MAYOR DE SAN ANDRÉS UNIVERSITY
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LINGUISTICS AND LANGUAGES DEPARTMENT

A CONTRIBUTION TO THE DEPARTMENT OF INFORMATION AND COMMUNICATION OF MAYOR DE SAN ANDRÉS UNIVERSITY THROUGH THE TRANSLATION OF INSTITUTIONAL TEXTS FROM SPANISH INTO ENGLISH

(Supervised Work submitted to obtain the Degree in Linguistics and Languages)

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UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS

TRABAJO DIRIGIDO:

A CONTRIBUTION TO THE DEPARTMENT OF INFORMATION AND COMMUNICATION OF MAYOR DE SAN ANDRÉS UNIVERSITY THROUGH THE TRANSLATION OF INSTITUTIONAL TEXTS FROM SPANISH INTO ENGLISH

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Para optar el grado académico de Licenciatura en Lingüística e Idiomas

Mención Lenguas Extranjeras - Inglés

Nota numeral: ....

Nota literal: ....

Directora de la Carrera: ………………………………………….
                                                Ph. D. María Teresa Terán Zubieta

Tutora: ………………………………………….
                                                Lic. Virginia Coronado Conde

Tribunal: ………………………………………….
                                                M.Sc. Heber Fidel Aldazosa Ruiz

Tribunal: ………………………………………….
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Ha sido: ....

La Paz, 17 de mayo de 2023

DEDICATION

To my beloved family, for their support and love. To my professors, for their constant assistance and professional advice. To the people in my life that encourage me, and inspire me, a big thank you.

Cecilia Bautista

I would like to dedicate this supervised work to God, who gave me the strength to work on it, and my parents for being kind enough to keep supporting me throughout the whole process.

Abigail Cordero

With all my love dedicated to God, to my father´s memory Justo Poma and especially to the three fundamental pillars in my life: my dear mother Ana María Chura, my beloved husband Nercy Mendoza, and my beautiful daughter Lucianita who helped me to follow my dreams and pursue my goals and for their invaluable support.

Lourdes Poma

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RESUMEN

El Departamento de Información y Comunicación de la Universidad Mayor de San Andrés es responsable de proveer servicios de información y comunicación. Sin embargo, esta institución al ser relativamente nueva carece de material traducido en inglés, y esto hace que esta pierda la oportunidad de que más personas e instituciones conozcan a la universidad. Es así que el presente trabajo tiene por objetivo generar versiones en inglés de los textos: "Currículum Vitae UMSA: 1830 – 2019", "Aplicación del Sistema de Información Académica", y "Breve Reseña de la Entrada Universitaria" para este departamento. El método de traducción comunicativo propuesto por Peter Newmark fue el utilizado para llevar a cabo esta tarea, y el resultado de la finalización del trabajo dirigido fue la entrega de los tres textos traducidos al Departamento de Información y Comunicación. A pesar de la difícil tarea del proyecto de traducción, se logró dar solución a la necesidad del departamento ya mencionado en cierta medida, y este trabajo servirá como el inicio para futuros proyectos de traducción en la misma institución.

Palabras clave: Traducción, Método Comunicativo, Textos Institucionales, Traducción Asistida por Computadora

ABSTRACT

The Department of Information and Communication of the Mayor de San Andrés University is responsible for providing information and communication services. However, this institution, being relatively new, does not have material translated into English, and this is a missed opportunity for more people and institutions to know about the university. Thus, supervised work aims to generate English versions for this department of the following texts: "*Currículum Vitae UMSA: 1830–2019*" (Curriculum Vitae of Mayor de San Andrés University: 1830-2019), "*Aplicación del Sistema de Información Académica*" (Academic Information System Implementation), and "*Breve Reseña de la Entrada Universitaria*" (Brief Review of the University Folkloric Dance Festival). The communicative translation method proposed by Peter Newmark was used to carry out this task, and the result of the completion of the supervised work was the delivery of the three translated texts to the Department of Information and Communication. Despite the difficult task of the translation project, it was possible to solve the need of the department already mentioned to a certain extent, and this work will serve as the beginning for future translation projects in the same institution.

Key Words: Translation, Communicative Translation Method, Institutional Texts, Computer-Aided Translation (CAT)

INTRODUCTION

Mayor de San Andrés University offers different graduation modalities, one of them being the supervised work. This consists of putting into practice the knowledge acquired by the students during their years of study at the university. We as students of the Department of Linguistics and Languages of Mayor de San Andrés University chose this modality to graduate. In that way, this paper deals with a detailed report of the translation project we carried out as a supervised work.

The Department of Information and Communication is a relatively new unit of the Mayor de San Andrés University, and it is responsible to provide information and communication services. Thus, one of its functions is to provide information to the general public and the university community about academic activities, administrative activities, and procedures. This department found it necessary to translate material about the university from Spanish into English so that more people can have access to it. For this reason, they decided to make an agreement with the Department of Linguistics and Languages of the university to translate this material through supervised work.

The purpose of this supervised work was to solve the need that the Department of Information and Communication had to translate institutional texts about the university from Spanish into English. As a consequence, we wrote a translation work proposal, which was developed later. This supervised work involved the translation of the following three texts: *"Currículum Vitae UMSA: 1830 - 2019"* (Curriculum Vitae of Mayor de San Andrés University: 1830 -2019); *"Aplicación del Sistema de Información Académica"* (Academic Information System Implementation); and *"Breve Reseña de la Entrada Universitaria"* (Brief Review of the University Folkloric Dance Festival). Some results have been obtained through the implementation of the work proposal, but the most important one was the delivery of the translated institutional texts. Through this work, we solved in a certain way the need that the Department of Information and Communication had to translate material from Spanish into English.

This supervised work has some limitations in time and space. Regarding the time, we managed to achieve all the objectives set for the translation project within six months, from November 2021 to May 2022. This way, we fulfilled the minimum of hours (1000) demanded by the agreement between the Department of Linguistics and Languages and the Department of Information and Communication of the Mayor de San Andrés University. In addition, it took us another eight months to write a detailed report on the translation project we developed. Concerning the space, this work was not carried out within the facilities of the Department of Information and Communication but in the homes of each applicant. The entire translation project was done within the parameters established by both institutions.

In fact, the supervised work on translation was carried out keeping in mind that the translation field has gained a lot of importance and popularity over the years, and it has become a necessity in the era that we are living in nowadays. Translation allows us to solve problems that arise from not knowing other languages. In addition, translation permits people to discover many works or information that otherwise could remain unknown to the monolingual speaker. Furthermore, the translation field is an important area of work, since it makes it possible to close the gap between cultures and languages. For these reasons, this supervised work framed in the area of translation was necessary, since it facilitates access to information concerning Mayor de San Andrés University.

Furthermore, this supervised work report is based on a theoretical and methodological approach as any other academic paper. Regarding the theoretical approach, this work is based on the proposal made by Peter Newmark, a well-known professor of translation. In this way, we followed the communicative method of translation and the translation procedures proposed by this author. Regarding the methodological approach, this work follows a qualitative and descriptive study. Thereby, this work paints a picture of the systematic process we followed to translate texts from Spanish into English.

The results obtained in this supervised work were mainly positive. It can be said that our participation in the translation project generated positive results because we manage to fulfill each one of our objectives. In other words, our participation in the project was positive and beneficial for the Department of Information and Communication of Mayor de San Andrés University. However, our supervised work is only the beginning of other translation projects that can be done in the future in the Department of Information and Communication.

CHAPTER ONE
IDENTITY OF THE INSTITUTION

This chapter is divided into two sections. The first part describes the organization of the Department of Information and Communication and the second part develops the needs of support of the institution.

1.1. ORGANIZATION

1.1.1. Background of the Department of Information and Communication

The Department of Information and Communication is a new unit of the Mayor de San Andrés University. However, this unit is the result of the merger of two other entities that previously operated at the university. On May 5, 2021, the Executive Committee of the Honorable University Council[1] through Resolution No 205/2021[2] determined to approve the merger of the Department of Public Relations and the Division of Communication Strategies, resulting in the Department of Information and Communication. The first head of this department was María Virginia Ferrufino Loza.

Previously, the Department of Public Relations was in charge of strengthening the university's relationship with the university community and society to position the institutional image of the university. On the other hand, the Division of Communication Strategies had the function of planning, directing, and executing institutional and inter-institutional communication actions and policies aimed to strengthen the institutional

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[1] The Honorable University Council is the governing body of the Mayor de San Andrés University.

[2] See annex 1

image of the university. Therefore, noticing that these two units shared functions and objectives in common, the university authorities decided to merge them to manage in a better way the human resources in charge of the information and communication areas inside and outside the university.

1.1.2. Organization of the Department of Information and Communication

The rectorate of the Mayor de San Andrés University is the entity in charge of the Department of Information and Communication. The head of this department is Juan Carlos Huanca Valencia. Besides, this department has under its command two units: the Division of Communication Strategies and the Mayor de San Andrés University Press. This relationship is shown in the following organizational chart:
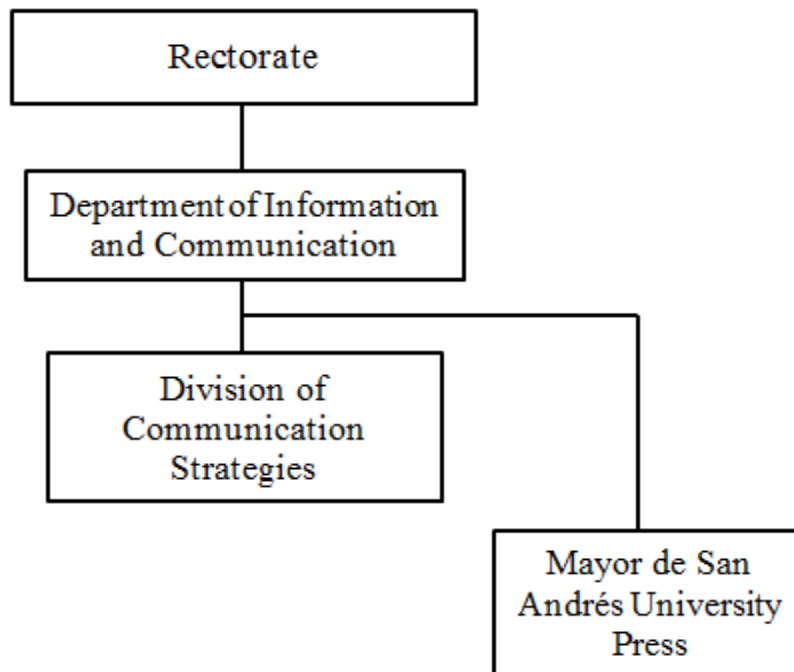
Figure 1. The organizational chart of the Department of Information and Communication

The Division of Communication Strategies is responsible for planning, directing, and executing institutional and inter-institutional communication actions and policies aimed at preserving, developing, and strengthening the academic, educational, scientific, and institutional image of the university. Meanwhile, Mayor de San Andrés University Press is in charge of providing editing and printing services for academic and institutional documents to the university community.

1.1.3. Objectives of the Department of Information and Communication

The Department of Information and Communication of the Mayor de San Andrés University aims to organize, coordinate, and execute communication strategies and activities with the Bolivian state and the university community. In addition, this department has the objective to spread the results of institutional management through the publication of documents.

1.1.4. The functions of the Department of Information and Communication

The Department of Information and Communication has fourteen functions, and these ones are mentioned below:

- To direct and coordinate communication and institutional information of the Mayor de San Andrés University
- To formalize the relationship and connection between the Bolivian State and the university community
- To lead the processes of communication and dissemination of the activities and results of the university management

- ➢ To promote and position the public image and prestige of the Mayor de San Andrés University
- ➢ To organize and coordinate the ceremonial acts of the university
- ➢ To generate institutional information in coordination with the academic and administrative units of the university for its dissemination
- ➢ To edit the annual report of the university
- ➢ To manage the publication of institutional notices in the media and call press conferences
- ➢ To provide information to the general public about academic activities, administrative activities, and procedures
- ➢ To coordinate and supervise the Mayor de San Andrés University Press
- ➢ To carry out effective and efficient administrative management by applying the management systems established at the university
- ➢ To review, update, or propose the specific regulations that govern the functions and activities of the Department of Information and Communication
- ➢ To manage in a systematic, updated, and orderly manner the information generated in the Department of Information and Communication
- ➢ To issue management reports of the Department of Information and Communication

1.1.5. Mission and vision of the Department of Information and Communication

As this department is relatively new, it does not have a mission statement and a vision statement established yet. However, these are in the process of elaboration.

1.1.6. Location of the Department of Information and Communication

This department has its facilities on the first floor[3] of Mayor de San Andrés University Headquarters. The following sketch map shows the area where these headquarters are located.

Villazón Avenue, No. 1995, Mayor de San Andrés Headquarters, First floor, Telephone: 591-2-2441963
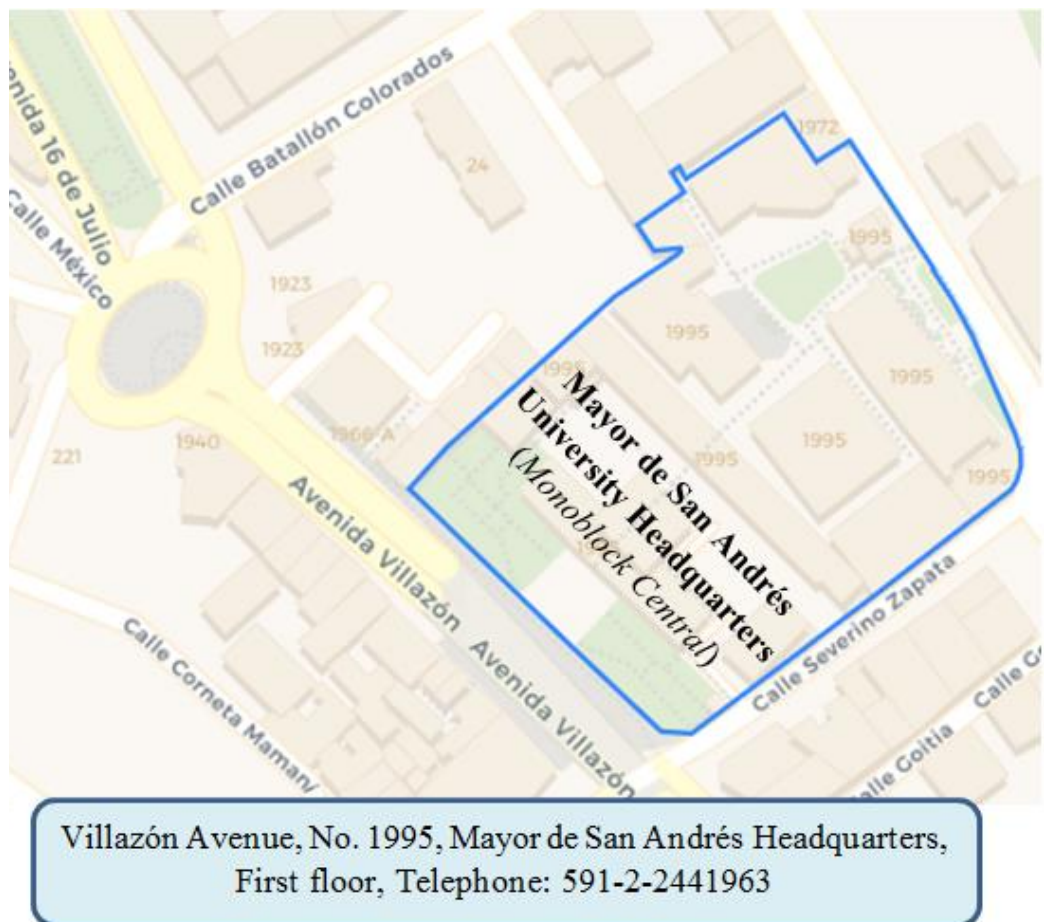
Figure 2. Sketch map of Mayor de San Andrés University Headquarters

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[3] The floor above the ground floor or above the floor at street level

1.2. NEEDS OF SUPPORT

1.2.1. Analysis of the problem

According to Tintaya (2008) before starting a supervised work project, it is necessary to analyze the needs an institution has in order to find the problem that requires to be solved, and this can be beneficial for the institution. A useful tool to evaluate the internal strengths and weaknesses, and the external opportunities and threats of an organization is the SWOT analysis. Sammut-Bonnici & Galea (2014) say that internal analysis is used to identify resources, capabilities, core competencies, and competitive advantages inherent to the organization. The external analysis identifies market opportunities and threats by looking at competitors' resources, the industry environment, and the general environment.

The SWOT analysis is a strategic tool widely used in business. However, this tool can be also used to identify and discover the weaknesses and strengths of an individual, group, or organization, and to identify both potential opportunities and threats. In that way, this tool has been used in this supervised work to identify the needs that the Department of Information and Communication of Mayor de San Andrés University had.

1.2.1.1. Internal Factors

Internal factors refer to the strengths and weaknesses of an institution, in this case, the Department of Information and Communication. First, the strengths which are understood as favorable internal activities, processes, and behaviors of the institution are presented. Second, the weaknesses which are the improvements that could be made in the institution are developed.

STRENGTHS	WEAKNESSES
➢ Promotes institutional communication between the Bolivian State and the university community	➢ As the Department of Information and Communication is relatively new, it lacks organization.
➢ Generates institutional information in coordination with the academic and administrative units of the university.	➢ This department does not have its own website with information regarding the work that is done in this one.
➢ Leads the processes of communication and dissemination of the activities and results of the university management	➢ Information presented by the Department of Information and Communication is available only for native Spanish speakers
➢ Promotes the public image of the Mayor de San Andrés University	➢ This department does not have staff with skills in the area of translation from Spanish to English. Thus, the material that it publishes or spreads is only available in Spanish.
➢ Provides information to the general public about academic activities, administrative activities, and procedures of the university	
➢ Coordinates the publication of texts related to the university with the Mayor de San Andrés University Press	

Chart 1. Strengths and weaknesses of the Department of Information and Communication

1.2.1.2. External Factors

The external factors focus on opportunities and threats. First, opportunities refer to favorable external factors that could give an institution an advantage compared to others. On the other hand, threats refer to factors that have the potential to harm an organization.

OPPORTUNITIES	THREATS
➢ The functions of the Department of Information and Communication are important due to the globalization that we live in. ➢ The demand for information that exists today about the university makes the work of this department relevant. ➢ The technology advancement allows this department to carry out its work more effectively. ➢ This department has the ability to provide information to a wider audience compared to other university departments.	➢ The work done by this department may be relegated to the work done by the Department of International Relations of the university. ➢ If this department does not establish its work guidelines better, it can be merged or become dependent on another department of the university. ➢ Other entities within the Mayor de San Andrés University also provide information about the university to the general public. ➢ The information published about the university by this department is not updated, unlike other universities. ➢ Other universities in Bolivia provide information to the general public about their institutions in English and other languages.

Chart 2. Opportunities and threats of the Department of Information and Communication

After performing the SWOT analysis, it has been found that the Department of Information and Communication of Mayor de San Andrés University does not have information available in the English language on its platform. In addition, it does not have staff with skills in the area of translation from Spanish to English. This department is aware of these weaknesses, and that is why this institution deems it relevant to translate the information about the Mayor de San Andrés University into English because it is an international language. This supervised work fulfilled this requirement, which is, translating information regarding the university from Spanish to English so that people all around the world can have access to it.

1.2.2. Identification of needs

The Department of Information and Communication of Mayor de San Andrés University is responsible to provide information and communication services. However, this is not completely possible because the available information about the university is only in the Spanish language; otherwise, the information in English is translated poorly or literally. This represents a problem for the Department of Information and Communication because they lose the opportunity that more people know about Mayor de San Andrés University.

As this department manifested the need to translate some texts about Mayor de San Andrés University from Spanish into English, they decided to make an agreement with the Department of Linguistics and Languages to translate them. The Department of Linguistics and Languages is an institution where students are trained with solid knowledge in the area of translation. Therefore, linguistics students were able to face up the

challenge of translating the material about Mayor de San Andrés University.

The Department of Information and Communication commissioned the translation of three texts, which are: *Currículum Vitae UMSA: 1830-2019* ("The Curriculum Vitae of Mayor de San Andrés University from 1830 to 2019"), *Aplicación del Sistema de Información Académica*, ("Academic Information System Implementation"), *Breve Reseña de la Entrada Universitaria* ("Brief Review of the University Folkloric Dance Festival"). It can be said that the translation of these texts could somehow solve the need for this department to have information about the university in English. As a result, this department would benefit to some extent from the translation of these texts. And this leads us to raise the following question, what are the benefits that the Department of Information and Communication of Mayor de San Andrés University has with the translation of institutional texts from Spanish to English?

CHAPTER TWO
WORK PROPOSAL

This chapter deals with the description and explanation of the work proposal that has been developed (Tintaya, 2008). This work proposal includes the following eight aspects: theoretical support, objectives, justification, indicators, delimitation and scope, resources, strategy of action, and work plan.

2.1. THEORETICAL SUPPORT

A theoretical support is a foundation and review of theories that are fundamental in an academic paper. In words of Tintaya (2008), the theoretical support is useful to give conceptual, epistemological, theoretical, and social framework. In the following sections, we are going to define, describe, and explain concepts that are relevant in this supervised work. These ones are: translator, translation competence, text analysis, methods of translation, translation procedures, terminology, glossary, machine translation, Smartcat, and translation memory.

2.1.1. Translation

The first notion we must introduce in this section is translation because it is a common practice to confuse translation and translation studies; these two terms are closely related, but they are not the same. Hurtado (2001) in her book *Traducción y Traductología* ("Translation and Translation Studies") clarifies the differences between these terms. First, translation is the ability to know how to carry out the process of translating. Thus, this ability is learned through practice. Second, translation studies is the discipline that studies translation.

Now that the difference between translation studies and translation has been stated, it is necessary to consider that the concept of translation varies within cultures and societies. Thus, there is no universal and static definition of what translation is. As Gambier (2018) states "translation is an old socio-cultural practice that encompasses different perceptions and different histories – neither the term nor the concept is universal" (p. 19). Gambier also mentions that the concept of translation has changed over time due to the different factors that have aroused.

The Russian-American linguist Jakobson (1959) was the first one to suggest a division in the field of translation, and he proposes three types of translation: intralingual, interlingual, and intersemiotic. The first refers to rewording something within the same language. The third is also called transmutation and deals with the transference of a message from one kind of symbolic system to another. The second one is our main focus because it is what can be called proper translation, and this "… comprises the interpretation of the verbal signs of one language by means of the verbal signs of another" (p. 4).

Years later, Nida and Taber (1982) state that translation implies "…reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style" (p.12). Reproducing the message implies making the necessary grammatical and lexical adjustments. Besides, the translator must reproduce the message rather than conserve the form.

On the other hand, Newmark (1981) defines translation as "…a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language"

(p. 7). Years later, Newmark (1988) mentions that translation involves "…rendering the meaning of a text into another language in the way that the author intended the text" (p. 5). That way, the author highlights the intention of the author in the source text as important.

Larson (1998) says that translation "…consists of transferring the meaning of the source language into the receptor language" (p. 3). This author emphasizes that what is transferred from one language to the other is meaning. The meaning must be held constant and only the form (the surface structure of a language) is what is changed.

Vinay and Darbelnet (1995) mention that translation is an operation that involves "…the passage from a language A to a language B to describe the same situation X" (p. 4). They also add that translation is an art in the sense that it is possible to compare several translations of the same original and reject some as poor or praise others for their fidelity and natural flow. However, translation becomes art once its basic skills have been mastered, and this involves learning methodological approaches and methods to solve particular problems.

Bell (1991) defines translation as "…the transformation of a text originally in one language into an equivalent text in a different language retaining, as far as possible, the content of the message and the formal features and functional roles of the original text" (p. xv). Thus, the author highlights the important role that the message plays in the translation since this one must be transmitted as precisely and faithfully as possible.

Taking into account what was said above, it is clear that different authors highlight several aspects of translation. However, all of them put

high regard on the meaning rather than the form. Thus, what is important in the process of translation is keeping the message that the author of the source text wanted to convey.

2.1.2. Translator

Before dealing more deeply with what abilities a translator must have, it is necessary to clarify that a translator and an interpreter are different. As Hurtado (2001) says, a translator works with written texts meanwhile an interpreter works with spoken texts. However, this raises the question, what is a translator exactly? According to Bell (1991), the translator is the one that "…decodes messages transmitted in one language and re-encodes them in another" (p. 15).

The translator does the task of translating, but this does not mean by any means just matching words in different languages using a dictionary. The translator must fulfill certain requirements to do a good translation. Following Nida (1964), if the translator wants to produce an acceptable translation, "…he must have an excellent background in the source language and at the same time must have control over the resources of the language into which he is translating" (p. 145).

Besides, it is relevant to mention that knowing two languages is no guarantee that a person can be or work as a translator. Bell (1991) wrote that translation involves two languages as well as two cultures, so translators need to have a good knowledge of both the source and the target language. In addition, the translator needs a high linguistic sensitivity because he should transmit the intention, original thoughts, and opinions of the writer in his translated version as precisely and faithfully as possible.

In an ideal situation, the translator should be completely bilingual and must translate from a target language into his mother tongue. However, this is not always possible.

> Ideally, a translator should be completely bilingual in source and receptor languages and should be translating into his mother tongue. But this ideal is rarely realized. Instead, there are various levels of compromise in which the translator's role is adjusted in various ways to the languages concerned. (Nida, 1964, p. 150)

Nida (1964) proposes different diagrams that represent the different types of relationships that a translator can have to the source language and target language. That way, the type of translation done in this supervised work can be represented by the following diagram:
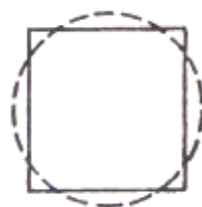
Figure 3. Translating from the translator's mother tongue into the translator's acquired language (Source: Nida,1964, p. 149)

The solid line is the mother tongue of the translator, and the broken line is the acquired language. The square represents the source language and the circle the target language. Thus, this figure represents translating from the translator's mother tongue into the translator's acquired language, in the case of this work, translating from Spanish into English. Also, Nida adds that this procedure is not the most preferable but the most common one.

2.1.3. Translation Competence

It is necessary to address the question, what are the requirements that a translator must fulfill? Following Nida (1964) these requirements are thorough knowledge of the source and target languages, acquaintance with the subject matter, empathy with the original author, and capacity for literary expression.

> "…the ideal role of the translator calls for someone who has complete knowledge of both source and receptor languages, intimate acquaintance with the subject matter, effective empathy with the original author and the content, and stylistic facility in the receptor language" (p. 153).

A translator must have a set of skills and knowledge that can allow him to do his work correctly. In other words, a translator must have translation competence which Hurtado (2017) defines as "…the ability to know how to translate" (p. 19). The translation competence is divided into five types of sub-competence: linguistic competence, extra-linguistic competence, transfer competence, professional competence, and strategic competence.

A translator must have linguistic competence in the two languages (source language comprehension and target language production). The translator also needs extra-linguistic competence, that is to say encyclopedic, cultural, and thematic knowledge. Transfer competence consists of knowing how to understand the source text and re-formulate it in the target language according to the translation's purpose and the target reader's characteristics. Besides, a translator must have professional competence, which consists of knowing how to use new technologies and knowing the job market. Finally, strategic competence consists of knowing

what procedures can be used to solve problems encountered during the translation process.

The first two types of competence mentioned in the paragraph above (linguistic competence and extra-linguistic competence) are not exclusive to a translator, that is to say, any person who knows two languages and has extra-linguistic knowledge of those languages can have them. Following Hurtado (2001), what distinguishes a translator from other bilingual individuals is having the last three types of competence (transfer competence, professional competence, and strategic competence). Thus, this set of various types of competence is essential for the translator.

Other authors such as Bell (1991) also talk about translation competence. He says that a translator who is professional or technical must possess five distinct kinds of knowledge: target language (TL) knowledge, text-type knowledge, source language (SL) knowledge, subject area ('real world') knowledge, and comparative and contrastive linguistic knowledge of the target and source languages. In conclusion, we can say that any person can have two or more of these types of knowledge, but only the individual that has complete acquaintance with the five can be labeled as a translator.

2.1.4. The analysis of the texts

The analysis of the source text plays an important part in translation; the translator works with source texts so he needs to know and understand the texts he is working with. To start translating, first, the source text must be read thoroughly to understand it. According to Newmark (1988) reading the source text has two purposes: first, to understand what the text deals

with; second, to analyze the text from the translator´s point of view. Thus, general and close reading of the source text is important.

To analyze the source text four elements must be considered: function, style, register, and tone:

➢ **Function:** Newmark took the model of communication proposed by Karl Bühler as adapted by Roman Jakobson, and he divided the functions of language into six: expressive, informative, vocative, aesthetic, phatic, and metalingual. A text has a function, that is to say, a purpose for which the text was written. Textual functions cover mainly three subtypes:

  a) The expressive function is focused on the feelings of the author of the text.
  b) The informative function is focused on the message of the text.
  c) The vocative function is focused on the reader's reaction to the text.

A text could have one or more functions, but there is one that is the predominant one.

➢ **Style:** It refers to the way the text is written, which is characteristic of a particular author. Newmark following the work of the American linguist Eugene Nida distinguishes four types of text styles:

  a) The narrative is a text style that has a dynamic sequence of events, that is to say, a chronological order. A narrative text

style puts emphasis on the verbs, adverbs of time, phrasal verbs, and more.

b) Descriptive, which is a text style that is static. This description emphasizes linking verbs, adjectives, and adjectival nouns.

c) Discussion is a text style that tries to persuade, argue, and discuss a topic. In that way, there is a treatment of ideas with an emphasis on logical arguments.

d) Dialogue is a written composition in the form of a conversation. This text style emphasizes the use of colloquial words or phrases.

➤ **Register:** The register is the variety of language that is used in the text, in other words, the level of formality of the text. There are four main subtypes of register:

a) Formal: This register has more elaborated grammatical structures and conservative vocabulary.

b) Informal: It uses grammatical structures, vocabulary, and idioms in everyday language.

c) Neutral: This register uses basic vocabulary.

d) Technical: It incorporates specific terms of a specific field.

➤ **Tone:** It refers to the use of the words which changes the meaning of the text, such as adjectives. Tone covers four subtypes:

a) Hot or strong: This tone overuse of intensifiers.

b) Warm: In this one, the author's feelings are expressed in the text.

c) Neutral or objective: This tone does not express emotion.

d) Cold: This one is based on facts.

As it was stated above, the analysis of the text implies considering its function, style, register, and tone. Finding these elements in the text will help the translator do his work more efficiently. Besides, that can be something useful for the translator at the time he selects the most appropriate method of translation.

2.1.5. Methods of translation

All areas of knowledge have some obstacles, in the case of translation, one of the most common challenges is to choose an appropriate method of translation. A translation method relates to a whole text. As Hurtado (2001) explains a translation method is a process governed by principles based on the objective that the translator pursues. It is an option that is followed throughout the text.

Different authors propose several methods of translation. This supervised work follows the classification that Newmark (1988) described. According to this author, there are eight translation methods: word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. However, he states that only two of them (semantic translation and communicative translation) can be considered proper translation methods because they fulfill the two aims of translation which are accuracy and economy.

The semantic translation method is written at the author´s linguistic level, and it characterizes by taking more into account the aesthetic value of the source text. The communicative translation method is written at the readership´s linguistic level. It attempts to render the exact contextual meaning of the original source text in a way that the reader can understand the content and the language of the translation. In addition, Hurtado says that the communicative method focuses on re-expressing the meaning of the original text, so the translation retains the same purpose as the original and produces the same effect on the reader.

There is a close relationship between a translation method and the function of a text, that is to say, the translator chooses a particular translation method according to the characteristics of the text he is translating. The communicative translation method is used in the translation of informative types of texts, and for that reason, it was the one chosen to carry out the translation of the three institutional texts of this supervised work.

2.1.6. Translation Procedures

To better understand the concept of a translation procedure, it is important to point out the difference between a translation method and a translation procedure. The method is the one that guides the entire translation process, whereas the procedure is the one that affects only a smaller segment of the text to be translated. Newmark (1988) clarifies that "while translation methods are related to whole texts, translation procedures are used for sentences and the smaller units of language" (p. 81).

A translation procedure is sometimes called a translation technique by some authors. The procedure is the way that the translator chooses to achieve the equivalence of a certain portion of the text he is working with. As Hurtado (2001) states, translation procedures allow us to identify, classify, and name the equivalences selected by the translator for certain textual micro-units.

The first ones to propose a classification of translation procedures were Vinay and Darbelnet in 1958. These two authors differentiate seven main procedures: borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation. Based on the work of these authors, Newmark (1988) adds more translation procedures which are the following:

➢ **Literal translation**: This procedure is the most important one. Vinay & Darbelnet (1995) define this procedure as the direct transfer of a source language text into a grammatically and idiomatically appropriate target language text.

➢ **Transference:** It refers to the process of transferring a source language word to a target language text. This procedure is named borrowing by Vinay & Darbelnet.

➢ **Naturalization**: It adapts the source language word first to normal pronunciation and later to the normal morphology of the target language.

➢ **Cultural equivalent**: It is when a source language cultural word is translated by a target language cultural word.

- **Functional equivalent**: This procedure requires the use of a culture-free word, and sometimes with a new specific term. As a result, it neutralizes or generalizes the source language word.

- **Descriptive equivalent**: In this procedure, the source language word is described in several target language words.

- **Synonymy**: It is the use of a near target language equivalent to a source language word when a precise equivalent may or may not exist.

- **Through-translation (calque)**: This procedure is the literal translation of common collocations, names of organizations, and the components of compounds. Vinay & Darbelnet (1995) call this procedure calque and define it as "…a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements" (p. 32).

- **Shifts or transpositions**: This translation procedure involves a change in the grammar from the source language to the target language. This procedure is called transposition by Vinay and Darbelnet, and they explain that this one implies moving from one grammatical category to another without altering the meaning of the text.

- **Modulation**: This one is a variation through a change of point of view, perspective, and frequently a category of thought. In the words of Vinay & Darbelnet (1995) modulation is "…a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterance,

it is considered unsuitable, unidiomatic or awkward in the TL" (p. 36).

- ➢ **Recognized translation**: It is the use of a generally accepted translation of any institutional term.

- ➢ **Translation label**: This procedure refers to a provisional translation, frequently of a new institutional term.

- ➢ **Compensation**: It is when loss of meaning, sound effect, metaphor, or pragmatic effect in one part of a sentence is compensated in another part.

- ➢ **Componential analysis**: This translation procedure refers to splitting up a lexical unit into its sense components, often one-to-two, one-to-three, or one-to-four translations.

- ➢ **Reduction and expansion:** These two procedures are usually used in poorly written texts and lead to a change in lexical and stylistic aspects. Expansion refers to the case where the translator exceeds the number of words of the source language in translation. On the contrary, in the reduction procedure, the translator is more likely to reduce the number of elements that form the source language (Zakhir, 2008).

- ➢ **Paraphrase:** In this procedure, the translator adds more detail or explains the meaning of a segment of the text.

- ➢ **Equivalence:** It is an approximate equivalence, and it accounts for the same situation in different terms.

➢ **Adaptation:** It is the use of a recognized equivalent between two situations, or two cultural equivalences. According to Vinay & Darbelnet adaptation is used when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. This is done because the message in the source language is unknown or inexistent in the target language.

➢ **Couplets:** The use of this procedure occurs when the translator combines two, three, or four different procedures.

➢ **Notes, additions, and glosses:** This procedure refers to cultural, technical, or linguistic additional information in a translation.

2.1.7. Terminology

Regarding terminology, Baker & Saldanha (2008) explain that this one is "…concerned with the naming of concepts in specialized domains of knowledge" (p. 286). The discipline of terminology deals with the collection, processing, description, and presentation of terms. A term is closely related to specific and specialized content in a field or discipline; meanwhile, a word can function over a variety of sublanguages (Pearson, 1998).

The use of terminology is essential for translators since they will need to apply it to perform different tasks. Some of these tasks are deciding relationships between concepts, looking for cases where concepts are similar rather than identical, building terms in the target language for new concepts, and searching for terms matching the same criteria in two

languages. The process of building terminology implies the selection of terms according to the needs of the text to be translated.

As part of any translation project, translators must identify the appropriate equivalents for specialized terms that they encounter in a source text. Sometimes the research of terminology can become monotonous but, translators recognize the importance of keeping track of relevant terminology information to avoid repeating time-consuming research during the translation work. Besides, the importance of terminology lies in the fact that it helps the translator understand the context of a specialized text.

2.1.8. Glossary

A glossary is a specialized dictionary. It is a list explaining the meaning of the most difficult or most important words in a text. As explained by the Merriam-Webster Dictionary (n.d.), a glossary is a collection of textual glosses or specialized terms with their meanings.

A bilingual glossary is a list of terms in one language that is defined in a second language. The glossary can be presented in words or glossed with synonyms (or at least close synonyms) in another language. This type of glossary is quite common in translation (Raya, n.d.).

A glossary provides many advantages in translation since it contains more information that can be adapted to the specific needs of a source text. In addition, the use of a glossary allows the organization of words, a listing of frequency, and a listing of keywords that can facilitate the understanding of the source text to subsequently perform a better translation. Also the translator, by using a glossary, makes the translation more fluid, efficient, and faster. Finally, a glossary can be helpful for the reader of the target

language translation text since it contains additional information about certain words.

2.1.9. Machine Translation

Technology plays an important role in the translation world nowadays. The use of technology can increase the quality of the translation because it helps the translator work faster and more efficiently. In one way or another, the term Machine Translation (MT) has been around since the 1950s. Machine translation is the process of using artificial intelligence to automatically translate content from one language to another without any human input. Machine translation is especially effective for translating low-tier content (Memsource, n.d.).

Machine Translation (MT) and Computer-Aided or Assisted Translation (CAT) are closely related and sometimes even mistaken for one another, but they are not the same. Bowker (2002) clarifies the differences between these terms. On one hand, in Machine Translation the computer translates the text, though the human translator may later edit the machine output. On the other hand, in Computer-Aided or Assisted Translation (CAT), human translators are responsible for doing the translation, but they can use a variety of computerized tools to help them. Another difference that Bowker highlights is that whereas MT systems try to replace translators, CAT tools support translators by helping them to work more efficiently.

The use of machine translation has many benefits. According to the United Language Group (2018), an American customized translation provider, there are five compelling reasons to use Machine Translation: (1) MT is faster; (2) MT tools help to drive down the total cost of translation;

(3) MT is great for sifting through large amounts of data; (4) MT creates an ability to balance cost, quality, and time; (5) MT provides a starting point translation for human production. However, the use of MT is not always enough. As Poibeau (2017) states, Machine Translation sometimes does not give accurate results and quite often the words translated are out of context.

2.1.10. CAT Tools

Computer-Aided Translation (CAT) is the process of using software to help a human translator transfer the meaning of written text from one language to another. CAT tools are software applications that support the translator. More specifically, these tools are used for submitting, editing, managing, and storing translations (Memsource, n.d.).

A Computer-Assisted Translation tool supports the translation process, but it is not responsible for the translation. This means that a CAT tool is just software that can help the translator do his work. A CAT tool is made up of different components, and the core ones are translation memories, termbases, dictionaries, and machine translation engines (Trados, n.d.). These components are the heart of a CAT tool, and each one helps the translator do his work faster and better.

A Computer-Assisted Translation workflow usually involves some steps that can be summarized in the following ones:

> ➢ The translator opens the source text in a CAT program.
> ➢ The CAT tool extracts the content that can be translated that is to say text.
> ➢ The CAT tool splits the text into translation units normally known as segments (phrases, sentences, or paragraphs).

- ➢ The CAT tool displays the source text field and the translation field side by side, one segment after another.
- ➢ The translator types translations into the empty target segments until the translation job is complete. Besides, the translator can also use Machine Translation and start working from there.
- ➢ Once a translation segment has been completed, the CAT tool saves the source text and its translation together as a pair in a translation memory. If the translator wants to make any changes to this pair, he can do it at any time, and the translation memory will update accordingly.
- ➢ The CAT tool will recognize identical or similar source-text segments and auto-fill the corresponding translations in the target column, drawing from the translation memory (Memsource, n.d.).

2.1.11. Smartcat

During the last few years, the offer of available CAT tools in the market has increased incredibly. As a result, there are paid and free CAT tools. Jones (n.d.) lists the best CAT tools and says that the most popular paid CAT Tools are SDL Trados Studio, MemoQ, XTM Cloud, Déjà Vu, and Star Transit. On the other hand, Jones lists Smartcat, Wordfast Anywhere, OmegaT, Across, and CafeTran Espresso as the top free CAT tools in the market. Each of these Computer-Assisted Translation Tools offers advantages and disadvantages for the translator.

Of all the CAT tools available in the market, Smartcat (www.smartcat.com) is one of the best free ones. Smartcat is a versatile tool that combines automatic translation, collaborative workflows, the largest

industry marketplace, and partial or full project management automation. Smartcat is not only a CAT tool but a cloud-based translation and localization platform that connects businesses, translators, and translation agencies in a single connected translation delivery loop (Smartcat, n.d.).

The needs of the translator determine which CAT tool he will choose to work with. We decided to work with Smartcat in this supervised work, and we made that choice based on the significant advantages that it offers. First, Smartcat is free. Second, being a cloud-based CAT tool, it allowed us to work from any device as long as we created an account and had an internet connection. Third, Smartcat has an interface that is easy to use, so a translator can get used to working with it quickly. All these factors are essential when a new translator is starting to work with a CAT tool.

2.1.12. Translation Memory

One of the main features of a CAT tool is a Translation Memory (TM). A translation memory is a record of previously created translations that are aligned with source texts (Memsource, n.d.). In other words, a translation memory is a language pair database that stores segments of text which have been previously translated. The translation memory contains pairs: a sentence or phrase and its respective translation (Trados, n.d.). To sum up, what a translation memory does in essence is to try to match the new segment the translator needs to translate with a segment that has been translated before.

It is important to describe how a translation memory works. Basically, the translation memory automatically retrieves and suggests previously translated text when it detects identical sentences or fragments

of text that the translator is working with. Then, the translator is shown both the source text and the previously translated text and decides whether to accept the proposed translation, edit it, or ignore the suggestion and translate the segment from scratch. A translation memory offers different levels of matches, that is to say, a previously translated text is not always perfectly identical to a new text the translator is working with (Smartcat, 2022).

The majority of CAT tools have translation memories, but not all TMs are the same. Although they are similar in precision during translation work and many use the same file formats, some settings might make some more convenient than others. Therefore, the CAT tool will determine the type of format and setting of the translation memory (Smartcat, n.d.). Regarding Smartcat, a translator can set up a TM once he creates his account. There is no limit to the amount of TMs that can be made. In that way, the translator can create as many translation memories as he deems necessary for a translation project. According to Smartcat, the following steps have to be followed to create a translation memory:

1. Select "Linguistic Assets" -> "Translation Memories" in the menu and click "Create TM".
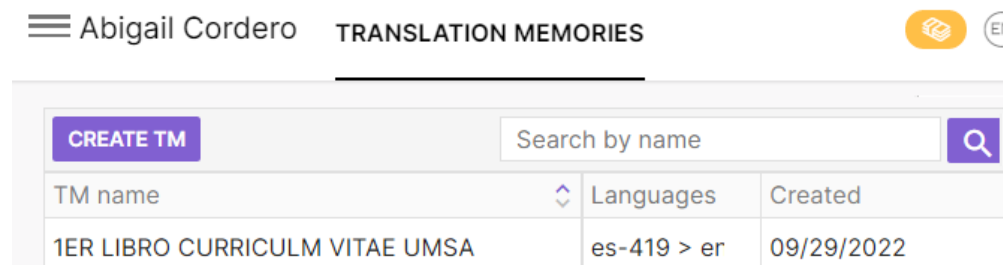
Figure 4. Step 1 to create a TM

2. Fill the required information about the new TM.

Figure 5. Step 2 to create a TM

3. After configuring the information about the new translation memory, click "Save".

Figure 6. Step 3 to create a TM

The translation memory is being built at the same time the translator works, that is to say, the TM stores automatically those segments the translator has translated. A TM can be useful to a translator because it can allow him to reuse a previous translation. As soon as the translation memory finds identical translation segments (full matches) or similar translation segments (fuzzy matches) in a new translation project, it will let the translator reuse his previous translations with or without making changes (Memsource, n.d.). In conclusion, a TM can be quite handy in a translation project because it saves time, guarantees the consistency of the translation, and increases the translator's productivity.

2.2. OBJECTIVES

2.2.1. General Objective

To translate from Spanish into English the texts "*Currículum Vitae UMSA: 1830 – 2019*", "*Aplicación del Sistema de Información Académica*", and "*Breve Reseña de la Entrada Universitaria*" for the Department of Information and Communication of Mayor de San Andrés University.

2.2.2. Specific Objectives

➢ To analyze the source texts in order to determine their function, style, register, and tone.

➢ To build up terminologies and glossaries of the source institutional texts.

➢ To transfer adequately the source institutional texts from Mayor de San Andrés University from Spanish into the English language.

➢ To assess the quality of the English versions of the source institutional texts.

2.3. JUSTIFICATION

It is important to address the reasons why a project is conducted. The justification accredits the need to carry out a study on the problem that has been identified, and it shows the usefulness, the benefits, and the impact that it will have in society and/or science (Tintaya, 2008). There are three reasons why this supervised work was implemented, that is to say, this project has three types of justification: practical, social, and theoretical. These are going to be developed in the following paragraphs.

First, this work was important because it has practical implications, that is, after its execution, the need that the Department of Information and Communication of the Mayor de San Andrés University had to translate texts from Spanish into English was covered. As a result, this department can somehow improve the access that English speakers have to institutional information related to the university. It is for this practical implication that it was necessary to carry out this supervised work.

Second, this supervised work also has social relevance since there are many beneficiaries of the results of its execution. One of the main beneficiaries is the Department of Information and Communication since it will be able to make use of the translated material. The Mayor of San Andrés University will also benefit because the information that is translated from Spanish into English about it may be shared over the world. In this way, not only Spanish-speaking people will be able to have access to information about the university, but also people who speak English. Likewise, the linguistics students who participated in

this supervised work have benefited since this work has allowed them to apply the knowledge acquired about translation in their years of study.

Finally, this supervised work has also a theoretical justification, which refers to the contribution to the development of the theories of a discipline or the area of knowledge of this discipline. This work has this type of justification because it contributes to applied translation studies. Although it was not the purpose of this translation project, carrying out this allowed us to test the usefulness of a Computer-Aided Translation Tool, such as Smartcat, and one of its core components, such as translation memories. To sum up, this work provides knowledge to applied translation studies.

2.4. INDICATORS

Following Tintaya (2008) an indicator helps us define and specify whether an objective has been achieved. In other words, an indicator is a means by which it can be established whether an objective has been achieved or not. The following chart shows the way in which each of the objectives set in this supervised work have been accomplished:

OBJECTIVES	DIMENSION	INDICATORS	OUTCOME
General objective: To translate from Spanish into English the texts *"Currículum Vitae UMSA: 1830 – 2019"*, *"Aplicación del Sistema de Información Académica"*, and *"Breve Reseña de la Entrada Universitaria"* for the Department of Information and Communication of Mayor de San Andrés University.	Pre-translating activity	Draft of the text analysis	English versions of the texts *"Currículum Vitae UMSA: 1830 – 2019"*, *"Aplicación del Sistema de Información Académica"*, and *"Breve Reseña de la Entrada Universitaria"*
	Terminology	Terminological translation of digital charts and glossaries	
	Transferring	The first draft of the translation	
	Target text review	The second draft of the translation	
		The third draft of the translation	
		The fourth draft of the translation	
	Edition of the translation	The final version of the translation	
Specific objective: To analyze the source texts in order to determine their function, style, register, and tone.	Text analysis	Source text analysis templates	Translation brief

		Terminological translation of digital charts	A corpus of institutional terminology related to Mayor de San Andrés University
Specific objective: To build up terminologies and glossaries of the source institutional texts.	Terminology	Glossaries for each one of the texts	
Specific objective: To transfer adequately the source institutional texts from Mayor de San Andrés University from Spanish into the English language.	Transferring	Drafts of translation	English language translation from the three texts about Mayor de San Andrés University
		Samples of the translation procedures used in the translation process	
		Checklist of corrections of translations	
Specific objective: To assess the quality of the English versions of the source institutional texts.	Edition of the translation	Proofreading guideline	Final product of the English versions of the texts *"Currículum Vitae UMSA: 1830 – 2019"*, *"Aplicación del Sistema de Información Académica"*, and *"Breve Reseña de la Entrada Universitaria"*
		Editing instructions guideline	

Chart 3. Indicators

2.5. DELIMITATION AND SCOPE

This supervised work was limited to the translation of three texts related to Mayor de San Andrés University: "*Currículum Vitae UMSA: 1830 - 2019*" (Curriculum Vitae of Mayor de San Andrés University: 1830-2019); "*Aplicación del Sistema de Información Académica*" (Academic Information System Implementation); and "*Breve Reseña de la Entrada Universitaria*" (Brief Review of the University Folkloric Dance Festival). These documents were translated from Spanish into English.

The agreement between the Department of Information and Communication of Mayor de San Andrés University and the Department of Linguistics and Languages establishes that the minimum number of hours to develop a supervised work is 1000 hours. In the case of this supervised work, this requirement was covered from November 2021 to May 2022. Furthermore, this work was not carried out within the facilities of the Department of Information and Communication but in the homes of each applicant. The entire translation process was done within the parameters established by both institutions in order to get an efficient translation.

2.6. RESOURCES

For the efficient performance of this supervised work, some technical and human resources were used. The following charts list these resources in more detail:

2.6.1. Technical resources

Type	Details
Neural machine translation services	➢ www.translate.google.com

	➢ www.deepl.com
Online Spanish-Spanish dictionary	➢ https://dle.rae.es/diccionario
Online English-English dictionaries	➢ www.collinsdictionary.com ➢ www.merriam-webster.com ➢ www.dictionary.cambridge.org ➢ www.oxfordlearnersdictionaries.com
Online English-Spanish/Spanish-English dictionaries	➢ Collins Spanish to English and English to Spanish dictionary ➢ Cambridge Spanish to English and English to Spanish dictionary ➢ Oxford Spanish to English and English to Spanish dictionary
Online English-Spanish/Spanish-English concordances	➢ www.linguee.es ➢ www.context.reverso.net ➢ www.wordreference.com
Forum for translators (English-Spanish)	➢ https://forum.wordreference.com
Online English-English/Spanish-Spanish encyclopedia	➢ https://www.britannica.com/
Online writing assistant platform	➢ www.grammarly.com
Computer-Aided Translation Tool	➢ Smartcat
Desktop computer	➢ HP Core 15
Laptop computers	➢ HP Spectre 15 ➢ Samsung ATIV Book 4
Smartphones	➢ Samsung SJ5 ➢ SamsungA71 ➢ Huawei P40 Lite
Internet	➢ Mobile data and Wi-Fi

Chart 4. Technical resources

2.6.2. Human Resources

Role	Team member name	Email	Number
Academic tutor	Virginia Coronado Conde	vitranss@hotmail.com	77731422
Translator	Bautista Ojalvo Cecilia	ceci.bau7@gmail.com	76268107
Translator	Cordero Tintaya Abigail	olivia.aby@gmail.com	73585707
Translator	Poma Chura Lourdes Susi	susipoma2015@gmail.com	60630700

Chart 5. Human resources

2.7. STRATEGY OF ACTION

According to Tintaya (2008), the strategy of action allows us to set out the actions that have been defined to solve the problem that has been identified. In other words, it is the set of strategies and stages adopted through the supervised work. This work follows the stages proposed by Rico (2002) in a translation project's life cycle. The author breaks down a translation project into five stages: commissioning, planning, preliminary work, translation, and completion.

> ➢ **First stage "commissioning":** It is the first stage of the beginning of the translation project. The team of translators receives a bid for translating a particular material, and the team gathers information about the client's requirements.

> ➢ **Second stage "planning":** The next stage in a translation project is planning. The first step in planning is breaking up the different

tasks to achieve the main objective and decide who is responsible for performing each. Besides, this stage involves the important step of reading and comprehending the source text.

➢ **Third stage "preliminary work":** This stage is the preliminary one before starting the translation work, so it involves the development of terminologies and glossaries.

➢ **Fourth stage "translation":** The translation stage of the project is the core part of this one. This includes the translation of the first draft of the source text.

➢ **Fifth stage "completion":** The completion stage of the project is the final one, but it should be considered as important as the rest. It consists in reviewing the quality of the translation drafts and making the necessary changes. Thus, once the mistakes have been identified, those are checked and fixed. Once the quality has been assessed the project can be delivered.

2.8. WORK PLAN

A work plan is a planning instrument that allows ordering and systematizing information so the work to be done can be shown. Tintaya (2008) says that the work plan is an outline or guide of the sequence of activities and stages that are developed during the application of the supervised work proposal. In addition, a work plan involves detailing certain elements such as specific objectives, activities, method, timing, resources, and responsible parties. These elements in relation to this supervised work are described in the following chart:

STAGE	SPECIFIC OBJECTIVE	ACTIVITY	METHOD	TIME	RESOURCES	RESPONSIBLE
1st Commissioning	To analyze the source texts in order to determine their function, style, register, and tone.	Collecting the material to be translated and gathering information about the institution's requirements	➢ Data research ➢ Reading ➢ Text analysis	From November 10, 2021, to January 9, 2022	➢ Online Spanish-Spanish dictionaries ➢ Online specialized dictionaries ➢ Internet ➢ Literature related to the source texts	Applicants
2nd Planning		Reading and comprehension of the three source texts				
3rd Preliminary work	To build up terminologies and glossaries of the source institutional texts.	The development of terminologies and glossaries	➢ Data research ➢ Data collection ➢ Reading	From January 10, 2022, to March 9, 2022	➢ Online English-English dictionaries ➢ Online Spanish-English dictionaries ➢ Online Spanish-English concordances ➢ CAT Tool ➢ Internet	Applicants

4th Translation	To transfer adequately the source institutional texts from Mayor de San Andrés University from Spanish into the English language.	Translation of the first drafts of three source texts	➢ Communicative translation method ➢ Data research ➢ Reading	From January 10, 2022, to March 9, 2022	➢ Online English-English dictionaries ➢ Online Spanish-English dictionaries ➢ Online Spanish-English concordances ➢ Online specialized dictionaries ➢ CAT Tool ➢ Online writing assistant platform ➢ Internet	Applicants
5th Completion	To assess the quality of the English versions of the source institutional texts.	Review of the translation drafts and delivery of the translation project	➢ Editing ➢ Proofreading	From March 10, 2022, to May 10, 2022	➢ Online writing assistant platform ➢ Academic tutor	➢ Applicants ➢ Institutional tutor ➢ Academic tutor

Chart 6. Work Plan

CHAPTER THREE
DEVELOPMENT OF THE PROPOSAL

Tintaya (2008) mentions that the chapter that deals with the development of the proposal involves four aspects: the description of the work schedule, the sequence of activities, the achievements, and the experiences obtained throughout the supervised work. Thus, these points will be developed in more detail in the following sections. However, before that, this paper will also dedicate a section to discuss about certain methodological aspects such as the research approach and sample.

3.1. METHODOLOGICAL INTERVENTION

This report on the present supervised work was characterized by describing the translation process we carried out over six months considering the real situation concerned with a translation problem and a detailed and systematic account of the academic work. Our supervised work was a qualitative work done in situ. This is why the style of this report was descriptive. Overall the report of this supervised work reflects a picture of the systematic process we followed in translating texts from Spanish into English.

As this report showed a qualitative-descriptive study in situ about the translation of institutional texts from Spanish into English, it did not work with a sample of people but a sample of texts. The number of texts that were translated during this supervised work were three and these were: *"Currículum Vitae UMSA: 1830 – 2019", "Aplicación del Sistema de Información Académica",* and *"Breve Reseña de la Entrada Universitaria"*. The number of pages of each text will be shown in detail in the next section (3.2. work schedule).

3.2. WORK SCHEDULE

This supervised work required by the Department of Information and Communication of the Mayor de San Andrés University was finished during six months, from November 2021 to May 2022. The translation work of this project was divided in three terms, during those we fulfilled the minimum of hours (1000) demanded by the agreement between the Department of Linguistics and Languages and the Department of Information and Communication. The following chart shows what we stated above:

Term	Dates	Worked hours per applicant		
		Applicant 1	Applicant 2	Applicant 3
First term	November 10, 2021 - January 9, 2022	317	316	318
Second term	January 10, 2022 - March 9, 2022	429	430	428
Third term	March 10, 2022 - May 9, 2022	370	373	371
Total	124 days (approx. 9 hours per day, from Monday to Friday)	1116	1119	1117

Chart 7. Worked hours per applicant

Furthermore, we translated three texts from Spanish into English, and the total number of translated pages was 131. The following chart will show this in more detail:

Number of pages		
Texts	**ST Spanish**	**TT English**
First text *"Currículum Vitae UMSA: 1830 - 2019"*	50	66
Second text *"Aplicación del Sistema de Información Académica"*	50	62
Third text *"Breve Reseña de la Entrada Universitaria"*	2	4
Total	102	132

Chart 8. Number of pages of ST and TT

Regarding the first term of our supervised work, this began on November 10, 2021, and finished on January 9, 2022. During that time we performed some tasks, which are shown in the following chart according to weeks and months:

FIRST TERM	November			December				Jan
Task	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**
Choosing the CAT tool	■							
Reading the 1st source text	■							
Text analysis of the 1st source text		■						
Typing out the 1st source text		■						
Editing the 1st source text			■	■				
Reading the 2nd source text				■				
Text analysis of the 2nd source text				■				
Typing out the 2nd source text					■			
Editing the 2nd source text						■	■	
Reading the 3rd source text							■	
Text analysis of the 3rd							■	

source text							■	
Typing out the 3rd source text								■
Editing the 3rd source text								■

Chart 9. First term work schedule

The second term of our supervised work began on January 10, 2022, and finished on March 9, 2022. During that time we performed the following tasks:

SECOND TERM	January			February				Mar
Task	2	3	4	1	2	3	4	1
Building the terminology for the 1st source text	■	■						
Building the glossary for the 1st source text	■	■						
Building the list of acronyms for the 1st source text		■						
Translation of the first draft of the 1st source text			■	■				
Building the terminology for the 2nd source text					■			
Building the glossary for the 2nd source text					■			
Building the list of acronyms for the 2nd source text					■			
Translation of the first draft of the 2nd source text						■	■	
Building the glossary for the 3rd source text								■
Translation of the first draft of the 3rd source text								■

Chart 10. Second term work schedule

The third term of our supervised work began on March 10, 2022, and finished on May 9, 2022. During that time we did the following tasks:

THIRD TERM	March			April				May
Task	2	3	4	1	2	3	4	1
Edition of the first draft of the 1st text and delivery of a second draft	■	■						
Edition of the second draft of the 1st text and delivery of a third draft		■						
Edition of the third draft of the 1st text and delivery of a fourth draft			■					
Final proofreading of the 1st text				■				
Edition of the first draft of the 2nd text and delivery of a second draft				■	■			
Edition of the second draft of the 2nd text and delivery of a third draft					■			
Edition of the third draft of the 2nd text and delivery of a fourth draft						■		
Final proofreading of the 2nd text							■	
Edition of the first draft of the 3rd text and delivery of a second draft							■	
Edition of the second draft of the 3rd text and delivery of a third draft								■
Final proofreading of the 3rd text								■

Chart 11. Third term work schedule

3.3. SEQUENCE OF ACTIVITIES

This supervised work was carried out following the stages in a translation project's life cycle proposed by Rico (2002). Thus, this translation project is divided into five stages: commissioning, planning, preliminary work, translation, and completion. These stages were followed for the translation for each of the three texts that the Department of Information and Communication required to be translated.

3.3.1. First text "*Currículum Vitae UMSA: 1830-2019*"

3.3.1.1. First stage "commissioning"

The commissioning stage is the beginning of the translation project. According to Rico (2002), it is during this stage that the team of translators receives a bid for translating a particular material, and the team gathers information about the client's requirements. For that reason, during this stage we had an interview with the head of the Department of Information and Communication to find out the text we were going to translate, which was *Currículum Vitae UMSA: 1830-2019* ("Curriculum Vitae of Mayor de San Andrés University: 1830-2019"). Besides, we asked what were their standards and format specifications to translate the material and the deadline we had to meet.

Another important step we took during the commissioning stage was deciding which CAT tool we were going to use during our translation project. We search for different CAT tools available in the market and chose to work with Smartcat. We based our decision on the fact that Smartcat is a free and easy-to-use tool. After that, we started to become familiar with the tool and learn how it works.

Finally, we practice translating random short texts using Smartcat to test if we understood how this tool works.
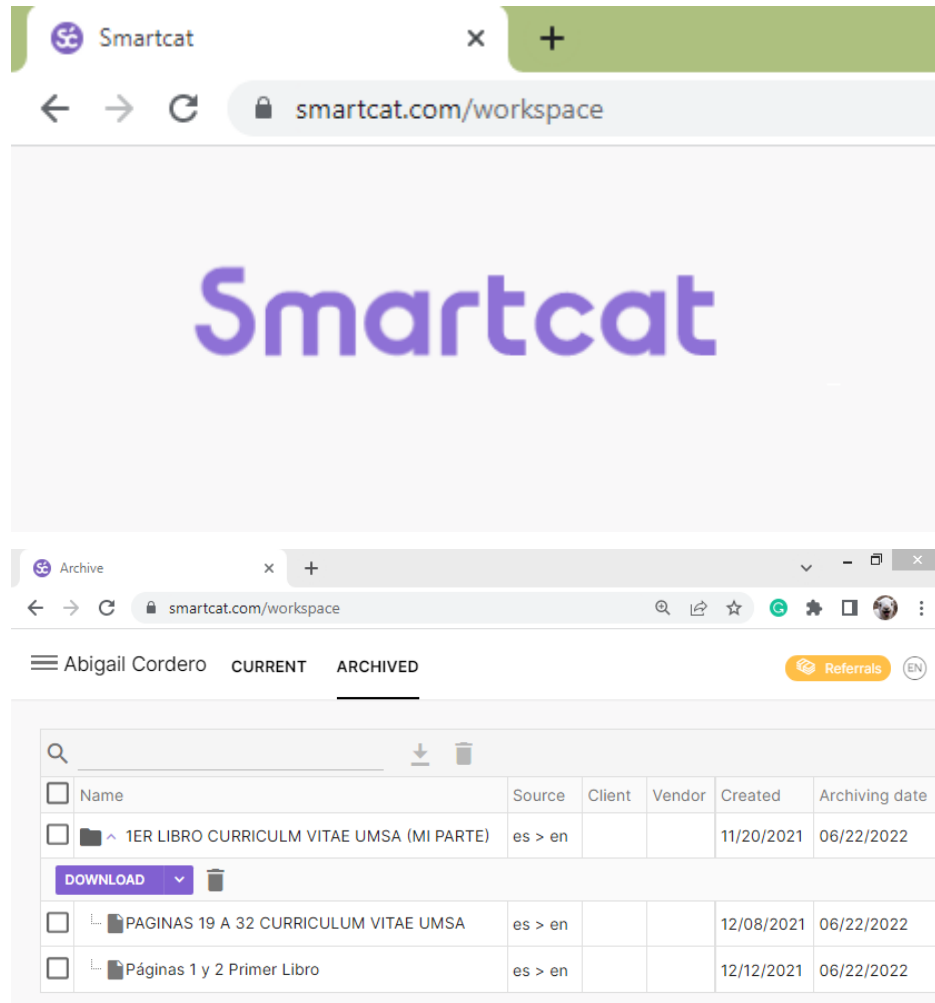
Figure 7. Screenshot of Smartcat (Computer-Aided Translation Tool used during the translation project)

3.3.1.2. Second stage "planning"

The next stage in a translation project is planning. The first step in planning is breaking up the different tasks to achieve the main objective and decide who is responsible for performing each. Besides,

this stage involves the important step of reading and comprehending the source text.

During the planning stage, we followed certain steps. First, we decided who was going to be responsible for each activity, that is to say, we distributed tasks. Second, we read the source text in order to understand it and make the text analysis according to what Newmark proposes. The results were the following:

First text: *Currículum Vitae UMSA: 1830-2019* ("The Curriculum Vitae of Mayor de San Andrés University from 1830 to 2019").		
Function	Informative	After reading the source text, it was determined that its function is mainly informative because it conveys information and facts.
Style	Narrative	First, the Source Text is narrative because a great part of it deals with the history of Mayor de San Andrés University. In that way, the ST narrates a sequence of events and presents ideas and sentences in in a chronological way. Second, the Source Text is also descriptive although to a lesser extent. Some parts of the ST show a description of details and spatial organization of locations using adjectives.
Register	Neutral	The Source Text is mainly neutral, that is to say, it uses a neutral register because the vocabulary is basic and not difficult to understand. However, to a lesser extent, the ST also shows a technical (incorporation of specific terms of a specific field) and opaquely technical (comprehensible only to an expert) register.

Tone	Neutral or objective	The tone of the Source Text is mainly neutral or objective because it does not express emotion. In other words, the text presents information and facts in an unbiased way.

Chart 12. Text analysis of the 1st Source Text (*Currículum Vitae UMSA: 1830-2019*)

Third, we assigned the number of pages that each member of the translation team was going to translate. Fourth, we typed out the source text from a physical format into a digital one. Finally, we corrected the spelling, punctuation, and grammar mistakes of the source text.

Source Text without edition	Source Text with edition
En septiembre de 1942 se instaló en la montaña de Chacaltaya una de las estaciones de la red meteorológica, por el Dr. Ismael Escobar que posteriormente fue designado catedrático de la UMSA.	En septiembre de 1942, el Doctor Ismael Escobar instaló una estación meteorológica parte de una red meteorológica en la Montaña Chacaltaya. Posteriormente, el mismo fue designado como catedrático de la Universidad Mayor de San Andrés.

Figure 8. Example of a paragraph of the ST (*Currículum Vitae UMSA: 1830-2019*) with and without edition

3.3.1.3. Third stage "preliminary work"

This stage is the preliminary one before starting the translation work, so it involves the development of bilingual terminologies, lists of acronyms, and glossaries. Regarding the terminology, we first

selected the terms that were going to be in the terminology, as the next example shows:

La formación profesional se la realiza en 54 carreras y 16 programas que otorgan títulos a nivel de <mark>Técnico Superior</mark> tras 3 años de estudio, <mark>Bachelor</mark> tras 4, y <mark>Licenciatura</mark> tras 5 años. Se otorga la <mark>maestría</mark> tras dos años adicionales de estudio a la licenciatura y el <mark>doctorado</mark> tras 3 años adicionales a la maestría. Esto según requerimiento y planes de estudio en varias carreras.

Figure 9. Example of a paragraph of the first source text with selected terms for the terminology

Second, we grouped the source terms we selected into different areas, which resulted in the creation of two bilingual terminologies. The first terminology was related to the faculties, academic departments, programs, regional university centers, local university headquarters, institutes, newspapers, and journals of Mayor de San Andrés University. The second was related to the postgraduate courses offered by said university. Third, we searched and read information related to the chosen source terms. Fourth, we looked for the equivalences of the selected terms in previous supervised works related to Mayor de San Andrés University, online Spanish-English dictionaries, and online Spanish-English concordances. Fourth, we reviewed the equivalences to discard the inaccurate ones.

Nº	SOURCE TERM (SPA)	TARGET TERM (ENG)
BILINGUAL TERMINOLOGY OF FACULTIES, ACADEMIC DEPARTMENTS, PROGRAMS, REGIONAL UNIVERSITY CENTERS, LOCAL UNIVERSITY HEADQUARTERS, INSTITUTES, NEWSPAPERS, AND JOURNALS OF MAYOR DE SAN ANDRÉS UNIVERSITY		
FACULTIES		
1.	Facultad de Agronomía	Faculty of Agronomy
2.	Facultad de Ciencias Geológicas	Faculty of Geological Sciences
3.	Facultad de Ciencias Puras y Naturales	Faculty of Basic and Natural Sciences
4.	Facultad de Ciencias Sociales	Faculty of Social Sciences
5.	Facultad de Derecho y Ciencias Políticas	Faculty of Law and Political Science
ACADEMIC DEPARTMENTS		
6.	Carrera de Administración de Empresas	Business Administration Department
7.	Carrera de Aeronáutica	Aeronautics Department
8.	Carrera de Antropología	Anthropology Department
9.	Carrera de Arqueología	Archaeology Department

Figure 10. Example of a bilingual terminology created for the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

Fifth, we checked any spelling or grammar mistake in both bilingual terminologies we created. As a final step, we uploaded those bilingual terminologies on Smartcat, the CAT tool we chose to work with.

Figure 11. Bilingual terminology created for the translation of the first text
uploaded on Smartcat

Regarding the acronyms, it is important to clarify that we created a bilingual list of acronyms for the source text even though it was not stated in our objectives. We took this decision after reading the source text and finding out that there was a significant number of acronyms. For that reason, we considered it critical to create a bilingual list of acronyms for the source text.

In the creation of a bilingual list of acronyms, we followed the following steps. The first step was to identify all the acronyms in the source text. Second, we searched the equivalences for those acronyms that already have an official equivalence in English. Third, for those acronyms that did not have an established equivalence, we translated what they stand for in English. Fourth, depending on how well the acronyms are known or not, we kept them in Spanish or translated them into English in the target text. Fifth, we checked any inaccuracy or mistake in the list.

ACRONYMS OF THE TEXT "CURRICULUM VITAE OF MAYOR DE SAN ANDRÉS UNIVERSITY"		
Nº	**SOURCE TERM (SPA)**	**TARGET TERM (ENG)**
1.	ASDI (Agencia Sueca de Cooperación Internacional para el Desarrollo)	SIDA (Swedish International Development Cooperation Agency)
2.	*BASJE* (Bolivia Air Shower Joint Experiment)	BASJE (Bolivia Air Shower Joint Experiment)
3.	CBF (Colección Boliviana de Fauna)	BFC (Bolivian Fauna Collection)
4.	CEPIES (Centro Pedagógico y de Investigación en Educación Superior)	*CEPIES* (Center for Psychopedagogy and Research in Tertiary Education)
5.	CIDES (Unidad de Posgrado en Ciencias del Desarrollo)	*CIDES* (Postgraduate School of Developmental Sciences)
6.	CRU (Centro Regional Universitario)	RUC (Regional University Center)

Figure 12. Example of a list of acronyms created for the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

Concerning the glossary, we first decided what terms we were going to include in it. The main criteria we followed for this was that the reader might be unfamiliar with these terms. Second, we looked for the English equivalences of those Spanish terms. Third, we searched for the appropriate definitions for the English equivalences in English-English dictionaries, specialized dictionaries, encyclopedias, books, and websites. Fourth, we checked that the terms selected for the glossary were newly introduced, uncommon, or specialized. Finally, we checked any spelling, punctuation, or grammar mistakes.

GLOSSARY OF THE TEXT "CURRICULUM VITAE OF MAYOR DE SAN ANDRÉS UNIVERSITY"				
SOURCE TERM	**GR. C.**	**TARGET TERM**	**DEFINITION**	**REFERENCE**
A				
aeronáutica	N.	aeronautics	Aeronautics is the science of designing and building aeroplanes.	www.collinsdictionary.com
agropecuario	Adj.	agrofarming	Of or relating to a practice of agriculture that includes both the growing of crops and the raising of livestock.	www.merriam-webster.com
B				
bioquímica clínica	N.	clinical chemistry	Clinical chemistry is the area of clinical pathology that is generally concerned with analysis of bodily fluids.	https://www.definitions.net/definition/clinical+chemistry

Figure 13. Example of part of the glossary created for the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4. Fourth stage "translation"

The translation stage of the project is the core part of this one and involves the translation of the source text. In that way, we worked on the first translation draft of our source text (*Currículum Vitae UMSA: 1830-2019*). In order to do that, we followed the communicative method and translation procedures proposed by Peter Newmark. In addition, it is during this stage that we had the support of

a CAT tool such as Smartcat. The translation stage was one of the most important ones of our translation project.

The first steps we followed to start the translation of our source text are related to establishing the settings of our CAT Tool. First, we logged in to our Smartcat accounts. Second, we created a new translation project. Third, we specified the main settings of our new translation project: the name of our project, the source language (Spanish), and the target language (English). Fourth, we specified some advanced settings we wanted to work with; we chose to work with machine translation and selected the bilingual terminologies we created for the first source text. Fifth, once we configured all the settings, we uploaded the file of our source text into Smartcat. Specifying the settings we mentioned was essential to start our main task, which was translating.

Figure 14. Some settings established for the translation of the first source text

After having specified the settings of the Smartcat, we started working on the translation of the source text itself. First, we edited the translation of each segment in which Smarcat split up the first source

text. In other words, as we used a translation engine for our translation project, we had to edit the target text segment by segment. Second, we checked our bilingual terminologies while editing each segment. Third, we confirmed the translation of a segment so that it can be stored; we did this after being sure that the translation was right. Fourth, while editing the target text, we checked if Smartcat suggested us previously translated segments stored in the translation memory. Fifth, once we finished editing the translation of all the segments of the target text, we read our text to correct any mistakes. Finally, we downloaded the translated file.
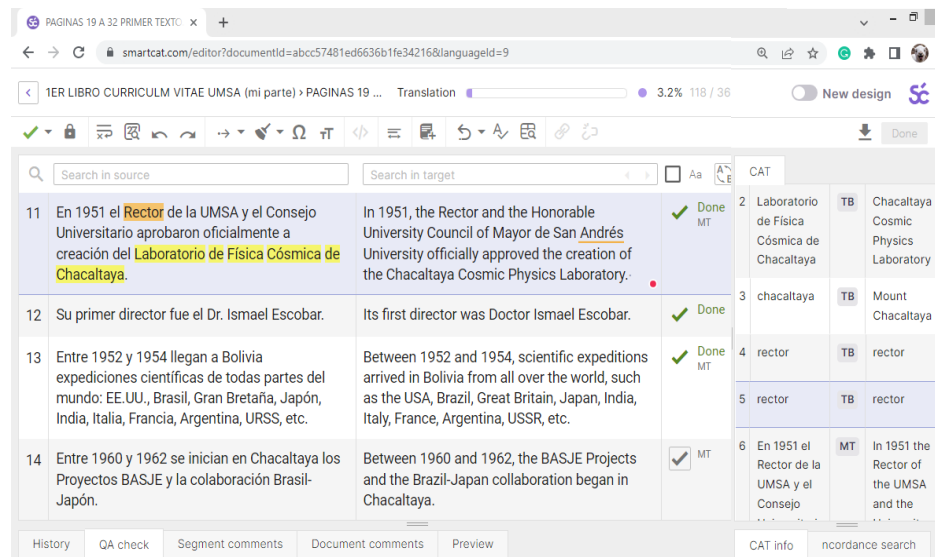
Figure 15. An extract of the ST (*Currículum Vitae UMSA: 1830-2019*) and target text on Smartcat

The final steps during the translation stage were reviewing the first translation draft and delivering this one to our academic tutor. We checked if there were any other grammar or punctuation mistakes left in the target text using Grammarly, an online writing assistant platform. After reviewing the target text we worked on, we delivered

our first translation draft (Curriculum Vitae of Mayor de San Andrés University: 1830 -2019) to our academic tutor.
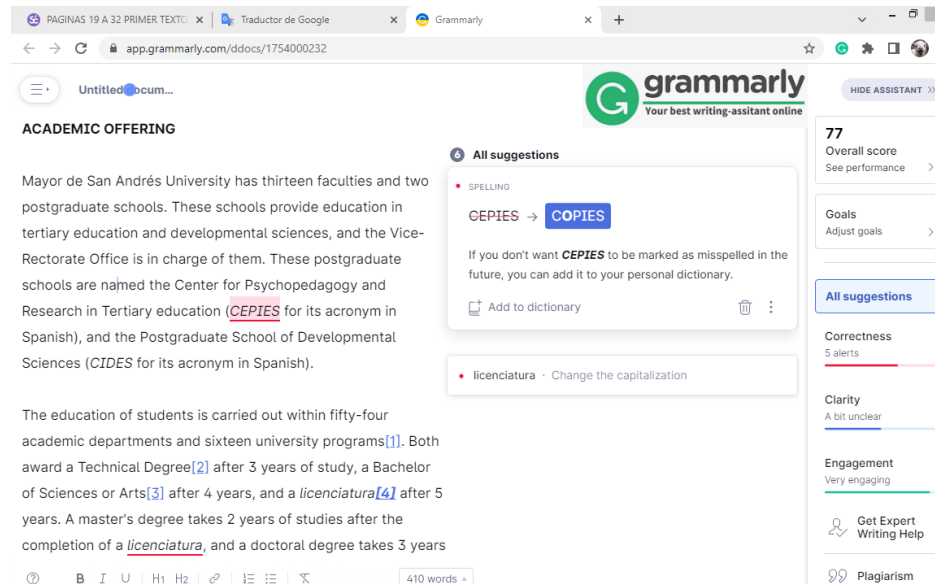
Figure 16. An extract of the target text (*Curriculum Vitae of Mayor de San Andrés University: 1830 -2019*) in Grammarly

As it was stated at the beginning of this section, we followed the communicative method and used several procedures proposed by Peter Newmark during the translation process. These will be looked upon in more detail in the following sections.

3.3.1.4.1. Literal translation

In this procedure the source language text is directly transferred into the target language text on grammatical and word order levels. As it can be seen in the following examples, the grammatical order and the primary meaning of the TT is the same as ST.

ST	Maestría en Modelaje Matemático
TT	Master in Mathematical Modeling
ST	Reconocimiento a la trayectoria y labor de la universidad.
TT	Tribute to the journey and work of the university.

Figure 17. Examples of literal translation procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.2.   Transference

According to Newmark (1988), the transference procedure also called borrowing by other authors such as Vinay and Darbelnet refers to the process of transferring a source language word to a target language text. This is shown in the following examples.

ST	Se otorga la maestría tras dos años adicionales de estudio a la licenciatura
TT	A master's degree takes 2 years of studies after the completion of a *licenciatura*
ST	Chuspa dorada
TT	Golden *chuspa*

Figure 18. Examples of transference procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.3.   Descriptive equivalent

Newmark says that this procedure is used to translate cultural words. In that way, the source language word is described in several target language words which are not cultural. For example:

ST	Fortalecer el sistema de la educación integrándose con las demás universidades bolivianas y los ==curso prefacultativos==
TT	To strengthen the education system by integrating the other Bolivian universities and ==university admission courses==
ST	El edificio que actualmente acoge las principales oficinas de esta casa de estudios, conocido como ==monoblock==.
TT	==Mayor de San Andrés University headquarters== is the name by which the building where the main offices of the university are located is known.

Figure 19. Examples of the descriptive equivalent procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.4. Synonymy

It is the use of a near target language equivalent to a source language word when a precise equivalent may or may not exist. The following is an example of this procedure:

ST	las ==faenas== de esta Universidad Menor de San Andres
TT	the ==activities== of the Menor de San Andrés University

Figure 20. Example of synonymy procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.5. Through-translation

Following Newmark, the through-translation procedure characterizes for translating literally common collocations, names of organizations, and the components of compounds. This procedure is also known as calque by authors such as Vinay and Darbelnet. During our translation work, we used this procedure as it is shown in the following examples:

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ST	MSNM (Metros Sobre el Nivel del Mar)
TT	MASL (Meters Above Sea Level)
ST	OPS (Organización Panamericana de la Salud)
TT	PAHO (Pan American Health Organization)

Figure 21. Examples of through-translation procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.6.   Shifts or transpositions

This translation procedure involves moving from one grammatical category to another without altering the meaning of the text. For example:

ST	Doctores formados bajo la modalidad sándwich **(Adjetive)**
TT	Doctoral candidates have been educated following a doctoral stay modality **(be + past participle)**
ST	Este curso era un anexo de la Facultad de Medicina **(Noun)**
TT	This course was annexed to the Faculty of Medicine **(be + past participle)**

Figure 22. Examples of shifts or transposition procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.7.   Modulation

This procedure involves a variation through a change of point of view, perspective, and frequently a category of thought. In the words, modulation is used when a translation that is literal can be grammatically correct but sounds unnatural in the target language. For example:

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ST	En 1947 llega a Bolivia el profesor Lattes y trae consigo placas de emulsiones nucleares que expone en Chacaltaya. Cuando <mark>él reveló las placas</mark>, estas mostraron trazos de mesones dobles. →**(Active voice)**
TT	In 1947, Professor Lattes arrived in Bolivia and brought with him nuclear emulsion plates, which he later exhibited on the Chacaltaya Mount. When <mark>the photographic plates were developed</mark>, they showed traces of double mesons. →**(Passive voice)**

Figure 23. Examples of modulation procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.8. Translation label

Newmark states that this procedure refers to a provisional translation, frequently of a new institutional term. During our translation work, we used this procedure as the following examples show:

ST	En 2000 los PREMIOS MAYA premiaron a la universidad como <mark>Mejor Universidad</mark>.
TT	In 2000, MAYA AWARDS[43] granted the university the "<mark>Best University Award</mark>".
ST	En 2016, el Latin American Quality Institute le dió a la universidad el <mark>Premio Empresa Boliviana</mark>
TT	In 2016, the LATIN AMERICAN QUALITY INSTITUTE awarded the university the <mark>"Bolivian Company Award"</mark>

Figure 24. Examples of translation label procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.9. Reduction and expansion

Expansion refers to the case where the translator exceeds the number of words of the Source Text in the Target Text. On the contrary, the translator in the reduction procedure reduces the number

of elements that form the ST compared to TT. The following are some examples:

ST	Durante <mark>los años 80</mark> y hasta la fecha, los grupos de investigación
TT	From <mark>the 80's</mark> and up to this day, the research groups → **Reduction**
ST	Da a conocer los fondos documentales que resguarda, así como las actividades realizadas en el campo de la <mark>archivística</mark> y de la investigación histórica.
TT	This institution presents the documentary collections that it protects, as well as the activities carried out in the field of <mark>archival science</mark> and historical research. → **Expansion**

Figure 25. Examples of reduction and expansion procedures used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.10. Paraphrase

According to Newmark, in this procedure the translator adds more detail or explains the meaning of a segment of the text. We used this procedure in the translation of the first text because the source text (*Currículum Vitae UMSA: 1830-2019*) had segments which were poorly written or had important omissions. The following are some examples:

ST	La UNIVERSIDAD AUTÓNOMA TOMAS FRÍAS confiere un reconocimiento a la Universidad Mayor de San Andrés, <mark>Potosí 200 años libres haciendo Bolivia,</mark> por los 80 años de autonomía universitaria, 2010.
TT	In 2010, <mark>on the bicentennial of the first cry of independence of the Potosí Department</mark>, the TOMAS FRÍAS AUTONOMOUS UNIVERSITY granted an acknowledgment to Mayor de San Andrés University in honor of the latter's 80 years of institutional academic freedom.

ST	831 interns del área de salud
TT	831 students who are doing their internship in the health area

Figure 26. Examples of paraphrase procedure used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.4.11.   Notes and additions

Following Newmark, this procedure is used by the translator to supply additional information in the Target Text. The following are some examples:

ST	El Chacaltaya en el que se encuentra las instalaciones del laboratorio ocupa una situación geográfica ventajosa por su altitud a 5200 msnm y su posición justo al frente del centro de la galaxia.
TT	The Chacaltaya Mount, where the laboratory facilities are located, has an advantageous geographical location due to its altitude at 5200 MASL (approximately 17,200 feet above sea level), and its position just in front of the center of the galaxy. **Additional information inside the Target Text**
ST	En 1951 el Rector de la UMSA y el Consejo Universitario aprobaron oficialmente a creación del Laboratorio de Física Cósmica de Chacaltaya.
TT	In 1951, the Rector and the Honorable University Council[12] of Mayor de San Andrés University officially approved the creation of the Chacaltaya Cosmic Physics Laboratory. [12]The Honorable University Council is the governing body of the Mayor de San Andrés University. **Note at the bottom of the page**

Figure 27. Examples of notes and additions used in the translation of the ST (*Currículum Vitae UMSA: 1830-2019*)

3.3.1.5.   Fifth stage "completion"

The completion stage of the project is the final one. It consisted in reviewing the quality of the translation drafts and making the necessary changes. Thus, once the mistakes were identified, those were checked and fixed.

Firstly, our first translation draft of the first text (*Curriculum Vitae of Mayor de San Andrés University: 1830 -2019*) was reviewed by the academic tutor. Second, we fixed the mistakes in the translation draft and delivered a second draft to the tutor.
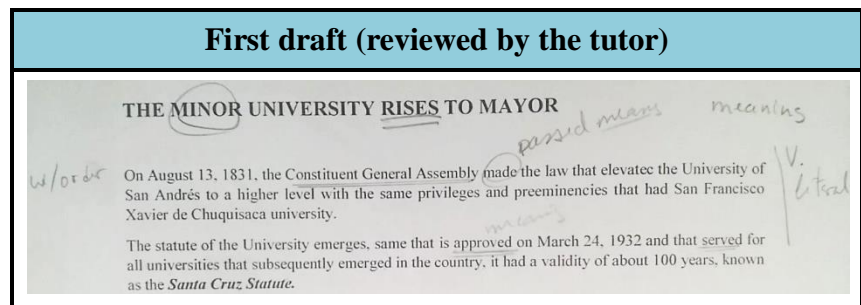
Figure 28. Example of some paragraphs of the first translation draft reviewed by the academic tutor
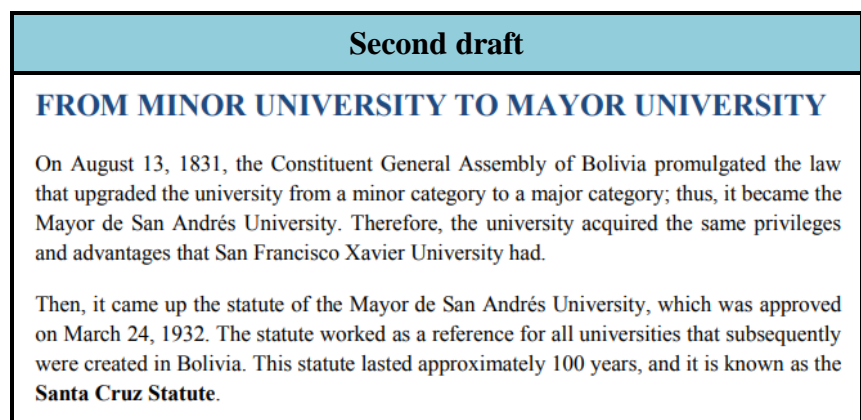
Figure 29. Example of some paragraphs of the second translation draft of the target text (*Curriculum Vitae of Mayor de San Andrés University: 1830 -2019*)

Third, our tutor checked the second draft. Fourth, we reviewed the observations made in our second draft and handed in a third draft.

Second draft (reviewed by the tutor)
Faculty of Law At first, the years of study in this faculty were 3 years. Later, the study term became 4 years in 1868 and 5 years in 1899. In Melgarejo Statute[10] of 1868, this faculty was granted the name of Faculty of Law and Political Sciences, conferring the academic degrees of Bachelor of Arts/Sciences, *licenciatura,* and Doctorate. However, this faculty was abolished by the Supreme Decree of December 2, 1929; instead, it was created the Faculty of Economic and Political Sciences. In the revolution of 1930 in Bolivia, in which the government of Hernando Siles wasabolished, the execution of this decree stopped.
Third draft
Faculty of Law At first, the years of study in this faculty were 3 years. Later, the study term became 4 years in 1868 and 5 years in 1899. In the Melgarejo Statute [11] of 1868, this faculty was granted the name of Faculty of Law and Political Sciences, and this one used to grant the academic degrees of Bachelor of Arts/Sciences, *licenciatura,* and Doctorate. However, this faculty was abolished by the Supreme Decree of December 2, 1929, and the Faculty of Economic and Political Sciences was created instead. In the revolution of 1930 in Bolivia, in which the government of Hernando Siles was abolished, the execution of this decree stopped.

Figure 30. Examples of the 2nd and 3rd draft of the first target text (*Curriculum Vitae of Mayor de San Andrés University: 1830 -2019*)

Fifth, the academic tutor analyzed our third draft and suggested to us some changes. Sixth, we made the corrections in the third draft and delivered a fourth draft.

Third draft (reviewed by the tutor)
The approval of the Supreme Law of the Bolivian University System began the ~~made possible~~ a period of intervention of the university by the dictatorship of General Hugo Banzer Suárez. This period lasted from 1972 to 1980.
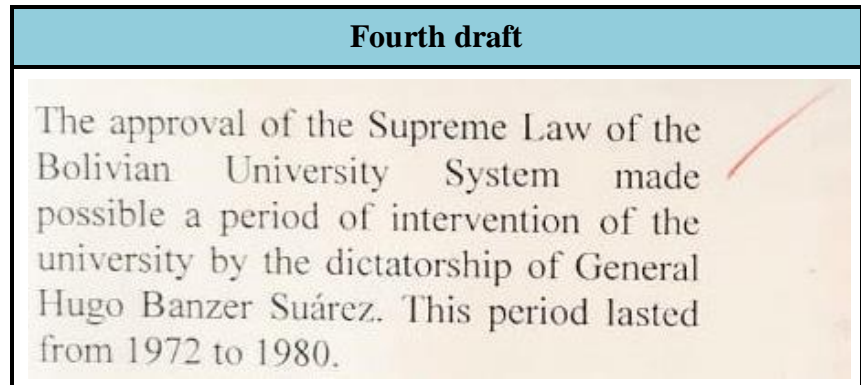
Figure 31. Examples of the 3rd and 4th draft of the first target text
(Curriculum Vitae of Mayor de San Andrés University: 1830 -2019)

Seventh, the academic tutor did a final reading of the fourth draft. Finally, once the quality of the final English version of the text was assessed the project was delivered.

3.3.2. Second text "*Aplicación del Sistema de Información Académica*"

3.3.2.1. First stage "commissioning"

In this stage, we had an interview with the head of the Department of Information and Communication, in which we were given the text we were going to translate, which was *Aplicación del Sistema de Información Académica* ("Academic Information System Implementation"). In addition, we asked what were their standards and format specifications to translate the material and the deadline we had to meet.

3.3.2.2. Second stage "planning"

This stage basically involved reading, comprehending, typing out, and checking the punctuation and grammar mistakes of the second

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source text (*Aplicación del Sistema de Información Académica*). First, we read the source text in order to understand it and make the text analysis according to what Newmark proposes. The following chart shows those results:

Second text: *Aplicación del Sistema de Información Académica* ("Academic Information System Implementation")		
Function	Informative	The function of the source text is informative because it conveys information and facts.
Style	Descriptive	The Source Text is descriptive because it gives details of how the different systems that are part of the Academic Information System of the university work.
Register	Neutral	The Source Text is mainly neutral because its vocabulary is basic and not difficult to understand. However, the register is also technical to a lesser extent since it incorporates specific terms related to the technology field.
Tone	Neutral or objective	The Source Text is neutral or objective because it does not express emotions and just presents information in an unbiased way.

Chart 13. Text analysis of the 2nd Source Text (*Aplicación del Sistema de Información Académica*)

Second, we assigned the number of pages that each member of the translation team was going to translate. Third, we typed out the source text from a physical format into a digital one. Lastly, we corrected the spelling, punctuation, and grammar mistakes of the source text. This last step can be seen in the next figure:

Source Text without edition	Source Text with edition
Es en ese sentido, el enfoque sistémico acompañado de la informatización de procesos relacionados con Preuniversitarios, Pregrado, Posgrado, Educación Virtual y seguimiento a Titulados, dieron como resultado el SISTEMA DE INFORMACION ACADÉMICA (SIA), Sistema desarrollado a través de la División de Sistemas de Información y Estadística del Departamento de Tecnologías de la Información y Comunicación, que permitirá la integración y centralización de información, automatización y optimización de procesos, disminución de errores, seguridad de los datos, disponibilidad de tener la información disponible para la Gestión Institucional.	En este sentido, el SISTEMA DE INFORMACIÓN ACADÉMICA (SIA) es el resultado del uso de un enfoque sistémico basado en la informatización de procesos relacionados con el sistema preuniversitario, sistema de pregrado, sistema de postgrado, sistema de educación virtual y el sistema de seguimiento a titulados. El Sistema de Información Académica es desarrollado a través de la División de Sistemas de Información y Estadísticas del Departamento de Tecnologías de Información y Comunicación. Este permitirá la integración y centralización de la información, la automatización y optimización de procesos, la reducción de errores, datos de seguridad y la disponibilidad de información para la gestión institucional.

Figure 32. Examples of a paragraph of the ST (*Aplicación del Sistema de Información Académica*) with and without edition

3.3.2.3. Third stage "preliminary work"

We started this stage by working on the development of the bilingual terminologies, list of acronyms, and glossary to translate the

second source text (*Aplicación del Sistema de Información Académica*). In that way, we first selected the terms that were going to be included in the terminology, as it can be seen in the next example:

REGISTRO Y ESCANEO
EL POSTULANTE REGISTRA DATOS PERSONALES, FOTOGRAFÍA Y DOCUMENTOS DIGITALES.

✓ CÉDULA DE IDENTIDAD
✓ DIPLOMA DE BACHILLER
✓ CERTIFICADO DE NACIMIENTO
✓ BOLETA DE PAGO
✓ CERTIFICADO DE COMPROMISO

https://sia.umsa.bo/preuniversitario

Figure 33. Example of one part of the ST (*Aplicación del Sistema de Información Académica*) with selected terms for the terminology

Second, we searched and read information related to the terms we chose. Third, we looked for the equivalences of those terms in previous supervised works related to Mayor de San Andrés University, online Spanish-English dictionaries, and online Spanish-English concordances. Fourth, we reviewed the equivalences to discard the inaccurate ones.

BILINGUAL TERMINOLOGY RELATED TO THE ACADEMIC INFORMATION SYSTEM IMPLEMENTATION		
Nº	SOURCE TERM (SPA)	TARGET TERM (ENG)
SYSTEMS		
1.	Sistema de Postgrado	Postgraduate System
2.	Sistema de Pregrado	Undergraduate System
DOCUMENTS RELATED TO PROCEDURES ON THE ACADEMIC INFORMATION SYSTEM		
3.	acta de compromiso	commitment certificate
4.	acta de defensa	oral dissertation certificate

Figure 34. Example of a bilingual terminology created for the translation of the ST (*Aplicación del Sistema de Información Académica*)

Fifth, we checked any spelling or grammar mistake in the terminology. The final step was to upload the bilingual terminology we created on the CAT tool.

Figure 35. Bilingual terminology created for the translation of the second text uploaded on Smartcat

Regarding the acronyms found in the second source text (*Aplicación del Sistema de Información Académica*), we first identified them. Second, we searched the equivalences for those acronyms that already have an official equivalence in English. Third, for those acronyms that did not have an established equivalence, we translated what they stand for in English. Fourth, depending on how well the acronyms are known or not, we kept them in Spanish or translated them into English in the target text. Fifth, we checked for any inaccuracies or mistakes in the list.

ACRONYMS OF THE TEXT "ACADEMIC INFORMATION SYSTEM IMPLEMENTATION"		
Nº	SOURCE TERM (SPA)	TARGET TERM (ENG)
1.	RRHH (Departamento de Recursos Humanos)	HRM (Human Resources Management)
2.	SIA (Sistema de Información Académica)	AIS (Academic Information System)
3.	SKD (Sistema de Kardex Digital)	DAAS (Digital Academic Archives System)
4.	SPU (Sistema Pre-Universitario)	AS (Admission System)
5.	SRU (Sistema de Registro Universitario)	URS (University Registration System)
6.	SSA (Sistema de Seguimiento Académico)	AFS (Academic Follow-up System)

Figure 36. Example of a list of acronyms created for the translation of the ST (*Aplicación del Sistema de Información Académica*)

Concerning the creation of a glossary for the second text, we first selected the terms that were going to be included in it. Second, we looked for the English equivalences of those Spanish terms. Third, we searched the appropriate definitions for the English equivalences in English-English dictionaries, specialized dictionaries, encyclopedias,

books, and websites. Fourth, we reviewed that the terms selected for the glossary were newly introduced, uncommon, or specialized. Finally, we checked any spelling, punctuation, or grammar mistakes.

GLOSSARY OF THE TEXT "ACADEMIC INFORMATION SYSTEM IMPLEMENTATION"				
SOURCE TERM	GR. C.	TARGET TERM	DEFINITION	REFERENCE
B				
boleta de inscripción	N.	courses registration form	Registration form for university courses	www.umsa.bo
boleta de pago	N.	deposit receipt	A deposit receipt is a receipt issued by a bank to a depositor for cash and checks deposited with the bank.	https://www.accountingtools.com/articles/deposit-receipt
boletín	N.	newsletter	A newsletter is a printed or electronic report containing news about activities in the university.	https://www.sdelsol.com/glosario/boletin-informativo/

Figure 37. Example of part of the glossary created for the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4. Fourth stage "translation"

In this stage, we worked in the translation of the first draft of the second source text (*Aplicación del Sistema de Información Académica*). In that way, the first step we followed was to upload the source text on the CAT tool we used, that is to say, Smartcat. Then,

we started working on the translation itself, and we followed the communicative method and the translation procedures proposed by Peter Newmark.
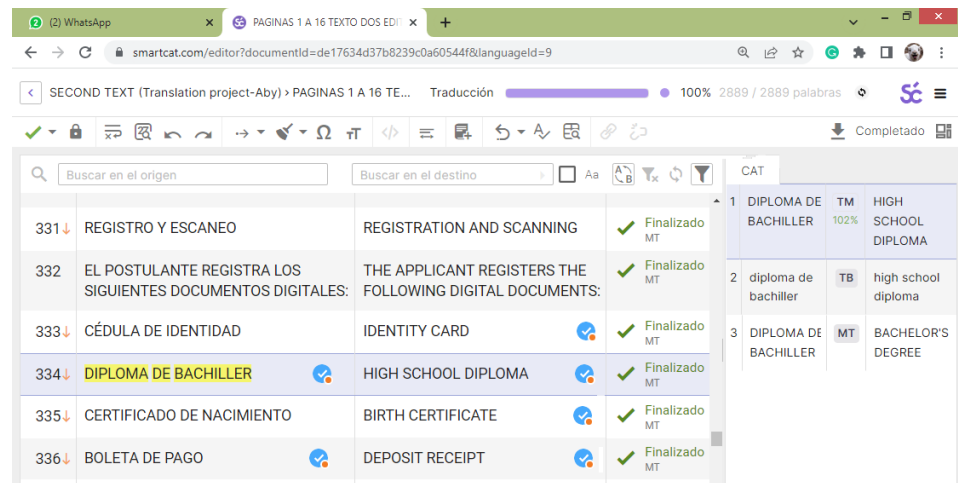
Figure 38. An extract of the ST (*Aplicación del Sistema de Información Académica*) and target text on Smartcat

After finishing translating the text, we downloaded the target text version. Once we had the target text, we read it in order to correct any mistakes. Subsequently, we checked if there was any other grammar or punctuation mistake left in the target text using an online writing assistant platform such as Grammarly. Finally, we delivered the first translation draft (*Academic Information System Implementation*) to our academic tutor.

As it was mentioned at the beginning of this section, we followed the communicative method and used several procedures proposed by Peter Newmark to translate the second source text (*Aplicación del Sistema de Información Académica*). Some examples of the procedures used will be looked upon in more detail in the following sections.

3.3.2.4.1. Literal translation

ST	Control de notas por el estudiante
TT	Control of grades by the student
ST	Seguimiento académico de estudiantes
TT	Academic follow-up of students

Figure 39. Examples of literal translation procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.2. Transference

ST	SE DEPOSITA EL COSTO DE LA BOLETA EN EL BANCO UNIÓN O MEDIANTE LA APLICACIÓN UNIMOVIL
TT	THE APPLICANTS DEPOSIT THE AMOUNT OF MONEY THROUGH *BANCO UNIÓN* OR THE UNIMOVIL APP.

Figure 40. Example of transference procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.3. Descriptive equivalent

ST	En la prueba de suficiencia académica que se llevó a cabo en la Facultad de Derecho en fechas 17 y 18 de Julio del 2021, hubo un total de 2.377 postulantes.
TT	On July 17 and 18, 2021, the Faculty of Law and Political Science conducted a university admission exam, and a total of 2,377 applicants took it.
ST	Registro de estudiantes de pregrado, y matriculación de estudiantes de nuevos, estudiantes antiguos, y casos especiales
TT	Undergraduate student registration and enrollment of new, regular, and non-regular students

Figure 41. Examples of descriptive equivalent procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.4. Through-translation

ST	RRHH (Departamento de Recursos Humanos)
TT	HRM (Human Resources Management)
ST	Vicerrector
TT	Vice-rector

Figure 42. Examples of through-translation procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.5. Shifts or transpositions

ST	**Adjective** → Se han trabajado de igual manera sus respectivos manuales de instalación y administración.
TT	**Adverb** → Respectively, the installation and administration manuals of these systems have been created.
ST	**Adjective** **Adjective** En el sistema, el postulante genera el código CPT (Código de Pago de Trámite) que se enlaza de manera directa y automática con el sistema UNIMOVIL del Banco Unión, facilitando el depósito presencial y virtual a los postulantes.
TT	**Adverb** **Adverb** In this system, the applicants generate a Procedure Payment Code that is linked directly and automatically with the UNIMOVIL App from *Banco Unión*, and this makes it easier for applicants to deposit the amount of money on-site or online.

Figure 43. Examples of shifts or transpositions procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.6.   Modulation

ST	TT
Passive voice BANCO UNIÓN SE DEPOSITA EL VALOR DE LA MATRICULA EN LA ENTIDAD FINANCIERA O MEDIANTE LA APLICACIÓN UNIMOVIL	*BANCO UNIÓN* THE STUDENT DEPOSITS THE ENROLLMENT FEE THROUGH *BANCO UNIÓN* OR THE UNIMOVIL APP. **Active voice**

ST	LA NOTA CON HOJA DE RUTA INGRESA A LA JEFATURA DEL DTIC LA NOTA ES ENVIADA POR LA JEFATURA PARA SER DERIVADA A LA UNIDAD DE TECNOLOGÍA EDUCATIVA DEL DTIC **Passive voice**

TT	THE LETTER WITH THE ROUTING SLIP ENTERS THE HEADQUARTERS OF THE DEPARTMENT OF INFORMATION AND COMMUNICATION TECHNOLOGIES (DICT) THE HEAD OFFICE OF THE DTIC SENDS THE LETTER TO ITS EDUCATIONAL TECHNOLOGY UNIT. Active Voice

Figure 44. Examples of modulation procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.7.   Translation label

ST	certificado de no deudas
TT	"certificate of having no debts"
ST	Código de Pago de Trámite
TT	"Procedure Payment Code"

Figure 45. Examples of translation label procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.8.   Reduction and expansion

ST	El Instituto de Investigaciones de Ciencias Contables Financieras y Auditoria (IICCFA) y la División de Sistemas de Información y Estadística (DSIE), de forma conjunta, han realizado una investigación

TT	*Reduction* → <mark>Jointly</mark>, the Institute of Research in Accounting Sciences, Financial Sciences, and Auditing (IRASFSA) and the Information Systems and Statistics Division (ISSD) conducted an investigation
ST	Pago del valor del <mark>curso</mark> mediante el código CPT
TT	Payment of the <mark>university admission course</mark> fee using the Procedure Payment Code (PPC) → *Expansion*

Figure 46. Examples of reduction and expansion procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.9. Paraphrase

ST	<mark>Procedimientos preuniversitarios</mark>
TT	<mark>The procedures that applicants to the university must follow</mark>

ST	**TT**

Figure 47. Examples of paraphrase procedure used in the translation of the ST (*Aplicación del Sistema de Información Académica*)

3.3.2.4.10. Couplets

ST	El Retrato de un Pueblo (1988) - Walter Solon Romero
TT	*El Retrato de un Pueblo* ("The Portrait of a Nation") (1988) by Walter Solon Romero

**Figure 48**. Example of couplet procedure used in the translation of the ST
(*Aplicación del Sistema de Información Académica*)

3.3.2.4.11.   Notes and additions

| ST	En la gestión 2020 se llegó a recaudar 3.347.460 Bs.
TT	In 2020, a total of 3,347,460 Bolivian Pesos (US$ 484,437.05) were collected. **Additional information inside the Target Text**
ST	Matriculación casos especiales
TT	Enrollment of non-regular students[1] [1]Non-regular students are those students who have changed university or academic department; those who are studying a double degree program; those who already have an academic degree; and those who have been accepted at the university by agreement with other universities in Bolivia or abroad. ⟶**Note at the bottom of the page**

Figure 49. Examples of notes and additions used in the translation of the ST
(*Aplicación del Sistema de Información Académica*)

3.3.2.5.   Fifth stage "completion"

During the completion stage, we reviewed the quality of the translation drafts and made the necessary changes. In that way, firstly, the academic tutor reviewed the first draft of the second target text (*Academic Information System Implementation*). Second, we fixed those mistakes in the translation draft and later delivered a second draft to the tutor.
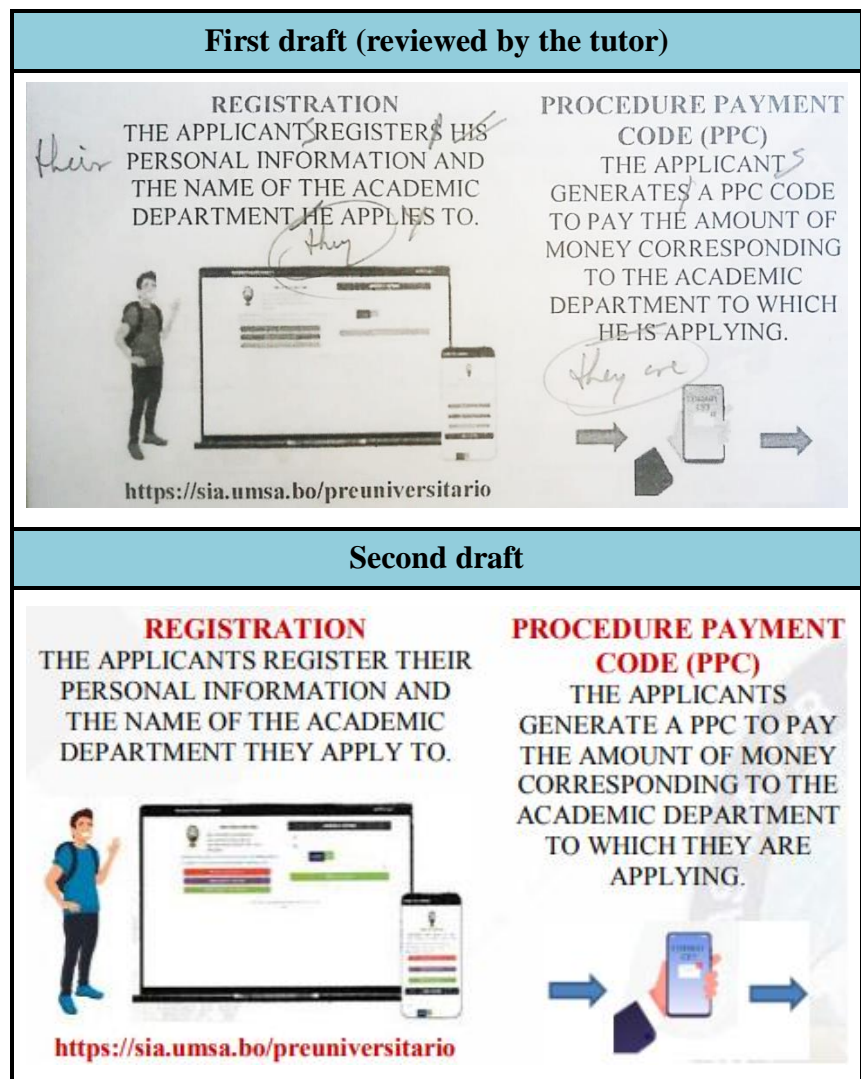
Figure 50. Examples of the 1st and 2nd draft of the TT (*Academic Information System Implementation*)

Third, the second draft was checked by the tutor. Fourth, we reviewed some inaccuracies in the second draft and handed in a third draft.

Second draft (reviewed by the tutor)
Those
As a way of gratitude for their contribution to the university, those who filled out the survey received printed newsletters ① with current information from the Institute of Research in Accounting Sciences, Financial Sciences, and Auditing important articles for their profession, and online refresher courses. *as a way to express gratitude their* The survey was made for those who graduated from the public
Third draft
Those who filled out the survey received printed newsletters with current information from the Institute of Research in Accounting Sciences, Financial Sciences, and Auditing (IRASFSA), important articles for their profession, and online refresher courses as a way to express gratitude for their contribution. The survey was made for those who graduated from the Public

Figure 51. Examples of the 2nd and 3rd draft of the TT (*Academic Information System Implementation*)

Fifth, the third draft was analyzed by the academic tutor. Sixth, we made the changes that our tutor suggested to us and delivered a fourth draft.

Third draft (reviewed by the tutor)
The Academic Information System (AIS) of the Mayor de San Andrés University characterizes by using technology to process information. Dealing with information is important in the description of quality standards and the contextualization of the design and construction of information.

Fourth draft
The Academic Information System (AIS) of the Mayor de San Andrés University uses technology to process information. Dealing with information is important in the description of quality standards and the contextualization of the design and construction of information.

Figure 52. Examples of the 3rd and 4th draft of the TT (*Academic Information System Implementation*)

Seventh, a final reading of the fourth draft was made. Finally, the project was delivered since the quality of the final English version of the text was assessed.

3.3.3. Third text *"Breve Reseña de la Entrada Universitaria Folklórica"*

3.3.3.1. First stage "commissioning stage"

In the commissioning stage, we had an interview with the head of the Department of Information and Communication, and we were given the source text to translate, which was *Breve Reseña de la Entrada Universitaria Folklórica* ("Brief Review of the University Folkloric Dance Festival"). In addition, we asked what were the standards and format specifications that we had to follow to translate the material and the deadline we had to meet. As a consequence, we were asked to translate the source text (written in first person singular) in third person singular.

3.3.3.2. Second stage "planning"

In the planning stage, first, we decided a responsible for each activity. Second, we read the source text (*Breve Reseña de la Entrada Universitaria Folklórica*) in order to understand it and make the text

analysis according to Newmark´s proposal. The results were the following:

Third text: *Breve Reseña de la Entrada Universitaria Folklórica* ("Brief Review of the University Folkloric Dance Festival")		
Function	Informative	As the Source Text conveys information and facts, its function is informative.
Style	Descriptive	The Source Text is descriptive since it shows details regarding how the University Folkloric Dance Festival works.
Register	Neutral	The Source Text is mainly neutral, that is to say, it uses a neutral register because the vocabulary is basic and not difficult to understand. However, the ST has some vocabulary related to Bolivian culture so the reader must have some knowledge about it to understand it better.
Tone	Neutral or objective	The tone of the Source Text is mainly neutral or objective because it does not express emotion and just presents information and facts in an unbiased way.

Chart 14. Text analysis of the 3rd Source Text (*Breve Reseña de la Entrada Universitaria Folklórica*)

Third, we typed out the source text from a physical format into a digital one. Fourth, we corrected the spelling, punctuation, and grammar mistakes of the source text.

Source Text without edition	Source Text with edition
En ese momento participaron la Llamerada San Andrés, Sicuris de Italaque de Agronomía, los Antawara de la Universidad Católica Boliviana, grupos invitados como los Caporales Centralistas y comparsas Carnavaleras como los Gusanos de Arquitectura y Pepinos con estudiantes, administrativos y docentes de varias Carreras. La Carrera que más destacó en su participación de ese año con varios conjuntos fue la Carrera de Turismo, en cuyo seno surgió la Fraternidad más antigua la Llamerada San Andrés.	En ese momento participaron de la Entrada Universitaria las fraternidades Llamerada San Andrés, Sicuris de Italaque de Agronomía, y Antawaras de la Universidad Católica Boliviana San Pablo. Además los grupos invitados que asistieron fueron los Caporales Centralistas y comparsas carnavaleras como los Gusanos de Arquitectura. También formaron parte los pepinos, estudiantes, personal administrativo, y docentes de varias carreras de la universidad. La carrera que se destacó más en la participación de ese año con varios conjuntos fue la Carrera de Turismo, en cuyo seno surgió la Llamerada San Andrés, la fraternidad más antigua de la entrada universitaria.

Figure 53. Example of a paragraph of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*) with and without edition

3.3.3.3. Third stage "preliminary work"

According to Rico (2002), the preliminary work stage is the one before starting the translation work itself. As a result, it involves the development of terminologies, lists of acronyms, and glossaries. However, we only worked in the development of a glossary for the source text (*Breve Reseña de la Entrada Universitaria Folklórica*) because it consisted of only few pages and did not have any acronym. Thus, it was not necessary to develop a bilingual terminology or a list of acronyms.

First, we chose a list of terms for the glossary. Second, we looked for the English equivalences of those Spanish terms. Third, we searched the appropriate definitions for the English equivalences in English-English dictionaries, specialized dictionaries, encyclopedias, books, and websites. Fourth, we checked that the terms selected for the glossary were newly introduced, uncommon, or specialized. Finally, we checked any spelling, punctuation, or grammar mistakes.

GLOSSARY OF THE TEXT "BRIEF REVIEW OF THE UNIVERSITY FOLKLORIC DANCE FESTIVAL"				
SOURCE TERM	**GR. C.**	**TARGET TERM**	**DEFINITION**	**REFERENCE**
F				
fraterno	N.	dance group member	A member of a certain traditional Bolivian dance group	https://www.lapaz.bo/ciudadmaravilla/tradicionespacenas/
H				
Honorable Consejo Universitario	N.	Honorable University Council	The Honorable University Council is the governing body of the Mayor de San Andrés University.	https://www.umsa.bo/hcu
L				
llamerada	N.	*llamerada*	The *Llamerada* is a traditional Bolivian dance that depicts the work done by shepherds grazing flocks of llamas, alpacas, and vicuñas.	https://www.educa.com.bo/danzas/llamerada

Figure 54. Example of a part of the glossary created for the third text

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3.3.3.4. Fourth stage "translation"

The translation stage is the central part of a translation project, and this consisted in the translation of the first draft of the third source text *(Breve Reseña de la Entrada Universitaria Folklórica)*. The first step we followed was to upload the source text on Smartcat. Then, we started working on the translation itself following the communicative method and translation procedures suggested by Peter Newmark. After finishing translating the text, we read our target text in order to correct any mistakes. Subsequently, we downloaded the target text.
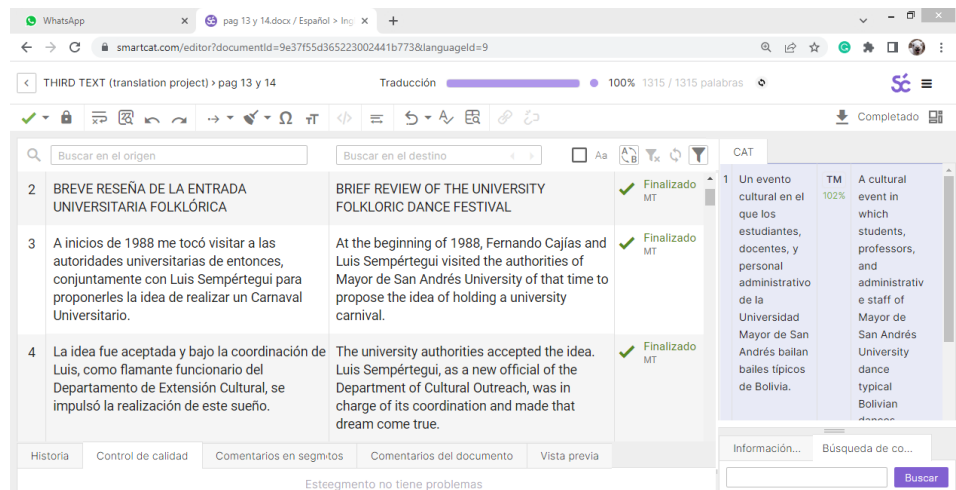
Figure 55. An extract of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*) and target text on Smartcat

Once we downloaded the target text (*Brief Review of the University Folkloric Dance Festival*), our next step was to check if there were any other grammar or punctuation mistakes left in the text using Grammarly (an online writing assistant platform). Finally, we delivered our first translation draft to our academic tutor.

As it was stated at the beginning of this section, the translation method followed to carry out the translation of the third source text was the communicative one proposed by Newmark. Likewise, the translation procedures used were the ones proposed by the same author. The next sections below will show some examples of these procedures in more detail.

3.3.3.4.1.   Literal translation

ST	una de las más prestigiosas manifestaciones de la
TT	one of the most prestigious demonstrations of the
ST	cultura popular boliviana
TT	Bolivian popular culture

Figure 56. Examples of literal translation procedure used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.4.2.   Transference

ST	En ese momento participaron de la Entrada Universitaria las fraternidades Llamerada San Andrés, Sicuris de Italaque de Agronomía, y Antawaras de la Universidad Católica Boliviana San Pablo. Además los grupos invitados que asistieron fueron los Caporales Centralistas y comparsas carnavaleras como los Gusanos de Arquitectura.
TT	The dance groups that took part in the university folkloric dance festival at that time were *Llamerada San Andrés*, *Sicuris de Italaque de Agronomía*, and *Antawaras de la Universidad Católica Boliviana "San Pablo"*. In addition, other groups such as *Caporales Centralistas* and *Gusanos de Arquitectura* were invited to participate in the festival.

Figure 57. Examples of transference procedure used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.4.3. Descriptive equivalent

ST	ballet folklórico
TT	Bolivian folk dance ballet
ST	entrada universitaria
TT	university folkloric dance festival

Figure 58. Examples of descriptive equivalent procedure used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.4.4. Through-translation

ST	Honorable Consejo Universitario
TT	Honorable University Council

Figure 59. Example of through-translation procedure used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.4.5. Shifts or transpositions

ST	La entrada universitaria es además una manifestación diversa **(noun)** **(adjective)**
TT	The university folkloric dance festival shows diversity **(verb) (noun)**
ST	en la que está prohibida la representación excesiva de un solo tipo de danza **(adjective)**
TT	so dance groups are prohibited from performing the same type of dance excessively **(adverb)**

Figure 60. Examples of shifts or transpositions procedure used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.4.6. Modulation

ST	La idea fue aceptada ⟶ **passive voice**
TT	The university authorities accepted the idea ⟶ **active voice**

Figure 61. Example of modulation procedure used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.4.7. Reduction and expansion

ST	En los últimos años se han publicado varios trabajos sobre la fiesta en Bolivia y sus danzas. Este libro tiene como uno de sus objetivos enriquecer el conocimiento de este importante rubro del patrimonio inmaterial de nuestro país.
TT	**Expansion** **Reduction** In recent years, several works about Bolivian festivities and their traditional dances have been published. This document has as one of its objectives to enrich the knowledge of this crucial area of research of the intangible heritage of Bolivia. **Reduction**
ST	Sus protagonistas han logrado que nuestra música sea parte del repertorio de discotecas y fiestas de todo género.
TT	Besides, its protagonists have managed to incorporate traditional Bolivian music into the repertoire of nightclubs and parties of all kinds. **Expansion**

Figure 62. Examples of reduction and expansion procedures used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.4.8. Paraphrase

ST	El lenguaje lúdico es muy importante, pero este está subordinado al lenguaje artístico.
TT	Having fun at this celebration is extremely important, but it becomes secondary to the importance of showing an artistic language.

ST	Es una manifestación esencialmente cultural que busca, en este mundo globalizado, construir y fortalecer un refugio de identidad, en el que cada estudiante, profesor, personal administrativo, y profesional se incorpore.
TT	In a globalized world, the festival is essentially a way to show the culture of Bolivia. Besides, it seeks to build and strengthen a place of identity, which includes all regular students, professors, administrative staff, and students who have graduated from the university.

Figure 63. Examples of paraphrase procedure used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.4.9.   Notes and additions

ST	El orden de ingreso de las fraternidades en la entrada universitaria depende de su antigüedad y **puntaje obtenido**
TT	The order of performance of the dance groups in the university folkloric dance festival depends on their seniority and the **score** that each dance group has gotten in a previous version of the festival. ↓ **Additional information inside the Target Text**
ST	También formaron parte los **pepinos**, estudiantes, personal administrativo, y docentes de varias carreras de la universidad.
TT	Besides, **pepinos**[7], students, administrative staff, and professors of the different academic departments of the university were also part of the festival. [7]Pepino is a male harlequin-like character. This one is typical and emblematic of the carnival of the La Paz Department, one of the nine parts in which the Bolivian territory is divided. ↓ **Note at the bottom of the page**

Figure 64. Examples of notes and additions used in the translation of the ST (*Breve Reseña de la Entrada Universitaria Folklórica*)

3.3.3.5. Fifth stage "completion"

Rico (2002) says that the completion stage of a translation project is the final one, but it should be considered as important as the rest. It consists in reviewing the quality of the translation drafts and making the necessary changes. During this stage, firstly, the first draft of the third source text *(Brief Review of the University Folkloric Dance Festival)* was reviewed by the academic tutor. Second, we fixed the mistakes in the translation draft and delivered a second draft to the tutor.
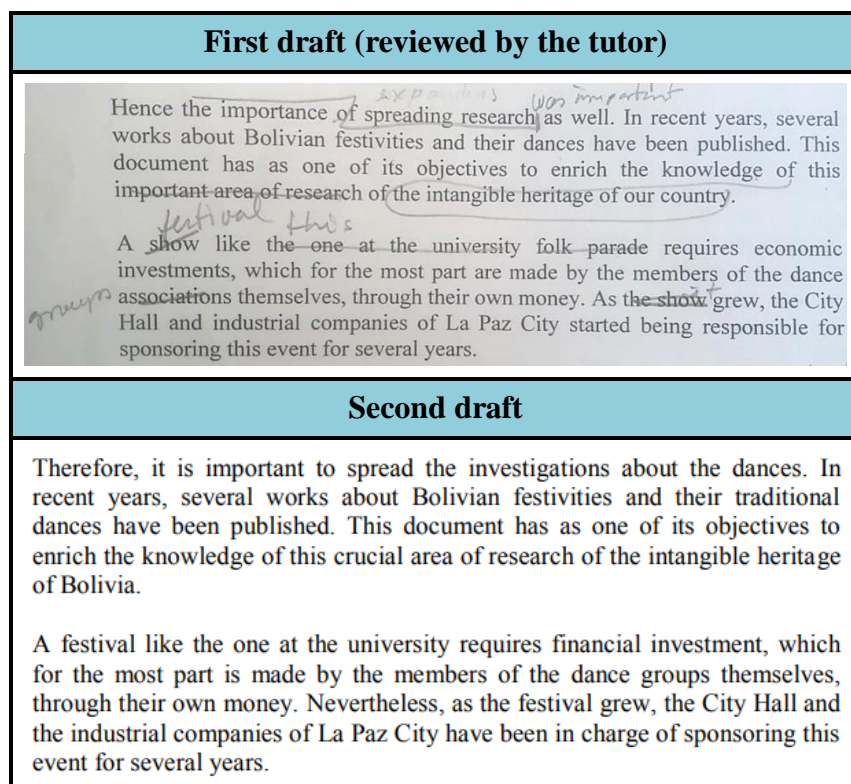
Figure 65. Examples of the 1st and 2nd draft of the third target text
(*Brief Review of the University Folkloric Dance Festival*)

Third, our tutor checked the second draft. Fourth, we reviewed the observations made in our second draft and handed in a third draft.

Second draft (reviewed by the tutor)
The dance groups that took part in the university folkloric dance festival at that time were *Llamerada San Andrés*[2], *Sicuris de Italaque de Agronomía*[3], and *Antawaras de la Universidad Católica Boliviana "San Pablo"*[4]. In addition, other groups such as *Caporales Centralistas*[5] and *Gusanos de Arquitectura*[6] were invited to participate in the festival. Besides, *pepinos*[7], students, administrative staff, and professors of the different academic departments of the university were also part of the festival. In 1988, the Tourism Department of the university was the one that stood out the most as several dance groups belonging to it participated in the festival. It is in this department that the *Llamerada San Andrés*, the oldest dance group in the university, was also born. *created*
Third draft
The dance groups that took part in the university folkloric dance festival at that time were *Llamerada San Andrés*[2], *Sicuris de Italaque de Agronomía*[3], and *Antawaras de la Universidad Católica Boliviana "San Pablo"*[4]. In addition, other groups such as *Caporales Centralistas*[5] and *Gusanos de Arquitectura*[6] were invited to participate in the festival. Besides, *pepinos*[7], students, administrative staff, and professors of the different academic departments of the university were also part of the festival. In 1988, the Tourism Department of the university was the one that stood out the most as several dance groups belonging to it participated in the festival. It is in this department that the *Llamerada San Andrés*, the oldest dance group in the university, was also created.

Figure 66. Examples of parts of the 2nd and 3rd draft of the third target text (*Brief Review of the University Folkloric Dance Festival*)

Fifth, the academic tutor did a final reading of the third draft. Finally, once the quality of the final English version of the text was assessed the project was delivered.

3.4. ACHIEVEMENTS

The knowledge acquired during our years of study at the Department of Linguistics and Languages helped us work on the translation project appropriately. This project consisted of the translation of three texts which are *"Currículum Vitae UMSA: 1830–2019", "Aplicación del Sistema de Información Académica", and "Breve Reseña de la Entrada Universitaria"*. Considering the objectives we set

ourselves before starting the translation project, we can say that we accomplished four main achievements.

The first achievement is related to text analysis. We worked on the analysis of the three source texts we mentioned above. The first text characterizes for being informative (function), narrative (style), neutral (register), and objective (tone). The second text distinguishes for being informative (function), descriptive (style), neutral (register), and objective (tone). Finally, the third text is informative (function), descriptive (style), neutral (register), and objective (tone). Doing the analysis of the texts was an achievement because it allowed us to understand the texts thoroughly and determine the translation method that we were going to use.

The second achievement deals with the construction of the terminologies, glossaries, and lists of acronyms for each text. For the first text, we built two terminologies: a bilingual terminology of faculties, academic departments, programs, regional university centers, local university headquarters, institutes, newspapers, and journals of Mayor de San Andrés University; and a bilingual terminology of postgraduate courses offered by Mayor de San Andrés University. In addition, we worked on a glossary and a list of acronyms for this text. For the second text, we developed two terminologies: a bilingual terminology related to the academic information system implementation; and a bilingual terminology of departments, divisions, faculties, and postgraduate units of Mayor de San Andrés University. We also built a glossary and a list of acronyms for this text. For the third text, we only created a glossary due to the length of the text. The construction of terminologies, glossaries, and lists of acronyms was an achievement because it allowed us to lay the foundations to start the translation work.

The third achievement is concerned with the translation of the first drafts of each one of the source texts. This achievement was possible thanks to using different tools, one of them being Smartcat (a CAT tool). This tool was helpful in translating,

editing, and storing the translations. In addition, the different components of this CAT tool such as translation memories, termbases, dictionaries, and machine translation engines helped us do our work faster and better. The translation of the source texts was an achievement because it was the core part of our translation project.

The fourth achievement deals with the assessment of the quality of the translations. This involved the review of the first translation drafts of the source texts and the production of new translation drafts for each one of the texts. In addition, it implied the participation of our academic tutor, who pointed out certain inaccuracies and mistakes in the translation. Furthermore, it implied the use of Grammarly (an online writing assistant platform) to check if there was any other grammar or punctuation mistake left in the target texts. The assessment of the translations was an achievement because it allowed us to produce high-quality translations.

3.5.EXPERIENCES

Carrying out this supervised work at Department of Information and Communication of the Mayor de San Andrés University was a fundamental opportunity that allowed us to apply all the knowledge we acquired throughout our years of study at the Department of Linguistics and Languages. During the work process, this knowledge was useful because it permitted us to face the different challenges we had, and our expertise increased in every phase and activity. In other words, during the development of this project, our teamwork faced positive and negative experiences, but in general, we tried to have a positive mindset and keep moving on.

The first challenge we had to face was reading the source texts. While doing it, we realized that they were poorly written, and this interrupted the flow of our reading and our understanding. To deal with this problem, we had to make an extra

effort to search for more information related to the source texts, and many times this information was not easy to find and was unavailable. However, this difficulty led us to learn more about our university and our culture.

The second challenge we faced was the translation itself. As it was necessary to make sure that our final translation work was appropriate for the institution, we had to develop and improve our translation skills because of the complexity of the texts we had to translate. Improving our translation skills involved learning how to use CAT tools and updating our knowledge about the different technological tools that can be used in translation. This was not an easy task, but it was worth it in the end. Our persistence during the translation project permitted us to improve not only our translation skills but other personal ones as well, such as adaptability, problem-solving, teamwork, tolerance, responsibility, initiative, and curiosity.

The third challenge we came up against was the writing of our final report. Due to the length and complexity of the work we did, it was not an easy task. In addition to this factor, we had to carry out all the work online because of the pandemic we are going through. Thus, our academic tutor and we had to get used to this type of work modality, which did not exist in our context before, so we were not familiarized with it. Besides, the Bolivian internet connection was not in our favor, and we had to reschedule some meetings because of bad weather conditions or internet signal interference. Despite what we said above, this turned out a positive thing because we learned to work in this new technological era.

In conclusion, this supervised work was an important experience personally and professionally. We learned to work as a team because we had to take into consideration our different points of view, and each member of the team contributed something significant to the work. All the work we did will be useful for us in some way or another in the future, and it can open new doors for us.

CHAPTER FOUR
RESULTS

According to Tintaya (2008), this chapter deals with the presentation of the results obtained once the supervised work has been completed. The results achieved during this project can be seen to the extent that the objectives proposed for this one have been fulfilled or not. We managed to achieve all the objectives set for this project within six months, from November 2021 to May 2022. Likewise, we fulfilled the minimum of hours (1000) demanded by the agreement between the Department of Linguistics and Languages and the Department of Information and Communication of the Mayor de San Andrés University. What has been stated above is shown in the following chart:

Term	Dates	Worked hours per applicant		
		Applicant 1	Applicant 2	Applicant 3
First term	November 10, 2021 - January 9, 2022	317	316	318
Second term	January 10, 2022 - March 9, 2022	429	430	428
Third term	March 10, 2022 - May 9, 2022	370	373	371
Total	124 days (approx. 9 hours per day, from Monday to Friday)	1116	1119	1117

Chart 15. Total working time invested in the translation project expressed in hours

The first specific objective of this supervised work was "to analyze the source texts in order to determine their function, style, register, and tone". We accomplished

this objective by doing the text analysis of each one of the source texts following what Peter Newmark proposes. We found out that all the STs are similar in some aspects such as their function being informative, their register being neutral, and their tone being objective. The only difference was that one of the texts was narrative but the other two had a descriptive style. All that has been said above can be seen in the following chart:

TEXT ANALYSIS				
Texts	**Function**	**Style**	**Register**	**tone**
First text: *Currículum Vitae UMSA: 1830-2019* ("The Curriculum Vitae of Mayor de San Andrés University from 1830 to 2019").	Informative	Narrative	Neutral	Neutral or objective
Second text: *Aplicación del Sistema de Información Académica* ("Academic Information System Implementation")	Informative	Descriptive	Neutral	Neutral or objective
Third text: *Breve Reseña de la Entrada Universitaria Folklórica* ("Brief Review of the University Folkloric Dance Festival")	Informative	Descriptive	Neutral	Neutral or objective

Chart 16. Text analysis of each one of the source texts

The second specific objective set for this supervised work was "to build up terminologies and glossaries of the source institutional texts". In that way, we developed bilingual terminologies for the source texts mentioned above according to the content and length of the texts. In other words, the criteria we followed to select the terms were the needs of the texts to be translated. In addition, we worked on glossaries for the texts considering that some terms were newly introduced, uncommon, or specialized. Besides,

even though it was not stated in the second specific objective, after reading the source texts, we considered it important to create lists of acronyms for the texts. The number of terms per terminology, list of acronyms, and glossary can be seen in the following chart:

Texts	Terminology	List of acronyms	Glossary
First text	Bilingual terminology of faculties, academic departments, programs, regional university centers, local university headquarters, institutes, newspapers, and journals of the university: **158 terms**	25 acronyms	278 terms
	Bilingual terminology of postgraduate courses offered by university: **201 terms**		
Second text	Bilingual terminology related to the academic information system implementation: **36 terms**	15 acronyms	90 terms
	Bilingual terminology of departments, divisions, faculties, and postgraduate units of the university: **36 terms**		
Third text	-----------------	----------------	18 terms
Total	**431 terms**	**40 acronyms**	**386 terms**

Chart 17. Number of terms per terminology, list of acronyms, and glossary

The third specific objective of this supervised work was "to transfer adequately the source institutional texts from Mayor de San Andrés University from Spanish into the English language". In order to fulfill this objective, we followed the communicative translation method and the procedures proposed by Peter Newmark (chart 18), and we used a CAT tool such as Smartcat. Following Newmark's proposal helped us to guide

our translation project. In addition, using Smarcat and its core elements were fundamental because they allowed us to save time, make our work easier, and get better results. As a consequence, we produced the first translation drafts for each one of the source texts.

Translation procedures (according to Peter Newmark) used in the translation	
First text: *Currículum Vitae UMSA: 1830-2019*	Literal translation, transference, descriptive equivalent, synonymy, through-translation, shifts or transposition, modulation, translation label, reduction and expansion, paraphrase, and notes and additions
Second text: *Aplicación del Sistema de Información Académica*	Literal translation, transference, descriptive equivalent, through-translation, shifts or transposition, modulation, translation label, reduction and expansion, paraphrase, couplets, and notes and additions
Third text: *Breve Reseña de la Entrada Universitaria Folklórica*	Literal translation, transference, descriptive equivalent, through-translation, shifts or transposition, modulation, reduction and expansion, paraphrase, and notes and additions

Chart 18. Translation procedures used in the translation of the texts

The fourth specific objective set for this supervised work was "to assess the quality of the English versions of the source institutional texts". We accomplished this objective by working on different drafts for each text until we had the approval of the academic tutor who assessed their quality. In addition, we proofread the target texts and corrected their spelling, grammar, equivalence, and translation mistakes. Besides, we checked if there were any other grammar or punctuation mistakes left in the target texts using Grammarly (an online writing assistant platform). As a consequence, some changes were made in the target texts, and this can be seen in the increase in the number of translated pages:

Texts	Source text (Spanish)	Number of translated pages (English)			
		1st draft	2nd draft	3rd draft	4th draft
First text	50	55 pages	65 pages	66 pages	66 pages
Second text	50	49 pages	62 pages	62 pages	62 pages
Third text	2	4 pages	4 pages	4 pages	------------
Total	**102 pages**	**108 pages**	**131 pages**	**132 pages**	**128 pages**

Chart 19. Number of translated pages per text

So far, we have mentioned each one of our specific objectives, and this lead us to cite the main objective of this supervised work, which was "To translate from Spanish into English the texts *'Currículum Vitae UMSA: 1830 – 2019', 'Aplicación del Sistema de Información Académica',* and *'Breve Reseña de la Entrada Universitaria'* for the Department of Information and Communication of Mayor de San Andrés University". In the previous paragraphs, we talked about the results we could get according to our specific objectives, so we can say that after going through the whole process of the translation project we managed to fulfill our general objective. As a result, we delivered three target texts translated from Spanish into English.

Another important point to address before finalizing this chapter is talking about the validity of the product we obtained when the process of translation was completed. A work that has validity has credibility. In this way, it can be said that the translated texts produced through this project are validated by a work plan signaling the indicators and a sequence of activities that were followed to translate them. In addition, the quality of the translations was assessed by the person assigned by the Department of Information and Communication. The work plan was adopted to ensure that everything was done properly. Furthermore, each of the stages of the translation of the texts had the supervision of our academic tutor. In addition, a CAT tool such as Smartcat was used to produce high-quality translations. Finally, this work demonstrates its validity in itself

since the institutional texts have been translated through the monitoring of different steps to obtain a final product.

To sum up, the results obtained in this supervised work can be observed in the way each one of the objectives was achieved. Despite the difficulty of the task that the Department of Information and Communication assigned us, we managed to fulfill our objectives. In that way, we can state that the results after our participation in the translation project were mainly positive, so our intervention in solving the need that this department had to translate material related to the university was beneficial. As a consequence, now this institution can use the translated material.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two sections. The first one deals with the conclusions of this supervised work, and the second one covers the recommendations.

5.1. CONCLUSIONS

The conclusions show three aspects: the changes produced in the problem after the implementation of the work proposal, the impact that the work done generated in the institution, and the new knowledge and experiences that were acquired after finishing the work (Tintaya, 2008). Talking about these aspects is essential to measure or observe the contribution made to the Department of Information and Communication of the Mayor de San Andrés University through this supervised work. Therefore, those three aspects mentioned at the beginning are going to be developed in more detail in the following paragraphs.

Regarding the first aspect, that is to say, the changes produced in the problem after the implementation of the work proposal, it can be stated that the problem has been solved in a certain way. The main problem of the Department of Information and Communication was its need to translate material with relevant information about the Mayor de San Andrés University from Spanish into English. For this institution, it is relevant that this information can be shared not only in Bolivia but also internationally. After working for six months on the translation of the three institutional texts that were commissioned by the Department of Information and Communication, it can be said that the need of this institution has been covered in a certain way.

Responding to the need of the Department of Information and Communication was a difficult task because translating material from Spanish into

English was demanding. Ideally, a translator should translate from an acquired language into his mother tongue, which was not the case in this project. Despite that, the challenge of carrying out the work was taken, and the results were remarkable. To begin the application of the translation proposal, terminologies, glossaries, and lists of acronyms were created. Then, to work on the translation of the institutional texts, the most appropriate and suitable translation procedures for each one of the texts were used. Responding to this institution's need to translate three texts can help build a bridge between cultures through the communication of information.

Regarding the second aspect, that is to say, the impact that the work done generated in the institution, it can be said that the impact was positive. The Department of Information and Communication of the Mayor de San Andrés University is relatively new and is in charge of the processes of communication and dissemination of the activities and results of university management. As this institution is relatively new, this supervised work generated a positive impact because the translated material in English is one of the first of its kind. In addition, this department can use the translated texts according to their needs. However, at the same time, the applicants of this project are aware that their intervention had a limited impact. They did not solve the need for the institution to translate material about the university completely since the translation of three texts does not cover all the information related to the university.

Despite what has been stated at the end of the paragraph above, the participation of the applicants in the translation project had a considerable degree of positive impact. This work can be useful for those translators and regular students of the Department of Linguistics and Languages of Mayor de San Andrés University that will carry out translation projects in the Department of Information and Communication. In other words, the translated material can serve as a reference for future translation projects within the said institution. In that way, the information

that has been translated can cross borders and close the gap that the university has with the outside world.

Regarding the third aspect, that is to say, the new knowledge and experiences that were acquired after finishing the work, these became an advantage for the applicants in the professional and personal areas. In the professional area, the applicants have learned to use different translation tools to support their work such as CAT tools or online dictionaries, among others. Learning how to use these helped them not only do their translation work but also speed up their rhythm of work.

Among the different tools that were used in this supervised work, there are two that are worth highlighting: Smartcat and Grammarly. In the case of Smartcat (a CAT tool), learning how to use it helped the applicants greatly because the translation task would have taken more time and been more difficult without it. In addition, using a tool such as Smartcat made easier the task of editing, managing, and storing the translations. Likewise, learning about the existence of online writing assistant platforms such as Grammarly was a significant discovery for this supervised work. Its use helped check any spelling and grammar mistakes that could have been omitted unintentionally in the translated texts. Said tools played an important role during this translation project as they were one of the filters by which it is possible to see the outcomes of this work and the achievement of the applicants.

Another important point in the professional area is that the applicants were able to improve and increase the knowledge acquired throughout years of study at the Department of Linguistics and Languages of Mayor de San Andrés University. Besides, they learned to work as a team, reconcile their different points of views, share knowledge, and learn from one another. In the end, all the new knowledge and experiences acquired were reflected in the final work.

In the personal area, it was necessary to develop and improve personal skills such as problem-solving strategies, tolerance, seriousness, initiative, and curiosity. Likewise, the applicants were able to assign roles and complete medium and long-term goals, which were essential during this translation process. Finally, the greatest learning was the adaptability to change, since each stage of the translation project required willingness and responsibility to achieve a work of quality.

To sum up, it can be said that the performance of the applicants produced a positive impact on the Department of Information and Communication. Although their work did not solve all the necessities of the institution, this is only the beginning of future projects in the translation field within the institution. In addition, participating in this supervised work allowed the applicants to grow up as translators and increase their personal skills. In conclusion, this supervised work had a great impact not only on the institution but on the applicants themselves too.

5.2. RECOMMENDATIONS

Tintaya (2008) says that the recommendations section is about providing suggestions regarding the work proposal and the needs of the institution. In other words, this section deals with those aspects that can be improved in the institution and the work proposal to obtain better results in future supervised works. These points will be developed in the following paragraphs.

5.2.1. Recommendations regarding the institution

The Department of Information and Communication's need to translate material about Mayor de San Andrés University into other languages can be fulfilled in less time and in a better way if the institution considers some aspects. First, it is necessary to assess the quality of the

texts written in Spanish before publishing them. This can guarantee the comprehension of the texts not only for the benefit of the Spanish-speaker reader but also for the benefit of the translator who has to carry out the task of translating those texts. A poorly written text in Spanish makes the translation work harder.

Second, the institution needs to consider asking those in charge of writing or editing the texts in Spanish to write down the list of the references used in the texts before publishing them. That way, the translators can know the material they can look up when some information in the text is ambiguous or missing. If those references are not available in the source text, the translators can search for them, but it can result in delaying the main task that is translating the material.

Third, the Department of Information and Communication needs to save or store all the translated material in one place in physical and digital format, so other translators can use it when they need it. As a result, the translated material as well as the terminologies and glossaries built to carry out translation projects involving the translation of material related to Mayor de San Andrés University can be found easily for future use. If this is done, the translator can improve the quality of his translation and deliver it faster.

5.2.2. Recommendations regarding the translation work proposal

On the other hand, regarding the translation work proposal, there are several considerations that we suggest should be taken into account. These suggestions focus on each of the stages we followed in our translation project; as we mentioned in other chapters of our report, our project was

divided into five stages: commissioning, planning, preliminary work, translation, and completion. Translators planning to start a translation project can consider these suggestions as a kind of guide that they may find useful. These suggestions will be developed in the following paragraphs.

In the first stage, that is to say, the commissioning, it is necessary to have a meeting with the institution we are doing the translation work for. When an institution commissions a translator to translate a particular material, the translator must gather information about the institution's requirements. Some questions that the translator can ask are: Who is the audience that will read the translation? Is it necessary to translate the text of the images? Is there any translated material that can be used as a reference to translate the new text? When should the translated material be delivered? Knowing this information will help the translator to have a clear idea of what requirements must be met and will guide the translator in making decisions to write his project proposal.

Another important part of this stage is deciding which Computer-Aided Translation tool to use. If the translator does not have experience with CAT tools, he should find out what options the market offers. Once the translator has this information, he can start testing each CAT tool and select the most appropriate one for the project. We suggest working with Smartcat because it is a free and easy-to-use CAT tool. However, it is imperative for the translator to be aware of the variety of Computer-Aided Translation tools that exist, so that the translator can choose the one that suits his translation project and way of working the best.

It is not only necessary but also somehow mandatory that translators become acquainted with the use of a Computer-Aided Translation tool before starting the translation project itself. A CAT tool can be quite handy

if the translator knows how to use it, but it can become a burden if not. For this reason, the translator must practice translating material using a CAT tool. There are many software applications aimed to support the translator in the market, so the translator needs to consider practicing how to use them before starting his work.

In the second stage, that is, the planning stage, it is essential to consider two things: the assignment of those responsible for each task in the project and the understanding of the source text. On one hand, the team of translators should consider dividing their project's different tasks to translate the text in less time and in a better way. Deciding who is responsible for each task in the translation project is crucial because a project of this magnitude is not an easy one. In addition, determining who is responsible for performing each task allows each translator to focus all of his attention on one task at a time.

On the other hand, at this stage, the translator must make sure not only to read the source text but also to understand it. If the translator does not understand the text that he is going to translate, he will not be able to carry out his work efficiently. If the text is misunderstood, it will not be possible to obtain a good translation result. Thus, the translator needs to know the source text very well and reread it as many times as necessary. The concepts and context of the source text must be understood in order to produce a good-quality translation.

In the third stage (the preliminary work stage), the translator should consider the construction of glossaries and terminologies. The translation is necessary because it allows the exchange of information, but the task of translating is not easy. For this reason, the construction of glossaries and

terminologies must be considered so that the translator can carry out his work more easily. When translating we need to look for the precise equivalence of terms between the source language and the target language because this is essential. Terminological standardization is the product of this need for precision in the use of terms.

Since the translator is not always an expert in the area covered by the text he has to translate, he must build glossaries and terminologies to do his job. In this process of terminological standardization, we suggest certain steps that the translator can follow if he is translating from Spanish into English. First, search for the definition of the Spanish term in credible sources; this is done to guarantee the understanding of the meaning of the term. Second, search for the equivalence of the source term in Spanish-English dictionaries and online bilingual concordances such as www.linguee.com. Third, once the equivalence for the source term has been found, search for the definition of this term in English-English dictionaries, encyclopedias, or specialized books. Fourth, compare the definitions of the term in Spanish and English to check if it refers to the same thing.

Many times the translator can face the fact of not finding the equivalences that he is looking for in dictionaries, encyclopedias, or specialized books. Otherwise, the translator can find more than one equivalence and not know which is the most appropriate. In those cases, the translator can resort to forums in which translators can ask questions to other translators, such as https://forum.wordreference.com. The translator can also refer to blogs, videos, and websites in the source language to find out how native speakers use those terms.

After facing with the challenge of finding English equivalences for certain terms in Spanish, we believe it is important to talk about creating a consensus on the use of certain equivalences that are commonly misused. For this reason, we suggest opening a discussion about the use of certain terms, such as "*carrera*", "*mención*", and "*licenciatura*". Having done the necessary research, we propose that the equivalence for "*carrera*" is "department" and not "career". Likewise, we suggest that the equivalence for "*mención*" is "minor" and not "major". Finally, "*licenciatura*" does not have an equivalence term in English. Thus, it is not appropriate to use "bachelor's degree" when translating "*licenciatura*". In this case, we suggest keeping the term in Spanish and using a footnote to explain the term to the reader.

In the fourth stage, that is to say, the translation stage of the project, it is indispensable to consider which translation procedures and translation strategies can be used. Concerning the translation procedures, there are two that we have found particularly useful in this project: paraphrase and supplying additional information. In first place, the paraphrase procedure allows the translator add more detail or explain the meaning of a segment of the text. This procedure was helpful to communicate ideas that were not clear in the source text, so it was necessary to express them in different words. Source texts often have writing errors and ambiguity, but the use of the paraphrasing procedure can help the translator to face the challenge of translating these types of texts.

The other procedure that translators can find useful is supplying additional information in the target text. This can be done in different ways, such as adding information in the same text using parenthesis or at the bottom of the page using footnotes. Using this translation procedure is

particularly useful when the information that is being translated is related to cultural aspects which are different in the Source Language and Target Language.

Having this additional information in the target text is fundamental to guarantee that the reader understands the text. For this reason, when translating units of length, we encourage other translators not only to translate these units using the International System of Units (centimeters, meters, kilometers, etc.), but also the English System (inch, foot, yard, etc.). Likewise, it is suggested to translate units of area using both systems. In addition, when translating amounts of money, it is important to add information in parentheses about the exchange rate in US dollars because this currency is internationally known. Providing this additional information to the readership allows them to understand the text better, regardless of the units of measurement they are familiar with or the type of currency used in their country.

Regarding translation strategies, it is essential that the translator makes use of these to solve translation problems that he may face when carrying out his work. These strategies play a valuable role in solving problems encountered in the translation process. The strategies adopted depend on the type of translation being done; however, we think that there are two strategies that any translator could implement. These two strategies are aimed at solving the ambiguity and poor writing of the source text, issues that the translator frequently faces, regardless of the text he is working with.

The first strategy is related to comprehension of the source text. To understand the text, the translator can visualize the things that are being exposed in it. The translator can also put himself in the shoes of the source-

text author to understand what the author is trying to convey. Finally, if possible, the translator can contact the author of the ST to ask questions about those portions of the text that have ambiguity. If the translator cannot get in touch with the source-text author to clear up his doubts, the former could resort to the second strategy that we suggest. This strategy is related to information documentation, that is, establishing reliable sources of information to which to turn in case of doubt. A translator should check dictionaries, encyclopedias, books, and audiovisual material that talk about the subject he is translating. However, this is more than mandatory if the source text is poorly written.

At the project completion stage, we suggest using online writing assistant platforms to ensure that the quality of the translated texts is the best. Once the translator proofreads and corrects the translation that he made, he can submit his target text on one of these writing assistant platforms. If a translator wants to review the spelling, grammar, and punctuation of an ST in English, we propose using the Grammarly platform. Being an easy-to-use tool and with the option to be used for free, Grammarly can support any translator at the moment of reviewing his final translation project in English. The use of online writing assistant platforms for English texts can allow the translator to correct spelling and punctuation errors that go unnoticed.

In addition, we propose that translators who have to review a target text in Spanish can search for online writing assistant platforms specialized in that language. Sometimes texts in Spanish can have many punctuation mistakes, and a way to check these could be the use of these platforms. If the translator uses these platforms, he can complete the work of exhaustive

revision of the material in Spanish in less time, and by doing so, the translator can concentrate on the main task, which is the translation itself.

To end, it can be said that there are some recommendations that the institution where we developed our work proposal can take into account and recommendations that a translator can consider. The Department of Information and Communication can solve its need to translate material into English faster if aspects are taken into consideration, such as reviewing the material in Spanish before publishing it and storing previously translated material. On the other hand, a translation work proposal can be executed in a better way if a work plan is followed and certain aspects mentioned in the paragraphs above are considered. There are always some aspects that cannot be controlled during the execution of a supervised work; however, if certain aspects are looked upon in more detail, better results can be obtained.

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ANNEXES

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