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Editorial: Holmes and New Profiles in Translation / Gabriel Quiroz; pp. 5-10

Thematic Categorization of Cultural Analysis: A Proposal for Translation / Paula Igareda; pp. 11-32

In this paper, an analysis is made of the cultural referents of several literary texts and their translation from Spanish into German and English using a methodological tool for cultural analysis. First, the article presents a brief overview of literature focusing on the translation of cultural elements, and of the main existing classifications and theories (in order to structure the methodological tool), and finally, some examples of how the cultural elements that have been translated in the corpus of the study are described. One of the main conclusions is that translators favor the use of neutralization or they look for a functional equivalent in the translation of these works.

Keywords: translation, cultural influences, methods, literature.

Classification of Conceptual Variation of Terms Based on the Semantic Discursive Modulation / Irina Kostina; pp. 35-73

This paper outlines a proposal to classify the conceptual variation of terms represented by regular and irregular polysemic processes, to which terms as lexical units are subjected in discourse. Definitions and explanatory contexts are retrieved from a specialized text using metalanguage patterns. Data are analyzed quantitatively and qualitatively. The conceptual equivalence axis is used as an instrument for the semantic analysis of in-context term behavior. Conceptual variation represented by regular polysemic processes comprises

81% of the sample, whereas conceptual variation represented by irregular polysemic processes makes up 14% of this. Mixed variation occurrences account for 5% of the sample. Criteria are specified to distinguish among various meanings of a single concept, represented by a term or its lexical-semantic variants. Results will provide a basis for future research on the disambiguation of in-context terms.

Keywords: conceptual variation, terminology, meaning disambiguation, polysemy, continuum object, conceptual equivalence.

Reading Comprehension: Interpretation and Translation of Metaphors in Academic English / Elena Carslen de Escudero, María Silvia Sastre & María Soledad Loutayf; pp. 77-102

Translating is regarded here as interpreting a message and re-wording its meaning using linguistic as well as encyclopedic knowledge, taking into account the elements in the text and its context. Within this frame, in this paper we try to show how culture and encyclopedic knowledge influence metaphor interpretation, on the basis of translation procedures involving an interactive view of reading. Metaphors found in the texts used in the reading comprehension courses at the university were analyzed. Different mapping conditions and meaning problems with metaphors in different cultures were also studied. The results provide teachers with strategies to guide novel readers in metaphor interpretation.

Keywords: metaphor, hermeneutics, interactive approach, reading comprehension, culture.

Equivalence in the Translation of Phraseological Units. An Empirical Study / Germán Darío Mira Álvarez; pp. 105-131

This article presents a contrastive analysis of the translation of a sample of phraseological units taken from the novel *Rosario Tijeras* and from its English version. Firstly, the elements affecting the equivalence in the translation of this kind of units are determined; secondly, each procedure used in the translation is identified; lastly, the degree of adequacy obtained is evaluated and the conclusions of the study are presented. The objectives of the study include: making a contrastive analysis which characterizes the type of equivalence achieved in the translation of the units in the corpus, identifying the kind of procedure used in the translation, evaluating the adequacy

of the translation in each of the procedures used and proposing a method to evaluate the degree of adequacy in the translation of phraseological units. The method involved, firstly, identifying the units in the source and target text and extracting them. Then, the phraseological status of the units was compared against a series of lexicographic works and electronic corpora of reference, both in Spanish and English. The next step was to determine the kind of semantic, morphosyntactic and pragmatic information that characterized each unit and its English language counterpart, in order to create the individual filing cards. This information was electronically stored in a lexicographic database, so it could be systematized and later analyzed. The results showed that loss or change of meaning in the translation of phraseological units occurs when some components that make up the meaning of the original units are not retained, when there is a wrong interpretation of the meaning of the unit, or when the translator fails to recognize its presence. The procedures leading to this kind of loss have also been identified. On the other hand, some strategies have been identified that change the meaning of the unit, but still constitute appropriate translation equivalents in their context. The translation of phraseological units is particularly complex because it is not always possible to keep their pragmalinguistic and sociocultural components, which can result in a significant loss of meaning. Due to this complexity, some strategies and procedures for the translation of phraseological units should not be aprioristically considered as the most or least appropriate, and should only be evaluated in the context in which they are used. The results of this empirical study can be regarded as a method to evaluate the translation of phraseological units.

Keywords: phraseological units, translation, equivalence, contrastive linguistics.

An Approach to Translation Didactics of English-Spanish Scientific and Technical Texts / Norman Gómez & Jorge Iván Gómez; pp. 135-163

This article shows some reflections obtained from the project “An approach to translation didactics of scientific and technical texts”. The project was carried out following these steps: searching for and selection of curricular information and readings about translation as a theoretical support for the proposal; creation of the Teaching Handbook for the Translation of

Scientific and Technical Texts from English to Spanish, including its learning portfolio to evaluate its workshops; testing of some workshops and implementation of strategies for its divulgation. This project evidenced the shortage of programs for scientific and technical translation in Colombia, the lack of consensus in the conceptualization of the text types referred to as specialized languages, and the need for revising the rigid structure followed, in general, by the existing translation handbooks. This handbook can be used in different translation settings, thanks to the universality of the technical and scientific languages and to the features it presents. However, it is necessary to continue testing its results in different settings in order to improve the research of translation didactics.

Keywords: translation didactics, scientific and technical texts, translation competence, portfolio assessment.

Assessing Reading Strategy Training Based on CALLA Model in EFL and ESL Context / Alireza Karbalaei; pp. 167-187

Reading strategies instruction is currently gaining much attention as an effective means of enhancing reading comprehension. In this research, we examined the effect of Underlining Strategy Intervention, based on the CALLA model in EFL and ESL contexts. A group of one hundred and eighty-nine college students were randomly selected from different universities in Iran and India. Based on a proficiency test, students were grouped into high, moderate, and low levels. Then, the underlining strategy was taught during the treatment sessions. The results suggest that intervention or explicit instruction was effective in increasing the reading comprehension of both Iranian and Indian students although Indian ESL students were able to perform better in comparison to their Iranian EFL counterparts. There was no significant difference between proficiency level and students' performance in reading comprehension in EFL and ESL contexts. In addition, there was no significant difference between males and females in both contexts.

Keywords: reading strategies, English (foreign language), English (second language).

French-Spanish Translation of Legal-Institutional Texts: Main Parameters Aimed at Students of Translation and Interpretation / José María Castellano Martínez; pp. 191-214

In this paper, an analysis is made of the main characteristics of both French and Spanish legal speech in order to propose different translation strategies for students of Translation & Interpretation Studies. The study focuses on the lexical-semantic aspects of the languages, in particular those that frequently appear in the writing and translation processes of legal documents in French. After an introduction to the general characteristics of legal speech, we study the more relevant lexical and semantic aspects of French legal language. All these questions are accompanied, not only by different proposals of translation, but also by examples based, above all, on the main French codes. At the end, a comparative table of the most representative legal and political institutions from France and Spain is offered, with some suggestions of possible translation techniques.

Keywords: French-Spanish legal-institutional speech, French-Spanish legal-institutional translation, teaching in Translation & Interpretation, French-Spanish legal-institutional terminology, translation strategies.

Review: Specialized Translation in English and Spanish of Economy and Business Genres / Pedro Patiño; pp. 217-221

Editorial: Metacognition and Reading Comprehension / Alireza Karbalaei; pp. 5-14

College Academic Writing: State of the Art / Elsa Maria Ortiz Casallas; pp. 17-41

This paper presents a general analysis of studies in college academic writing, both in Colombia and abroad. Its objective is to establish the current state of this intellectual field and propose new investigative trails that explain, contextualize and clarify the problems that students confront concerning college academic writing. The documents used (research studies and theses) were examined and analyzed using the approaches, methodology and theoretical frameworks found within them. Results indicate that, in general, the research trend in college academic writing has been more focused on the regulation and discipline of the writing practices themselves, than on the identification and analysis of specific tactics and theories that students and teachers' use to develop their academic work. There are few studies that document these theories and analyze the social representations found in academic writing. For example, what is the relationship between the subject and the theory used to analyze it, and are there any discontinuities?

Keywords: academic discourse, social cognition, writing evaluation.

The English Reading Strategies of Two Colombian English Preservice Teachers / Ángela López Velásquez & María Cristina Giraldo; pp. 45-76

This study focuses on the findings of a research project that aimed at identifying the English reading comprehension strategies used by two pre-service English teachers, one a successful reader and the other a less successful reader. The participants were students of a B.Ed. undergraduate program at a public university located in the Colombian Eje Cafetero. Methodological procedures included the collection of reading data through "think-aloud" protocols, and analysis was based on the constant-comparative method. Findings suggest that three main differences affected the reading skills of

the two TEFL groups: the number of strategies evoked, the frequency of their use and the effectiveness of the strategy used by each reader. The article addresses implications for reading instruction and research based on both cases.

Keywords: reading comprehension, metacognition, preservice teachers.

CLILL: Colombia Leading into Content Language Learning / Mónica Rodríguez Bonces; pp. 79-89

Content and Language Integrated Learning (CLIL) has been adopted by many nations as a methodology to reach bilingualism. Nonetheless, the implementation of CLIL in Colombia goes beyond teaching a core area in English. It implies a long process, including multiple factors to achieve success. This article presents a general background of the process of bilingualism in Colombia, and analyzes how different kinds of institutions approach this governmental policy through critical reflection. The paper presents the challenges of adopting Content and Language Integrated Learning (CLIL) as a strategy to achieve bilingualism. Four key aspects are described to reach the goal of having a bilingual territory: language learning approach, teacher training, development of materials and cultural and intercultural competence. It is argued that bilingualism may be achieved in the long term by addressing these four aspects when implementing CLIL.

Keywords: Content and Language Integrated Learning, bilingualism, curriculum.

Exploring Writer Identity in Mexican EFL Students' Academic Writing / Ruth Roux Rodriguez, Alberto Mora Vazquez & Nelly Paulina Trejo Guzman; pp. 93-115

The objective of this study was to explore writer identity in Mexican undergraduate students of Applied Linguistics writing in English. We focused on the participants' use of first person pronouns and the ways in which they conceptualized their identity as authors of their essays. We employed a combination of text analysis and discourse-based interview methodologies. Findings indicate that participants who made ample use of first person pronouns employed them to present personal experiences rather than to project a strong authorial self. By contrast, those who made little use of

first person pronouns seemed to project stronger authorial selves by employing a broader range of stylistic choices. The use of first person pronouns is not essential in the development of strong authorial selves. Higher education should provide better opportunities and resources for students to learn how to project a strong authorial presence in the academic texts they write in English.

Keywords: authors, discourse analysis, form classes (languages), academic discourse, English for academic purposes.

Socio-cultural Politeness in Medellin and Japanese Societies: An Introduction /Ji Son Jang; pp. 119-157

This paper presents an intercultural analysis between Medellin and Japanese societies, taking into account the variability of the socio-cultural politeness from one culture to another, in order to serve as support for second or foreign language learners. As a starting point, we present the theories of interlanguage pragmatics, pragmatic transfer and the model of politeness of Brown and Levinson, and its alternatives. The corpus of the study is based on some examples collected in Medellin and in Japan. The analysis focuses on some speech acts, especially in non-supportive relationships. In such relationships, in Medellin society it is preferred to save the positive image and in the Japanese, the negative one. It is important to point out explicitly the variability of socio-cultural politeness from one culture to another, not only to advanced learners of a second or foreign language, but also to beginners.

Keywords: socio-cultural politeness, intercultural analysis, pragmatics.

Task and Communicative Competence: Reflections from a Focus Group / Mercedes Vallejo Gómez & Juan Diego Martínez Marín; pp. 161-197

The objective of this paper is to describe a foreign language learning management theory that focuses on the identification and structuring of a communicative task; the task functions as an articulating element in the development of communicative competence. This research proposal was conducted using “action-research” and with the support of participating teachers, with the intention of creating a collaborative work that centers on reflection, critical dialogue and transformation. A teachers’ focus group was organized, journals were made, a diagnostic survey and semi-structured interviews were conducted with teachers. Finally, a learning and teaching

management guide was built collaboratively. As a result, we organized a guidance document, as one of the partial findings of this ongoing research, that promotes communicative competence as a part of an integral concept of language, and that conveys social agents into specific situations of intercultural communication. The document takes into account the following: the definition of a communicative task; the pre-tasks planning that leads to the achievement of the communicative task; the task assessment through formative strategies; the activation of learning strategies; the development of some tasks in physical and virtual environments; and the teacher's reflections once the cycle has been completed. The re-validation of the activities suggested by teachers in the foreign language learning process proved to be an integrating factor for the development of a communicative task. The inputs and outputs of the tasks materialized into a series of different instruments that helped produce comprehensive, interactive and productive conditions.

Keywords: communicative competence (languages), second language learning, formative evaluation, personal autonomy.

The International Certification System for Spanish as a Foreign Language in Antioquia (Colombia): Experience and Perspectives / Gustavo Jaramillo Cardona, Jaime Alberto Naranjo & María Claudia González Rátiva; pp. 201-227

The International System for Spanish as a Foreign Language (SICELE, is its Spanish acronym) is an initiative of the Cervantes Institute and a relevant group of Latin-American universities, and was presented during the Third International Congress of the Spanish Language in 2004. It aims to create parameters to standardize and mutually recognize all the different exams or certificates of Spanish as a foreign language that fall under the auspices of the organization. A nationwide *nodal work* methodology was used as the methodology of this initiative. The main goals of SICELE include: to improve professional development, the study of the legal framework, the possible planning of international exams, the respect for linguistic varieties, and the positioning of the Spanish language and the region as a linguistic destination, among other concrete tasks. This paper talks about the project, how the methodology functioned in Colombia and the challenges ahead for this area of knowledge, especially in Antioquia (Colombia).

Keywords: Spanish as a foreign language, SICELE, methods, Spanish teaching.

Towards the Formulation of a Proposal for Opportunity-to-Learn Standards / Rosalba Cárdenas Ramos & Fanny Hernández Gaviria; pp. 231-250

This paper focuses on the need to formulate and implement a proposal for Opportunity-to-Learn Standards (OTL) in the field of language learning and teaching in Colombia, with the aim of ensuring the necessary conditions for the implementation and achievement of the performance standards, as issued by the Ministry of Education as part of the National Bilingual Program in this area. First, it reviews the concept, origins, composition and models of OTL standards, and then it examines the Colombian situation to make a case for OTL in this country.

Keywords: Educational environment, Opportunity-to-Standards, Teaching conditions, equal education, education.

An Honest Start: Reassessing the Role of Theory in EFL Teacher Preparation / Juan David Gómez González; pp. 261-275

This essay revisits the long acknowledged but still unresolved theory/practice schism in EFL teacher education. The methodology used included the research of literature related to the subject, a comparison and contrast of representative examples of its current manifestations and an examination of its effects in a selected group of undergraduate students. Results showed a need for measures to be taken that would establish a more solid link between teacher education programs and teacher needs. It ends by suggesting alternative approaches that could begin to return basic and pragmatic content to teacher education and professional development programs.

Keywords: English (second language), theory/practice gap.

Editorial: Reflections on Legal Spanish as Specialized Language

Discordance between the Indirect Object and the Atonic Pronoun *le*, a Growing Phenomenon / Stella Caicedo Villa; pp. 17-43

In this descriptive, comparative and explanatory research, the phenomenon of discordance is examined between the indirect object and the atonic pronoun that doubles the object in the sentence. The article focuses on a corpus taken from the digital version of *El Colombiano* newspaper. With the help of Cratylus ® software, frequencies of discordance as well as the concordance were found, and the grammatical structures of sentences, their grammatical number, the indirect object reference to thing and person, were analyzed and results were compared. It is concluded that there is not only one explanation for the discordance and it is probably a question of the phenomenon called *fossilization*. What indeed could be proved is the high frequency of disagreement detected in cases when the atonic pronoun precedes the direct complement in the sentence.

Keywords: indirect object, atonic pronoun, grammar, discordance.

Reproach and Silence from the Perspective of Politeness Theory: Pragmalinguistic Analysis of Gabriel García Márquez's *Diatribes of Love against a Seated Man* / Víctor Julián Vallejo; pp. 45-65

This article presents the results of a pragmalinguistic analysis (specifically those related to politeness theory and conversation analysis) of Gabriel García Márquez's *Diatribes of Love against a Seated Man*. The analysis focuses on the reproach and silence used by protagonists Graciela and her husband as their central mode of interaction. Many examples of these communicative acts were selected. For examples of reproach, the face-threatening level was established, also distinguishing when it points to the positive face or the negative one; for silence, refusal to comply with the Transition Relevance Place (TRP) and Moves were established. Some conclusions are that repro-

ach works as a speech act that threatens against both images simultaneously; on the other hand, the husband's silence is communicatively characterized, identifying its meaning despite its devoid of propositional content.

Keywords: politeness theory, conversation analysis, *Diatribes of Love against a Seated Man*.

School Administration in the Implementation of the Bilingual Colombia Program in Private Educational Institutions in Cali (Colombia) / Norbella Miranda & Ángela Echeverry; pp. 67-125

This text aims to describe and analyze the school administrators' management and implementation of the Bilingual Colombia Program in private educational institutions of monolingual tradition located in strata 1 to 4 in Cali (Colombia). For this, we carried out descriptive research which, through statistics and correlation, incorporated quantitative and qualitative interpretation of surveys, the institutional educational projects and the language education policy. The research results show advances in the implementation of the policy in schools that have restructured their educational dynamics and curriculum towards the attainment of better levels of language competence of their students; however, in most schools unawareness of key issues of school administration that focus on the development of better language learning processes prevails. It can be concluded that there is a need to lead actions in the school community that acknowledge the new role of foreign language in education and the importance of managing learning opportunities so that students can achieve the expected levels of language competence. In addition, stronger support from government agencies to this sector is needed.

Keywords: Bilingual Colombia Program, school administration, educational policy.

Towards the Use of Focus on Form Instruction in Foreign Language Learning and Teaching in Colombia / Diego Fernando Macías; pp. 127-143

The article seeks to encourage reflection on the meaning and potential of focus on form Instruction as an alternative to improve the foreign language learning and teaching process of young and adult learners in Colombia. Ini-

tially, the concept and types of focus on form instruction are introduced, a brief rationale follows and findings from studies in this area are presented. Similarly, this manuscript discusses how this type of instruction might help English as Foreign Language students, especially young and adult learners, to communicate successfully as they gain knowledge of English linguistic forms. Finally, pedagogical implications are discussed and suggestions are offered regarding the use of focus on form instruction in the Colombian context.

Keywords: English linguistic forms, focus on form instruction, second language learning, second language instruction.

Review: Language and Law: Interdisciplinary Research Lines / José Luis Estrada; pp. 145-147

Review: Falling Man / Juan David Gómez; pp. 149-154

Review: Literary Translators (do) Exist / Wilson Orozco; pp. 155-158