

A translation approach to metaphor teaching in the LSP classroom: sample exercises from a Business English syllabus

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Abstract

Translation can provide a valuable contribution to the teaching of metaphor in the LSP classroom. Although all languages make use of metaphor, neither conceptual metaphors nor their linguistic renderings will necessarily always be the same across languages (Deignan et al., 1997). Thus the extent to which metaphor presents a hurdle for second language learners of professional discourse depends on the extent to which there is overlap between the metaphorical systems of the L1 and the L2. Hence it follows that a better understanding of the similarities and differences in metaphor use between language pairs can help L2 learners of different professional discourses overcome problems of transferring metaphors from one language and culture to another. In this paper I propose a translation approach to metaphor teaching in the LSP classroom, illustrating its use in a Business English syllabus in which some learner-centred cognitive translation activities have been used. The results of using this approach in that application, although still in need of further empirical research, seem to suggest that translation can constitute a valuable pedagogical and communicative means to teach metaphorical concepts and expressions to L2 learners of professional discourses.

Key words: translation, metaphor, LSP, Business English.

Resumen

Un enfoque traslativo en la enseñanza de la metáfora en la clase de LFE: ejercicios de un programa de inglés de los negocios

La traducción puede resultar un arma útil en la enseñanza de la metáfora en el

aula de lenguas para fines específicos. Aunque todas las lenguas usan metáforas, ni los conceptos metafóricos ni sus realizaciones lingüísticas tienen necesariamente que coincidir en todas las lenguas (Deignan et al., 1997). Por tanto, el grado de dificultad que presenta la metáfora para los estudiantes de discursos profesionales en una L2 depende del grado de fluctuación entre los sistemas metafóricos de sus L1 y L2. De ahí que si se logra una mejor comprensión de las diferencias y similitudes en el uso metafórico en diferentes pares lingüísticos se pueda ayudar a los estudiantes de discursos profesionales en L2 a superar los problemas de transferencia de una lengua y cultura a otra. En este artículo proponemos un enfoque traslativo de enseñanza de metáforas en el aula de lenguas para fines específicos, ilustrando su uso en un programa de inglés para los negocios en el que se han empleado actividades traslativo-cognitivas centradas en el estudiante. Los resultados de aplicación de este enfoque, aunque aún requieren mayor investigación empírica, parecen sugerir que la traducción puede constituir un valioso instrumento pedagógico y comunicativo para enseñar conceptos y expresiones metafóricas a los estudiantes de discursos profesionales en L2.

Palabras clave: traducción, metáfora, LFE, inglés para los negocios.

Introduction

A brief glance at the history of teaching foreign languages and LSP shows that in different periods translating has been accepted or rejected depending on prevailing objectives and teaching preferences (Gil García & Kondo Pérez, 2005). After an initial disregard for considering it uncommunicative and focusing purely on accuracy, nowadays there is fresh support for translation in communicative approaches to foreign language teaching (Hurtado Albir, 1988; Duff, 1989; Mallikamas, 1997; Cuéllar Lázaro, 2004). In fact, in the approaches to LSP teaching some scholars have suggested that LSP is ideal for translation purposes as it uses real-life professional discourse that is not artificial or unnatural (Klein-Braley & Smith, 1985; Klein-Braley & Franklin, 1988; Duff, 1989; Gil García & Kondo Pérez, 2005).

Regarding cognitive linguistics, with its emphasis on the interrelation between language, mind and culture, metaphor has always played a fundamental role in foreign language teaching and LSP. Indeed, different studies have highlighted the explicative value and productive patterns underlying metaphor and their potential value for teaching (among others Low, 1988; Lindstromberg, 1991; Boers, 1997a, 1997b, 1999 & 2000;

Cameron & Low, 1999a & 1999b; Charteris-Black & Ennis, 2001; White, 2003).

In my view, the integration of cognitive linguistics and translation in a co-ordinated fashion in the LSP classroom is desirable. Yet the combination of these two disciplines in LSP research is only gradually taking root (Schäffner, 2004; Samaniego Fernández, 2007) and the specific use of translation in dealing with metaphors has just been suggested by a few scholars (Deignan et al., 1997; Mallikamas, 1997; Stoddart, 2002). I claim that the teaching of metaphor in LSP can and should incorporate a translation perspective. Although all languages make use of metaphor, neither conceptual metaphor nor their linguistic renderings will necessarily always be the same across languages (Deignan et al., 1997). Thus the extent to which metaphor presents a hurdle for second language learners of professional discourse depends on the extent to which there is overlap between the metaphorical structures of the L1 and the L2. Hence it follows that a better understanding of the similarities and differences in metaphor use between language pairs can help L2 learners of different professional discourses overcome problems of transferring metaphors from one language and culture to another and avoid producing marked and non-native metaphor in L2. To achieve this, a delineation of a translation approach to metaphor teaching in the LSP classroom is proposed herein.

A delineation of a translation approach to metaphor teaching in the LSP classroom

This approach is a contrastive learning model for teaching conceptual metaphors and their realisations in L2 professional discourses through translation which is used as a pedagogical and communicative instrument. On the one hand, translation involves a conscious process of learning through which a learner can relate conceptual metaphors and their discursive realisations to their equivalents in their mother tongue. On the other hand, translation enhances interaction between teacher and students and among the students themselves. In this sense, translation is often used in pairs and groups and not necessarily in writing as students participate in oral discussions.

Regarding the context of application of this approach, I think that it can be best applied in action-oriented models that use a combination of task-based

language instruction and a content-based syllabus, as is often found in LSP teaching. In this approach students, who do most of the translation work, need to acquire a wide range of knowledge, aptitudes and skills in order to develop translation competence that consists of six subcompetences (PACTE, 2000):

- communicative competence in both languages: comprehension in the source language and expression in the target language
- extralinguistic competence: knowledge of the theory of translation, bicultural knowledge, encyclopaedic and thematic knowledge
- transfer competence: comprehension, deverbalsation and separation of the two languages, re-expression and selection of the most appropriate translation method
- instrumental/professional competence: knowledge of documentation sources, new technologies, the labour market and professional conduct
- psychophysiological competence: the ability to apply psychomotor, cognitive and attitudinal resources, and
- strategic competence: conscious and subconscious, verbal and non-verbal individual procedures used to solve problems encountered during the translation process.

Teachers also need to work in this approach as they have to prepare materials and exercises carefully to meet the teaching objectives. Should anything call for clarification the teacher must be able to explain it. This means that the teachers must know both the first and second language metaphorical systems very well. Moreover, they need to have enough background in basic linguistic theory to give clear explanations of the formal similarities and differences between the metaphorical systems of the two languages. In addition, the materials that they use must be appropriate to the students' level of proficiency and must be sequenced accordingly. In this vein, in LSPs they can exploit authentic specialized source and target texts as well as data from contrastive analyses between metaphors used in the two language pairs under consideration along with different bilingual or multilingual corpora.

A case study from a Business English syllabus

The Business English module offered by the Business School at the University of Valladolid (Spain) is taught for two years of 120 and 90 hours respectively. For this concrete application we have only focused on the first year course –namely “Business English I”. For this course we are offering a mixed syllabus focused on both business and language skills to students with an intermediate level of English. Basically we follow a combination of typical communicative methodology: a task-based approach and content-based instruction and now, as part of our adaptation to the “New European Space” (Bologna Process), we are introducing collaborative learning techniques along with corpus-based methodologies. In line with the *Common European Framework of Reference for Languages* (European Council, 2001) we believe that users and learners of a language for specific purposes are to be considered as “social agents” who have tasks to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.

For teaching metaphors in the above-mentioned Business English course in the 2006-2007 academic year we used metaphor awareness-raising activities along with English-Spanish conceptual and discursive metaphor awareness-raising activities. The former were described in Velasco Sacristán (2005) and comprised different exercises to activate the students’ awareness of metaphor, to increase the students’ knowledge of technical and semi-technical business vocabulary and to improve specialised business reading fluency. The latter are based on authentic business source and target texts and the languages involved are English and Spanish. We have also used data from contrastive metaphor analyses in Business English and Spanish such as the English-Spanish comparisons of metaphor in financial reporting studies by Charteris-Black and Ennis (2001) and Serón Ordóñez (2005) as well as that by Fuertes-Olivera and Pizarro-Sánchez (2002) on metaphors for “inflation” in English economics texts and their translation into Spanish along with multilingual corpora, the *Multilingual Corpora for Co-operation*.

Sample exercises from a Business English syllabus and results of their application

EXERCISE 1. [Source: Own elaboration with two advertisements from Russell & Lane, 1996: 70, 612] (In groups of 4)

Have a look at the “Interplak” (Figure 1) and “Orkin” (Figure 2) advertisements and find the conceptual metaphor in operation in them¹ as well as the verbal and non-verbal realisations (i.e. images) of the metaphor. Then locate examples of that conceptual metaphor used in Spanish advertisements, bring them along to class next day, display them for the whole class and comment on the similarities and differences between their realisation(s) and those of the “Interplak” (Figure 1) and “Orkin” (Figure 2) advertisements. In addition, propose new conceptual metaphors that you think can be used in both English and Spanish advertisements. Be prepared to comment on those conceptual metaphors and their realisations in some chosen English and Spanish advertisements.

This exercise was carried out in Unit 1 of our syllabus after using some activities to activate the students’ awareness of metaphor and others to enhance their knowledge of metaphoric marketing vocabulary (see Velasco Sacristán, 2005: 120-123). It involved comparison between conceptual metaphors and their realisations in English and Spanish and its use was a success as measured by student learning, interest and comment. For most groups of students it was easy to understand the metaphor **THE PRODUCT ADVERTISED IS A WEAPON** and to find at least one Spanish advertisement that used it and two or three additional metaphors used in English and Spanish advertising. Moreover, working with partners in small groups also encouraged more conversation, more questions and more learning from each other.

EXERCISE 2. [Source: Own elaboration with an advertisement from Russell & Lane, 1996: 356] (In pairs)

Translate the following advertisement (Figure 3) from English into Spanish. Be prepared to comment on your translation with other pairs of students in class.

This exercise was done in Unit 2 of our syllabus and involved translation of text from L2 to L1 containing an illustration and different conceptual metaphors, (**ALLIGATOR COLUMBUS IS LA PINTA**; **ALLIGATOR DISCOVERY IS LA NIÑA**; **ALLIGATOR AMERICA IS LA SANTA MARÍA**, etc.), based on the historic event of the discovery of America by Christopher Columbus which was used to highlight the fact that culture



Figure 1. “Interplak” advertisement. (Source: Russell & Lane, 1996: 70).

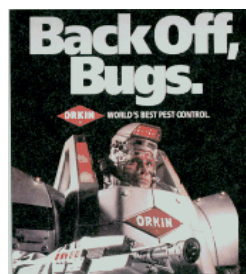


Figure 2. “Orkin” advertisement. (Source: Russell & Lane, 1996: 612).

influences metaphor in an important way. All the translation competences mentioned before played a vital part in this exercise. Of special relevance was the work with the transfer and strategic competences. Hence one of the main results of this task was that it strengthened the student's translation competence: most pairs of students provided an acceptable translation of the advertisement in Figure 3, although they commented on the impossibility of achieving "total" objective equivalence in translation and replaced this aim by a relativist ambition. Again, as in exercise 1, pair work offered a cooperative climate and promoted learners' responsibility.



Figure 3. "MOL" advertisement.
(Source: Russell & Lane, 1996: 356).

EXERCISE 3. [Source: Own elaboration with data from Charteris-Black & Ennis, 2001: 251-261] (Individually)

Consider Table 1 and have a look at the conceptual metaphor, Spanish lexis to convey it and its English translation and organise the jumbled conceptual metaphors, Spanish lexis and its English translation in a similar way.

Conceptual metaphor	Spanish lexis	English translation
DOWNWARD MARKET	derrumbe	landslide
MOVEMENTS ARE DISASTERS	desplome	collapse
	inestabilidad	instability
	agitación	agitation
	caos	chaos
	detonante	detonator
	devastador	devastating
	descalabro	calamity
	colapso	collapse
	oscilar	oscillate
	fluctuaciones	fluctuations
	crash (borrowed)	crash
MOVEMENTS ARE DISASTERS	volatilidad	pressure
CONDITIONS ARE BAD WEATHER	causar estragos	wreak havoc
	presión	climate
VERY BAD MARKET	epicentro	shake
CONDITIONS ARE AN EARTHQUAKE	clima	storm
	temporal	tremor
THE BEHAVIOUR OF THE MARKET IS THE BEHAVIOUR OF GAS	sacudir	after shock
	remezón	volatility
	t tormenta	storm
	movedizo	epicentre
	ola expansiva	unsteady

Table 1. Jumbled metaphors.

This activity was carried out by our students in Unit 3 of our syllabus and involved contrastive analysis of discursive forms and their underlying conceptual basis pertaining to market processes in English and Spanish. All of our students did it successfully and found the activity easy. They concluded that there was a high degree of similarity between Spanish and English metaphors used to describe markets and the teacher explained that this was so because they were metaphors that reflected sharedness of basic experience thus giving rise to a high degree of universality.

EXERCISE 4. [Source: Own elaboration] (Individually)

Search one economic journal in English (e.g. The Financial Times, The Economist, Fortune, etc.) and another one in Spanish (e.g. Expansión, Cinco Días, etc.) and find examples of the conceptual metaphors along with their English and Spanish lexis identified in the previous exercise as well as additional lexis for them.

This activity involved work with real use of the conceptual and linguistic realisations of the metaphors in exercise 3 and was also performed in Unit 3 of our syllabus with the students that had done the previous exercise. They found this activity difficult and challenging as they admitted that it took them longer than they had initially thought to find valid examples of those conceptual metaphors. Yet most valued very positively the use of real business texts so that they could see how different lexical choices can be used both metaphorically and nonmetaphorically in different texts and experienced a great sense of achievement when finding actual metaphorical uses of the provided lexis and additional one in L1 and L2. As an improvement to the activity, students suggested pair work to share the work load.

EXERCISE 5. [Source: Own elaboration with data from Fuertes-Olivera & Pizarro Sánchez, 2005: 51-72] (In pairs)

Identify the type of conceptual metaphor, INFLATION IS A ROBBERY; INFLATION IS A DISEASE; INFLATION IS A HORSE; INFLATION IS AN ENEMY or INFLATION IS AN ENGINE, and the type of metaphorical expression, conventional metaphorical expression, similarity-based metaphorical expression or similarity-creating metaphorical expression² in operation in the following sentences:

- a) *And what steps can we take to keep inflation in the barn rather than running wild?*
- b) *The economic impacts of these differ enormously, and could be compared to catching a cold, having the flu or being hit by a truck.*
- c) *Fear of inflation may be a lightning rod that attracts popular and political ire away*

from deeper issues such as class conflicts or disagreements about the just distribution of income.

- d) *Stop-go-driving of the British and other economies during the 1960s and 1970s proved ineffective in controlling inflation and exacted a cruel price in terms of productivity and living standards.*
- e) *An epidemic of burglaries may not lower GNP, but it causes great distress.*

This exercise was used in Unit 5 of our syllabus and although it did not involve translation yet, establishing the conceptualization and type of different metaphorical expressions on inflation is also relevant to translation. The different pairs of students taking part in the exercise identified correctly the type of conceptual metaphor in operation but a certain number of pairs had problems with the identification of the type of metaphorical expression as they did not differentiate properly conventional metaphorical expressions from similarity-based ones. Those pairs of students were told that the metaphorical expressions of INFLATION IS AN ENGINE and INFLATION IS A ROBBERY metaphors are not yet conventionalised although they may be on their way to being so and there was an interesting open-class debate on the potential conventionality of similarity-based expressions. Again pair and open-class work promoted interactive learning.

EXERCISE 6. [Source: Own elaboration with data from Fuertes-Olivera & Pizarro Sánchez, 2005: 51-57] (In pairs)

Translate the sentences from the previous exercise containing metaphors for inflation into Spanish and identify the type of metaphorical expression (conventional, similarity-based or similarity-creating) your translated expression contains.

This follow-up activity was also carried out in Unit 5 with the pairs of students that did exercise 5. As in exercise 2, students worked with all the subcompetences of translation. Interestingly enough, most pairs of students used literal renderings rather than other translation strategies. They were told after completing the activity that literal translation is not always a default rendering procedure as an attempt to reproduce metaphorical terms in professional discourses. Indeed, it is often used by translators, as they will discover in exercise 7, as a rather common method of spreading technological know-how, scientific knowledge and terminology. Moreover, the teacher told students that many economic textbooks used in non-English speaking countries are translations of English and that this has a powerful influence in causing similar conceptual metaphors. Students found the activity relatively

easy to carry out although experienced some difficulty when identifying the type of metaphorical expression their renderings were, as they were not totally sure if their translated metaphorical expressions were still new or already similarity-based metaphors in Spanish. They also appreciated their discussion with their partner to find a suitable strategy to get the best translation in each case and to identify the type of metaphorical expression they obtained.

EXERCISE 7. [Source: Own elaboration with data from Fuertes-Olivera & Pizarro Sánchez, 2005: 51-72] (In pairs and open-class)

Compare your translated metaphorical expressions from the previous exercise with the translators' ones. There will be an oral debate on the similarities and differences between the linguistic realisations of metaphors for "inflation" in English and Spanish:

- a) *¿Y qué medidas podemos tomar para mantenerla (la inflación) controlada?*
- b) *Sus diferencias macroeconómicas difieren considerablemente y podrían compararse a resfriarse, tener la gripe o ser atropellado por un camión.*
- c) *El temor a la inflación podría ser un pararrayos que desviara la ira popular y política de cuestiones más profundas como los conflictos de clase o las discrepancias sobre la distribución justa de la renta.*
- d) *La política de freno y aceleración ("stop and go") de la economía británica y otras ha resultado ineficaz para controlar la inflación y se ha cobrado un alto precio en productividad y nivel de vida.*
- e) *Una epidemia de robos puede no reducir el PNB, pero crea un gran desasosiego.*

This activity was carried out with the students that did exercises 5 and 6 who had to discuss if the translators renderings were as acceptable as their proposed renderings. They realized that translators had used literal renderings in all but one of their translations. In general, there was a high level of agreement as to the correct translation for each metaphorical expression by the translator and students justified the choice of the paraphrase in a) arguing that in that case literality would have impeded a clear comprehension in Spanish: the direct creation of similarity between A HORSE and INFLATION might not have been easily understood. Again, as in previous exercises, pair work and whole class discussion provided a cooperative climate and promoted learner's responsibility. In addition, as in exercise 2, students realized that rarely is there any "absolute right" rendering of a metaphorical expression or whole text. Moreover, they developed competence for assessing translation in terms of comprehension, conveyance of sense and style.

EXERCISE 8. [Source: Own elaboration with data from Serón Ordóñez, 2005: 13-22] (In pairs)

Considering the three different possibilities in the translation of metaphors: (i) to use an exact equivalent of the original metaphor ($M \rightarrow M$); (ii) to look for another metaphorical phrase which would express a similar sense ($M_1 \rightarrow M_2$) and (iii) to replace an untranslatable metaphor of the original with its approximate literal paraphrase ($M \rightarrow P$)⁵, identify which one is in operation in the following pairs of metaphorical expressions in English and their translation into Spanish.

- a) Wages are a red herring in the inflation debate = Los salarios son una forma de desviar la atención en el debate acerca de la inflación.
- b) Cash cows like Microsoft and Oracle lead the way = Vacas lecheras como Microsoft y Oracle están a la cabeza.
- c) Incrementalism doesn't work in combating deflation = El incrementalismo no funciona a la hora de luchar contra la deflación.
- d) The risk/reward has been getting more favourable, but it is not a slam dunk by any means = El perfil riesgo/recompensa cada vez ha sido más favorable, pero no es ni mucho menos un cañonazo.
- e) UK Strategy –Changing Track = Estrategia en el Reino Unido: Cambio de Vías.

This exercise was also carried out in Unit 5, as a continuation to exercises 6 and 7. All students identified the strategies used by translators correctly and found the activity easy after having performed the previous exercises. They also commented again on the use of literal renderings by translators, a translation strategy often used at expert level. Again the work in pairs made the activity interesting for students.

EXERCISE 9. [Source: Own elaboration with the “Multilingual Corpora for Co-operation” (MLCC)⁴] (In pairs and open class)

Search the MLCC Corpora (first set), more specifically the corpora on *The Financial Times* and *Expansión* for evidence on some of the linguistic realisations in English and Spanish⁵ of the following conceptual metaphors: BUSINESS IS WAR, BUSINESS IS WATER and BUSINESS IS AN ILLNESS. Insert different English lexis in the search word box of the corpus of *The Financial Times*, read the concordances vertically, following the search word column and the words to the left of it. Look at the examples extracted and select those in the concordances which are not literal but metaphorical realisations of those three conceptual metaphors. Then search the *Expansión* corpus to look for the translated or closely similar linguistic realisations in Spanish. Next discuss with your classmate to what extent the types of linguistic metaphorical realisations of the three conceptual metaphors are different or similar to their Spanish realisations. After that there will be an open class debate.

We used this activity in Unit 6 of our syllabus, as part of a new trend to use corpora of specialized texts for dealing with particular grammatical, lexical, lexico-grammatical, discursive or rhetorical features in our ESP classes⁶. Different pairs of students participated in this activity and commented that they considered the corpus work relevant to the activity as it provided them with a useful source of information of metaphorical expressions used in real business contexts. Additionally, they commented that activities like these were very interesting and not at all boring as they enjoyed the incorporation of new technologies in the classroom. Moreover, they thought that the “search-and-discovery” implied facilitated their learning of metaphors in English and Spanish and found it very suitable for comparison between the Spanish and English metaphorical systems in the business discourse. They also liked their autonomy as the teacher merely acted as an organiser of the activity. However, they encountered the following difficulties: a computer cannot work from a set of conceptual metaphors to identify their linguistic realisations and students had to anticipate potential lexis that could be used as metaphorical expressions of the conceptual metaphors under analysis in the corpus –pair work was of great help there. They felt sometimes overwhelmed by the quantity of material that the corpora and concordances brought to light⁷. Yet they valued positively the use of the concordances of words and phrases and their contexts to show if the word or phrase was used metaphorically or literally. The open-class debate, as in other activities involving oral discussion, was of great interest to students as it offered a cooperative climate and an active way of learning.

EXERCISE 10. [Source: Own elaboration with a text from *The Economist*, January 29th 2005] (In groups of 5)

Translate “The car company in front” text from The Economist January 29th 2005 containing different metaphors⁸ into Spanish using the “jigsaw technique”.

We used this activity in the last unit of our syllabus, Unit 8, although in each of the previous units students had already translated different texts from English into Spanish using the “jigsaw technique”¹⁰ so they were already familiar with it. Its repeated use accomplished the following: it offered students practice in self-teaching rather than having material presented to them (thus, fostering depth of understanding) and also practice in peer teaching (hence promoting autonomy of learning). We found that students enjoyed the technique, especially the grouping work and the competing nature of it and felt very motivated. As to the use of this jigsaw technique for translating purposes, we realized that it was very suitable for developing

students' translation competence, involving its six subcompetences. On the whole, this technique turned out to be very useful to scaffold the student gradual development of translation competence. Finally, the use of group working and open-class discussion of translating problems was also of great motivation for students. Regarding the specific translation of metaphorical expressions in the text, mostly idioms of a metaphoric origin, there was a high level of agreement as to the correct translation for those idioms and metaphoric expressions with a similar mapping condition in English and Spanish usually by means of a literal rendering but students had more difficulties with those idioms and metaphorical expressions with different mapping conditions and the translation method chosen: $M_1 \rightarrow M_2$ or $M \rightarrow P$.

Some additional translation exercises, such as "retranslation" or "summary translation" can be used to teach metaphors, but we think the ones presented here already used in our Business syllabus are sufficient to provide an illustration for this translation approach to metaphor teaching.

Conclusion

Ideas from cognitive linguistics and translation have been put together along with communicative language teaching methodology to produce a methodological proposal for the teaching of metaphors for LSP learners. This approach has been used in a Business English syllabus in which some learner-centred English-Spanish conceptual and discursive metaphor awareness-raising activities have been used along with general metaphor awareness-raising ones. Examples from the former have been described and commented on to illustrate how they helped or hindered learners' understanding and production of metaphors.

The qualitative results of using this approach in the above-mentioned application of a translation approach to metaphor in Business English, although still in need for further empirical research¹¹, seem to suggest useful insights and benefits in the LSP classroom, showing that translation can constitute a valuable pedagogical and communicative means to teach metaphorical concepts and expressions with which L2 learners of professional discourses may have difficulties with. On the one hand, it offers benefits to teachers as it can be used effectively to teach metaphors in different professional discourses while it also focuses on the communicative function of the language enhancing the teacher's interaction with the student

and also among the students themselves. On the other hand, it offers pedagogical and psychological benefits to students as well. First, this approach helps students raise cross-linguistic awareness of conceptual metaphors and their linguistic realisations in L1 and L2 professional discourses. Second, it also helps students develop their translation competence in different professional genres hence enhancing their advancement in a globalized world that demands professional translators. Third, it provides students with varied, natural and authentic L1 and L2 metaphoric input. Fourth, it enhances student autonomy of learning as the teacher is often a mediator. Fifth, it often promotes interactive learning via pair work and group discussion. Sixth, it fosters critical thinking via oral discussions and problem-solving situations and, seventh, it acts as a very effective stimulus to interest as students consider these activities as more fun and more encouraging as well as more challenging and more useful than others.

In view of all these results, I can conclude that some enlargement of concern is overdue within ESP on the use of translation in the teaching of metaphor in the classroom. Yet future empirical research should be carried out with pair languages other than English and Spanish, especially as regards languages with less etymological and cultural proximity, and more than two languages as, for example, in classes with students from many different culturally-unrelated countries.

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NOTES

¹ THE PRODUCT ADVERTISED IS A WEAPON.

² Students are given a definition of these three types of metaphorical expressions taken from Indurkha (1992: 1-2).

³ Possibilities in the translation of metaphors proposed by Dobryznska (1995).

⁴ These corpora consist of two sets: the first set contains articles from 10 European newspapers. The second set consists of a parallel corpus of translated data in the nine European Official Languages (1992-1994).

⁵ This task could be done with language pairs other than English and Spanish due to the multilingual nature of the corpora used. Some of the other European newspapers could be chosen for work on other languages.

⁶ In this sense, we have already used corpus data in some teaching activities of our syllabi with regard to idioms, discursive realisations of gender, etc.

⁷ Instances of some search words or expressions ran to hundreds or more.

⁸ Key: BUSINESS IS A PATH (e.g. “The car company in front”, etc.); BUSINESS IS WAR (e.g. “he wants the company to win 15% of the global car market, snatching leadership from General Motors”, etc.); BUSINESS IS WATER (e.g. “Somehow news of the banners in our factories leaked out”; etc.); BUSINESS IS A BUILDING (e.g. “When trade barriers were erected, the Japanese built their plants inside them”, etc.); BUSINESS COMPANIES ARE PEOPLE (e.g. “Of course, under the skin, they share many common parts”, etc.); BUSINESS IS RELIGION (e.g. “The Toyota creed reads much like any corporate mission statement”, etc.).

⁹ Students are divided into groups of four and each student is responsible for translating one of the four parts in the article: “Pleasing Mrs Jones”, “The strain of going global”, “Seeds of success” and “The best gets better” sections. Each student, after translating his or her part at home, meets first with students who have the identical assignment as a team of specialists who is called the “expert” group discussion to discuss their translation and to agree on a single translation. When the “expert” group finish their discussion the jigsaw groups reconvene in their initial heterogeneous configuration. Each of the students makes copies of their agreed on translated section and makes comments on it for the other group members who will do the same with their part of the text. Finally, each group makes a copy of the different translated sections for the teacher and there is an oral debate in class on the overall proposed translation. Special attention is given to the translation of the different metaphors contained in the text.

¹⁰ The jigsaw technique is often used for reading arrangements in ESP courses that follow Content-Based Language Approach (Stryker & Leaver, 1993). We started using it for translation purposes in our ESP classes four years ago.

¹¹ We intend to carry out a future quantitative analysis with our students of “Business English I” next academic year.