



Universidad  
de Alcalá

**PRAGMATIC ANALYSIS OF PUBLIC  
SERVICE TRANSLATIONS: ANALYSIS OF  
THE TRANSLATION OF SPANISH  
HOSPITAL'S INFORMATION LEAFLETS**

**ANÁLISIS PRAGMÁTICO DE LAS  
TRADUCCIONES EN LOS SERVICIOS  
PÚBLICOS: ANÁLISIS DE LAS  
TRADUCCIONES DE FOLLETOS  
INFORMATIVOS DE HOSPITALES  
ESPAÑOLES**

**CURSO ACADÉMICO 2016-2017**

**Máster Universitario en Comunicación Intercultural,  
Interpretación y Traducción en los Servicios Públicos**

**Presentado por:**

**D./D<sup>a</sup> ANGELIKA BARBARA JADACH**

**Dirigido por:**

**Dra. RAQUEL LÁZARO GUTIÉRREZ**

**Alcalá de Henares, a 1 de Septiembre de 2017**

## Índice

<b>RESUMEN .....</b>	<b>3</b>
<b>ABSTRACT .....</b>	<b>3</b>
<b>1. INTRODUCCIÓN .....</b>	<b>4</b>
<b>2. MUESTRA DE DATOS Y METODOLOGÍA .....</b>	<b>6</b>
<b>3. THEORETICAL BACKGROUND .....</b>	<b>7</b>
3.1. WHAT IS TRANSLATION?.....	8
3.2. PRAGMATICS .....	10
3.2.1. <i>Pragmatics and Discourse</i> .....	10
3.2.2. <i>Context</i> .....	11
3.2.3. <i>Relevance Theory</i> .....	11
3.2.4. <i>Implicatures</i> .....	13
3.2.5. <i>Grice's Cooperative Principle</i> .....	13
3.2.6. <i>Politeness</i> .....	16
3.2.7. <i>Presupposition</i> .....	18
3.3. PRAGMATICS AND TRANSLATION.....	19
3.4. INFORMATION LEAFLETS .....	20
<b>4. ANALYSIS.....</b>	<b>21</b>
4.1. QUALITATIVE ANALYSIS OF THE INFORMATIONAL LEAFLETS .....	22
4.1.1. <i>Implicatures</i> .....	22
4.1.2. <i>Maxims</i> .....	30
4.1.3. <i>Relevance</i> .....	49
4.1.4. <i>Presuppositions</i> .....	54
4.1.5. <i>Literal translation</i> .....	54
4.1.6. <i>Free translation</i> .....	55
4.2. QUANTITATIVE ANALYSIS OF THE INFORMATIONAL LEAFLETS .....	56
<b>5. CONCLUSIONES .....</b>	<b>60</b>
<b>BIBLIOGRAFÍA .....</b>	<b>62</b>
<b>ANEXO.....</b>	<b>64</b>

## **Resumen**

La traducción en los servicios públicos es una actividad necesaria debido a la continua llegada de una gran cantidad de personas extranjeras a España. Debido a la diferencia de idiomas, surge la necesidad de traducir documentos de interés público y que en cualquier momento pueden ser de gran necesidad para el extranjero.

El objetivo de este trabajo es el de ver cómo el campo de la Pragmática se conecta con el de la Traducción y, más específicamente, en folletos informativos de Hospitales de España. Este objetivo surge debido al aumento de la necesidad de que existan este tipo de documentos para extranjeros en un sitio de tal importancia como un hospital y de que las traducciones de estos folletos transmitan el mismo mensaje que la versión original. Sin embargo, en este trabajo veremos, además, la falta de traducciones de folletos informativos disponibles. El objetivo principal, por lo tanto, es el de analizar algunos de los folletos informativos recogidos y ver si algunos de los conceptos de la Pragmática seleccionados para este trabajo se respetan en los textos traducidos. Estos folletos serán recogidos de las páginas web de los hospitales o de otras fuentes cuando no estén disponibles en estos.

Palabras clave: Traducción – Lingüística – Análisis materiales traducidos – Pragmática – Sistema sanitario español

## **Abstract**

Translation in public services is needed because of the big number of foreigners who are continuously coming to Spain. Due to the fact that they speak a different language, the need of translating the documents of public interest is increased and those can be needed at any time for the foreigners.

The purpose of this paper is to see how the field of Pragmatics is connected to the field of Translation and, specifically, in information leaflets from Hospitals in Spain. This goal has emerged due to the increase of the need of the existence of these documents for foreigners in such an important place like a hospital and in order to ensure that the translation of those leaflet transmit the same message as the original text. However, we are also going to see that there is a lack of translated information leaflets. Therefore, the main purpose is to analyze some of the collected leaflets and discover if some of the specific notions of Pragmatics selected for this study are being respected in the translated texts. Those leaflets are going to be collected from the hospital websites and also, when not available, from other sources.

Key words: Translation – Linguistics – Analysis of translations – Pragmatics – Spanish sanitary system

## 1. Introducción

El crecimiento de la población en España, debido a diferentes factores políticos, económicos o sociales, ha producido un movimiento de la población en muchos países que, a su vez, ha provocado un crecimiento del número de inmigrantes en nuestro país. Este hecho afecta a muchos campos de trabajo que intentan satisfacer las necesidades, en la medida de lo posible, de estas personas que no conocen la lengua del país al que llegan. Aquí es donde entra el papel del traductor.

<b>Población residente en España. Datos provisionales a 01/07/2016</b>	
	<b>Valor</b>
Población total	46.468.102
Hombres	22.813.635
Mujeres	23.654.467
Extranjeros	4.396.871

Cifras de Población recogido por la INE, 2016

Muchos son los sectores que necesitan la ayuda de un profesional a la hora de traducir documentos ya que, como bien se sabe, no es suficiente tener solo el conocimiento de los dos idiomas en cuestión, hace falta también el dominio de la técnica, de la precisión a la hora de elegir la terminología necesaria y, además, ser consciente del contexto cultural para que la adaptación sea lo más cercana al texto original (Márquez).

En el caso de los servicios públicos, la necesidad es mayor debido a la situación a la que se enfrenta el paciente o usuario. En los ámbitos jurídico-administrativo y sanitario, el que solicite la ayuda de un traductor tiene la necesidad de ser entendido o de entender ciertos documentos ya que un conocimiento mínimo del idioma no es suficiente para comprender asuntos tan serios que, en muchas ocasiones, debido a un error pueden producir problemas.

Por este motivo, hay que destacar el trabajo del traductor en el que este actúa como puente entre culturas y también la importancia de otros aspectos lingüísticos que están involucrados entre el autor y el destinatario. Este hecho hace que la responsabilidad que tiene el traductor sea mayor, ya que no solo tiene que tener en cuenta la transmisión correcta del mensaje, sino que también la intención del texto original y saber traspasarlo al texto meta (Martínez, 1998). En este momento puede también surgir el problema de que no sabemos realmente hasta qué punto tiene el traductor la libertad de interpretar un texto y cambiarlo de tal forma que se transmita el mismo contenido en el idioma al que se traduce. Por este motivo Martínez explica que, en general, en cuanto hay una idea o mensaje que necesita ser traducido hacia otro idioma, podemos hablar de traducción, independientemente de los cambios que el traductor tenga que introducir en el texto meta.

Tras la lectura de uno de los documentos técnicos de la Salud Pública llamado “Inmigración, Salud y Servicios Sanitarios: La perspectiva de la población inmigrante” (2004) por la Consejería de la Comunidad de Madrid podemos ver, como el propio nombre del documento indica, qué es lo que piensan los inmigrantes cuando se enfrentan a este problema. En el apartado dedicado al comportamiento del inmigrante se mencionan tres factores que afectan a la conducta: el origen, el sexo y los hijos. A pesar de que se nombren estos tres factores, se da más importancia al primero. El inmigrante tiene ciertas expectativas al llegar a España debido a la comparación que inevitablemente hace con el sistema sanitario de su país de origen. En ese momento pueden experimentar el llamado “choque cultural” en el momento de darse cuenta de que no se corresponde exactamente con lo que ya conoce.

En este mismo artículo se reconoce la necesidad de la figura del traductor o mediador cultural: “El recurrir a figuras mediadoras, como traductores y mediadores interculturales, posiblemente agilizaría la resolución de problemas” (2004: 55). Esto es un paso hacia delante en el reconocimiento de este trabajo que tan poca atención recibe actualmente debido a que es muy reciente. De hecho, se le dedica un apartado a la importancia de la existencia de la figura de mediador cultural y este es definido como una “figura fundamental”. Además, se admite que un estudio realizado a los inmigrantes afirma que los mismos inmigrantes exigen la existencia de este profesional independientemente de su origen o sexo. A su vez, se mencionan las dos funciones que este mediador debería tener: la de “intérprete cultural y traductor de lenguas” (2004: 64). En cuanto a la segunda función, se afirma que sería necesario, por ejemplo, la traducción de las prescripciones médicas para evitar situaciones como en las que el paciente no entiende al médico y debido a la vergüenza de pedir explicación, no vuelve a preguntar y, por lo tanto, no sigue las pautas del médico.

En este trabajo, se trata en concreto el ámbito sanitario y la traducción o la necesidad de traducir folletos informativos de temática variada de hospitales de España. Como se ha podido comprobar a la hora de buscar este tipo de folletos, es muy difícil o imposible conseguirlos en muchos de los hospitales. Este hecho hace que llame mucho más la atención la necesidad de que estos hospitales precisen traducir estos folletos ya que el hecho de no darle importancia es ya en si una situación grave.

Por este motivo, surge la necesidad de realizar esta investigación para comprobar, primero, la posibilidad que tienen los pacientes de encontrar folletos informativos en su idioma (el inglés en este caso), luego comprobar mediante un análisis cualitativo si en las traducciones se respetan algunas de las nociones pragmáticas que se mencionan a lo largo de todo el trabajo como, por ejemplo, las máximas conversacionales de Grice, la teoría de la relevancia o las implicaturas. Estas nociones pragmáticas se explican mediante ejemplos encontrados en los diferentes folletos informativos recogidos en el corpus. Por último, se proporciona un análisis cuantitativo para mostrar de una forma más clara lo que ya se explica en detalle en el análisis cualitativo.

A través de un análisis detallado proporcionando ejemplos que se mostrarán en el marco teórico, lo compararemos con los ejemplos encontrados en el análisis de los folletos informativos. Se pretende demostrar la importancia de la Pragmática en la Traducción ya que si no se tuvieran en cuenta el mensaje traducido al texto meta puede perder significado o transmitir un mensaje de una forma que un nativo (para el que está

destinado el texto) pueda no entender o tenga que hacer un mayor esfuerzo para llegar al significado original.

Por último, hay que tener en cuenta que debido a la poca disponibilidad de recursos (folletos informativos originales y sus respectivas traducciones) este trabajo está limitado a dar simplemente una perspectiva de la situación. Esto, inevitablemente, no hace posible que pueda representar a todas las Comunidades Autónomas por igual, sino que solo nos podemos centrar en los folletos informativos encontrados en las páginas web de los hospitales u otras fuentes donde haya sido posible encontrar estos textos. En el caso de la Comunidad de Madrid se ha considerado la posibilidad de ir presencialmente a los hospitales para pedir este tipo de documentos, sin embargo, como se explicará más adelante, no se han podido conseguir de esta forma.

Tras la descripción del objetivo principal de este trabajo, se presenta además la estructura del mismo. En primer lugar se encuentra la metodología donde se explica la forma en la que se ha realizado el trabajo y las diferentes fuentes utilizadas. En segundo lugar, el contexto teórico que se ha utilizado para la revisión de fuentes de información relacionadas con el presente tema: la Traducción y la Pragmática. En tercer lugar está el análisis tanto cualitativo como cuantitativo de los folletos informativos donde se aportan ejemplos para justificar este estudio y, por último, la conclusión que muestra los hallazgos encontrados.

## **2. Muestra de datos y metodología**

Como ya se ha explicado anteriormente, la primera parte de este trabajo contiene el contexto teórico que es esencial para el entendimiento de la siguiente sección: análisis y resultados. Además y, como ya se ha anticipado en la introducción, el interés principal de esta investigación trata la relación entre las disciplinas de la Pragmática y la Traducción y, también, la forma en la primera tiene que tenerse en cuenta para que la traducción resultante sea mucho más efectiva y fructífera. A este objetivo, hay que tener en cuenta la recopilación de folletos informativos de numerosos hospitales de España que se muestran en este trabajo para comprobar si cumplen con algunos de los conceptos de la Pragmática durante el proceso de traducción, conceptos que ya han sido mencionados anteriormente.

El corpus que se ha recogido para conseguir cumplir con el objetivo de este trabajo contiene 46 folletos informativos recogidos de diferentes páginas web. La primera idea al pensar en el tema de este trabajo era la de añadir folletos informativos impresos recogidos presencialmente de los hospitales de Madrid debido a la cercanía a estos. Sin embargo, tras haber ido a ocho hospitales de Madrid, todas las respuestas recibidas eran negativas al preguntar si había folletos informativos disponibles en el hospital traducidos al inglés. Estos hospitales fueron los siguientes: Hospital Universitario de Torrejón, Hospital Universitario Infantil Niño Jesús, Hospital Nuestra Señora del Rosario, Hospital General Universitario Gregorio Marañón, Hospital Universitario Santa Cristina, Hospital Beata María Ana, Hospital Universitario Príncipe de Asturias y Hospital de Fuenlabrada. Las reacciones encontradas a la pregunta mencionada anteriormente era la de asombro principalmente, ya que parecía que los folletos informativos no se habían visto en inglés; otros, decían que son documentos

privados y no se pueden proporcionar a un estudiante sin permiso de la universidad; otros hospitales decían que “nunca ha habido folletos informativos en inglés, no los hay, ni los habrá”; algún hospital que sí que ha tenido algo que ver con estos folletos dijo que solo disponen de ellos cuando hay alguna campaña en concreto o, por ejemplo, el Día Mundial del SIDA. En los demás hospitales no se sabía de la existencia de dichos folletos.

Por otro lado, aunque hubiese sido lo ideal, este trabajo no ha podido centrarse en un periodo específico de tiempo ya que, en general, ha sido muy complicado encontrar folletos informativos y sus versiones en inglés. Es decir, el corpus recogido contiene folletos publicados en fechas diferentes por lo que no ha sido posible agruparlos por fechas. Para la recopilación del corpus, se ha buscado en las páginas web de diversos hospitales y, en general, no había información sobre folletos informativos en inglés (aunque sí es posible encontrarlos en español). Sin embargo, es importante resaltar que ha sido mucho más fácil encontrar esta información en las páginas de los hospitales de Andalucía.

Debido a esta dificultad, la Escuela Andaluza de Salud Pública, que había sido creada con el propósito de posibilitar la comunicación entre los profesionales sanitarios y los inmigrantes, posee una página web con una recopilación de folletos informativos. Algunas de las organizaciones u hospitales que proporciona esta base de datos de folletos informativos son los siguientes: el Gobierno de Navarra, la Comunidad de Madrid, la Consejería de Sanidad y Consumo, Castilla la Mancha, Consejerías de Salud de la Junta de Andalucía, Institut Català de la Salut, Médicos del Mundo Andalucía, la Generalitat Valenciana y la Escuela Andaluza de Salud Pública.

Una vez recogido el corpus y al decidir que el número recopilado es suficiente, ha sido necesario codificar los folletos informativos de una forma que hiciese más fácil la manera en la que poder citar los distintos folletos durante el análisis. Por ello, se ha organizado por fuentes (aunque estas estén definidas de una forma más general como ya se ha explicado anteriormente). El anexo 1 presenta una tabla de cuatro columnas que contienen la siguiente información: el nombre de la fuente, el nombre completo del folleto informativo, el código y la URL.

Tras la compilación de este corpus, se ha hecho una revisión de ideas y teorías con ejemplos de la Pragmática y de la Traducción. Después, se proporcionan numerosos ejemplos extraídos de los folletos informativos ya analizados, comprobando y analizando conceptos pragmáticos explicados en la sección anterior.

### **3. Theoretical Background**

As it has been said in the previous section, this study needs a careful review of what has been investigated in the past years by different authors in relation to these two main fields of study: Pragmatics and Translation, and how can we relate them together. First of all, a definition of what we understand by those two areas of study is needed. Then, more details are going to be introduced in order to provide examples of how Pragmatics can have an impact on the way translators deal with original texts. Furthermore, the main focus of this paper is the analysis of the information leaflets that

provide this paper with examples in which some specific pragmatic notions are proven or not to be taken into account in the translation process.

### 3.1. What is Translation?

As affirmed by Jeremy Munday (2001), the area of translation is not very old. In fact, it is very recent in history, mainly in the last decade. According to his study about Translation Studies, there are different meanings of the word “translation” as it can be applied to “the subject field, the product or the process” (2001: 4). Hickey (1998), on the contrary, comes with a very interesting and complete definition of what translation is. This definition mentions a lot of different factors that are very important to take into account. This is why it is not going to be paraphrased but quoted so that no details are missed:

“Translation is a cross-linguistic socio-cultural practice, in which a text in one language is replaced by a functionally equivalent text in another. The fundamental characteristics of a translation is therefore that it is a text that is doubly bound: on the one hand to a text in the source language, the ‘source text’ or the original and, on the other hand, to the communicative-linguistic conditions holding in the culture to which the addressees belong.” (Hickey, 1998: 63)

With that being said, Translation seems to need a significant amount of attention from the translator. In the translation process the translator always needs the original text as he or she is the responsible for transmitting the information into the target language. He or she has to be careful so that there are not changes in the original message as well as the cultural background of the target language with everything that it involves, including the choices made by the translator in following the linguistic structure or a total adaptation of the original text.

According to Hickey (1998), the next thing that has to be done in the translation process is not only the transfer of the meaning of the words used in the source text but also to adapt the linguistic, pragmatic and cultural aspects. Taking that idea into account, we can say that it is up to the translator to consider, choose and transfer what is relevant in the other language. This process is called adaptation and it is a procedure that implies the way in which a translator first understands the source text and, then, tries to find the best way to express the right message and ideas making it as accurate as possible. The idea is that the reader, hearer, and/or receiver does not need to make any effort to understand the translated message. That is how the purpose of the translator is accomplished.

Following this idea of those two main goals that a translator needs to follow, it is important to mention Hatim and Mason who explain the concept of the “translator as mediator”: the place of the translator is in between the producer of the text and the receiver of the translation (Hatim & Mason, 1990: 223). Their goal is to mediate between the different parties in order to avoid complications. Besides, Hatim and Mason (1990) highlight that the way in which a translator is considered a mediator is the same as a simultaneous interpreter so that their importance is not diminished. In that way, the fact that “translators mediate between cultures” must be clear when dealing with this idea (1990: 223).



As it may be thought, this idea can be connected to the real purpose of the translation: all actions have a purpose and translation is also one. Taking that idea into account in translation, it is essential to refer to the Skopos Theory developed by many scholars and among them Christiane Nord (2006). The word “skopos” is a Greek word, meaning “purpose” and the Skopos theory is the one that stands for the idea that the translation field goes in hand with purpose as the final aim. In that way, Nord explains that the purpose that the text has established is the choice of one translation method or another by the translator (2006: 31). The Skopos theory helps to understand that the translator is the responsible for making those decisions and he or she is also expected to, first, understand the purpose of a text and, then, to be able to transmit the same purpose in the translated text.

As mentioned by Jeremy Munday (2003: 19), throughout the history of translation the concepts of “literal” and “free”, their meanings and what path of translation is better to choose have been repeatedly treated. A little bit of history of translation before the 20<sup>th</sup> century needs to be presented. The so-called word-for word translation (2003: 20) has been discarded by Jerome in Munday, who said that this method does not maintain the content of the original message as it is too close to the ST. Sense-for-sense, on the contrary, sticks to the content itself. This distinction was the beginning of the debate between “literal vs. free” and “form vs. content” that has continued until modern times. Other authors have also followed this rejection to the word-for-word translation as it does not produce the same meaning as the original text (2003: 23).

Some of the early attempts at systematic translation theory are done by Dryden, Dolet and Tytler. Dryden was the one who has reduced translation and divided it into three groups (Munday, 2003: 25):

- Metaphrase translation is the one that coincide with literal translation.
- Paraphrase translation deals with transforming word groups and is similar to sense-for-sense translation.
- Imitation translation is related to free translation and “is more or less adaptation”.

Moreover, Munday (2003) presents that there has also been created different steps ordered by importance and created by Dolet who mentions the following steps that the translator has to follow (2003: 26): Firstly, the idea of understanding the meaning of the original message but taking into account that they can “clarify obscurities” (2003: 26). The second idea is the equal knowledge of the SL and TL languages. The third, as has been introduced before by other authors, is the avoidance of the word-for-word translation. The forth idea, “avoid Latinate and unusual forms” (2003: 26). Last, but not least; “the translator should assemble and liaise words eloquently to avoid clumsiness”.

On the contrary to this approach, or as a continuation of it, we can find Tytler (1797: 15) in (Munday, 2003: 26) who reduced those ideas to three “rules”: the first one refers to the fact that translation should be a copy of the ideas provided in the original. The second idea is about making sure that the style and manner in which the text is written should be the same as the original text. The third one is about the need of the translation to have the same simplicity in the expression of the content as the original. Both authors coincide in some of the ideas such as the understanding of the original,

maintaining the style as well as correcting the possible mistakes or adapting it to the translation.

The next step is to introduce the field of Pragmatics to the reader and to provide an explanation of the notions that are considered to be important in the translation process. Also, Including why they are important to take into account.

### **3.2. Pragmatics**

As it has been done in the section of Translation, it is important to provide first a clear understanding of what we refer to when referring to Pragmatics. There are different definitions by many different authors and linguists. Mey (1993) refers to Pragmatics as "the science of language seen in relation to its users" (1993: 5). As it is important to highlight, it is constantly repeated that Pragmatics deals with language in use. It is important to clarify that even if Pragmatic deals with the language in use, it can be also applied to written texts as it is going to be seen in this study. This section covers a section that connects Pragmatics and Discourse, the concept of context, the Relevance Theory, implicatures, Grice's Cooperative Principle, politeness and presuppositions.

#### **3.2.1. Pragmatics and Discourse**

According to the Oxford online dictionary, the field of Pragmatics is "the branch of linguistics dealing with language in use and the contexts in which it is used, including such matters as deixis, the taking of turns in conversation, text organization, presupposition, and implicature." According to Jucker (2012), this field started to gain more interest in the 1970's (2012: 495) which is showing how recent this field is. However, we cannot consider this as a small subfield anymore. It should now be considered as one of the main areas. There were two different "ways of doing pragmatics": one of them was the Anglo-American tradition and the other the Continental European Tradition. The former one is interested in the "study of meaning that arises through the use of language" (2012: 501) while the latter sees Pragmatics as "a specific perspective for studying language in general" (2012: 502).

When defining Pragmatics, it is important to mention Discourse as a key element in understanding the former one. However, people may be confused in distinguishing them as they have lots of similarities. As Cutting (2002) explains, "they are approaches to studying language's relation to the contextual background features" which is "the meaning of words in context" (2002: 1-2). Also, those two approaches take discourse into consideration as well as the text. They differ in naming the way in which a text is "meaningful and unified" as Discourse call it coherence and Pragmatics refers to that characteristic as relevance (which has a special section in this paper). The main difference between the two of them is the fact that discourse analysis stresses on the structure of the text and, besides, in the significance granted to social principles as it gives emphasis to a "socio-cultural perspective on language" (2002: 3).

In Hatim and Mason (1995) we can see that they refer to translation as a "communicative transaction". Terminology is a delicate issue in both Discourse and Translation: it is not a concordance that is only unequivocal but also reciprocal; it is not even a direct transference of words from one language into another. We can consider

terminology as a direct consideration of the cultural specific. Actually, Hatim and Mason define terminology as “vehicles of culture” (1995: 298)

Moreover, they mention the way interpreters deal with discourse pragmatic notions: when we witness a situation in which two individuals who share the same language and culture, we will hear that the speakers are using different kinds of politeness strategies which are used to make sure that both the speaker and the hearer are being cooperative. In this paper, interpreters are not the main focus of our interest which in this case it is really is for the authors. However, the fact that politeness strategies vary depending on where the speakers are from can be applied to translation too. Moreover, it is risky to try to communicate the same message in the same way without slightly changing some strategies used by the speaker of one language when translating it into another. The result may be different or may not produce the intended effect (Hatim & Mason, 1995: 298).

Now that the definition about Pragmatics is clear, the next parts of this study to be mentioned are the individual notions that are a large area of interest for this study: the relevance theory, implicatures, Grice’s maxims and presuppositions. However, before going into the Pragmatic notions, it is crucial to this study to include a section about context and its importance in the field of Pragmatics.

### **3.2.2. Context**

After reading some of the studies made about Translation or Pragmatics, it is clearly visible that the concept of context appears all the time. As defined in the third chapter of Hickey’s work, he mentions a very good definition of what we can understand as “context”. He quotes the definition that Sperber & Wilson give in their study and it is very interesting to copy the definition as it is expressed in Hickey (1998: 42-43):

“A context in this sense is not limited to information about the immediate physical environment or the immediately preceding utterances: expectations about the future, scientific hypotheses or religious beliefs, anecdotal memories, general cultural assumptions, beliefs about the mental state of the speaker, may all play a role in interpretation.” (Sperber & Wilson, 1986: 15)

Moreover, Hickey (1998) concludes this chapter about “Pragmatics aspects of Translation” with two different ideas: the first is that translation is a pragmatic notion which, in other words, means that the translator is the one who has to consider the notion of the audience and its own. Also if needed, he or she will have to make up the differences between them. The second one is the problem of context in translation. However once they know that important detail, he or she can make decisions on the matter, always taking the context always into account (1998: 52).

### **3.2.3. Relevance Theory**

Another important theory is reviewed by José Mateo Martínez (1998) who talks about Grice’s work on the Relevance Theory and the need to be relevant in the produced message. This is an idea that Sperber and Wilson had to take into account as

well. However, their perspective is considered to be controversial because it does not count on social and cross-cultural issues (Harvey, P. 1988 in José Mateo Martínez, 1998). When a message is transferred to a person, along with all the information that is intended to be understood by the hearer, the next step is the interference process where the hearer interprets what has been said taking into account not only what has been said specifically but also ideas hidden in the message, making sure that the hearer can understand by context and cultural background. The problem emerges when the hearer's native language is different.

As explained in José Mateo Martínez (1998) in his study about Relevance Theory, he explains that translation is “comparing and contrasting two different linguistic and cultural systems”. A major difficulty in the translation process has to do then with how the translator has to change or adapt the meaning that was intended for a specific culture that does not correspond with the target language. This implies the need of a process of adaptation. Related to that idea, he explains what the function of a translator is:

“A process in which the translator is seen to act as a kind of go-between who bridges the cultural, linguistic and communicative gaps between author and reader and who is legally responsible for the success in the way the reader infers the right assumptions and all the contextual effects of the original meaning.”  
(1998: 175)

Moreover, Sang Zhonggang (2006) has done research in the “Relevance Theory Perspective” and he highlights the importance of the context in this theory especially. It does not only have to take into consideration the cultural or linguistic information, but also to the hearer's cognitive surroundings. He also mentions Sperber and Wilson (1986) who explain that it is the information that the hearer has in his or her mind in order to process the information that needs to be interpreted. Therefore, the hearer does not receive the context but they choose it according to what he or she may need to find relevance from the information received. Besides, the communication is successful only when the speaker's intention coincides with the hearer's expectation.

Also, the importance of relevance can be seen if we take a look at the following diagram which is showing us that if the hearer gets to the adequate contextual effects without unnecessary effort, then we find an optimal relevance situation. (Zhonggang, 2006)

<b>Relevance</b>	<b>Contextual implication</b>	<b>Processing effort</b>
Optimal relevance	Fully comprehensible	Without unnecessary effort
Strong relevance	Relatively clear	With some necessary effort
Weak relevance	Implied	Considerable effort taken
Irrelevance	Vague and unclear	All the effort is in vain

Relevance is graded by degree (Zhou 2004: 236, Zhonggang's translation,) (2006: 45)

Now, there are more following pragmatic notions to be explained, but the following one is the implicature. Then, after all the pragmatics notions are mentioned, the next step will be to see how all these notions can be meaningful in the field of Translation.

### 3.2.4. Implicatures

In the case of implicatures, which was introduced by Grice and according to Yan Huang (2007), a distinction between conversational implicatures and conventional implicatures can be made. Wayne (2005) defines them as the “act of meaning or implying one thing by saying something else”. First of all, we are going to start out explaining conversational implicatures. Grice introduced the notion of the co-operative principle which is used to assure an effective and efficient communication. This is a theory about how people use language in their life.

Grice distinguishes between the theory of meaning and the theory of conversational implicatures. In the former, Grice explained the “relation between natural meaning in the external world and non-natural, linguistic meaning of utterances” (Huang, 2007: 24). On the other hand, the theory of conversational implicatures is the one that states that there is a way in which language gets the most out of it in terms of the communication purposes. This means that communication can get to the most efficient and effective stage if we follow some principles.

Those principles are gathered and the so-called co-operative principle is split into four categories. They are going to be explained in the following section more specifically as they need examples to be accompanied by it to be understood better. (2007: 25)

### 3.2.5. Grice's Cooperative Principle

This theory is subdivided into four categories that are going to be explained in more detail. The so-called “maxims of conversation” analyze if what is said by a speaker is true. If the information given is either not too much or not enough, relevant and in a clearly expressed way. Therefore, those maxims are going to be explained in a more detailed way with the help of examples. In those examples taken from Huang (2007), the speakers are aware of the maxims and they show that they are trying to stick to them:

- The maxim of quality deals with the utterance that is said is true.  
For example: “I’m not sure if this is true, but...” (Huang, 2007)
- The maxim of quantity explains the need of expressing things that contain the correct amount of information.  
For example: “As you probably already know...” (Huang, 2007)
- The maxim of relation makes sure that what is said is relevant.  
For example: “I don’t want to change the subject, but...” (Huang, 2007)
- The maxim of manner checks if the message is not obscure or ambiguous, if it is brief and if it is ordered.  
For example: “I don’t know if this makes sense, but...” (Huang, 2007)

Also, as mentioned by Wierzbicka (1987, 1991) in Huang (2007), she explains that some constructions are language-specific, which means that in some languages those maxims are not universal according to Griceans maxims and it is also confirmed

by Hatim and Mason (1990: 63) who explain that the maxims are not universal. In this case, it is up to the speaker whether or not he or she wants to follow the maxims or violate them (Maíz, 2015). First, in the case of the maxim of quantity the speaker has to contribute with the necessary amount of information, neither too much nor too little. In the following examples, we will be able to contrast how a speaker can be cooperative or not:

Example:

- A: Did you like the film?
- B: Yes, it's quite entertaining (Maíz, 2015).

Or:

- A: Did you like the film?
- B: Well, Woody Allen's style is quite peculiar and he is loyal to himself throughout the film but I still found it inferior to his pasts films, when he was younger and bolder and when... (Maíz, 2015).

In the first example we can see that B is giving the exact amount of information that he or she is asked for. However, in the second example, we cannot say the same as B is offering too much information.

The second maxim is quality which basically is that if people do not say true statements, they are not being cooperative. In other words, people following this maxim have to say what they believe is true and have adequate evidence of it.

Example:

- A: I'll ring you tomorrow afternoon then.
- B: Erm, I shall be there *as far as I know*, and in the meantime have a work with her (Maíz, 2015).

We can see that speaker B is not 100% sure about what he or she is saying.

The third maxim is relevance which highlights the importance of the fact that whatever you say has to be relevant to the topic of the conversation.

Example:

- A: There is somebody at the door.
- B: I'm in the bath (Maíz, 2015).

What speaker B means is that he or she cannot go to open the door, because what A says is an indirect request of opening the door. However, even if it seems like speaker B has changed the topic, it is relevant to the conversation and speaker A will not have any problem in understanding that utterance.

The fourth and last maxim is the maxim of manner which, as we have explained before, avoids obscurity and ambiguity, and also defends a brief and ordered message.

Example:

- I don't know, maybe I know, maybe not, who knows? I know what I know but who else knows that, huh? (Maíz, 2015).

This case is showing a very confusing message as it is not ordered or brief.

However, there are different ways in which we can break the maxims. One of them is called “flouting”: this is the case in which we break the maxims in a clear way so that the listener is aware of it. Then, we have “violating” a maxim in which the listener is not aware of the implicature (the speaker is lying). Another possibility is “infringing” the maxims and it can happen when the speaker is nervous and it can be an unconscious notion by the speaker. We can also find “opting out” a maxim in which the speaker actually says to the listener that he or she is not going to be cooperative, for example “It is none of your business”. The last one is “suspending” a maxim, mostly used in poetry when a poet is not being clear on purpose because the genre allows them to do so (Maíz, 2015).

### Flouting the Maxims:

A speaker can use floating with all four of the maxims and in order to understand it better. Some examples are going to be shown in order to make it clear for the reader. As we have explained before very briefly before, this is a case in which a speaker does not follow the maxims on purpose because he or she wants the hearer to understand the meaning hidden within the message which is called implicature.

- Floating the maxim of quantity: In the following case, speaker B is hiding part of the meaning which implies that speaker A is not invited in Dave's car.  
A: How are we getting there?  
B: Well, *we're* getting there in Dave's car (Maíz, 2015).
- Floating the maxim of quality: In the next example, we are going to see that the speaker says something that does not represent what they think.  
(Two friends talking about a mutual friend's new boyfriend)  
A: Is he nice?  
B: She seems to like him (Maíz, 2015).
- Floating the maxim of relevance: This happens the moment in which a speaker changes the topic of the conversation to say something else. Those speakers expect the hearers to imagine what the utterance did not say and to connect to it in some kind of way.  
A: Have you made your bed today?  
B: Today, today it's quite lovely and sunny, isn't it? (Maíz, 2015).
- Floating the maxim of manner: In this case, the speaker is ambiguous on purpose; it may be because we do not know the answer or we want to be polite.  
Mother: Where are you off to?  
Father: I was thinking of going to get some of that funny white stuff for somebody.  
Mother: Ok, but don't be long dinner is nearly ready (Maíz, 2015).

### Violating the Maxims

This way of non-observing the maxims is done in a way so that the speaker tries not to show anything to the hearer to infer any implicature. In other words, at the time the speaker is violating the maxim, the listener does not know that and he or she thinks that the speaker is being cooperative (Maíz, 2015).

- Violating the maxim of quantity: In the following case, we can see that there is no implicature for the husband. What the woman is hiding is that there is another woman, but she is actually answering to her husband's question.  
Husband: Is there another man?  
Wife: No, there isn't another man (Maíz, 2015).
- Violating the maxim of quality: In the following case we suppose that the boyfriend does not love his girlfriend. Because this is a lie, there is no implicature.  
Girlfriend: Do you love me?  
Boyfriend: Yes (Maíz, 2015).

Opting out the Maxims: The speaker shows that he or she does not want to cooperate.

Example:

- A: Did you go with him or not?
- B: I won't dignify your question with an answer (Maíz, 2015).

Infringing the Maxims: This is "the result of imperfect linguistic performance for different reasons". In other words, it happens when a speaker does not have the ability to say what he or she wants to say.

Example:

- A: Would you like ham or salad on your sandwich? (talking to a foreigner)
- B: Yes (Maíz, 2015).

Suspending the Maxims: In this case, nobody expects that the maxims are going to be followed because this is done in poetry or taboos.

### **3.2.6. Politeness**

In the case of politeness, it was intended to be included in the analysis section of this study. However, after reading all the collected leaflets, not so many examples have been found. That is why this section is not included in the analysis but it has been still considered important to include the notion of politeness in this study because of its importance.

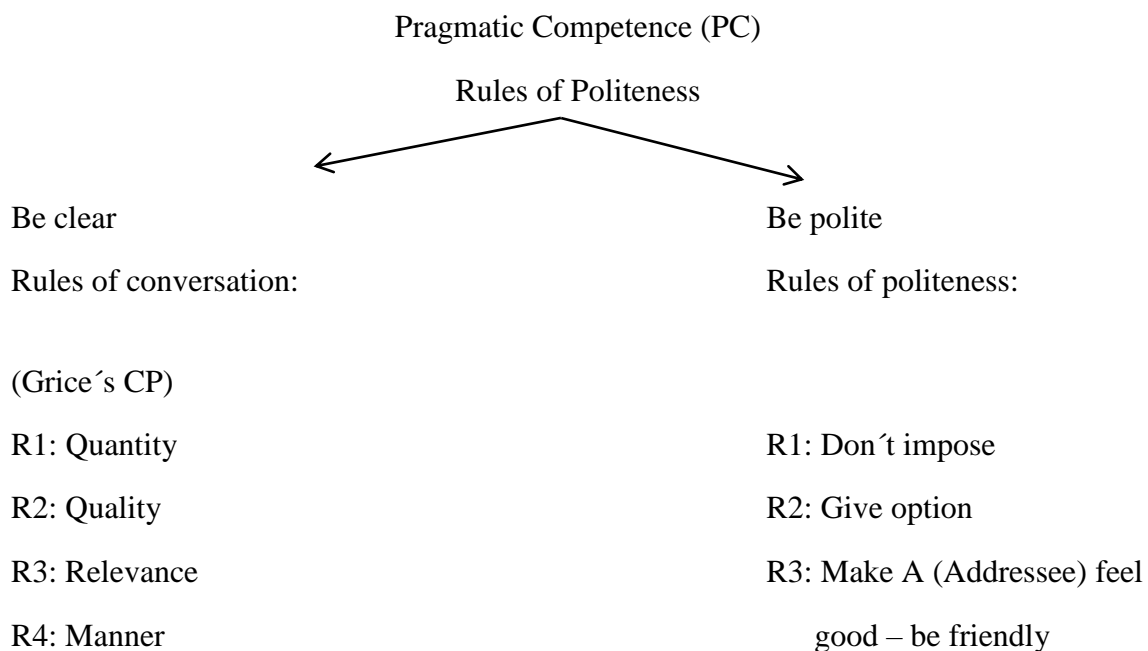
Leo Hickey (1998) gives us an essential point of view. In fact, he is already presenting in this work the way in which Pragmatics affect Translation. In relation to politeness, he focuses on what stated about the "linguistic behaviour" (1998: 54). Politeness is normally understood as a communicative feature. Most of the time we do



not observe the maxims because of politeness. So, for example, we do not follow the maxim of quality.

As it has been explained previously in Hickey (1998), functional equivalence is essential in the translation which can be better understood by looking at the context in which both texts occur. In this way, Hickey affirms that this concept changes in two different kinds of translation: “overt translation” and “covert translation” (1998: 65). The first one is the translation in which the original is source-culture connected and whose discourse is different. The second one is connected in language, register and genre.

The Politeness Theory is a wide spread topic of discussion among Linguists as it presents different approaches from different authors. That is why, Fauziati (2013) provides us with a paper about all of the theories that have arisen in this field. The first theory of Politeness that we are going to take a look at is the one of Robin Lakoff who was influenced by Grice’s Cooperative Principle so much so that her focus has changed. She suggested rules of politeness which were seen “as part of a system of pragmatic rules” (2013: 89). We will see how her rules combine with Grice’s Principle and his maxims. However, some of the politeness rules violate some of the Gricean maxims. She proposed that maxims of the Cooperative Principle are “subordinated to those of the Politeness Principle” (2013: 89). The two rules that she proposed were: 1. Be clear and 2. Be polite. However, the second rule includes subsections that can be explained in the following diagram taken from Watts (2003: 60):



Pragmatic Competence, Rules of Politeness (Watts, 2003)

In this theory, we see that the difference has to do with maintaining some norms that are only seen in certain languages. In this case, a translator should use a cultural filter in order to adapt the whole linguistic message.

The second theory is the one of Brown and Levinson from 1979 which is the most influential one. In this theory, politeness is seen as “conflict avoidance”. The

protagonists in the Politeness Theory are rationality and face and those two can be seen in the Model Person mentioned in the article. This model deals with the intention of the speaker and the danger of affecting the participant's face in trying to achieve that intention. In that way, the speaker should try to minimize the possible damage with the help of certain strategies. When we talk about face we are referring to feelings which can be related to the person itself (self-image) or socially related (reputation) and we can distinguish between the positive and the negative facial expressions. The first one deals with the "desire of being liked" by the people around them and the second refers to the personal freedom. Brown and Levinson described different kinds of actions in situations where there is a face-threatening act.

- Bald on record: This strategy is directly used to express the need of the speaker mostly in an emergency like in the following example: "Don't touch that!" (2013: 93). In this case, the speaker does not take into account who the addressee is.
- Off-record: This case can be seen as an indirect request because the speaker does not need to ask for something but he or she implies his or her need. Like with the following utterance: "Uh, I forgot my pen." (2013: 93)
- On record Positive Politeness and Negative Politeness: In this case, the speaker tries to find a friendly way of getting what he or she wants or needs. For example: "How about letting me use your pen?", which in itself has all the characteristics of actually getting a "no" as an answer. Negative politeness is used more in this kind of situation and it would be expressed in the following way: "Could you lend me a pen?" (2013: 93).

As it is seen, politeness in itself can provide lots of different perspective or theories to talk about. However, as it has been explained before, the leaflets collected for this study do not have enough examples. For that reason, the next pragmatic notion is going to be explained below.

### **3.2.7. Presupposition**

Another pragmatic factor that has to be taken into consideration in the translation process and one that Hickey (1998) mentions too is the presupposition. Presuppositions, as defined by Yan Huang (2007), are the "inference or proposition whose truth is taken for granted in the utterance of a sentence" (2007: 65). The linguistic constructions that produce them are called "presupposition triggers" such as verbs of change of state, iteratives, temporal clauses and definite descriptions (Hickey, 1998: 116). Also, we can distinguish semantic presuppositions from pragmatic presuppositions. In this study, we are only interested in taking a look at the second type. This concept was introduced by Stalnaker (1977) and then developed by Stalnaker and others (Katunnen, 1974; Gauker, 1998, etc). Stalnaker (1973,1974) defines pragmatic presuppositions as the "assumptions shared by the interlocutors, which form the background of their ongoing discourse".

Stalnaker makes a clear distinction between asserting and presupposing and in order to explain it, he provides an example that we are going to follow as he mentions it

throughout the whole paper. He uses the utterance “The Queen of England is bald”. We can presuppose that in England there is only one queen and assert that the queen is bald. He is aware of the discussion that Linguists have been maintaining because they think that this phenomenon is straightly related to semantics. Presuppositions also work under negation: when we continue to look at the same example, someone would say “The Queen of England is *not* bald” and the same presupposition arises. This idea also appears in Hickey (1998: 117) who provides the following example: “She loves her job” and “She does not love her job”. In both utterances the presupposition is “She has a job”.

Presuppositions can be explained in two ways: the one of the “semantic relation holding between sentences”, which... or the one that has the need of a pragmatic analysis. The latter explains that the situation in which a statement is produced should be taken into account, including the speaker’s intention as well as the hearer. What counts for Stalnaker is what he calls the “background beliefs of the speaker”: when we communicate with people and we have a discussion about a topic, we assume that the hearer shares common knowledge and information with us, which makes the conversation efficient and, in this way, we do not have to repeat any information that we assume to share. On other occasions, speakers may use language indirectly and express something to the hearer in a way in which the speaker knows that the other person will be able to infer the hidden message. It may bring some problems though, as some speakers may prefer people to tell them the proposition in a straight and direct way because inference requires more mental work (Stalnaker: 51-52).

Then, to conclude, Stalnaker admits that his intention of “separating semantic from pragmatic features of linguistic expressions and situations, and of explaining a certain range of phenomena in terms of pragmatic rather than semantic principles” (1999: 60). And, although it would be possible to go into more detail on this matter, we can see what is of interest for this paper: the fact that a presupposition is not merely a semantic notion but it can only be seen only from the pragmatic perspective only.

### **3.3. Pragmatics and Translation**

After the description of Translation and Pragmatics separately and the different notions of theories in those two fields, what has to be proved in this section of the study is the fact that Pragmatics and Translation are actually related and that the former is needed by the other in the translation process. That is why, a review of other authors or researchers who has already discovered this relation between both fields is going to be presented so that the reader can see that this connection is very well-known.

In her study, Hernandez Cristobal (2003) proves that Pragmatics and Translation come in hand with the comparison of two definitions: one of what pragmatics is by Escandell Vidal (1996) and another one of what translation is by Snell-Hornby (1995). Hernández Cristobal compares the way in which they both use the concept of “intention” in both definitions. Indeed, she proves that we got to a situation in which we can find full chapters in translation books about pragmatics when before there was no information about that field in those kinds of books. Some of the studies that investigate the relation between pragmatics and translation mentioned by Hernández Cristobal are

Reiss (1987), Newwak (1991), Fawcett (1997), Hatim y Mason (1990), Gutt (2000, 1991) or Beaugrande et al (1992) among others.

Another important researcher is Leo Hickey (1998) who, even if specialized more in legal translation, has already claimed in his work *The Pragmatics of Translation* that pragmatics is a key element in understanding the field of Translation. He mentions the way in which translators have to consider some of the pragmatic factors in the translation process such as the politeness strategy, relevance theory, the presuppositions and a long etcetera. Besides, he highlights the understanding that is spread nowadays of the importance of Linguistics in general in the translation process and he also explains that a translator does not only “say” in one language what somebody or some piece of writing has ‘said’ in another”, it involves other factors that need to be taken into account (1998: 1). A very interesting idea is also the concept of power introduced by Gentzler and he quotes him and we can interpret that as the way in which the translation process is a subjective process because the translator chooses what he introduces in the target text, what he or she considers relevant, etc. Besides, Hickey gives us one more reason to believe that translation and pragmatics are closely related because:

“Pragmatic approaches attempt to explain translation – procedure, process and product from the point of view of what is (potentially) done by the original author in or by the text, what is (potentially) done in the translation as a response to the original , how and why it is done in that way in that context”. (Hickey, 1998: 4)

Hernández Cristobal mentions Colina (1997: 126) who requests a bigger awareness in the importance of these two fields to be together. What she wants to highlight is the fact that textual linguistics, discourse analysis and pragmatics should be applied in translation, either in theory or practice. In Hernández Cristobal’s text we can see that Pragmatics is mentioned in Translation studies. As explained in her investigation, she affirms that the knowledge of Pragmatics and implicatures makes the translation process easier because it makes the translator aware of the mechanisms used in the original text. First of all, it is important to take into account that this field of Linguistics, as explained by Fawcett (1997), was first developed in the spoken language. However, it started to be also relevant in the analysis of written texts in which Translation is part of (Hernández Cristobal, 2003)

### **3.4. Information Leaflets**

In a lot of websites dedicated to information leaflets, we can see that people are aware of its importance and also of the information that should be in it. Besides, an information leaflet has to be legible, easy to get by the patient and the information in it should be written in a way so that patients can understand what they need to know. In the article about how to do leaflet for patients, we can find a list of things that should be included in them, depending on the type of leaflet that we are talking about. For example, the information that should be included in those informing about illnesses and treatments is: what is the goal of it and who the intended reader is, what illness is it and what it is, how and when is it produced, how can it be transmitted, symptoms, how is it diagnosed, what kind of test should be done with this illness, side effects or risks,

emotional aspects involved in this illness and who and how contact people who can help in case of having more questions (Mayor Serrano, 2008: 16)

However, that study about leaflets has been carried out taking into account the opinion of what patients think about the information that appears in those pamphlets. The sample was taken from a hospital of chronic respiratory and cardiac diseases in which 65 patients participated. The study states that a 63% of the participants in the survey admit that the leaflets that were given to them did not provide them with new information: lots of them did not understand some terms that appear in them which leads to misinterpretations (Mayor Serrano, 2008).

Marisa Ros Collado and Carmen Ollé Rodríguez have been already considering that when thinking about foreigners, we have to take into account several factors: the country of origin, language, religion or culture among others (Collado and Ollé Rodríguez: 2). All those help us to adapt some of the procedures in order to make the healthcare available in an easier way. A situation of fear, suspicion or loneliness is common in immigrants. These individuals have to face several restrictions that are separate in internal restrictions which are explained as the internal factors of a person that helps him or her decide to go to the health service and external factors appear once the person has made the decision to go to the health service caused by the lack of knowledge of the health service, cultural factors, communication problems...

In order to reduce those restrictions, there is an action proposal which is said to be applied by both the community and the health service. One of the proposals is the consideration of hiring translators and interpreters or mediators (Collado and Ollé Rodríguez: 7). Besides, we can also find the consideration of hiring medical staff with different origin or cultural background taking into consideration the immigrant population.

Moreover, we can observe that in this article they are showing a lot of awareness about the situation that we are experiencing nowadays and the recognition of the need of having a cultural competence. Very frequently, health professionals have ideas about immigrants that may not even be true which make the understanding between cultures even more difficult, the interpretation of the expectations or needs of the patients. Some of those differences are the following: the language barrier, physical features, ways of life, beliefs, perception about illnesses, usage of alternative ways of treatment related to the traditional medicine, frequent attendance and many others (Collado and Ollé Rodríguez: 12). In general, according to this article, communication is the key of giving attention to the patients.

#### **4. Analysis**

In this fourth section of this paper, the complete analysis is going to be presented in the clearest way possible. In general terms, this project is, on the one hand, an explanation and a review of issues related to the translation of information leaflets and the main Pragmatic and Translation theories related to the analysis of those leaflets. On the other hand, it is the compilation of a corpus of information leaflets in Spanish and the corresponding English translations that have been collected in order to find out which Pragmatics notions are usually followed by translators of those leaflets.

Furthermore, the possibility of providing a quantitative result of the final findings after the analysis is given to the reader to leave the study with a clear image of what this study has to offer.

As this paper provides a mixture of qualitative and quantitative research, the analysis is separated into those two categories. In the qualitative part, the idea is to present the reader the examples found in the leaflets and to provide an explanation of them according to the Pragmatic notion that is being under consideration. Also, what is going to be established is that when the most common Pragmatic notion is not followed by translators, it makes the translation looks poor and could be improved following Pragmatics.

There are different topics presented in the leaflets gathered for this study. These topics include HIV, breast cancer, feeding, emergency contraception, healthy life, vaccination, heat protection, female genital mutilation, abuse, physical exercise, colds and flu, birth control options, immune system cells, a drug checklist, contraceptive methods, post-coital pills, a card of treatment, sexuality, returning to school with health, abortion, pregnancy, the disabled, childbirth and labour plan, as well as breastfeeding.

Apart from the major separation into qualitative and qualitative analysis, there is also a separation according to the division done in the previous section: based on the Pragmatic notions. Then, some subsections have been created due to the need of distinguishing the examples that are being analysed. The sequence or order of appearance is going to be done based on the most common Pragmatic notion to the least common notion. Given that there are a lot of information leaflets included in this study, the leaflets have codified names so that it is easier to identify them during the analysis and make it clear for the reader.

#### **4.1. Qualitative analysis of the informational leaflets**

As previously announced in the first sections of this paper, the analysis is going to start with a detail explanation of the examples already separated into their corresponding pragmatic notions. This sections provides lots of examples which are used to provide a clear understanding of how Pragmatics affects the translation process.

##### **4.1.1. Implicatures**

###### **4.1.1.1. Examples taken from La Rioja**

Implicatures, as explained in the background theory, are utterances that say something without literally or physically saying them. This definition cannot be fully related to written texts because it is more difficult to find examples and see or understand a hidden meaning behind a text. However, this theory can be adapted to this study. The information leaflet analysed in this section, LRJ01, “La lactancia materna: Información para amamantar”, which is about breastfeeding, provides this study with several relevant examples. The examples analysed are going to show words or expressions that have been used that have an additional meaning in either the original

text or the translation. What is included in the explanation of the implicatures is the person who has to understand or decode the implicatures: it can be either the translator or the reader of the translated leaflets.

The first example found is the translation of “hijo” as “infant”. In this case, the process followed in the implicature is that if the information given is about breastfeeding, it means that in this scenario, infants are the ones that are breastfed by their mothers and not any other older children. In this case, the translation is more accurate as it is more specific-centred (p. 3). As mentioned previously, some cases may be an example of more than one pragmatic notion and, in these cases, it can be said that the translation choice might have been done because of relevance, so as to make sure that there is no possibility of misunderstandings. However, the decision of where to include this example had to be made so as not to create a complicated and confusing separation with examples that can belong to more than one pragmatic notion. Also, on the same page, we can find the reference to “lactantes humanos” translated as “breast-feeders”. It can be said that it is common knowledge to the reader that the text is referring to human beings and that is why the original version includes this information and the translation omits it.

Several other examples of implicatures are also found in the same information leaflet. The original says “tóxicos” and in the translation it is called “toxic substances”. In this case, the second element is omitted in the original and the English language needs the second element as if it was missing. Without the second element, the sentence would have sound incomplete and the reader would have to imply the referent. This example is the opposite compared to the previous example as “ejercicio físico” is translated as “exercise”. The original in this case is more specific about what kind of exercise the text is referring to (p. 5). The next chosen example that is also on the same page is “Algunos problemas que se pueden presentar (y solucionar)” and which is translated as “Some problems that can appear (and how to solve them)”. It can be seen that the translation has been done in a more explanatory way so that it can show that there is going to be a way to solve those mentioned problems. Further down in the text, the example “vulnerable” is translated as “unprotected” and the implicature hidden behind this word is that when someone is vulnerable the person is, therefore, unprotected (p.7).

The verb “to develop”, which is the translation for “padecer” when referring to an illness is also a clear example of an implicature. The implied and additional information provided by the translation is that it can be said that if a person is suffering from an illness, it will continue to develop with time if it is not treated properly (p. 8). Other times, implicatures are created using opposites or contrary words, such as in saying “no cost” for the word “gratuita”. If something has no cost, it is free. Even if the translation is not literal, it refers to the exact same thing but in a different way (p.8). Other examples that have been found may seem obvious to the reader such as “mirar al reloj” being translated as “look at the time”; however, it can be considered an implicature because if someone looks at their watch, that person is checking what time it is. This is easily inferred because the purpose of a watch is considered common knowledge (p. 9). Then, another implicature found in this text is the naming of “recién nacido” a “baby” (p. 11). In this case, the translation skips the fact that one of the characteristics of a baby is that it is also a newborn and it is the reader’s responsibility

to deduce that. “Y lávate las manos antes de coger al bebé” is a further example of implicatures in leaflets as this sentence is translated as “and wash your hands before holding the baby”. It is clear that, if you “pick up” a baby, the purpose is holding him or her afterwards (p. 14).

It is also worth mentioning that some words that show that there is a conclusion coming is “en definitiva”, which is translated as “in a word” (p. 15). In this case, the English translation does not literally mean that the information that is going to follow is going to be only one word, but it uses an implicature to express the same meaning as the original text and every single reader when seeing those words will think that the ending of what has been said is coming right after. At other times, implicatures are used in an explanatory way as, for example, with the word “golpecitos” which is translated as “gently pat”. Only “pat” would not have the graduality in the word itself.

Another case of implicature can be found in “relaciones con penetración” which in English would be “full sexual relations” (p. 29). In this case, the translator has to understand or imply from the original text that sex with penetration means that the sexual act is “fully” done. The example “Consúltalo con el personal sanitario que te atiende” which is translated as “ask your health personnel” omits the part given about the attention by the health personnel that is included in the original text. However, it is clear that once you ask, you will get attention and that is why this example is included in this section and not in the maxim that affects quantity (p. 29).

This leaflet also provides examples of where the implicature is used as an explanation for the word that appears in the original text. The equivalent word for “hinchados” is “swollen”; however, it is translated as “enlarged” instead. The explanation for this implicature is as simple as the fact that swollen breasts get larger (p.31). Swollen can infer a medical problem that may require attention. The following example says in the original version: “Conviene que el pecho no quede congestionado” which is translated as “It is convenient to empty the breast”. First of all, the information provided in the translation does not sound like a correct translation because of the words chosen for that specific sentence, however, it can also be said that the translation is expressed with contrary words: if a breast is not congested it implies that the breast has been “emptied” in a way. Besides, the target reader is expected to infer the same meaning out of the words provided in the translation as the Spanish reader (p. 32).

Some other cases of implicatures are much more straightforward than others and, taking that into account, there is this idea that people may think that implicatures are not as visible as other notions such as the maxim of quantity which is more noticeable to the human eye. The first example I would like to present of a simple implicature would be the following: “Es una infección en una zona de la mama” which is translated as “This is a breast infection”. In the original it mentions “the area of the breast” which is more general whereas in the English translation it is more specific. However, it still refers to the same thing so it does not create any confusion in the reader’s understanding (p. 33). This can also be considered an assumption of knowledge by the translator. A second example is that of how a generic word in the Spanish language is transferred by the translator as a more specific word in English such in the case of “medicamentos” and it is translated as “antibiotics”. The implicature here is that an antibiotic is a medicine but the translator decides to be more specific as it is the kind



of medicine that the patients would be using if that was the case (p. 33). These type of decisions are sometimes very risky to make because if the original uses one particular word and not another, there may be a valid reason behind that in which the translator does not know about, especially in a field where accuracy is crucial.

In the following Pragmatic notions, sometimes some words are omitted because they are not needed for the complete understanding of an idea. At other times, the translator adds more information in order to avoid possible confusion: “más rápidamente” translated as “quicker method”. The original, even if referring to the same thing, does not include the word “method” as the reader is supposed to know what the referent is (and, of course, without putting effort into the guessing process) (p. 41). Then, implicatures like “parto simple” translated as “single baby” make the reader think that a simple or easy labour process happens only when a woman has a single baby (p. 44). The translator here may have wanted to place a distinction between a single birth and a single baby to cover rare cases of conjoined twins.

And, finally, analysing some of the last examples from this section, when someone looks closely at both texts at the same time, in the sentence it is possible to find an implicature from the sentence below the word “extracción” (“extraction” in English) is implied by the translator and is not included in the translation:

- “Últimamente han sacado al mercado un dispositivo nuevo para estimular la extracción del pezón.”
- “Recently a new gadget to stimulate the nipple has been put in the market.” (p. 49)

Another way of translation, as it has been seen previously in this text in page 8, is done with contraries. In this last example, “sin horarios rígidos” is translated as “with flexible schedules”. The implication here is that if a schedule is not strict, then it is flexible, as the translated text expresses (p. 50). The next section presents more examples with different cases of implicatures where some of them may overlap with the ones shown and explained in leaflet LRJ01.

#### **4.1.1.2. Examples taken from Junta de Andalucía**

On examining the following group of leaflets, there are also lots of examples found as in JTAND01 where implicatures are found in some expressions that are not really needed for communication such as “y si quieres más información” translated as “for more information”. This is because, behind the translation, people can assume that the information that is going to be presented is to provide more information to the reader if he or she “wants” it. Then the means to get that information are provided, but it is not compulsory to check that information out.

Then, the sentence “cuando no se use o falla el método anticonceptivo habitual y existe riesgo de embarazo” is translated as “it’s used when your usual contraceptive method fails and you are at risk of pregnancy”. In this case, the part that is omitted due to the implicature is “cuando no se use” as it seems obvious for the translator that, that

reason is well known by the reader. Further down the text, some other implicatures are also easy to find as “número máximo” is translated as “limit”. This case is easy to explain because a maximum number of something is especially the limit. What will be seen in the following example is the fact that even small parts of the text are noticed by the reader: “En el caso de utilizar anticonceptivos hormonales (pastillas, parches o anillos vaginales), debes de continuar con su uso de forma habitual” which translation is “If you are using hormonal contraception (pills, patches, or vaginal rings) you should still continue to use it”.

The information leaflet JTAND02 seems to present the following implicature: the Spanish version is “y cuyos ingresos no sean superiores a un límite establecido” and its corresponding English translation is “and whose annual income does not exceed a certain limit”. There is one characteristic to be mentioned in this sentence: the word “ingresos” is translated by adding the word “annual” to the word “income” as, the word income needs to imply that it is calculated on an annual basis.

There is already an implicature in the title of the leaflet JTAND03: in Spanish, it says “personas con discapacidad” which is translated as “the disabled”. In English, there is no need to add the word “people” as it is implied in the word. Then, another case is that of “acreditados” translated as “in a recognized situation”. “Acreditados” means that something is proven in a way, which means that the situation is being recognized, as the translation says. Further in the text, the next example can be found: “Los servicios recogidos en el siguiente catálogo” which is translated as “the services included in the following list”. The implicature found in this example implies that something is gathered to be included in a list.

In the sentence, “Reserva de habitaciones accesibles en los alojamientos turísticos” translated in English as “reservation of disabled rooms in tourist accommodation”, the original version omits part of the information that has to be guessed; “habitaciones accesibles” can have different meanings when expressed in that way. The first one would be that the rooms are approachable for a person with difficulties. The other, that it is affordable, meaning money, to that person. Then, what can be seen in this example is the fact that the English translation implies what is the actual meaning of the word in this case is, so as to avoid the same complication in the target text.

In JTAND04, the example where “En el caso de las mujeres de 16 y 17 años, el consentimiento para la IVE les corresponde exclusivamente a ellas” is translated as “Women of 16 or 17 years of age have the exclusive right to give consent”. The original text includes specifically the test about which it is talking about, whereas the translation implies that this is not needed. These kinds of implicatures are easy to identify because as the reader does not have to put too much effort to guess the omitted information. The next information leaflet, JTAND08, provides other examples such as “has ido al médico en el embarazo” translated as “did you have any antenatal care?”. In this case, the implicature is that taken from the original text and the visit to the doctor implies care. Then, when referring to a medical file, “tienes cartilla”, this is translated as “pregnancy file” which is more specific than the general word in Spanish. Another interesting example of a general translation being expanded into more specific words or expressions is the question “cuándo fue”, which is translated as “date of surgery” and in

this context ensures less ambiguity. This leaflet has a chart that is to be completed by a midwife, and the Spanish version says "explorar" and this is translated as "internal examination". The translator decided to make it more meaningful for the reader with the addition of the place of the examination even if it is clear for the Spanish speaker.

Finally, the last example from this leaflet is "cada cuántos minutos" which is translated as "how often are they coming". The question that appears before that sentence is, in the original, "Tienes contracciones?" which in English is "Do you have any contractions?". Then, it can be said that both sentences make sense in the context, but the English translation include the implicature that when saying "they" it is referring to the contractions and that has to be inferred by the English reader.

The information leaflet JTAND09 about "Childbirth and labour plan" provides this study with different examples of implicatures. The first one is found on page 5 where "la atención que desearían recibir en el parto, el nacimiento de su hijo o hija y la estancia hospitalaria" is translated as "during the pregnancy, birth and beyond". The translator implies that the inpatient's stay can be understood with the word "beyond" which includes a longer period of time than the original version. In every single one of these cases, the translator assumes that the reader has the capacity of understanding the information behind the text as part of the cultural knowledge. Then, the next example is found on page 7: "They will act with due care and professionalism throughout the process" which appears in the original Spanish version as "En ello pondrán su empeño y profesionalidad". The part of "throughout the process" should be part of the background knowledge and must be assumed by the reader.

In the same leaflet but on page 9, the leaflet is talking about the possibility of having someone next to the pregnant woman during labour. In the original text, it is expressed as "acompañamiento" whereas in the English version it says "birth partner". Again, the English version is more specific than the original text. On the same page, there is another example found: "La oferta en cuanto a tipos de salas de parto, equipamiento no convencional, confortabilidad, habitaciones individuales, etc., o son homogéneas en todos los hospitales" is translated as: "Facilities such as labour wards, special equipment, comfort, individual rooms, etc., can differ from hospital to hospital". This is another case of using contraries as in a previous example: "non-conventional equipment" is the same as "special equipment". Then, in the same sentence, the same happens with "no son homogéneas" translated as "differ", these expressions/words are also contraries as if something is homogeneous, it means that one thing differs from another.

The sentence "La realización de sondajes tras el nacimiento de un bebé sin problemas no es una práctica aconsejada" appears as "Catheterization after the birth of a healthy baby is not recommended practice" (p. 25) implies the implicature that a baby without problems is a healthy baby because the word "problems" is inferring that the baby is unhealthy. The reader will also find that on page 26 another implicature can be clearly seen: "Para su realización no es conveniente la separación" which is translated as "It is not appropriate to carry this out with the baby separate from his/her mother". In the Spanish original text, the word "separación" implies a direct reference to the separation between the mother and the baby and that is the reason why it appears in the translation.

With leaflet JTAND10, “pasos a seguir” is translated as “steps” as there is no need to provide the specific instruction of “follow the steps”. Another implicature is “cualquiera de los dos” which is translated as “either partner” for which this is referring to the partners involved. The original version of the Spanish text has “acudir al médico al primer síntoma” which is then translated as “see a doctor when the 1st symptoms are noticed”. The original version in Spanish does not need to add the part about noticing the symptoms, but the translator will have to rely on the implicature so that the reader can understand what is implied.

#### **4.1.1.3 Examples taken from Other Leaflets**

In the last group of leaflets gathered for this study, there are several examples of implicatures. Starting with leaflet OTHER01, what can be seen in this case is that the original text says “en ti mismo” and the translation is “yourself shell”, which is definitely not a literal translation. What the translator possibly wanted to express was “in your shell” or “within yourself”. The implicature in this case is created by the translator as he or she does not choose to translate this sentence literally but in a more creative way. Then, on examining other leaflets, the information leaflet OTHER04, provides the following example: “debe utilizarse únicamente de manera excepcional” and the English translation would be “is only to be used in an emergency”. When the original text says “an exceptional way”, it implies that the situation could be considered an emergency and emergencies are considered exceptional. Further on in the same text, there is an implicature in the sentence that says the following: “Más vale el uso del preservativo en el día que la anticoncepción de emergencia” which is translated as “safe sex is better than emergency contraception”. The implicature included in this example is that safe sex has a better rate of success than does emergency contraception.

Hereafter, in leaflet OTHER12, there is a piece of information that is not transmitted because it is not needed in order to get the full understanding of the sentence: “aparecen entonces los signos y síntomas propios de la enfermedad que definen el sida” which translation is “the signs and symptoms of AIDS then occur”. The missing part in the translation is the one that says in the original “which defines” and then mentioning AIDS. However, that piece of information has to be inferred by the target reader. In leaflet OTHER13, there is a characteristic to be considered: “Orientación en tus dudas” is translated as “response to your queries”. The word “orientación” means “guidance. As “guidance” is implying a response, the English translation is more specific in that a response implies that the queries will be responded to as opposed to receiving guidance on the queries raised.

Then leaflet OTHER15, provides other implicatures such as “Molestias” which is translated as “viruses” and in general would be translated as “inconveniences”. In this case the English version is more specific as the translator decides that the reader may get lost if he or she finds the word “inconveniences” or “annoyances” in this context. The same occurs with “mejorar” which means “alleviate”: the translator decides that “improves” does not suffice and imply as much as the word “alleviate” does, again, in the context in which the word is used. With “lávase las manos” which is translated as

"you should all wash your hands", the translator, before translating that part, had to imply from the original text that the leaflet is aimed at not only one person but more. There is a different case with the sentence "Baja laboral" which is translated as "sick note" because of the fact that there is a different way in which the translator has to think about a good fit for this expression. The English translation includes the reason for the absence of work and the specific common expression used and only valid reason for which absence from work is excused without investigation or prior permission. Then in leaflet OTHER18, simplified language is present in translation as in the next case of: "atención directa y personal" which is translated as "one-to-one counselling". Here, the translator has to understand and transmit to the readers that the focus of attention is direct, which in English he or she decides to translate as "one-to-one" as this selection of words implies that the counselling is done privately and is focussed in providing counselling to an individual only. Implicatures are also common in cases such as "te tropiezas" and "come across": if someone trips over something, it means that they found or came across that thing.

In the leaflet OTHER19, an implicature appears in the following way: "Y lo hace a través de muchas células diferentes" is translated as "It is made of many different cells". The translator probably, applied the following process by implying that if this action is done inside the human body with the help of those cells, then it means that it is made of them. Then, another implicature is with the word "eliminar" translated as "kill": to kill the cells is a different way of saying "eliminate" but doesn't give the impression that the dead cells will be removed. Then, in leaflet OTHER20, implicatures such as "Recordar las tomas" translated as "Jogging your memory" can be done the other way. For example, if you are reminded to jog your memory, this will help you to remember to take the shots/pills and that decision is yours as opposed to an order of "take your shots" for which the responsibility lies with the author and or translator. Further in the text, the implicature in the example that is going to be presented now is that good or optimum conditions when they are dry and that they are not leaking: "que mantienen las pastillas en óptimas condiciones" translated as "that keep the capsules dry and stop them from leaking". Finally, the last example of this leaflet shows implicatures in the sentence "Las trituradoras de pastillas las encuentras en frascos pequeños" translated as "Pill crushers look like small jars". The original text explains where the reader can find pill crushers whereas the translation affirms that pill crushers "look like" small jars.

In leaflet OTHER 21, the example chosen is: "voluntad propia" translated as "bought it yourself", specifically implies that what you bought was that own person's choice. Then leaflet OTHER24 has "are being developed" taken from the original text is translated as "se están investigando". The implicature in this case is that when something is being investigated it is also supposed to be developed afterwards. In the next example, taken from leaflet OTHER28, it is possible to see the words "más adecuado" which is generally translated as "most suitable" and in the context of the overall sentence in the Spanish version it implies that something will suit you if it is the most appropriate one: "Acuda a su Centro de Salud para la adopción del método anticonceptivo más adecuado" is translated as "Visit your Health Centre to find out which contraceptive method suits you". The English translation implies something will suit you. Implicatures are also used to avoid repetition, as in the following case extracted from leaflet OTHER31: "Las personas que la practiquen" which in English

translates to “People who practice FGM”. The Spanish original text decides not to repeat the name of the organization, while the translator decides that it is important and decides to add it.

In leaflet OTHER33, there is a different case which originally has “Puedes hablar con tus personas más cercanas también de este tema. Seguro que pueden aportarte algunas cosas que te sirvan” and the translated version opts for “Speak with the people who are nearest to you about the subject, as they can give you suggestions which could be useful to make you happier”. If something like talking to people helps someone, then, it is useful and it is making someone happy. This is an implicature that is expressed in a totally different way than the original one and may not have the same impression for the English reader.

Then, the following case is found in leaflet OTHER34, where “jóvenes” is translated and detailed by the translator as “young adults (teens)”. One of the terms would have been enough to understand what type of group of people the text is referring to or the translators could have used the word “teenagers”. Using contraries has the possibility of saying the same thing in a different way. This is the case of “es corta” translated as “it doesn’t last long”. If the duration of an event is short, then it does not last long. The last leaflet from this group is leaflet OTHER35, where “en la cantidad necesaria” is found and it is translated as “each food as needed”. In the translation, the word “quantity” is not included in the translation as the same meaning is achieved.

After the analysis of all the leaflets from the three groups gathered for this study, the next step is to analyze the following pragmatic notion which are the maxims and which is also one of the most extended ones as there are several examples found and used for this study.

#### **4.1.2. Maxims**

##### **4.1.2.1. Maxim of Quantity**

The section regarding the maxim of quantity is going to be divided into two different subgroups. As I have realized while analyzing all the examples found, it can look disjoint if all the examples are put together when they can be totally different from each other. That is why, what has been decided is to split the examples between, those “Examples with more information added to the translated text”, and the “Examples with less information in the translated text”.

##### **4.1.2.1.1. Examples taken from La Rioja**

The first leaflet in this section to be analyzed is, again, LRJ01. In relation to the maxim of quantity, it is very easy to find this Pragmatic notion in the leaflets because it is very noticeable when comparing both texts as either versions can contain more or less information.

### Examples with information added to the translated text

Sometimes, the translator adds some information for various reasons. In the case of the sentence: “el calostro va transformándose en la llamada `leche de transición`” which is translated as “the colostrum little by little becomes `transition milk`”, it can be understood that the translator may have wanted to show in a more expressive and softer way the process of transition as opposed to the more direct way it is described in the original text (p. 9).

The maxim of quantity is also affected when the information provided in the original is not enough to ensure the understanding of the intended meaning. “Aplicate frío” cannot be translated literally and presented without meaning, which is why the translation is the following: “apply cold compresses”. The reason is that people do not say “apply cold”, as a cold object with specific directions must be mentioned (p. 18). As explained previously, in terms of the maxim of quantity, sometimes more or less information is needed in order to get a good translation and a good example is in “ir introduciendo de forma complementaria otros alimentos” translated as “to add other complementary food, little by little” (p.21).

Finally, it is worth mentioning that there are some parts of the sentence that may be omitted or added and does not change too much of the meaning. Those words can be adverbs and, as this section is about adding information to the translated text, the word “massage” got an adverb to be more specific: “masaje” as “gently massage” (p.36).

### Examples with less information in the translated text

The first example found in this leaflet is the one that say “newborn” and which translation is “hijo/a recién nacida”. This can show that sometimes translations give less detail about what is being said in the original even if it is still understandable (p.7). On the same page, there is another example which is worth mentioning as examples of the maxim of quantity can be found in enumerations such as in “comfort, care and security” as “consuelo, cariño, compañía y seguridad.” In this case, the word “company” is omitted and the translated text does not include it in the list of words (p. 7). As there are lots of examples of dealing with the maxim of quantity, the following example is very clear, in which a parenthesis “(sigue esta regla: “ombligo con ombligo” o “barriga con barriga”)” is translated as “(“tummy to tummy”)” which, first, is reduced and, secondly, it is not as explanatory as it is in the original text that says the part about “follow this rule”. However, it may also be a decision made due to relevance, as it is already clear for the reader with only one of the expressions (p.11). However, later on in the text on page 14, none of the parts of the sentence are omitted: “ombligo con ombligo” o barriga frente a barriga”. At first look, this inconsistency makes it seem like the translator did not pay any attention to this expression. Other times where less information is transmitted in the target text, it is possible to find examples such as “comisura (juntura)” meaning “corner” when you translate it. The maxim of quantity is affected as the translation does not give as many details as the original with the parenthesis. However, as in other cases, the meaning is perfectly understood by the target audience with the presence of only one term.

In terms of following the maxim of quantity, there are some cases which are not as serious or noticeable as others. One of the cases that are not so serious in terms of omitting a lot of information from the original text could be the following: “más cómoda” translated just as “comfortable”. Other examples are those which erase one of the elements in an enumeration as in: “almohada y/o cojín” as “pillow” (p.14). However, further in the text, it appears again, but in this case both elements are translated: “pillow or cushion” (p. 23). This is another case of an inconsistency as it has been seen before in the sentence with the word “barriga”. Bearing in mind the concept of quantity, which has even been said that in some cases, when a translator decides to omit some of the information from the original, there is a risk of losing part of the meaning and other times there is no loss in meaning. In the following case, there is some missing information in the instructions within the target text which makes the translation incomplete: “gíralo hacia tu pecho, eleva este brazo hacia tu cabeza y con el otro brazo dirígele su cuerpo hacia el tuyo” translated like “turn him towards your breast and with the other arm turn his body towards yours” (p. 14).

There is information does not appear in the translation of “ordéñate un poco de leche y extiéndela sobre los pezones” (p. 31). The same happens with “pechos hinchados y dolorosos (ingurgitación mamaria)” when translated as “swollen and sore breasts”. Another example of the maxim of quantity showing less information given in the translation is better understood in the following example “no salga nada o muy poco” as “not get much milk”. The original states explicitly that there are two possibilities: the first one is that nothing comes out of the breast, and the second is that the quantity is not a lot. The translation contemplates only one of the options and omits the first one (p. 35). Other words that can be omitted are “pues bien” (p. 39), as they are empty words. Then, again, with the maxim of quantity, the target text takes some information out from the original text as in “Para calentar un poco la leche no utilices microondas” which is translated as “Do not use a microwave for warming the milk up”. Maybe the modifier “un poco”, does not change much of the sentence. However, the possibility of that sentence is no longer true if the translator takes that part out of the text. The translator does not have the right to decide if that piece of information is necessary or not (p.42). Furthermore, in the following example below, not much importance is given to the modifier “clear”, as it implies it is supposed to be done in an obvious and clear way in order to ensure communication and understanding. Thus, assumptions can create the following kind of situations:

- "Dejar a la persona que va a cuidar al bebé, instrucciones por escrito sobre como descongelar y calentar la leche extraída."
- "Leave clear instructions to the person who is going to take care of the baby, written instructions about how to thaw and heat the pumped milk." (p. 43)

On page 45, the first part of the sentence “La reducción puede ser entre un octavo y la mitad de la jornada. La reducción de sueldo será de la parte proporcional” does not appear in the translation because only the second part is included in the text: “Salary reduction will be proportional.” Further in the text, there is a serious case of taking information out of the text. The original text explains as follows: “No conviene pesarlo antes de 8 días ya que no todos aumentan igual de peso y sólo contribuye a generarte una preocupación innecesaria. Sigue las recomendaciones de tu pediatra o enfermero/a de pediatría y olvídate de consejos que te puedan dar con buena



intención; pero no siempre válidos.” The translation for this part of the text is: “It is not convenient to weigh him before 8 days because not all of them gain the same amount of weight and it only contributes to generate a needless preoccupation” (p. 47). This is one of the most visible example, found in the information leaflets studied, of where a significant amount of information that has not been transmitted into the other language.

Other examples of the maxim of quantity are very visible in enumerations or lists where the original provides more words. Then the translator may decide whether he or she wants to translate all the elements. However, what can also happen is in fact, that the translation of one word from the original may be not sufficient enough to understand the translated word. So then, the translator adds more words or synonyms to achieve the ultimate goal of understanding. This is clear from the original and translated text of: “Puedes utilizar escudos protectores media hora antes de cada toma, también se llaman porta pezones, copas lácteas, ventosas lácteas, cazoletas mamarias, ...No debes confundirlas con las pezoneras” (p. 48). The translation for this is “You can use breast shells half an hour before feeding; they are also called nipple correctors. Do not confuse them with nipple shields.” This may be done due to relevance, as one term may be enough or just because there is no other way to name or clearly describe and distinguish that device in the English language.

Another example of this situation is the following: “La lactancia materna es la alimentación natural del recién nacido” (p. 50), being the English version “Breastfeeding is the natural and affective feeding for newborns”. In this case, there is only one word that is not transferred. However, it is important to keep in mind that the translator should be loyal to the text. What is interesting “affective feeding” would not be a recognised expression and does not add any value to the translated text. Now, the study is going to move on to the next group of leaflets taken from Junta de Andalucía, where more examples have been found and analysed.

#### **4.1.2.1.2. Examples taken from Junta de Andalucía**

##### Examples with information added to the translated text

The title “De carácter contributivo” is translated to “Contributory and Benefits”. In this case, there is a second element added into the translated title that does not appear in the original. Then, the next example mentioned appears in leaflet JTAND03: it is another example which has less information in the original as the Spanish text says “diferentes transportes” and in English it is “different forms of transport”. The next case is from the information leaflet JTAND09 which contains a lot of different examples such as “En caso de presencia o participación de otras personas se solicitará su consentimiento con antelación” (p.10) which is translated as “Should any other people outside of medical staff (trained or untrained) and birth partners wish to be present during your labour then you consent must be granted beforehand”. The English translation contains many more details in different parts of this sentence as the fact that the translation mentions the moment that the sentence is referring to, which is during the labour; and there is also the fact of giving the possibility of having the medical staff who is trained or untrained.

In the next example “Si fuera necesaria le informarán y solicitarán su consentimiento” which is translated as “If it is necessary to go ahead with this procedure then you will be informed and your consent will be requested to clarify” (p. 16). Here, it can be highlighted that the translator might have thought that the information that appears in the original can lead to misunderstandings and, in order to avoid confusion, the target text contains more information about what the word “necessary” refers to, which is the action of doing the procedure or not. The last example in this section is from leaflet JTAND10 with the sentence “Los preservativos deben guardarse en un lugar frío y seco”, which is translated as “condoms should be kept in a cool dry place (not in a wallet)”, where the translator decides to add an example of where condoms should not be kept.

As it has been mentioned previously, the next subgroup is the one that is the contrary to this one where there are examples of where information is taken out of the original text due to the decisions made by the translator.

#### Examples with less information in the translated text

Compared to the previous section, it can be seen that, again, there are more examples that show that translators tend more to take information out from the original texts in their translations than to add information.

Bearing this idea in mind, leaflet JTAND01 presents the following example that says “cuando no se usa o falla el método anticonceptivo habitual y existe riesgo de embarazo” which is translated as “It’s used when your usual contraceptive method fails and you are at risk for pregnancy”. An important part is taken out which states that when the contraceptive method is not used, then, it does not work either. Some cases of quantity can be considered extreme as in this case, the translator has not translated a vital part of this section of the leaflet, as the translation does not specify the consequences of taking the pill regularly.

- “¿CUÁNTAS VECES PUEDO TOMARLA? No hay un número máximo. Podrías usarla cada vez que te hiciera falta, pero teniendo en cuenta que la administración reiterada dentro de un ciclo menstrual está desaconsejada debido a la posibilidad de alteraciones en el ciclo. La anticoncepción de urgencia es un método de uso ocasional. En ningún caso debe sustituir a un método anticonceptivo convencional.”

- “HOW MANY TIMES CAN I TAKE IT? There is no limit. You can take it as many times as necessary. But remember: It’s an Emergency Method. It is not recommended to be taken as regular contraceptive method.”

In the information leaflet JTAND02, there are two examples found and provided for this analysis: the first one is the following sentence taken from the original: “Para adopción de hijos e hijas en el ámbito internacional” which translates to “For international adoption”. Of course, when an English reader finds this information in the leaflet, it is obvious that it refers to children, however, there are other kinds of adoptions which may lead to confusion. Then, in leaflet JTAND05, there are topics that are much more difficult to talk about because of taboos or other issues that can affect

people. In this case, it is about protection in sexual relations. It is important that this information is fully transmitted because of the risks associated with this topic. Also, it is important to bear in mind that this leaflet is short, which would imply that all of the information should be translated: “Si tienes relaciones, cuídate. Si se te olvidó o algo falló, te queda una opción” which is translated as “Sex without protection? You still have an option”.

In JTAND07, the example that says “implante subcutáneo” in the original text, appears then in the English translation as “implant” instead of specifying what kind of implant it is. Another example of the variations from the original is sentence “Disponer de este reconocimiento posibilita el acceso a determinadas medidas de protección social” and its translation “The holder has access to certain social protection measures once they have a recognized disability”. This shows an implicature when the original text says that “Having this recognition...” without specifying that it is referring to the recognition of the disability. JTAND08 has the following information in the text: “¿Alérgica a medicamentos? ¿Toma alguno habitualmente?”. This part, when translated into English says: “Are you allergic to any medicine? Are you taking any medication?”. As it can be seen in the target text, the second question in the English version does not include the word “usually” or “regularly” or any other synonym for this word. However, it can be implied due to the present continuous tense, which makes it clear that the question refers to the present.

Then, in JTAND09, the first part of the following sentence omits what seems like an important piece of information. The original sentence says “En un parto normal no será necesario estar conectada permanentemente a un monitor” and it is translated as “During labour it will not be necessary to be permanently connected to a monitor” (p. 13). A regular labour may not be the same as just the word “labour”. The last leaflet from this section is JTAND10 which is about promoting the usage of condoms. According to the information provided in the leaflet, there is one specific place where the leaflet mentions different Centres for Sexually Transmitted Diseases in Andalucía and the schedules of when those centres are open is written in Spanish and not translated.

Also in the same leaflet, there are instructions of how to put on a female condom and the original text explains “Coger el anillo interior por fuera” and nothing else, whereas the translator adds more information to it saying: “Hold onto the outside of the inner ring and squeeze the ring together”. Then, again, there is some information introduced in the translation of “Para que el tratamiento sea eficaz es necesario que lo realicen todos los compañeros sexuales que haya habido en las últimas fechas, así evitamos tanto recaídas como que estas infecciones sigan aumentando” which is translated as “In order for treatment to be effective, every recent sexual partner must receive treatment as well, thus preventing reinfection and the spread of these diseases at the same time”. In this case, the translator only adds “at the same time”, but it may be important to have that information in the original as well.

#### 4.1.2.1.3. Examples taken from Other Leaflets

##### Examples with information added to the translated text

Quantity is one of the most easily noticeable pragmatic notions as it affects the amount of information given in the original and in the transference of it. In the information leaflet OTHER13, there is an example shown to prove this: “La violencia contra la mujer es quizás la más vergonzosa violación de los derechos humanos. No conoce límites geográficos...” and the information translates into the following: “Violence against women is perhaps the most shameful human rights violation, and it is perhaps, the most pervasive”. The first part includes the same amount of information; however, the second part is added by the translator.

Furthermore, elements are omitted in lists as in: “no te deja ver ni hablar con tus familiares, amigos, etc.” which is translated as “you from seeing your family or having contact with your friends, neighbors, etc.” In that case, the translation distinguishes the part about "seeing" family and then "having contact" with the rest of the people. There is an assumption made by the translator in the next case of “te quita el dinero o no te da el que necesitas” translated as “takes the money that you earn, or doesn’t give you the money you need” where he or she feels the need of introducing the part about “that you earn” even if the original text does not say it.

The next leaflet that provides a relevant example for this study is leaflet OTHER18 as at times, translations add some emphasis in the importance of something such as “información útil” translated as “very useful”. The next examples are found in leaflet OTHER19 where, even if it has been shown that leaflet translators that have been analyzed tend to take information out, translators decide to add some information as in: “Las células asesinas naturales atacan a las células tumorales” which translates to “Natural killer cells (or NK cells) attack tumour cells”.

Leaflet OTHER20 appears with one example that should be highlighted. Quantity is affected when giving more information in the translation than in the original and this is the case of “Conservar las pastillas” translated as “Storing & transporting pills”, where the original text does not mention the transportation of pills. Then, in the following case found in leaflet OTHER21, quantity is affected as the translator adds more information in the target text for understanding as per: “HIV pharmacist” as “farmacéutico@s y doctor@s”. The next example is in the sentence “Puedes emplear un código que sólo tú (y tu médico) conozcas” appears as “You could keep this information secret by using a codeword which only you and your pharmacist know”. The translator decides not to mention the fact that the patient can use a codeword if he or she wants the information to be secret.

Leaflet OTHER30 provides this study with another example which is the contrary of the previous as per sentence: “También podemos compartir cubiertos” whereas the English version has “We can also share spoons, knives and forks”. In this case, the translation decides not to be so general, however, it is more specific. The following one is leaflet OTHER33, where “Son muchas las cosas importantes” is translated as “There are many important things in life”. Surprisingly, there is one significant part of the text that is included in the translation text but it does not appear in

the original text: “It is an advocate for the defense and protection of the diverse models of families which exist in our society, on the base that every person has the right to choose his or her own way of living together.” The last example taken from this leaflet show, again, that the translator can also add information if he or she deems it to be necessary in order for the reader to understand the text. In the section that talks about what “looking after sexual and reproductive health” means, there is a part in the original that says: “Aprender a disfrutar de tu propia sexualidad” and the translation expands it further as follows: “Learning to enjoy intimate contact, erotic relationships - caresses, kisses, intercourse... - anything which can make you feel well.” The final leaflet from this group is leaflet OTHER34 where there are minimum changes produced in the translation and one of those changes are intensifiers as “importante” translated as “so important”.

#### Examples with less information in the translated text

Leaflet OTHER01, which is about adolescence and feeding, has the following sentence highlights the translator choice of not including a parenthesis in the translated text: “Haz deporte que es sano, pero sin hacer el salvaje (no te pases)” appears as “Make sport that is healthy, but without making the hard one”. Another case that is worth mentioning is the case of duplicates. In leaflet OTHER02, there are two words in the original that mean the same thing: “recompensar o premiar”. Then, in the translation, there is only one word instead of the two from the original text: “to reward”.

The next leaflet, leaflet OTHER04, in its Spanish version has “Utiliza otro método anticonceptivo de manera habitual” whereas in the English version it omits the word “another” in sentence: “Use contraceptive protection regularly”. In this case, even if it is only one word, the meaning is slightly changed as if the paragraph is talking about a specific contraceptive method, then the word “another” would have excluded that option. In the same leaflet, it is possible to find a couple of more examples that are of use for the study. One of them is: “Cuando acudas al CSSR indica el motivo de la visita y se te atenderá rápidamente y con absoluta confidencialidad” and the English translation has “When attending a CSSR, your case will be dealt with in confidence”. The part about explaining the reason for the visit and that someone will attend the patient quickly is omitted. The last example from this leaflet is the following sentence: “y en cualquier caso el inicio del tratamiento debe comenzar antes de que pasen 72 horas desde la relación sexual en la que se ha producido algún problema” translated as “Treatment must begin at least 72 hours after sexual relations”.

In leaflet OTHER11, there is an extremely important part of the text that is not translated as it does not include the symptoms that appears under the title “Exhaustion by heat”. In the original it says as follows: “Principales síntomas: debilidad, fatiga, mareos, náuseas, desmayo...”. Then, again, in another part of the text when symptoms are described one of them does not appear. The original text mentions the following symptoms of catching heat: “calor, sequedad y piel roja, pulso rápido, dolor intenso de cabeza, confusión y pérdida de conciencia” and the translation presents the following: “heat, dryness and red skin, intense headache, confusion and lost of consciousness”. The last example from this leaflet is the following: “Deben ser visitados o controlados al menos una vez al día (mejor dos) por un miembro de la familia, amigo, vecino o por los servicios sanitarios o de ciudades a domicilio” and the translation is “They should be

visited or controlled at least once day (better two) by a member of the family, friend, and neighbor or by the sanitary services or by cares at home”.

In the leaflet OTHER12 about HIV, there are some examples found that affect the maxim of quantity. At the very beginning of the leaflet, in the original text, it says “tu farmacéutico te informa”, this part of the text is just after the title and the information does not seem important. However, it is not up to the translator to decide if he or she should include that sentence or not. If it appears there, the translation should have it too. Then, as the text continues, it is possible to see that the sentence “Además de voluntaria y confidencial, si lo deseas, la prueba también puede ser anónima” does not appear in the same paragraph but in the following one. In the original, this sentence appears in the paragraph named “¿Qué es la prueba del VIH/sida?” whereas in the translation it is included in the paragraph called “Where can the HIV/AIDS test be taken?” being translated as “The HIV/AIDS test is voluntary, confidential, and anonymous if requested”. This one does not seem as important because not as much information is taken out of the original. However, the sentence is still not including one key part that is: “y con todas las garantías de que su resultado es confidencial” translated as “and its result is confidential”. Here, the translation does not include the part about “all the guarantees” which makes the translated sentence less powerful than the original. In the next case found in this text, there is only one word that has not been transferred: “Las personas que han compartido el material de inyección (jeringuillas, agujas, cucharas, filtros...) para inyectarse drogas” which is translated as “People who have shared materials (syringes, needles, spoons, filters...) for drug injection”. The translation mentions “materials” while the original text specifically says that it is referring to “materials for injection”. However, after the parenthesis, it says “for drug injection”. This decision might have been done to avoid repetition.

In leaflet OTHER13, there is also the case of this piece of information: “te insulta, te chilla constantemente, te habla con desprecio, te humilla, te amenaza, te hace sentir inferior” translated as “insults you, threatens you, humiliates you and make you feel stupid and useless”. Some words from that list of actions do not appear in the translated text. Examining the next leaflet and while reading the informational leaflet OTHER14, there is a sentence: “Siempre es mejor hacer algo de ejercicio físico que nada” which is translated as “It is always better to exercise some exercise than nothing”. First of all, the sentence has perhaps too much repetition, or that may be due to the fact that the translator wanted to emphasise the word exercise in the overall message. Secondly, the translation does not include or specify that it refers to physical exercise. Finally the translated sentence does not make sense with wording as “exercise and exercise”. The translator may have wanted to try to use a common expression such as “It is always better to exercise than not to exercise at all” and tried to coin that expression themselves.

Then, in leaflet OTHER18, one of the very first questions that arises in the text is: “¿Te han diagnosticado el VIH recientemente?” which translation is “Recently diagnosed?”. In this example we can see that most of the information is omitted. In the following sentence: “Most testing services offer pre- and post test counselling” is translated as “En algunos de los centros donde se realizan las pruebas de VIH hay un servicio de asistencia antes y después del test del VIH”. There are two pragmatic notions present in this example: the first one is the maxim of quality, because of the part

“en algunos de los centros” which means “in some”; however, the translation says “most”, which implies more testing services. The other one is the maxim of quantity, as it does not mention the HIV test, even if it is obvious because it is the main topic on the leaflet.

The maxim of quantity is often present in leaflets due to repetitions such as “consulta a tu centro de salud, donde te orientarán y ayudarán” which is translated as “ask at your clinic where such help is available!”. “Orientar y ayudar” is reduced to have the same meaning in the target text. Or generalization cases just like in “te suministrarán una lista de organizaciones que te pueden aclarar cualquier inquietud que tengas al respecto” which is translated as “will be able to provide you with a list of organizations that provide help”. Another case found in this leaflet is in the sentence “Algunas personas prefieren centros más grandes, mientras que otras prefieren centros más pequeños” and when translated means “Some people prefer larger centres, while others prefer smaller more informal clinics” where, again, information is reduced.

Quantity is sometimes related to relevance as in this case where the information does not appear in the translation: “(aunque la mayoría están en inglés)”. The text that the reader is seeing is already in English, so this information does not provide any relevant details. The last part of the leaflet is not translated: “Por favor, fotocopialo y hazlo circular”. This seems as an important part of the whole intended meaning of the leaflet and it becomes useless if the reader does not understand it. The following paragraph extracted from leaflet OTHER20 should be highlighted as an example which appears to provide different information:

- “Es bueno elaborar una rutina que te ayude a ceñirte al hábito de tomar las dosis correctamente. Puedes hacer una tabla diaria y señalar la dosis una vez la hayas tomado o separar la dosis de cada día y comprobar por la noche si has olvidado alguna toma. Si te cuesta recordar la hora de las tomas puede serte útil un reloj con alarma. También existen en el mercado algunos pastilleros con un avisador o con alarma incorporada, muy recomendables si tienes tomas distintas a horas diferentes.”

- “If the problem seems to be about needing a reminder, then you might find a timer or alarmed watch useful. There are some with programmable alarms and they are available at several high street retailers. The alarms are stored in memory so the watch does not have to be reset every day and an eight letter message can be set to scroll across the watch face with an audible alarm. Computer scheduling programs can also be adapted for this purpose. You can also get hold of a pillbox with a timer. Useful if you have one set of pills that has to be taken every twelve hours and another every eight hours.”

The Spanish version contains much more information than the target text. However, it seems unnecessary in this case and it does not lose any meaning: “Algun@s farmacéutic@s ofrecen etiquetas adhesivas para que las puedas pegar en los pastilleros que contienen tu medicación y los puedas identificar fácilmente” which is translated as “Some pharmacists offer stickers for medication containers which have the same function.” There are some not so important examples of quantity present in lists but that still occur are represented in the following case: “Estos lugares pueden ser la casa de un/a amig@, familiares, la bolsa, el coche, etc.” which is translated as “Some people

keep doses in the different places that they could be at when pill-taking time comes around, e.g. friend's house, handbag, car."

Translation is not about the number of words but it is more about the ideas. However, it is really important not to omit parts of the text, especially in fields like medicine. The following sentence taken out from leaflet OTHER22: "Es habitual que durante esta etapa, después de realizar una prueba de carga viral, se muestren unos niveles extremadamente altos del virus del VIH en la sangre a menudo más altos que en cualquier otra etapa de la infección por VIH" appears in the translation as "A viral load test at this stage will usually show extremely high levels of HIV in the blood – often higher than at any other stage of HIV infection."

The sentence in information leaflet OTHER30: "intercambiar agujas, jeringuillas u otros utensilios para inyectarse drogas" is translated as "Sharing syringes or similar objects for drug injection". The translation mentions one of the things from the original and then makes it more general. In the case of leaflet OTHER31, there is one example that can be provided: "A ninguna mujer le crece el clítoris como el pene" translated as "A woman's clitoris does not grow". The maxim of quantity is affected because it omits an important part of what it is supposed to mean.

One of the first examples found in leaflet OTHER33 is "Puedes preguntar a personas de tu confianza. Se puede tener dudas, ninguna persona lo sabe todo" which is translated as "Ask someone you are confident with. No one knows it all." There is some information taken out of the original text. For instance, the part "People have doubts" is omitted. However, it does not change the meaning of the whole sentence because it is referring to the same idea. Further in the text, there is a whole idea that is omitted in its totality and it is the sentence "Con lo que hablas y con lo que te cuentan procura tomar tus propias decisiones. Puedes ayudarte también de profesionales de salud". This has a significant piece of information which cannot be omitted.

As presented earlier, when an enumeration is used in a text, it is to expect that the translation may not have all of the elements and this is the case of: "A cuidarte de los posibles riesgos que comportan algunas relaciones sexuales (infecciones de transmisión genital, embarazos no deseados...)" whereas the translation says: "To look after and protect from potential risks of some erotic relationships (infections or illnesses of genital transmission)". There is one small change in the parenthesis and it is that the word "illnesses" does not appear in the original. However, it does not include the unwanted or unintended pregnancies.

In leaflet OTHER34, there are also cases of this maxim affected by the translation process such as: "agitación, delirio, convulsiones" which is translated as "seizures, delirium...". This is one of the cases where the translator chooses to remove specific items from the list. It may be done due to several reasons that we cannot be sure about. There is also a clear example of where the whole idea is not included in the translation such as the case of "can develop anywhere on the body". As presented before in the previous groups, there are cases where the translation provides more details for the understanding of the reader as in: "indican peor pronóstico" which appears in the translation as "is a sign of a more serious case of meningitis".



#### **4.1.2.2. Maxim of Quality**

##### **4.1.2.2.1. Examples taken from La Rioja**

Starting with the LRJ01 leaflet, it can be said that there are some cases which are more serious as the translator loses the referent of a sentence and the meaning changes drastically. For example, in the following sentence: “No hay ninguna razón médica para suprimir las tomas de la noche. Son importantes durante los primeros días y semanas para el establecimiento de una adecuada lactancia y tienen, además, otras ventajas como son” (p. 19). The translation for that sentence is: “There isn’t any medical reason to stop the feeding at night. It is important to establish a right feeding during the first days and weeks and there are other benefits like”. Therefore, it is clear that in the Spanish version, the reference here is the “tomas de la noche” and in the translation it mentions the “right feeding”. It may be not visible at first, but the translation does not have the same meaning.

The maxim of quality can present very serious problems as the translation results in a different meaning in the translated text. In the sentence: “Hay madres que tienen la posibilidad de que les lleven la criatura al trabajo para darle el pecho” and when translated into English says: “Some mothers have the possibility of taking the baby to her work place to be breastfed”. The Spanish sentence implies that some mothers may have the possibility of having people who take care of the baby while they are at work and that those caregivers can take the baby to the work place. As it is obvious, the English translation explains that mothers can take the babies to work with them, which changes the whole sense and meaning of the sentence (p. 35). Moving to other examples, some of the words that may not fully correspond to the original text are “expressed” which is translated as “extraída” (p. 40).

In the following example, the information provided in the original text does not correspond to what is said in the translation: “Si es parto múltiple, esas 16 semanas se amplían 2 semanas más por cada hijo/a a partir del segundo” and the English version says that “If you have multiple births, those 16 weeks are extended to 2 weeks more per child up to the second one” (p. 44). According to the original text, that rule or instructions are for those families with more than two children. However, the translation provides different information as it says that it is up to the second child, which is confusing for the reader. Finally, the last example found in this leaflet is “dudes o inquietudes” which is translated as “doubts or interests” (p. 53). In this case, the original word “inquietudes” does not correspond with the word “interests” as the original word refers to the “worries” that a person can have whereas “interests” does not have anything to do with that original meaning. That is the reason why quality is affected by the translation process.

##### **4.1.2.2.2. Examples taken from Junta de Andalucía**

In leaflet JTAND06, the following expression does not have the same meaning or objective: “no usar de forma habitual” as it is translated as “it’s not intended for regular use”. The original version seems more direct and it may not produce the same impact for the reader. The next cases are found in the information leaflet JTAND07,

where there is an example “Se pega en la piel en una zona sin cremas” which is translated as “apply the patch to an area of dry clean skin”. It could have been interpreted as an implicature with the explanation that, before the cream is applied to the skin, it should be dry and clean. However, it is not exactly the same thing and the translation has a slightly different meaning. In the long leaflet JTAND09, the following example can be found: “Si tiene oportunidad de visitar el centro donde acudirá para su parto infórmese al respecto y piense si tiene alguna preferencia o quiere hacer alguna indicación” which is translated as “If you have the opportunity to visit your birth centre, please highlight any preferences”.

Another example where the translation is different to the original is: “El rasurado del vello genital no es necesario antes del parto”. The translation says, “We do not recommend that you shave the public area prior to labour” (p. 12). In this example, the original text explains to the women the lack of necessity to shave whereas the translation changes that as it says that it is not recommended. After reading both versions, the reactions to them may be different and through the English version the woman will think that she should not do it and for the Spanish reader both options are acceptable. In the sentence “Puede por tanto, si lo desea, pedir alguna bebida al personal sanitario que actuará según el caso” (p. 13) and its translation “Therefore, should you wish, you may ask for a drink from the health care staff who will ensure that you have a drink delivered to you” there is a visible change in the meaning. The Spanish version says that the staff will decide or will act in one way or another depending on the situation and, on the contrary, the English version says specifically that the patient will surely receive the drink.

A common mistake that translators and interpreters have been experiencing is the confusion between a translator and an interpreter. This is also seen in the information leaflets gathered for this study, such as the original text which says “traductora” and the translation specifies by saying “interpreter” (p.22). Finally, in the next leaflet, JTAND10, there is a mistake in the original text which does not specify that the glands affected are the lymph ones: “Aumento de ganglios inguinales” versus “Swollen lymph glands in the groin”.

#### **4.1.2.2.3. Examples taken from the Other leaflets**

In the leaflet OTHER01, “no te dejes manipular” and its translation says “don’t be manipulated”, which does not exactly mean the same. In the next case that is going to be explained, “debilidad muscular o calambres” as “muscular or cramp weakness”, the issue is about the position of the noun “weakness” in the sentence. In the original version, weakness refers to the muscle weakness, whereas the translation seems to provide this characteristic to both the muscles and the cramps. The last example in this leaflet is “si se suda” which is translated as “so much thirst”: the original text refers to sweating and the translation talks about being thirsty which, as it is obvious, refers to completely different things.

The only visible error or mistake found in the text from leaflet OTHER03 is the translation of “revision” as “appointment”. An appointment refers to a more general meeting whereas revision is specific type of appointment. As there are not that many

examples in all of the leaflets, the next leaflet chosen is leaflet OTHER13 which provides help for abused women. The sentence “Busca ayuda profesional” which is translated as “Seek professional help if you are being abused”, it appears that the translation is informing women to seek help only if they are being abused. However, they should be told to do it when they notice the first signs of abuse and not to wait until they are actually being abused. Also, in leaflet OTHER18, changes in the target text may be found such as in the case of “puede dañar” which means “continues to damage”. In the original text, there is no mention of previous damage that may be outside the process. Therefore, this decision may be a little bit risky. There is a risk of changing the purpose of the sentence. For example: “te recomendamos que visites más a menudo a tu médico” is a recommendation, whereas in the translation “you may visit your clinic more often” it is not a recommendation anymore. In leaflet OTHER20, the English version seems to be more specific and detailed: “Siempre tienes la opción de comentar los problemas con el personal sanitario o con tu médico” which gives the option to the patient, whereas “Always mention problems to your HIV pharmacist” seems more like an obligation.

Quality is essential, as both texts are supposed to coincide with their meaning and have the same impact on a reader, as well as ensuring the information given is the same. In the case of leaflet OTHER22, “anteriormente” cannot be translated as “Not so long ago” because the Spanish word may have meant a much longer time ago than its English translation. In the following leaflet, leaflet OTHER23 where the translation in this text provides more details: “entre los que se incluyen los inhibidores de los correceptores en investigación y los de la fusión” whereas “including coreceptor inhibitors (being researched at present) and fusion inhibitors such as T-20 (Fuzeon)” includes more information. The part “At present” is added to the translation. Again, the following example provides more details in the translation: “impedirían este proceso” which is translated as “impede this stage of the HIV life cycle”. Regularly, the maxim of quality is not much involved. However, there are still examples found and included in some of the leaflets such as leaflet OTHER29 where translations can change the meaning of the original sentence as in: “No te preocupes, es cuestión de práctica y poco a poco la perfeccionarás” which appears as “Don’t worry, it is a question of practice and little by little you will be perfect” in the translation. The original sentence does not refer to the woman saying that she will be perfect, but it is the activity that is being explained. (p. 5).

Another leaflet where quality is affected is in leaflet OTHER32, when there is a change of meaning as with “no se transmite” which is translated as “no risk”. Further in the group, there is leaflet OTHER33. The Spanish version of this leaflet uses the word “sexual” while the English translation prefers to use the word “erotic”. However, those two words are not exactly synonyms. Some of the last examples in this group are found in leaflet OTHER34. A change in meaning appears when we examine the following sentence: “los síntomas más constantes” which is translated as “common symptoms”. The original text uses the word “constant” or “continuous” whereas the translation decides to use the word “common”. The last example from this leaflet is in section “portadores sanos” translated as “transported by individuals” which does not correspond to the same information given in the original text. The last example to be mentioned in this section is the case of “non-balanced” which is the translation of “equilibradas” in

leaflet OTHER35. This is a case of proving false information to the reader because it is the contrary of what it is supposed to say.

#### **4.1.2.3. Maxim of Manner**

##### **4.1.2.3.1. Examples taken from La Rioja**

As it has been seen and analyzed in the previous pragmatic notions, the LRJ01 leaflet provides this study with many different examples which are important to highlight. The Maxim of Manner focuses on how the message is said. The following sentence seems obscure because of its grammar: “Not only considering its composition, but its emotional characteristic”. Several times, examples of literal translation are found throughout the text with cases such as “sólo contribuiría a confundirle” and translated as “it would only add to confuse him”. The example provided above affects the Maxim of Manner, as it does not seem to represent a natural English expression. Thus, it sounds more obscure to a native speaker (p. 11).

The maxim of manner is present when the text does not make sense because of its obscurity, not having clear message, etc. Two of the examples that are in this text are considered to not following the maxim of manner. In both of these cases, the translation does not refer to the same thing as it does in the original text (p. 26). The first one is “Consumo diario” translated as “Dairy consumption”; in this case, there may be a mistake in the spelling of “dairy”. This may also be seen as an instance of not following the maxim of quality as “consumo diario” does not refer to dairy products, which may lead to major confusion in the readers understanding. The first example is a problem with spelling which then results into a different word connected to the same topic: food.

In some cases, the maxim of manner can demonstrate some confusion as per example: “no prescindas de aquello que te gusta y es sano” when translated and compared to “do not cut out what you like and what is healthy”. In this case, the reader may think that what he or she likes and what is healthy may not necessarily be the same thing (p. 27). The examples taken and understood as not to follow the maxim of manner are those that are more visible, which make an error very clear. “Al baño maría” is translated as “bain marie” (p.42). This translation would have little meaning for an English reader as this is a serious mistake which creates confusion. In addition, it is interesting to highlight that this sentence appears twice in the text and this shows an inconsistency in the choice of translation. In this case, “ó bien se ha descongelado al baño maría” is translated as “or defrosted or heated in warm water” (p.41). The second time that this case appears the translation is correct (p.42): “En este caso sí se puede utilizar un método como el baño maría, aunque siempre teniendo en cuenta que no debe llegar a hervir” and its translation would be “In this case, you can use the method of placing the container in a bowl of water that is heated, although always watching that it does not boil.”

#### 4.1.2.3.2. Examples taken from Junta de Andalucía

There were not many examples found in this section of leaflets but it is still very important to highlight the four examples found in two of the leaflets from this section. A mistake that is clear in leaflet JTAND07 is when the text says “Tiene 2 anillos” which appears as “Has two things” and the subject is omitted in the English version. Further in the text, “Se lava, se seca y guarda” can be found when talking about the diaphragm. This is translated as “Is washed, dried and kept” which is not a complete sentence according to correct English grammar usage as the subject, again, is missing. As you keep reading the text, another sentence appears which does not sound natural and the meaning is ambiguous: “should you with to use”. Furthermore there is one example found in JTAND08: “¿cuantos hijos tienes?” which appears as “how many children have you had?”.

#### 4.1.2.3.3. Examples taken from Other Leaflets

Leaflet OTHER01 presents ideas about proper feeding for teenagers and there are several mistakes affecting the maxim of manner. One of the examples shows the following sentence: “we all have problems at some time”. The problem in this case is with the word “time”; the most usual way of expressing that idea would be “at some point” or just “sometimes”, which would be correct as well. Other examples are not easy to understand because of its translation and an example is that of; “No es posible ser perfecto: date un respiro” and the English translation is “It is not possible to be perfect: dates a respiration”. Here, with the word “dates” seems like there is a mistake of trying to put the Spanish word “date” as an English verb adding an “s” for the third person singular. Then, when moving to another example and even when a sentence seems to be correct grammatically, it has other problems such as “No te obsesiones por la comida, las calorías y esos rollos” which is translated as “Don’t be obsessed by the food, the calories and those rolls”. The last part, “those rolls”, has no direct meaning or it does not transmit the intended meaning.

In the translation of “Respeta al otro sexo (chicas/os): descubre lo igual y diferente que es del tuyo” as “Respect to the other sex (girls/boys): discover what is similar and different that is yours”. Two mistakes can be seen, as in the article “the” is not needed, and the other mistake is in the part “that is yours” which does not sound natural. The following example exemplifies a grammatical error: “To attack the others physically or verbally (hit or insult) is not the best way to solve your problems”. The first verb is the subject of the sentence and, as the grammatical rules explain, it should be a gerund. Plurality is also important point to take into account as in “trastornos de la conducta alimentaria” which is translated as “feeding behaviors disorders” as opposed to “feeding behaviour disorders”. “Thin and fats” appears further in the text and there is no referent in the sentence even when it is obvious that it is referring to people: “Thin and fats have right to live and to be happy.” Examples like “to lose them for to have” creates confusion due to the double preposition which seem to be a mistake that have happened due to literal translation.

The sentence taken from the original leaflet that says “Acostúmbrate a comer a las horas” is translated as “Get used to eat on the hours”; this sentence is constructed in

a very literal way, which makes the sentence sound unusual for a reader. However, there are other cases where sentences sound even more weird or incorrect to a native person such as the case of “with our interruption no disorder”, which seems not to have a proper meaning. Furthermore, the sentence that says: “in which should not miss milky products with that we restore we that lost” shows some mistakes in it that has to be highlighted. First of all, “milky products” refers to “dairy products”. Then, there is an unnecessary repetition of the word “we” which creates an ambiguous sentence. Another unusual sentence to find is “in the variety there is health” which meaning may be guessed by the reader but it does not sound as natural as it should. Another issue to be mentioned is the case of slang words which are much more difficult to translate as a literal translation does not help if the translator does not know the meaning of a similar expression or a word; this is the case of “ni malos rollos”, which is then translated as “either bad rolls”. “Rollo” in Spanish means “vibes” and “rolls” in English does not have anything to do with that.

As in the case of the previous leaflet, there is a list presented in leaflet OTHER02 which shows a list of suggestions. The very first one expresses the following idea in the original “Animar a nuestro hijo/a a ser sociable y relacionarse con los demás” which is translated as “Encourage to our son/daughter be sociable and to be related with the other ones”. Then, following the text, the sentence of “Un diálogo abierto, un interés por su forma de pensar, sentir, y sus actividades, una escucha activa y constante a lo largo de toda la vida permiten conocer bien a cada hijo adolescente” is translated as “An open dialogue, an interest your form of thinking, to feel, and your activities, an active listening and persisting along a lifetime, allow to know all every adolescent child”. The sentence “el culto a la imagen” is translated as “the cult than the image” which does not make any sense due to the fact that the definition of “the cult” is a group or sect bound together by veneration of the same thing, person, ideal, etc., a meaning that does not relate to the rest of the sentence: “than the image”. Furthermore, grammatical errors happen more commonly than they should and in the following case “without criticizing or to minimizing them” the preposition “to” should not be included in the sentence.

Leaflet OTHER05 provides examples where there are missing words such as prepositions in “there are several classes diabetes” or articles as per the example “¿Quién es candidato a sufrir diabetes?” which is translated as “Who is candidate to suffer from diabetes?”. There are also cases where words are not well chosen as the case of “milk products” when it should be referred to “dairy products”. Manner also affects in a way that there are repeated words or articles “the the perspiration”. Then, due to literal translation, there are cases that affect the pragmatic notion of manner such as “ración” translated as “ration”. Further down the text, the word “breathing” appears twice. As in the cases discussed previously, there are parts of the texts that, when read by a native speaker, capture their attention because of the words that do not fit in the context. The case of “middle plate” referring to the “second course” makes us realize how important it is for the translator to be careful with the choice of words in a text.

The next leaflet is leaflet OTHER06 where there are two foot-notes that are translated in a literal way and one example of this is as per the following sentence: “Vacuna frente a la encefalitis japonesa a los 8, 18-24 meses y 6 años” which is translated as “Vaccine in front of the Japanese encephalitis at the 8, 18-24 months and 6

years". This sentence seems to be translated in a very literal way, a fact that makes the translated sentence incorrect. In the leaflet OTHER07, "comidas" is translated as "mails" which makes the sentence sound completely incorrect because of the wrong spelling of the word "meals" instead of "mails". In this case, the word, even if wrong in context, is correctly written which can give the reader the impression that the translator does not know the English language. The same happens with "estilos saludables" translated as "healthy stiles" where the word "styles" is written with an "i" instead of a "y". Another problem found is the expression "two slice" where the word "slice" should have been written in plural with an "-s".

In leaflet OTHER08, there is the example of "four or five mails a day" where manner is affected in the way that the text should have chosen the word "meals" instead of "mails" as it has been seen in leaflet OTHER07 as well. Then, sometimes sentences are much longer and they do not exactly mean what they are supposed to mean or they do not transmit the meaning in an understandable way as per: "To enjoy the meal in family, in a relaxed atmosphere, is an opportunity of communication and relationship". Then basic spelling or grammatical errors such as the missing letter "-r-" in the following sentence: "A bread or cookies with marmalade o honey or cereals". There is also a spelling problem in "Break with tomato and pork" which should read as "Bread with tomato and pork" preventing the reader from understanding the sentence.

In the next leaflet studied leaflet OTHER09, "physical activity is smaller with which the caloric necessities decrease, the muscles tissue and the bony mass diminish for the demineralization of the bones appear in the aging" is effectively a sentence which seems to provide a lot of information but it is not very well explained or organized. This is the reason why the sentence looks very disorganized for the reader. There are several reasons why the maxim of manner can be affected and one of them is the usage of literal translation as in "activity physical" instead of "physical activity" as a translation of "actividad física". The order of words has been copied from the original Spanish text. In general, as it can be seen in the examples provided already, it is not impossible to understand some of the words that appear and that are, at the same time, affected by the maxim of manner. However, that is not always the case as sometimes it is difficult to understand or figure out what the text means.

One of the cases provided by this leaflet is "potatoes four to six daily portions" where the order of words is not correct or there is a punctuation mark missing after the word "potatoes". The next case is in the sentence "when the are taking with peel to wash them". This sentence does not make sense due to several mistakes. There are also cases where, even if the sentence seems grammatically correct the meaning can still be confusing as in: "It is important to wash them in salads", where maybe the preposition should be changed for "for". Further in the text, the sentence "two portions, with preference for the fish (better blue) on the meat (to remove visible fat of the meat and skin of the birds" shows that understanding the sense of what is being said is not easy. Also, "three at four a week" where the meaning is totally impossible to guess even with context as it is part of some instructions and it would be dangerous to risk it with thinking that the patient should guess the meaning of this sentence.

Then, repetitions of parts of the sentences which are not needed as in "necessity of liquids, the necessity of liquids increases" creates ambiguous sentences. Then a

wrong selection of words such as “hydrates of carbon” or cases such as "with our so much of cakes" and "they lost in the process of being skimmed". The last example taken from this text is "before bedtime a glass of hot milk or yogurt": in this case it is clear that there are words missing after the word “bedtime” because the reader has to guess the verb which could be “drink” or the negative version of the verb as “do not drink”. In leaflet OTHER11 there are also examples found as “golpe de calor” which should be translated as “heat wave” but instead it appears as “catching heat”. Again, it seems that the words that appear in the text are not complete as in “even if the day is no so hot” where the letter “-t-“ from “not” is missing. There are also cases in this leaflet where "take a shower or a fresh bathroom" which is written correctly but it does not make sense as the word "bathroom" should be "bath" instead. Also, what can be also seen in the leaflets are invented words that do not exist such as the translation of “aparatos” which is “apparatuses”. Besides, "niños menores" appears as "children smaller" where the mistake is found in the order of the words.

In the next leaflet from the list, leaflet OTHER14, there are more cases of the notion of manner being affected in the translation process as "Hacer ejercicio merece la pena" which is translated as "to do exercise that is worthy". In this case, the translation should have said: "to do exercise is worthy". There are also cases where the translation has still a Spanish word like in "dos tipos" translated as "dos types". However, it is not common to find examples like this one, but it calls the attention of the reader immediately. There are also very serious cases found as in the question that says “Qué ejercicio físico hacer” and in the translation the word “qué” is translated as “witch”. Even if there is only a mistake of missing the letter “h” in the word “Which”, the word with the mistake has a meaning and it is, then, confusing. What should also be noticed is the fact that the descriptions of the exercises in this leaflet are very poor and the exercises should be clearly explained to the reader so that there are no confusions.

Also, leaflet OTHER15 shows the example of “Malestar general” translated as “general poorliness” which is not the correct word for the translation of this sentence as the term “poorliness” does not refer to the state of a person who does not feel well. Other examples are presented here due to infinitives and gerund confusion such as in “Causing you to cough”. The case of “Sanidad responde” appears in the translated text as “Sanitat Respon” where it is quite impossible to find a reason why the translation is wrong because both of the words are incorrect. In leaflet OTHER17, the example “por su gravedad y por las importantes repercusiones de indole psicológica, familiar y social que tiene el desarrollo de esta dolencia” is translated as “the breast cancer is an illness of a special importance for the woman, for its seriousness and the important repercussions of psychological, familiar and social nature that has the development of this pain.” The last part that says "development of his pain" does not transmit the meaning that the original Spanish text intends to express as the translation is done in a literal way. Other cases are examples of some parts of the sentence that are missing. For instance in the extract “Because the risk of suffering from increases with the age” there is an element missing after the preposition “from”. Then, “tumores malignos” is translated as “wicked tumors”, which is not a very common term to use when talking about these types of tumors. The most correct expression would be “malignant tumors”. The last part of the example below, presents this study with an example of the confusion of words or the correct understanding of the original meaning but then a wrong decision is made when translating that particular part.. And, also, even if it is not



as significant as the other examples, it is still important to mention other cases such as the following sentence “As soon as possible the existence of a problem is known” which demonstrates the challenge in understanding the message.

The next leaflet analysed is leaflet OTHER19, where manner can be affected when the translation does not necessarily totally seem natural to the foreign reader as in “agentes extraños” which is translated as “foreign objects”. Later on in the text, it appears again but this time translated as “foreign organisms”. In leaflet OTHER24, there are other examples that are like the following example: “Sin duda alguna, el virus del VIH puede seguir transmitiéndose a pesar de resultar indetectable en el test” which is translated as “It's important to remember therefore that HIV virus transmission is still possible in spite of its 'undetectable' status”. Manner is seen in examples such as “por lo que animan a sus pacientes a cambiar los fármacos lo más rápido posible” translated as “will encourage them to change drugs too rapidly”, a sentence that would be difficult to understand for an English reader. In the leaflet OTHER28, some sentences seem incorrect due to a wrong decision in choosing verbs, such as in the sentence “you should have a pregnancy test”, where the word “have” should be replaced by “take”.

The following leaflet, leaflet OTHER29 where Manner can also be seen in cases where words are missing in a sentence: “it useful” (p. 3), where the verb is missing. Other cases such as the previous one appear in this example: “is smooth and to regular” where there is something missing in that sentence. “Después realizar la palpación estando tumbada” when translated as “and I deposed to carry out the palpation on a lying position”, which is obviously a case of the maxim of manner as the translation will not make any sense to the reader (p. 6). “Observe the nipple and presses” there is a grammatical error which makes an impression on the reader, as well as “liquid more abundant” (p. 7). Then, “tumbada boca arriba” appears in English as “knocked down” which is not the perfect translation for that expression (p. 8). In the last leaflet OTHER31, it can be seen that when the maxim of manner is affected, sentences do not sound natural like in the following example: “don’t genitally mutilated your daughters” or “they may suffer infections and might be enable to have anymore children”.

### **4.1.3. Relevance**

#### **4.1.3.1. Examples taken from La Rioja**

The first leaflet to be mentioned is, as in previous cases, LRJ01. It presents an example where the translator is trying to ensure relevance: “síndrome de muerte súbita” when translated properly is “Sudden Infant Death Syndrome (SIDS)” which includes the acronym in the translation even if it does not appear in the original (p.7). Another thing that has to be taken into account is that some of the choices made by the translator deal with issues like relevance, and he or she is the one who decides if some information is needed or not. When translating Spanish texts, there is a risk of not understanding what the original text wants to express. In this case, an example has been found related to this issue:

- Las españolas utilizan la expresión “subida” de la leche, las hispanoamericanas “bajada”.

- Spanish women use the expression “subida” for the breast milk and the Latin-American women use “bajada”.

Even if properly translated, the Spanish words are kept in Spanish. With this decision, the translator is now facing the problem of not getting the whole purpose of the translation, which is then inhibiting the communication and understanding of the message of the target reader. Then, if those Spanish words appear in the original language, the receiver may not understand what that means or the information may not be relevant at all for him or her. Besides, if there is a note about some issues found in the text, it should be relevant for the reader as it is the main goal (p. 8).

In the following sentence it is unusual to see the word “our” in reference to the nipple of the person who is reading the original sentence that says the following: “a la altura de nuestro pezón” which is translated as “is level with your nipple” (p. 15). Besides, “guisantes congelados” is translated as “frozen vegetable packet” which potentially be more correct translated as “packet of frozen vegetables”. Whereas the translation of “bolsa de agua caliente” does not appear to be correct but in fact is the correct expression as an known English expression of “hot water bottle”.

Even if this paper does not analyze any stylistic elements when translating, it is important to include the fact that some of those elements such as capital letters, cursiva, negrita, etc. give some meaning or relevance to those highlighted words. In “La leche debe conservarse en un recipiente DE PLÁSTICO”, it might be thought that the original wants to distinguish that information from the rest of the sentence so that it can highlight the importance of it. The English-speaking reader may not give the same importance to this piece of advice as a Spanish reader would, because the capital letters are not transmitted in the translation and therefore the original intention would not be fulfilled. (p 40). In order to show that this is not the only time that this kind of issue is present, another examples provided in the sentence “u otra persona que NO sea la madre” which is translated as “or another person who is not the mother feeds him” (p. 42).

According to the pragmatic notion of relevance and cultural adaptation, there are a couple of examples which show that the translator does not have to translate literally, but he or she is also working as a bridge between the two parties or sides, being also able to adapt the text that he or she has to work with: “disposables en español” translated as “available in English”. In this way, this piece of information is just as relevant for the English reader as it is for the Spanish reader (p. 53).

#### **4.1.3.2. Examples taken from Junta de Andalucía**

When referring to relevance, it can be said that the information given to the reader has to be important or at least “mean something”, in other words, it should provide new new information to the reader. In most cases found in the leaflets, relevance is related to the translations where the words are not translated thus making them not mean anything to the targeted reader. Other cases are not relevant because of abbreviations that have been translated into the other language from the original language and do not exist as they do in the English language. There are also examples

found where the subject is changed in order to make the text more relevant to the reader. In order to exemplify what has been said in this study, it is essential to look at the examples found in the collected leaflets.

The first leaflet with information of interest is JTAND01 where “método anticonceptivos especial” is not written in italics as it is in the English translation. Then, further in the text, “you are at risk” is translated from “existe riesgo de embarazo” where the original doesn’t indicate that it is the specific person who is at risk. The target text includes the reader but not in a way that would be regarded as being aggressive. This is also seen in “¿Cómo se toma?” which is translated as “how do you take it”. In cases which include topics which are about something very intimate, there are important decisions taken by the translator who has to be very careful and conscious about the choices that he or she is making. The following example is “Y qué pasa si vomito?” which is translated to “Will it work if I vomit?”. The whole matter in this case is, whether or not the pill is going to work, that is why, as obvious as it may seem, the translator decides to change the question to make it sound more specific. The reader does not want to know what happens if she vomits, but wants to know if the pill will still do what it is supposed to do.

As it has been mentioned at the beginning of this section, there are examples that are adapted to the target reader as in the case found in leaflet JTAND03: “defensa y acción de la ciudadanía con discapacidad” which is translated as “defense and action of Spanish citizens with disabilities”. The translation is specific as it refers to the Spanish people. However, in this case it may be a wrong decision because it probably includes more people and not only Spanish citizens as there is no information about who is considered to be a citizen in the original text. All these decisions are very risky to make because it may, by mistake, exclude some people so then this information would not be as important for the target readers because that piece of information does not refer to them; hence reducing its importance.

Leaflet JTAND04 shows the case of “Servicio Andaluz de Salud (SAS)” which is translated as “Andalusian Health Service (SAS)”. When the person responsible for translating this page opted to translate the name of the service and then leave the acronym in the original language, it is considered to be correct because the translator is leaving the option for the reader to check the information themselves and this can only be done with the original name provided in the translation. The title itself presents some characteristics because “Interrupción voluntaria del embarazo (IVE)” is translated to “Abortion”. The original text is more specific or it can be seen more as a description than a noun as “abortion”. In the case shown in JTAND06, “ojo” is translated as “careful” which shows the necessity of being careful when it is possible to opt for the usage of literal translation. If “ojo” was translated as “eye” it would not be relevant as it would not belong to the context in which it is written originally.

On the contrary to the previous examples, leaflet JTAND07 says: “It is provided free of charge at any Sistema Sanitario Público”. The last part of the sentence where the name of the place appears, “Sistema Sanitario Público”, is not translated. This is another option which is correct too as it enables the reader to know the original name in case they need it for some specific reason. The title in the leaflet JTAND09 is left in Spanish in the translated text and the English translation appears as a subtitle. In the case of

leaflet JTAND10, “Centros de Prevención de Enfermedades de Transmisión Sexual en Andalucía” is translated as “Centres for Sexually Transmitted Diseases (Centro E.T.S.) in Andalucía”. The same happens when the original text includes expressions such as “nuestro país”. In this case, there needs to be a solution such as “in Spain” to allow the English reader to understand the message by associating Spain as the referred to country.

#### **4.1.3.3. Examples taken from Other Leaflets**

This section starts with the examples found in leaflet OTHER04. The sentence “acude en el plazo de las 72 horas siguientes (cuanto antes mejor) a un Centro de Salud Sexual y Reproductiva (CSSR)” is translated as “if you had unprotected sex, go to one of the Family Planning Centres within 72 hours or sooner”. This translation seems to be correct as the translator has found a similar service in the English language. However, the problem appears further down in the text when the original text refers to the already introduced term “CSSR”, an acronym that has been omitted in the translation and that later appears in sentences like “you will get all the medical attention you need at one of the CSSR” or “ask for advice at a CSSR”. If CSSR was not introduced before with the first translation, it does not mean anything to the English reader.

Furthermore, mistakes can happen due to the similarity in the meaning in the words used in the original text such as in leaflet OTHER08, where the sentence that explains the five meals that should be taken for a good and balanced diet says: “tres más importantes (desayuno, comida y cena) y otras dos de refuerzo (almuerzo y merienda)”. It is important to consider the fact that “comida” and “almuerzo” sometimes are used as synonyms in Spanish and that is why the word “lunch” appears twice in the translation: “three more important (breakfast, lunch and dinner) and other two of reinforcement (lunch and tea time)”. The second time that the word “lunch” appears it is referring to a second breakfast or a snack. Food creates a lot of problems for translators because there may not be a similar product in the other language or an explanation of what the product or food is as with the cookies type “Maria” in leaflet OTHER09, where an explanation would have been useful for the reader. The same happens with “consomé or soup” where the first term does not mean anything to the English reader.

Again, in leaflet OTHER11, there are examples related to the capital letters that have been mentioned in the sections of the other group of leaflets above. The word “RECONOCER” does not appear in capital letters in the target text. In this text there are also examples where some centres, organizations, etc. are translated because they have a corresponding official translation such as in the case of “Centro de Contacto de Cruz Roja” which is translated as “Red Cross Contact Center”.

However, relevance is not always ensured because there are words that do not mean anything in the target language because they use a different word for the same referent as happens with the word “cola” which is kept the same in the translation. Other examples of food translations is the popular “gazpacho” which translation is “cold soup” in the target text. This is an explanatory option chosen which gives the reader an idea of what that dish is. In leaflet OTHER12, the original text mentions the “Fundación Antisida de España (FASE)” which appears in the translation just as

“FASE”. For the English reader, it does not mean anything and the translator makes the reader look for information about what FASE is on their own. There are also other cases where the difference between the original text and its translation is about the subject. When the sentence is impersonal, it does not make the same impact on the reader as if it is directly oriented in the first or second person singular as in “¿Debería hacerme la prueba del VIH/sida?” which appears as “Who should take the HIV/AIDS test?”.

On analysing leaflet OTHER15, one of the examples that is not related to the previous cases is “Taparse la boca y la nariz cuando tosa o estornude” which is translated as “cover your mouth when you cough and your nose when you sneeze”. In Spanish, the sentence asks the patient to cover both their mouth and the nose when coughing and sneezing. Whereas the English version is more detailed because it matches the part of the body with the action that goes best with that part. As shown before, the translator can play around with choosing the subject and the sentences. In the following case that says “qué hay que hacer?” translated as “What should you do?” it can be said that, again, as we saw in the previous case, it is more direct when it is addressed directly to the reader. Then, we can find “experiencia paralizadora” in leaflet OTHER18 which in English is translated as “daunting, shattering experience”. The reason may be that they do not want to scare the patients more than they already are. On other occasions, an affirmative can be changed and it can appear in the form of a question as in: “Puedes prepararte ante su mejor o peor reacción” which is translated as “Can you anticipate their best or worst reaction?”. This is rare because the intention of the original text is different to the one of the translation.

Going almost to the end of this section about relevance, there are some other examples found in leaflet OTHER30. It is also possible to find “half translations” as in the case of “Edificio Consultas Externas” translated as “Consultas externas building”. The translator decides not to change the name of the building because if the patient would like to find it, the original is the name that he or she will find. They will not see a translation of it. Also, the word “building” provides the information which enables the reader to recognize what it is referring to and this is what ensures that relevance is fulfilled. On the contrary, further in the text it is possible to find “Servicio de Enfermedades Infecciosas” which is kept in Spanish in the translation.

Then, the next leaflet is leaflet OTHER31. Due to relevance, the names of the associations (when they have an official translation) have to appear in the language of matter in order to ensure understanding. Such as in the following case: “Mutilación Genital Femenina (MGF)” and its English version “Female Genital Mutilation (FGM)” with its own acronym. Some examples have to do also with the overall visual presentation of the leaflet as in leaflet OTHER33. Both leaflets have included different pictures in the leaflets. This change of pictures might have been done on purpose too as to show empathy to other cultures or languages. Finally, other times there are sentences where the translator decides not to translate as it does not seem necessary for the understanding of the whole idea given by the original text. One of those cases is found in leaflet OTHER35 where “para más ejemplares e información” is not translated.

#### 4.1.4. Presuppositions

This is one of the pragmatic notions that was supposed to be analyzed but not that many examples have been found while reading the collected leaflets in detail. That is why, only a few will be mentioned in order to be able to understand that, even if it is not common to find, it still affects translation and it is important to take into consideration. In LRJ01, which presents only one visible example of a presupposition with the sentence “Cómo amamantar con éxito” which is translated as “Tips for breastfeeding success”. Here, it can be said that “how to” is making the reader think that what comes after that title is going to be a piece of advice (p. 4). As there are more leaflets in the next section, there are some more examples found in those leaflets.

In leaflet OTHER04, the sentence that says “no tomes medicación por tu cuenta” is translated as “do not take drugs without consulting a doctor”. The presupposition in this case is about seeing that the Spanish original version says to the reader not to medicate himself or herself which presupposes at the same time that if someone does not take any medicines by themselves it is the same as “without consulting a doctor”. Then in leaflet OTHER08, the case of “The diet should be varied and balanced” we assume that the reader knows what a balanced diet is and with “we guarantee” there is the assumption that it is what people want. The next leaflet with examples is leaflet OTHER12 and “Tampoco se transmite a través de la saliva, las lágrimas o el sudor; ni por picaduras de insectos o por el contacto con animales domésticos” is translated to “Saliva, tears, or sweat do not transmit HIV. HIV is not transmitted either by insect bites or pets”. In this case it is difficult to say what is the intended transmitted meaning because when the text says “pets” it is difficult to know if it refers to pets in general or to pet bites.

The case found in leaflet OTHER17 says “Su principal objetivo es prevenir el desarrollo de esta enfermedad y, para ello, promueve y facilita la realización de mamografías a todas las murcianas entre los 50 y 69 años” and its translation is “Their main objective is to prevent the development of this illness and, FOR THAT REASON, it promotes and facilitates the realization of mammography to all of the women of Murcia between 50 and 69 years old”. Last example is found in leaflet OTHER30, where “otro problema” is translated as “there are other problems apart from that one”. In some cases where the sentence in the original text does not include a subject like “pueden sacarte”, the only option is to think that it refers to the medical staff.

#### 4.1.5. Literal translation

Literal translation is a method used so many times in the leaflets collected for this study. Even if it is a possibility used by translators, it is not always the best option to go for as sentences do not sound natural if used in some cases. This fact makes the examples included here also good for other pragmatic notions as in the maxim of manner, but it is also interesting to see them separately in a different section. Last thing to be taken into account in this section is that the examples included in this section are not going to be considered as important as the rest of the pragmatic notions due to space

as well as the reason explained before about the fact that literal translation can be specifically put into different sections of this paper.

In the leaflet OTHER06, there is the sentence that says “Vacuna muy recomendada pero no incluida en calendario oficial” which is translated as “Very recommended vaccine but not included in official calendar”. Then, in leaflet OTHER09, the sentence “are necessary 1.5 to 2 liters a day” does not sound natural because it affects the pragmatic notion of the maxim of manner that has been shown previously because of literal translation (word-by-word translation). Going into the text in leaflet OTHER11, the question “¿Qué podemos hacer?” can be found which is translated as “What can we make?”. The translator choose to go through the literal translation option. The correct verb for this sentence would be “do” instead of “make”. The next leaflet is leaflet OTHER14 and it provides the example of “Para ello” which is translated as “for that”. Then, “De forma regular” is translated as “in way regular”, where the order of words is not correct .

#### **4.1.6. Free translation**

This section is done in the same way as the section about literal translation, which means that examples are provided separately in order to show the different ways that a translator can deal with a text, being more faithful to the original text or not. In the leaflets that have been collected for this study, the literal translation method is more common than the free translation method. However, there are also examples found of the second method found such as in leaflet OTHER04 where the original text says “Tienes tiempo suficiente” and its translation would be “if you act quickly”. What the original text says is “You have enough time” and it seems like the translator has slightly changed the meaning of that sentence. In the leaflet OTHER26, the section called “What is it” referring to birth control is the best part found to exemplify free translation as the information given in both versions seems like different texts:

- "Se trata de unas pequeñas varillas que liberan hormonas poco a poco. Su funcionamiento se centra en evitar la ovulación y provocar cambios en el interior del útero para que no se produzca la implantación del óvulo. También conlleva el engrosamiento del moco cervical para que los espermatozoides tengan dificultades de entrada en el útero. Dependiendo del tipo, duran 3 ó 4 años. Debe insertarlas un médico bajo la piel de la paciente. Se usa anestesia local. Puede extraerse en cualquier momento. No previene enfermedades."

- "Implants are a long-term reversible means of contraception. Matchstick-sized, hormone containing capsules made of synthetic materials are surgically implanted in a woman's upper arm. Once in place a small, steady dose of the hormone, progestin, is delivered into the system. Progestin, which is a main component of some birth control pills, prevents conception by suppressing ovulation and thickening the cervical mucus, which helps block sperm from entering the uterus. The capsules must be inserted and removed every five years by a trained physician or other healthcare professional."

Or in the example:

- “Son inyecciones mensuales o trimestrales de hormonas que se liberan a lo largo del tiempo: son de dos tipos, de estrógenos y combinadas. La administración de estrógenos da lugar a que los sangrados menstruales sean regulares. Además, las reglas suelen ser poco abundantes. El retorno a la fertilidad dura unos tres meses. Se inyectan en los glúteos o en la parte superior del brazo. No evita infecciones.”

- “Like the pill and implants, contraceptive injections contain hormones (estrogen and progestin or progestin only). A doctor or other healthcare professional injects the contraceptive deep into the arm, thigh or buttock at regular intervals. Injections containing both estrogen and progestin must be administered once a month. Injections containing progestin-only must be administered once every three months. Once injected, a low dose of the hormone(s) is released into a woman's system, suppressing ovulation and thickening the cervical mucus, which helps block sperm from entering the uterus.”

After having analyzed and explained all of the examples found in the information leaflets, it is important to conclude from this section of the qualitative analysis, that despite it has been very difficult to collect all those leaflets, it has been possible to get a good number of examples. This has enabled this study to draw some conclusions that are presented at the end of this paper. However, before going into the conclusions, it is important to provide this paper with a quantitative analysis which is going to help the reader to get a clear idea of what the qualitative analysis has been trying to enable the reader understand.

#### **4.2. Quantitative analysis of the informational leaflets**

At the very beginning of the study, the first and only purpose of it was the qualitative analysis of the translations based on the pragmatic notions. However, as a significant number of leaflets were gathered, this has given the study the possibility of providing a quantitative analysis as well. In order to do that, statistics have been created with the percentages of the number of examples found in every section. Starting with the section of implicatures, a total of 73 examples have been found which has been distributed in the following way:



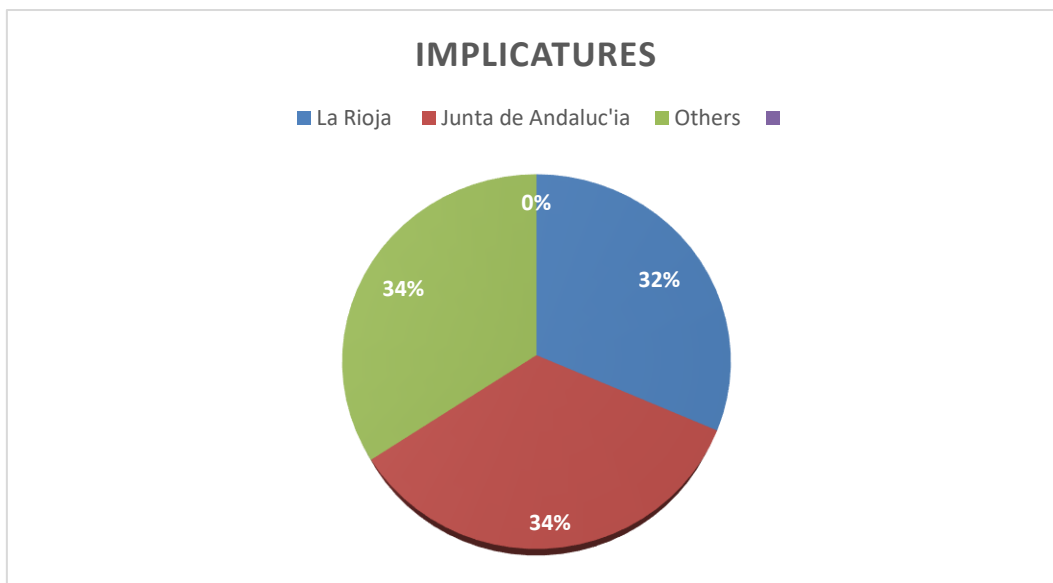


Chart 1: Implicatures

In this case, the statistics are more or less the same in number. It is very important to take into account that the leaflet from La Rioja has a significant amount of content on a single leaflet, whereas the other two groups have several leaflets in each group. This makes the results more impressive due to the number of examples found in every section and the balanced number of examples from each group. Going into the maxims, the maxims of quantity is going to be the first one to be analyzed with the subsections included:

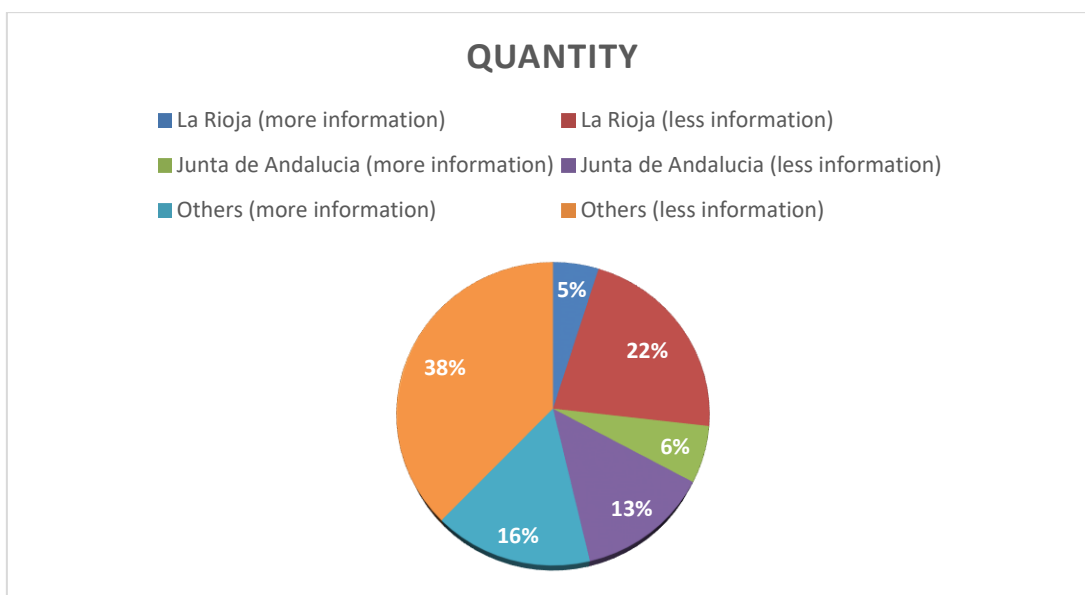


Chart 2: Quantity

In this case, the chart shows a more significant variety of percentages because of the subsections that are in every section. The leaflet group named “Others” with “less information in the translations”, is the one that prevails with a 38 % of the cases

followed by the same group but the subsection of “more information included in the target text”. The two sections that have got less examples are La Rioja (more information) and Junta de Andalucia with more information in the translations.

The next maxim to be shown is the maxim of quality:

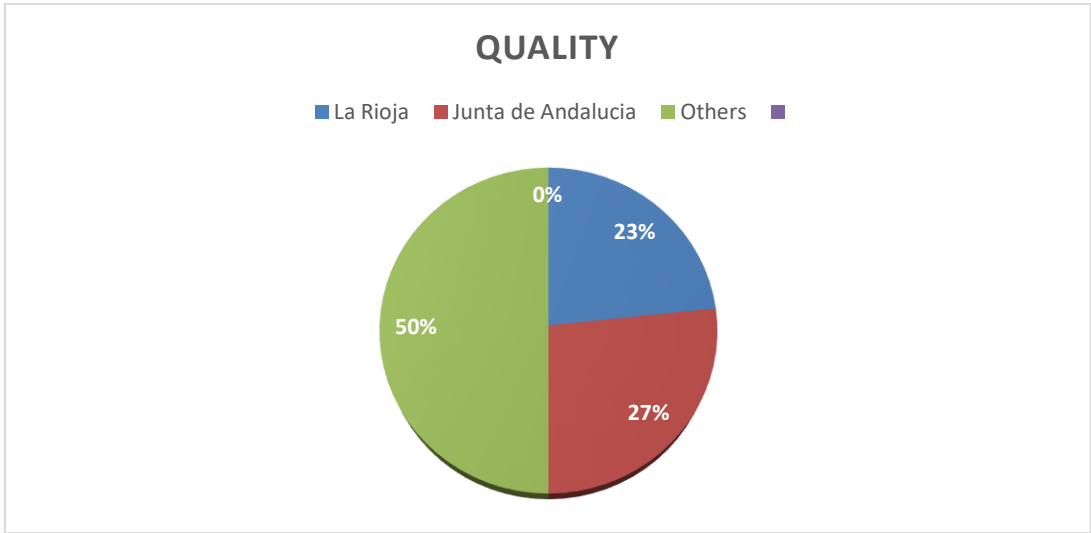


Chart 3: Quality

In the maxim of quality there is a huge difference between the sections as Others have got 50% of the examples and the other two sections have nearly the same percentage.

The last maxim is Manner, where La Rioja surprisingly has got a 53% of examples whereas Junta de Andalucia has 35% of the cases and Others a 12%. What is surprising about this is that the section with least number of leaflets gets the highest percentage:

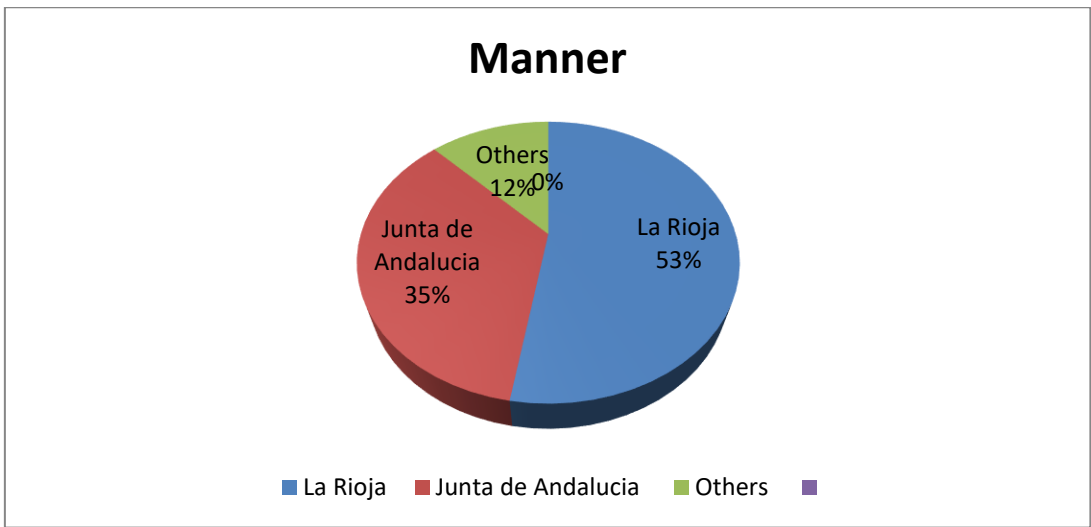


Chart 4: Manner

Last pragmatic notion to be shown is Relevance. In this case, Junta de Andalucia prevails with a 52% of the cases of this study and only a 7% of cases in Others. However, it is important to mention that this pragmatic notion did not get as many examples as the Others.

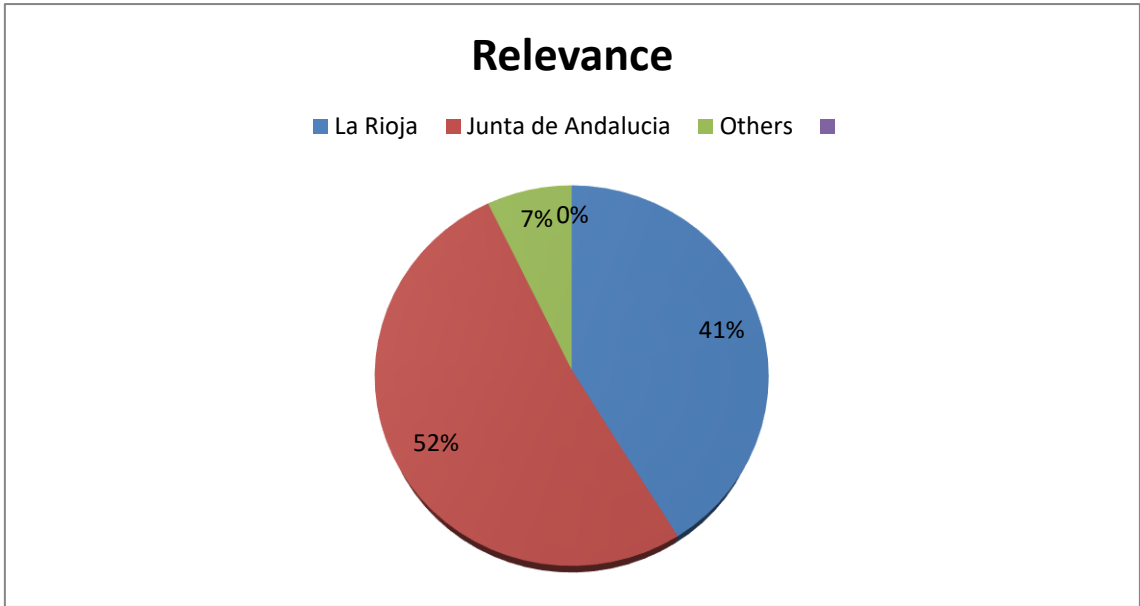


Chart 5: Relevance

In addition, it seems very interesting to create a statistic that compares only the three maxims that have been taken into account in order to see the difference in percentages.

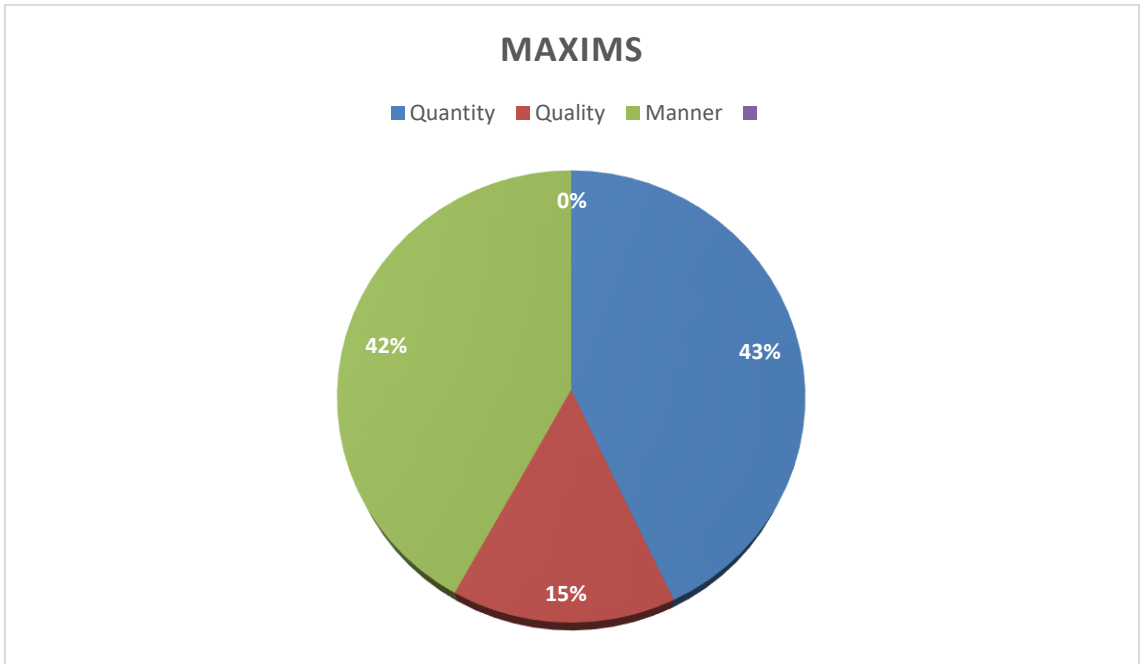


Chart 6: Maxims

In this way, it is possible to have a general view of which maxims are more common in the collected leaflets. The maxim of quantity and manner have nearly the same number of cases whereas the maxim of quality does not seem to be as common as the other two with only a 15% of the cases.

The last chart below, shows a general view of all the pragmatic notions shown in this study which are the following: implicatures, the maxims, relevance and presuppositions.

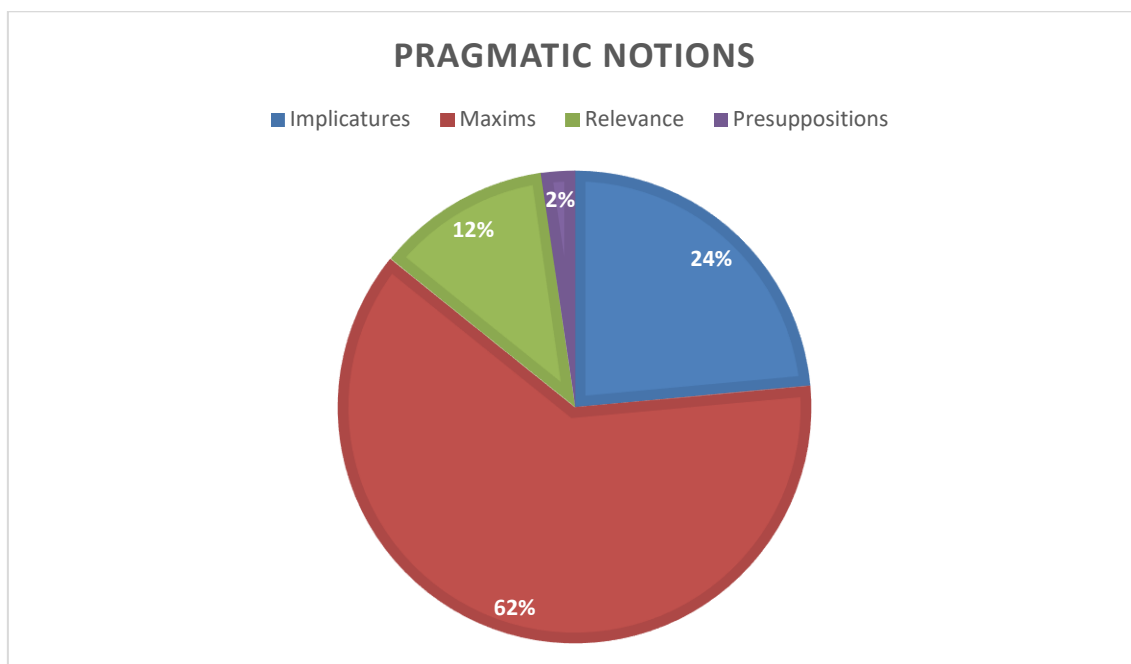


Chart 7: Pragmatic Notions

The Pragmatic notion of the maxims it definitely the predominant notion in this study in terms of the examples found in the corpus collected. Implicatures are the second common notion in this study, followed by relevance.

## 5. Conclusiones

El propósito de este trabajo ha sido el de analizar los folletos informativos recogidos con anterioridad en los hospitales de diferentes partes de España teniendo en cuenta algunos aspectos pragmáticos. Como ya se ha ido diciendo a lo largo de este trabajo, el proceso de búsqueda en este ámbito ha sido complicado ya que este tipo de documento no se suele almacenar en los hospitales. Lo que hacen los hospitales es imprimir o repartir los folletos cuando surge la necesidad en el momento de algún tipo de campaña como por ejemplo el Día Mundial del SIDA. Por este motivo y, además, debido a que los hospitales suelen tener publicados en sus páginas web los folletos informativos solo las versiones originales, no se ha podido hacer un análisis centrado en solo los últimos años para luego dar la posibilidad de hacer un análisis contrastivo con otros años anteriores. Es decir, con el fin de obtener un mayor número de folletos, se

han recogido todos los encontrados para tener un número significativo sin tener en cuenta el año de publicación.

Por lo tanto, el análisis del corpus recogido para realizar este trabajo ha traído diferentes tipos de características comunes que se han ido explicando a lo largo del análisis. El análisis confirma que, como ya anticiparon algunos escritores, la pragmática y la traducción son dos disciplinas que van de la mano y que los traductores deberían tener más que en cuenta. Muchos de los ejemplos recogidos en el análisis demuestran que los traductores cometen errores en sus traducciones debido a que no siguen algunos aspectos pragmáticos. Esto, en los casos más serios de errores o nociones pragmáticas que no se han seguido en el proceso de traducción se puede deber a un bajo nivel de inglés del traductor o la no especialización del mismo, especialmente en las máximas de Grice de cualidad y modo donde es más fácil darse cuenta de los errores cometidos. Sin embargo, hay que tener en cuenta que este estudio solo recoge los ejemplos donde la Pragmática no se ha tenido en cuenta y solo se han proporcionado ejemplos que han resultado chocantes al leer los folletos y sus respectivas traducciones.

El análisis del corpus afirma que las nociones pragmáticas con más ejemplos y que más atención deberían obtener por parte de los traductores son la máxima de modo seguida de la máxima de cantidad. Sin embargo, es muy importante resaltar que las llamadas implicaturas, debido a su elevado número de ejemplos (aunque no sea el más alto), también ha recibido bastante atención en este estudio. Por este motivo este trabajo se ha centrado principalmente en estas tres nociones pragmáticas. El siguiente grupo es el de la relevancia seguido del de la cualidad. Este hecho, por un lado, resulta tranquilizante ya que la cualidad es una de las nociones pragmáticas más importantes a seguir debido a que trata la información de acuerdo con la veracidad de la información transmitida.

Por último, es importante concluir diciendo que este estudio es solo una pequeña contribución al estudio de la traducción y su conexión con la pragmática que podría ser expandida en un futuro con un estudio posterior para comparar si la situación de la traducción mejora siguiendo las nociones pragmáticas mencionadas anteriormente. Además, otra propuesta de una posible investigación futura sería la de realizar el mismo tipo de análisis pero de folletos informativos cuyo idioma original fuese el inglés para así compararlo con las traducciones que se hacen al español. Una vez recogidos los ejemplos, sería interesante comparar los resultados en el análisis cuantitativo para comprobar si las mismas nociones pragmáticas son afectadas en el proceso de la traducción.

## Bibliografía

Ccjk.com. (2017). "Relevance Theory and Translation: An Introduction to Relevance Theory". 21 Feb 2011 [En línea] Disponible en: <http://www.ccjk.com/relevance-theory-and-translation/> [Último acceso: 29 Agosto 2017].

Collado, M. R., Ollé Rodríguez, C. "CAPÍTULO 7: Acceso y utilización de los servicios de salud: atención al paciente inmigrante, dificultades y posibles soluciones". [En línea] [Última consulta: 27/06/2017] Disponible en: <http://www.msc.es/ciudadanos/enfLesiones/enfTransmisibles/sida/prevencion/inmigrantes/docs/capitulo7.pdf>

Cutting, J. (2002). *Pragmatics and Discourse: A resource book for students*. London and New York: Routledge.

Escuela Andaluza de Salud Pública, Conserjería de Salud. *Centro de Recursos IEC para población inmigrante*. [En línea] [Última consulta: 20/07/2017)]. Disponible en: <http://www.riec.es/>

Fauziati, E. (2013). "Linguistic Politeness Theory". [En línea] [Última consulta: 24/05/2017] Disponible en: [https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/3462/4\\_LINGUISTIC%20POLITENESS%20THEORY.pdf?sequence=1](https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/3462/4_LINGUISTIC%20POLITENESS%20THEORY.pdf?sequence=1)

Godoy & Asociados, Portero P., Mattieu, G. (Junio de 2004). *Instituto de Salud Pública de la Comunidad de Madrid*. Recuperado el 23 de 05 de 2017, de Inmigración, Salud y Servicios Sanitarios. La perspectiva de la población inmigrante. [En línea] [Última consulta: 25/07/2017]. Disponible en: <http://www.madrid.org/bvirtual/BVCM009154.pdf>

Hatim, B., & Mason, I. (1990). *Discourse and the Translator*. New York: Longman Inc.

Hatim, B., & Mason, I. (1995). *Teoría de la Traducción. Una aproximación al discurso*. Barcelona: Ariel, S.A.

Hernández Cristobal, A. (2003) *Aspectos Pragmáticos en los Trabajos Teóricos sobre Traducción*. Universidad de Sevilla.

Hickey, L. (1998). *The Pragmatics of Translation*. Great Britain: Multilingual Matters.

Huang, Y. (2007). *Pragmatics*. New York: Oxford University Press Inc.

Instituto de Salud Pública de la Comunidad de Madrid Inmigración, Salud y Servicios Sanitarios. La perspectiva de la población inmigrante. [En línea] [Última consulta: 15/05/2017] Disponible en: <http://www.madrid.org/bvirtual/BVCM009154.pdf>

Instituto Nacional de Estadística (2017). [En línea] [Última consulta: 10/07/2017]. Disponible en: [http://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica\\_C&cid=1254736176951&menu=ultiDatos&idp=1254735572981](http://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736176951&menu=ultiDatos&idp=1254735572981)

- Jucker, A. (2012). *Pragmatics in the history of linguistic thought*. Cambridge: Cambridge University Press.
- Maíz, C. (2015). *Syllabus Pragmática y Discurso en Lengua Inglesa*. Universidad Complutense de Madrid, Madrid, España.
- Márquez, N. P. (s.a.). "El Apasionante Mundo del Traductor como Eslabón Invisible entre Lenguas y Culturas". *Tonos. Revista Electrónica de Estudios Filológicos*. Universidad Pablo de Olavide, Sevilla, España. [En línea] [Última consulta: 15/07/2017] Disponible en: [https://www.um.es/tonosdigital/znum13/secciones/tritonos\\_B\\_nuria%20Ponce.htm](https://www.um.es/tonosdigital/znum13/secciones/tritonos_B_nuria%20Ponce.htm)
- Mateo Martínez, J. "Be relevant (relevance, translation and cross-culture)". *Revista alicantina de estudios ingleses*. No. 11 (Nov. 1998). ISSN 0214-4808, pp. 171-182
- Mayor Serrano, M. B. (2008). "Cómo elaborar folletos de salud destinados a los pacientes". *Fundación Dr. Antonio Esteve n° 14*.
- Mey, J. L. (1993). *Pragmatics: An introduction*. Oxford: Basil Blackwell Ltd.
- Munday, J. (2001). *Introducing Translation Studies. Theories and Applications*. London and New York: Routledge.
- Newmark, P. (1988). *A Textbook of Translation*. Republic of Signapure: Prentice Hall.
- Nord, Christiane. "Loyalty and Fidelity in Specialized Translation". *Confluências – Revista de tradução científica e técnica*, 4 (2006): 29-42.
- Stalnaker, R. C. (1999). *Context and Content: Essays on Intentionality in Speech and Thought*. : Oxford University Press.
- Watts, R. (2003). *Politeness*. Cambridge University Press: Cambridge, England.
- Wayne, D. (2014). "Implicature". *Stanford Encyclopedia of Philosophy*. [En línea]. [Última consulta: 12/08/2017]. Disponible en: <https://plato.stanford.edu/entries/implicature/>
- Zhonggang, S. (2006) "A Relevance Theory Perspective on Translating the Implicit Information in Literary Texts". *Journal of Translation*, Volume 2, Number 2.

## Anexo 1

FUENTE	INFORMATION LEAFLET	CODE	URL
<b>La Rioja</b>			
	La lactancia materna: Información para amamantar	LRJ01	<a href="http://www.perinatalandalucia.es/file.php?file=%2F20%2F03.Guia_lactancia_LaRioja.pdf">http://www.perinatalandalucia.es/file.php?file=%2F20%2F03.Guia_lactancia_LaRioja.pdf</a>
<b>Junta de Andalucía</b>			
	Anticoncepción de Urgencia	JTAND01	<a href="http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/p_4_p_2_promocion_de_la_salud/materiales_publicados_inmigrantes/folletoanticoncepcion_09_esp.pdf">http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/p_4_p_2_promocion_de_la_salud/materiales_publicados_inmigrantes/folletoanticoncepcion_09_esp.pdf</a>
	Derechos, ayudas, beneficios y prestaciones públicas al embarazo, parto, post- parto, nacimiento, cuidados y atención de los hijos e hijas en Andalucía.	JTAND02	<a href="http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/c_3_c_1_vida_sana/salud_sexual_reproductiva/folleto_derechos_embarazo_hijos.pdf">http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/c_3_c_1_vida_sana/salud_sexual_reproductiva/folleto_derechos_embarazo_hijos.pdf</a>
	Derechos, ayudas, beneficios y prestaciones públicas de apoyo a la autonomía de las personas con discapacidad y red de organizaciones sociales en Andalucía.	JTAND03	<a href="http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/c_3_c_1_vida_sana/salud_sexual_reproductiva/folleto_derechos_autonomia_discapacitados.pdf">http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/c_3_c_1_vida_sana/salud_sexual_reproductiva/folleto_derechos_autonomia_discapacitados.pdf</a>
	Interrupción voluntaria del embarazo (IVE)	JTAND04	<a href="http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/c_3_c_1_vida_sana/salud_sexual_reproductiva/folleto_interrupcion_voluntaria_embarazo.pdf">http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/c_3_c_1_vida_sana/salud_sexual_reproductiva/folleto_interrupcion_voluntaria_embarazo.pdf</a>
	La píldora del día después	JTAND05	<a href="http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/p_4_p_2_promocion_de_la_salud/materiales_publicados_inmigrantes/cartel_anticoncep_urg_esp.pdf">http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/p_4_p_2_promocion_de_la_salud/materiales_publicados_inmigrantes/cartel_anticoncep_urg_esp.pdf</a>
	La píldora del día después	JTAND06	<a href="http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/p_4_p_2_promocion_de_la_salud/materiales_publicados_inmigrantes/cartel_anticoncep_urg_esp.pdf">http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias/documentos/p_4_p_2_promocion_de_la_salud/materiales_publicados_inmigrantes/cartel_anticoncep_urg_esp.pdf</a>



			promocion_de_la_salud/materiales_publicados_inmigrantes/postal_anticoncep_urg_esp.pdf
	Métodos Anticonceptivos	JTAND07	<a href="http://www.juntadeandalucia.es/salud/export/sites/csaud/galerias/documentos/c_3_c_1_vida_sana/sexualidad/F_ANTICONCEPTIVOS_espanol.pdf">http://www.juntadeandalucia.es/salud/export/sites/csaud/galerias/documentos/c_3_c_1_vida_sana/sexualidad/F_ANTICONCEPTIVOS_espanol.pdf</a>
	Pictograma parto	JTAND08	<a href="http://www.juntadeandalucia.es/salud/sites/csaud/galerias/documentos/p_4_p_2_promocion_de_la_salud/materiales_publicados_inmigrantes/PictogramaParto_castellano.pdf">http://www.juntadeandalucia.es/salud/sites/csaud/galerias/documentos/p_4_p_2_promocion_de_la_salud/materiales_publicados_inmigrantes/PictogramaParto_castellano.pdf</a>
	Plan de parto y nacimiento	JTAND09	<a href="http://www.juntadeandalucia.es/export/drupaljda/PLan_partos_espaxol_baja.pdf">http://www.juntadeandalucia.es/export/drupaljda/PLan_partos_espaxol_baja.pdf</a>
	Uso del condón. No arriesgues tu futuro.	JTAND10	<a href="http://www.juntadeandalucia.es/salud/sites/csaud/galerias/documentos/c_3_c_1_vida_sana/sexualidad/usa_condon_Espaxol-pant.pdf">http://www.juntadeandalucia.es/salud/sites/csaud/galerias/documentos/c_3_c_1_vida_sana/sexualidad/usa_condon_Espaxol-pant.pdf</a>
<b>Others</b>			
	Adolescencia y Alimentación: para adolescentes	OTHER01	<a href="http://www.riec.es/archivos/Adolescencia_y_Alimentacion_1_Compact.pdf">http://www.riec.es/archivos/Adolescencia_y_Alimentacion_1_Compact.pdf</a>
	Adolescencia y Alimentación: para padres y madres	OTHER02	<a href="http://www.riec.es/archivos/Adolescencia_y_Alimentacion_2.pdf">http://www.riec.es/archivos/Adolescencia_y_Alimentacion_2.pdf</a>
	Anexo V: Tarjeta de tratamiento	OTHER03	<a href="http://www.riec.es/archivos/AnexoV.pdf">http://www.riec.es/archivos/AnexoV.pdf</a>
	Anticoncepción de emergencia	OTHER04	<a href="http://www.riec.es/archivos/2010-04-30-1252378448_DESP_ANTIC_EMERG_VAL.pdf">http://www.riec.es/archivos/2010-04-30-1252378448_DESP_ANTIC_EMERG_VAL.pdf</a>
	Apúntate a la vida sana	OTHER05	<a href="http://www.riec.es/archivos/FOLLETO DIABETES.pdf">http://www.riec.es/archivos/FOLLETO DIABETES.pdf</a>
	Calendarios de vacunación de países con alta emigración a España. Año 2006-2007	OTHER06	<a href="https://www.murciasalud.es/recursos/ficheros/60707-calendarios.pdf">https://www.murciasalud.es/recursos/ficheros/60707-calendarios.pdf</a>
	Come bien, vivirás mejor: Alimentación de 6 a 12 años.	OTHER07	<a href="http://www.aragon.es/estaticos/ImportFiles/09/docs/Ciudadano/CuidadosSalud/Habitosvidasaludable/Alimentacion/Publicaciones/ComebienVivirasmejor/FOLLETO_6A12.PDF">http://www.aragon.es/estaticos/ImportFiles/09/docs/Ciudadano/CuidadosSalud/Habitosvidasaludable/Alimentacion/Publicaciones/ComebienVivirasmejor/FOLLETO_6A12.PDF</a>

	Come bien, vivirás mejor: Alimentación de 13 a 16.	OTHER08	<a href="http://www.aragon.es/estaticos/ImportFiles/09/docs/Ciudadano/CuidadosSalud/HabitosvidaSaludable/Alimentacion/Publicaciones/ComebienVivirasmejor/FOLLETO_13A16.PDF">http://www.aragon.es/estaticos/ImportFiles/09/docs/Ciudadano/CuidadosSalud/HabitosvidaSaludable/Alimentacion/Publicaciones/ComebienVivirasmejor/FOLLETO_13A16.PDF</a>
	Come bien, vivirás mejor: Alimentación en las personas mayores.	OTHER09	<a href="http://www.riec.es/archivos/FOLLETO_MAYORES.pdf">http://www.riec.es/archivos/FOLLETO_MAYORES.pdf</a>
	Cómo prevenir el SIDA y otras infecciones de transmisión sexual.	OTHER10	<a href="https://www.murciasalud.es/recursos/ficheros/44793-Espanol.pdf">https://www.murciasalud.es/recursos/ficheros/44793-Espanol.pdf</a>
	Cuida tu salud. Protégete del calor.	OTHER11	<a href="http://www.riec.es/archivos/408es.pdf">http://www.riec.es/archivos/408es.pdf</a>
	¿Debería hacerme la prueba del VIH/sida?	OTHER12	<a href="http://www.msssi.gob.es/ciudadanos/enfLesiones/enfTransmisibles/sida/docs/deberia_hacerme.pdf">http://www.msssi.gob.es/ciudadanos/enfLesiones/enfTransmisibles/sida/docs/deberia_hacerme.pdf</a>
	Déjanos Escucharte. Déjanos Ayudarte.	OTHER13	<a href="http://cuidatecv.es/wp-content/uploads/2012/10/triptico_mujer_castellano.pdf">http://cuidatecv.es/wp-content/uploads/2012/10/triptico_mujer_castellano.pdf</a>
	El ejercicio físico para tu salud.	OTHER14	<a href="http://www.navarra.es/NR/rdonlyres/A07AE1A9-4E33-4154-8F03-7F6D428C488B/277115/300pp2014_TripEJERCICIO14.pdf">http://www.navarra.es/NR/rdonlyres/A07AE1A9-4E33-4154-8F03-7F6D428C488B/277115/300pp2014_TripEJERCICIO14.pdf</a>
	El resfriado y la gripe: Consejos para los pacientes.	OTHER15	<a href="http://www.riec.es/archivos/252es.pdf">http://www.riec.es/archivos/252es.pdf</a>
	Guía básica Atención Primaria.	OTHER16	<a href="http://www.riec.es/archivos/GuiaBasicaAtencionSanitaria.pdf">http://www.riec.es/archivos/GuiaBasicaAtencionSanitaria.pdf</a>
	¿Has pensado en el cáncer de mama?	OTHER17	<a href="https://www.murciasalud.es/recursos/ficheros/109261-Triptico_mujeres_arreglado.pdf">https://www.murciasalud.es/recursos/ficheros/109261-Triptico_mujeres_arreglado.pdf</a>
	Infovihtal #1: Recién diagnosticado.	OTHER18	<a href="http://gtt-vih.org/files/active/1/InfoV_esp_01.pdf">http://gtt-vih.org/files/active/1/InfoV_esp_01.pdf</a>
	Infovihtal #2: Células del sistema inmunitario.	OTHER19	<a href="http://gtt-vih.org/files/active/0/InfoV_esp_02.pdf">http://gtt-vih.org/files/active/0/InfoV_esp_02.pdf</a>
	Infovihtal #4: Consejos de adhesión.	OTHER20	<a href="http://gtt-vih.org/files/active/0/InfoV_esp_04.pdf">http://gtt-vih.org/files/active/0/InfoV_esp_04.pdf</a>
	Infovihtal #5: Lista de medicamentos.	OTHER21	<a href="http://www.portalsida.org/repos/InfoV_esp_05.pdf">http://www.portalsida.org/repos/InfoV_esp_05.pdf</a>

	Infovihtal #6: Infección primaria del VIH.	OTHER22	<a href="http://gtt-vih.org/files/active/0/InfoV_esp_06.pdf">http://gtt-vih.org/files/active/0/InfoV_esp_06.pdf</a>
	Infovihtal #7: Ciclo vital del VIH.	OTHER23	<a href="http://gtt-vih.org/files/active/0/InfoV_esp_07.pdf">http://gtt-vih.org/files/active/0/InfoV_esp_07.pdf</a>
	Infovihtal #8: Carga viral.	OTHER24	<a href="http://gtt-vih.org/files/active/0/InfoV_esp_08.pdf">http://gtt-vih.org/files/active/0/InfoV_esp_08.pdf</a>
	Más razones para hacerse la prueba.	OTHER25	<a href="http://www.juntadeandalucia.es/salud/sites/csalud/galerias/documentos/c_3_c_1_vida_sana/sexualidad/usa_condon_Espaxol-pant.pdf">http://www.juntadeandalucia.es/salud/sites/csalud/galerias/documentos/c_3_c_1_vida_sana/sexualidad/usa_condon_Espaxol-pant.pdf</a>
	Métodos anticonceptivos	OTHER26	
	No arriesgues tu futuro, usa condón.	OTHER27	<a href="http://www.riec.es/archivos/usa_condon_Esp.pdf">http://www.riec.es/archivos/usa_condon_Esp.pdf</a>
	Píldora Post-coital	OTHER28	<a href="http://www.riec.es/archivos/PildoraPoscoital_ESP.pdf">http://www.riec.es/archivos/PildoraPoscoital_ESP.pdf</a>
	Programa de detección precoz de Cáncer de Mama	OTHER29	<a href="http://www.castillalamancha.es/sites/default/files/documentos/20120511/pdpcm_folleto_autoexplo_2010.pdf">http://www.castillalamancha.es/sites/default/files/documentos/20120511/pdpcm_folleto_autoexplo_2010.pdf</a>
	¿Qué es el SIDA?	OTHER30	<a href="http://www.riec.es/archivos/espanol(1).pdf">http://www.riec.es/archivos/espanol(1).pdf</a>
	¿Qué es Mutilación Genital Femenina?	OTHER31	<a href="http://www.riec.es/archivos/desplegable-cast-1.pdf">http://www.riec.es/archivos/desplegable-cast-1.pdf</a>
	Tu salud es tu futuro: VIH/SIDA, infecciones de transmisión sexual (ITS)	OTHER32	<a href="http://www.riec.es/archivos/castellano_espanol_VIH_SID_A_ITS.pdf">http://www.riec.es/archivos/castellano_espanol_VIH_SID_A_ITS.pdf</a>
	Tu sexualidad también es importante	OTHER33	<a href="http://www.riec.es/archivos/sexualidad_triptico_espanol.pdf">http://www.riec.es/archivos/sexualidad_triptico_espanol.pdf</a>
	Vacuna contra la Meningitis C	OTHER34	<a href="http://www.riec.es/archivos/vacuna%20es.pdf">http://www.riec.es/archivos/vacuna%20es.pdf</a>
	Vuelta al cole... con salud	OTHER35	<a href="http://www.navarra.es/NR/rdonlyres/8EEAFB2A-132C-4516-8596-4B5EFA83369/287901/folleto_cast2014web.pdf">http://www.navarra.es/NR/rdonlyres/8EEAFB2A-132C-4516-8596-4B5EFA83369/287901/folleto_cast2014web.pdf</a>