

MAYOR DE SAN ANDRES UNIVERSITY
SCHOOL OF HUMANITIES AND EDUCATIONAL
SCIENCES
DEPARTMENT OF LINGUISTICS AND LANGUAGES



SYSTEMATIZATION OF TRANSLATED DOCUMENTS
THROUGH THE IMPLEMENTATION
OF TRANSLATION MEMORIES

Guided Project to Obtain the Bachelor's Degree

AUTHOR: SILVIA EUGENIA SORUCO FLORES

TUTOR: LIC. RODOLFO DURAN MOLLINEDO

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Guided Project:

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THROUGH THE IMPLEMENTATION
OF TRANSLATION MEMORIES**

Elaborated by SILVIA EUGENIA SORUCO FLORES

to obtain the bachelor's degree in Linguistics and Foreign Languages

(Major in English)

Evaluation:

Numeral:.....

Literal:.....

Director of the Linguistics and Language Department: Lic. Orlando Montaña

Tutor: Lic. Rodolfo Duran Mollinedo

Evaluator Tribunal: Lic. Virginia Nina

Evaluator Tribunal: Lic. Americo Pinedo

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ABSTRACT

Recent decades have seen the work of translators shift into several new dimensions, mainly due to technological advances and globalization. The dramatic increase in the

amount of information to be translated, along with the availability of translation-memory tools, has led to changes in the translator's work.

This Guided Project carried out at the CETI "*Centro de Enseñanza y Traducción de Lenguas*" at the 'Mayor de San Andres' University -UMSA-, intends to present an overview of developments in translation, to encourage the use of Translation Memories and their positive interaction with translators as a step towards the development of the Institution. The main goal is to systematize previous translated documents and to storage them in a database as Translation Memories.

It begins with a brief description of the CETI, allowing the reader to have a specific context regarding the place in which the project was implemented. It continues with a diagnostic of necessities through SWOT analysis. The analysis led to the project's proposal responding to the necessities of the institution.

It continues with the theoretical background that describes the state of the art of Translation Memories followed by theories on translation and translation techniques. It cannot be completed without the description of the competences a translator needs when facing a translation work. It presents theories on systematization and text typology along with a description of exiting text typology.

The reporting of translation tasks, carried out at the institution, is included. The main tasks are described step by step reporting all the translation work realized during the period of this guided project.

Finally the report concludes with the application of a database (GESTRA) used to storage Translation Memories (TM). Findings of this research suggest that Translation Memories transform the way translators work, providing them with many advantages in terms of time saving, efficiency, etc.

CHAPTER I

1.1 INTRODUCTION

The translation process has experienced strong growth in recent years due to Globalization. For example when preparing documentation to study abroad, in order to continue further studies, it is necessary to provide information in a target language.

Translation process has also changed significantly due to the advent of new technologies. In an industry that is growing dramatically in terms of revenues, more and more computer applications are being used in order to speed up work and provide greater effectiveness. Among the new technologies, the use of Translation Memories (TM) stands out. Regarding the effectiveness of translation memories, translators can take advantage of their previous work to avoid repetitive tasks and save time. Furthermore, keeping up with new technological translation tools and organization methods, the translator's productivity increases in a significant way.

Following this premise, this Guided Project has the proposal of implementing technological translation tools in the Translation Center of the CETI "*Centro de Enseñanza y Traducción de Idiomas*" at the Department of Linguistics and Languages within the Mayor de San Andres University (La Paz-Bolivia). The objective is to systematize translated documents by implementing a database to make the translation process better and faster, so that the productivity of the Translation Center increases.

In this regard, this paper consists of three chapters; The first chapter describes characteristics and goals of the CETI, institution in which the present guided project is implemented. The first chapter also presents a diagnosis of the Translation Center using the SWOT -Strengths, Weaknesses, Opportunities and Treats- analysis. The second chapter details the theoretical framework in which this project is based; the chapter develops concepts and theories on translation, Translation Memories (TM), translation and technology and text typology. The third chapter points out the Guide Project's delimitation, scope and chronology of activities in accordance with the three main tasks

developed along the period of implementation. Finally, the last chapter contains the conclusions and recommendations of this guided project.

1.2 CHARACTERISTICS AND BACKGROUND OF THE “CETI”

In 1993, under the HCC “*Honorable Consejo de Carrera*” resolution N° 173/93, the Linguistics and Languages department based on its experience in Foreign Language Teaching and Translation decided to start a restructuring process to create the “*Centro de Enseñanza y Traducción de Idiomas*” (CETI). It was targeted towards linguistics and languages students and was aimed to provide professional training in foreign language teaching. CETI also provided translation services within the University community.

Later, CETI extended its scope and began to provide foreign language courses as well as translation services in favor to students of the different academic departments and schools belonging to the U.M.S.A. “*Universidad Mayor de San Andres*”. Regarding the Translation Center, a unit reporting directly to the CETI, academic professors of the Department of Linguistics took upon themselves the task of translation services. They were designated to comply with the demand of translation requirements.

Nowadays CETI has grown significantly. It offers and provides foreign and native language courses. The Center of Translation offers services in many languages such as Aymara, Quechua, French, English, Portuguese and Spanish, the last three being the most demanding ones within the legal academic documents. It also offers translation services to public and private institutions trying to cover all the necessities and requirements mostly in the area of legal academic documents such as certificates, transcripts, diplomas, etc.

In recent years, CETI’s priority is particularly centered in promoting and strengthening foreign language training and translation services to different UMSA's academic departments, in consolidating self-financed courses and in promoting workshops reinforcing knowledge about translation and language teaching. In fact, it is

an ambitious project that the CETI has assumed with the Linguistics and Languages Department's support.

1.3. CETI'S GOALS

The HCC "Honorable Consejo de Carrera" of the Linguistics and Languages Department at the UMSA, in its resolution No 173/93 established the following goals:

- a) *"Ofrecer servicios de enseñanza – aprendizaje en idiomas nativos: Quechua y Aymara con proyección a otras lenguas nativas"*

To offer learning and teaching services in native languages such as Quechua and Aymara and to establish repercussion to other native languages.

- b) *"Prestar servicios de enseñanza aprendizaje en castellano como idioma extranjero y apoyo en castellano como segunda lengua"*

To provide courses of Spanish as a foreign language as well as Spanish as a second language.

- c) *"Enseñar idiomas extranjeros, inglés, francés, ruso, japonés, árabe y otros, tanto a las unidades académicas de la Universidad como a personas extra-universitarias"*

To teach foreign languages such as English, French, Russian, Japanese, Arabic and others not only to students of the different departments at the UMSA but also to students in general.

- d) *"Ejercer la función de traductor oficial de la UMSA de documentos en idiomas extranjeros y viceversa"*

To perform the role of official translation unit of the UMSA in order to translate documents in foreign languages and vice versa.

e) *“Coadyuvar a los requerimientos de traducción”*

To respond to translation requirements.

1.4. TRANSLATION CENTER – CETI

1.4.1 Translators

As previously mentioned, for many years, professors of the Department of Linguistics and Languages were designated to be in charge of translation requirements. The task became difficult due to the increasing demand of translations.

In 2004, due to the high demand of translation requirements and the low economical resources to hire translators, CETI along with the Linguistics Department Directorate, decided to implement a new project. Students who finished their academic curriculum and wish to achieve their Bachelor’s Degree could develop a Guided Project within the Translation Center.

Thus, the applicants elaborate an individual research project in the field of translation. Designated professors evaluate the proposed projects and ensure that the applicants meet all the requirements. Finally, the applicant must pass a test to ensure appropriate language proficiency. After a positive application process, the student is required to choose a project tutor. The tutor is a professor of the Linguistics department who guides the individual research project.

Apart from their individual research project, the students are in charge of translation requirements within the Translation Center. These students translate documents from Spanish to English, Portuguese to Spanish, Spanish to Aymara, etc. The CETI designates a reviser. The reviser is a Professor of the Linguistics and Language Department with experience in the field of translation. The reviser’s role is to check:

- the quality of translation work;

- the application of correct and adequate techniques of translation;
- the use of appropriate terminology.

The Translation Center also has a general coordinator who works together with the reviser, students and tutors. The role of the general coordinator is to work on new projects to encourage the development of the Translation Center.

1.4.2 Services.

The Translation Center has a high demand of services. The requirements related to the translation and interpretation of languages to which the CETI responds, covers the main following areas:

- ❖ Text Translation
- ❖ Audiovisual translation
- ❖ Interpretation
- ❖ Verification and authentication (counter signature)

Audiovisual translation and interpretation are still in the process of implementation. However, it is raising interest in customers that are already asking for these kinds of services.

In contrast, the Translation Center has been responding to translation requirements for many years. Most of the time, translation requirements are divided in two main groups:

- General translations
- Specialized translation

❖ TEXT TRANSLATION:	
<p><u>General Translation</u></p> <p>Texts that do not require specialized terminology of a specific field of study.</p>	<p><u>Specialized Translation</u></p> <p>Texts that require specialized vocabulary of a specific field of study like Medicine, Accounting, Archeology, etc.</p> <p>Within the specialized translation, it should be mentioned that legal academic documents are the most required ones. As part of an academic institution, the Translation Center is in charge of translating academic documentation in order to validate information and education level, such us coming or going abroad.</p>

1.5 DIAGNOSIS OF NECESSITIES IN THE TRANSLATION CENTER THROUGH S.W.O.T ANALYSIS

After describing the characteristics and background of the institution “CETI”, it is also necessary to make a diagnosis of necessities. The diagnosis is based on SWOT analysis. SWOT analysis is a structured planning method used to evaluate strengths, weaknesses, opportunities, and threats. With SWOT-based diagnosis, efforts were made to explore the Translation Center with the purpose of describing and evaluating its strengths, weakness, opportunities and threats.

1.5.1 Weaknesses

Three important aspects were taken into account to analyze and describe the weaknesses that limit the translation center’s opportunities:

- a) Lack of human resources
- b) Need of translation tools
- c) Need of infrastructure

a) Lack of Human resources

- Due to the high demand of translation requirements, the Translation Center requires more students with high language proficiency, that (if possible) have had the opportunity to be in contact with the culture of said target language, facilitating and making the translation process better.
- Need of professional translators that could work full time playing the role of revisers and head translators.
- Need of staff such as computer technicians and secretaries for administration management and customer service purposes.

b) Need of translation tools

- Word alignment: It is necessary to have an alignment of every translated word to avoid repetitive work.
- Glossary of terminology of many different fields of study.
- Translation Memories
- Systematization of translated documents
- Implementation of translation programs, technical glossaries, dictionaries and translation memories.

c) Lack of infrastructure

- Lack of a larger space for the implementation of more equipment
- Lack of furniture
- Lack of implementation of a website for information about the service offered by the Translation Center.

1.5.2. Strengths

- The CETI is recognized as the only institutional support unit in the translation area within the UMSA.
- It has a history within the translation market locally and nationally.
- It can provide translation services to the state's public units such as ministries and educational institutions at undergraduate and postgraduate level.
- It has training capacity, innovation and implementation of new programs and equipment.

1.5.3. Opportunities

- The CETI can increase economical incomes due to the high demand of translation needs.
- It can expand its services worldwide through internet connections.
- It can boost UMSA's public image according to the quality of services.
- It can be the only institution that is in charge of Academic Translation in the whole academics system in Bolivia.

1.5.4. Threats

- Rapidly increasing technology applied in translation that sometimes is not available for Bolivia due to high costs.
- Many institutions and independent translators offer translation services with very low prices.

It is clear that the Translation Center counts with many positive aspects that can help to make it grow and be one of the most qualified institutions to provide translation services. Yet, we cannot avoid mentioning the weaknesses that seriously harm the institution. This Guided Project aims to overcome at least one of the institutions' weaknesses to take a step towards the path of development.

1.6 PROPOSAL OF THE GUIDED PROJECT

It became evident that the Center of Translation has the necessity of adaptation as a consequence of the rapid, extensive, profound, and sustainable changes brought by the technology and communication age.

As Frank Austermühl (1998)¹ points out “the field of translation, both as a profession and as a scientific discipline, has been irreversibly altered in the nature of translation work itself and in the working methods translators must adopt”.

Using the method of systematization of previous translated documents could certainly be the first step towards this adaptation. Most of the translation work at the Translation Center is focused in academic documents such as certificates, transcripts, diplomas, academic letters of recommendation, etc. Since this is a repetitive type of documentation of the same domain that tends to appear regularly or at least several times, old versions ought to be reused to avoid doing the same work several times.

A translation memory (TM) allows the translator to take advantage of repetitions within or between documents. In fact, the main advantage is to minimize repetitive translation work.

The purpose of this guided project then, is the **implementation of translation memories with an easy and rapid access through the database called GESTRA (*Gestión de Traducción*)**.

According to (McCain et al., 1999), “Translation Memories are typically made up of pairs of sentences or full text. This level of resolution focused the usability of TM to very specific application domains, most notably the translation of revised or intrinsically repetitive documents”. With these in mind, the proposal is made under the possibility of building translation memories that could operate at a complete text level. Instead of segmenting the texts, they are stored as full texts in the TM database.

¹ Austermühl Frank (1998) “Between Babel and Bytes- the Discipline of Translation in the Information Age”- Institut Amerikanistik Deutschland. Pg 239

Technology extends human capacities. The monkey uses a stick to get a banana, and that stick is technology. In this case, a database tool stores previous work that provides a rapid and easy accessibility. This can extend many capacities in the Translation Center.

According to Anthony Pym (2006), “translation, like general text production, becomes more efficient with databases, glossaries, and a set of electronic tools, rather than on complete definitive source texts”

1.7 PROBLEM ESTATEMENT

Currently, the Translation Center has a significant demand of translation services. Unfortunately, delivery times are slow due to the absence of organized and easy to use guidance material. Repetitive translations are done over and over again due to the absence of a storage system that would retrieve previous translated texts.

Each year, students with the desire to become future translators apply for a guided project within the Translation Center, a translation office of one of the most prestigious universities in Bolivia, to acquire practical skills in this area, in order to obtain a Professional Degree with a solid professional profile. The non-existence of text/translated work storage or any kind of elaborated organization is causing not only a low productivity but also the lack of guidance material to support actual and future translators willing to work in this institution. The translators have to start from scratch any translation work, making the translation process hard task.

All the above mention leads to an unavoidable question: Does the Translation Center need the creation and implementation of translation memories?

OBJECTIVES:

General objectives:

- To create Translation Memories (TM).
- To implement a translation memory database to make the translation process easier and faster.

Specific objectives:

- To systematize translation documents according to text type.
- To make previous translation work available by simple search.
- To establish characteristics of searching to make it more useful.

1.8 JUSTIFICATION:

Currently, the Translation Center has expanded significantly within the San Andres University. The institution has a high demand of translation services especially in legal academic documents like certificates, academic transcripts, diplomas, academic records, etc. It is crucial to optimize delivery time and translation quality in order to give the institution a good reputation. A good reputation gives the institution a competitive and prestigious place for students to carry out a Guided Project to obtain their Bachelor's degree and for customers to rely on the work quality. This optimization also helps to increase economic incomes that can be a solid boost towards the growth of the institution.

Based on the SWOT analysis, it is clear that the amount of weaknesses outweighs the strengths. This reality gives more importance to the present guide project that aims to overcome weaknesses and contributes to the growth and development of the institution. This project is focused on the necessity of technology in the translation process so students can be updated with modern studies of translation to better develop their professional competitiveness in the translation area.

Translation memories enable several translators and revisers to participate in the production of repetitive translation work. The translation work is stored and used several times in repetitive work such as diplomas, academic certificates, etc. This process is certainly needed to meet deadlines of delivery. Thus the Translation Center should provide faster services, meeting the requirements of quality and accuracy of the increasing number of demanding customers.

Technology is changing the world. Nowadays, non-usage of technology in different aspect of our lives is nearly impossible. Database storage could make huge differences in the systematization of translated documents. Systematized previous translated work is easily available using the database by following a practical searching.

Optimizing the translation work delivery time, can easily increase economic incomes. Infrastructure is an important weakness in the institution that could be overcome with the increase of economic incomes.

CHATER II

2.1. THEORETICAL BACKGROUND

To understand how translation memories (TM) have changed the translation process in recent years, it is necessary to review some researching on TM and their evolution.

2.2 THE STATE OF THE ART IN TRANSLATION MEMORIES

Since the appearance of the first Translation Memory (TM) in the market, thousands of translation professionals have embraced the TM technology and have realized the benefits it can bring in terms of productivity, cost savings and quality of the translation product for those who play a role in the translation industry: translators, language service providers, etc.

Elina Lagoudake (2006)² suggests that success of TM continues today by the increasing dissemination of this particular technology and the perception of databases as a highly profitable product. Naturally, every TM system has some unique features that differentiate it from the rest and performs certain tasks better than other systems; that is why it is preferred by a certain share of the consumer market. However, all TM systems share a common purpose of use such as the deployment of existing translation resources in a new translation project and they are all based on the concept of the translation memory which is the core element in every TM system.

Created on the basis of this concept, the system stores and indexes previously translated content in an organized way, so that it can later retrieve from it as much information as possible. The major differences between translation memory systems lie in the methods used in the key internal processes of storage. These processes govern text segmentation, alignment, indexing, text typology, search and retrieval.

² Elina Lagoudaki (2006) "Translation Memory systems: Enlightening users", London Pg 58.

Most TM tools perform the segmentation and alignment processes before indexing the text. They segment the source and target text into translation units (those can be entire paragraphs, sentences or phrases), they align them and store and index the pairs of translation units in the TM database. However, some tools follow a different approach, called the full-text approach. Instead of segmenting the texts at the beginning, they store them as full texts and index them in the TM database. Once the bitexts are in the database, they are aligned at text level. This approach has two main advantages compared to the traditional method: a) the faster creation of a large TM database containing previously translated material and b) the retention of context for any match found and suggested to the user (Gervais, 2002). Among the TM systems, the most successful ones that have been under continuous development up to the present day are: Omega-T and the Open Language Tools.

TM tools mentioned above are different in design and technology employed. However, their development always departs from the same point of reference: addressing the needs of the modern translation professional. The identification and understanding of these needs plays a significant role in choosing both the right design and technology (either when developing a new TM system or improving an existing one). It is essential to have access to a pool of relevant information about the end users of the system and their work practices. TM Survey 2006 serves precisely this purpose: to enrich the knowledge that TM developers and other researchers have about translation professionals and the aspects of their work in need of TM technology solutions.

2.3. TRANSLATION MEMORY (TM) SURVEY 2006

The TM Survey 2006 succeeds the research carried out by other independent bodies which have conducted surveys on users' perceptions around TM systems. Some of the more recent known surveys have been: the LISA (Localization Industry Standards Association) 2002 and the Translation Memory Survey 2003. The surveys carried out by LISA attempted to distil information on similar research questions as the TM Survey

2006, but their main difference was that they were addressed to corporate users of TM systems (companies, and translation departments within organizations).

Hence, the focus of their results was the implementation and usage of TM technology in relation to cost savings and quality and faster delivery of services. The TM Survey 2006, on the other hand, covered a wider and more varied sample unit, with the majority of its respondents being freelance translators. Therefore, the focus of this survey was the use of TM technology in relation to the utility of TM systems as well as the productivity and quality gains they may bring to the work of the user.

The survey provided a number of future directions in the development of TM systems and revealed preferences related to the design of a TM system. Respondents found the ability to handle text in embedded illustrations as the most important development, followed closely by the compliance of the system with the TM and the ability to handle PDF files which are frequently encountered by translation professionals. The greatest proportion of respondents appeared to prefer working in MS Word, instead of the TM application's environment and the significant majority (75%) indicated a preference for a single TM application solution, instead of multiple applications offered as a TM tools package. Respondents also seemed to support the idea of integrating internet capabilities and web resources into TM systems in order to increase their utility.

After reviewing previous work about TM, it is time to define what translation is. It is also important to know about the techniques of translation along with the competences a translator must have to face through a translation work. Last but not least, definitions of translation memories TM and Text Typology are presented to illustrate better the relationship between them.

2.4 WHAT IS TRANSLATION?

The first temptation is to assume that translation is just about transferring as many SL (source language) words to TL (target language) as possible. Certainly it involves

more complex concepts. Peter Newmark (1988)³ stated that “Translation is an instrument of education. Foreign individuals have their own way of thinking and therefore of expressing themselves, but all these can be explained, and as a last resort the explanation is the translation”. Certainly Translation goes beyond transferring words from one language to another.

Skilled translators must have a special capacity for sensing the closest natural equivalent of a text, whether oral or written. Translating is essentially a skill that depends largely on a series of disciplines. These disciplines are linguistics, cultural anthropology, philology, psychology, and theories of communication. In addition, general knowledge of various sciences such as physics, chemistry, and biology plays an important role when translating specialized texts. Translation is an activity that all bilingual people can engage in without special studies of technical procedures. As efficient bilinguals they quickly sense the degrees of equivalence in comparable texts. Taking this into account, students of Linguistics at UMSA can properly translate, as they have enough knowledge of a second language to be considered bilinguals.

2.5 TRANSLATION TECHNIQUES

Krings (1986:18)⁴ defines translation strategy as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task”. As it is stated in this definition, the notion of consciousness is significant in distinguishing strategies which are used by the learners or translators. In this regard, there is a wide variety of techniques (strategies), many of which translators will use intuitively for any given text.

³ Newmark Peter (1988) “*A Textbook of Translation*”- published by Prentice Hall International y UIO Ltd. Indiana University, Pag. 85

⁴ Krings, H.P. (1986). Translation problems and translation strategies of advanced German learners of French. In J. House, & S. Blum Kulka (Eds.), *Interlingual and intercultural communication* (pp. 263-75). Tubingen: Gunter Narr.

Fawcett (1997)⁵ makes a classification of techniques of translation and differentiates them into two main groups – direct translation techniques and oblique translation techniques- which are based on the types of relationship between a source language and a target language.

2.5.1 Direct Translation Techniques

Direct translation techniques are used when structural and conceptual elements of the source language can be transposed into the target language. Direct translation techniques include:

- a) Borrowing
- b) Calque
- c) Literal Translation

a) **Borrowing**

Borrowing is taking words directly from one language into another without translation. Many English words are "borrowed" into other languages; for example *software* in the field of technology and *funk* in culture. English also borrows numerous words from other languages; *abbatoire*, *café*, *passé* and *résumé* from French; *hamburger* and *kindergarten* from German. Borrowed words are often printed in italics when they are considered to be "foreign". Many of the documents translated at the Translation Center CETI – UMSA are academic and some borrowing cases have been found.

Example:

⁵ Fawcett Peter (1997) "Translation and Language" ST. Jerome Manchester (chapter 4)

“Community College”

This term does not have an equivalent translation in terms of education system differences between United States and Bolivia. It represents two years of study after finishing high school. We borrow the term and its characteristics are specified in as a footnote.

b) **Calque**

A calque or “loan translation” is a phrase borrowed from another language and translated literally word-for-word. They are often seen in specialized or internationalized fields such as quality assurance. Some examples found during the guided project are:

- **skyscraper** = *rascacielos*
- **high technology** = *alta tecnologia*
- **compact disc** = *disco compacto*

Some calques can become widely accepted in the target language (such as *standpoint*, *beer garden* and *breakfast* and Spanish, *peso mosca* and *Casa Blanca* from English *flyweight* and *White House*). The meaning of some calques can be rather obscure for most people, especially when they relate to specific vocations or subjects such as science and law. *Solución de compromiso* is a Spanish legal term taken from the English *compromise solution* and although Spanish attorneys understand it, the meaning is not readily understood by others.

c) **Literal Translation**

A word-for-word translation can be used in some languages and not others dependent on the sentence structure: *El equipo está trabajando para terminar el informe* would translate into English as *The team is working to finish the report*.

Sometimes it works and sometimes it does not. For example, the Spanish sentence above could not be translated into French or German using this technique because the French and German sentence structures are different. And because one sentence can be translated literally across languages does not mean that all sentences can be translated literally. *El equipo experimentado está trabajando para terminar el informe* translates into English as *The experienced team is working to finish the report* ("experienced" and "team" are reversed). Literal Translation is a technique that is often used in the Translation Center, especially in the translation of Portuguese – Spanish documents. Since Portuguese allows Spanish to use this technique in many cases here are some examples:

* Governo do Estado
↓
“Gobierno de Estado”

* Data de nascimento
↓
“Fecha de nacimiento”

* Coordenaduria de ensino de regilao metropolitana de Sao Paulo
↓
“Coordinadora de Educación de la Región Metropolitana de São Paulo”

2.5.2 Oblique translation techniques

Fawcett (1997)⁶ states that oblique translation techniques are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language. Oblique translation techniques include:

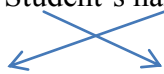
- a) Transposition
- b) Modulation
- c) Reformulation or Equivalence
- d) Adaptation

⁶ Fawcett Peter (1997)- “*Translation and Language*” ST. Jerome Manchester (chapter 4)

e) Compensation

a) **Transposition**

This is the process where parts of speech change their sequence when they are translated. It is in a sense a shift of word class. Grammatical structures are often different in different languages. Transposition is often used between English and Spanish because of the preferred position of the verb in the sentence: English often has the verb near the beginning of a sentence; Spanish can have it closer to the end. This requires that the translator knows that it is possible to replace a word category in the target language without altering the meaning of the source text. Some examples are:

Student's name

"Nombre del Estudiante"

Texas University

"Universidad de Texas"

b) **Modulation**

Modulation consists of using a phrase that is different in the source and target languages to convey the same idea. Through modulation, the translator generates a change in the point of view of the message without altering meaning and without generating a sense of awkwardness in the reader of the target text. It is often used within the same language. The expressions *es fácil de entender* (*it is easy to understand*) and *no es complicado de entender* (*it is not complicated to understand*) are examples of modulation. Although both convey the same meaning, *it is easy to understand* simply conveys "easiness" whereas *it is not complicated to understand* implies a previous assumption of difficulty that we are denying by asserting *it is not complicated to understand*. This type of change in point of view in a message is what makes a reader say: "Yes, this is exactly how we say it in our language".

Examples:

and on behalf
↓
“y en su nombre”

I leave it to you
↓
“Te lo deajo”

c) **Reformulation or Equivalence**

Here, the translator has to express something in a completely different way, for example when translating idioms or advertising slogans. The process is creative, but not always easy.

For example the movie *The Sound of Music* has been translated into Spanish as *La novicia rebelde*, the movie *Hangover* into *Que paso ayer* (*The Rebellious Novice* in Latin America) or *Sonrisas y lágrimas* (*Smiles and Tears* in Spain).

d) **Adaptation**

Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in cultural environment. Should *pincho* (a Spanish restaurant menu dish) be translated as *kebab* in English? It involves changing the cultural reference when a situation in the source culture does not exist in the target culture (for example France has Belgian jokes and England has Irish jokes).

e) **Compensation**

In general terms compensation can be used when something cannot be translated, and the meaning that is lost is expressed somewhere else in the translated text. Peter Fawcett defines it as: "...making good in one part of the text something that could not be translated in another". One example given by Fawcett is the problem of translating nuances of formality from languages that use forms such as Spanish informal *tú* and formal *usted*, French *tu* and *vous*, and German *du* and *sie* into English which only has 'you', and expresses degrees of formality in different ways.

We have to remember that translation is not just a movement between two languages but also between two cultures. Cultural transposition is present in all translation as degrees of free textual adaptation departing from maximally literal translation, and involves replacing items whose roots are in the source language culture with elements that are indigenous to the target language. The translator exercises a degree of choice in his or her use of indigenous features, and, as a consequence, successful translation may depend on the translator's command of cultural assumptions in each language in which he or she works.

2.6 TRANSLATORS COMPETENCES

According with the EMT expert group⁷, translator competences at first should be understood within the overall context of university education for translators, which goes beyond the specifically professional competences. It sets out what is to be achieved, acquired and mastered at the end of training or for the requirements of a given activity, regardless where, when and how. For this, we will take into account 2 main competences: language or linguistics competence and text competence.

2.6.1 Language or linguistic competence

Language competence is the basic competence a translator must have. It departs from the definition of translation and has been mentioned with some considerations above. Without mastering languages, someone is disabled to translate a text from source language to target language. Munday (2001)⁸ categorizes the linguistic aspects of translation, and one of them is interlingual translation: an interpretation of verbal signs by means of some other language. Here, a translator must have competence in both source languages and target language at least. The translator is asked to have a good

⁷ The EMT expert group was set up by the DGT in April 2007. Its main task is to make specific proposals with a view to implementing a European reference framework for a Master's in translation (European Master's in Translation – EMT) throughout the European Union. For more information on the composition of this group, visit the website: <http://ec.europa.eu/emt>

⁸ Munday (2001) "Introducing Translation Studies- Theories And Applications" Publisher: Routledge Pg.101

understanding of language aspects of source language and target language. The translator is not only asked to master target language in one rank, but also every rank. As mentioned before, the language ranks are lexical (word), to phrasal, clausal, sentence and discourse.

A translator should master language not from one aspect but from an entire aspect; this because a text is a unit of meaning. Mastering language in translation is not only about translating words or sentences, but also knowing how the target language receiver says something that is different from the source language user. By mastering language, the translator may have a bigger chance to do it better than mastering the grammar of a target language. Newmark (1988) suggests that all translations are based implicitly on a theory of language. It is essential that a translator should be able to distinguish the personal components of the text: i.e. unusual ('infrequent') collocations; original metaphors; 'untranslatable' words, particularly adjectives of 'quality' that have to be translated one-to-two or three; unconventional syntax; neologisms and strange words (archaisms, dialect, odd technical terms). All these are often characterized as 'idiolects' or 'personal idiolects' (Newmark, 1988)⁹.

2.6.2 Textual competence

Textual competence is knowledge of regularities and convention of texts, genres and text types. It is important to distinguish texts; this is closely related to how a text is translated. Having competence to distinguish texts is very crucial for a translator. However, working with text translation is not only about distinguishing texts, but also knowing the convention of those texts. For several foreign languages, similar expressions may be written in different ways. This phenomenon is really about social convention of the language users. A translator must be competent to look deeply how different the target language receiver is or write certain expressions which differ from the source language user. Failure on this regard may create misunderstandings on

⁹ Newmark Peter (1988) - A Textbook of Translation- published by Prentice Hall International y UIO Ltd. Indiana University

reading the translated text produced. Translating a letter is different from translating an advertisement or invitation and translating a novel is different from translating a scientific paper. Word selection in translating texts based on the genre or the text type becomes very important for a translator. Text, as well as words, has its own context which needs to be considered in translation. Some text must be translated faithfully, word for word, and some texts are enabled to be translated freely.

Students who are studying translation must be introduced with text genres, which they can use as the instrument or even object to be translated. Working translation with text genre finally means giving emphasis on the text itself. The translator or students learning translation ought to be competent to recognize text genre, learning certain text convention, and translate it without ‘destroying’ its convention to make it more communicative and not change its original genre. Genre is a conventionalized text form that has a specific function in the culture that reflects a purpose intended by the sender and can be foreseen by the receiver. Textual competence enables a translator to see how certain text genre functions in a certain culture. If a translator is not qualified in this regard, it is possible that there will be dysfunction of translated text.

2.7 TECHNOLOGY AND TRANSLATION

Technology is a collection of tools. Some of them affect our communication, and thus translation. Anthony Pym (2010) suggests that we are sometimes called on to render no more than the updates or adaptations. Our translations might thus be expected to move away from the ideal of equivalence between fixed texts, becoming more like one set of revisions among many. In the fields of electronic technologies, translators are less commonly employed to translate whole texts. Translation, like general text production, becomes more like work with databases, glossaries, and a set of electronic tools, rather than on complete definitive source texts.

We shall be looking at a series of electronic tools that extend human capacities in certain ways. These tools fundamentally affect:

- 1) Communication (the way translators communicate with clients, authors, and other translators).
- 2) Memory (how much information we can retrieve, and how fast)
- 3) Texts (how texts now become temporary arrangements of content)

2.7.1 Translation memory software.

Translation memory (TM) software is a CAT (computer assisted translation) tool designed to facilitate the process of translation. It is a system that stores "segments", which can be sentences, paragraphs or sentence-like units (headings, titles or elements in a list) that have previously been translated, in order to help human translators. The software stores the source text and its corresponding translation in language pairs called "translation units".

Individual words are handled by terminology bases and are not within the domain of TM. TM allow translators to store source and target texts in such a way that source text sentences or sub-sentential segments or even entire genre documents will be recognized by the software if encountered again. The previously used translation can then be retrieved by the software. As the translator works through a text, the software will identify those segments which are matches with segments in the memory; it can produce those previously used translation solutions while also storing the newly generated translations for future reuse.

The main benefit of using TM software is that it eliminates repetitive work and helps to ensure consistency across texts or for teams of translators. There are usually productivity gains: if the translator has to translate only parts of a text, he/she can translate at a faster rate. There are also savings to be made for translation companies or agencies or customers, as TM tools allow companies to analyze source texts before they

send them to translators, ascertaining the extent of matching and being able to budget for time and costs accordingly.

According to Ignacio Garcia (2009)¹⁰, *Translation Memories change the way translators work*".

2.7.2 Difference between translation memory TM and machine translation MT

These two technologies could not be more different in their purpose and usage, but they are easily confused.

The "*Japan Translation*"¹¹ in their website clearly states the difference between Translation Memory and Machine Translation. "The use of translation memory management software (TMM) is not to be confused with machine translation (MT) such as automated online translation applications that translate at the level of vocabulary and grammar – and produce results that typically read like amusing gibberish. TMM assists human translators by allowing them to break a document's text into segments (sentences, headings or clauses) and pair each source language segment with a translated version. The application manages these human-translated segments so that the same native translator (or another native translator sharing the same database) can call up and recycle the segments as appropriate when working on updates of the same document or similar documents.

The result is as natural and native as any other human translation. The use of computer-assisted translation tools saves translation professionals' time, so it saves

¹⁰ Ignacio Garcia (2009), The journal of specialized translation "*Beyond Translation Memory: Computers and the Professional Translator*" University of Western Sydney. Dr Ignacio Garcia is a Senior Lecturer at the School of Humanities and Languages, and member of the Interpreting and Translation Research Group, University of Western Sydney, where he teaches and researches translation technologies and localisation. He has widely published on these areas in academic journals. He is also a regular contributor to *Multilingual*, in which he reviews translation memory tools and writes on translation-memory-related matters. His current research projects deal with the revising of translation memory output and with the integration of translation memory and machine translation systems. E-mail: i.garcia@uws.edu.au

¹¹ JAPAN TRANSLATION is a Japanese Translation Agency. For more information visit: http://japan-translation.japanese-web.com/services/translation_memory/

translation clients' money. And there are other benefits. A better standardization and consistency within and between documents”

It is clearly stated that translation memory (TM) should not be confused with machine translation (MT). The major difference is that in machine translation, a computer translates the text, while in translation memory systems, the computer only stores translated sentences. An MT system attempts to replace a translator, whereas a TM system supports and assists the translator with the translation process.

2.7.3 How translation memories are created and reasons to use them

The re-use of already translated and revised text suggests the use of TMs in their simplest form, a database. TMs are organized as a database, where each source language segment is stored together with target language segment, which is called "translation unit". TMs can be organized for numerous language pairs.

TMs are intended to augment efficiency, consistency, reduce costs, enable data-sharing, and not to replace the human work. Primary reasons for Translation Memories technology implementation are consistency, speed and cost-saving, but under certain conditions. The basic condition for the source text to be in electronic form and cleaned from misspellings, has to be clearly identified and systematized into a text typology.

2.8 SYSTEMATIZACION AND TEXT TYPOLOGY

Alboan (2007) points out that in certain disciplines the term “systematization” refers to the classification, recording and organizing of fragments of data and information. A way to systematize translated work is to classify them into a certain typology. Some conditions need to be followed in order to proceed with a classification:

- Repetitive type of documentation of the same domain that tends to appear regularly or at least several times, so the old versions can be reused.
- Larger volumes of text (e.g. manuals, decisions, technology reports, catalogues, etc.)

- Style of the text having many repetitions (terms, phrases or repeated sentences and can be reused in new translation of the same domain) containing specialized vocabulary, short and simply structured sentences with not many pronouns and adjectives, standardized terminology, universal tables and graphics
- consistency of terminology

The relatively young discipline of translation studies still needs to develop a detailed classification of translation types, however many classifications already exist and are presented in this paper.

2.9 EXISTING TEXT TYPOLOGIES

According to Roda P. Roberts (1988)¹², existing typologies fall into two major categories which have relatively little in common: those which have been established from the point of view of translation studies and those which have been proposed from the point of view of the translation profession. The focus of the first category is focused on classifying translations on the basis of the source text, while the latter concentrates on classification on the basis of the target text produced by the process of translation.

Jean Delisle (1980)¹³ identifies eight classes of translations on the basis of four distinct characteristics:

- a) *According to the function of the source text*, he distinguishes between “traduction de textes pragmatiques” or pragmatic translation, and “traduction de textes littéraires” or literary translation. The first involves the translation of a predominantly informative text, whereas the latter covers the translation of a text in which the expressive and aesthetic functions predominate.
- b) *According to the degree of specialization in the source text*, he differentiates between “traduction de textes généraux” or general translation, which requires little or

¹² Roda P. Roberts (1988) “Towards a Typology of Translations” school of translators and interpreters - Ottawa University Pg. 94

¹³ Delisle (1980) “L’analyse du discours comme méthode de traduction”, Ottawa, University of Ottawa, quoted in (roda p. roberts:1988)

no specialized knowledge, and “traduction de textes specializes” or specialized translation, which calls for such specialized knowledge.

c) *According to the general purpose of translating*, he separates “traduction scolaire” or academic translation, whose goal is language acquisition for the translator, from “traduction professionnelle” or professional translation, whose objective is the transmission of a message to a translation user.

d) *According to the translation approach used in producing the target text*, he makes a distinction between “transcodage” or transcoding, which results in word equivalence, and «traduction» or translation (proper).

Delisle (1980) makes no attempt to link these different classifications. Although he has tried to show how translations can be categorized, he has not really established a typology of translations.

On the other hand, Peter Newmark’s classification efforts are surprisingly similar to those of Jean Delisle. Indeed, three of the characteristics identified by Delisle (source text function, general purpose of translating, and translation approach) reappear in Newmark's five-fold classification of translations listed below:

a) *According to the function of the source text*, Newmark distinguishes between translation of an expressive text, which focuses on the author and his style, translation of an informative text, which emphasizes the content, and translation of a vocative text, where the focus is on the reader.

b) *According to the style of the source text*, he differentiates between translation of narration, translation of description, translation of discussion, and translation of dialogue

c) *According to the content or subject matter of the source text*, he makes a distinction between scientific-technological translation, institutional-cultural translation, and literary translation.

d) *According to the general purpose of translating*, he separates translation for language teaching from translation for professional purposes

e) *Finally, according to the translation approach used in producing the target text*, he distinguishes primarily between two main types of translation, semantic translation, which attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning and communicative translation, which attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original.

Although, at first glance, Newmark's classification seems more detailed than Delisle's, he does not always specify clearly the distinguishing characteristics of the various types. For example, the distinction between scientific technological translation and institutional-cultural translation remains vague, despite his subsequent attempt to differentiate between them by describing the first as 'potentially (but far from actually) non-cultural, therefore universal' and the latter as 'cultural, unless concerned with international organizations'.

2.10. PROTOTYPOLOGY

The establishment of typology might be one of the oldest theoretical tasks. Text organization following common criteria is considered basic in reaching communicative function. Since the beginning, translators have been conscious that all translation work was not the same. For example, Saint Jerom made a differentiation between religious text and profane text. These ideas are more or less intuitive that appeared since the beginning of theory reflection. Nowadays, there are more systematic proximities as a result of development of textual theories stated in the 60s and that have led to a series of text typology proposals.

Hornby (1995),¹⁴ criticizes theories of text typology established in many different ways. Sometimes text typology that has been established according to a certain theory does not respond to the complete necessities that translators have. The establishment of a certain category under the illusion of a scientific theory sometimes does not fit the text categorization of a certain necessity. This author proposed a categorization different from the classic ones. She proposed the PROTOTYPOLOGY. This concept is not based on already delimited categories; on the contrary it is based on the human natural tendency of establishing non perfect categorizations and undefined borders in which the identification of elements, as more representative ones, is possible.

Even though theoretical studies have not always focused on its immediate practical application, it is evident that in general terms, translation theories have to respond to professional translations necessities. The study of text typology from this point of view has to be oriented according to these criteria.

¹⁴ Hornby Mary Snell (1995) "Translation Studies: An integrated Approach" (1988-revised 1995) university of Vienna –Austria, Pag; 69

2.11. COMPUTATIONAL LINGUISTICS.

The Oxford Handbook¹⁵, defines the computational linguistics as an interdisciplinary field concerned with the processing of language by computers. Computational linguistics has theoretical and applied components, where theoretical computational linguistics takes up issues in theoretical linguistics and cognitive science, and applied computational linguistics focuses on the practical outcome of modeling human language use.

According to Grishman Ralph¹⁶, the three classes of applications which have been central in the development of computational linguistics are:

*Machine Translation: Work on machine translation began in the late 1950s with high hopes and little realization of the difficulties involved. Problems in machine translation stimulated work in both linguistics and computational linguistics, including some of the earliest parsers. Extensive work was done in the early 1960s, but a lack of success, and in a particular a realization that fully-automatic translation would not be possible without fundamental work on text “understanding”, led to a cutback founding.

*Information Retrieval: Because so much of the information we use appears in natural language form -books, journals, reports- another application in which interest developed was automatic information retrieval from natural language texts. In response to a query, the system was to extract the relevant text from a corpus and either display the text or use the text to answer the query directly.

*Man- Machine Interfaces: Natural language seems the most convenient mode for communication with interactive systems (such as data base retrieval and command language applications), particularly for people other than computers specialists. It has several advantages over the first two application are as a test for natural language

¹⁵ Ruslan Mitkov (2009) “The Oxford Handbook of Computational Linguistics”. Oxford University Press. Inc. New York.

¹⁶ Grishman Ralph (1986) “Computational Linguistics; An Introduction” Cambridge University Press, Massachusetts.

interfaces. First, the input to such systems is typically simpler (both syntactically and semantically) than the texts to be processed for machine translation or information retrieval. Second, the interactive nature of the application allows the system to be useable even if it occasionally rejects an input.

CHAPTER III

3.1 PROPOSAL DEVELOPMENT

After analyzing the diagnostic of necessities carried out into the institution and stating the proposal based on the diagnosis, it is time to develop the proposal. The characteristics are structured with the purpose of achieving the project's objectives. The present Guided Project has been developed starting with a spatial, conceptual and temporal delimitation. A specification of actors and beneficiaries has been done along with the chronology of activities taking into account the step by step actions taken in the Center of Translation in order to achieve the objectives.

3.2 DELIMITATION

3.2.1 Spatial

The institution in which the present Guided Project was carried out is the CETI "Language Teaching and Translation Center" part of the department of Linguistics of the School of Humanities and Educational Sciences belonging to the Mayor de San Andres University UMSA in La Paz – Bolivia.

3.2.2 Conceptual

The concept of translation memories often lacks a clear conceptual delimitation in relation to text typology. Perhaps is due to the tendency of situating Translation Memories merely in the field of informatics. However there is a clear relationship between linguistics and informatics when it comes to Translation Memories.

Also, although there are many studies approaching the respective concepts, the relationship between them has recently begun to take shape.

3.2.3 Temporal

This Guided Project, according to the institution requirements, was carried out in a period of seven months, starting in November 2012 and finishing in May 2013, accomplishing a total of 1.000 work hours divided into three terms.

3.3 ACTORS AND BENEFICIARIES

The key players involved in this project are the coordinator, the professional translators and the junior translators. The coordinator, or project manager, is in charge of coordinating not only translation work but also the development of projects within the institution. Professional translators, that also play the role of revisers, make sure that all translated material is accurate, with high quality and properly delivered. Junior translators are students that are doing a Guide Project in the area of translation to obtain their bachelor's degree.

The first beneficiary of this project is the institution itself. With the systematized storage of all translated work, internal organization between the coordinator, professional translators and junior translators can be reduced into an easy task.

The Translation Center can increase its economical incomes because of the number of customers that will rely on its fast service.

Customers are also beneficiaries of this project. It can allow them to obtain theirs translated documents in a short period of time.

3.4. CHRONOLOGY OF ACTIVITIES:

According to the requirements of the Institution, the guided project has been executed during the period of seven months. The present Guided Project is divided in three main tasks; each main task has been successfully accomplished in this period of time.

<u>GUIDED PROJECT MAIN TASKS</u>	
FIRST TASK	➤ Translation of documents required from customers using linguistic and language competence and translation techniques adequate to each case.
SECOND TASK	➤ Systematization and classification of translation work according to text typology in order to create TM.
THIRD TASK	➤ Implementation of software database to store created TMs to use in future translation work and optimize time delivery.

3.4.1 FIRST TASK: Translation of documents required from customers using linguistic and language competence and translation techniques adequate to each case.

The Center of Translation is in charge of, among others, translating academic documents required by the Ministry of Education in La Paz, Bolivia. Most of the documents to be translated are academic. They have many different purposes. However, recently, the demand of legal and technical documents like books of different fields has increased considerably.

Before the translation process itself, translators do the reception and designation of translation work. Translators have to identify the type of document based on the criteria of language, format, terminology, area or field etc. According to this identification, price and time of delivery is set up with the client.

The prices follow a criteria established by the Institution (CETI). Once the client agrees with the price and time delivery, the document is designed to one of the translators who start the translation process as follows:

a) **READING:** The translator should read and understand the general meaning of the text. Translators should look at each word through the lens of a magnifying glass. Therefore, good reading skills are fundamental to grasp them all.

b) **RESEARCHING:** The responsible translator with a solid ethical background will not “guess” meanings or presuppose ideas. The correct procedure is to research and acquire relevant information to complete the translation project with the highest quality standard possible. The terminological accuracy of the final text will not only depend on research but also on the proficiency of the translator while using available resources, such as specialized magazines, white papers, terminological online databases, etc.

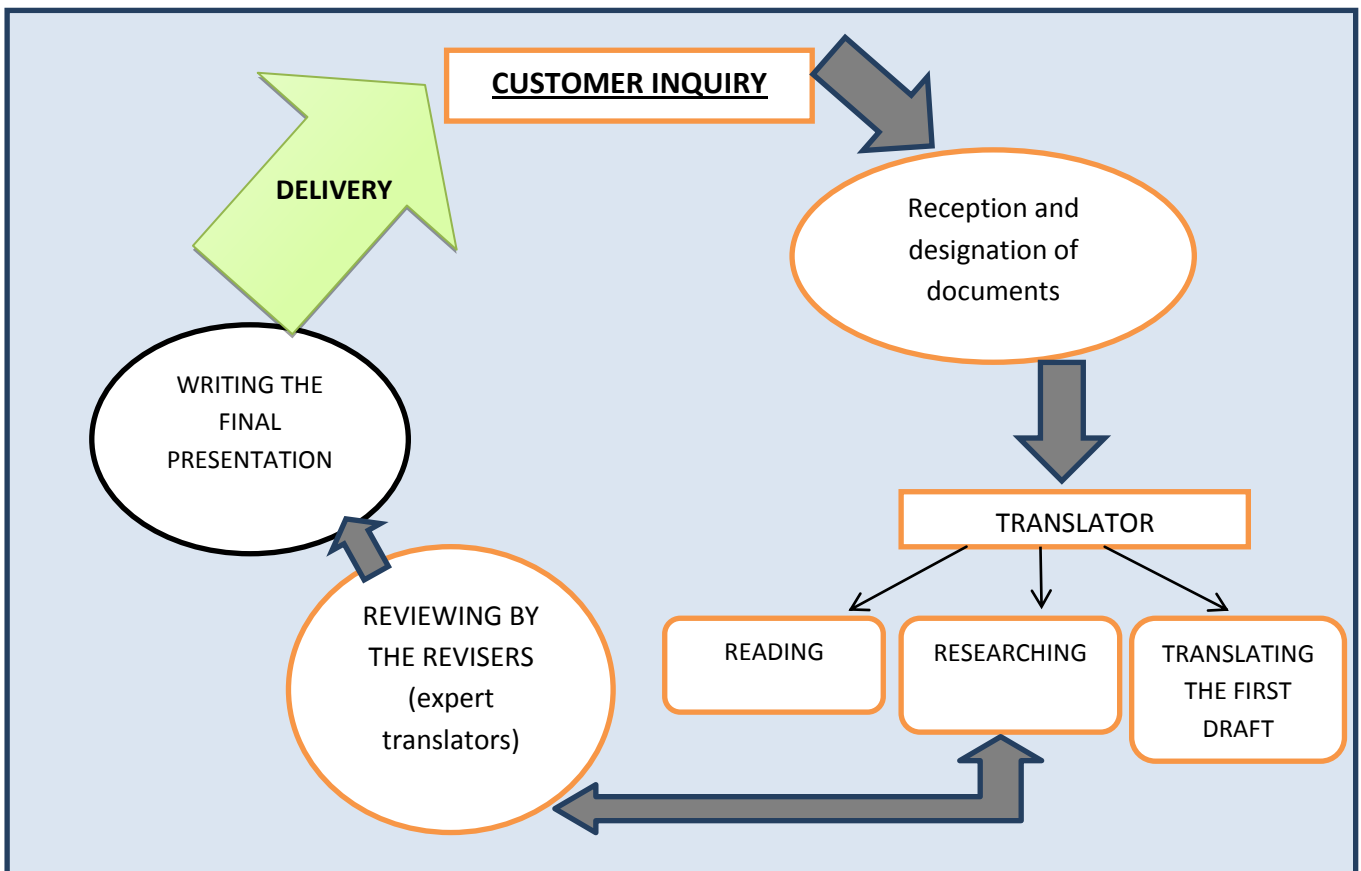
c) **USING TECHNIQUES:** The translator has to decide which technique or strategies will be suitable for translating the document depending on the kind of text is presented.

d) **TRANSLATING THE FIRST DRAFT:** Using adequate techniques and with already researched terminology, the translator has to proceed with the first draft.

e) **REVIEWING:** The professional translator (reviser) checks the quality of the translation work. He also suggests terminology or techniques based on his/her experience.

f) **WRITING THE FINAL PRESENTATION:** Taking into account the reviser's observations, the translator writes the final presentation so the document is ready for its delivery.

(Figure 1)



Customer Service - Translated documents:

The translators at the Translation Center must interact directly with customers and follow the translation process presented in fig.1. As part of their duties, junior translators also write reports. A total of 3 reports have to be hand out. These reports describe the total amount of translated documents, type of text and number of pages. The designation of translation work is equal for each translator member. The three reports done within the Guided Project are presented as follows:

FIRST REPORT: November to December 2012

REF. Number	DATE	TYPE OF DOCUMENT	Source Language – Target Language	PAGES SL	RESULT PAGES TL
01	11-30-12	Notarial certificate	English – Spanish	3 Pg.	3 Pg.
02	12-07-12	Professional Degree	Spanish - English	1 Pg.	1 Pg.
03	12-01-12	Study Plan	English – Spanish	1 Pg.	1 Pg.
04	11-13-12	Academic Transcript	English – Spanish	2 Pg.	2 Pg.
05	11-16-12	Certification letter	English – Spanish	1 Pg.	1 Pg.
06	11-21-12	Professional Degree	Spanish - English	1 Pg.	1 Pg.
07	11-26-12	General Text (Informative)	English – Spanish	6 Pg.	10 Pg.
08	12-14-12	Academic Transcript	English – Spanish	1 Pg.	1 Pg.
09	11-10-12	Academic Certificate	Spanish - English	1 Pg.	1 Pg.

TRANSLATED DOCUMENTS ARE PRESENTED IN ANNEX III ACCORDING TO THE NUMBER OF REFERENCE.

SECOND REPORT: January to March 2013

REF. Number	DATE	TYPE OF DOCUMENT	Source Language – Target Language	Pages SL	Result Pages TL
10	01-23-13	Birth Certificate	Portuguese – Spanish	1 Pg.	1 Pg.
11	01-28-13	Academic Transcript	Spanish – English	1 Pg.	1 Pg.
12	02-10-13	Professional Degree	Spanish – English	1 Pg.	1 Pg.
13	02-13-13	Academic Transcript	Portuguese – Spanish	3 Pgs.	3 Pgs.
14	02-15-13	Academic Transcript	Portuguese – Spanish	1 Pg.	1 Pg.
15	02-21-13	Medical Certificate	Spanish - English	1 Pg.	1 Pg.
16	02-27-13	Academic Certificate	Portuguese - Spanish	1 Pg.	1 Pg.
17	03-02-13	Birth Certificate	Spanish - English	1 Pg.	1 Pg.
18	03-12-13	Academic Transcript	Spanish - English	4 Pgs.	4 Pgs.
19	03-14-13	Professional Degree	Spanish - English	3 Pg.	3 Pg.
20	03-18-13	Recomendation Letter	Spanish – English	1 Pg.	1 Pg.
21	03-21-13	Acreditation Letter	Spanish - English	1 Pg.	1 Pg.
22	03-25-13	Academic Transcript	Spanish-English	1 Pg.	1 Pg.
23	03-25-13	Academic Transcript	Portuguese - Spanish	2 Pg.	3 Pg.

TRANSLATED DOCUMENTS ARE PRESENTED IN ANNEX III ACCORDING TO THE NUMBER OF REFERENCE.

THIRD REPORT: April to May 2013

REF. Number	DATE	TYPE OF DOCUMENT	Source Language – Target Language	Pages SL	Result Pages TL
24	04-04-13	Specialized Text	Spanish - English	4 Pg.	4 Pg.
25	04-19-13	Specialized Text (Tiwanaku book – Chapter 1)	English – Spanish	24 Pg.	30 Pg.

26	06-04-13	Specialized Text (Tiwanaku book – Chapter 8)	English – Spanish	24 Pg.	30 Pg.
27	06-20-13	Specialized Text (Tiwanaku book – Chapter 11)	English – Spanish	24 Pg.	40 Pg.

TRANSLATED DOCUMENTS ARE PRESENTED IN ANNEX III ACCORDING TO THE NUMBER OF REFERENCE.

3.4.2 SECOND TASK: Systematization and classification of translation work according to text typology in order to create Translation Memories.

“The tendency to systematize is innate in man and essential to all scientific development”.

Mary Snell-Hornby (1988: 26)

Since the beginning, translators had the necessity of classification and systematization of translated work. This necessity is not an exception at the Translation Center. The need of systematization and classification is clear and in this task, a typology based in already existing theories is going to be developed. While many general works on translation contain very partial and tentative typologies of translations, no exhaustive and well-established one exists so far.

To establish the criteria in which the classification of translated documents has been done, it should be mention that Roda (1988), in his proposed typology, makes a classification according to the degree of specialization of the source text content and vocabulary. In this regard, the classification is made between **GENERAL** translation and **SPECIALIZED** translation. General text does not require specialized terminology. Usually general text is descriptive and informative. A specialized text, in contrast to a general text, focusses heavily on a given field or fields and uses the vocabulary typical of that field.

The systematization needs to respond to the necessities of the Translation Center as well. According to (Snell-Hornby, 1995) text prototypes are not always defined by their target characteristics but by their relation with the experience of those who interfere in the translation process. *“Mientras la tipología tiende de forma tajante de separar y delimitar la Prototipología se inclina por la concentración y diferenciación sutil”* (Snell-Hornby:1995)

The Translation Center is an institution that responds to the necessities of customers mainly in the academic category. Taking that into account and following the prototypology approach, a subdivision of specialized texts has been proposed.

In the next section, the systematization of translated documents is presented and illustrated with examples.

➤ **GENERAL TEXT:** A general translation is the simplest of translations. A general text means that the language used is not high level and to a certain extent could be in layman's terms. There is no specific or technical terminology used. Most translations carried out fall under this category. The next example shows a general text in source language and target language that is used to give information about the characteristics of “Beihua University”. **EXAMPLE**



北華大學
BEIHUA UNIVERSITY

45-67-13

Beihua University is a Chinese province-owned comprehensive university whose scope is the most extensive one. The University has 31 academic colleges offering 72 undergraduate specialties, and there has 106 masters' degree awarding units. Currently, the university has the total enrollments of 23,905 students. Beihua University implements the strategy of open development and develops the teaching cooperation, and has built cooperating and exchanging relationship with 46 colleges and universities from 12 countries.

In order to communicate and cooperate with the higher-education institutions of Bolivia, the President Liu Hezhong of Beihua University plans to visit Republic of Bolivia with delegation of Beihua University at middle of March, 2013. We expect the inviting letters and relevant helps.

Your help would be highly appreciated.



Beihua University
International Exchange & Cooperation Division

6th, Jan., 2013

TRANSLATED DOCUMENT:

(Escritura china)

UNIVERSIDAD DE BEIHUA

La Universidad de Beihua es una universidad plena con provincia propia cuyo ámbito de aplicación es el más extenso. La Universidad tiene 31 facultades académicas y ofrece 72 especialidades de pregrado, y 106 unidades de concesión de grados de maestría. Actualmente, la Universidad tiene 23, 905 estudiantes matriculados. Beihua implementa la estrategia de desarrollo abierto y promueve la cooperación de enseñanza, y ha fortalecido las relaciones de cooperación e intercambio con 46 universidades de 12 países.

Con el fin de comunicarse y cooperar con las instituciones de educación superior de Bolivia, el presidente Liu Hezhong de la universidad de Beihua tiene previsto visitar la República de Bolivia con la delegación de la Universidad de Beihua a mediados de marzo de 2013. Esperamos las cartas de invitación y la ayuda necesaria.

Agradeceríamos mucho su ayuda.

(Sello con escritura china)

Universidad de Beihua

Intercambio Cultural y División de Cooperación

6 de enero de 2013

- **SPECIALIZED TEXT:** Specialized translation involves the translation of documents produced by technical writers (Byrne, Jody: 2006) or more specifically texts which relate to a specific subject area or texts which deal with the practical application of scientific and technological information. The presence of specialized terminology is a feature of specialized texts. Specialized translation covers the translation of many kinds of specific fields of study and requires a high level of subject knowledge and mastery of the relevant terminology and writing conventions. The next example contains terminology of the field of accounting:

**CRUZ ROJA BOLIVIANA
PROGRAMA “FORTALECIMIENTO DE LAS CAPACIDADES
PARA LA REDUCCION DE RIESGOS Y RESPUESTA INMEDIATA
PARA EMERGENCIAS Y/O DESASTRES EN LOS MUNICIPIOS DE TARIJA
BERMEJO Y SUCRE”
LA PAZ - BOLIVIA**

1.2 BALANCE GENERAL AL 31 DE DICIEMBRE DE 2012

(Expresado en bolivianos y euros)

	Notas	Bs.	€
ACTIVO			
CORRIENTE			
Efectivo en caja	4	1.332	156
Cuentas por cobrar	6	15.000	1.756
Deudores con cargo de cuenta	5	<u>31.040</u>	<u>3.635</u>
TOTAL ACTIVO CORRIENTE		<u>47.372</u>	<u>5.547</u>
TOTAL ACTIVO		<u>47.372</u>	<u>5.547</u>
PATRIMONIO			
PATRIMONIO			
Resultados acumulados CRF		54.333	6.132
Resultado de la gestión	3	<u>-6.961</u>	<u>-585</u>
TOTAL PATRIMONIO		<u>47.372</u>	<u>5.547</u>

TRANSLATED DOCUMENT:

**PROGRAM "STREIGHTENING CAPACITIES
FOR REDUCING RISKS AND IMMEDIATE RESPONSE
TO EMERGENCIES AND / OR DISASTERS
IN THE MUNICIPALITIES OF TARIJA,
BERMEJO AND SUCRE"**

1.2 BALANCE SHEET TO DECEMBER 31, 2011

(Expressed in Bolivianos and Euros)

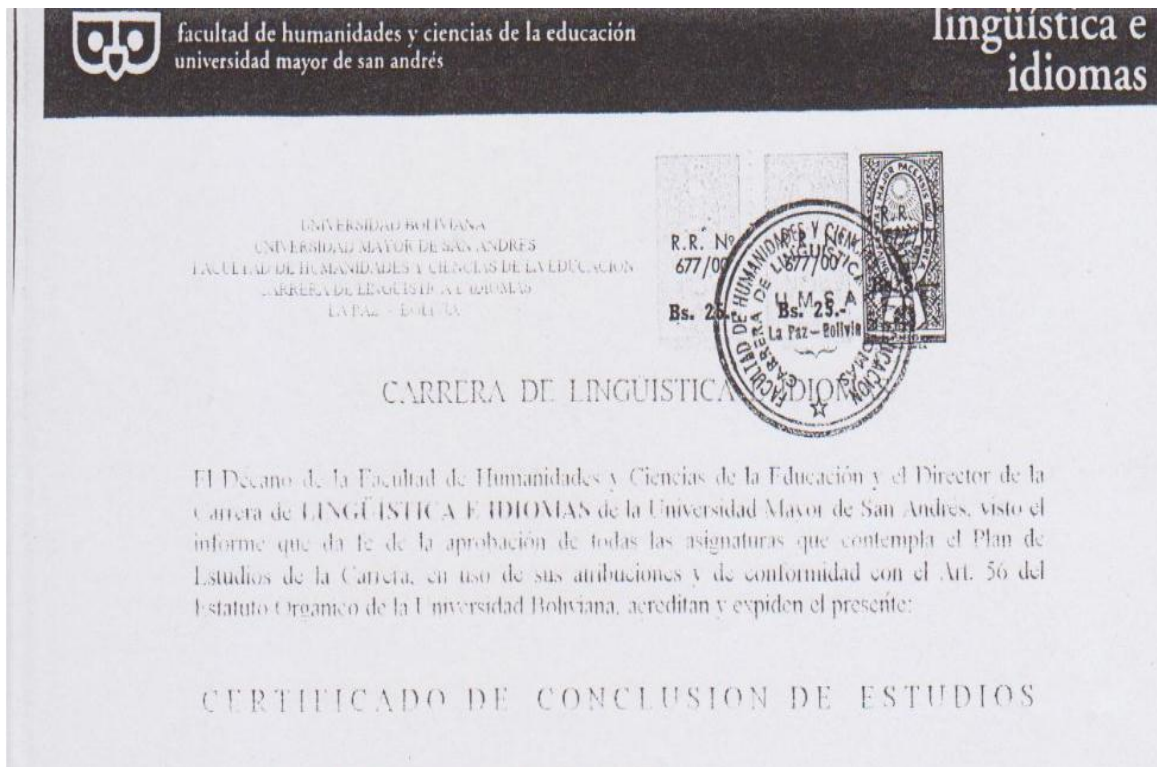
	ASSETS		
	MARKS	Bs.	€
CURRENT			
Accounts receivable	6	15.000	1.693
Affiliates	7	2.184	306
Debtors with charge account	5	<u>37.149</u>	<u>4.112</u>
TOTAL CURRENT ASSET		<u>54.333</u>	<u>6.111</u>
TOTAL ASSET		<u>54.333</u>	<u>6.111</u>
	WEALTH ASSETS		
WEALTH ASSETS			
Accumulated earnings FRC		4.579	518
Results of the period	3	<u>49.754</u>	<u>5.593</u>
TOTAL WEALTH ASSETS		<u>54.333</u>	<u>6.111</u>

As mentioned before, most of the requirements of translation at the Translation Center are within the specialized texts. They are focused on different fields of study most of them academic documentation. So in order to systematize this documentation the following classification is made:

Academic Certificates	Recommendation Letter
Academic Diplomas	Notarial certificate
Academic Transcript	Certification Letter
Plans of Study	Birth Certificates*

*Although a birth certificate does not correspond to the academic category, it is one of the most required documents for applications to scholarships abroad.

- **Academic Certificate:** A document that certifies that a person has received specific education or has passed a test or series of tests. It also certifies that the student has accomplished all the required subjects of a study plan. The example below is an academic certificate from the department of Linguistics at the ‘Mayor the San Andres’ University.



TRANSLATED DOCUMENT:



(3 stamps)

BOLIVIAN UNIVERSITY
MAYOR DE SAN ANDRES UNIVERSITY
FACULTY OF HUMANITIES AND EDUCATION SCIENCES
LINGUISTICS AND LANGUAGES DEPARTMENT
LA PAZ – BOLIVIA

R.R. Nº	R.R. Nº	R.R. Nº
677/00	677/00	677/00
Bs. 25.-	Bs. 25.-	Bs. 5.--

LINGUISTICS AND LANGUAGES DEPARTMENT

The Dean of the Humanities and Education Sciences Faculty and the Head of the Linguistics and Languages Department of the Mayor de San Andres University, having seen the inform that testifies the program completion of the department curriculum, in use of their attributions and in accordance with the Art. 56 of the Organic statute of the Bolivian University accredit and issue the following:

CERTIFICATE OF COMPLETION

To: MARY NORMA JALDIN FARELL

This certificate does not constitute recognition of Academic Degree; it only accredits that the person mentioned above, having completed the program of study of the LINGUISTICS AND LANGUAGES. Major: LINGUISTICS AND FOREIGN LANGUAGES, is in conditions to apply for the Bachelor degree, prior to the compliance of the requirements established by the University that enable her to the respective Bachelor

- **Academic degree or diploma:** A document issued by an educational institution, such as a university, testifying that the recipient has earned a degree or has successfully completed a particular course of study. The following example shows a Master's Degree issued by the University of Salamanca - Spain.



TRANSLATED DOCUMENT:

The Chancellor of the University of Salamanca and on behalf
of JUAN CARLOS I, king of Spain

Considering that, in accordance with the provisions and circumstances established in current law,

Boris Alberto López Zubieta
born on November 13th , 1972 in La Paz, Murillo (Bolivia), of Bolivian Nationality,
has satisfied all the requirements demanded towards the degree of:

Master of Physics and Technology of Lasers
carried out by with the University of Valladolid,

confers the present Official Degree and is declared entitled
to all rights and privileges which pertain to that degree in all national territory

it is given in Salamanca, on August 5th, 2010

Degree's Holder
(Illegible signature)

Chancellor
(IllegibleSignature)

Acting Chief of Services
Daniel Hernández

Ruipérez

Boris Alberto López Zubieta

Angel Martín de Dios

- **Plans of Study:** An organized schedule of the academic subjects that the student has to comply with. Usually the subjects are divided according to areas or fields of study. It usually specifies number of credits and sometimes hours of work. The next example is a plan of study in Architecture:

<u>UNIVERSITY CORE (35 Hours)</u>	
ENGL 1013 Composition I	
ENGL 1023 Composition II	
MATH 2043 or <u>MATH 2554 Calculus I</u>	
SOCIAL SCIENCES (9 Hours)	
Taken:	
1. WCIV 1013 Western Civilization II	
2. SOCI 2013 General Sociology	
3. PSYC 2003 General Psychology	
<u>PROFESSIONAL CORE (95 Hours)</u>	
ARCHITECTURAL DESIGN (58 Hours)	
ARCH 1014 Architectural Design I	
ARCH 1024 Architectural Design II	
ARCH 2016 Architectural Design III	
ARCH 2026 Architectural Design IV	
ARCH 3016 Architectural Design V	
	SCIENCE (8 Hours)
	Taken:
	1. PHYS 2013 / 2011 L
	2. PHYS 1023 / 1021 L
	FINE ARTS & HUMANITIES (6 Hours)
	Taken:
	1. ARHS 1003 Basic Course: Art Lecture
	2. PHIL 2003 Intro to Philosophy
	3. PLSC 2003 American National Govt
	TECHNOLOGY (22 Hours)
	ARCH 2114 Architectural Tech I & Lab
	ARCH 2124 Architectural Tech II & Lab
	ARCH 3134 Architectural Tech III & Lab
	ARCH THEORY 4523 Architectural Theory
	ARCH 4154 Architectural Tech V & Lab

Cursadas:

TRANSLATED DOCUMENT:

MATERIAS COMUNES (35 Horas)

ENGL 1013 Composición I

ENGL 1023 Composición II

MATH: 2043 o MAT 2554 Cálculo I

ESTUDIOS SOCIALES (9 horas)

Cursadas

1. WCIV 1013 Civilización del Occidental II

2. SOCI 2013 Sociología General

3. PSYC 2003 Psicología General

MATERIAS PROFESIONALES (95 Horas)

DISEÑO ARQUITECTÓNICO (58 Horas)

ARCH 1014 Diseño Arquitectónico I

ARCH 1024 Diseño Arquitectónico II

ARCH 2016 Diseño Arquitectónico III

CIENCIAS (8 Horas)

Cursadas:

1. PHYS 2013/2011 L

2. PHYS 1013/1021 L

BELLAS ARTES & HUMANIDADES (6 Horas)

TEORIA/HISTORIA (11 Horas)

ARCH 1212 Métodos de Diseño I

ARCH 1222 Métodos de Diseño II

ARCH 2233 Historia de la Arquitectura I

ARCH 2243 Historia de la Arquitectura II

ARCH 4433 Historia de la Arquitectura III

Academic Transcript: A copy of a student's permanent academic record, which usually means all courses taken, grades received, honors received and degrees conferred to a student. A transcript may also contain the number of people in a class, and the average grade of the class. An official transcript is prepared and sent by the issuing school or university (usually by the student registry or an equivalent) with an original signature from a school official.

Example:

TERCER SEMESTRE					
I-04	COM-301	MERCADOTECNIA I	6	71	SETENTA Y UNO
I-04	COM-302	ADMINISTRACION DE LA PRODUCCION	5	89	OCHENTA Y NUEVE
I-04	COM-303	TEORIA DE LA CREATIVIDAD	5	71	SENTENTA Y UNO
I-04	COM-304	REDACCION PUBLICITARIA	5	86	OCHENTA Y SEIS
I-04	COM-305	FINANZAS	5	81	OCHENTA Y UNO
I-04	COM-306	FOTOGRAFIA	6	70	SETENTA
CUARTO SEMESTRE					
II-04	COM-401	PUBLICIDAD I	5	75	SETENTA Y CINCO
II-04	COM-402	MEDIOS AUDIOVISUALES	5	81	OCHENTA Y UNO
II-04	COM-403	MERCADOTECNIA II	5	58	CINCUENTA Y OCHO
II-04	COM-404	DIRECCION CREATIVA	5	60	SESENTA
II-04	COM-405	SEMIOLOGIA	5	75	SETENTA Y CINCO
II-04	COM-406	METODOLOGIA DE LA INVESTIGACION	5	68	SESENTA Y OCHO

UNIVERSIDAD NUESTRA SEÑORA DE LA PAZ
LA PAZ - BOLIVIA

REGISTRO DEL ALUMNO

CODIGO. _____

NOMBRE DEL ALUMNO ALARCON RQLDAN NEISA CLAUDIA

LUGAR DE NACIMIENTO LA PAZ FECHA 18/05/1983 PAIS BOLIVIA

NACIONALIDAD BOLIVIANA C.I. ó PASAPORTE 4301017 LP.

DIRECCION ACTUAL C/PETROLERO N° 24 Z. CHASQUIPAMPA TELEFONO 73725421

COLEGIO DE EGRESO U. E. SAN JOSE LIB. SERV. MIL. _____

MODALIDAD DE INGRESO PRIMER SEMESTRE TIT. BACHILLER _____

CARRERA COMUNICACIÓN PUBLICITARIA

OBSERVACIONES _____



UNIVERSIDAD

TRANSLATED DOCUMENT.

THIRD SEMESTER					
I-04		COM-301 Marketing I	6	71	Seventy one
I-04		COM-302 Production Managment	5	89	Eighty nine
I-04		COM-303 Theory of Creativity	5	71	Seventy one
I-04		COM-304 Copywriting	5	86	Eighty six

I-04		COM-305 Finace	5	81	Eighty one
I-04		COM-306 Photography	6	70	Seventy
FOURTH SEMESTER					
II-04		COM-401 Advertisement	5	75	Seventy five
II-04		COM-402 Audiovisual Media	5	81	Eighty one
II-04		COM-403 Marketing II	5	58	Fifty eight
II-04		COM-404 Creative Direction	5	60	Sixty
II-04		COM-405 Semiology	5	75	Seventy five
II-04		COM-406 Research Methods	5	68	Sixty eight

"NUESTRA SEÑORA DE LA PAZ" UNIVERSITY

Code _____

La Paz- Bolivia

Student Registration



FULL NAME: **ALARCÓN ROLDAN NEISA CLAUDIA**

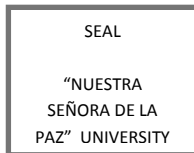
PLACE OF BIRTH: **LA PAZ** DATE: **5/18TH/1983** COUNTRY: **BOLIVIA**

NATIONALITY: **BOLIVIAN** ID OR PASSPORT N°: 4301017 L.P.

ADDRESS: **24- PETROLERO STREET, CHASQUIPAMPA, LA PAZ** PHONE: **73725421**

HIGH SHOO L OF GRADUATION: **SAN JOSE** MILITARY-PASSBOOK _____

TYPE OF ADMISSION: **FIRST SEMESTER** HIGH SCHOOL DIPLOMA _____

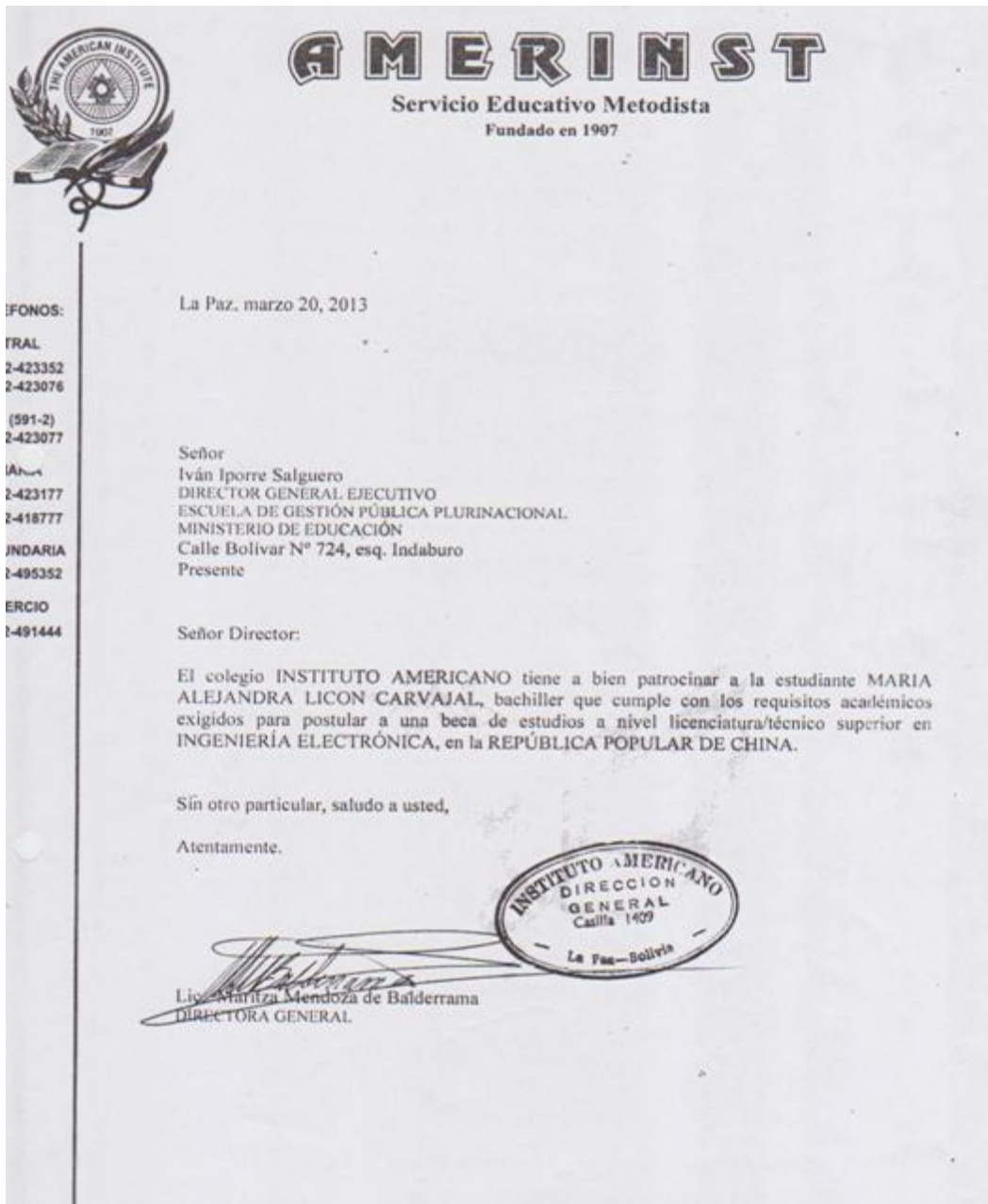


DEPARTMENT: **ADVERTISING COMMUNICATION**

OBERVATIONS _____

- Recommendation Letter:** A document in which the writer assesses the qualities, characteristics, and capabilities of the person being recommended in terms of that individual's ability to perform a particular task or function. Recommendation letters are almost always specifically requested to be written about someone, and are therefore addressed to a particular requester. Letters of recommendation are typically

related to employment, admissions to institutions of higher education or scholarship eligibility. Example:



TRANSLATED DOCUMENT:

AMERINST

METHODIST EDUCATIONAL SERVICE
ESTABLISHED IN 1907

La Paz, March 20th, 2013

Sr.

Iván Iporre Sanguero

EXECUTIVE GENERAL DIRECTOR

PLURINATIONAL SCHOOL OF PUBLIC MANAGEMENT

MINISTRY OF EDUCATION

724 Boliviari Street, Indaburo corner

Dear Director:

The "American Institute" School wants to sponsor MARIA ALEJANDRA LICON CARVAJAL, graduated student, who meets the academic requirements to apply for a scholarship for undergraduate studies in Electronic Engineering in the People's Republic of China.

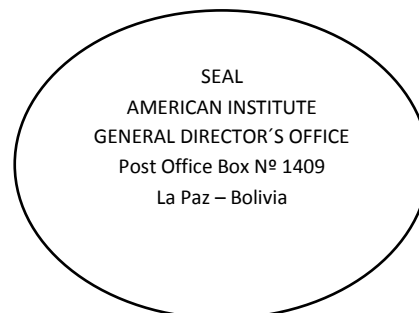
That is all for the present,

Sincerely,

(Illegible Signature)

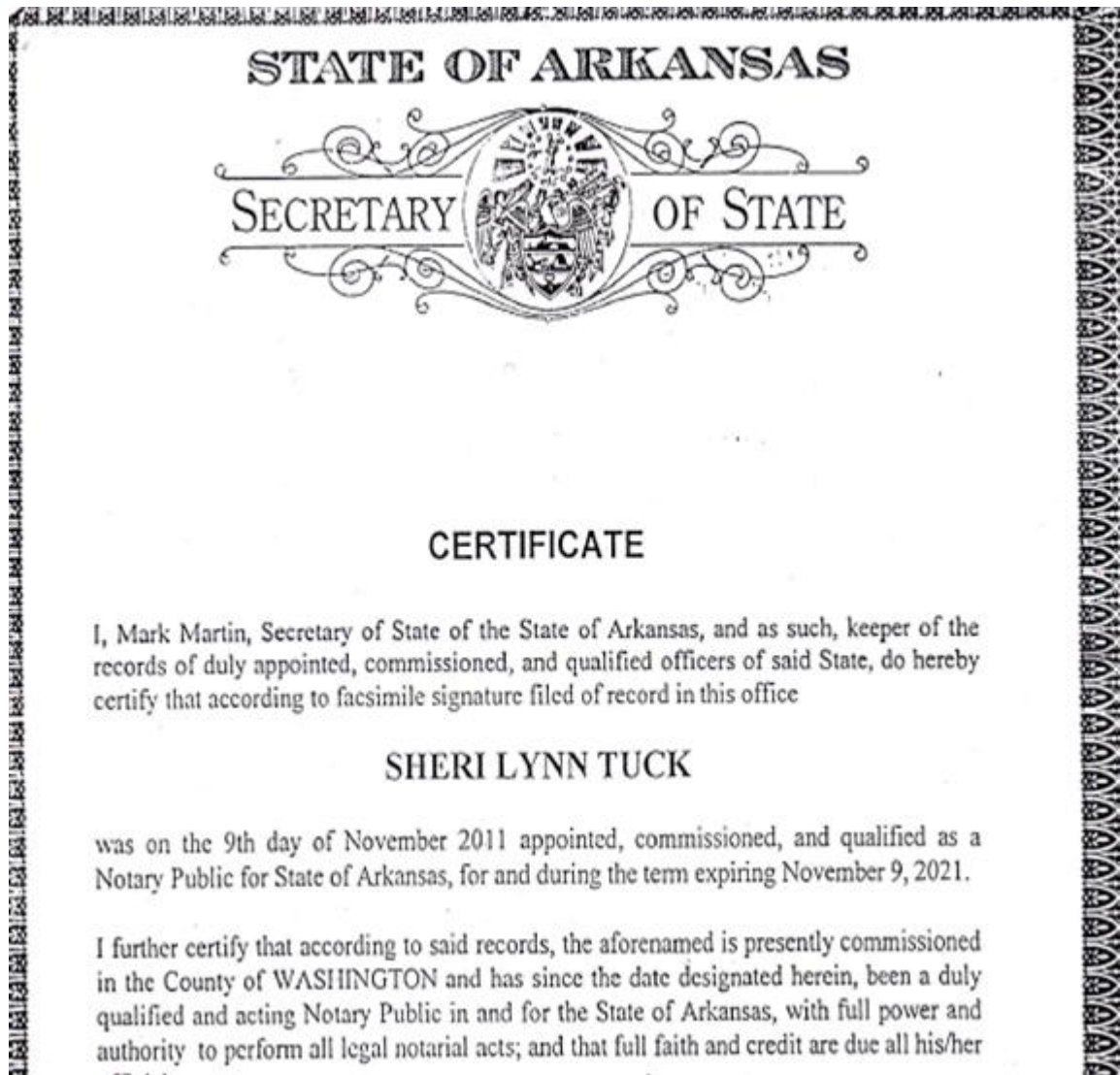
Lic. Maritza Mendoza de Balderrama

General Director



- **Notarial certificate:** For the purposes of authentication, most countries require documents which originate from or are signed in another country to be notarized before they can be used or officially recorded or before they can have any

legal effect. To these documents a notary affixes a notarial certificate which attests to the execution of the document, usually by the person who appears before the notary. Example:



TRANSLATED DOCUMENT:

ESTADO DE ARKANSAS



(Escudo de Armas)

CERTIFICADO

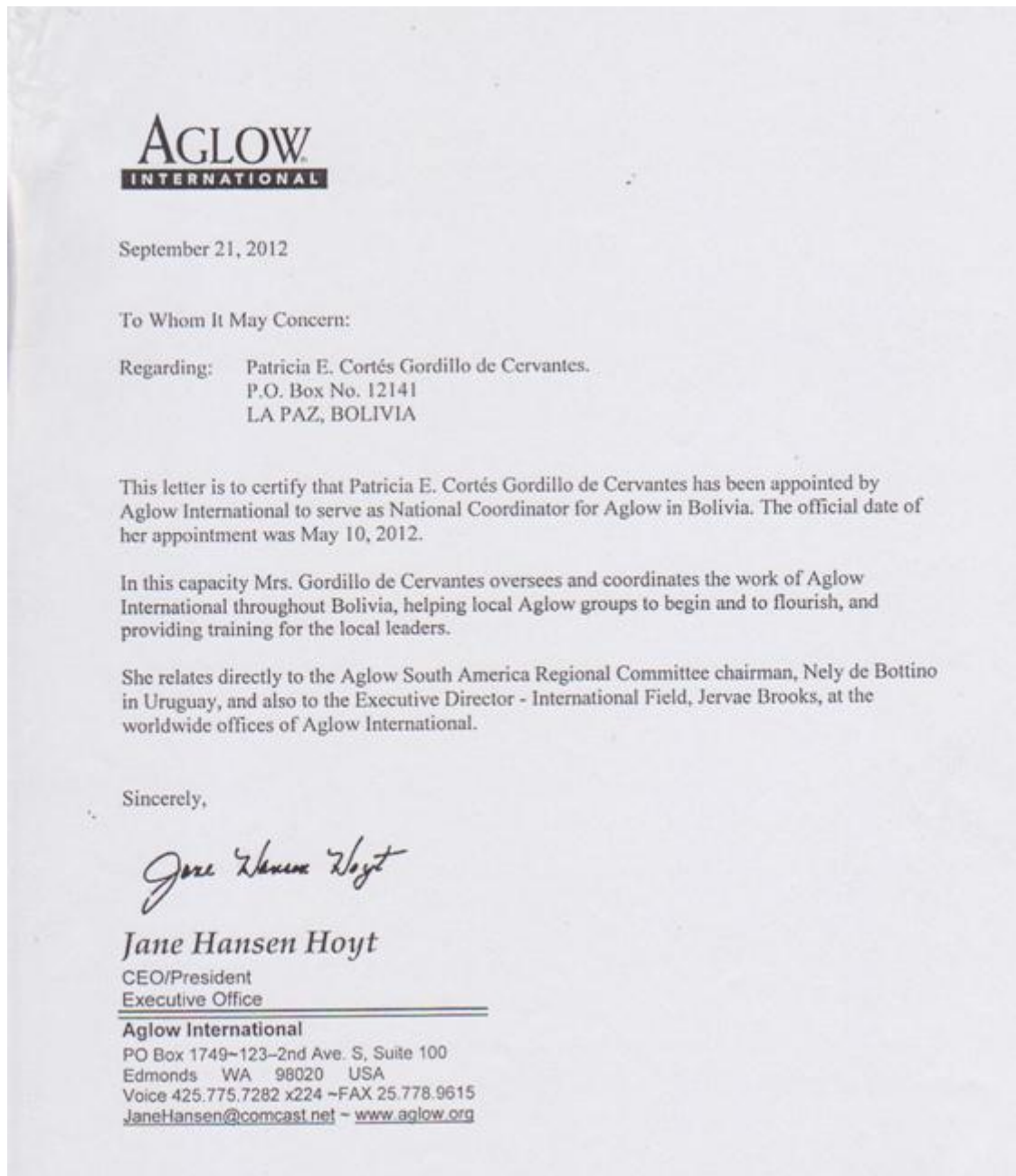
Yo, MarkMartin, Secretario de Estado del Estado de Arkansas, y como tal, encargado de los registros de los oficiales que han sido debidamente designados, habilitados y calificados de dicho Estado, certifico por este medio que de acuerdo a la firma duplicada en los archivos de registro en esta oficina

SHERI LYNN TUCK

fue nombrada, autorizada y habilitada, a los 09 días del mes de noviembre de 2011, como Notario de fe Pública en el Estado de Arkansas, la misma que expira el 9 de noviembre de 2021.

Además certifico que de acuerdo a los mencionados registros, la mencionada está actualmente comisionada en el Condado de WASHINGTON y desde la fecha de su designación aquí suscrita, ha sido debidamente habilitada como Notario Público

- **Certification Letter:** A letter of certification is a letter used to verify or validate information, usually past employment or past establishment of study. When looking for a new job, a letter of certification from your previous employer will be requested, verifying or validating performance, skills, etc. Example:



TRANSLATED DOCUMENT:

AGLOW

INTERNATIONAL

21 de septiembre de 2012

A Quien corresponda:

Ref.: Patricia E. Cortez Gordillo de Cervantes
Casilla Postal Nº 12141
La Paz, Bolivia

La presente certifica que Patricia E. Cortez Gordillo de Cervantes ha sido seleccionada por Aglow International para desempeñar el cargo de Coordinadora Nacional de Aglow en Bolivia. La fecha oficial de su designación fue el 10 de Mayo del presente año.

En este sentido la señora Gordillo de Cervantes supervisa y coordina el trabajo de Aglow Internacional en todo el territorio boliviano, ayudando a grupos locales de Aglow a comenzar y alcanzar el éxito, y a facilitar la capacitación a los líderes locales.

Ella mantiene contacto directo con el Presidente del Comité Regional de Aglow para Sud América, Nely de Botino en Uruguay, y también con el Director Ejecutivo – Asuntos Internacionales, Jervae Brooks, en las oficinas de Aglow Internacional en todo el mundo.

Atentamente,

(Firma ilegible)

Jane Hansen Hoyt

CEO/Presidente
Presidencia

AGLOW INTERNATIONAL
Casilla postal 1749-123- 2da Avenida S, Suite 100
Edmonds Wa98020 USA
Voice 425.775.7282 x224- FAX 25.778.9615
janeHansen@comcast.net – www.aglow.org
Traducido por Silvia Soruco

- Birth Certificates:** A **birth certificate** is a vital record that documents the birth of a child. The term "birth certificate" can refer to either the original document certifying the circumstances of the birth or to a certified copy of or representation of the ensuing registration of that birth. Example:

ESTADO PLURINACIONAL DE BOLIVIA
 TRIBUNAL SUPREMO ELECTORAL
 SERVICIO DE REGISTRO CÍVICO **Nº 5601538**
 COSTO FORMULARIO Bs. 1.-

CERTIFICADO DE NACIMIENTO

Certifico que en la Oficialía No. 2114 Libro No. 2-86 Partida No. 54 Folio No. 4
 Del Departamento La Paz Provincia Murillo
 Localidad Nuestra Señora de La Paz
 Con fecha de partida: Día 19 Mes febrero Año 1986
 Se halla inscrito el nacimiento de:

SERIE C - 2011
R - 52 - 60
Bs. 29.-

ARLETTE DE LA BARRA ACOMATA
 NOMBRES Y APELLIDOS DEL INSCRITO

Lugar de Nacimiento: La Paz Departamento Murillo Provincia Nuestra Señora de La Paz Localidad Femenino
 Fecha de Nacimiento: 9 día febrero Mes 1986 Año 8.45 Hora Femenino Sexo

REMY DE LA BARRA CACERES
 NOMBRES Y APELLIDOS DEL PADRE

ESPERANZA ACOMATA LAZARTE
 NOMBRES Y APELLIDOS DE LA MADRE

Nº 6284610

Nota Aclaratoria: COPIA DEL LIBRO ORIGINAL

LUGAR Y FECHA DE EMISIÓN	LOCALIDAD	DÍA	MES	AÑO
	La Paz	4	marzo	2013

270055 R.C.T.

SELLO, NOMBRE Y FIRMA DEL OFICIAL DE REGISTRO CIVIL

Form. R-62
 2010 B. 0011

Este certificado queda NULO si en él se hubieran hecho raspaduras, borroneras o enmiendas.

TRANSLATED DOCUMENT:

PLURINATIONAL STATE OF BOLIVIA
SUPREME ELECTORAL TRIBUNAL
CIVIL REGISTRATION SERVICE

No. 1140172

ILLEGIBLE SEAL

COST FORM Bs. 1.-

BIRTH CERTIFICATE

I certify that in the Civil Registration Office No. 1508 Book of record of Birth No. 2-80
Birth Registration No. 36 Page No. 18
From the Department La Paz Province Murillo
Location Nuestra Señora de La Paz
Date of Birth Registration: Day 13 Month May Year 1980

Seal of Bolivian coat of arms

SERIAL C – 2011
R – 52– 60
Bs. 29.-

Plurinational State of Bolivia
Bolivian Electoral Organization
No. 1319557

It is registered the birth of:

.....ANGELA JENNY ILALUQUE DIAZ.....
FULL NAME

Place of Birth: La Paz Murillo Nuestra Señora de La Paz
Department Province Location

Date of Birth: Sixteenth of November Nineteen hundred seventy-nine 15:00 Sex: Female
Day Month Year Time of Birth

.....ALFREDO DANIEL ILALUQUE YAPURA.....
FATHER'S FULL NAME

.....ROSALIA DIAZ SILVA.....
MOTHER'S FULL NAME

IMPORTANT NOTE:COPY TAKEN FROM THE BOOK OF RECORD OF BIRTH.....

PLACE AND DATE OF ISSUANCE LOCATION DAY MONTH YEAR
La Paz 22 February 2012

319709 IJRF

ILLEGIBLE SERIAL NUMBER

Any alteration or erasure voids this certificate.

"SIRENA" Graphic Industries . NIT: 1522459015. SERIAL B- 2011 from 0000001 to 6.200.000 . 09/2011

- Authentication or legalization form:** confirmation of the truth from an attribute of a datum or entity. This might involve confirming the identity of a person or signature. Authentication also involves verifying the validity of something. Example:

SUPREMO ELECTORAL
 REGISTRO CIVIL

Bs. 52.-

FORM M - 57
 A - 2010
Nº 003148

FORMULARIO DE LEGALIZACIONES

El (la) Señor (a) Dr. Ever Cristian Cordero Melendres
 Director (a) Nacional del Registro Civil

CERTIFICA:
 Que, la firma y rúbrica estampada al pie del Certificado de Certificación
 No. 7476/2012 extendido en fecha 26/11/2012
 a nombre de MARY MAGDIEL AYZA CUISARA



por el (la) Jefe de Archivo y Oficial del Registro Civil Lic. Gloria Plata Apaza.

son auténticas y se hallan registradas en los Kardex de esta Dirección Nacional.

La Paz, 03 de Diciembre de 2012

Dr. Ever Cristian Cordero Melendres
 RESPONSABLE DE LOS REGISTROS CIVILES
 Y SU SUJETOS LEGALES S.A.
 SERVICIO NACIONAL DE REGISTRO CIVIL (SERECIO)
 TRIBUNAL SUPLENTO ELECTORAL

Lugar y fecha _____

El Vocal del Tribunal Supremo Electoral, _____

CERTIFICA:
 Que, la firma y rúbrica estampada en la certificación que antecede son las correspondientes al (a la) ciudadano (a) Dr. Ever Cristian Cordero Melendres
 _____ Director (a) Nacional del
 Registro Civil en actual ejercicio de funciones.

Lugar y fecha La Paz, 03 de Diciembre de 2012


 Dr. Ever Cristian Cordero Melendres
 DIRECTOR NACIONAL
 SERVICIO DE REGISTRO CIVIL
 TRIBUNAL SUPLENTO ELECTORAL

TRANSLATED DOCUMENT:

SUPREME ELECTORAL TRIBUNAL
Civil Registration Office

Bs. 52. -

FORM M- 57
A- 2010
Nº 003148

AUTHENTICATION FORM

Mr. / Mrs. Dr Ever Cristian Cordero Melendres

National Head of the Civil Registration Office

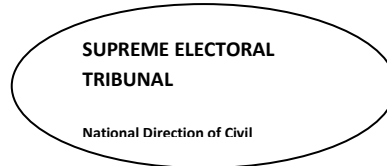
CERTIFIES:

That, the signature and seal embossed below the certificate Certification

No. 7476/2012 issued on the 26th day of November 2012

on behalf of MARY MAGDIEL AYZA CUISARA

by the Registrar Chief and Registrar Officer



Lic. Gloria Plata Apaza

are authentic and are registered in the Archives of this National Direction

(Illegible signature)

Dr. Ever Cristian Cordero Melendres

Place and date La Paz, December 3rd, 2012

ACTING REGISTRAR OF CONSULAR REGISTRATION AND NATURALIZATIONS

NATIONAL CIVIL REGISTRATION SERVICE (SERECI) O.

SUPREME ELECTORAL TRIBUNAL

The Member of the Supreme Electoral Tribunal, _____

CERTIFIES:

That, the signature and embossed seal on the preceding certification belongs to the citizen
Dr. Ever Cristian Cordero Melendres

_____ National Head of the Civil Registration Office with
the full authority to perform official acts.

SUPREME ELECTORAL TRIBUNAL

Place and date La Paz, December 3rd, 2012

(Illegible)

There are certainly more kinds of documents that need to be classified. But we took all mentioned above as examples of most required documents at the Translation Center. Once the documents are classified, it is worth it to mention the advantages of this systematization and creation of translation memories.

- Enabling translators to translate documents in a wide variety of formats without having to create the same format again.
- Accelerating the overall translation process; since translation memories "remember" previously translated material, translators have to translate it only once.
- Reducing costs of long-term translation projects; for example the text of manuals, warning messages or series of documents needs to be translated only once and can be used several times.
- For large documentation projects, savings (in time or money) thanks to the use of a TM package may already be apparent even for the first translation of a new project, but normally such savings are only apparent when translating subsequent versions of a project that was translated before using translation memory.

3.4.3 THIRD TASK: Implementation of the database (GESTRA ‘*Gestión de Traducción*’) to store created TM in order to use them in future translation work.

Technology extends human capacities

The last task of this Guide Project is the implementation of the database GESTRA. It allows storing the previously systematized Translation Memories. With the storage of systematized translation material we will optimize our service by making them ready to re-use. With the help of a Computer Engineer and the Coordinator of the Center of Translation, the characteristics of the software were established following the path of practicability.

- **Characteristics:**

The Software is named GESTRA which stands for the Spanish “*Gestión de Traducción*” translated in English as “*Management of Translation*”. The presentation should start by answering the question:

- **What is GESTRA?**

GESTRA is a relational database online application primarily used for storing, modifying, extracting, and searching for systematized Translation Memories (TM). A database is an organized collection of data. The information entered into a database is easy to retrieve, format or manipulate.

GESTRA stores Translation Memories. As it is presented above, Translation Memories are created from translated documents in the Translation Center becoming the collection of data to be storage in GESTRA.

Characteristics of the **MAIN PAGE**: The main page displays translated documents or Translation Memories under the following criteria:

- ✓ “*Cliente - Traductor*” - Customer – Translator: It shows the name of the customer or person who required the translation work and the name of the Translator in charge of it.
- ✓ “*Descripción*” - Description: It presents a brief description of the document. Some important and relevant information of the translated document. For example in an Academic Diploma: in what university the diploma was issued. This will also help the process of searching to be more accurate.
- ✓ “*Archivo*”- Doc: By clicking here the translator can open, save the document or TM.
- ✓ “*Fecha*” - Date: It shows the date that de TM was saved in the database.
- ✓ “*Idioma*”- “Language: It displays the Source Language and Target Language of the Translation Memory.
- ✓ “*Tipo de documento*” - Type of document: Perhaps this is the most important characteristic because it shows the already systematized translation work according to the classification that was made in task 2.

- **How Translation Memories are available?**

As showed above TM, shown as type, are displayed in the principal page of the program. In order to find a specific TM it is necessary to follow a searching process. The searching is done by a certain kind of criteria, according to the necessities of the translator.

- **Searching for TM:** The main task of GESTRA is to store systematized translated documents and make them available as TM for future translation work by simple searching. The process of searching could be realized following specific criteria, such as: Name of translator or Customer, Description of the translated document, Content of the document, date, Source Language and Target Language, and the most important by **type of text** or document. Once one of the criteria mentioned above is chosen, the program filters all documents and displays all the documentation that contains the specified characteristics. For example, if searching by “language” (English – Spanish), the filter will display all kinds of documents that have English as a Source Language (SL) and Spanish as a Target Language (TL). The possibility of combined criteria of searching is available as well. It is possible to search by language and type of document and other characteristics at the same time.

The screenshot shows the 'Subir Archivos' (Upload Archives) interface. At the top right, there are links for 'Mi Cuenta', 'Tipo de documento', 'Subir Archivos', and 'Salir'. The main heading is 'Subir Archivos'. Below it, there is a 'Nuevo Registro' button and a sorting option '1 order by fecha desc'. A search filter is highlighted with a red box and an arrow. The filter is labeled 'Filtrar por:' and includes fields for 'Cliente - Traductor' (Silvia), 'Descripcion', 'Contenido', 'Fecha', 'Idioma' (Ingles - Es), and 'Tipo de documento'. A 'Filtrar' button is to the right. Below the filter is a table of search results.

Seleccionar	Cliente - Traductor	Descripcion	Archivo	Fecha	Idioma	Tipo de Documento
<input type="checkbox"/>	Larrain (Esther Lequipe)	Estado de Arkansas - Secretaria de Estado	Descargar Archivo	12/11/2013	Ingles - Español	Certificado Notarial
<input type="checkbox"/>	Larrain (Esther Lequipe)	Universidad de Arkansas - Arquitectura	Descargar Archivo	12/11/2013	Ingles - Español	Carga Horaria
<input type="checkbox"/>	Larrain (Esther Lequipe)	Perfil de la Universidad de Arkansas USA	Descargar Archivo	12/11/2013	Ingles - Español	Texto General
<input type="checkbox"/>	Larrain (Esther Lequipe)	Certificacion de Licenciatura en Aquitectura - Universidad de Arkansas	Descargar Archivo	12/11/2013	Ingles - Español	Carta de Certificaci
<input type="checkbox"/>	Larrain (Esther Lequipe)	Notario Publico, certificación de autenticidad de copia de certificados de notas	Descargar Archivo	12/11/2013	Ingles - Español	Carta de Certificaci
<input type="checkbox"/>	Larrain (Esther Lequipe)	COMMUNITY COLLEGE DEL NOROESTE DE ARKANSAS, TRANSCRIPCION DEL EXPEDIENTE ACADEMICO	Descargar Archivo	12/11/2013	Ingles - Español	Certificado de Notas
<input type="checkbox"/>	Embajada de Suecia (Esther Lequipe)	EMBAJADA DE SUECIA, Moficacion de Acuerdo entre UMSA y SIDA	Descargar Archivo	12/11/2013	Ingles - Español	Texto General
<input type="checkbox"/>	Larrain (Esther Lequipe)	United States of America - Departamento de Estado - Virginia	Descargar Archivo	12/11/2013	Ingles - Español	Certificado Notarial
<input type="checkbox"/>	Larrain (Esther Lequipe)	Estado de Virginia - Commonwealth Secretary	Descargar Archivo	12/11/2013	Ingles - Español	Certificado Notarial
<input type="checkbox"/>	Pericles Pasten (Esther Lequipe)	ESCUELAS PÚBLICAS DEL CONDADO DE FAIRFAX - HISTORIAL ACADEMICO DE SECUNDARIA	Descargar Archivo	12/11/2013	Ingles - Español	Certificado de Notas

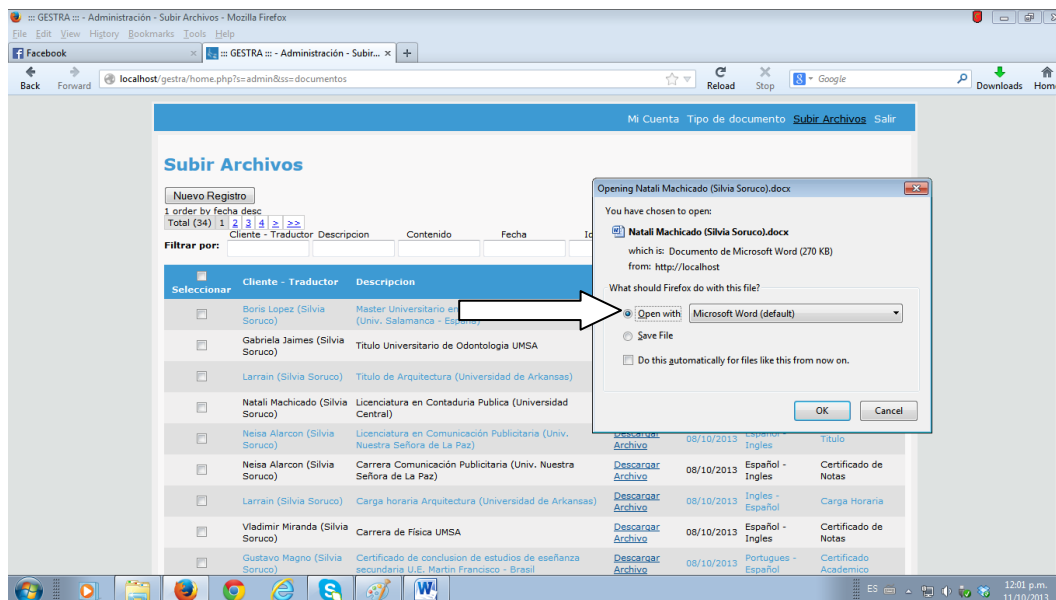
For more information about the interaction GESTRA –Translator, Translator –GESTRA, please refer to the **User’s Guide** presented as ANNEX II in this Guided Project.

- **How does GESTRA facilitate future translation work?**

Searching Translation Memories (TM) become an easy task. With the help of GESTRA, translators have searching possibilities.

The translator starts the translation process by identifying the kind of text to be translated. Immediately after, the translator access to GESTRA and retrieves similar work already done at the Translation Center. Once the translator has found the exact or similar kind of text, by clicking download, the translator has a total access to the desired document.

The possibility of re-using previous translation work with the help of GESTRA reduces delivery timelines. This encourages translators to work fast and often uncritically with previously translated segments, with a corresponding decline in quality. When higher-quality work is required, special emphasis must be put on revising the outputs of translation-memories.



- **Administrative and operational suggestions for the continuity and maintenance of GESTRA.**

Administrator:

GESTRA must have an administrator. The administrator creates users and their respective passwords to log-in into the database. Although the upload of data is done by all users, it corresponds to the administrator reviewing and approving the data before uploading it to GESTRA. Thus, the administrator should be the translator reviser or the coordinator of the Translation Center.

Network:

GESTRA is a relational database online application where all the data storage occurs in the web. This fact suggests that if no network is available, GESTRA stops working. GESTRA was installed using UMSA's network server. The data stored in GESTRA is strictly confidential within the UMSA' network, therefore it is not recommended to use a different network in case of reinstalling.

3.5 CONCLUSIONS

After the conclusion of the working hours required by the Translation Center, the goals established in the present guided project were successfully achieved.

The classification of translated documents was carefully done analyzing in detail each document's vocabulary and structure. Each text was related to a type of text to achieve the systematization and to create Translation Memories. Good systematization is the basis for an efficient micro organization of a work process. After the systematization of translated material according to text type, they were ready to be easily available in the database "GESTRA (*Gestión de Traducción*)".

GESTRA was created with all necessary specifications to make the systematized data searchable and available in an easy way. GESTRA allows the management of an incredible

variety of information and it is easy to set-up, easy to manipulate and easy to use. GESTRA allows maintaining order in what could be a very chaotic environment. It transformed storage translated material into Translation Memories.

Certainly, as an academic unit, CETI's main goal is to promote the development of academic excellence. Thus, providing high quality translation services is its priority. However, being an institution in process of development, the Translation Center cannot put aside its productivity. GESTRA optimizes delivery times because it reduces the time of the translation process without putting aside the quality of translation services, leading to more satisfied customers

This project can be the beginning or a step forwards the development of the Translation Center that has high potential to become one of the most recognized Institutions around the country, in the field of translation.

3.6 RECOMMENDATIONS

Although the systematization and storage of translation work in a database was first proposed by this guided project, translators that worked in the translation center through the years always have seen it as a necessity. Translators classify manually their translation work and separate them into different files. The files were available in each computer. However, the files were not available for each translator. If well used, this systematization along with the TM database GESTRA can be the fulfillment of such necessity.

The implementation of the database goes beyond the systematization of translated material. It can also be helpful to keep track of the percentages of translation. It is also possible to meet the requirements of “copy of a previous translated document”, especially when customers require the copy after a long time.

Of course this project is just a start; it certainly has to move ahead. There are some characteristics that need to be improved in order to make a better and more reliable tool for translators.

Adjusted in this project as annex, the information and codes for further modifications to GESTRA are available. It can be used by those who wish, with a new project, make corrections, implementations and improvements to GESTRA.

These improvements have to always go above and beyond to make the Translation Center a better institution every day.

3.7 **BIBLIOGRAPHY**

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