from a different corpus. For instance, this can be useful in case the trainee translator seeks to contrast the grammatical and collocational behaviour of *mente* in Spanish against *mind* in English. It would also be possible to refine the query by selecting only some specific *gramrels* such as *verbs with X as subject* or *verbs with X as object* in case the translator exclusively aims at retrieving items of verbs with *mente* either as a subject or as an object, which would facilitate data retrieval and visualisation.

Once the main features of Word Sketch have been explained, we will now analyse how they can be implemented to create *ad hoc* phraseological equivalents for manipulated idioms in the ST. In this context, returning to the ST *I decided not to get a brain transplant, but then I changed my mind*, it is possible to recognise that the manipulation of the idiom *change one's mind* displays a dylogy in which both the figurative (*change one's opinion*) and the literal (*replace one's brain*) interpretation are concomitantly present. When searching Word Sketch for phraseological units that could also depict an analogous dylogy, it is possible to perceive that *mente* can be modified by verbs such as *ocupar* (literally, ‘to occupy’), *abrir* (‘to open’), *liberar* (‘to free’), *vaciár* (‘to empty’), among others, whose manipulation could also activate a double reading, as it will be shown in the following translation proposals:

1. +Pero, tío, ¿por qué te has hecho un trasplante de cerebro?
-Pues por tener la mente ocupada.³

³ +Hey, bro, why did you get a brain transplant? -Just to keep my mind busy.

2. +Pero, tío, ¿por qué te has hecho un trasplante de cerebro?
-Sabes que soy una persona de mente abierta.⁴

In translation proposal 1, the idiom *ocupar la mente* has been used, whose primary correspondence in English would be *to keep one's mind busy* (OPUS2). In this context, the manipulation of the Spanish idiom depicts a double interpretation: a figurative one (*I wanted to keep my mind busy*) and a literal one (*I wanted to have my mind occupied*). Translation proposal 2 lays out an analogous scenario. The idiom *abrir la mente* has a similar meaning (and metaphorical base) to the English idiom *to open one's mind*, i. e., 'to be receptive to' (EOLD). As it can be observed in other Word Sketch gramrels, both can also be used in the form of noun and adjective phrases: *mente abierta/de mente abierta* in Spanish, and *open mind/open-minded* in English. In this case, the manipulation of the idiom *de mente abierta* displays a double reading similar to the idiom in the ST: it can be concomitantly understood in its figurative sense (*I am an open-minded person*) and in its literal one (*I have a [literally] open mind*), thereby attaining an analogous perlocutionary effect to the manipulated idiom in the ST.

5 A teaching proposal

Once students had been introduced into Word Sketch features, a teaching proposal was offered in which trainee translators were presented with some scenarios where the manipulation of idioms along with the absence of one-to-one phraseological correspondences could pose some problems to translation. In order to facilitate the process, students were provided with the following workflow structured in a sequence of predefined and protocolised tasks in the form of heuristic strategies and steps to be implemented with the aid of corpora:

1. Detect the somatism in the ST and search for its meaning and usage in the English monolingual corpus enTenTen.
2. Analyse the somatism in the ST and determine what type of manipulation it has undergone and what two levels are portrayed by the idiom manipulation (the figurative and the literal one).
3. Access OPUS2 bilingual corpus and search it for primary phraseological correspondences of this somatism in the target language (TL) and examine whether it would be a textual equivalent not only in terms of conveying the same semantic, pragmatic and discursive load but also in being subject to an analogous manipulation.
4. If this primary correspondence does not fit those criteria, use Word Sketch in the corpus eseuTenTen in order to create an *ad hoc* phraseological equivalent.
5. Offer a translation proposal and justify both the *process* and the *product*.

⁴ +Hey, bro, why did you get a brain transplant? -You know I am an open-minded person.

After the presentation of this workflow, students were provided with some translation scenarios (Figures 4, 5, 6, and 7), all of which included somatisms that had undergone any kind of manipulation with the perlocutionary effect of triggering the reader's laughter. For the completion of this task, they were given the following instructions:

Translate the following puns with body parts from English into Spanish (diatopic variety: European Spanish). Consider the image they are accompanied by. Justify both the *process* and the *product*.

In this context, trainee translators had to provide two types of answers: the first one consisted of the translation proposals for each ST and the second one included the steps they had followed in order to complete the task. In the following section, we will analyse how these incoming results can shed some light on the process of creating *ad hoc* phraseological equivalents for manipulated idioms in the ST through Word Sketch.

6 Results

Students' translation proposals were submitted in the form creation tool Googleform⁵, which also allows an easy retrieval and visualisation of the results obtained. The main objective of the study was to analyse trainee translators' performance when searching Word Sketch for *ad hoc* phraseological equivalents for manipulated idioms in the ST. Therefore, results presenting morphological, syntactic, lexical and/or orthotypographic dissimilarities were unified within the same category as long as they included translation proposals with analogous idiom manipulation in the TT. Against such a background, we will now analyse the 35 submitted responses, in order to examine to what extent trainee translators were able to create an *ad hoc* phraseological equivalent for the manipulated idioms in each translation scenario.

Translation scenario 1 (figure 4) presents the sentence "I've tried horse racing but I never seem to get a head", where it is possible to recognise the idiom *to get ahead*, whose figurative meaning is 'to overtake', in the context of a race. Nevertheless, its internal manipulation into *to get a head* along with the accompanying image of a headless rider provokes the polisemantisation of the sequence by also activating its literal meaning ('the horse rider never seems to get a head'). Considering the importance of attaining an equivalent effect in the TT, the results from the survey indicate that 34 trainee translators (i. e., 97%) were able to offer a manipulated somatism in the TT with the lemma *cabeza* ('head'). Among the most common proposals, it is possible to detect a wide array of manipulated idioms such as *perder la cabeza o írsele la cabeza* ('to lose one's head'); *jugarse la cabeza* ('to risk one's neck'); (*no*) *levantar cabeza* (lit., 'not to raise one's head', fig., 'to get back on one's feet again'); *con cabeza* (lit., 'with a head', fig., 'with a good head on one's shoulders'); *no tener ni pies ni cabeza* ('not to make head nor tail of something'), or (*no*) *asomar la cabeza* (lit., 'not to show one's head',

⁵ The form creation tool Googleform is available through the following link: <https://www.google.es/intl/es/forms/about/>

fig., ‘not to show up’), whose manipulation portrays an analogous double reading to that of the idiom in the ST, i. e., their own figurative meaning and concomitantly a literal interpretation alluding to the accompanying image of the headless rider.



Fig. 4. Translation scenario 1⁶

Scenario 2 (*figure 5*) displays the following setting: “you hang around, I’ll go on ahead” with the image of a hat and a tie talking to each other. Here it is possible to detect a double idiom manipulation. Firstly, the scenario of the tie being told to *hang around* prompts a double reading of the idiom in its figurative meaning (‘to wait around’, according to EOLD) and in its literal one (‘to hang around the neck’). Furthermore, the hat’s statement “I’ll go on ahead” provokes the polisemantisation of the sequence by activating a figurative interpretation (“I’ll be at the lead”) and a literal one (“I’ll go on a head”).

Against such a background, for the first manipulated idiom *hang around* 22 trainee translators (63%) were able to provide different *ad hoc* phraseological equivalents in the TT, such as *dar vueltas* (‘to turn around’ and ‘to walk around’), with 13 appearances (37%); *estar/quedarse colgado* (lit., ‘to hang’, fig., ‘to be left in the lurch’), with 6 occurrences (17%); *enrollarse* (lit., ‘to wind around’; fig., ‘to chatter’) and *ajustarse* (lit. ‘to adjust oneself’; fig., ‘to stick to [a plan]’), with 2 and 1 appearances (6% and 3%) respectively. For the second manipulated idiom in the ST, the results display a high rate of translation proposals with manipulated somatisms with the lemma *cabeza* in the TT: 26 out of 35 total answers (i. e., 74%). The main offered idiom manipulations were (*ir/ponerse*) *en cabeza/a la cabeza* (‘in the lead of’ or ‘at the head of’), with 15 answers (43%); (*ir*) *de cabeza* (‘[to rush] headlong’), with 5 occurrences (14%), and the verb *encabezar* (‘to head’, ‘to lead’), with 2 answers (6%). Other translation proposals included the manipulation of idioms such as *traer de cabeza* (‘to drive someone crazy’

⁶ Image retrieved from the following link: <https://memebase.cheezburger.com/puns/tag/head>

or ‘to cause problems to someone’); *comer la cabeza [a alguien]* (lit., ‘to eat someone’s head’, fig., ‘to brainwash [someone]’) or *(ir) una cabeza por delante* (lit., ‘to be a head ahead’), among others.



Fig. 5. Translation scenario 2⁷

Scenario 3 and 4 (figures 6 and 7 respectively) present the same manipulated idiom within two similar sentences (*[I've] got your back*) but accompanied by different images. In the first one it is possible to observe a skeleton holding another skeleton's spine, which is why the latter is partially on the floor. In the second image, two stick men can be perceived, one of whom is holding the other's torso. In both of the scenarios it is possible to recognise the idiom *to get someone's back*, whose figurative meaning is 'to always be ready to defend or help someone' (MD⁸). Nevertheless, the accompanying images of two characters without a torso simultaneously activate the literal reading of the sequence, i. e., 'to grab someone's back'. The objective of selecting two different images for the same idiom manipulation was to analyse whether the creation of *ad hoc* phraseological equivalents for the TT was mainly determined by the source text or by the source image, or both, which will be examined in the following section 7 (*Analysis of the results*).

⁷ Image retrieved from the following link: <https://memebase.cheezburger.com/puns/tag/head>

⁸McMillan Dictionary (MD) is available at the following link: <https://www.macmillandictionary.com/>

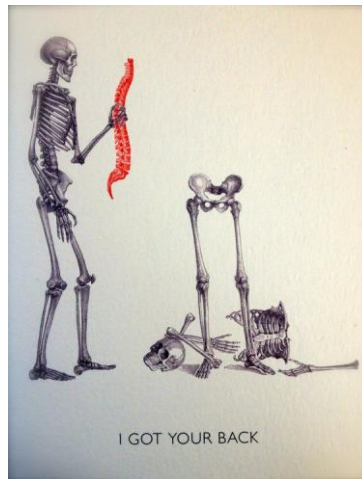


Fig. 6. Translation scenario 3⁹

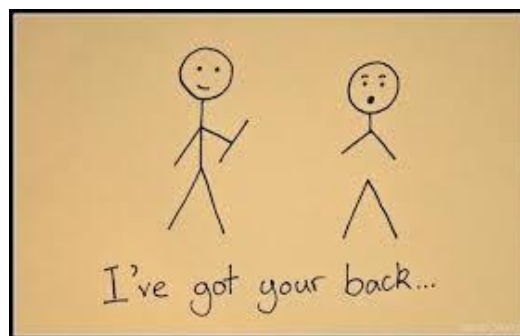


Fig. 7. Translation scenario 4¹⁰

Against such a background, for translation scenario 3, 25 trainee translators (71%) were able to offer a manipulated idiom for the TT, 18 of which (51%) consisted of a manipulated somatism (15 with the lemma *espalda* ['back']). Among the most common proposals, it is possible to detect idioms such as *cubrir/guardar/cuidar las espaldas* ('to cover someone's back'), with 9 occurrences (26%); *respaldar [a alguien]* ('to back/endorse someone'), with 3 appearances (9%); *dar la espalda [a alguien]* ('to turn your back on someone'), with 2 answers (6%), or *(hacer algo) a las espaldas [de alguien]* ('to do something behind someone's back'), with 1 occurrence (3%). It is also possible to find a somatism manipulation with the lemma *espina* ('spine'): *dar mala espina* (lit., 'to give a bad spine'), with an analogous metaphorical meaning to the English idioms 'to have a bad feeling about something' or 'to smell fishy'.

⁹ Image retrieved from the following URL address: <https://br.pinterest.com/pin/12596073944386237/?autologin=true>

¹⁰ Image retrieved from this link:

<https://ahealthhouse.com/new-events/open-drop-in-vinyasayoga-2>

In translation scenario 4, it is possible to perceive a higher rate of translation proposals with manipulated idioms (30, i. e., 86%), 26 of which (71%) included manipulated somatisms (25 with the lemma *espalda*). Similarly to scenario 3, the most frequent answers comprised idioms such as *cubrir/cuidar la espalda*, with 16 occurrences (46%); *respaldar*, with 4 appearances (11%); *dar la espalda*, consisting of 3 answers (9%); *a las espaldas [de alguien]* or *de espaldas* ('with one's back facing something'), with 1 occurrence each (3%). Other translation proposals included manipulations such as *¿qué pasa, tronco?* (lit., 'what's up, trunk?'; fig., 'what's up, mate?'), displaying a double interpretation to both a *friend* and a (*body*) *trunk*, and the verb *empalar* ('to impale'), whose internal manipulation through *inpalar* concomitantly portrays a literal meaning (*en palo*, 'in a stick'), directly referring to the accompanying image of the stick men.

7 Analysis of the results

Once the results have been displayed, it is now necessary to examine their implications for the translation task. It is first important to mention that the phraseological anisomorphism between English and Spanish resulted in an impossibility of selecting the primary correspondences for the manipulated idioms in translation scenarios 1, 3 and 4. In these cases, it was hence necessary to search for *ad hoc* phraseological equivalents for each of them. Notwithstanding this 'phraseological obstacle', in the translation proposals most of the trainee translators were able to provide not only a manipulated idiom but more specifically a manipulated somatism for the TT (97% in translation scenario 1, 74% in scenario 2, 51% in scenario 3, and 71% in scenario 4). This accounts for the recursiveness of the body images in the phraseological repertoire of both languages and, thus, accentuates the existence of a wide range of translation possibilities when trying to create *ad hoc* phraseological equivalents for manipulated somatisms in the EN/ES combination.

When analysing trainee translators' responses on their translation process, it can be confirmed that the Sketch Engine tool Word Sketch has proved to be an effective documentation source in those cases in which the primary correspondence in Spanish for the manipulated idiom in English could not portray an analogous double reading considering the accompanying image (translation scenarios 1, 3 and 4) and it was hence necessary to create an *ad hoc* phraseological equivalent. In this regard, 32 trainee translators (91%) had recourse to Word Sketch for translation scenario 1; 18 respondents (51%) consulted Word Sketch for translation scenario 3, and 20 participants (57%) employed this feature for scenario 4. As it can be observed through these percentages, trainee translators encountered more difficulties when aiming at creating phraseological equivalents with the lemma *espalda* ('back') than with the lemma *cabeza* ('head'), which implies that the effectiveness of Word Sketch in the query process will chiefly depend, among other factors, on the recursiveness of every specific body image in the phraseological repertoire of the given language. Nevertheless, in order to overcome this

obstacle, 5 trainee translators in translation scenario 3 (14%) and 7 respondents in scenario 4 (20%) were able to provide an *ad hoc* phraseological equivalent by exclusively employing a simple query on a parallel corpora, which means that a total of 23 trainee translators in scenario 3 (66%) and 27 in scenario 4 (77%) were capable of offering an *ad hoc* phraseological equivalent by having recourse to corpora, either consulting Word Sketch in the monolingual corpus eseuTenTen or the simple query in the parallel corpus OPUS2.

However, there is a specific case in which most trainee translators did not need the assistance of Word Sketch: translation scenario 2, where the manipulated somatism in the ST (*to go on a head*) holds a primary correspondence in Spanish (*ir en cabeza*) whose manipulation can portray an analogous double reading related to the accompanying image. In this context, only 8 trainee translators (23%) had recourse to Word Sketch in contrast with the 17 respondents (49%) who employed the simple query in the parallel corpus OPUS2 in order to provide a phraseological equivalent for the TT. These results suggest that trainee translators employ Word Sketch as a documentation tool only when the manipulated idiom in the ST does not possess a primary correspondence in the phraseological repertoire of the target language which may be subject to an analogous manipulation.

Finally, as it has been stated in the previous section, translation scenarios 3 and 4 presented the same manipulated idiom within two similar sentences (*[I've] got your back*) but accompanied by different images. The objective of selecting two different images for the same idiom manipulation was to analyse whether the creation of *ad hoc* phraseological equivalents for the TT was mainly determined by the source text or by the source image, or both. Although 34 respondents (97%) offered different translation proposals for both scenarios, a closer analysis allows us to detect that only 5 trainee translators in translation scenario 4 (14%) and 2 participants in scenario 3 (6%) provided manipulated somatisms with different bases from *espalda* ('back'), which accounts for the dominant influence of the source text (above the source image) in the creation of *ad hoc* phraseological equivalents. Among these proposals, it is possible to observe manipulated somatisms with lemmas such as *columna* ('backbone'), with 2 occurrences (6%); *espina* ('spine'), and *hueso* ('bones'), with 1 occurrence each (3%), for translation scenario 3; and *tronco* ('trunk') or *palo* ('stick'), with 1 occurrence each (3%), for translation scenario 4, all of which reflect the two different accompanying images: the skeletons in translation scenario 3, and the stick men in scenario 4. In the light of these results, it is hence particularly important to teach trainee translators how not only the source text but also the source image can be of great assistance in the creation of *ad hoc* phraseological equivalents for the TT.

8 Conclusion

The shrewd digressions portrayed by manipulated idioms lay out a perfect symbiosis in which two readings (the literal and the figurative one) are concomitantly present, and hidden; both of them so softly depicted that they become unseen, but not unnoticed. It is in this scenario that the translator must be less of an impersonator and more of an impressionist.

This idiom manipulation, along with the crosslinguistic phraseological anisomorphism, should not cast a shadow on the translation task, but it should serve to give centre stage to a translator who must now (re-)create a parallel artwork with a symmetrical polysemy to the one evoked in the ST, so that both sides of the painting are faithfully depicted on the target canvas.

If, as Heinrich Heine once put it, “translating is dancing in chains”¹¹, rendering manipulated idioms into the TT can easily become dancing *in vain*, unless the translator is equipped with the appropriate garments. Our teaching proposal, comprising the search engine Word Sketch and a set of protocolised tasks, has thus been conceived in order to help trainee translators walk this balanced tightrope between literality and figurativeness in the manipulation of idioms for the TT.

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¹¹ "Übersetzen heißt in Ketten Tanzen"

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