

ANNOTATED SPANISH-ENGLISH TRANSLATION OF THE BELLAS
ARTES UNIVERSITY FOUNDATION [FUNDACIÓN
UNIVERSITARIA BELLAS ARTES] WEBSITE

Thesis Presented by

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MAGÍSTER EN TRADUCCIÓN

Thesis Director

Juan Manuel Pérez Sánchez, Ph.D.

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Master in Translation

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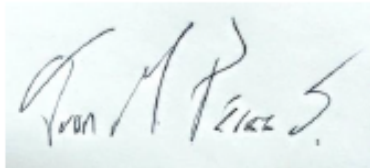
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Tesis presentada por:

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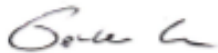
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And, here it is.

ABSTRACT

ANNOTATED SPANISH-ENGLISH TRANSLATION OF THE BELLAS ARTES

UNIVERSITY FOUNDATION [FUNDACIÓN

UNIVERSITARIA BELLAS ARTES] WEBSITE

AUGUST 2020

M.A. ISABEL CRISTINA RESTREPO ESPINOSA, UNIVERSIDAD DE ANTIOQUIA

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Inverse translation requires a different approach from the translator. “In translating into a second language, comprehension of the source text is the easier aspect; the real difficulty is in producing a target text in a language in which composition does not come naturally” (Campbell, 1998, p. 57). Annotated translations help translators pay attention to every step of the process, find problems and difficulties and their solutions, and select the best translation methods based on communication objectives.

The present annotated translation exemplifies the work process followed during the inverse translation, from Spanish into English, of an institutional text, namely the Bellas Artes University Foundation website. The project includes a literature review of the theories and concepts that supported the translation and commentary processes; an explanation of the methodology followed in order to complete the task; the source text

analysis according to the models proposed by Nord (2005), Newmark (1992) and Emery (1991); the commentary that contains the problems and difficulties encountered—based on Nord’s (2005) theory—, and the solutions given by the translator to such problems; the conclusions and reflections resulting from the translation process; and, finally, the original and translated texts.

The course of the research and translation work evidenced a lack of theory related to inverse translation that could help translators produce good-quality translations into their second language; the reason is that many theoreticians believe that acceptable inverse translations are not feasible and this type of translation should not be a professional option. This project intended to demonstrate that good results in inverse translation are possible if the right tools —*e.g.* a native target language proofreader— are employed and the appropriate process is followed.

Keywords: inverse translation, institutional translation, annotated translation, translation problems, text analysis for translation, Bellas Artes University Foundation.

RESUMEN

TRADUCCIÓN (ESPAÑOL-INGLÉS) COMENTADA DEL SITIO WEB DE LA
FUNDACIÓN UNIVERSITARIA BELLAS ARTES

AGOSTO 2020

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La traducción inversa requiere un enfoque diferente por parte del traductor. Cuando se traduce a un segundo idioma, la comprensión del texto de partida es lo más sencillo; la dificultad está en producir un texto de llegada en un idioma que no es natural para el traductor (Campbell, 1998). Las traducciones comentadas ayudan a los traductores a atender cada paso del proceso, a encontrar los problemas y dificultades y sus soluciones, y a seleccionar los mejores métodos de traducción basados en los objetivos de comunicación del texto.

Esta traducción comentada es un ejemplo del proceso de trabajo de traducción inversa de un texto institucional: la traducción (español-inglés) del contenido del sitio web de la Fundación Universitaria Bellas Artes. El proyecto incluye un rastreo bibliográfico de las teorías y conceptos que fundamentaron los procesos de traducción y comentarios; una explicación de la metodología empleada para realizar la tarea; un análisis del texto de partida, de acuerdo con los modelos propuestos por Nord (2005), Newmark (1992) y Emery (1991); los comentarios acerca de los problemas y dificultades encontrados en el proceso,

basados en la teoría de Nord (2005), y las soluciones sugeridas por la traductora; las conclusiones y reflexiones resultantes; y, por último, los textos originales y traducidos.

Durante la investigación y la traducción se evidenció una falta de teoría sobre traducción inversa que ayude a traducir a un segundo idioma textos de buena calidad; el motivo es que muchos teóricos creen que no es posible producir una buena traducción inversa y este tipo de traducción no debería ser una opción para los profesionales. Este proyecto se propuso demostrar que es posible obtener buenos resultados con la traducción inversa si se usan las herramientas correctas (por ejemplo, un corrector nativo del idioma de llegada) y si se sigue el proceso de traducción adecuado.

Palabras clave: traducción inversa, traducción institucional, traducción comentada, problemas de traducción, análisis de textos para traducción, Fundación Universitaria Bellas Artes.

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1. Introduction

Taking notes while translating is not always pleasant. Writing down comments, questions, doubts, problems makes the translation process slower. However, this slowing down is what translators often need in order to reflect, to analyse, to go back and choose differently, to correct, to be conscious of the actions they are taking. And this goes especially for translators in training, who need those moments of reflection, who need to realise how and why they are making those decisions, and how their translation can be improved. If one adds to that equation a type of translation that has been catalogued by experts as “unnatural” and impossible—inverse translation—it will be clear that analysis and planning are not just important, but they are absolutely necessary.

The annotated translation presented here is the materialisation of the planning and close examination of the Spanish-into-English translation process of the content provided by Bellas Artes University Foundation [FUBA, by its initials in Spanish] in their website (www.bellasartesmed.edu.co). This document represents the figurative X-ray of the work process a translator who is presented with an institutional text—a university website—goes through, and the challenge to translate that text into the translator’s second language—English, in this case—for an international readership. This Master’s thesis deals with the exercise of analysing the source text, identifying the translation problems and difficulties, as well as the source text inconsistencies, selecting the adequate translation strategies, and deciding how to solve all those situations. In other words, this Master’s thesis offers a detailed picture of the thinking and acting process a translator goes through during the carrying out of the translation assignment.

Inverse translation has been looked down upon by well-known theoreticians, because it has been assumed that “translators are, or at least should be, perfect bilingual speakers of both, source and target languages, translating from one mother tongue to another” (Pokorn, 2005, p. 28). Nevertheless, this project aims to challenge this affirmation by demonstrating that, with the right resources at hand, it is possible to translate without mastering completely the two languages. As the reader will discover through the work presented here, translation, and especially the exercise of inverse translation, is about using the appropriate tools, supporting one’s work with the right theories, and being ready to study and keep learning throughout the entire translation process. Besides, the assistance of a good target-language native proofreader is of great help for the outcome to be a high-quality translation.

Thus, in order to present the translation process followed for rendering the FUBA’s website into English, this text starts with the Justification of this endeavour. That justification includes the reasons why this project was brought to life and the motivations to successfully complete it, as well as the Objectives that guided the entire translation process.

Secondly, the body of this work is divided into three main chapters:

The Literature Review sets forth the theories, models and proposals that supported the academic exercise and the decisions made during the translation process. It starts with an introduction to Translation theory —about translation methods and processes—, that will later serve as a basis for the rendering of the website content. This section is based mainly on Hurtado Albir (2001), but it includes some ideas taken from Newmark (1992), and Hervey, Higgins & Haywood (1995). In addition, it includes a review of the concepts of inverse translation —by Beeby (1996), Neunzig (2003), Mraček (2018), and others—,

and institutional translation —by K. Koskinen (2010)— which is very necessary in order to understand the nature of the text to be translated and to analyse it correctly. The fundamentals for the commentary itself are based on the theory of translation problems and difficulties introduced by Nord (2005). The text analysis for translation models developed by Nord (2005), Newmark (1992) and Emery (1991) served as a basis for the source text (ST) analysis included in this project. And finally, this review presents Emery’s (1991) text typology for translation, which helped with the selection of the appropriate translation methods.

Next, the Methodology chapter introduces the methodological bases for the annotated translation. Then, the translation process is explained step by step. And finally, a list of the resources used for the assignment is presented.

The next chapter introduces the Analysis of the Data. This section consists of a detailed ST analysis intended to facilitate the decision-making process followed during the translation exercise, as well as the translation challenges posed by the text. The latter are divided into problems (text-related) and difficulties (translator-related). Additionally, the solutions proposed by the translator are presented next to each challenge.

The last chapter offers the Conclusions drawn from the translation exercise and the analysis of the process. Those conclusions —*i.e.* a reflection about a translator’s work habits and procedures, and about the possibilities of self-analysis and self-criticism— were the foremost goal of the annotated translation.

Lastly, the Appendix contains the source (ST) and target texts (TT) divided into 17 documents according to subject. STs and TTs are presented in two columns so they can be compared easily. The paragraphs or segments are numbered, thus facilitating the

identification of each section cited in the Analysis of the Data when describing specific examples of problems and difficulties encountered during the translation process. This chapter contains the Spanish-English glossary built during the translation process, featuring the main and most used terms in the text.

This thesis is the culmination of the academic training received at the Master's program in Translation offered by the School of Languages of Universidad de Antioquia. Hopefully, this document will help other translators and Translation students to visualise the problems and challenges posed by the inverse translation of an institutional text, helping them to make the appropriate decisions and serving as a source of consultation when facing similar challenges.

2. Justification

The exercise of translation, as many other professional activities, becomes automatic as translators acquire expertise and master their abilities. However, in order to get to that stage, extensive practice is required: mistakes, lessons learnt, time invested in research, and study. And, sometimes, the learning curve is steep and long. Exercises like annotated translations are the perfect tool for beginner translators —or experienced ones that enjoy analysing and constantly assessing their own work—, because commenting every step of the translation process forces an externalisation of every step, every decision made, every action, and every reason to act in such manner.

The reflections initiated by exercises like this annotated translation contribute to the realisation about theory gaps and the need to fill those voids. Such is the case of inverse translation. In the course of the research conducted for this project, it became evident that inverse translation has been neglected by Translation theoreticians. If translation into a second language is as difficult as some authors claim —Newmark amongst them—, it is clear that there should exist theories and procedures to support this type of translation. Campbell (1998) points out that

If such [second language] translators are to be trained in their craft, it is clear that the process of acquiring competence must be different from that of translators learning to work into the first language; the major focus with the former must be on learning productive skills, while with the latter it must be on learning comprehension skills. (p. 58)

However, there are very few authors who believe in the feasibility of inverse translation, therefore, very few theoretical support related to it. The first issue encountered is the lack of agreement with respect to the name of this type of translation: authorities in the Translation field have baptised it without regard to what has been written before about

it. Thus, the terms prose translation, inverse translation, L2 translation, translation into a non-native language, service translation, etcetera, have been used by renown authors such as Peter Newmark, Christiane Nord, and others, making theory unity very difficult.

Additionally, amongst those authors who do dare to talk about inverse translation, there is a group that does not consider it a valid exercise because a translation into a second language could never be good. “For example, Alan Duff argues that the most frequent criticism of [inverse] translation is that it does not sound natural and that this unnaturalness is in general the result of interference from the original” (Pokorn, 2005, p. 26). Newmark went as far as saying that translations into a second language are usually laughable. Therefore, this group of authors do not even include inverse translation in their books and studies as a serious work option.

The other group, those who consider inverse translation as a valid option, have dedicated their efforts into practical research, mostly directed to inverse translation teaching. Hence, most of the documentation published about inverse translation are research results coming from classrooms aiming to provide the teachers with guidelines for their inverse translation courses; there is a lack of theory directed to inverse translators and the professional exercise of inverse translation. Texts written by authors such as Beeby (1996), Hervey et al. (1995), Hewitt Hughes (2005), Lucea Galicia & Cortés Arrese (1985), Merino & Sheerin (2002) and others consulted contained more examples and exercises about inverse translation than actual theories or guidelines for translators. Some of them were product of researches that provided results —*e.g.* the most common faults and mistakes made by translation students— instead of providing theoretical bases for the inverse translation task.

In addition, the bibliographic tracking carried out for this annotated translation evidenced a lack of texts regarding the problems that can arise during an inverse translation process. However, some of them have started theorising about the translation process for inverse translation, as evidenced in texts by Neunzig (2003) and Beeby (1996). Roiss (2008), on the other hand, proposes to use Elena's (2006) multilevel text analysis model — which analyses both the ST and the TT on the functional level: text function; the situational level: interlocutors; the semantic content level: theme of the text; and the grammar/form level: linguistic and extra linguistic forms— for inverse translation, which is a praiseworthy effort in adapting existing Translation theory for the use of inverse translation.

These efforts, however, are not enough to build a theory about inverse translation. And given that this type of translation is present in professionals' everyday work, it is important to start creating a knowledge base to support translators in this regard.

Therein lies the first and main justification for this project: there is a need to start talking seriously about inverse translation, to include it in theoretical papers, to create methods and manuals for inverse translators. Because it has been proved in the course of this translation assignment that inverse translation requires a different approach, the problems that arise during an inverse translation process are, in many cases, *sui generis*, the way to resolve them should be different from those of direct translation, and the tools and resources the translator needs to resort to are special as well.

The second justification, related with the ideas above, highlights the importance of academic exercises like annotated translations in translators' training process. Commenting on the work process and all the challenges that may appear is a great way to understand the process that needs to be followed, the mistakes and the flaws, and, at the same time, to find

the solutions to those problems and the best strategies and methods to adopt in the rendering process. This is especially true for inverse translation, because a more challenging task requires more research and more attention to the process.

With this in mind, the motivation is to make use of all the tools and knowledge acquired during the Master's in Translation program in order to present the detailed reflexive document at hand. This annotated translation accounts for the research, planning, execution, and problem-solving process followed in the inverse translation—from Spanish into English— of the FUBA website content. And the document intends to be a source of consultation for those translators who adventure into the L2 translation.

On a different page, according to Austermühl, inverse translation is justified in a few cases, one of them being “when the translator knows the subject matter very well” (2018, citing Piróth). Thus, the third justification of this project relates to the fact that the translator knows the text, knows the institution that owns the text, and is familiar with FUBA's communication needs and goals. The motivation is to help the university foundation to produce the English version of its website, as part of an institutional effort for internationalisation.

Now, this first stage of the website localisation includes only the translation process and does not involve any technical or visual design tasks. The main objective, with respect to the institution, is to provide them with an approved text that will be part—in the future— of FUBA's English website. The translator was given freedom to select the subjects and sections that were translated, but the entire process was conducted in consideration of the institution's character, organisational culture and communication

objectives. All that in pursuit of this project's goal of providing FUBA with the basis that will help the institution build a website for their international community.

Attending to the three motivations for developing this annotated translation, this project aims to benefit the academic environment, as it presents a document that could start the discussion about the need of inverse translation theory. It also intends to help the translator and author of this pages, as it contributes to their professional training. And, finally, this work pretends to provide FUBA with a service they currently need. In addition, this written document could serve as an example for other Translation students who want to undertake the inverse translation challenge.

3. Objectives

3.1. General Objective

To analyse the process of translating the Bellas Artes University Foundation's website from Spanish into English as an inverse translation practice.

3.2. Specific Objectives

- To analyse the source text of the Bellas Artes University Foundation website, by identifying its structure, function, errors, and possible translation problems.
- To translate the text from Spanish to English considering the target audience's communication needs.
- To comment the translation of the website documenting the challenges encountered during the translation process and the solutions presented by the translator.

4. Literature Review

This chapter explores the theoretical concepts that have guided the translation exercise of this project¹. The review starts with the basics of translation: its process and some translation methods. Next, an introduction about inverse translation and institutional translation—the two main thematic axes that drive this annotated translation—is presented. And finally, a few important notions about translation problems and text analysis for translation are explained.

4.1. About translation

There are two important concepts related to translation that need to be differentiated: *Translation* and *Translation Studies*. Amparo Hurtado Albir presents the clearest and most straightforward explanation for both concepts. ***Translation*** is a skill, a *savoir-faire*; translators must know the translation process and how to solve the problems that arise in each particular case. This kind of knowledge—operative knowledge—is acquired through practice. ***Translation studies***, on the other hand, is the scientific discipline that studies this know-how (2001, p. 25).

This annotated translation is an academic exercise that combines the two notions. A translation is made by using different strategies, techniques, and procedures established by theoreticians in order to solve the problems and difficulties encountered during the

¹ The theoretical information presented here is not a compilation; it is merely an approach to some of the concepts, processes, theories and proposals by selected authors that have guided this translation project.

translation process. A conscientious reflection is then made based on the translating exercise, once again, supported by theory.

Since translation practice is this project's *raison d' être*, it is important to be familiar with some theoretical bases about it in order to guide and understand the translation process and its subsequent analysis. Therefore, the concepts, models, and processes described here are the ones relevant to this particular project.

4.1.1. Definition and fundamentals

The term *translation* has almost as many definitions as theoreticians attempting to define it. Hurtado Albir has presented a comprehensive compilation of what it means to translate from different points of view —as an action between languages, as a textual activity, as an act of communication, and as a process— which is an indication of how complex translation actually is (see all definitions in 2001, pp. 37-40).

The definition suggested by Hurtado Albir, which summarises the aforementioned notions, is the most complete and accurate found during this research. She defines *translation* as “*un proceso interpretativo y comunicativo consistente en la reformulación de un texto con los medios de otra lengua que se desarrolla en un contexto social y con una finalidad determinada*” (p. 41).

When translating, experienced translators usually make decisions, based on what seems to be “common sense”. However unconscious these decisions may appear, skilled professionals are already familiar with translation methods and know —almost instinctively— which are more effective in each particular case. For translators in training,

it is important to make these methods conscious in order to achieve a target text that responds to the objectives and communication needs set out for the translated text. And it is precisely the act of consciously planning the methods and steps to follow during a translation what constitutes the translation strategy. Thus, translation strategies “involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it” (Venuti, 2001, p. 240).

4.1.2. Translation methods

In order to explain some decisions made by the translator of this project, this section introduces three different categorisations of translation methods, according to different standpoints. The first one, proposed by Newmark, takes into account the focus either on the source language (SL) or the target language (TL) (1992, pp. 70-72); the second categorisation, put forward by Hurtado Albir, is related to the purpose of the translation (2001, p. 54); and the third classification was developed based on a cultural approach by Hervey, Higgins & Haywood (1995, p. 20).

In relation with its emphasis on the source language or the target language, Newmark sets out his own categorisation.

Focus on the SL:

- *Word for word translation.* Usually with the purpose of understanding how the SL works.
- *Literal translation.* It adapts grammar to the TL, but it keeps all the terms.

- *Faithful translation.* The intention is to remain faithful to the ST meaning in the same context.
- *Semantic translation.* Aesthetics prevail over fidelity. It keeps meaning, but allows for more creativity.

Focus on the TL:

- *Adaptation.* The freest method of them all. It is almost a rewriting of the ST.
- *Free translation.* It focuses on maintaining the content, but adapting the form.
- *Idiomatic translation.* The message is kept, but it adds nuances, idiomatic expressions, and other formulas of the TL.
- *Communicative translation.* Usually seen in informative texts. It reproduces the meaning and context of the SL, making it acceptable and comprehensible to the TL readers.

According to the purpose of the translation, Hurtado Albir identifies four main translation methods. These methods respond to specific decisions made by the translator in line with his/her translation objective.

- *Interpretative/communicative method,* or translation of meaning.
- *Literal method,* or linguistic transcoding.
- *Free method,* or modification of semiotic/communicative categories.
- *Philological method,* or scholarly and critical translation.

Lastly, from a cultural point of view, Hervey et al. identify five degrees of what they call “cultural transposition” —to transfer ideas from culture A to culture B—.

- *Exoticism*. The TT names are kept exactly the same as they are in the ST.
- *Cultural borrowing*. Words and expressions that do not have an equivalent in the TL are transferred and they often have to be explained to the target reader.
- *Calque*. Literal translation of names and expressions with no exact equivalent in the TL.
- *Communicative translation*. A cultural equivalent for certain formulas that cannot be literally translated.
- *Cultural transplantation*. Names, words and expressions from the SL that cannot be translated but have an equivalent with similar connotation in the TL.

As observed here, some methods —*e.g.* the communicative method— are used by more than one author, thus proving that these categorisations are not opposed, but rather complement each other according to the translation needs identified by the translator during the translation process.

Translation methods are not a specific step in the translation process, because as it was mentioned before, they are not conscious thinking processes in most cases. Based on their experience and previous analysis, translators are able to select the most appropriate method for each case. Therefore, if translators are aware of the translation process and plan accordingly, these decisions will be easier to make and will result in better target texts.

4.1.3. Translation process

Every translator follows the process that best serves their interests and objectives. Some are not even aware they go through a process while translating; however, in pursuit

of better results, it is important to make those processes conscious. Different authors (*e.g.* Newmark, 1992 or Gouadec, 1974) have developed lists of steps to follow in the process of translating; however, this process can be summarised in just two moments: “the translation process can, in crude terms, be broken down into two types of activity: understanding a ST and formulating a TT. While they are different in kind, these two types of process occur not successively, but simultaneously” (Hervey et al., 1995, p. 7).

Although the elements of the translation process may be presented as a sequential list, these are not necessarily consecutive. It is worth pointing out that these “steps” sometimes follow a different order or are simultaneous, as pointed out by Hervey et al.; some translations do not require to follow certain steps and some others demand to add more steps. In consequence, each translator chooses the “steps” that fit best his/her work habits and expertise, and the needs of the particular translation project.

The translation process, thus, can be determined by each type of text —type of translation— and the needs or purposes of the translation assignment.

In order to understand the translation process followed in this project, it is important to introduce the types of translation that were involved in the exercise. In terms of directionality, this constitutes an *inverse translation*; and, according to the type of text, this project fits into the *institutional translation* category.

4.2. Inverse translation

Translation performed from the translator’s native language to his/her second language (L1 to L2) is commonly known as *inverse translation*, as opposed to *direct*

translation (L2 to L1). Newmark (1992, p. 79) labels it as *service translation*: “*traducción de servicio, o sea, la traducción desde el idioma que uno usa habitualmente a otra lengua.*”

Other terms have been used to designate this type of “unnatural” translation: *theme* (Ladmiral) —in French—, L2 translation (Austermühl), prose (Nord), translation into a non-mother tongue (Pokorn)², amongst others. In pursuit of terminology consistency —and because the author of this paper considers it to be the most accurate term— this type of translation will be hereinafter called inverse translation.

Beeby (1996, p. 58) points out that several authors consider inverse translation to be extremely difficult, even impossible. She cites Ladmiral (1979), for example, who affirms that “*le theme n ’existe pas*” and states that as a professional activity it is “*une espérance démesurée et de plus une exigence absurde.*” Beeby, however, recognises that inverse translation has been present throughout the history of translation, with the Bible being originally translated into Latin and the Buddhist sacred books into Chinese (1996, p. 59). And, about the present time, she says:

el número de traducciones al inglés sobrepasa las efectuadas a cualquier otra lengua. Un gran porcentaje de estas traducciones son inversas por la simple razón de que no hay suficientes traductores para hacer traducción directa en el lugar apropiado y en el momento oportuno. (p. 59)

McAlister (1992, cited by Beeby, p. 60), nevertheless, comments on this subject —referring to Finnish translators into English— that inverse translation should “transmit the intended message in a language which is clear and sufficiently correct not to contain unintended comic effect or to strain the reader’s attention unduly”, which is a very difficult task.

² These authors have used the aforementioned terms in their texts. They are not necessarily their creators.

Other authors not only think that inverse translation is possible and necessary in today's world, but they find positive aspects in it, and advantages of this type of translation over direct translation situations. Neunzig (2003 pp. 192-193), for example, sets out some situations that can improve an inverse translation: since the source language is the translator's native language, there is a better chance that the source text will be thoroughly comprehended; this is helpful in cases where the source text presents errors, ambiguities, or in specialized-translation projects. It also helps when there are cultural references that may be overlooked by a non-native translator (Austermühl, 2018). Likewise, Neunzig finds that for a native speaker of the SL, it is easier to paraphrase and find simpler structures when the source text is complex or difficult to understand. This strategy avoids making decisions in the TL, with which the translator is less familiar. (Ibid, 2003, p. 197).

Besides specialized translation,

the other area where insistence on native speaker level quality makes less sense is texts intended for international audiences. McAlester [referring to McAlister, 1992] argues that a non-native translator may not only be as competent to translate such texts as a native speaker but sometimes even better equipped for such assignments. (Mraček, 2018, p. 205).

Here, the advantage is represented in the fact that non-native translators write in a simpler language that may be more suitable for international audiences.

In conclusion, more and more authors today think that good-quality inverse translation is possible, but they all agree that paying special attention to—and reaching a full comprehension of—the source text is mandatory, namely, the translator must perform a thorough source text analysis. This practice will significantly improve the quality of the translation. With that in mind, the inverse translation process differs from that of the direct translation in that the former focuses more on the SL and ST.

4.2.1. Inverse translation process

In accordance with his idea of the translator's command of the SL, Neunzig proposes a very simple process to follow when doing inverse translations (2003, p. 193). It stresses on the comprehension of the ST to counteract the fact that the TL is not the translator's native language.

- A. Approach to the ST with regard to translation. *Analysis of the SL code.*
- B. Preparation of the ST with regard to translation. *Reformulation of the SL code.*
- C. Preparation of the translation. *Finding bilingual documentation for SL and TL.*
- D. Translation. *Transference to TL code.*

On the same lines, Beeby suggests a model that focuses on analysing and “deconstructing” the ST in order to produce a functional TT (1996, p. 64).

- A. First stage. Linguistic, content, context, and intertextuality analysis. All these actions lead to *comprehending the source text.*
- B. Second stage. *Deverbalisation of the source text.*
- C. Third stage. Linguistic, content, context, and intertextuality synthesis. All these actions lead to *reformulating the target text.*

Since a significant step in the inverse translation process is comprehending the source text, it seems only natural to start by identifying the type of text that will be translated in order to establish the translation methods to be used. This identification facilitates the ST analysis under the light of its communicative purpose, its audience and all

the factors that will be explained in the “Text Analysis for Translation” section of this Literature Review. This project’s text is institutional, therefore, institutional translation has to be considered as well.

4.3. Institutional translation

Since institutions are public entities, they often need to communicate with their audiences. They do so through different media and by means of different types of messages/texts. These texts are usually written by a group of people who shall remain anonymous as individuals, because the institution is the owner and official producer of the text (for the difference between *sender* and *producer*, see Nord, 2005). Translation is not different insofar as: “to produce the image that the institution speaks to you directly in many tongues, the translator’s role needs to be effaced.” Thus, “translating, as well as document drafting, is a collective and anonymous process where the institution bears the authority” (K. Koskinen, 2010, p. 58).

Unlike other kinds of translation where the translator has a voice and often an opinion, the objective of institutional translation is to reproduce—in a different language—the entity’s message and voice. Therefore, institutional translation occurs

when an official body (government agency, multinational organization or a private company, etc.: also an individual person acting in an official status) uses translation as [a] means of ‘speaking’ to a particular audience. Thus, in institutional translation, the voice that is to be heard is that of the translating institution. (K. Koskinen, p. 56)

Structure and systematisation are important in all kinds of translation, but given that institutional translation is usually a collective effort on behalf of *one* institution, in such

cases it is especially necessary to “control the consistency of the vocabulary, syntax and style of all documents” (K. Koskinen, p. 58).

University websites’ translation fall into the institutional translation category.

A multilingual/bilingual website, ensuring the visibility of universities at the international level, is of particular importance as it not only offers information to foreign target groups about the institution but also contributes to [the] “prestige” of the institution. Thus, the quality of a multilingual/bilingual website is important for offering accurate information and improving the international outlook of the institution. (Köse, Gülmüş, Gülmüş, & Eren, 2018, p. 4)

Websites are the medium through which universities inform their audiences about their institution in general, its programs, services, etc. Translating university websites becomes then a necessity if such entities want to grow and reach audiences from other parts of the world.

In most cases, institutional translation intertwines with localisation. The project at hand, however, will not deal with web localisation for reasons that will be explained in the Methodology chapter.

Thus far, some problems inherent to the inverse and institutional translation have been mentioned. However, every translation project poses problems and difficulties, and in order to analyse the specific ones of this project, it is necessary to go through some theoretical references about translation problems.

4.4. Translation problems and difficulties

In Translation studies, a difference between problems and difficulties is often put forward. “Translation problems are those points which prove a challenge for all translators in a particular language combination, while translation difficulties are rooted in the

individual translator as a product of his or her educational or cultural background and experience” (Linder, 2000, p. 375).

Nord also makes this distinction and affirms that “a translation problem is an objective (or inter-subjective) transfer task which every translator (irrespective of their level of competence and of the technical working conditions) has to solve during a particular translation process”; while translation difficulties are “subjective and have to do with the individual translator and the specific working conditions” (2005, pp. 166-167).

According to this author, there are four categories of translation problems.

- *Pragmatic translation problems (PTP)*. “Arising from the contrast between the situation in which the source text is or was used and the situation for which the target text is produced” (p. 167). They “can be identified using the extratextual factors of the text-analytical model” (p. 175).
- *Convention related translation problems (CTP)*. “Arising from the differences in behaviour conventions between the source and the target culture.” Text types, measurements, etc. (p. 167).
- *Linguistic translation problems (LTP)*. “Arising from the structural differences between source and target language” (p. 167).
- *Text specific translation problems (TTP)*. “Arising from the particular characteristics of the source text.” Jokes, puns, etc. (p. 167).

Now, regarding translation difficulties, Nord’s classification includes:

- *Text specific difficulties.* “Related to the degree of comprehensibility of the source text.” They can be identified by going through the intratextual factors of the text analysis. (p. 168).
- *Translator-depending difficulties.* “Usually related to the level of the [translator’s] knowledge and competence. This applies not only to thematic of factual difficulties [...] or to the cultural background knowledge, but also to any other intratextual factor” (p. 169).
- *Pragmatic difficulties.* “Related to the nature of the translation task.” Usually, ST are intended for native speakers, and not addressed to future translators whose knowledge of the subject, the text or the culture (source or target) may be limited (p. 170).
- *Technical difficulties.* Related to research and documentation. Such factors can either facilitate or complicate the translation task (p. 171).

Numerous translation problems and difficulties can —and should— be identified before the exercise of translation itself begins. Through the source text analysis, translators pinpoint the problems posed by the text of interest and are able to plan strategies to solve them.

4.5. Text analysis for translation

One of the most important steps in the translation process is text analysis. The main purpose of analysing the ST is to understand it as thoroughly as possible to facilitate its translation. During the ST analysis, translators should be able to determine the text’s

intention, style, and the way it is written, in order to identify possible translation problems and with all this, to be able to choose the best translation method (Newmark, 1992, p. 27).

Translation-oriented text analysis should not only ensure full comprehension and correct interpretation of the text or explain its linguistic and textual structures and their relationship with the system and norms of the source language (SL). It should also provide a reliable foundation for each and every decision which the translator has to make in a particular translation process. [...] On the basis of this functional concept they can then choose the translation strategies suitable for the intended purpose of the particular translation they are working on. (Nord, 2005, p. 1)

4.5.1. Text analysis models

There are numerous models for translation-oriented text analysis. The source text analysis for this project was carried out based mainly on Nord's (2005) model with some elements taken from proposals developed by Newmark (1992) and Emery (1991).

4.5.1.1. Christiane Nord's factors for translation-oriented text analysis

Nord's model analyses texts considering three main categories:

- *Extratextual (external) factors* refer to the “factors of the communicative situation in which the source text was used [...]. They determine its communicative function” (2005, p. 41). In this category, the translator identifies:
 - *Sender*. In some cases —such as institutional documents—, it is not the same as the text producer. Sender is the person/institution who “owns” the text, while the text producer is the actual author (pp. 47-48).
 - *Sender's intention*. Defined by what the sender “want[s] to achieve by transmitting the text.” Ideally, this factor is congruent with the text function and

its effect (p. 53). Intentions can be referential, expressive, appellative, phatic, etc. (p. 54-55).

- *Audience*. The text addressee. Translators must consider that the TT and the ST receivers belong to different cultural and linguistic communities, therefore “a translation can never be addressed to ‘the same’ receiver as the original” (p. 58).
- *Medium/channel*. “It determines how the information should be presented in respect of level of explicitness, arrangement of arguments, choice of sentence types, features of cohesion, use of non-verbal elements [...], etc.” (p. 62-63).
- *Place of communication*. It can help identify the variety of language that has been used (Spanish from Colombia, Spain, etc.). This analysis factor is also important in reference to the TT because it can help you identify the target audience, and therefore, the language variety that needs to be used (p.67).
- *Time of communication*.
- *Motive for communication*. “The dimension of motive applies not only to the reason why a text has been produced but also the occasion for which a text has been produced” (p. 75).
- *Text function*.
- *Intratextual (internal) factors* are those “factors relating to the text itself, including its non-verbal elements” (p. 41). Nord suggests the following factors for this category:
 - *Subject matter*.

- *Content.*
- *Presuppositions.* These are ideas that are known by the sender and assumed to be known by the receiver as well. “Presuppositions often refer to objects and phenomena (‘realia’) of the culture the sender belongs to. [...] It is, of course, right that the information presupposed by the author should be made known to the reader of the translation as well” (p. 106).
- *Text composition.*
- *Non-verbal elements.* It refers to “the paralinguistic elements of face-to-face communication (e.g. facial expressions, gestures, voice quality, etc.) as well as the non-linguistic elements belonging to a written text (photos, illustrations, logos, special types of print, etc.)” (p. 118).
- *Lexis.* Lexical items “often yield information not only about the extratextual factors, but also about other intratextual aspects” (p. 122).
- *Sentence structure.* This factor is determined by the sentence complexity and length, the clauses distribution, etc. (p. 129).
- *Suprasegmental features.* These are all the features external to the text that determine or affect the “gestalt” or the “tone of the text” — the use of italics, bold, quotation marks and other visual means used to highlight or differentiate parts of the text— (p. 131).
- The *effect* that the text causes in the target audience. This factor has to be “regarded as a receiver-oriented category. [...] They compare the intratextual features of the text with the expectations built up externally, and the impression they get from this,

whether conscious or unconscious or subconscious, can be referred to as ‘effect’” (p. 143). The effect is the end, the result and the consequence of the communication process.

4.5.1.2. Peter Newmark’s factors for ST and TT analysis

Newmark notes that in translation the text must be studied as something that may have to be reconstructed for a different reader in a different culture. He, then, considers that a text should be analysed under the light of the following factors (1992, pp. 28-35).

- *Intention of the text.* This element allows the translator to infer the author’s posture regarding the subject.
- *Intention of the translator.* It is usually the same as the author’s intention. It depends on the target audience and the translation purposes.
- *Text style.* Whether the text is a narration, a description, an argumentation or a dialogue.
- *Reader.* The translator must characterise the ST and TT readers, who should be different.
- *Stylistic scales.* According to the text formality —formal, neutral, informal, colloquial—, difficulty —simple, popular, neutral, technical— and emotional tone —intense, warm, factual, understatement—.
- *Attitude.* This factor could be helpful in some types of text, because it allows the translator to perceive the author’s ethical values.

- *Setting of the text.* Medium through which the text is delivered. Technical characteristics and requirements according to the ST and TT readers.
- *Quality of writing.* Whether the words used in the ST clearly represent facts or images (p. 33). Informative texts, for example, must be translated by using a style as close to the original as possible.
- *Connotations and denotations.* Defined by the text style. For example, for a non-literary text denotation prevails over connotation.
- *Last reading.* Here, the translator identifies cultural aspects of the text, difficult words to translate —neologisms, words with no equivalent in the TL—.

4.5.1.3. Peter Emery's model for text analysis

Based on authors like Mason, Newmark, Zydatiss, and House amongst others, Emery developed his model for text analysis with the following categories (1991, p. 573).

- *Macrodimensions*

- *Situational dimensions*

Variety of language (geographical dialect)

Medium (simple/complex) (channel of communication)

Formality: addresser/addressee role relation/profiles, style: frozen-intimate

Domain/form-specific features

- *Text pragmatics*

Function of text/text type(s)/purpose(s) of text-producer

Speech acts/illocutionary force

Text structure (coherence/cohesion)

Text tone (emotiveness of the language)

- *Text semiotics*

Culture-located signs

Intertextuality

▪ Micromeanings

- *Semantic*

- *Grammatical*

- *Lexical* (type of vocabulary: formal-informal, technical-non technical, foreign-native)

- *Textual*

Some of the aforementioned text analysis factors will be contextualised in the Analysis of the Data section with respect to the translation at hand.

Text analysis will tell the translator what the *skopos* of the translation is. Depending on the features and objectives identified in such analysis for the ST and the TT, the translator needs to decide about the translation methods that will be needed, and identifying the ST typology helps the translator make those decisions. “A typology which is intended to be a basis for translation strategy, will only make sense if the TT *skopos* requires ‘equivalence’ (in the sense of the text-type analogy) between source and target texts” (Nord, 2005, p. 23). This project, being the translation of an institutional text, requires

equivalence between ST and TT, thus getting to know the translation-oriented text typology becomes a necessity.

4.6. Text typology for translation

As mentioned above, text analysis includes identifying the type of text that will be translated, namely the *text function* (Nord) or the *text style* (Newmark). But knowing the overall style of a text is not always enough, as one text can contain different subtypes in it. Finding and understanding the type of texts included in a text's main style allows for a better selection of the translation methods or strategies needed, as every style may require a different translation approach.

There are many text classifications directly related to different variables and criteria. Emery (1991) proposes a text classification (based on Mason, 1982) according to the purpose of each text. Due to its simplicity and clarity, this model will be the reference for the text analysis in the project at hand.

The main text categories, according to this author, are (pp. 569-570):

- *Scientific/technical*: technical report, research paper, school text-book.
- *Administrative*: permits, regulations, notices, tenders.
- *Political*: speech, pamphlet, treatise, tract.
- *Religious*: religious text, sermon, hadith.
- *Literary*: novel, essay, short story, poem, drama.
- *Journalistic*: news report, editorial, feature article.

- *Legal*: treaties, contracts, court-judgements, procès-verbaux.
- *Sales*: adverts, business letters, tourist information booklets, instruction booklets.

Every serious translation task must have theoretical support. The theories, models and notions referenced in this chapter are the basis for the methodological part of this project. The next chapter will describe how those concepts were used in the practice, during the translation process and its subsequent analysis. The comments, problems and challenges encountered during the translation undertaking were resolved thanks to the theories set forth in this Literature Review.

5. Methodology

This chapter explains the methods used to carry out the annotated translation project at hand. The first section explores the fundamentals of an annotated translation. The second section explains the process that took place for the annotated translation of the FUBA website content. The third section lists the resources that were used during said process.

5.1. Annotated Translation

Annotated translations consist of academic exercises in which the translator translates a text while reflecting about every step of the translation process. In a few words,

An annotated translation is based on notes and observations which the translator writes down while in the process of translation, concentrating mainly on problematic passages or, depending on the approach, passages with interesting features relating to the topic of the project. The resulting log or diary of translated passages will then be analyzed in a descriptive manner. (V. P. Koskinen, 2010)

All this process is supported by theory. The main objective of an annotated translation is to make the process conscious for the translator with two purposes in mind:

- For the translator: to better visualise both the ST and the TT, their features, their faults, their problems. Then, based on that observation, to analyse the best translation strategies and solutions to the problems found. To improve his/her translation skills by offering a picture of the process and the results. And, finally, to establish general procedures and strategies for future translations similar to the one analysed.

- For other professionals and students of Translation: to serve as a source of reference for their own academic or professional exercises.

The project presented here is an inverse translation exercise of an institutional text. It is intended to comprehend and analyse the ST in order to plan the best translation methods and strategies to be employed, to take notes during the translation process, to solve the difficulties and problems that emerge, to reflect about the processes of translating and solving problems, and to offer conclusions about the entire activity. The steps and stages of the entire process will be explored in detail in the next section.

5.2. Translation Process

In every translation process, the first logical step is to read and understand the ST. Beeby (1996) and Neunzig (2003) are very specific about this action, especially when it comes to inverse translation (see the Inverse Translation Process section on the Literature Review Chapter). After acquiring a satisfactory understanding of the ST, the following steps may vary, according to the specific project. The translation analysed here, being an academic exercise, included more actions than those mentioned in Beeby's and Neunzig's inverse translation processes, but they can all be classified within three main steps that can be deducted for every inverse translation from the work of these two authors.

5.2.1. Analysis of the Spanish source text aiming for a thorough comprehension of the SL code

In the first place, it is worth mentioning that the translator of this project was familiar with the website object to translation and with FUBA. Thus, the first step was to **select the text that would be translated**, based on that previous knowledge of the text's intended purpose, and the perceived need of foreign audiences for the document. After assessing the entire website, it was determined that the content that would interest international readers did not amount to the minimum number of words requested for the present exercise. "Less important" texts—in the eyes of the translator—then had to be added to the selection (*e.g.* Student Wellbeing Regulations). Thus, the final corpus to be translated included a total of 18,883 words, covering 17 different topics (see Appendix 1).

The next step was to **understand the text** with the purpose of finding possible difficulties, and to prepare strategies that would have to be used in the course of the translation proper. To achieve this comprehension, a text analysis was carried out from the external and internal point of view, ensuring an understanding not only of the text itself, but also of the circumstances that surrounded its creation and publication. The text analysis for this exercise was based mainly on Christiane Nord's (2005) factors for translation-oriented text analysis, and borrowed some elements from the proposals developed by Peter Newmark (1992) and Peter Emery (1991). The purpose of extracting ideas from three different authors was the search for that in-depth comprehension required for translation, as Emery points out: "text analysis [...] should not be based upon a single (linguistic) criterion but upon a multiplicity of criteria: it should be as comprehensive and multidimensional as possible" (1991, p. 571).

5.2.2 Deverbalisation of the Spanish ST and reformulation of the SL code

After analysing the text, it was necessary to **find parallel documents**, namely university websites in English from different parts of the world. This activity is part of the third step in Neunzig's model, which he calls *preparation of the translation*. Part of this research included the analysis of university websites originally published in English, but also Colombian university websites—in Spanish—that have been translated into English. The main goal with this task was to analyse whether these sites were truly localised or just translated. Based on those observations, and on the institutional needs related to this website and its English version, it was decided to not localise it, but only translate its contents. In that regard, Fernandez Costales, cited by Köse et al., states that “university websites are generally not localized or adapted to a particular market, rather the content is translated for a global audience” (2018, p. 6). The following subsection—Resources—contains a list of websites consulted and analysed for this part of the exercise.

Another important activity that was carried out at this stage was the **literature review** related to translation strategies, problems and methods. Additionally, a research was conducted as well on translation types in order to select the most suitable translation methods to employ. This research along with the review of other university websites, led to translation exercises and experimentation with various methods, such as literal, communicative, free translation, etc. with the purpose of choosing the most appropriate methods and strategies to use with the text at hand. It was then decided, based on the structure of the text, that this project would not be a web localisation project, despite the medium in which it was published. Thus, two translation methods: communicative and

literal (Newmark, 1992; Hurtado, 2001) were chosen as the most appropriate for this project given that the text to be translated can be classified as an institutional text.

Because of the text institutional nature, it is evident that many individual authors have participated in its writing process; therefore, there is a variety of writing styles along the different documents. The different text styles are also due to the fact that some sections are intended to be literary texts (*e.g.* narrations about the institution's history), others are descriptive, some display a more administrative tone (*e.g.* Student Wellbeing Regulations), some are informative, and other sections are intended to entice the audience to enroll in FUBA's courses and programs—which make them fit into Emery's *sales* category—. This variety of languages, styles and subtypes of texts led to different translation methods, used according to the specific needs of the segments or sections. As documented on the last section of this chapter (Translation Problems and Solutions), other methods such as calque, cultural borrowing, and cultural transplantation (Hervey et al., 1995) were used.

5.2.3. Transference to TL code and reformulation of the text in English

Once the primary methods and strategies were established, the last step was the translation itself. It is important to note that during this stage of the process, it was necessary to go back to previous steps, such as the consultation of parallel texts, since new challenges and problems that were not spotted before were encountered while translating.

At the same time of the translation process, all the questions, comments, difficulties and observations were registered in Word documents. As those problems were resolved, either during the translation process or during the subsequent proofreading, the solutions

were documented as well. The compilation of all those comments are explained in the Translation Challenges section of the Analysis of the Data chapter, following Nord's (2005) classification of Translation Problems (text-related) and Translation Difficulties (translator-related). A table with a list and count of all the problems encountered and the solutions proposed closes the Translations problems and solutions section in order to both illustrate and quantify the types of problems that inverse translation poses. In addition, said table includes examples of the possible solutions for those problems.

Lastly, once the TT was ready, three revisions were carried through:

- By the translator. This first review was intended to produce a readable draft of the text. The translator searched and corrected basic grammar, spelling, format, terminology consistency, and coherence-related errors.
- By an external translator/editor. The second person, who was not familiar with FUBA or its website, carried out a comparison between the Spanish original text and the English translated text, in search of mistranslations, and advanced grammar mistakes, aiming at improving clarity, language precision and coherence.
- By a native proofreader. This English native speaker helped refine the text, finding segments, expressions and terms that would not sound natural to an English-speaking reader. The goal after her proofreading was to achieve some degree of naturalness, but mainly, to make the text comprehensible and clear for an international audience.

The purpose of revising the text as many times as possible was to produce a suitable text for FUBA to create the first English version of its website.

During the entire translation process, many tools and resources were used to help achieve a good translation, and solve the challenges and problems encountered during the exercise, thus facilitating the translator's work.

5.3. Resources

Translators cannot work in isolation when undertaking a translation project, especially when it involves inverse translation or a topic out of their area of expertise. A number of technical tools are necessary, as well as help from other translators, experts in the subject, proofreaders, etcetera. Libraries and digital repositories of documentation are extremely useful for translators, either for theoretical consultation, or for the consultation of parallel texts, dictionaries, and other practical tools.

The academic exercise presented here required the use of many resources to produce the translation of FUBA's website (Appendix 1) from Spanish into English — inverse translation—. Those resources include physical and advisory-related ones, as follows:

- **CAT (Computer-assisted translation) tool.** The CAT tool used to support the translation of the 17 documents that constitute the project was OmegaT. The main features needed for the project were the ability to save and access translation memories during the translation process, and the possibility to create and feed a glossary to ensure terminology consistency throughout the entire task. Since the ST

was divided into 17 different documents, using a CAT tool also helped with keeping the content organised and with tracing work progress.

- **Microsoft Word.** All the ST documents were organized and formatted as .docx files. During the translation process, a different .docx file was created with the purpose of recording all the comments, questions, problems and challenges encountered. That document was divided into three columns: the first column included the ST, the second column included the TT — obtained and copied from OmegaT—, and the third one included the comments. This display facilitated the subsequent proofreading and analysis of the comments that later were used as input for the annotated translation.

- **Internet.** One of the most important abilities a translator must possess is that of knowing where to find the appropriate information for each translation project. The web is, indisputably, one of the most important resources for finding that information. It contains dictionaries, forums, academic texts, and the possibility to reach specific individuals who can provide assistance and advise related to the subject being translated. The websites visited to help with terminology, content, and grammar included:
 - <https://iate.europa.eu/>
 - <https://www.btb.termiumpius.gc.ca>
 - <https://www.proz.com/forum>
 - <https://www.wordreference.com/> and <https://forum.wordreference.com/>
 - <https://www.linguee.com/>

- <http://www.freecollocation.com/>
- <https://en.wikipedia.org/> and <https://es.wikipedia.org/>
- <https://www.rae.es/>
- <https://www.merriam-webster.com/>
- <https://www.bellasartesmed.edu.co/>
- <https://www.thesaurus.com/>

Some of the websites consulted as parallel texts were:

- <http://www.udea.edu.co/> Spanish and English versions.
 - <http://www.udem.edu.co/> Spanish and English versions.
 - <https://www.uottawa.ca/en>
 - <https://www.utoronto.ca/>
 - <https://www.harvard.edu/>
 - <https://www.kent.ac.uk/>
 - <http://www.royaldrawingschool.org/>
 - <https://www.juilliard.edu/>
 - <https://www.cca.edu/>
 - <https://www.columbia.edu/>
- **FUBA personnel consultation.** Interviews with the university foundation personnel, especially the two communicators in charge of the website content: Carlos Alberto Vélez and Carolina Ruiz.

- **Edition and proofreading by an external translator:** The edition of the translation was carried out by a translator, who read both the ST and TT to compare and spot mistranslations and errors.
- **Proofreading and advising sessions with a native English speaker:** Stephanie Clark, English Teaching Assistant (2019) from the Fulbright Program, at the Languages School, Universidad de Antioquia, provided assistance with revising and correcting the English translation. It was done in several sessions where the problematic segments and possible solutions were discussed with the translator, considering the goals of the translation.

The work process that took place in the rendering of the FUBA website content, described in detail in this chapter, included the mention of the analysis of the ST that helped the translator with the comprehension of the assignment and guided the decisions about the appropriate methods to solve the problems encountered during the task. Such analysis will be presented in the next chapter, along with the discussion about the problems arisen during the translation and the solutions proposed by the translator.

6. Analysis of the Data

This chapter sets forth the analysis carried out on the data extracted from the ST and during the translation process. The first section presents the analysis of the source text based on theories by Nord (2005), Newmark (1992) and Emery (1991). This analysis allows for a comprehensive commentary about the challenges encountered during the translation process and the solutions proposed by the translator. The summary and explanation of those challenges, based on Nord's classification of translation problems and difficulties (2005), will be presented in the second section.

6.1. Source Text Analysis

In order to produce a good-quality translation and to obtain the expected results in the form of a satisfactory TT, the translator must analyse and understand the ST in depth.

The factors proposed by Nord are divided into extratextual and intratextual ones, and they offer an exploration of the text from two different angles, namely: external —such as the time and place, the circumstances, the purpose and other things that surround the creation and publication of the text—, and internal —such as features of the text itself, its structure, style, etc.—. All the factors used for this analysis were included into these two categories, according to the translator's judgement, and aiming to thoroughly understand the text, to be aware of its characteristics, and to decide accordingly about the best approach to take during translation. The application of those factors is presented in detail below.

6.1.1. Extratextual/external categories

6.1.1.1. Sender (Nord). FUBA is the producer and sender of the original text. This is a private institution devoted to college-level education in the Fine Arts field. It is located in Medellin, Colombia. The University Foundation is a very young entity —13 years—, but it started as Bellas Artes Institute, which was founded more than a century ago. Currently, FUBA offers five undergraduate programs and approximately 25 academic outreach courses. FUBA is a private institution, created by the Public Improvements Society of Medellin [Sociedad de Mejoras Públicas, SMP], hence its name “University Foundation” instead of just “University”.

6.1.1.2. Sender’s intentions / Motive for communication (Nord). The motivation for this text is to offer information and a channel of communication with FUBA’s target audience: students, future students, artistic community, etc. Therefore, the intention is to provide as much information as the reader might need regarding the existence of this institution, its academic programs, and its cultural activities.

6.1.1.3. Audience (Nord). The target audience is mostly people who are interested in enrolling in any of the programs and outreach courses that FUBA offers. Source text audience also include FUBA’s current students, professors and employees, as well as artists and people interested in arts around the city of Medellin.

6.1.1.4. Medium (Nord). The channel used by FUBA to reach its target audience is the web. The website is divided into thematic sections (pages) and a microsite about Continuing Education. It includes images, but they are mostly decorative, and do not function as hypertext, which is present only in the form of links to external sites or internal documents—such as resolutions, and regulations—as exemplified in Figure 1. URL:

<http://www.bellasartesmed.edu.co/>.

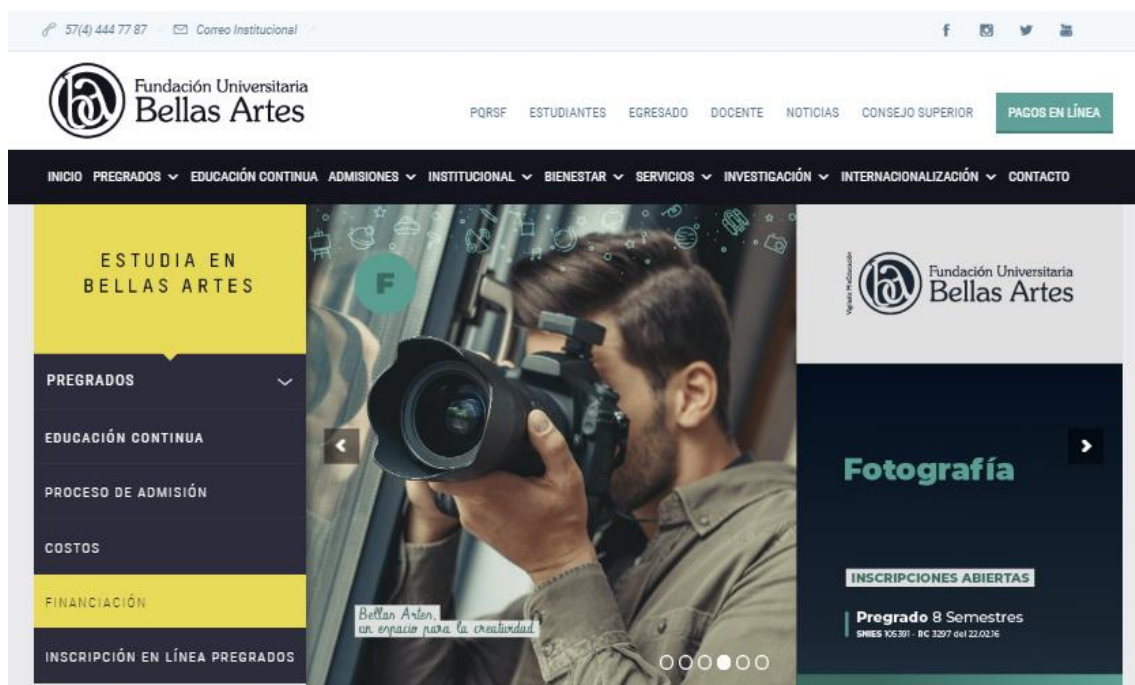


Image 1. www.bellasartesmed.edu.co homepage.

6.1.1.5. Place of communication (Nord)/Variety of language (Emery). The text was originated in FUBA, which is a college-level institution based in the city of Medellin, Colombia. The language used for the source text is Colombian Spanish.

6.1.1.6. *Function (Nord and Emery).* The text translated and analysed in this project is institutional in nature. According to the text motive and the sender's intention, it falls into the informative typology, with a small component of advertising, as its objective is to attract the target audience and encourage them to register for their undergraduate programs and courses.

6.1.2. Intratextual/Internal categories

6.1.2.1. *Text style (Newmark).* The text of interest is mostly a descriptive text, characterized by the use of copulative verbs, and mainly static writing. Some pieces have a literary style (*e.g.* "Our history" section), others are administrative or sales-related.

6.1.2.2. *Subject (Nord).* The main subject of the text is information about FUBA.

6.1.2.3. *Content (Nord).* The content of the text includes a description of the programs and courses offered, the services provided, and information considered useful for the target audience to use those services and to enroll in those programs. Additionally, the website contains images (the text of which was not translated for this project), buttons and links.

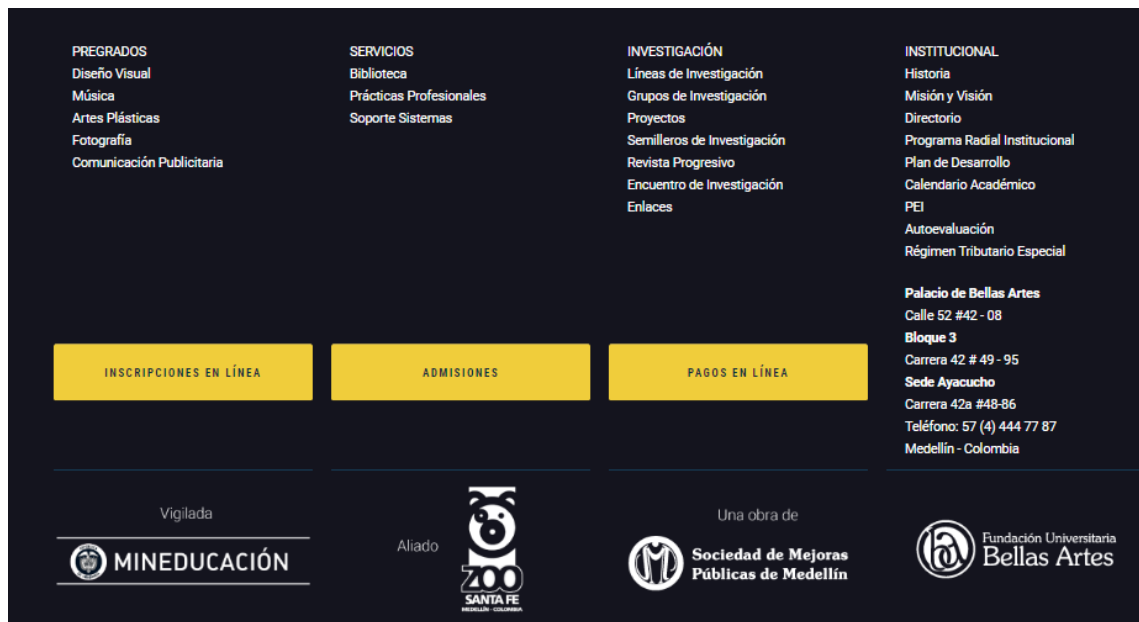


Image 2. Content list of FUBA’s website.

6.1.2.4. Presuppositions (Nord). Based on Nord’s definition,

presuppositions “are implicitly assumed by the speaker, who takes it for granted that this will also be the case with the listener” (2005, p. 105). In this case, one of the main presuppositions is that the reader knows something about art and art-related terminology, as evidenced in sections such as those devoted to course descriptions and entrance exam.

Another presupposition detected is that the reader is familiar with the Colombian context, and specifically with Antioquia and Medellin. This is especially true in sections like “Our history” which narrates the origin of the institution, referring to well-known people and entities in the city of Medellin without previous introduction. Another example is the “Admissions” section, which mentions terms specific to the Colombian education system —such as *SABER 11*— without any further explanation.

6.1.2.5. Attitude (Newmark). Newmark recommends to pay attention to this category, as it can reveal the intention of the sender and their ethical values. Considering its informative, descriptive nature, and because it is an institutional text with the goal of “selling” and promoting FUBA to its audience, the attitude identified in the text is biased towards the institution itself, with “invitations” to join its programs and to become a part of its community. The use of language, however, seems to be neutral, or even informative, in order to transmit the institution’s seriousness and credibility.

The presence of certain sections —such as those narrating historic facts—, the language used, and the details given in those sections show the somehow conservative character of the institution, appreciating history and tradition, and, at the same time, striving to innovate and to remain active.

6.1.2.6. Composition (Nord). Citing Thiel, Nord suggests that all texts have an “informational macrostructure” formed by several microstructures or text segments (2005, p. 110). In this case, the text structure is determined by its division into different sections or pages of the website: The “*Pregrados*” section contains information about each undergraduate program offered by FUBA; the “*Educación Continua*” section presents the outreach courses in all areas; the “*Admisiones*” section includes information about the admission process and requirements; the “*Institucional*” section informs about the institution’s history, mission, vision and all other important administrative information. These are only a few examples of how institutional information in this website is divided into subjects, which, in turn, are divided into pages, with smaller bits of information. Thus,

the “*Pregrados*” section, for example, has five different pages, each for a different program. Inside these pages there are even smaller pieces of information.

All these divisions into subjects and blocks of information are very easily distinguished because they can be accessed through buttons, links and hyperlinks. And, since the text is an institutional one, it is noticeable that each section or subject was written by a different author, and sometimes, several writing styles are recognisable within the same section.

6.1.2.7. *Lexis (Nord)*. The choice of words in this source text is determined by the institutional character of the communication. Language is formal, terms used are technical and —sometimes— unique to the art field to which they refer (as is the case of the Music entrance exam section, for example).

Although the text has been written by different people and it shows various writing styles, its general style and tone are preserved.

6.1.2.8. *Text structure (Emery)*. According to Emery (1991), text structure can be measured by its coherence and cohesion. As mentioned above, even though it is evident that the text was written by different people and in different times, it is consistent with respect to its terminology, vocabulary, and tone.

6.1.2.9. *Text tone (Emery)/Stylistic scale (Newmark)*. Emery (ibid) defines text tone as the “emotiveness” of the language. Newmark (1992), however, goes beyond

this characterization and adds formality and difficulty in order to determine the style of a text. In relation to the text in question, its tone lacks emotiveness, since it is an institutional-communication text. It uses a formal language, and it is clear and easy to understand for all audiences, with a few exceptions (such as the already cited instructions for the Music entrance exam).

6.1.2.10. Sentence structure (Nord). It is known that the Spanish language uses longer sentences than English. This alone poses a challenge for the translator. However, the text at hand goes even further and poses a bigger challenge evidenced by sentences as long as ten lines. Sentence structure is not particularly complex, but the translator was forced to cut sentences, rephrase, and rewrite some ideas so as to make them understandable and natural for English readers.

6.1.2.11. Suprasegmental features (Nord). The author points out that this category is determined largely by the medium through which the text is transmitted (2005). The text of interest being a website, it has very specific features, such as divisions into sections and pages. It includes images, and is a hypertext, with links and buttons that connect the different pages in various directions.



Image 3. Example of menus, links and buttons on FUBA’s website.

6.1.2.12. Formality (Emery). For Emery (1991), formality is a sign of the relationship between the addresser and the addressee. Rather than analysing the language *per se* —as Newmark intends in his own category “Stylistic scale”, mentioned above—, Emery expects to infer what the roles of sender and receiver of the message are, in order to help the translator to set the tone and to choose the appropriate language.

The text studied here is clearly an informative one. It is addressed to a large audience, which compels the institution to use clear language without sacrificing accuracy and the use of proper terminology. In this “relationship” the receiver has the opportunity to continue the communication process by using the “Contact Us” formats online or by contacting the institution directly.

The final goal of the text is to attract new students. Thus, the language, tone, and appearance of the text intend to be attractive and close to the target audience.

After characterising the text as a whole, it became useful and even necessary to analyse particular pieces and specific features of the text that would affect its translation and constitute problems when rendering the text from Spanish into English. This action and the subsequent solutions to the challenges found in the text occur before, during and after the translation exercise itself. The following section goes into detail about the problems, difficulties and inconsistencies that posed challenges during the translation process.

6.2. Translation Challenges

Every translation process entails challenges for translators. Every text has its own distinctive features that need to be analysed and understood. Every translation poses different problems that need to be identified and solved. The task at hand, being an inverse translation, posed numerous challenges to the translator, as will be explained next.

The (text-related) problems encountered during this translation process are categorised according to Nord's model for translation problems, including issues that are considered errors or inconsistencies within the original text, in an attempt to explain the decision-making process that takes place when the translator "corrects" those errors in the English version. Secondly, the main (translator-related) translation difficulties are listed, as it is important to identify weaknesses, and ways to compensate for them in future projects.

In order to exemplify the problems and difficulties, it is necessary to cite translation excerpts. To facilitate this task, the paragraphs/segments have been numbered in each section of the translation, thus avoiding repetition of said segments in the commentary

section. Therefore, the numbers and sections cited here will be those of the Translation files (Appendix 1).

6.2.1. Translation problems and solutions

According to Nord, four different types of translation problems can affect the translation process, but she points out that “the degree of difficulty presented by the intratextual factors is determined by the amount of information the translator has on the extratextual dimensions” (2005, p. 168). As mentioned before, the translator was familiar with the source text, which facilitated the text comprehension task and, therefore, the translation exercise. However, and as usual in translation, a number of problems were identified and solved in order to deliver a clear, understandable TT in English.

6.2.1.1. Pragmatic translation problems (PTP). Since translation is a culture-related activity, the evident main pragmatic problem is related to what Nord calls *the place of communication*. In this case, the TT is not intended for a specific culture—the target audience is a broad group: English-speaking people from any nationality—but it is clear that the text comes from a specific context, with its own customs, its own institutions and its own cultural systems. The Colombian education system is different to those of the English speaking world, thus, the task here was to make the different terms and procedures (such as enrollment, registration, etc.) comprehensible for foreign audiences that are unfamiliar with the system. The challenge consisted in translating the text into a so-called international English, *i.e.* an undefined culture, but keeping the essence and meaning of the

ST, which in some sections meant to translate literally or to calque terms, even if those translated terms or ideas are not sufficiently clear for the foreign audience. One example of this is the mention of the ICFES or SABER 11 test (see the *Admissions* file, segment 12 and *FAQ* file, segments 8-9), which could be equivalent to exams like the SAT in the U.S., for example. For a different type of text —literary, perhaps—, a communicative translation method could be the most suitable one, given that the application of such method would allow for a rendering of the term into one that the target audience is more familiar with. In this case, however, the original term had to be kept (exoticism, according to Hervey et al., 1995), as it is part of a list of non-negotiable requirements in the Colombian education system, particularly, in FUBA.

Another example of a proper noun that does not have an English equivalent is *Sociedad de Mejoras Públicas de Medellín*. Being a local organisation, the name does not have a formally accepted translation, thus the translator had to decide whether to keep the original name and explain it to the foreign reader, or to translate it as a calque. After a web research, the conclusion was that *Sociedades de Mejoras Públicas* only exist in Colombia, which means there is not an English term for them. There are only two of them documented with an English translation: Society of Public Improvements of Cartagena and Bogota Improvement Society. However, in the case of Medellín, this institution is only mentioned in the *Alcaldía de Medellín* website, which does not translate the name into English. Hence, in an effort to contribute with terminology consistency, it was decided to translate the name only the first time (with the sole purpose of making it understandable for English readers), adding the Spanish name and acronym in square brackets; the rest of the mentions used

only the acronym, as will be explained later. The text can be consulted in the *Our History* file, segments 3 and up.

Registro calificado (*Our History* file, segment 8; and all undergraduate programs, segment 1) posed a significant pragmatic problem, being an official term created by the Ministry of Education. A term search on the web resulted in several translations for this term in different education-related websites: official registration and Education Ministry Qualification were ruled out immediately because they were considered inaccurate. However, in her translation of the Faculty of Advertisement-Universidad Pontificia Bolivariana's website, Arango (2017) rendered the term as Qualified Registry; and the Colombian Ministry of Education, in its English website offers a list of higher education procedures where Qualified Registration is included. Based on these two translations it was decided, then, to render the term in this project as Ministry of Education's Qualified Registry, adding the name of the entity that provides the certification, as an explanation for foreign readership.

6.2.1.2. Convention related translation problems (CTP). One of the problems identified in this category was related with the words and ideas that have no equivalent in other cultures or languages. An example of this type of problem is the case of the term *Monitoría*, presented in segment 52 of the *Student Wellbeing* file. A *monitoría* is one of the incentives offered by the institution to its students. After consulting with several native English speakers, it was confirmed that the concept does not exist in their college/university environments. Terms such as “teaching assistant” and “research assistant” were suggested, but it was determined that none of those covered the exact

meaning of a *monitor* in FUBA's jargon. It appears that such an incentive does not exist in the education system of English-speaking countries, so it was decided to implement a cultural borrowing (Hervey et al., 1995) keeping the Spanish term in quotation marks, and inserting a short explanation about the meaning of *monitoría* in the text.

A similar situation occurred with terms that can have more than one equivalent in English, depending on the target country and culture. In this case, the translator must decide which one to use in order to ensure comprehension from a wider audience. Such is the case of the term *Rector* (*Student Wellbeing* file, segment 14; *Contact* file, segment 4 and others), which is the head of a college-level institution. It is a well-known concept in Colombia and most Latin American countries. However, this person/position has a different name in almost every other country in the world: president, in the U.S., or chancellor, vice-chancellor or principal in England and Commonwealth countries. Since the word *rector* in English has a religious connotation, the decision had to avoid the confusing similarities and false-cognate situation. Because a university president is usually in charge of a big university, it was decided to keep the Spanish term *rector* with the translation [President] to help disambiguate the term and make it comprehensible for most English readers.

Instead, some local or specific terminology offered the possibility to be translated into the TL in terms that a broad English audience would be familiar with. In some of those cases, the translator considered important to keep the Spanish term in order to add some context: in the *Internships* file, segment 8 the health and occupational risk system is mentioned in the form of an acronym widely known in the Colombian context —EPS and ARP—; the decision here was to include in the English version an “explanation” of what those acronyms represent, instead of their real meaning, which would not give any real

explanation to a foreign reader; in addition, the Spanish acronyms were kept in square brackets because of the ample recognition they have in the Colombian context.

The Student Wellbeing section (*Student Wellbeing* file, segment 50) presents another example of a local term that could be translated into English, this time through a *cultural transplantation* (Hervey et al., 1995), without having to resort to an explanation or a cultural borrowing: such is the case of the Spanish term *promedio aritmético*, which is probably used only in Colombia. The anglophone world has the Grade Point Average (GPA), with almost the same meaning, requiring no further explanation from the translator, except to inform that the highest grade in the Colombian system is 5.0.

A similar situation was encountered when translating the degrees awarded at the undergraduate level of education. The English language has specific, very well known names for undergraduate degrees. However, in Spanish, those names are very different and they can vary from one university to another. Thus, the decision in this case, even if the equivalent —although not a literal one— existed, the translator decided to keep both degree names, placing the English term first for anglophone readers, and the Spanish original name in square brackets because that is the official name of the title granted by the institution. The *Music* file (segment 1) is the epitome of why a literal translation was not chosen in such cases: the degree awarded in Spanish is *Maestro de Música*. A literal translation or a calque would be Master in Music, which changes the meaning of the term completely and transports the reader to another context (a graduate program). This one case motivated the translator to find a better equivalent. Thus it was decided to standardise all the degrees as Bachelor or Arts degrees, although some programs have names that could use a literal

translation into English as well (e.g. *Diseñador visual* = Visual Designer, in the *Visual Design* file, segment 1).

A recurrent problem in translation is finding (or not) the exact equivalent for a specific term or idea, and this issue could be catalogued as a convention-related one, since it involves the term in the SL vs. the term in the TL. The translation presented here posed a problem of such type, associated with the names of the positions in the different departments of FUBA. Segments 3-27 of the *Contact* file offer a list of managing positions in the institution. There are *jefes*, *coordinadores* and *directores*. The initial question for the translator was about hierarchy within FUBA, *i.e.* which position is considered the highest and which one the lowest; this would determine the English equivalents to those terms.

At the same time, a native English speaker was consulted about this subject. The result was that what was initially considered a cultural situation (rendering those terms correctly for an English reader to understand them) became a linguistic problem, when the inquiries made in FUBA concluded that the institution itself is not clear enough about the reasons behind the labeling of those positions; that is, hierarchy was not a factor to determine those names. Additionally, the native English-speaking advisor concluded that those position names are used indistinctively, at least in the U.S., and that each institution uses them according to their own needs and interests. Therefore, the translation problem became just a matter of translating literally those terms: from *director* to director, from *coordinador* to coordinator, and from *jefe* to manager.

6.2.1.3. Linguistic translation problems (LTP). Linguistic problems arise from the structure differences between the two languages involved in a translation. This project's most noticeable problem related to linguistics was the fact that the SL (Spanish) makes use of very long sentences, explanations, and wordiness, while the TL (English) is more succinct and practical when it comes to communicating an idea. This particular text contained such type of sentences, some of them even longer than accustomed in the Spanish language (examples can be found in the *Mission-Vision* file, segments 1-2, and the *Research* file, segment 3). Following Neunzig's (2003) suggestion, this problem required the translator to rephrase the Spanish text, thus obtaining the simplest possible structures, and then translating those into shorter, clearer, more segmented ideas in order to make them readable for the English-speaking audience.

6.2.1.4. Text specific translation problems (TTP). Perhaps the most noticeable problem related to this category is the variety of subjects within this particular project. It is usual for translators to specialise in one or a few subjects or text types. However, some translation tasks do not allow for such specialisation, as is the case of this project, which required knowledge about different sub-fields within the broader field of Arts—music, plastic arts, design, photography—, but also about education and administrative areas —*e.g.* internal regulations with a somewhat legal vocabulary and sentence structure, missions, visions, objectives, etcetera—. In order to solve this problem, this project required the translator to ask experts, to consult specialised glossaries and dictionaries, and to resort to parallel texts both in Spanish and in English.

The second main TTP in this particular project was related to errors and inconsistencies encountered in the ST. At this respect, Christiane Nord states that:

In professional translation, source texts are very often defective, and yet they have a communicative function, which they normally fulfil, and, what is more, they have to be translated. Like any other receiver, translators will recognize the defects and compensate for them, both in the comprehension and in the transfer phase, by their competence of text reception and their general knowledge of the world. (2005, p. 41)

Those errors that were detected needed to be analysed in context, and each one had to be dealt with in a different way.

For example, in the case of inconsistent terminology, the translator had to identify which was the correct term and standardise it in the entire text. This text presented two main terms that were not kept along the documents: one of this was the area of Student Wellbeing, treated sometimes as a *departamento*, and other times as a *sección*. After a conversation with FUBA, it was determined that the correct term would be department, so this inconsistency was corrected in the translated text (see the *Student Wellbeing* file, segment 14, for example and compare to the *Contact* file, segment 13). The other inconsistent term was related to the academic outreach area. In the ST, this was referred in some sections as *Extensión Académica*, *Educación Continua* (*Continuing Education* file), or just *Extensión* (*Student Wellbeing* file, segment 57). The department's name, however, is *Proyección Social* (*Contact* file, segment 15). Once more, this situation was resolved by notifying FUBA about the inconsistency and asking clarification about the correct term. According to the information received, it was decided by the translator to translate the Spanish terms literally and maintain the apparent inconsistency as follows: The microsite was labeled as "Continuing Education" because it contains information about academic extension as well as diploma courses and other postgraduate seminars (that were not

translated in this project). In other sections, such as Student Wellbeing, the term “Outreach” means any service offered by the Social Outreach Department, and “Academic Outreach” refers to the courses that are not at the undergraduate or graduate levels. Therefore, Outreach unifies here the terms *proyección* and *extensión*.

In order to avoid terminology inconsistency in the English version of the website, another solution proposed by the translator was to create a glossary, containing the main terms used along the website in Spanish and their English equivalent. This glossary (see Appendix 2) intends to record mainly words or concepts that may entail translation problems or ambiguities; and it will be provided to FUBA along with the translated texts in order for them to strive for terminological uniformity when creating or translating English-language content in the future.

Continuity errors in lists or narrations are also important, depending on the context, and the translator must decide whether to act and fix them or not. The most important error of this kind detected in the text is located in the *Student Wellbeing* file, segments 30 and 31. This section contains the Student Wellbeing regulations and both these segments are named *artículo 22*. Correcting this error means altering an important administrative document and it would mean that, from that section on, the numbers would be different to those in the ST. The solution was to fix it—thus segment 31 is section 23 in the TT— and inform those in charge of the website content in FUBA so they can fix it in the Spanish version, which they accepted gladly.

Acronyms are an important challenge in every translation, especially when they belong to terms or institutions that are not widely known. Newmark offers some advice in order to translate them:

al traducirlos se suele acudir a un término equivalente estándar o, si no existe todavía, a un término descriptivo. [...] a veces ocurre que se crean o pasan al lenguaje corriente para designar referentes que llevan existiendo mucho tiempo [...] y entonces lo que se suele hacer en traducción es ‘descodificarlos’. (1992, p. 203)

The ST of this project contains a number of acronyms; some of them are vital within the subject matter, starting with the name of the institution itself. The translation strategy adopted for those acronyms depended on the context where they were inserted, the importance of those names within the text, and whether or not they have a well-known equivalent in the TL.

The three most important acronyms in the text are FUBA, IBA and SMP. All three were kept in their Spanish version for the translation, based on the extended use of these acronyms within the institution and the city of Medellín. The *Our History* file, segment 3 is where the SMP concept is explained. When the acronym is introduced for the first time, the English translation is presented with the Spanish name in square brackets followed by the acronym, which will be used without its decoding from that point forward. The decision for IBA and FUBA (as exemplified in the *Our History* file, segment 4) was based on the reputation that the Bellas Artes institution has in Medellín. It was decided to keep that part of the name in Spanish and to translate the part referring to the nature of the institution — institute or university foundation—. Therefore, the names were partially translated, but the acronyms were kept in Spanish. As a side note, the use of acronyms was preferred throughout the text over the entire name, or the locally popular name *Bellas Artes*, based on the anglophone predilection for the use of abbreviations and acronyms.

Other acronyms were transferred to the TT in their original form because they were considered context information. Such is the case of the SNIES code included in the general

information of all undergraduate programs (as seen in the *Photography* file, segment 1, for example) or the already mentioned EPS and ARP (in the *Internships* file, segment 8).

It was mentioned that the text displays different writing styles, which included a change in tone, for example going in one section from addressing the reader directly (sometimes using the *TÚ*, and sometimes the *USTED*) to speaking in a neutral manner. Some examples of this are found in the *International Affairs* file, Spanish segments 9-14, compared to segments 17-18. This situation, which could be classified as a linguistic problem as well, posed a dilemma for the translator: should the TT be corrected and expressed in the same tone, or should the ST changes in tone and addressee be kept? Which led to another question: were these changes intentional or just a lack of unity in terms of the stylistic scale?

After analysing the text, the communicative situation and the purpose of the text, it was decided to unify the tone, thus using a neutral one, speaking “about” the readers (students, applicants, etcetera), rather than “to” them. The results can be verified in texts such as the *Visual Design* file, segments 2-3, the *Advertising Communications* file, segments 4-5 and others. Exceptions to the use of the neutral tone are only found in two sections: *Admissions* (see segment 5), which presents a step-by-step sequence to register in FUBA’s programs, and *FAQ* (e.g. segments 4-7), which offers questions posed by users of FUBA’s services. In both cases it was considered best to maintain the familiar tone given the nature of the excerpts: one being specific instructions that need to be directed to someone, and the other being questions supposedly asked by users themselves.

6.2.1.5. Problems and solutions occurrence. The problems mentioned above are just a summary of the most significant or challenging situations encountered during the translation process. They are used as examples with the purpose of explaining how the translator solved them and why those decisions were made. However, to illustrate the translation task and the problems that arouse during its completion, the following table presents a quantitative rendering of the situations identified as problems, and the solutions given by the translator accompanied by an example of each case. The table is intended to identify certain tendencies in the number of translation problems posed by inverse translation. In addition, as it can be seen on the solutions column, the same problem may call for different solutions, according to the context and specific communication needs.

Table 1.

Translation problems and solutions occurrence.

PROBLEM		SOLUTION		EXAMPLES
Nord's classification	Type	Occurrence	Solving method	Occurrence
PTP	Proper nouns without equivalent in the TL.	8	Translation only the first time as a way to explain. Spanish name or acronym use after the first time.	2 Sociedad de Mejoras Públicas - Public Improvements Society / SMP (<i>Our_History</i> file, segment 3).

PROBLEM		SOLUTION		EXAMPLES
Nord's classification	Type	Occurrence	Solving method	Occurrence
			Calque + adding terms to the name for context.	2 Registro Calificado - Ministry of Education's Qualified Registry (<i>Visual_Design</i> file, segment 1).
			Calque	1 Pruebas/puntaje ICFES - ICFES score/exam (<i>FAQ</i> file, segments 8 & 9).
			Keep the SL name without explanation	3 Parque Zoológico Santa Fe (ZOO) (<i>Our_History</i> file, segment 4).
	Concepts/ideas that belong to the specific source culture	3	Exoticism. Original names were kept without explanation.	3 Types of ID in the Contact form were kept in SL (<i>Contact</i> file, segment 2).
CTP	Words or names with cultural	7	Cultural transplantation.	2 Consejo Superior Universitario - University Council

PROBLEM		SOLUTION		EXAMPLES
Nord's classification	Type	Occurrence	Solving method	Occurrence
	equivalent in the TL			(<i>Student_Wellbeing</i> file, segment 8).
			Cultural transplantation + SL terms	5 Degree awarded: Maestro de Música - Bachelor of Arts in Music [Maestro de Música] (<i>Music</i> file, segment 1).
	words/ideas without equivalent in other languages.	3	Cultural borrowing. SL term in quotation marks + explanation within the text.	1 "Monitorías" (<i>Student_Wellbeing</i> file, segment 52).
			Select a TL term that provides the closest meaning to the ST term/idea	1 Docente facilitador - Academic Advisor/Teacher (<i>Contact</i> file, segments 20, 21, 23, 24, 26, 27).

PROBLEM		SOLUTION		EXAMPLES
Nord's classification	Type	Occurrence	Solving method	Occurrence
			Closest translation (communicative translation) + SL term for context.	1 Nivel tecnológico - Three-Year-Music-program [nivel tecnológico] (<i>Music</i> file, segment 13).
			Cultural borrowing + English equivalent for context.	1 Rector [President] (<i>Contact</i> file, segment 4).
Names with more than one equivalent in the TL.	3		Select the TL equivalent that provides the closest meaning.	2 Colaboratividad - Peer production (<i>Photography</i> file, segment 16).
Words or names with equivalent in TL but need explanation.	2		Keep SL term (cultural borrowing + translation as an explanation)	2 EPS / ARP - medical [EPS] and occupational risk [ARP] coverage (<i>Internships</i> file, segment 8).

PROBLEM		SOLUTION		EXAMPLES
Nord's classification	Type	Occurrence	Solving method	Occurrence
LTP	Long and complex sentences.	15	Divide sentences into short and simple ideas.	15 Mission and Vision paragraphs (<i>Mission_Vision</i> file, segments 1 & 2).
	Subject multiplicity	N/A		
TTP	Tone change	8	Unify tone in TT	8 SL: from <i>tuteo</i> to <i>ustedeo</i> - TL: neutral tone (<i>International_Affairs</i> file, segments 15 & 17).
	Acronyms	7	Keep the acronyms in SL. English translation when decoding is needed.	3 IBA - Bellas Artes Institute (<i>Our_History</i> file, segment 4).

PROBLEM		SOLUTION		EXAMPLES
Nord's classification	Type	Occurrence	Solving method	Occurrence
			Kept in SL without explanation.	2 ICFES (<i>FAQ</i> file, segment 9).
			Decode in TL (without using the acronym).	2 ORI - Office of International Relations (<i>International_Affairs</i> file, segment 1).
Terminological inconsistency		5	Consult with text owner and correct the error in translation	2 Departamento de Bienestar Universitario / Sección de Bienestar Universitario - Department of Student Wellbeing (<i>Contact Student_Wellbeing</i> file, section 13 vs. section 15)
			Keep the inconsistency. Translate terms as they appear in ST.	3 Sección de Extensión Académica referring to Educación Continua - Academic Outreach (<i>FAQ</i> file, segment 6).

PROBLEM		SOLUTION		EXAMPLES	
Nord's classification	Type	Occurrence	Solving method	Occurrence	
Coherence issues		4	Correct the coherence problem in TT.	2	Classical and Popular Guitar course SL introduction refers to piano, not guitar (<i>Continuing_Education</i> file, segment151).
			Keep the apparent incoherence as in ST.	2	Illustration course introduction seems to be refer to Watercolor course (<i>Continuing_Education</i> file, segment 51).
Continuity (numbered lists)		2	Consult with text owner and correct the error in translation	2	Subject Medio Ambiente y Entorno II (There was no Medio Ambiente y Entorno I) - Environment (<i>Visual_Design</i> file, segment 21).

The list presented in this table is an approximate count of the problems identified by the translator during the translation process. The solutions are those proposed by the translator for this specific text and do not represent a general guideline for other translations.

As shown in the table, the problem with the highest number of occurrences in this particular translation consisted in the long and complex sentences that plagued the text. This linguistic problem (**LTP**) is usual in the translation of texts from Spanish into English: texts in the former language tend to contain longer sentences than the latter. However, in this translation exercise in particular, the long and complex sentences constitute an error because some of them are longer than normal. Approximately 15 sentences had to be analysed and simplified so that they could be translated into clearer and shorter sentences.

On the other hand, the problem category with the highest number of occurrences was the text-specific one (**TTP**). Several types of problems belonging to that category were detected. Tone change, which is an error of the ST, was identified in 8 occasions. This subcategory included errors such as shifting from *tuteo* to *ustedeo* without a valid reason, or going from addressing the reader directly to writing in a neutral manner. All these mistakes were fixed in the target text by using a neutral tone along the entire text, except in cases where addressing the reader was totally justified. The next problem with more cases identified —7 in total— in this category was related to the use and translation of acronyms; those cases were solved according to the importance of the acronym in the text: some of them required an explanation —decoding—, but some others were left in their original form. Terminological inconsistency and coherence had 5 and 4 occurrences respectively. Both problems were solved by consulting with the owner of the text for clarification, and by correcting them in the TT or leaving the ambiguity in as in the ST, according to the situation. Finally, there was a text-specific problem that required working closely with FUBA: continuity errors, with 2 occurrences in the ST. After confirmation that these were errors in the ST, it was agreed with FUBA that it needed to be corrected in both the ST and

the TT. Thus, FUBA is currently in charge of fixing the original text, while the translator corrected the error in the rendering.

Next, convention related problems (**CTP**) was the third problem category with more cases identified. In the first place, there were 7 occurrences of concepts the equivalents of which had to be adapted to the TL. Cultural transplanted was adopted in all cases, but 5 of them required the addition of the SL terms for more accuracy and context. In 3 cases the SL concept did not have an equivalent in the TL; according to the situation, the translator had to resort to either a communicative translation, a cultural borrowing, or using the TL term with the closest meaning to the original. The SL concepts that have more than one equivalent in the TL —3 of them were identified in the text— were dealt with by resorting to the English term with the meaning closest to the original, or by choosing one of the TL terms plus the SL term. Finally, there were two words or names the TL equivalents of which were not accurate enough as to convey the original meaning; thus, the translator decided to keep the term in the SL in addition to an explanation in the TL.

Lastly, pragmatic translation problems (**PTP**) was the category with the fewest number of occurrences. There were 8 proper nouns without equivalents in the TL, and they were rendered in the TT in three different ways: a) by using the translation only once as an explanation, b) by using a calque (in some cases, also adding a few more TL terms for context) or c) by keeping the SL term untouched. The last problem identified in the translation process was that of concepts pertaining to the SL culture. All 3 cases identified were solved by resorting to the method of exoticism.

6.2.2. Translation difficulties

In an academic exercise as this is, it is important to identify the individual weaknesses and the aspects that need more attention from the translator standpoint. That introspective analysis was carried out in this project based on Nord's categorisation of translation difficulties (2005), meaning all those situations that became a problem or a challenge because of the translator's lack of knowledge and expertise.

6.2.2.1. Text specific difficulties. It was mentioned before that one of the main problems of this project was the variety of subjects included in the text. Even for an experienced translator, some of the topics would be out of their area of expertise, forcing them to resort to external specialised aid. In this case, the translator was not specialised in any of the specific topics, thus a major difficulty was the becoming familiar with terminology in areas such as music, painting, sculpture, etcetera. The solution was to read as many documents as possible related to those problematic terms, both in Spanish and in English, in order to find the best equivalent terms, and resorting to experts in those areas. An example of this difficult terminology can be found in the *Music* file, segments 34-40.

6.2.2.2. Translator-dependent difficulties. It is worth noting that for Nord, most problems in inverse —prose— translation are “translator-dependent” (2005, p. 169), which makes this type of translation more difficult than direct translation. Accordingly, the fact that the translator is not a native speaker of the TL caused several grammar mistakes that had to be corrected by the editor and the English-speaking native proofreader. Mistakes

such as the misuse of collocations —especially those related to adjectives collocating with nouns—, the use of false cognates —example: “perform an instrument” instead of “play an instrument”—, incorrect use of prepositions, incorrect use of periods and commas when expressing numbers, and other errors compromised the correctness and naturalness of the TT.

6.2.2.3. Pragmatic difficulties. In this category, it would be more accurate to call these challenges *pragmatic situations*, rather than *difficulties*. There were cases when, as Nord (2005) mentions it, the text was clearly not created with the intention to be translated, and required more analysis and attention from the translator. The case of the Study Programs in all undergraduate programs is a perfect example of this situation. Translating the names of the courses required extra actions from the translator, such as inquiries to FUBA about the nature and content of the subjects, and research about universities in English-speaking countries that offer Fine Arts programs, in order to propose appropriate course names that reflected the objectives of each undergraduate program. The final results of those renderings can be found in the *Visual Design* file, segments 16-23; the *Music* file, segments 8-10 and 24-33; the *Plastic Arts* file, segments 10-17; the *Photography* file, segments 10-17; and the *Advertising Communications* file, segments 6-13.

6.2.2.4. Technical difficulties. Technical difficulties are those related to the tools and technical resources that a translator can use during the translation process. This project did not present any of such difficulties, mainly due to the training received by the

translator in the different courses of the M.A. in Translation program. Other than small difficulties finding the English equivalent to specific terms, or figuring out the best way to express a complex idea, technical tools were useful resources rather than a difficulty. They helped solve some of the other difficulties, such as those associated with specialized terminology.

The exercise of annotating the problems encountered during the translation process allowed for a deep, conscientious analysis of the translation task, helping the translator find better solutions to those problems and, therefore, better translations. However, a thorough thinking process is not valuable if it is not accompanied by conclusions, ideas that summarize the questions asked and the answers found during said process. The next chapter summarizes the lessons learnt and the conclusions reached after the annotated translation process in this project.

7. Conclusions

Annotated translations imply an academic exercise that lead translators to reflect about their practice: their strengths and aspects to improve. The development of this project has left some conclusions about the translation task, based on the inverse translation process of the FUBA website:

Reflection and analysis are two important actions to achieve better results in every professional activity —and in other aspects of human life as well—. Translation is not different. By making the translation process conscious, translators are aware of the needs each project entails, their professional faults and weaknesses, their decisions and the reasons for those decisions. This analysis is especially important for translation apprentices, who are in the process of developing research and professional skills that make them more effective at rendering high-quality target texts.

Translating is an academic and professional activity, and it should not be carried out without the knowledge and skills that academia and Translation theory provide. Exercises such as annotated translations are what differentiate a conscientious work leading to professional results from an unorganised work without theoretical bases that result in unsatisfactory translations.

Annotated translations are especially useful in more challenging translation projects, such as inverse translations, which can be remarkably improved by analysing every problematic situation and the best way to resolve them. Every translation project entails issues and difficulties even for the most experienced professionals, but adding extra

challenging situations such as translating into a non-native language asks for more structured processes and carefully chosen strategies from translators. Thus, a close examination of the working procedures can greatly improve the outcome.

The problems posed by this particular translation may offer a picture of the typical issues that can be encountered in the inverse translation of institutional texts. In this regard, it can be concluded that the most common problem in this translation from Spanish into English has to do with sentence structure and extension: Spanish language tends to display longer and more complex sentences than English, thus translating into the latter language requires to break down and simplify ideas in order to present shorter and simpler sentences.

Other common problems in this particular translation had to do with the translation of acronyms and proper nouns; and, as explained in the Analysis of the Data chapter, these challenges were solved in different manners according to the context and the communicative objective.

The change in tone/familiarity of the text was another significant problem in this text, but that challenge is considered rather an error of the ST; thus, it was catalogued as a text-specific problem.

Along those lines, another conclusion of this project is that inverse translation can be done, even by unexperienced translators, as long as the task is carried out responsibly and based on the right theoretical and practical tools. One of those tools is the source text analysis, which must be performed thoroughly and considering all the elements involved in the production of the text. As stated by several theoreticians cited throughout this project,

source text analysis is the most important step when translating from one's native tongue into a second language.

Another essential resource for inverse translation is a native proofreader for the target text. It is important for translators to understand and accept that their knowledge of a second language may not be at the level required by the text, which is why proofreading is essential. As a matter of fact, the more revisions the final text goes through, the better: in addition to the native proofreader, an external translator/editor is also desirable, because they can detect mistakes and inconsistencies that escape the translator's eye on their final reading of the document. All these revisions are the quality control that will ensure the best possible translation for each project.

Given that inverse translation is a reality in our professional world, and it is necessary, as stated before —because, sometimes, there are no native translators available— this practice should no longer be ignored by theoreticians. Exercises like the annotated translation presented here are not intended to fill the existing theoretical gap with respect to inverse translation, but they can raise awareness of the need to create courses, manuals and theories that support the exercise of L2 translation in a professional manner.

One of the advantages of translating from one's native language is the superior comprehension of the source text that translators can achieve. And if, in addition, the translator is familiar with the subject of the text to be translated, the task will be easier and more effective. This project has proven that a previous knowledge about the institution (sender) or text facilitates source text analysis, which, in turn, facilitates the translation process and ensures that the target text go after the same objectives as the source text.

It is important to mention that the quality of the source text impacts directly on the quality of the target text. A well-written original has better chances to result in a good-quality target text.

However, a translation task where the source text has no errors and is well proofread is not always possible, it is just an ideal situation. In real life, texts have flaws, they are very often defective —to use Nord’s words—, and the mission of the translator is to still convey a good-quality translation.

A source text with errors poses a bigger challenge for all translators. However, as demonstrated in this thesis’ Translation Problems section, native speakers of the source language have more tools to deal with errors and correct them in the translations, if the situation requires so. Previous knowledge about the text to be translated, its sender and the circumstances of its creation are advantages that the SL native translator possess and that helps compensate for the mistakes made in the original text.

On the other hand, there are learnt lessons related to institutional translation in general, and website content in particular. As mentioned before in this document, institutional websites often present diversity of subjects, in which the translator is not always an expert; and those texts need to be rendered as efficiently as possible. Oftentimes, like in the present case, the translation task does not require localisation. However, there are special features that need to be taken into account when translating institutional texts like the one analysed here, such as the multiple authors, *i.e.* multiple writing styles, and the different text subtypes subsumed in the main text category. Institutional translation is challenging in the sense that it demands a broader set of translation skills in different areas of knowledge from the translator. Training, planning, and systematisation are fundamental

for an institutional translation project, and the translator needs to be aware of the need for external help, including that from the institution itself.

Finally, the main conclusion drawn from this project is that translation is not an activity that one does just because one knows another language. It requires preparation and specific abilities that can be fostered through college-level and graduate-level education, and it demands passion.

Umberto Eco once said that translation is the art of failure. Languages are not equal; they do not have the same words with the same meanings; the perfect translation that conveys the exact sense of the original is not possible. But languages are rich. Thus, translators can be skilled and talented enough to produce excellent target texts that convey the same emotions or produce the same effect as the original.

On the other hand, Peter Newmark stated that inverse translations are often a joke. However, according to a research carried out by Pokorn about inverse translations evaluated by TL native speakers, “the results of the questionnaire show that translations into a non-mother tongue are often regarded as acceptable by the target readership, with the degree of acceptability depending on the individual capacities of the translator” (p. 117), and, in some cases, native speakers could not even pinpoint the text translated by non-native translators.

In conclusion, inverse translation can be done. It is possible with planning, with theoretical support, with constant analysis, with knowledge (or the will to acquire it) about the languages and subjects involved, with a conscientious selection of the translation

strategies and valid reasons to choose them, with the right tools and resources and with the right attitude. But it is possible, it is not doomed to failure and it is definitely not a joke.

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9. Appendix

9.1. Translation of the Bellas Artes University Foundation website content

Find PDF files with ST and TT in attached folder (Appendix1_Translations).

9.2. Glossary

Find PDF file with glossary (Appendix2_Glossary).