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FACULTAD DE LENGUAS

“A COMPARATIVE STUDY BETWEEN THE TRANSLATION
STRATEGIES USED BY STUDENTS FROM TWO
CURRICULAR PROGRAMS AT A BA IN TRANSLATION”

A thesis submitted to the Faculty of Languages for the Degree
of

LICENCIATURA EN LENGUAS MODERNAS

By

JANNET OLMOS GARCIA

Thesis Director

Dr. Eliphelet Rivera Cuayahuitl



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This thesis has been read by the members of thesis committee of

Jannet Olmos Garcia

And it is considered worthy of approval in particular fulfillment of the
requirement for the degree of

LICENCIATURA EN LENGUAS MODERNAS

Dr. Eliphelet Rivera Cuayahuitl
Thesis Director

Members of the Committee

Dr. Celso Perez Carranza

Dr. María del Carmen Castillo
Salazar

September, 2014

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Abbreviations

BUAP	Benemérita Universidad Autónoma de Puebla
SL	Source Language
TC	Target Culture
TL	Target Language
TT	Target Text
ST	Source Text

Key terms

- Equivalence.- The condition of being equal or equivalent in value, worth, function
- Imitation.- The action of using someone or something as a model
- Paraphrase.- A restatement of a text or passage giving the meaning in a nother form, as for clearness; rewording.

ABSTRACT

In the process of translating documents, new translators may follow different paths to accomplish their goals. In this regard this study explores the strategies that students belonging to two different plans (curriculums) on a BA in translation followed to do translation work. Drawing on interview data the study examines the knowledge the students hold about translation theories and how such knowledge is implemented in their translation practices. The study examines two groups of students studying under two different curricular plans (The Fenix and Minerva plans). Findings show significant differences and similarities between the two groups of students' awareness about translation theories and the actual procedures they followed in their translation practices.

CHAPTER I: INTRODUCTION

“Translation is a process of transferring text from one language into another” (National network for Translation, 2012). Through such process it is important to consider other issues, such as the interpretation of meaning of a source language, and the production of a new equivalent text in the target language. Translators are expected to provide an accessible understanding of the source language to readers and contribute to know the culture of the source language, as well as the knowledge and thoughts of speakers of other languages.

Translation is an area that has to do with a wide range of professions, for example: project managers, lexicographers, librarians, publishers, authors, technical writers, software localizers, etc. Translation is not a mechanical task, it is true that we must follow and apply rules of grammar and language codes, but doing translation is not following rules or a step by step regulated behavior, it is an act which is featured by the creativity and selection of the most appropriate and meaningful words and expressions.

From the factors that shape a good translation, creativity is very likely what makes the difference between two translations of the same text, one of which we acknowledge as a good one and another which is not. Furthermore, translators need to know the context, the area, the terminology and most importantly they need appropriate training to do their job.

1.1 Problem

At the moment of writing this project, there were two curricular plans on the area of translation at the Faculty of Language working simultaneously. The first one,

was the Fenix plan, which worked from 1995 to 2008, this plan offered a BA in translation, and it continues offering courses but just to the remaining students, this is, to the last generation of students that were enrolled in that program in the year 2008. Currently the program is not offered any longer. On the other hand the Minerva plan, which started in 2009, and which is the current official plan at the faculty, offers only a few selective subjects focused on translation. This means that students from the BA in translation can take courses offered under both, the Fenix and Minerva programs.

While the Fenix plan consists of sixteen subjects focused on translation, that help students to acquired knowledge about theories, methods, linguistics and grammatical aspects of English-Spanish and Spanish-English translation. The Minerva plan only offers five courses focused on the characteristics of the text and theories, the purpose though is to give students the possibility to acquire complementary knowledge in language teaching, which might open further work opportunities in the future.

Both the 'Fenix' and the 'Minerva' plans hold similar features in relation to the focus of the contents of the translation courses. In other words students in both plans face similar challenges, although they may behave differently when coping with translation challenges. It is worth noting that the participants in this study are taking their last courses where they are contributing to the consolidation of professional education, and care needs of the environment. In this stage they do translations in different areas; this means that students from both plans are nearly to finish their majors. So, the fact that students are taking courses in the Fenix and

Minerva curricular plans, may play a critical role on the students' translation techniques.

1.2 Purpose of the study

The purpose of this study is to compare the students' strategies under the Fenix and Minerva plans. The study focuses on the translation strategies adopted by the students of both plans, and identifies main differences and similarities adopted by the two groups of participants. The study also examines the students' translation strategies based on the knowledge they hold about methods and translation theories. The study finally identifies the problems that the two groups of participants found and how they sort out such problems.

1.3 Main research question

- What are the similarities and differences of the strategies followed by the students of the Fenix and Minerva plans throughout the process of translating texts?

Specific questions

- What methods or approaches do students of the Fenix and Minerva plans use in the process of doing translation?
- In the opinion of the students of the Fenix and Minerva plans, which courses from the BA in translation best support them to do translation?
- What are the differences and similarities between the approaches followed by the Fenix and Minerva students when going through the translation process?

- What are the most common challenges that students of the Fenix and Minerva plans identified when doing translations?

1.4 Justification

This study will help us understand the challenges that the students from the Fenix and Minerva plans deal with when doing translation. It is worth doing this work, because it explores an area which has not yet been studied. So this study will help identify the similarities and differences of two groups of students enrolled in two different curricular plans. Furthermore this study may serve as a reference for future evaluations and revisions of the curriculum in translation.

1.5 The research context

The investigation will be carried out at the Facultad de Lenguas, at the Benemérita Universidad Autónoma de Puebla (BUAP), in the area of translation and will focus on students taking their latter courses or that are about to finish their major. The study will focus on two plans, the first called Fenix plan and the second referred as Minerva plan, both having different characteristics in regard to the subjects and course contents, these play will be broadly discussed in the following chapter.

1.6 Conclusion

This project is organized into five chapters: chapter I describes the problem and the research questions which guide this investigation, the chapter II discusses relevant literature, to the purposes of this work. The chapter III discusses the methodology that is follow in this research, and the following chapter IV analyses the information obtained and finally the chapter V discusses the findings from this work and its significance to the context under investigation and to the participants.

Once this chapter has set out the directions of this work, I will proceed to move on the review of literature.

CHAPTER 2: LITERATURE REVIEW

Introduction

This literature review explores three dominant themes, addressed by the research questions, these are related to translation, the translator, and the Minerva and Fenix plans. All are focused on the process of translation, and the different problems that translators have and the way they cope with them.

2.1 Programs

The community of the BUAP in its Plan of Institutional Development (PDI) 2006-2009, expresses the commitment to answer the challenges arising from global changes resulting from the process of globalization and internationalization, the situation of higher education in Mexico and the specific conditions inside the institution as well as the challenges arising from the regional and national context.

The University has in the last decade worked on the basis of specific educational models or plans which set the mission, and vision of the institution as well as the regulations, goals and standards to be achieved by all the schools and faculties across the Institution through a specific period of time. Although the BUAP has worked for long years under curricular plans, it was until the year 2000 when the university first designated its curricular plan as Fenix Plan (2000- 2008) and then the second was designated as Minerva Plan (2009- 2014). As commented on early this project examines the translation strategies of two groups of students studying under these plans. The next sections describe the main features of these plans.

2.1.1 Fenix Plan

The “Fenix Plan” proposed across the university, the integral formation of students, the flexibility of the curriculum and adopted by the first time the “credits” system (Vázquez, Barrón and Valenzuela, 2011)

Another aims of this plan were to promote the learning and use of foreign language to facilitate the communication and interaction between cultures, as well as specialized training professionals with a mastery of a foreign language, critics with a strong humanist, ethical and with theoretical and practical knowledge.

At the faculty of languages, where this study took place, two specialties were offered under this plan, these were teaching and translation.

The objective of the translation area was the formation of professional translators. Such students should in addition be able to process, evaluate, and use linguistic information to resolve problems of communication as well as do research drawing on the appropriate methods. The students would use this knowledge in different sectors locally and abroad, with an ethical sense and social responsibility.

The specific subjects in translation were the following:

- Traducción (from 1 to 8)
- Latín II
- Discurso referido
- Cultura mexicana
- Teoría de la traducción
- Lexicología
- Gramática textual
- Evaluación de la traducción
- Tecnología de la traducción

To see the whole program in translation see Appendix A.

2.1.2 Minerva plan

The propose of the “Minerva Plan” is focused on the educational process and its relationship with the student, the teacher and the Teaching-Learning Process, the mean objective is the professional practice where the students can apply their knowledge, skills and values in relation with their profession. (Vázquez, Valenzuela and Flores, 2009)

Within the faculty of languages the Minerva plan focused on English teaching only and did not offer the specialty in translation any longer, nonetheless the Minerva plan offered to the students in the teaching specialty, optional courses in three main areas: teaching to foreigners, language teaching and translation. Such options offered to the students the possibility to acquire complementary knowledge in the field of teacher training, for students to have more opportunities in their work area.

The objective of the translation courses in the Minerva Plan was to introduce the students in the dynamic of the translation to know the characteristics that a text needs to express in a written form. In the translation courses, the student learns the importance of written communication and comes to value the study of language.

The courses in translation in the Minerva Plan are the following:

- Traducción y Teorías I
- Traducción y Teorías II
- Traducción de Ciencias Naturales
- Traducción de Ciencias Exactas
- Traducción de Ciencias Sociales

It is worth saying that the students from the Fenix Plan were not permitted to take any course from the Minerva Plan and vice versa.

As highlighted above this study worked with two groups students taking the courses listed above accordingly.

2.2 Translation

The term “translation” is difficult to define since it may assume different meanings according to the perspective of the translator or the readers. Robinson (1997:6) provides definitions from the perspective of translators and readers and these can be observed on the table below:

Table 2.1 Translator and Reader’s definitions

Internal	External
Translator think and talk about translation from inside the process, knowing how it is done, processing a practical real world sense of the problem involved, some solutions to those problems, and the limitations on those solutions.	A non-translator thinks and talks about translation from outside the process, not knowing how it’s done but knowing.

As the table shows translators see the translation as an activity that they know that it is important and focused on the text although they see the translation process as a process of different methods that demands their creativity to sort out problems. In contrast, from the readers’ views seen as the translation of text in which the most important is the content that goes from one language to another language.

In contrast with the above definitions Munday (2001:4-5) suggests a definition more specific and detailed for translation: *“it can refer to the general subject field,*

the product (the text that has been translated) or the process (the act of producing the translation, otherwise knowing as translation)”.

In both, Robinson and Munday’s definitions, exist a similarity; it is in the act or process of translation and the difficulties of going from one target language (TL) to a source language (SL).

We need to know that not each word in the TL has an specific equivalent word in the SL as Schulte and Biguenet (1992:22) affirmed “*not all concepts that are expressed through the words of one language are exactly the same as the one that are expressed through the word of another...this causes unavoidable imperfections in all translations...*” I can notice that the translation is an art and the use of creativity should not affect the meaning and look like if we were written in the TL. There are a lot of ways to determine the translation and in those cases we can see in the theories.

2.2.1 Translation theories

Newmark (1982) suggests that the existing translation theories’ main concern is the selection of the correct translation methods for the different types of texts. So, the theory supports a translator with rules, clues and process for translating. The theories entail the relation of meaning, culture and language of both TL and SL. Hence, the theories assist the translator in the process of translating in the best way, and help them sort out the problems that translators face.

There are different theories that have appeared over the years that have helped translators to go through translation problems. Such as the “word-for-word,” the “sense-for-sense,” the three categories of Driven (Munday, 2001), the Skopos

theory (Moya, 2004) and the polysystem theory (Munday, 2001); these are discussed below.

The first are the “word-for-word” and “sense-for-sense” that Newmark (1982) called the “pre-linguistic period of translation”. It is important to note that in the second half of the twentieth century there was a debate about literal and free translation; some translators preferred using the word-for-word but others like Cicero, and St. Jerome, opted for the sense-for-sense and such preferences were expressed in their translation works.

St. Jerome (as cited in Munday, 2001:20) talks about his translation strategy in the following terms:

Now I not only admit but freely announce that in translating from the Greek – except of course in the case of the Holy Scripture, where even the syntax contains a mystery –I render not word-for-word, but sense-for-sense.

That was just the beginning of new theories trying to help translators in the translation work. In this regard Cowley (Amos, 1920:151) proposes the term “*imitation*” for the free method of translation, in using this method a translator attempts to express his perspective of the inevitable loss of beauty in translation by using his “wit or invention” to create new beauty in the poetry. Dryden (as cited in Munday, 2001) adds a term in one of his three categories that are the following:

- 1.- “metaphrase” Word by word and line by line translation

2.- “paraphrase” Translation with latitude where the author is kept in view by the translator, so as never to be lost but his words are not so strictly followed as his sense

3.- “imitation” Forsaking

(pag.25)

According to these categories Dryden focuses only on the second category “the paraphrase” and expresses negatively in the use of the other two. Because it is related to the change of the words but he does not try to lose the meaning.

In the 1970’s the Skopos theory appeared, it was developed by Reiss but was first introduced by Hans J. Vermeer as a science in that period.

The Skopos theory proposed by Reiss (Moya, 2004) asserts that sometimes it is not possible an equivalence but is common that the target text (TT) has a purpose and what is expected of the translator is to make a communicative translation where the TT is functional in terms of the translation context. Therefore according to Munday (2001:78) *“in skopos theory, knowing why an ST is to be translated and what the function of the TT will be crucial for the translation”*

In other words, the translation is influenced by the purpose, and Moya (2004) suggests some strategies that we can follow to this theory:

1. The interlinear Word-for-Word
 - a) The literal translation It is similar but it is useful to teaching of a foreign language.

- | | |
|----------------------------------|--|
| 2. The philological translation | It is considered ideal, especially for philosophers because it uses the syntax, semantic and pragmatic. |
| 3. The communicative translation | It is focused on the communication of his readers where some aspects cultures are changed in the Target Culture (TC). |
| 4. The creative translation | Where the source culture unknown different concepts, terms and views and the translator has to create new sign linguistic in the TL. |

The unique difference between “*interlinear*” and “*literal*” is that the first does not follow the syntax in the SL. In the third “*communicative translation*”, the translator intends the reader believe that the text is in his target language. All of these concepts are in certain way similar to the above described but support at the translation in a way more detail. The following theory is the Polysystem as is studied as part of a literary works and it is defined as “systems of function of the literary order which are in continual interrelation ship with other orders” (Munday, 2001). In this theory the literature is a point really important in the translation because is part of the social, cultural, literary and historical framework and the most important is a concept of the systems and a continue dynamic of change.

Despite the numerous resources in translation, in the actual practice most translators cope with a number of dilemmas and challenges, some of which are discussed in the following section

2.2.2 Main Problems in Translation

In doing translation, translators move in different directions according to the nature of the translation task or the translation problems they find out. Miremadi (1991) affirms that translation problems can be divided into two main categories: *lexical* problems and *syntactic* problems, which can be observed in the following diagram:

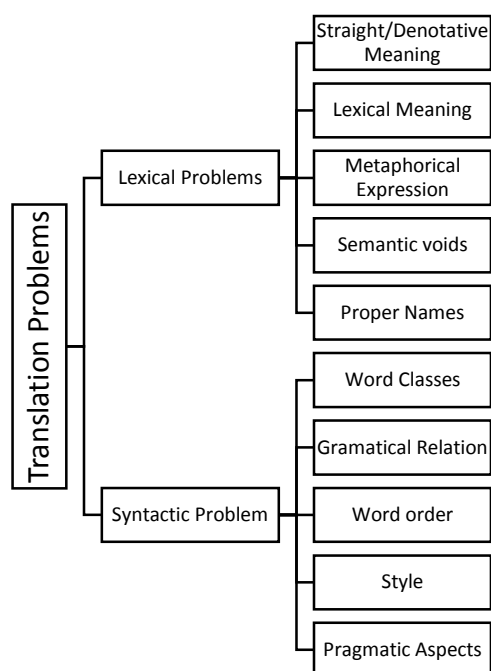


Figure 2.1 Translation problems

The lexical problems (See figure 2.1) according to Miremadi are the words in one language that may not be substituted with a word in another language when referring to the same concepts or objects. Miremadi (1991) divides the lexical

problems into five subcategories as follows: 1) straight/ denotative meaning which refers to those words of the SL that can be matched with those of the TL (e.g. mother, father, etc); 2) the lexical meaning refers to words or phrases which seem to be equivalent; 3) the metaphorical expression refers to the problem to translate idioms and similar expressions; 4) the semantic voids include those words and expressions that represent concepts that cannot be found in other special communities, and 5) proper names, refer to the specific meaning that the people's names may entail and whose meaning may not exist in the target speech community.

The second category refers to syntactic problems which include: 1) word classes where languages differ from each other in the internal word formation of language classification; 2) grammatical relations which may exist among the languages in the way that a constituent of a sentence functions within that sentence; 3) word order which refers to the sequence that words follow within a sentence; 4) style which has to do to nature of the document under translation, this may be for example: informative, academic or scientific and 5) pragmatic aspects which refer to actual intentions of the texts.

Lorsch (1996: 28) argues that to cope with problems in translation, translators may use nine basic translation strategies as follows:

Original elements of translation strategies

1. Realizing a translational Problem
2. Verbalizing a translational Problem
3. Searching for a possible solution to a translational Problem
4. Solution to a translational Problem
5. Preliminary Solution to a translational Problem

6. Parts of a Solution to a translational Problem
7. Solution to a translational Problem is still to be found
8. Negative Solution to a translational Problem
9. Problem in the reception of the Source Language text.

This study will later show how the students under study used a number of strategies to go on their translation practice.

2.2.3 Process of translation

In the actual practice of translation, translators need to decide among different types of translation procedures. However, prior to choosing a particular method, the translator first needs to understand the text, analyze, and evaluate the text and then select an appropriate translation method.

Newmark (1982) listed the translation process in the following way. The first is the intention of a text, second the intention of the translator follows by the reader, the setting of the text, and finally the quality of the writing. The first step of Newmark is related to Hennequin (1999) called the “critical reading” where the translator needs to ask some questions such as which is the content of the text?, what are his intentions?, what language are writing?, what is his register?, what is his style?, what genre is for?, what is the form of presentation or publication?. These translation processes are focused on the intention and purpose of the text that will be translated instead of the mistakes and habits that acquire in the translation process.

Robinson (1997) suggests that the process of translation is when a new translator does not know how to proceed, starts making mistakes and then learning from those mistakes, and gradually they will translate faster and effectively until it

becomes an habit. This final process is called by Mihaly Ckszentmihalyi (as cited Robinson, 1997) the “flow” process where you have pleasure in the slowness where the knowledge is easy and familiar or find pleasure in speed where there is new and difficult challenging.

One formulation that Pierce shows about the translation process in *Becoming a translator* (as cited in Robinson, 1997) is a “*framework of a triad or three-step process*” and also another triad of Pierce called “*Abduction, Induction and Deduction*”, both triads were represented in a concept map as the following:

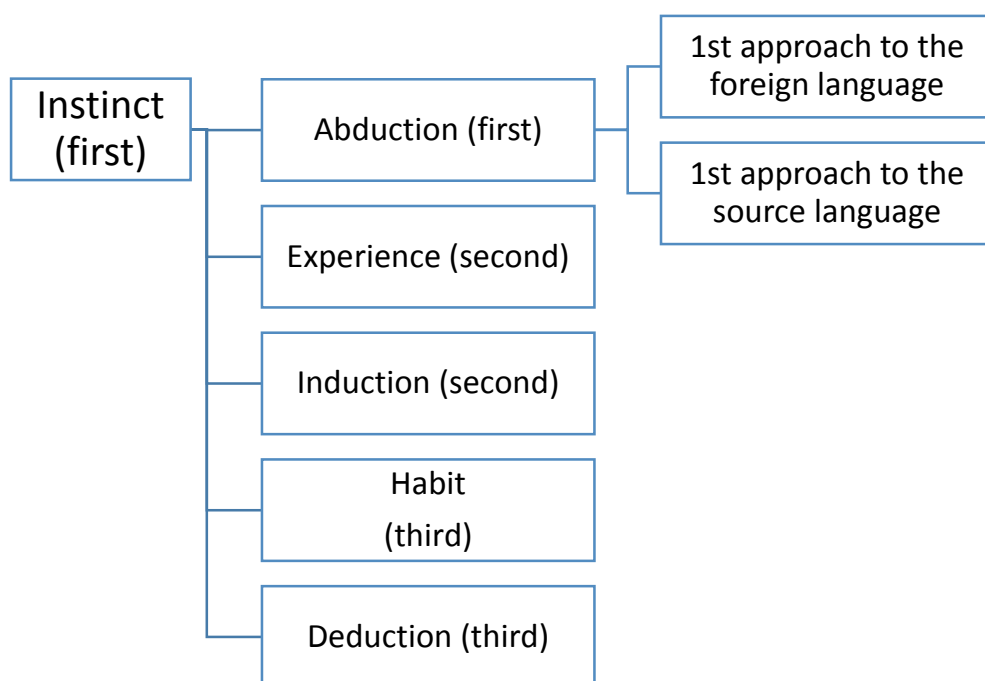


Figure 2.2 Triad of Pierce

In this concept map, we can see that the two triads are together because each one has relation with the other. In the first stage we have in the same level “Instinct” and “Abduction”, this is because the Instinct is the proceed by translating words where the translator compare the similarities and dissimilarities with the words or

phrases from the SL to TL and often the Abduction takes place that is the act of making an hypothesis due to the fact that translator do not understand the sense or meaning of the sentences or word. Besides the abduction has two approaches the first is the foreign language and the second the source of the text, in the first is when the translator find new words and does not know the meaning and the second is when the sentence has sense but seems resist translation to a TL.

In the second stage the “Experience” and “Induction” are and both are similar, the experience is when translator find specific solutions for specific problems and the second is when the translator understands the meaning of the words and the different patterns begin to emerge.

In the third stage, we find the “Deduction” and “Habit”, the first is when the translator understand the key words and regularities in the translation, and the second is when the translator translates rapidly and few times he stops to solve a problem. In both, “Deduction and Habit”, are related to the methods, rules and principles that translator knows or acquires in the translation process and he feels comfortable with the translation.

In addition, the process of Karl Weick (as cited in Robinson, 1997) is similar in some stages with the triad of Pierce but with some difference. This process is showed in a concept map as the following:

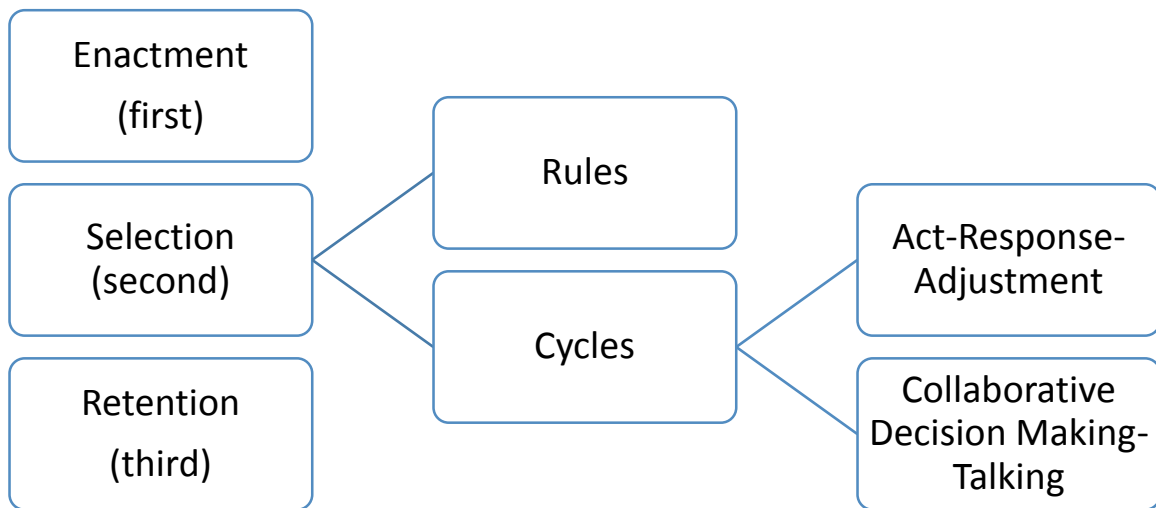


Figure 2.3 The Process of Karl Weick

The first is “*Enactment to selection is governed by a principle of respond now, plan later*” that is to take action and is not a requirement the organization. The second is “Selection” and it is divided in two approaches that are: rules and cycles, he considered that the rules are useful in specific situation and it cannot be always applied, but the cycles are more useful and there are different cycles but all of them deal in trial and is compare to the Induction of Pierce. Some cycles that he showed “Act-Response-Adjustment Cycle” this is when the translator takes action, then the error of the action has an impact and a result change in his actions. Another is the “Collaborative Decision Making-Talking” is the support of individual or small group where they know about the topic that the translator is translated and they give him new ideas that can help him to improve his translation because they give him different solutions and a brainstorm. The last is the “Retention” that is similar at the

“Habit” but Weick is not agreed that the retention is the goal because always the translator is in a process of new situations or challenges.

In terms of Weick (Robinson, 1997:102) it might be as “translate, edit, subliminate”

1. Translating is when you use your knowledge and instinctively start to translate.
2. Editing is when you start to think about different doubts and what is the best option for your translation and continuously change it.
3. Sublimating is when you learn about these doubts and they are part of your knowledge.

There are different methods or processes to make translation and the translator has to be aware about the image that he wants to communicate and the impression that he wants to give in relation to the use of the foreign language, as well as the knowledge that he holds and the development of his register and style. Newmark (1983:31) suggests different types of translation as listed below:

- | | |
|---|-------------------------|
| 1. Transcription (loan word's adoption) | 9. Cultural equivalence |
| 2. One-to-one translation | 10. Translation label |
| 3. Trough translation | 11. Definition |
| 4. Lexical synonymy | 12. Paraphrase |
| 5. Componential analysis | 13. Expansion |
| 6. Transposition (replace of one grammatical unit by another) | 14. Contraction |
| | 15. Recasting sentences |

7. Modulation

8. Compensation

16. Rearrangement, improvement
(jargon, mistakes, misprints,
idiolect)

We can notice different alternatives to do the translations but we need to consider the sacrifices that a translator must take and these are the risks to which he exposes himself. As Schulte and Biguenet (1992:47) suggest, “if he does not observe the finest line in the effort to keep the tone of the language foreign, dangers from which he can not escape entirely since every one draws the line in a slightly different way each time”. Moreover if he takes into consideration the unavoidable influence of the habit, he has not to worry that something new will creep into his own free and original production through the act of translation can become smooth.

As commented on above the translation procedures will depend on a number of factors such as; the nature of the texts to be translated, the author’s intention and the target reader of the translated document. In the following section a set of potential translation strategies are discussed.

2.2.4 Translation Strategies

To better understand the term “translation strategies” it is worth noting that strategies in translation are often used by the translator when they need to solve a problem. Some researchers have investigated and explained what translation strategy is, according to Krings (1986:18) a translation strategy refers to the “translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task”. Also, Loescher (1991:8) defines translation strategy as “a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it”. In this regard Venuti (1998:240) indicates

that translation strategies "involve the basic tasks of choosing the foreign text to be translated and developing a method to translate it". In this work, however translation strategies refer to the procedures or theories followed by the students under investigation.

2.3 Conclusion

The literature review examined key topics related to the research questions addressed in this study. The chapter reviewed relevant topics and concepts that will help understand the aims of this work. Issues related to translation and to the procedures to choose an appropriate translation method as well as the strategies to cope with the most common challenges have been discussed. The following chapter will present the methodology adopted in this investigation.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this chapter is to discuss the methodology followed in this investigation. The chapter first describes the instruments, the context and participants where this study was undertaken. Besides, the chapter then describes the procedures used to collect process and analyze the collected data. The chapter concludes with a summary of relevant issues emerging from this chapter.

3.1 Instruments

This study adopted semi-structured interviews to capture the opinions of the participants. This method of data collection was chosen because the students could explain in more detail the factors that affect their translation, their view in relation with it; as a result deep in more detail the different factors that can influent. As Kavele (as cited in Miles and Huberman, 1994) said it is where a lot of interpretations appear in the process of analysis due to the fact that the person tell his life, and in the data this information is a “reflect” of him and we have to interpret the “flow of meanings”.

The interviews (see sample appendix C) explored a number of topics. The next guide was used to guide the interviews:

- Knowledge in Translation’s methods and theories
- Point of view of students about their learning with the courses
- How they feel, and their needs.
- The translation process that they use
- The problems that face in their translation

- How they solve these problems

3.2 Context

The interviews were administered at the BUAP, Facultad de Lenguas Modernas. In the Bachelor's degree in Lenguas Modernas, the interview was focused on students of the translation area with different plans; Fenix and Minerva. This context was chosen because the researcher could easily access to the students and she was familiarized with The Fenix Plan.

The BA in translation of The Fenix program comprises 16 courses in the translation area and 43 other courses related to the teaching area. The purpose of the translation courses is to provide to the students with the theoretical tools and practice to translate a broad range of academic and non- academic texts professionally.

In the case of the Minerva program, translation refers to a set of optional courses in the field of translation. So we find only five specific courses in this field in contrast with the 16 courses of the Fenix Plan. In the Minerva Plan the students study 29 other courses focused on teaching. In this plan, the aim of the translation courses is to complement the formation of students as English language teachers.

3.3 Participants

The participants were chosen based on three key questions that Ritchie, Lewis and Elam (2003:86) said that is necessary to be addressed in defining the population for a study:

- Which group or subpopulation is of central interest to the subject matter of the study?

- Are there subsets of the central population that should be excluded?
- Are the additional groups or subpopulations that should be included because their views, experiences and so on would bring contrasting or complementary insights to the enquiry?

Therefore, the sample was more focused on the area of translation with particular courses and people. The questions supported her to analyse the possibility to include or remove different group of people of this area; as a result deep in the research.

In this research, two different samples of participants were used. The first was the Fenix plan that was in the Facultad de Lenguas in the area of translation as bachelor with students in the last class of translation or that they finished the translations courses. In this plan five students were chosen, four were females and one was a male, because the researcher had known them of different classes that she took with them and they were focused on the area.

The second sample was composed of 5 students belonging to the Minerva plan in the Facultad de Lenguas in the area of translation where they only took 5 courses, since they were in the final stage of the program. The students were, four females and one male, and they were chosen in the last class of their elective course that was Social Sciences Translation due to the fact that they had previous knowledge about translation and they were more involved in it. Moreover, the researcher did not know any student of Minerva plan to interview so it was much easier to find them according to the program of the last course.

3.4 Procedures of collected data

To both group of participants, from The Fenix and The Minerva plans, a short description of the aims of the project was given. The students were explained the structure of the interview, for them to understand what the researcher expected. The interviews were carried out in Spanish, for students to speak more freely and talk in more in detail about their perspectives, opinions and challenges in the translation process.

Each interview took approximately from 4 to 9 minutes, depending on the students and their opinions about the topic. All the interviews were at the Facultad de Lenguas, in the case of the Minerva plan was in their class of translation and the time of the interview was shorter because they were in classes; in some cases they did not feel comfortable about the interview. However in the case of Fenix, the time was not a problem because the researcher could contact them and make the interview when they had free time.

As the researcher carried out the interviews students in some cases had problems to follow or understand the questions even when she clarified them in advance. As a result some interviews were shorter or more confusing others, so in some questions she had to give some examples so that they better understand her questions. It is worth saying that in some cases students struggled to express their opinions about some questions.

With the results obtained in base of the interviews, she started the analysis of her data. Based on Miles and Huberman (1994) suggest as a “Flow Model” that consist

of three concurrent flows of activity: “data reduction, data displays and conclusion/verification”. The findings will be presented in the next chapter.

CHAPTER IV: RESULTS

Introduction

This chapter aims to discuss the findings from this investigation and their significance to the research questions and to the context under study. To facilitate the understanding of the discussion the findings are presented in tables for their discussion and analysis. Since both, the Minerva and Fenix plans are referred recurrently, both plans were presented in two tables (4.1 and 4.2) showing the translation courses only. The research questions addressed for this work will be presented.

Main research question

What are the similarities and differences of the strategies followed by the students of the Fenix and Minerva plans throughout the process of translating texts?

Specific questions

1. What methods or approaches do students of the Fenix and Minerva plans use in the process of doing translation?
2. In the opinion of the students of the Fenix and Minerva plans, which courses from the BA in translation best support them to do translation?
3. What are the differences and similarities between the approaches followed by the Fenix and Minerva students when going through the translation process?
4. What are the most common challenges that students of the Fenix and Minerva plans identified when doing translations?

It is worth remembering that the participants were ten students, five from the Fenix plan and five from the Minerva plan. All these students were interviewed using semi structured interviews.

4.1 Programs

This section shows (Table 4.1, and 4.2) the main courses of the Fenix and Minerva BAs in translation. The complete program of both plans, including all the courses are shown in Appendices A and B.

Table 4.1 Minerva Program

Translation	
LMENI-406	Traducción y Teorías I
LMENI-407	Traducción y Teorías II
LMENI-408	Traducción de Ciencias Sociales
LMENI-409	Traducción de Ciencias Exactas
LMENI-410	Traducción de Ciencias Sociales

Table 4.2 Fenix Program

Translation	
LEM 241	Traducción I
LEM243	Traducción II
LEM245	Latin II
LEM413	Discurso Referido
LEM427	Traducción III
LEM428	Cultura Mexicana II
LEM429	Traducción IV
LEM414	Teorias de la Traducción
LEM430	Traducción V
LEM407	Lexicología
LEM431	Traducción VI
LEM306	Gramática Textual
LEM432	Traducción VII
LEM433	Evaluación de la Traducción
LEM434	Traducción VIII
LEM531	Tecnología Traducción

As the table above shows, there is a substantial difference in the number of courses focused on translation in both plans, the Fenix plan shows several more courses than the Minerva plan, fact that very likely influenced the students' translation practice. The next section introduces into the discussion of the main findings of this study.

4.2 Results

As explained above the findings, are discussed using tables, which allows to compare and contrast the strategies and techniques adopted from the participants of both plans.

The participants were identified using abbreviations (Table 4.3). The interviewees from the Fenix plan will be identified using letters, for example: interviewee A as IA, interviewee B as IB while the interviewees from the Minerva Plan, will be identified using numbers, for example Interviewee 1 as I1 and Interviewee 2 as I2.

Table 4.3 Interviewees

Fenix plan				
IA	IB	IC	ID	IE
Interviewee A	Interviewee B	Interviewee C	Interviewee D	Interviewee E
Minerva plan				
I1	I2	I3	I4	I5
Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5

The analysis of data is organized in the same order as questions were asked during the interviews. Therefore the results from the Fenix students are analyzed first, then, the opinions of the Minerva students are discussed, and then the opinions

of both groups in the light of the Fenix and Minerva Plans were compared and contrasted.

4.2.1 Exploring students' opinions about theories and methods

Question one explored the students' opinions about the theories and methods in translation that they best knew. Table 4.4 shows extracts of the students' opinions.

Table 4.4 The theories and methods known by students

	Fenix plan		Minerva plan
1 ^a	...La funcionalista porque es una teoría que mezcla, la teoría literal y... en la que modificas muchas veces el significado... algunos términos los dejas literales otros cambias de acuerdo a las necesidades de la traducción por ejemplo si es médico pues te quedas con los términos médicos, si es una traducción para informar nada mas o es necesario que especifiques algunos términos pues los haces, en eso se enfoca la teoría funcionalista.	I1	...Los que son palabra por palabra, sentido por sentido... las teorías no las conozco sin embargo nada más los profesores nos han enseñado a cómo traducir de una manera en la que tenga sentido no solo traducir, bueno si palabra por palabra pero que eso le dé sentido, que tengas un poco de conocimiento acerca del tema además de... la noción de lo que es traducir.
IB	...la teoría de skopos porque depende que es lo que quiere el cliente para nosotros saber de que manera traducir, en segunda instancia... el sentido por sentido porque hay traducciones que requieren más sentido que un propósito en general muchas veces el cliente no sabe que es lo quiere, lo que quiere es saber, enterarse de lo que trata el texto.	I2	pues es básicamente en diccionarios, traductor, diccionarios inglés-inglés
IC	...la equivalente... de acuerdo a la cultura o al lenguaje... de inicio y de llegada es la que vas a utilizar.	I3	para empezar a traducir necesito entender el contexto para darle sentido al texto
ID	...la teoría de Nida, en la que, importa más el mensaje que las palabras que traduzcas, importa más... que la idea no se pierda, aunque cambies un poco las palabras en la traducción pero que la idea siga siendo la misma.	I4	el de palabra por palabra

IE	Interviewee.-... la de Nida, cubierta y encubierta Interviewer.- y ¿las utilizas? O casi no Interviewee.- no, casi no	I5	la de palabra por palabra por ejemplo, y la de funcionalista
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As the table shows, the students of the Fenix plan knew some theories, the most mentioned was the “Nida” which they said they used in their translations. Only IE said that he knew some theories but he did not clarified them, besides he said he did not use them at all. On the other hand, the theories that the rest of the Fenix Plan interviewees affirmed using mainly focused on the ‘meaning for meaning’, while some interviewees such as IA and IB focused on the ‘intention of the text’. As for, the interviewees ID and IE, they affirmed following the “Nida” theory; the findings however, suggest that he had some notions of the ‘Nida’ theory, maybe because that method is studied in the various courses across the curriculum.

In contrast, in the case of the Minerva plan students, their answers were somehow different from the students of the Fenix plan. Participant I5 from the Minerva plan was the only one who knew about the theory based on functionalism, but he was unable to explain such theory. Interviewees I1, I4 and I5 agreed in knowing the word for word method, although this method is basic and perhaps the best known among the students. On the other hand I3 was more focused on the intention of the text, because, he said he just thought in the context. As for I2, was unique in his responses, he affirmed “*pues es básicamente en diccionarios, traductor, diccionarios inglés-inglés*” (basically in dictionaries, translators, dictionaries English to English). The answer of I2 may indicate that he was not involved in the translation context, and the courses were not clear in their content or even he confused the use of these instruments as a method.

The theories can help us make a better translation because we can use a wide range of methods and theories. Nevertheless, we can see a lack of knowledge about theories in the Minerva students, this may indicate that they are in a basic level of translation in contrast with the Fenix plan students, so it can affect their translation practice.

4.2.2 Students' perceptions about the courses in translation

The second question asked the point of view of students about the courses focused on translation and if these help them to do translations.

Table 4.5 The courses support you to become a translator

	Fenix plan		Minerva plan
IA	Yo creo que no...depende de los maestro...En cuanto a los niveles de traducción yo creo que si me ayudaron...	I1	Las metas que llevamos ayudan porque te enseñan vocabulario... distinguir entre formas gramaticales... las traducciones han sido en partes buenas, no tanto, pero solo te dan como un sentido de lo que es la traducción, pero no te dicen en si como traducir, pero te enseñan.
IB	...todas ayudan porque cada una de ellas tienen su propósito solo que en muchas ocasiones depende del profesor... y sobre todo aquellos que estuvieron enfocados desde traducción 4 a traducción 8 como ya estaban especializados en literaria, en técnica, en legal.	I2	bueno pues ahorita en la traducción uno y traducción en las ciencias exactas
IC	Las de traducción uno, dos, tres, cuatro, cinco todas las seriadas pero las otras pues no, no mucho, igual por los maestros.	I3	sí, mucho porque bueno al principio cuando entre... entendía los textos pero necesitaba ir haciendo las traducciones por palabra y muchas veces pues... no debe ser así.
ID	solo de las seis a la ocho, si porque las demás...no fue nada porque no hacíamos prácticas, solo en me parece que en la cinco, si en la cinco fue donde igual el maestro,	I4	no mucho

	asesor nos puso hacer traducciones pero igual no le tomaba la importancia que debería tomarle, y también, bueno vimos algo de subtitulage y eso igual me intereso y ya		
IE	Interviewee.- ¿para mejorar? Interviewer.- ¿o crees que necesitaste más?... Interviewee.- pues sí, yo creo que una más especializada en, como se llama en términos... una que trata ... de el uso de diccionarios, del uso de etimología	I5	en cierta forma te ayudan a practicar pero a mejorar siento que no, ósea no es tanto una mejora sino una práctica de traducción

In the case of the Fenix students, their answers were similarly in base that the courses could be good or bad depending in how teachers teach the courses. However, they were not completely satisfied with any course, only in the courses related to translate where they can to practice.

Despite this, the interviewees IC and ID considered unnecessary the translations courses that were not focused in specialized texts for instance from first to fourth (See Table 4.2).

IE explained his need in the following extract of the Table 4.5:

Interviewee.- ¿para mejorar?

Interviewer.- ¿o crees que necesitaste más?...

Interviewee.-pues sí, yo creo que una más especializada en, como se llama en términos... una que trata ...de el uso de diccionarios, del uso de etimología

This suggests that he was not satisfied with the courses, and he considered the need of a specialized course in the use of dictionaries and etymologies to improve in his translations.

To the Minerva students, their answers were organized in two groups, the first group were the interviewees I1, I2 and I3 where they were agreed that the translation support them to improve and make a better translation, because acquired an idea about what is translation and how to make it.

But in the case of the second group that were the interviewees I4 and I5, were not sure about it. So, I5 did not think that the translation courses improve, it is just a practice; it may suggest that the I5 did not feel an advance in his learning with this courses.

4.2.3 Students' opinions about their knowledge about translation

The following question investigated the students' perceptions about the knowledge they had got in the translation program.

Table 4.6 Students' satisfaction about their knowledge as translators

	Fenix plan		Minerva plan
IA	Interviewee.- yo creo que se necesita más. Interviewer.- ¿no te sientes completa para llegar a ser un traductor? Interviewee.- no, no dudo de mis capacidades pero creo que se necesita más práctica. Interviewer.- ¿más practica? Interviewee.- si todavía	I1	...eh falta mucho vocabulario falta mucho el aprender ha como poder traducir... pero aun así el vocabulario es esencial me parece entonces también las materias que dan pues no son tan completas nada más son traduzcan y ya.
IB	Interviewee.- sinceramente creo que... nada más hubiera existido traducción uno y dos como de manera general y global pero a partir de la tres ya hubiera sido mejor que fuera especializada porque así hubiéramos practicado más con otro tipo de textos y no solamente ... con cuatro tipo de textos	I2	Interviewee.-necesito más Interviewer.-...¿y que serían? ¿Las traducciones u otras materias? Interviewee.- no, traducciones

	Interviewer.- ¿y crees que fue completa tu aprendizaje? Interviewee.-no por esa razón, bueno considero que de alguna manera no estuvo completa		
IC	no, yo necesitaba algo más porque siento que es más compleja la traducción y que no es solamente dar una palabra y ya a lo que quieres decir	I3	necesito más Interviewer.-necesitas más Interviewee.- si todavía me falta Interviewer.- crees que necesitas más de práctica... como ahorita la que tienes, esta clase Interviewee.- sí
ID	siento que necesito más todavía... aparte el nivel de inglés no siento que me ayude como traductora y aunque creo que no es tan importante tu nivel lo importante es que sepas como redactar, que palabras utilizar aunque utilices el diccionario y pues ya poco a poco adquieres más el vocabulario	I4	No ...que sea más explicativo, las clases... paso por paso
IE	...me hizo falta más, más textos que traducir porque luego las clases se enfocaban en algo, en pues muy poco, ósea no te daban un texto y para que traduzcas	I5	No... Siento que necesitaría más practica... practica de lectura, mucha lectura

According to the Fenix students, all of them did not think that their learning was complete and they required a more extensive practice of specialized texts. However, in the case of ID, he explained that his problem was his level of English and writing and his knowledge of the language.

Even though Fenix students had taken eight courses on translation (See Table 4.2) and had spent some time in doing practices, all of them expressed the need more practice and a few of them believed that the first three translation courses were not helpful enough.

The results of the Minerva students on the other hand were very similar to the Fenix students, in relation to the need of more practice. Although they did not feel satisfied with the knowledge they had got in the field of translation. In this regard, about half of the Minerva students affirmed not being satisfied with their knowledge as translators. Participant I1 said in this respect, *“las materias que dan pues no son tan completas nada más son traducción y ya”*(the translation courses are not complete, it is just translation and that is all). Moreover, I4 mentioned the need that the courses could be more explanatory and provide a step by step guide. In both cases, the answers of interviewees I1 and I4 may suggest the necessity to know the purpose of doing translation and the procedures to carry out translation. As for I5, he agreed that he required more practice in doing translations and more reading.

Although the Minerva students did not have so many practical courses as the Fenix students, the needs of both groups were similar in regard to the need of changing the way teachers teach the courses of translation, in order to increase their knowledge. Almost all of the answers of the Minerva students in Table 4.6 are similar to the answers of the Fenix students (Table 4.5) where they expressed that the courses were good although they disagreed with the way teachers taught.

4.2.4 Students’ views about their development

The following question aimed to identify the needs that the students felt they required to become translators.

Table 4.7 The need to improve as translator

	Fenix Plan		Minerva plan
IA	Práctica	I1	Interviewee.- ...primero hacer traducciones pero que sean... de literatura todo eso, son difíciles...por

			ejemplo tener un libro al inglés y un libro ya traducido de ese mismo libro ... debes de leer mucho... Interviewer.- ¿textos paralelos te gustarían más? Interviewee.-eso sería mejor
IB	... tener más práctica... tener un buen asesor de traducción...	I2	...tener más... vocabulario o... que me enseñen... exactamente las palabras que vengan en el documento que estoy traduciendo.
IC	pues más experiencia, yo digo que practicas es la clave para seguir traduciendo	I3	aprender más vocabulario y practica
ID	Leer demasiado, de muchos temas no solo legales o a lo que nos estemos dedicando en ese momento sino de todo, leer de todo para poder tener más vocabulario,... bueno cuando lees tienes mucho más vocabulario sabes cómo utilizar el mismo y te es más fácil redactar y utilizar los signos de puntuación aunque no se nota si te ayuda mucho.	I4	yo creo que más práctica
IE	...más cosas para traducir	I5	(The answer were related to the table 3)

The opinions of the Fenix students, displayed in Table 4.7 were similar to findings in Table 4.6 where students explained the need of further practice. So, in the case of the ID, he said that he needed to read more, his opinion was similar to the opinion of I5 of the Minerva plan (Table 4.6.). ID on the other hand explained that he need to acquire new vocabulary, improve it and learn punctuation.

The interviewees I3, I4 and I5 of the Minerva plan also agreed completely with the answer of the interviewees of the Fenix plan, about the need to have more practice. But the interviewees I1, I2 and I3 considered that it is not enough the vocabulary that they have, so they require vocabulary more specialized and as I1 affirmed the needed to use parallel texts.

Furthermore, as we can see the Table 4.5, 4.6, and 4.7 have relation in their answers of each one, due to the fact that the course affected their needs to become a translator. Accordingly, there are lacks in their practice with texts more specialized and vocabulary in the case of the Minerva interviewees, it made that they did not feel satisfied in their learning as translators.

In both plans, the majority accepted that the translation courses help to improve, but the other courses of translation were not so irrelevant in their learning. A similar objective of both plans is the intention of developing communication to learn the use appropriate use of methods to do this communication, but considering the answers; these objectives are not complete because there are lacks of learning.

4.2.5 Students' opinions about their translation approaches

The following question investigated about what theories, methods or approaches the students used to do translations. Table 4.8 shows the students' opinions of the Fenix plan.

Table 4.8 Students' translation processes

	Fenix Plan
IA	Primero leo de que trata para darme una idea general... comienzo lo que es la traducción y cuando hay palabras que desconozco... uso... los traductores de internet para saber el significado de la palabra... y si es necesario buscar de que trata el tema que estoy haciendo pues ya lo busco sino me quedo con las definiciones que encuentre....Conforme hago la traducción busco las palabras...reviso. Cuando esta toda la traducción lo leo todo completo... Y si tengo mucho tiempo... la vuelvo a revisar después de que pasan 3 o 4 días para ver si están ya bien.
IB	...lo primero... es leer el texto, tratar de entenderlo...inferir en las palabras que no conozco... buscar obviamente el significado de las palabras que no conozco pero en diccionarios especializados, diccionarios técnicos o que estén adentrados en el tema que estoy traduciendo. De ahí...me pongo a traducir y después leo que es lo que escribí para ver si tiene sentido y coherencia y que no me hayan faltado comas o que no me hayan faltado acentos... si el texto esta... complicado trato de buscar textos paralelos... no olvidándome de mi estilo... algunas veces también

	cuando la traducción ya está terminada lo que hago es... pedir alguien más la lea para ver si es entendible, si le suena natural...
IC	...primero leo toda la traducción luego, como en algunas frases que más o menos ya sepa lo que significa o la traducción pues la voy poniendo Interviewer.- ¿vas haciendo la traducción? Interviewee.- aja, y luego ya voy buscando algunas palabras que no conozca...primero leo todo, luego de lo que conozco lo hago...checo si está bien o como, si suena bien o coherente Interviewer.- ... lo revisas que este bien Interviewee.- aja
ID	Primero identifico que tipo de texto es,...cómo voy a redactar, que tipo de vocabulario voy a utilizar ya en base a eso empiezo a traducir... Interviewer.- ¿ya buscaste vocabulario? O ¿lo vas buscando conforme vas traduciendo? Interviewee.- no, lo voy buscando mientras lo estoy haciendo, busco en traductores en línea pero dedicados a la traducción, en foros... Interviewer.- ¿vuelves a leer tu texto después de que ya lo acabaste o no? Interviewee.- rara vez pero bueno pienso que, ...mientras voy traduciendo espero que este bien
IE	...primero leo el texto, busco las palabras ...que no entiendo...si son muy técnicas... busco en un diccionario especializado... Interviewer.- ¿vuelves a revisar tu, tu traducción o así la dejas? Interviewee.- a releerla no sí, aja sí para averiguar si, hay veces que son Interviewer.- ¿está incorrecta el tema o algo así? Interviewee.- aja exactamente son palabras que no están bien escritas

To better understand Table 4.8, I designed Table 4.8.1. This latter table shows similarities and differences of each student according to the procedures they follow in doing translation.

Table 4.8.1 Sequential procedures of the Fenix Plan students when doing translation

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
A	Previous Reading	Translation	To search vocabulary	Parallel texts	Reading and editing	Reading and editing (3 or 4 days after)	
B	Previous Reading	To search specialized vocabulary	Translation	Parallel texts	Reading and editing	Style writing	Reading and editing (other persons)
C	Previous Reading	Translation	To search vocabulary	Reading and editing			

D	Identify kind of text	What style writing	Translation	To search specialized vocabulary	Rarely reading and editing		
E	Previous Reading	To search specialized vocabulary	Translation	Reading and editing			

The table above indicates the steps followed by the students of the Fenix Plan when doing translation. The table shows that in the steps 1, 3 and 5 almost all of the participants follow similar procedures, while in steps 2, 4, 6 and 7 students adopted different strategies. This indicates that despite the various methods they mentioned, in the practice they used similar procedures to do translation.

In the case of ID, I consider interesting their translation process, and we can see it in the abstract of the Table 4.8 where he affirmed *“Primero identifico que tipo de texto es,...cómo voy a redactar, que tipo de vocabulario voy a utilizar ya en base a eso empiezo a traducir...”* (First identify what kind of text is it,... how I’m going to write and what kind of vocabulary I will use. On base of that, I start to translate...). The steps that followed by ID in relation to what Hennequin (1999) said about that any translation begin with a critical reading; It is similar what the ID made in his translation process because try to answer this question and uses critical reading. As for the Minerva Plan students, their opinions were slightly different. Table 4.9 shows some extracts of the students, and table 4.9.1 shows the similarities and differences in the procedures they follow to do translations.

There are a little differences in the translation procedure but most of the interviewees try to focus on something more specialized and they knew the importance of the text with the context. The intention of them is given a translation nearest at the original, searching a real vocabulary according to the context.

Table 4.9 Students' translation processes

	Minerva Plan
I1	...primero ... lo leo, después... si no entiendo alguna cosa... la investigo así trato por lo menos tener noción de lo que están hablando... cuando traduzco es ... con diccionarios... traductores.. ya después lo traduzco, sin embargo he a la hora de traducir, ya cuando lo leas va a tener otro sentido, después que lo lees seguido... le vas a tener que cambiar
I2	...para empezar... leer el documento que se va a traducir, ya después irle tomando forma para empezar a traducirlo... busco en diccionarios las palabras que se me dificultan o las que no las entiendo... conforme voy haciendo la traducción... lo leo ya para checar si está bien o concuerda con el documento que se está traduciendo
I3	leo primero un texto el que vaya a traducir y después empiezo a traducir las frases que entiendo y las que no puedo entender busco en el diccionario o a veces uso también internet... primero leo y veo lo que no entiendo y ya empiezo a traducir...y lo vuelvo a leer
I4	... primero... lo leo y trato de entenderlo... y ya después... comienzo a buscar... las palabras claves y ya después ya voy este haciendo oración por oración pero... que haya viendo concordancia... hago la traducción ya la leo... si suena coherente...si no pues otra vez...trato de corregirla
I5	Interviewee.- ...no voy paso por paso... solo lo leo, lo traduzco y si no encuentro... alguna palabra que no conozco solo la busco... pero siento que lo hago muy rápido ...como que no confié mucho en la reproducción que hago, Interviewer.- mm, ¿haces una revisión previa?, bueno después de que ya terminaste tu traducción Interviewee.- sí Interviewer.- si, ¿para corregir problemas? Interviewee.- aja

Table 4.9.1 Sequential procedures of the Minerva Plan students when doing translation

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1	Previous Reading	Parallel texts	To search vocabulary	Translation	Reading and editing	Reading and editing
2	Previous Reading	Translation	To search vocabulary	Reading and editing		
3	Previous Reading	Translation	To search vocabulary	Reading and editing		
4	Previous Reading	To search vocabulary (key words)	Translation (sentence by sentence)	Reading and editing	Reading and editing	

5	Previous Reading	Translation	To search vocabulary	Reading and editing		
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The translation process of the Minerva plan interviewees are showed in the table above. The Table 4.9.1 shows that in the steps 1 to 5 the majority of the participants follow similar steps. But their procedure is not complex as the Fenix plan, even though, the interviewees of the Minerva plan showed the same sequence.

An aspect that could be affected their translation is that they do not feel sure whit their final translation, it is the case of I5 when he explained that he made his translation; it is faster and he does not trust in the translation that he made. It can suggest that he does not receive a feedback about the different translation tasks that he made or a previous introduction in the topic where he can compare the results obtained in their final translation.

Nevertheless, the majority of the students of the Minerva plan not show that they really focus in the context, it is just a translation word for word and it is show in the Table 4.4 where explain their knowledge about this method; in other words the Minerva interviewees make a literal translation. It might suggest that the vast majority of the Minerva students have not yet understood the importance of the context.

4.2.6 Students' challenges in doing translation

The next questions helped to know the problems that face, both plans, in the translation procedure.

Table 4.10 The challenges of the students of Fenix Plan when doing translation

	Fenix Plan
IA	... falta de vocabulario más que nada, si muchas veces no entiendo que son las palabras...

IB	Los más comunes que tengo es que muchas veces una palabra en inglés puede significar miles de cosas... entonces tienes que adentrarte bien en el contexto para saber qué es lo que quiere decir o por ejemplo cuando se trata de una traducción encubierta y muchas veces esa palabra no existe exactamente en español como puedes hacer para, para encubrir esa traducción o que el lector no vea la mano del traductor...
IC	Que luego no hayo la forma en como decirlo... tengo la idea en inglés pero no hayo la forma en... Interviewer.- en español Interviewee.- aja, como que no me suena y luego me cuesta luego trabajo identificar... los nombres de instituciones... el orden... no sé cómo acomodar las palabras Interviewer.- ... ¿no tuviste... problemas con el vocabulario a veces? Interviewee.- si, más de médicos...o técnicos..
ID	Cuando hay un término que no sé cómo utilizar a veces, si sabes lo que significa pero no sabes ... cómo ponerlo, cómo utilizarlo con las demás palabras o tienes la idea pero no sabes cómo plasmarla... también... el que tienes varios significados y a veces si tiene un significado y se lo pones el texto tiene una idea pero si le pones el otro significado es más vuelve a tener otra idea y entonces cambia y ya no sabes que hacer en ese momento.
IE	... las palabras que son... especializadas, que pertenecen por ejemplo a medicina o electrónica, computación, de que a veces no hay una traducción tan literal

The answers show that the majority of the interviewees Fenix were focused on the vocabulary, but in the case of interviewees IC and IE had problems with technical vocabulary.

The most of the interviewees had problems in find an equivalent word from one language to another, besides IB expressed that when he did not find equivalence to a word, another problem appeared and it is wondering how to cover the translation and that the reader would not see the style of the translator.

In addition, the abstracts of the interviewees IB and ID explained that

IB: "...una palabra en inglés puede significar miles de cosas... entonces tienes que adentrarte bien en el contexto para saber qué es lo que quiere decir" (...one word in English could have different meanings... then you have to further in the context to know what exactly it is talking)

ID: "...que tienes varios significados y a veces si tiene un significado y se lo pones el texto tiene una idea pero si le pones el otro significado es más vuelve a tener otra idea y entonces cambia y ya no sabes que hacer en ese momento." (It could have different meanings and sometimes if you put a meaning at the text, it has an idea but if you put the other meaning, it has another idea. Then, it changes and you don't know what to do).

These answers show us that the problems are in the use of vocabulary and equivalences, making themselves the question, how to use the information or the different meanings of the word to understand better the text and not to change it or modify its function; when they use polysemic words.

Despite this, the IC was the one that recognized that also his problem is in relation with the grammar, because he could not organize or translate correctly a phrase, due to the fact that it is difficult for him to find the correct structure of the sentence from SL to TL.

Table 4.11 The challenges of the students of Minerva Plan when do translation

	Minerva Plan
I1	El vocabulario, no tengo el suficiente vocabulario como para decir bueno esta, esta traducción la puedo hacer inclusive no solo escrita sino hablada...
I2	Interviewee.- mmm pues básicamente, es que vez que hay palabras que no entiendo muy bien Interviewer.- ¿el vocabulario seria? Interviewee.- si
I3	no entiendo el vocabulario... a veces si encuentro el significado pero no es el adecuado para el contexto del texto
I4	... cuando es muy coloquial es cuando me cuesta porque hay veces que yo lo traduzco así literal pero entonces... no se entiende
I5	... palabras... muchas palabras desconocidas por ejemplo... ya sea textos científicos hay muchas palabras así

Similarly at the Fenix plan, the majority of the Minerva interviewees agreed that they have problems with the vocabulary but there are another factors related to

it. For instance; I5 expressed that his problem was in the scientific vocabulary and I3 affirmed “*no entiendo el vocabulario... a veces si encuentro el significado pero no es el adecuado para el contexto del texto*” (I do not understand the vocabulary.. sometimes I find the meaning but is not suitable for the context in the text) It is similar at the Table 4.10 with the answers of interviewees IB and ID of the Fenix plan where it might suggest that he has problem with polysemic words or equivalences.

Though, the problem of I4 is related to the vocabulary, he said that his problem is more focus in colloquial expression where these are really difficult to find a translation for him and then he makes it in a literal way. As a result the translation is not understandable.

4.2.7 The way that the students sort out their translation problems

The last question aimed to know how they manage the problem to find solutions and do a better translation.

Table 4.12 Students of Fenix Plan solve their translation process

	Fenix Plan
IA	...bueno por ejemplo estoy haciendo mi servicio acá y en los términos legales algunas veces si no encuentro el termino o no sé si en realidad sea así pues en ese caso si tengo quien me apoye que es el asesor o el encargado del departamento
IB	... muchas veces lo que hago es pedirle ayuda a los otros compañeros que conozco que traducen o si es que conozco a alguien que ya esté trabajando como traductor les pregunto y como ellos ya están ...envueltos en el mundo de la traducción lo que hago es preguntarles cómo podría hacer para traducir ese tipo de problemas
IC	buscando en internet ... como estábamos en las clases de traducción le preguntaba a otro compañero... en el internet Interviewer.- como textos paralelos Interviewee.- aja

ID	buscando contextos en foros o a veces los dejo pendientes para revisarlos después y ya en base a eso bueno mientras voy avanzando en el texto ya me voy dando una idea de lo que se trata
IE	...diccionarios especializados o tratar de buscar por ejemplo si es un instructivo de una lavadora pues buscar igual un texto paralelo, que más o menos igual... para ver cómo se puede traducir

Almost of the interviewees of the Fenix plan solved their problems with parallel texts or asked some partner or translator about the topic and talked about the problem.

It is interesting to see what IB affirmed

“ ... muchas veces lo que hago es pedirle ayuda a los otros compañeros que conozco que traducen o si es que conozco a alguien que ya esté trabajando como traductor les pregunto y como ellos ya están...envueltos en el mundo de la traducción lo que hago es preguntarles cómo podría hacer para traducir ese tipo de problemas” (the most of the time I ask support from partners that I know that they translate or if I know someone that is working as translator, I ask...because they are involved in the translation world; I ask them how could I made to translate these kinds of problems)

It may suggest that he is really focused on depth in the problem and research a solution to give a good translation; the interviewee tries to know more about the topic and its context with the interviewee IC and ID also research in forums to know more about the context or like IE that searches in specialized dictionaries.

Table 4.13 Students of Minerva Plan solve their translation process

	Minerva Plan
I1	Pues buscando, siempre buscando en diccionarios es lo esencial... inclusive... un diccionario de sinónimos..., es igual parte esencial de eso, es algo que te va ayudar tanto como traductor como para pues tu vida porque vas a aprender más palabras y va ampliar tu vocabulario.
I2	buscándolo en google Interviewer.- ... ¿si no lo llegas a encontrar la palabra...? Interviewee.- buscando ayuda con alguien mas Interviewer.- ¿con un asesor...? Interviewee.- aja

I3	En ese caso lo dejo así y por ejemplo cuando es tarea pues si le pregunto al profesor como lo podría traducir porque muchas veces no encuentro la traducción.
I4	intento buscar en internet así como,... páginas, diccionario o una pregunta
I5	si es una palabra pues si en diccionario o internet nada más.

The majority of the interviewees of Minerva plan are more involved in solve the problem of vocabulary with the use of dictionaries, or internet. Only in the case of the interviewee I2 and I3 asked some teachers support to solve their problem. In addition, I4 also search in forums where he knew about the topic and maybe its context. I1 expressed his opinion in the use of synonymy dictionaries that could help in the vocabulary.

4.3 Conclusion

This chapter has presented the findings of the research on the translation process with the Fenix and Minerva plans in the Facultad de Lenguas.

The findings show that students of the Fenix plan knew different theories and methods that they practiced, they felt the courses supported them but all of them did not think that they learning is complete, they need to practice. Their translation process followed a sequence of steps where they problems are focused on the vocabulary but almost of them solved it with parallel text and ask translators or partners.

On the other hand, the findings in the Minerva plan show that they knew methods but few theories, and most of them feel the courses supported them. Similarly the interviewees of The Fenix plan, did not feel their learning was complete because they needed to practice and learn vocabulary. They followed a sequence

of steps but their problems were in the specialized vocabulary and idioms, the majority of them solved it with the use of dictionaries or internet.

Chapter V will present the conclusions of this study, the reflections, limitations and direction for further research.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Introduction

This final chapter discusses the findings from this work and its significance to the context under investigation and to the participants. The chapter is organized as follows: it first shows the research questions, then the findings and their significance to the study, it then discusses the limitations of the investigation and concludes providing recommendations for further research.

To better understand the findings emerging from this study it will be useful to remember that this study aimed to identify the translation procedures and the theories that guided the translation work of two groups of students, one of the Fenix Plan and another of the Minerva plan. The study also explored, the challenges that the students of both plans dealt with when doing translation and how they sorted them out, and identified a number of differences and similarities between the two groups of participants. The goals addressed for this work were:

What are the similarities and differences of the strategies followed by the students of the Fenix and Minerva plans throughout the process of translating texts?

1. What methods or approaches do students of the Fenix and Minerva plans use in the process of doing translation?
2. In the opinion of the students of the Fenix and Minerva plans, which courses from the BA in translation best support them to do translation?
3. What are the differences and similarities between the approaches followed by the students of the Fenix and Minerva plans when going through the translation process?

4. What are the most common challenges that students of the Fenix and Minerva plans identified when doing translations?

In order to achieve the goals of this work, the opinions of the students of both plans were captured using semi structured interviews. It is worth clarifying that Chapter IV discussed how the data were analyzed and highlighted the main findings to emerge from such analysis.

5.1 Findings

This section discusses how this study answered the research questions. The questions are answered in the order in which they were addressed.

Question one asked about the methods and approaches that the students of both plans followed through the process of doing translation. Findings showed that the students of the Fenix plan were able to mention some of the translation methods that they used. The most mentioned method was “the meaning for meaning”. In contrast the students of the Minerva plan were unable to name any translation method, although in practice they followed “the word for word” method.

Question two explored the opinion of students about the courses in the BA focused on translation and how they support them to do translation. The findings showed that both the students of Fenix and Minerva plans agreed that the courses were useful to do translation and these courses supported them to study other courses. Although, the most of the students of both plans agreed that the quality of the courses could be affected by the teaching of the teachers.

Question three investigated the students’ perceptions about the knowledge they had gained in the BA in translation. The findings showed that the Minerva and

Fenix students were not satisfied with their learning. They argued that the level and the training acquired were not enough, and their expectations were not fulfilled based on this they did not feel able to do good translations.

Question four aimed to know the views of students in relation to their satisfaction about the degree of training as translators they had got at the BA in translation. The findings were similar to obtained in the questions two and three. So most of the Minerva and Fenix students agreed that the courses support them to practice although these courses were good or bad depending on the teachers' teaching. On the other hand, they did not think that their learning was complete and did not feel satisfied with the level that they have achieved. The students of both plans pointed out the need to practice with specialized texts and highlighted the significance that the teachers had in their training and how they influenced in their formation as translators.

5.2 The Translation Process

The Fenix and Minerva students affirmed using similar procedures to do translation. It was identified that most of the students followed the next sequence: 1) Pre- reading, 2) Search for vocabulary, 3) Do the actual translation, 4) Reading for reviewing, and 5) Editing. It is important to say that there were some differences in the way that both groups of students said they followed to search for vocabulary. In the case of Fenix students, they tried to focus on something more specialized, looking for real vocabulary according to the context, and they emphasized the importance of the "context in text" approach. On the other hand, the Minerva students affirmed doing literal translation, and they did not pay too much attention

on the context or tried to go further in exploring the topic to get a deeper understanding of it.

5.3 Challenges

In the interviews the students of both plans talked about the challenges that the students of the Fenix and Minerva plans face when doing translation. They affirmed that the main challenge was to deal with the specialized vocabulary, colloquial expressions, polysemic words and equivalences. The way to sort out this challenge was different with each group of students. In the case of the students of the Fenix plan they affirmed using parallel texts or when they had questions they asked someone else about the topic. In contrast the majority of the interviewees of the Minerva plan affirmed solving the problem of the lack of vocabulary with the use of dictionaries or the internet.

It can be summed up that even when the students of the Fenix and Minerva plans have similar opinions and feelings about the translation courses, the translation process, the challenges when doing translation, the limitations of vocabulary and the perceptions about the problems to find an equivalent word from one language to another. They also have differences in the knowledge, the importance that they give for the translation and the way to go further in the analysis of texts as result the both plans solve the challenges in different way. Because the Minerva students are not so involved in the translation and their translation process is not so elaborated and complex as the Fenix plan.

5.4 Significance of the findings

The findings of the research questions aimed to discuss the differences and similarities of the students in their translation process, how the courses and the teaching by the teachers affected their training, and the needs that students have in their training as translators. The findings, which identified specific drawbacks are expected to help students to improve in their learning and the teachers to know the challenges that the students have and how to support them.

As we can see, the similarities of both plans were mainly in relation to the problems that they coped with when doing translation and that they did not feel satisfied with the courses. The differences were in relation to the ways the students used to sort out the challenges they found in the process of translating texts, in contrast the two plans shared feelings about their limitations of knowledge in the field of translation, and how they went deep in the analysis of texts.

In addition, the findings showed us that the courses in relation with the teaching of the teacher can affect their translations process because the most of the students explained that the courses can be useful if the teacher know of the topic and teach it. So, the most of the Minerva students explained the need that the teacher guided them in their training and gave them feedback.

Moreover, the needs that the students had in their training were courses focused on a range of methods and theories, as well as instruction on how to implement methods and theories to improve their translation practice.

Consequently, these findings helped to understand which the differences are and similarities that the students of Minerva and Fenix plans had in their translation

process, to see the needs of the students in the teaching of the courses and how use this knowledge in the practice. These helped that we can see the necessities of the students and the teachers can helped them.

5.5 Limitations of the study

The limitations were three, the first limitation was in relation to the interview context. This means that when the researcher tried to interview the participants in the context where they were doing their social service in order to observe their translation procedures, she found it difficult to do so. Therefore, the context of the interviews was changed, and she interviewed the participants in classrooms just after their lessons at the faculty.

The second limitation was in relation to the last course of the BA in translation in the Minerva plan, because even when the curriculum pointed out that the last course was “Social Science Translation” but this course for different students was the first or second that they took about translation, do not the last. For this reason, she thought that the answer were different, because they were not in the same level of knowledge.

The third limitation was the time to interview the students of the Minerva plan. Given their limitations of time, the students answered her questions quickly and did not go deep in their answers. As a result, their answers did not help fully to do a comparison of the opinions of the students of both plans.

In summary, the limitations were the context, the level of knowledge of the Minerva students and the limited time to do the interviews.

5.6 Direction for further research

In this study an overview of different aspects that affect students in the translation process was given, and how they sorted the problems out. This study however did not cover other areas of both the Fenix and Minerva Plans that would be worth exploring, such as the teachers and administrators' opinions about the plans under study, and the materials used for teaching the BA courses in translation. This study however opened the possibility to continue exploring other related to issues that might help future students in the field of translation.

5.7 Conclusion

The purpose of this research was to compare at the students of Fenix and Minerva plans in their translation process, the strategies that they implemented and to identify the differences and similarities; based on these the research was carried out in different chapters. In the chapter 2, the literature review is shown four dominant topics that supported the research questions in relation to the translation area. The following chapter was the instrument that was used to obtain the data, and in the chapter 4 discuss the findings of this investigation and the importance in relation with the research questions.

The research questions were answered according to the findings and can observe that this differences and similarities were affected by different aspects as are the teaching of the courses, the practice and the knowledge. As a result, this research aimed to know these differences and similarities. Based on these, this research can help to the students of Minerva plan to improve their weaknesses on their learning, the contents of the courses and the practice; and try to support them.

So that, the teachers can see the challenges that the students have and how to sort them out.

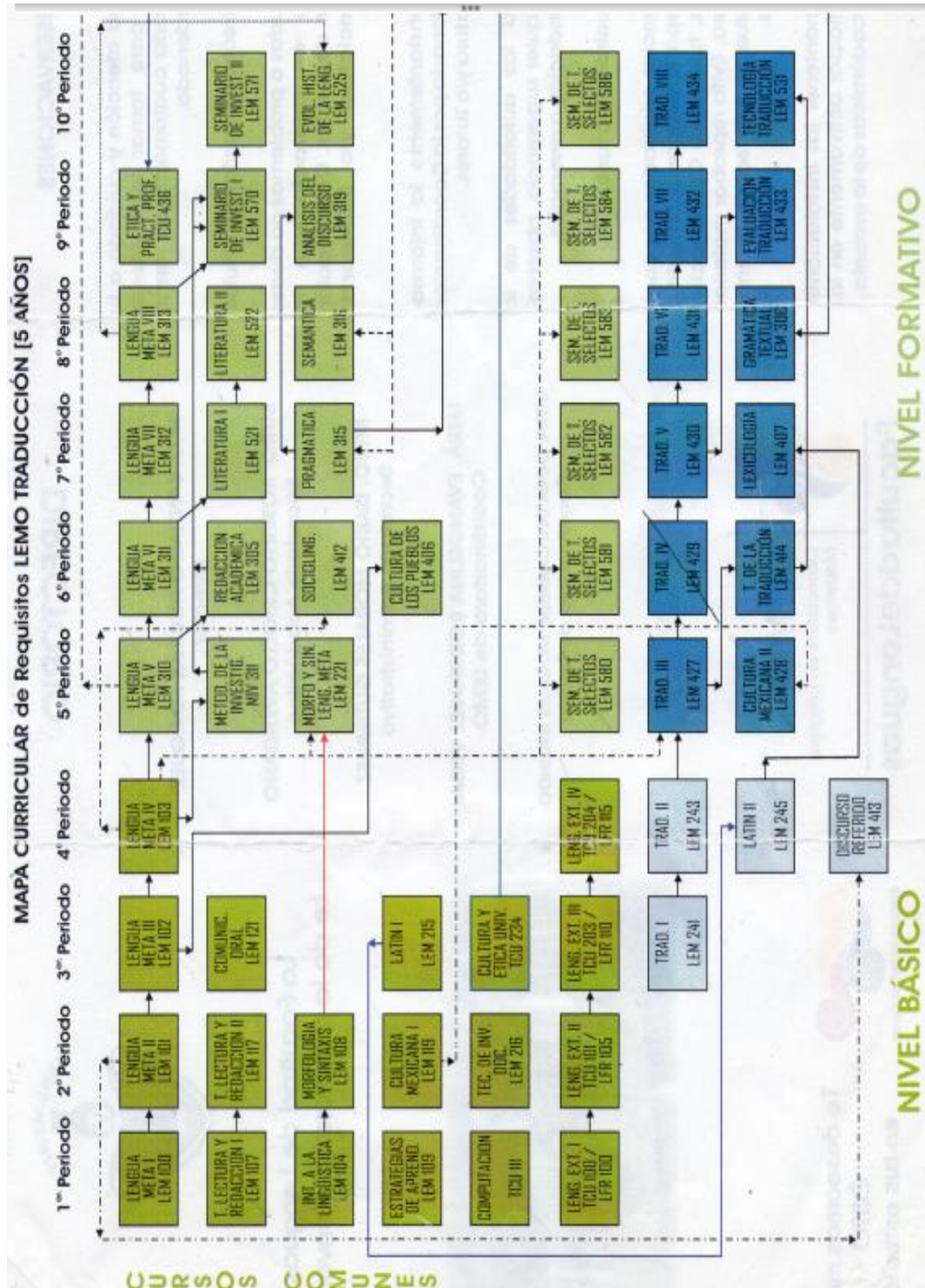
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Appendix A

Fenix program



Appendix B

Minerva Program

No.	Código	Asignaturas	HT/HP por periodo	HT/HP por semana	Total Créditos por periodo	Requisitos
Nivel Básico						
1) Área de Formación General Universitaria						
	LMED11908	Desarrollo de Habilidades del Pensamiento Complejo*	64	4	4	SR
	LMED111008	Desarrollo de Habilidades en el Uso de las Tecnologías de la Información y de la Comunicación	64	4	4	SR
	LMED111508	Formación Humana y Social	64	4	4	SR
Subtotal Área FGU			192	12	12	
2) Área de Lengua Meta Inglés						
	LMENI-001	Lengua Meta Inglés I	160	10	10	S.R
	LMENI-002	Lengua Meta Inglés II	160	10	10	LMENI-001, LMENI003, LMENI-004
	LMENI-003	Taller Inglés I	64	4	4	SR
	LMENI-004	Taller Inglés II	64	4	4	SR
	LMENI-005	Taller Inglés III	64	4	4	LMENI-001, LMENI003, LMENI-004
	LMENI-006	Taller Inglés IV	64	4	4	LMENI-001, LMENI003, LMENI-004
Subtotal Área de Lengua Meta			576	36	36	
3) Área de Docencia						
	LMENI-007	Pedagogía	64	4	4	SR
Subtotal Área de Docencia			64	4	4	
4) Área de Lingüística						
	LMENI-008	Fonética y Fonología	64	4	4	SR
	LMENI-009	Redacción Académica	64	4	4	SR
Subtotal Área de Lingüística			128	8	8	
Subtotal Nivel Básico			960	60	60	
Nivel Formativo						
2) Área de Lengua Meta Inglés						
	LMENI-201	Lengua Meta Inglés III	160	10	10	LMENI-002, LMENI-005, LMENI-006
	LMENI-215	Lengua Meta Inglés IV	160	10	10	LMENI-201, LMENI-202
	LMENI-202	Taller Inglés V	64	4	4	LMENI-002, LMENI-005, LMENI-006
	LMENI-216	Lengua Meta Inglés V (DHA)	96	6	6	LMENI 215
Subtotal Área de Lengua Meta			480	30	30	
3) Área de Docencia						
	LMENI-203	Didáctica General	64	4	4	SR
	LMENI-204	Métodos de enseñanza del inglés	64	4	4	SR
	LMENI-205	Desarrollo de habilidades	64	4	4	SR
	LMENI-217	Taller de Materiales	64	4	4	LMENI-204, LMENI 205
	LMENI-218	Evaluación del Aprendizaje	64	4	4	LMENI 007,LMENI 203, LMENI 204,LMENI 205, LMENI 217
Subtotal Área de Docencia			320	20	20	
4) Área de Lingüística						
	LMENI-206	Adquisición del lenguaje	64	4	4	SR
	LMENI-207	Morfología y sintaxis	64	4	4	SR
	LMENI-208	Pragmática	64	4	4	SR

		Subtotal Área de Lingüística	192	12	12	
		5) Área de Investigación				
	LMENI-209	Metodología de la investigación	64	4	4	SR
	LMENI-210	Seminario de investigación I	64	4	4	LMENI-209
		Subtotal Área de Investigación	128	8	8	
		6) Área de Cultura				
	LMENI-212	Literatura Inglesa I	64	4	4	LMENI-215
	LMENI-213	Literatura Inglesa II	64	4	4	LMENI-215
	LMENI-214	Evolución Histórica de la Lengua Inglesa	64	4	4	LMENI-215
		Subtotal Área de Cultura	192	12	12	
		7) Área Terminal (* El alumno deberá seleccionar solamente una terminal)				
		ENSEÑANZA DE ESPAÑOL PARA EXTRANJEROS				
	LMENI-401	Redacción Académica Avanzada	64	4	4	LMENI-009, LMENI-007, LMENI 203, LMENI-206
	LMENI-402	Gramática I	64	4	4	LMENI-009, LMENI-007, LMENI 203, LMENI-206
	LMENI-403	Gramática II	64	4	4	LMENI-402
	LMENI-404	Español de México	64	4	4	LMENI-009, LMENI-007, LMENI 203, LMENI-206
	LMENI-405	Literatura Mexicana	64	4	4	LMENI-009, LMENI-007, LMENI 203, LMENI-206
		Subtotal Área Terminal: Enseñanza de Español para Extranjeros	320	20	20	
		TRADUCCIÓN				
	LMENI-406	Traducción y Teorías I	64	4	4	LMENI-201
	LMENI-407	Traducción y Teorías II	64	4	4	LMENI-406
	LMENI-408	Traducción de Ciencias Naturales	64	4	4	LMENI-201. LMENI 407
	LMENI-409	Traducción de Ciencias Exactas	64	4	4	LMENI-201
	LMENI-410	Traducción de Ciencias Sociales	64	4	4	LMENI-201
		Subtotal Área Terminal: Traducción	320	20	20	
		8) Integración disciplinaria				
		8.1) Práctica Profesional Crítica				
			HPPC /HTI por periodo		Total de Créditos por periodo	
		Servicio Social	480		10	70% créditos cubiertos
		Práctica Profesional	240		5	
		Subtotal Area Practica Profesional Critica	720		15	

Appendix C

Semi-structured Interview

- Las teorías o métodos de traducción que usan para su traducción (palabra por palabra, sentido por sentido, teoría de skopos/funcionalista)
- Las materias ayudan a mejorar como traductor
- Es completo su aprendizaje
- Cómo llevan a cabo el proceso de traducción
- Los problemas que enfrentan (cubierta, encubierta, calco, extranjerismos)
- Cómo solucionan los problemas
- Que necesitas para mejorar como traductor

Appendix D

Sample of the Fenix Plan interview

Entrevistador.- ¿qué teorías o métodos utilizas para la traducción?

Entrevistado.- a bueno pues principalmente la teoría de skopos porque depende que es lo que quiere el cliente para nosotros saber de que manera traducir, en segunda instancia pues debemos ver el sentido por sentido porque hay traducciones que requieren más sentido que un propósito en general muchas veces el cliente no sabe que es lo que quiere, lo que quiere es saber, enterarse de lo que trata el texto.

Entrevistador.- y ahora ¿las materia que te ayudaron a mejorar como traductor?

Entrevistado.- pues en si todas ayudan porque cada una de ellas tienen su propósito solo que en muchas ocasiones depende del profesor ósea como es que el guía la clase, el proceso de los curso pero si y sobre todo aquellos que estuvieron enfocados desde traducción 4 a traducción 8 como ya estaban especializados en literaria, en técnica, en legal.

Entrevistador.- esas serían las que te ayudaron

Entrevistado.- sí, ya

Entrevistador.- y ¿crees que fue completo tu aprendizaje con estas materias o crees que necesitabas otra más?

Entrevistado.- sinceramente creo que debieron haber quitado las... no se tal vez ¡hee! Hubieran sido mejor solo para enterarnos como que mmm... en el mundo de la traducción, nada más hubiera existido traducción uno y dos como de manera general y global pero a partir de la tres ya hubiera sido mejor que fuera especializada porque así hubiéramos practicado más con otro tipo de textos y no solamente ¡hee! con cuatro tipo de textos

Entrevistador.- ¿y crees que fue completa tu aprendizaje?

Entrevistado.- no por esa razón, bueno considero que de alguna manera no estuvo completa

Entrevistador.- ok. Ahora me gustaría saber ¿cómo llevas a cabo el proceso de tu traducción?

Entrevistado.- a bueno si, lo primero que hago es leer el texto tratar de entenderlo y de ahí inferir en las palabras que no conozco de ahí lo que hago es buscar obviamente el significado de las palabras que no conozco pero en diccionarios especializados, diccionarios técnicos o que estén adentrados en el tema que estoy traduciendo. De ahí pues este me pongo a traducir y

después leo que es lo que escribí para ver si tiene sentido y coherencia y que no me hayan faltado comas o que no me hayan faltado acentos porque sabes que muchas veces es muy diferente la puntuación en inglés que en español. Pero también si veo que el texto esta como que un poco complicado trato de buscar textos paralelos es decir que ya existe información sobre ese tema en español u otras traducción para poder mejorar pero no olvidándome de mi estilo, ¡no!, de mi firma como traductora y pues básicamente es eso algunas veces también cuando la traducción ya está terminada lo que hago es ¡heee! pedir alguien más la lea para ver si es entendible, si le suena natural o cosas así.

Entrevistador.- los problemas que enfrentas cuando haces tu traducción ¿cuáles son los más comunes que tienes?

Entrevistado.- los más comunes que tengo es que muchas veces una palabra en inglés puede significar miles de cosas ¿no?, entonces tienes que adentrarte bien en el contexto para saber qué es lo que quiere decir o por ejemplo cuando se trata de una traducción encubierta y muchas veces esa palabra no existe exactamente en español como puedes hacer para, para encubrir esa traducción o que el lector no vea la mano del traductor, básicamente es eso porque por ejemplo podría decirte también calco y extranjerismos pero no lo veo tanto como un problema

Entrevistador.- como un problema ¿no? y buenos los retos como los solucionas pides apoyo o ¿cómo lo haces?

Entrevistado.- si, muchas veces lo que hago es pedirle ayuda a los otros compañeros que conozco que traducen o si es que conozco a alguien que ya esté trabajando como traductor les pregunto y como ellos ya están en el mundo de la traducción bueno envueltos en el mundo de la traducción lo que hago es preguntarles cómo podría hacer para traducir ese tipo de problemas

Entrevistador.- y bueno ¿qué necesitarías para mejorar como traductor?

Entrevistado.- para mejorar como traductora pues tener más práctica, si, no se tal vez, tener un buen asesor de traducción porque las clases ya se terminaron bueno ya termine pero lo que pasa muchas veces haya fuera es muy diferente de lo que te enseñan acá, ósea lo que te enseñan aquí a lo mejor nada más traduces un parrafito y te costó dos hora tal vez pero cuando es ya la hora de trabajar todo lo que te enseñaron aquí sirve un 10 % y entonces es como que ir y tener un mentor, no.

Entrevistador.- ¿más práctica y tener un asesor?

Entrevistado.- si

Entrevistador.- Eso sería todo, muchas gracias.

Appendix E

Sample of the Minerva Plan interview

Entrevistador.- Me gustaría saber primero ¿qué teorías o métodos de traducción conoces y usas para tus traducciones? Aquí hay algunos ejemplos si no te llegan a la mente

Entrevistado.- Ah bueno eh, bueno de hecho conozco los que son palabra por palabra, sentido por sentido, este las teorías no las conozco sin embargo nada más los profesores nos han enseñado a cómo traducir de una manera en la que tenga sentido no solo traducir, bueno si palabra por palabra pero que eso le dé sentido, que tengas un poco de conocimiento acerca del tema además de un poco de conocimiento que tengas acerca de eh, bueno la noción de lo que es traducir

Entrevistador.- ah ok ¿y que materias te ayudaron para mejorar o crees que te ayudaron? Más bien

Entrevistado.- qué materias, bueno en si lo que son metas, las metas que llevamos ayudan porque te enseñan vocabulario, te enseñan este a como poder distinguir entre formas gramaticales, ¿no? Y a la hora de este, bueno las traducciones han sido en partes buenas, no tanto, pero solo te dan como un sentido de lo que es la traducción, pero no te dicen en si como traducir, pero te enseñan.

Entrevistador.- ah ok ¿crees que es completo tu aprendizaje o crees que necesitarías otras materias?

Entrevistado.- probablemente si, dependiendo del tipo de traducciones que quieras hacer, por ejemplo puede que sean traducción en México, bueno en el área de ciencias exactas, eh sin embargo, eh falta mucho vocabulario falta mucho el aprender ha como poder traducir ¿no?, eh bueno nos dicen que con ayuda de un profesional que todo eso ¿no?, pero aun así el vocabulario es esencial me parece entonces también las materias que dan pues no son tan completas nada más son traduzcan y ya.

Entrevistador.- mmm ok y entonces bueno ahora si ya ¿Cómo llevas acabo el proceso de tu traducción?

Entrevistado.- bueno primero eh, ah cuando a mí me dan un traducción lo leo, después de eso cuando ya he, cuando ya entendí el tema si no entiendo alguna cosa que viene ahí, eh la, la investigo así trato por lo menos tener noción de lo que están hablando, un tema más, este, amplio ya de ahí cuando traduzco es una, o con diccionarios tanto, este como les dicen eh bueno en la computadora

Entrevistador.- traductores

Entrevistado.- aja traductores, eh diccionarios como te digo y ya después lo traduzco, sin embargo eh a la hora de traducir, ya cuando lo leas va a tener otro sentido, después que lo lees seguido no, entonces ya le vas a tener que cambiar y todo

Entrevistador.- ¡ah! le modificas al texto, ah ok y ¿qué problemas enfrentas cuando haces las traducciones?

Entrevistado.- el vocabulario, no tengo el suficiente vocabulario como para decir bueno esta, esta traducción la puedo hacer inclusive no solo escrita sino hablada lo que es la interpretación creo que es un problema de

Entrevistador.- el del vocabulario

Entrevistado.- aja el vocabulario

Entrevistador.- ah ok, ¿no tienes otros problemas? por ejemplo que este a lo mejor, por ejemplo que la palabra no la encuentras no sé, que la pongas entre paréntesis que significa o algo así

Entrevistado.- si, pero son como te digo primero lo investigo, si ya no lo encuentro entonces ahí es cuando le pongo entre paréntesis quiere decir esto, no la traducción en si.

Entrevistador.- ah ok y bueno ¿Cómo solucionas los problemas de vocabulario? En este caso que es tu problema

Entrevistado.- pues buscando, siempre buscando en diccionarios es lo esencial, eh inclusive en sinónimos cuando, cuando bueno un diccionario de sinónimos es, es igual parte esencial de eso, es algo que te va ayudar tanto como traductor como para pues tu vida porque vas a aprender más palabras y va ampliar tu vocabulario.

Entrevistador.- y ahora ¿Qué necesitarías como traductor? Bueno para mejorar como traductor

Entrevistado.- cómo traductor que necesitaría, bueno primero hacer traducciones pero que sean primero eh no se las que son de mi rama , ¿me entiendes?, son como eh que sean de literatura todo eso, son difíciles, sin embargo a la hora de, de por ejemplo tener un libro al inglés y un libro ya traducido de ese mismo libro entonces tu vas aprendiendo que tipo de vocabulario van usando ahí es cuando ya vas aprendiendo más, debes de leer mucho , debes de leer mucho eso si, y solo con los libros para poder leer, eh bueno para poder traducir

Entrevistador.- ¿textos paralelos te gustarían más?

Entrevistado.-eso sería mejor

Entrevistador.- a ok muchas gracias, eso sería todo, gracias por participar