

Report of Professional Internship at the Unidade de Apoio à Prestação de Serviços (UNAPS) [Support to Provision of Services Unit] of the University of Porto

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Abstract

Beginning with a brief theoretical discussion of translation training pedagogy and translation theory, this report describes my experience in a part-time professional translation internship with the Unidade de Apoio à Prestação de Serviços (UNAPS) [Support to Provision of Services Unit] within the Faculty of Arts of the University of Porto. The internship was completed in order to satisfy the final component of the Master's in Translation and Language Services – Specialized Translation. Some of the more important translation challenges that presented themselves will be analyzed, along with their solutions.

Keywords: translation, internship, report

Resumo

Começando por uma breve discussão teórica sobre a pedagogia no ensino da tradução e sobre a teoria da tradução propriamente dita, este relatório descreve a minha experiência num estágio profissional em tradução, em regime ‘part-time’ na Unidade de Apoio à Prestação de Serviços (UNAPS) da Faculdade de Letras da Universidade do Porto. O estágio foi realizado no âmbito da fase final do Mestrado em Tradução e Serviços Linguísticos – Tradução Especializada. Alguns dos desafios mais salientes que se apresentaram no decorrer do estágio serão analisados, tanto como as suas soluções.

Palavras-chave: tradução, estágio, relatório

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Abbreviations and Acronyms

CAT Tool.....	Computer-Assisted Translation Tool
EMT.....	European Master’s in Translation
EN_GB.....	British English
EN_US.....	American English
EU.....	European Union
DGT.....	Directorate-General for Translation
FLUP.....	Faculdade de Letras da Universidade do Porto (Faculty of Arts of the University of Porto)
PM.....	Project Manager
PT_PT.....	European Portuguese
SIGARRA.....	Sistema de Informação para Gestão Agregada dos Recursos e dos Registos Académicos (Information System for the Aggregated Management of Academic Resources and Records)
SL.....	Source Language
ST.....	Source Text
TL.....	Target Language
TT.....	Target Text
UNAPS	Unidade de Apoio à Prestação de Serviços (Support to Provision of Services Unit)
UP.....	University of Porto
US/USA.....	United States of America

Introduction

After three semesters of intensive coursework for the Master's Program in Translation and Language Services – Specialized Translation at the Faculty of Arts of the University of Porto (FLUP), my final semester of study was dedicated to completing a professional internship with the Unidade de Apoio à Prestação de Serviços (UNAPS) [Support to Provision of Services Unit] of the University of Porto.

This was my first experience working as a translator in a professional capacity; previous experiences in translation were restricted to coursework or to occasional requests from friends to informally translate documents. As such, some of the main goals for the internship were to learn as much about good working practices as possible (time-management, research, self-evaluation and quality control) and to produce high-quality work showing continuous improvement.

The aim of this internship report is threefold: one, to appreciate and accurately document the activities performed during the internship; two, to analyze and reflect on specific translation issues and solutions encountered over the course of the internship; and three, to present a few conclusions and final remarks regarding the internship and to what extent the proposed goals were achieved.

Chapter 1 – Training and Internship

1.1. From the Classroom to the Workplace – Training Future Translators

The rapid and continuous growth of the language industry across the world in the last few decades (CareerBuilder, 2015; European Commission, 2009; Globalization & Localization Association, 2015; Munday, 2001; EMT expert group, 2009) has been met in step by a growing number of translator training and translation studies courses at both vocational schools and traditional universities (Nord, 2001). Academic departments devoted to the study of translation as an independent discipline (not integrated in language and other areas of study) only emerged around the 1950s, and courses developed specifically for training translators in the practice of translation (in both vocational and academic settings) came later still (Munday, 2001; Kiraly, 2003, pg. 3). Given its relatively recent distinction as an academic field of study and the fact that, as a profession, it was not traditionally performed by professionals trained in translation, there are strong disagreements regarding translation education pedagogy, ranging from those who defend the development of translation theory, study, and specialized training to those who argue that translation should not require specific education in translation at all, but that translators should essentially have a good understanding of languages, depth of knowledge in one or more areas of expertise, good general knowledge and culture, and communication skills (Pym, 2005; Alves, 2006).

Of course, as with most things, the general consensus lies somewhere in the middle, favoring a mix of both: some specialized training in translation plus all of the above-mentioned skills is the ideal. This is what Anthony Pym (2005, pg. 5) proposes for the training of the the modern translator:

Let people do first degrees in whatever they like. Let them learn languages from the road. Then offer a range of courses aimed at specific skills, specific market segments. Mix trainee groups so that students learn from students. Work in groups and from orality. Teach people to think around technologies. And turn to theories when they help you question institutional power.

Pym's suggestions on how to train translators is very focused on teaching skills and acquiring knowledge that is not specific only to translation, and then teaching future translators how to apply what they know to translation specifically.

At this point, it is important to consider who translators' trainers are. What qualifies them to train translators? Pym himself is not trained specifically in teaching translation or even the practice of translation itself; he holds a PhD in Sociology. As it stands, most translator trainers today have no specific training in teaching translation at all, they are simply experienced translators (Baer and Koby, *Introduction: Translation Pedagogy: The other theory* 2003: viii; Darwish 2007; Kelly 2008). Whether or not to call them 'trainers', 'educators' or 'teachers' is another point of contention among translation scholars; some, like Dorothy Kelly, who has written a handbook for translator trainers (Darwish 2007), note that their choice of terminology, which can vary between all of the three above terms, is not meant to promote a specific didactic approach (e.g., 'teacher-centered'), but is "simply the standard term used in a multitude of situations and the most easily understood in most cases" (Kelly 2008: 99). The use of the term 'trainer' in this report is also not meant to be a reflection of a personal position on this issue, but is instead the term that is most commonly used and understood within the context of translation training and education.

Returning to the question at hand, Christiane Nord bemoans the lack of courses designed specifically for training translator trainers, and that training pedagogy is essentially up to the individual trainer to work out themselves:

I went into translator training about 35 years ago, two weeks after graduating as a translator. I had a few very inspired trainers (some had been trained as translators, others as language teachers, others were 'just' native speakers with a juridical or technical background) – but did this qualify me for translator training? It didn't. At first I tried to imitate the teachers I had liked best in my own training, but then I felt this was not enough, and I started to develop my own teaching methodology. I presume that most novice translator trainers are still working along these lines today, and that, after years of practice, all their (positive or negative) experience and insights, their findings, their good ideas and original methods are oft interred with their bones.

(Nord 2001: 27)

This is not to say that present-day translator trainers are "all bad translator trainers", Nord clarifies, "but maybe life would be a little easier for them (and for their

students?) if they had had some kind of special instruction and were not forced to re-invent the wheel of translation pedagogy over and over again” (2001: 27).

Nord, Pym, and other translation scholars have published their insights and experiences on translator training in the hopes of contributing towards the establishment of some general guidelines for translator trainers to follow, combatting the disjointed nature of translator training.

For Nord (2001), the ideal translator is a ‘functional’ translator. ‘Functional’ translators are professional translators with the following skills:

- 1) Professional knowledge: they are aware that translations are needed for a variety of communicative functions.
- 2) Metacommunicative competence: the signs (linguistic and nonlinguistic) that make up a text are guided by situational and cultural factors, which are not necessarily the same in the source text (ST) and the target text (TT).
- 3) Intercultural competence: they can identify and solve points of divergent cultural contexts so as to avoid communication conflicts or breakdowns.
- 4) Distribution: they know that culture-specific conventions dictate the frequency and context within which seemingly similar or analogous structures are used in each language, and that incorrect usage can interfere with the functionality of the TT.
- 5) Writing abilities: they can produce a TT that serves the intended function even when the ST is not well written or otherwise of poor quality.
- 6) Media competence: they have command over both traditional and modern (e.g., CAT Tools, translation memories, etc.) translation aids and resources.
- 7) Research competence: they have “a good general education and a better specific knowledge” of the ST topic, or know “how to compensate efficiently for any lack of knowledge” (Nord 2001: 29).
- 8) Stress resistance: they work “fast, cost-efficiently, and to perfection, even under high pressure”.

9) Self-assertion/self-confidence: they know “what her/his translations are worth”.

We can see that Nord values many of the same competencies as Pym, and many other trainers also view this ‘profile’ as the ideal, with some minor differences, but with the essential emphasis being on ‘versatility’. Translators must be trained and encouraged to be versatile and adaptable, both in their approach to texts and in their approach to professional life.

In terms of the practical ‘doing’ of training translators, what should that training look like? Continuing with Nord, courses that are front-loaded with theory, never to return to it, and courses that begin with practice and then teach theory are less than ideal – if not harmful. The former type of course, which she calls the “land-drill” model, gives students a lot of theory that they will most certainly forget after they begin practicing translation. The latter type, the “sink-or-swim” model, may cause students to acquire bad habits from the start that may be difficult to correct later on. Instead, Nord favors the “pig-tail method: starting out with a small portion of theory, which is then applied to practice, where the need for more theory becomes obvious, which is then satisfied by another portion of theory, and so on” (2001: 34).

Pym also favors introducing translators to training material in phases and in a logical order such that they become ingrained skills, rather than mountains of information that students are unsure what to do with:

If you think translators need a full academic degree in translation, then you have to fill up three, or four, or even five years with things those trainees need to learn [...] No way. Translators have always mastered a wide range of skills. But they do not all need all the skills all the time.

(Pym 2005: 1)

It can be argued that this is where the role of the internship becomes important and very apparent. The internship experience allows students to have a chance to practice translation in a controlled setting, after learning theory and other skills in class, which they can attempt to integrate into their work. The feedback received on their translations during the internship, which is ideally more detailed and constructive than it

would be at their first professional translation job, helps to consolidate good translation practices and eliminate the poor ones. When the time comes to write the internship report, the student is forced to reflect once again upon the theory that they learned during their coursework and hopefully better see its practical application in the 'real world'. Even before the internship, however, many programs (including the MTSL program at FLUP) have developed curricula where students get a taste of this experience, with in-class assignments simulating real-world projects and situations, with assigned roles such as project manager, supervisor, and so on. This tactic has shown to produce more motivated learners and more effective learning (Baer and Koby, *Introduction: Translation Pedagogy: The other theory*, 2003, pg. viii).

1.2. European Master's in Translation Network

Because translation is a relative newcomer to the academic arena (in terms of having established independent departments with specialized degree programs, as discussed above), many experienced translators became translators via routes that would usually be considered ‘untraditional’ when compared to the preparation required for other professions. Nevertheless, even today, “a lot of good training is happening outside or on the fringes of universities, where it has always been” (Pym 2001: 1). Practitioners belonging to this group may find the proliferation of translation courses to be unnecessary or even harmful for the professional practice of translation. However, that precise growth of translation training programs and institutional organizations aimed at improving translator training proves that the validation and recognition provided by institutionalized training programs is real and important for current and future translators in the job market. Even if the ‘non-pedagogic pedagogy’ that has historically dominated the practice of translation has sometimes produced truly exceptional translators, the rapid growth of the language services industry today demands more structure and oversight, or translators risk ruining their reputation as a group as the industry is flooded with unqualified and inept ‘translators’ seeking to capitalize on the growing market.

One such institutional organization seeking to ‘raise the bar’ for translation education in Europe is the prestigious European Master's in Translation (EMT) network, which is a partnership between the European Commission, the Directorate-General for Translation (DGT) and institutions of higher-education that offer master's level translation programs. The Master's program in Translation and Language Services at FLUP is the only program in Portugal included in the EMT network.

As stated on their official website, “The main goal of EMT is to improve the quality of translator training and to get highly skilled people to work as translators in the EU” (European Commission 2015). To this end, in a series of conferences, the EMT Expert Group (established in 2007 by the DGT with the task of making specific proposals for implementing the EMT throughout the EU), along with a steering committee and representatives from each of the 24 official and working languages of

the EU (European Commission 2015), developed a list of ‘competences’ that EU translators and language professionals should have, and that training programs should have the goal of instilling in their students. The EMT does not specify the means by which these competences need to be taught, but a master’s program must possess a curriculum that has the objective of training for them in order to be recognized by and belong to the EMT network (EMT expert group 2009: 3). The program must be a second-cycle course of 60 or 120 ECTS credits, and students are required to have a C1-level (‘Competent use of language’) knowledge of the languages they choose to work with, according to the Common European Framework of Reference.

The EMT defines ‘competences’ as “the combination of aptitudes, knowledge, behaviour and know-how necessary to carry out a given task under given conditions,” and that “combination is recognised and legitimised by a responsible authority (institution, expert)” (EMT expert group 2009: 3). The six competences that they list are interdependent—none of them can be fully acquired independently, for example, language competence cannot be attained without intercultural competence, which cannot be attained without information mining competence, and so on—and all together “they comprise the minimum requirement to which other specific competences may be added (for example in localisation, audiovisual translation or research)” (EMT expert group 2009: 3). The relationship between the competences is represented in this illustration:

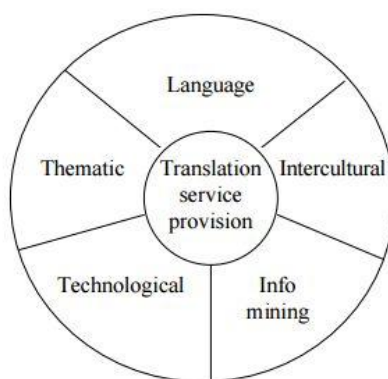


Figure 1 - EMT competences (EMT expert group 2009: 4)

Each competence is defined by various components, too numerous to list here, but I have defined the essence of each in order to give a more accurate idea of the traits expected of an EMT-trained translator:

- **Translation service provision competence:** essentially, how to act professionally and meet the needs of the client.
- **Language competence:** beyond a good technical (grammar, vocabulary) knowledge of the working languages, know how and when to use certain language structures and idioms. Keep up with language developments.
- **Intercultural competence:** deep understanding of cultures behind working languages; ability to make a text fully comprehensible to TA taking cultural differences into account.
- Information mining competence:** knowing how, what and when to research and keep documentary evidence.
- Thematic competence:** ability to develop knowledge in specific or new-to-you fields; curiosity.
- Technological competence:** ability to use CAT tools and other software programs for archiving, editing, formatting, etc. documents.

As a citizen of the United States of America (USA), I attempted to find a similar list of desired translator qualities from the American Translators Association (ATA), but found that, at this time, there are no institutionalized guidelines. ATA certification is available to translators of specific language pairs, and is conferred after passing an exam consisting of the translation of three passages of different types (financial, technical, etc.). Specifically:

ATA has established a certification program that allows translators to demonstrate that they meet certain standards of the translation profession. Translators who pass the examination are certified by ATA in a specific language pair and direction (from or into English). Certification is currently available

- into English from Arabic, Croatian, Danish, Dutch, French, German, Italian, Japanese, Portuguese, Russian, Spanish, and Swedish
- from English into Chinese, Croatian, Dutch, Finnish, French, German, Hungarian, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Swedish, and Ukrainian.

(A Guide to the ATA Certification Program 2015)

The only prerequisite to taking the examination is membership in the ATA, which “is open to anyone with an interest in translation and interpreting as a profession or as a scholarly pursuit” (A Guide to the ATA Certification Program 2015).

The difference in requirements is stark, although somewhat understandable, as the USA is not obligated to formally communicate in any specific language (as the country itself does not have an official one at the federal level), while the EU must communicate in 24 of them. However, the fact that the USA does publish a large number of official documents in languages other than English, due to the large number of immigrants from diverse parts of the world, should be grounds for establishing more rigor in translator certification at some point in the future.

1.3. Internship at UNAPS

The six-month, part-time internship was performed at the Unidade de Apoio à Prestação de Serviços (Support to Provision of Services Unit), henceforth referred to as UNAPS. The goals of the internship as described in the Internship Protocol (Appendix 2) were as follows (translated from the Portuguese):

Provide the intern with opportunities to:

1. put the translation strategies acquired over the course of the master's into practice by translating (from Portuguese to English) and revising and editing texts (in English) commissioned through UNAPS;
2. complete various types of projects, working with academic, technical, legal and general texts;
3. receive feedback on completed projects;
4. adapt to the pace of work of a professional translator, respecting the established deadlines and terms of delivery of the project as agreed upon with client;
5. work in coordination with a project manager;
6. work in coordination with a team of translators, in the case of large projects.

The extent to which these goals were met during the internship will be discussed in 'Final Remarks and Considerations'.

UNAPS is a recently-created (2011) division of FLUP dedicated to connecting the expertise of the Faculty's human resources with the needs of the community at large. Specifically, according to the UNAPS page on the FLUP website,

The Support to Provision of Services Unit has the goal of supporting and strengthening capacities of interaction, cooperation and provision of services for the community from the Faculty of Arts to corporations, governmental entities and other national or international institutions, promoting the exchange of scientific and technical knowledge, as well as the transfer of knowledge, technology and know-how to society.

(LETRAS/UNAPS)

UNAPS facilitates the provision of a variety of different services in nearly all of the Faculty's areas of study: geography, sociology, international relations, foreign languages, and so on. The services that can be provided are theoretically only limited to that which the department in question is capable of providing.

Before the existence of UNAPS, such requests for services would have to be

submitted to each department directly, which would also be responsible for carrying out the whole process of the service from beginning to end (i.e., communicating with the client, creating a price quote for the requested services, processing payments, etc.). This would have to be managed on top of regular academic duties. With UNAPS, there is a project manager (PM) who receives and processes all requests, communicating with the clients and the elected coordinator for each department. The coordinator will look over the service request and indicate the person or persons from within the department they think would be best suited to complete the service to the PM.

Language services are some of the most frequently sought through UNAPS, and the demand for them is growing. There are many requests from UP professors and researchers for academic article translations from Portuguese to English, as well as for the ‘Revision by a Native-Speaker’ service, and their interpretation services are growing rapidly.

The administrative structure of UNAPS is small; it consists of a managing faculty member, currently Dr. Isabel Dias, Deputy Director of FLUP, and as mentioned, a project manager, currently Joana Caetano. Ms. Caetano serves as the contact point between the departmental coordinators of the Faculty and the various clients. This small structure is not uncommon for translation agencies; in fact, as discussed in our first semester Translation Theory class with Dr. Thomas Husgen, and according to a 2011 OPTIMAle survey (WP4 Alcalá workshop: report 2011), it is the most common structure in Portugal and Spain. For example, out of the 750 registered translation companies in Spain, only 150 maintain a ‘real’ company structure, and only 25-30 of them are considered to be ‘big’ companies, with an annual turnover exceeding one million Euros or with more than 20 employees. It is also very typical to have the central (and, in some cases) only employee serve as a project manager who outsources translations and even revisions to freelance workers (WP4 Alcalá workshop: report 2011; Alves 2006).

The latter was essentially the work environment experienced during the internship with UNAPS. There were no scheduled times to be in an office, and all work would be done from home.

Independently managing work time was challenging, especially since it had to be integrated into my regular working schedule (non-translation employment) of 30-40 hours per week. While that work is also done on a ‘telecommute’ basis (work is done exclusively from home), those hours must be worked in specific shifts throughout the week and are monitored by a superior. Any and all adjustments to scheduled hours must have prior approval at least one week in advance. This is quite a different scenario from that faced by freelance translators, who must create their own schedules and hold themselves accountable in order to meet deadlines. Failure to meet a deadline will not result in disciplinary action as it would in a traditional hierarchical employment setting, but it may result in the loss of clients, which is just as (if not more) damaging to the worker.

The stakes in professional translation (or any other freelance or individual work, for that matter) are high, and the responsibility is great. Insufficient preparation resulting in a bad final product will not only reflect poorly on the translator, but also on the clients when a poorly-translated product represents them. In comparison to other professional situations, where a worker’s name may not necessarily be publicly attached to a mistake, in freelance translation, the translator’s name *is* the face of the ‘company’. Therefore, much more care must be taken for it to remain untarnished.

While some may perform better and be more productive working in a more closely-supervised setting, others may find it freeing to not be in an office environment: there is no need to commute in traffic, no need for an extensive work wardrobe, no time lost on interpersonal office intrigues, the ability to accomplish tasks during working hours without having to ‘take time off’, and so on. The growing telecommuting trend (Tugend 2014; Biro 2014) fits in well with the contemporary desire for ‘flexible’ employment. Anthony Pym notes that “The post-industrial labour market is full of phrases like ‘flexibility’ and ‘lifelong learning’. People move from one job to the next, and translators are no different” (Pym 2005). Pym is speaking to the transference of skills more than to the working environment of the translator, but one could argue that the familiarity of the freelance translator with a ‘telecommute’ work environment will undoubtedly be a valuable skill in the evolving job market, and an important one to

cultivate during an internship.

Returning to our original discussion, due to its position as a point of contact between the community and the various other research and teaching units within the UP, UNAPS receives diverse types of projects to translate, from legal documents to institutional documents of the university, academic papers and journal articles, documents from local business owners, and so on. The types of texts that were translated during the internship will be discussed in Part 2, highlighting the challenges that each type presented. First, however, a brief overview of the main theoretical notions that guided my translation work over the course of the internship is in order.

1.4. General Theoretical Approach

While it would arguably be foolish for a translator to choose a single theory of translation to dictate their professional practice, it is important that they have a general notion of the theories that exist and to reflect upon the questions and concerns that they raise. Some may be more appealing than others, but to be flexible in one's theoretical approach to translation projects is important, as they all have unique requirements.

For the uninitiated in the finer points of translation, a general and uncritical notion of what constitutes a 'good translation' may be one that would follow the original almost word-for-word, for every type of text, without, of course, any linguistic errors in the target text (TT). So long as one does not have knowledge of the source language (SL), this notion could go unchallenged for a lifetime. However, anyone presented with a document actually translated in this manner would quickly understand that 'good translation' is not just a matter of finding the right target language (TL) correspondent for each word of the SL; just, if not more important, is the translator's ability to capture the tone or the essential meaning of the ST author and communicate it as clearly as possible to the target audience (TA). Doing so can oftentimes even help to improve or clarify the ST if the author or translation commissioner is open to it (Durban 2004).

According to Jeremy Munday (2001: 19) and citing George Steiner, before the second half of the 20th century, viewing word-to-word translation as the ideal was a popular perspective to hold, one of the 'triad' of theories that dominated the classic translation debate: 'literal', 'free' and 'faithful' translation. 'Literal' refers to 'word-for-word' translation, 'free' to 'sense-for-sense', concepts in translation that date back to Cicero in 46 BCE, who favored 'free' translation, stating in *'De optimo genere oratorum'*:

And I did not translate them as an interpreter, but as an orator, keeping the same ideas and forms, or as one might say, the 'figures' of thought, but in language which conforms to our usage. And in so doing, I did not hold it necessary to render word for word, but I preserved the general style and force of the language.

(Munday 2001: 9)

To cite a well-known case, in the 16th century, Martin Luther also defended his sense-for-sense (rather than the accepted word-for-word method) translations of the New and Old Testament against criticism that he had deviated too much from the accepted interpretation of the Holy Scriptures. He argued that the word-for-word method simply would not convey the same meaning as the ST, and in some cases, would render the TT incomprehensible (Munday 2001: 24).

As already mentioned, translators today unanimously agree that, while it may have some applications in specific communicative situations, in most cases, the word-for-word method will not result in an ideal translation suiting the needs of the TA. Today, most scholars and practitioners of translation favor methods that are versatile and appropriate for the ST in question and achieve the intended goal in the TA. This notion was first formalized as a theory in 1978 by the German translator Hans Vermeer, in what he called *skopostheorie* (Jabir 2006). Skopos theory, originating from the Greek word for ‘purpose’ (‘skopos’), postulates that “the basic principle which determines the process of translation is the purpose of the translational action” (Jabir 2006: 37). It is a functionalist theory aimed at ‘dethroning’ the ST by emphasizing the role of the translator in creating the TT based on his or her assessment of what the function of the TT should be, which is itself determined by the TA (Jabir 2006). The translator need not (and should not) feel ‘enslaved’ to the ST, which should rather be perceived as an ‘offer of information’, just as a translation is a “secondary offer of information about information originally offered in another language within another culture” (Jabir 2006: 40).

A recurrent question in translation studies is: How much is it really appropriate to deviate from the ST? Are there certain texts that ‘need’ or ‘tolerate’ more or less deviation than others? The table below (Munday 2001: 45), illustrates Peter Newmark’s perspective on how to approach this question. For Newmark, the extent of deviation will depend on whether the ST demands for a ‘semantic’ (generally closer to the ST) or a ‘communicative’ (generally more adapted to the TA) translation. Note that this table does not provide an objective measure for evaluating to what extent a translation has followed the parameters of semantic or communicative translation, it merely provides

an overview of the basic features of each.

Table 3.1
Comparison of Newmark's semantic and communicative translation

Parameter	Semantic translation	Communicative translation
Transmitter/addressee focus	Focus on the thought processes of the transmitter as an individual; should only help TT reader with connotations if they are a crucial part of message	Subjective, TT reader focused, oriented towards a specific language and culture
Culture	Remains within the SL culture	Transfers foreign elements into the TL culture
Time and origin	Not fixed in any time or local space; translation needs to be done anew with every generation	Ephemeral and rooted in its own contemporary context
Relation to ST	Always 'inferior' to ST; 'loss' of meaning	May be 'better' than the ST; 'gain' of force and clarity even if loss of semantic content
Use of form of SL	If ST language norms deviate, then this must be replicated in TT; 'loyalty' to ST author	Respect for the form of the SL, but overriding 'loyalty' to TL norms
Form of TL	More complex, awkward, detailed, concentrated; tendency to overtranslate	Smoother, simpler, clearer, more direct, more conventional; tendency to undertranslate
Appropriateness	For serious literature, autobiography, 'personal effusion', any important political (or other) statement	For the vast majority of texts, e.g. non-literary writing, technical and informative texts, publicity, standardized types, popular fiction
Criterion for evaluation	Accuracy of reproduction of the significance of ST	Accuracy of communication of ST message in TT

Figure 2 - Newmark's semantic and communicative translation

Hans Vermeer and Katharina Reiss, who co-authored the influential book *Towards a General Theory of Translational Action*, would answer this question by asking if the TT is intratextually and intertextually coherent. If so, there is no need to worry about how much has been changed in the translation or not. 'Intratextual coherence' is a term that Vermeer uses to refer to the relationship of the TT with the TA; the TT must be communicative and understandable to the TA in order to serve its purpose, and in order to be such, it must be coherent with the TA's situation. When a TT achieves this goal, it is intratextually coherent. 'Intertextual coherence' or 'fidelity' refers to the relationship between the ST and the TT, which is determined by the translator's interpretation of the ST and the 'skopos' or purpose of the translation (Jabir 2006). A TT that is 'faithful' to the ST is common in literary translation, for example,

while non-literary translations and functionalist translators as a whole are typically faithful to the client and the desired communicative function.

Jabir and other scholars make some interesting criticisms of *skopos* theory, the main one being that it allows the end to justify the means of translation, which is only appropriate when the communicative intentions of the ST author are in line with the translation *skopos*. When they are not, as can be the case with literature or other art that does not always have a specific, prescribed intention when it is produced by the author, this approach is highly inappropriate (Jabir 2006). *Skopos* theory has also been criticized for failing to outline any means to “determine the (relative) equivalence and adequacy of a translation” (Jabir 2006: 44).

Christiane Nord, who is a proponent of *skopostheorie*, emphasizes the translator’s role in taking all of the information available to them regarding the ST – who the intended audience is, what purpose the TT is meant to serve, *et cetera* – to then choose the method that they find the most appropriate. As Nord puts it, “the translation purpose determines the choice of translation method and strategy”, which is the basis of functional translation (2006: 142). The function of the text, however, cannot be determined by the translator, it must be provided by the commissioner or the translation brief. It is the translator’s responsibility and professional duty to be able to understand which features of the ST serve or do not serve the communicative function that it is intended to have. In order to achieve this goal, the translator must be very familiar with the cultural and linguistic nuances of both the source and the target audience, again highlighting the importance of profound cross-cultural knowledge and awareness. Bhatia (1997: 204) describes this responsibility and role of the translator as a sort of mediator of cultures quite beautifully:

Translation is not simply a matter of linguistic transference alone, but a genuine act of communication in its own right, perhaps more complex than communication in a singular semiotic system. It is an attempt to communicate someone else’s message through another language. It is complex because it takes place through different semiotic systems in the context of diverse socio-cognitive and disciplinary cultures in response to a variety of motivations. In short, it is an attempt to communicate one world in terms of another.

Part 2 – Completed Assignments

2.1. Project Types

As mentioned in Part 1, due to UNAPS' position as a point of articulation between the Faculty of Arts, as a provider of specialized services in various areas, and the rest of the UP community, as well as the general public, there were a variety of different types of texts to translate and/or review assigned over the course of the internship.

The graph below gives a breakdown of the types of the assigned texts by number of words. Note that the graph represents the total number of words processed for each type of text, whether translated or reviewed or both.

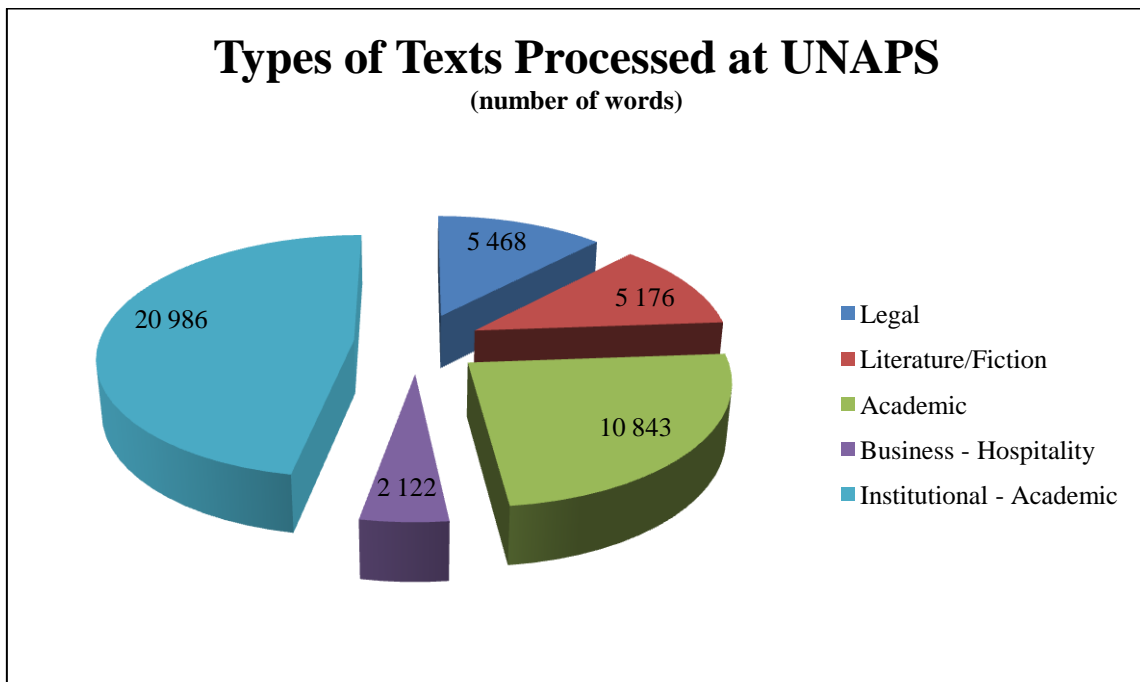


Figure 3 - Types of Texts Processed at UNAPS

Below is a table with more detailed information about the assigned projects, including the service that was requested (translation or review), the type of document, the number of words contained (counted using Microsoft Word and estimated in the case of non-searchable PDF files), whether or not the work was revised, and the date completed.

Table 1 -- Projects completed at UNAPS

Project	Service	Type	Words	Revision	Date
Acordo Confidencialidade	Translation to EN_GB	Legal	1,139		18/6/15
<p><i>Description:</i> A legal contract binding all parties to confidentiality terms. <i>File type:</i> Non-searchable PDF.</p>					
Cartório Notarial	Translation to EN_GB	Legal	1,297		30/3/15
<p><i>Description:</i> A home purchase and mortgage contract verified by a notary. <i>File type:</i> Non-searchable PDF.</p>					
Certidão	Translation to EN_GB	Institutional – Academic	343		20/4/15
<p><i>Description:</i> A certificate issued by the Portuguese government showing a student's completed classes and respective grades for completion of the 10th grade. <i>File type:</i> Non-searchable PDF.</p>					
DT Resp clientes_v00DEF	Translation to EN_GB	Business – Hospitality	1,702		28/6/15
<p><i>Description:</i> An internal-use document for a hotel prescribing the responses employees should give to customers in various situations. <i>File type:</i> Microsoft Word document.</p>					
FEST – Termos- Final	Translation to EN_GB	Institutional – Academic	1,439	X	8/5/15
<p><i>Description:</i> A list of terms for use in the SIGARRA system. <i>File type:</i> Microsoft Excel sheet.</p>					
Flyer InstitucionalVF – Parte 1	Translation to EN_GB	Institutional – Academic	2,580	X	23/5/15

<p><i>Description:</i> Information about the Instituto de Ciências Biomédicas Abel Salazar (ICBAS) of the UP and its programs for use in an informative flyer. <i>File type:</i> Microsoft Word document.</p>					
Flyer InstitucionalVF Parte 2	Translation to EN_GB	Institutional – Academic	3,742	X	29/5/15
<p><i>Description:</i> Information about the Instituto de Ciências Biomédicas Abel Salazar (ICBAS) of the UP and its programs for use in an informative flyer. <i>File type:</i> Microsoft Word document.</p>					
Killer's Thrill Killing Kills	Revision – US_EN	Literature/Fiction	2,225		20/10/14
<p><i>Description:</i> A movie script written in English by a Portuguese author who wanted a native speaker of American English to review it to make the dialogue sound more authentic and natural. Followed up various times with questions. <i>File type:</i> Microsoft Word document.</p>					
Memorando Endtendimento	Translation to EN_GB	Legal	3,032		18/6/15
<p><i>Description:</i> Part of the same legal contract as 'Acordo Confidencialidade'. Confirms that all parties agree to terms of the contract. <i>File type:</i> Non-searchable PDF.</p>					
Nota Biográfica	Translation to EN_GB	Institutional – Academic	478		30/7/15
<p><i>Description:</i> A professional <i>curriculum vitae</i> translated and commented upon for purposes of internship evaluation. <i>File type:</i> Microsoft Word document.</p>					
Parte 1 (UP)	Translation to EN_GB	Institutional – Academic	1,951	X	2/2/15
Parte 2 (UP)	Translation to EN_GB	Institutional – Academic	3,362	X	13/2/15
Parte 3 (UP)	Translation to EN_GB	Institutional – Academic	2,927	X	5/3/15
Parte 4 (UP)	Translation to EN_GB	Institutional – Academic	4,164	X	15/3/15

<p><i>Description:</i> Four parts of a larger project commissioned by the UP Rectory to translate the central website of the UP and SIGARRA. Had to maintain updated TM which was sent back to client. <i>File type:</i> Microsoft Word documents.</p>					
Política da Qualidade Ambiente vHACCP	da e	Translation to EN_GB	Business Hospitality	– 420	28/6/15
<p><i>Description:</i> Part of the same job as ‘DT Resp clientes_v00DEF’. Outlines company mission statement. <i>File type:</i> Microsoft Word document.</p>					
Um Calendário de Feriados Judiciais do Séc. XVI		Revision – EN_GB	Academic	10,843	17/4/15
<p><i>Description:</i> Revision of an academic article already translated into English by undergraduate students of Dr. Elena Galvão. The authors are two history professors of FLUP and the article is for submission to an academic journal. <i>File type:</i> Microsoft Word document.</p>					
Yo No Paso Por El Paso		Revision – US_EN	Literature/Fiction	2,951	7/11/14
<p><i>Description:</i> A movie script written in English by a Portuguese author who wanted a native speaker of American English to review it to make the dialogue sound more authentic and natural. Followed up various times with questions. <i>File type:</i> Microsoft Word document.</p>					
Total words processed				44,595	

Figure 4 - Projects completed with UNAPS

The most common type of project I received was clearly, and as expected, institutional academic documents from the UP. The relatively high number of legal documents came as a surprise to me, as I expected notaries and lawyers to perhaps have their own translators on staff, or to seek out translators specialized in legal translation. The latter type of text posed a particular challenge for me, which I will address below.

2.2. Challenges and Solutions – Practical Examples

In this section, some of the most salient examples of challenges that faced while translating for UNAPS will be presented, as well as the solutions that were deemed appropriate at the time. Analyzing them with a fresh perspective, however, has revealed many items that might be solved differently if they were to be translated at the time of writing. The texts will be analyzed according to type, highlighting the challenges that were unique to each.

2.2.1. Legal contracts

I was assigned with a total of three legal documents for translation. Without any formal training in law or legal terminology, they were by far the most difficult to translate and required the most preparation and research to attempt to compensate for some of my lack of knowledge in the subject area.

Malcolm Harvey (2002) describes legal translation as ‘the ultimate linguistic challenge’, although admits that this can vary from person to person, and that scientific or literary translation can be just as challenging (Harvey 2002: 177). Harvey defines legal documents as those documents that ‘are, or may become, part of the judicial process: for instance, contracts, wills, court documents, witness statements and expert reports’ (2002: 178).

Harvey notes that one of the main sources of difficulty in translating legal texts is that they are ambiguous in nature.

[A] hallmark of law is that language is both the object studied and the means of analysis. For the lawyer, language is not simply a medium but the “raw material” to be worked on. Law belongs to the same category of knowledge as politics, ethics and metaphysics, which exist within the realm of rhetoric: their reliance on natural language causes them to be ‘rotten with ambiguity’. Whereas most special-purpose communication is based on empirical knowledge and consequently aims at univocity, ambiguity can be deliberate in legal documents. In a contract, it can be used to reach a compromise or to create uncertainties

which one of the parties will subsequently seek to exploit.

(Harvey 2002: 181)

This ambiguity means that a TT created out of translating a legal document will have relied heavily on the interpretation of the translator, more so than with other types of less ambiguous STs. This places the translator in a very sensitive situation, where an inadvertently eliminated intentional ambiguity could change the character of the document, or a newly-created ambiguity could create an equally undesirable outcome. To avoid this, translators are generally advised to avoid ‘interpreting’ ambiguities, according to Harvey, as this is something that should be left up to lawyers. This differs from other types of translation (such as the type described in section 2.2.2.) where ambiguities and other flaws of the ST should be rectified in the TT. On the other hand, if translators “are truly ‘text producers’ engaged in a dynamic relationship with both sender and receiver,” as discussed in previous parts, “they will inevitably have to tackle questions of interpretation” (Harvey 2002: 182). Harvey very correctly points out that, even when a translator is instructed to avoid making interpretations, “it requires interpretation to identify ambiguity, decide it is deliberate, and choose to retain it in the translation” (2002: 182). Harvey suggests that rather than tell legal translators to avoid interpretation, which can limit the quality of their translation, they should be encouraged to communicate with the requisitioning parties when they run across cases of ambiguity to ensure that they are treated correctly in the TT.

Many specifics of the three contracts received for translation cannot be shared, as they contain many personal details such as names, tax identification numbers, monetary amounts and personal addresses, in the case of the ‘Cartório Notarial’. The documents ‘Acordo de Confidencialidade’ and ‘Memorando de Entendimento’, regard ongoing business negotiations involving large companies that are not public knowledge. In fact, the first document is an agreement binding the parties to the strictest confidentiality regarding the fact that negotiations are even taking place, so only excerpts with no identifying information can be analyzed.

The goal for these translations was to create a ‘legally equivalent’ translation

using terminology from British English, which is the standard for English in Europe. ProZ.com and various other online sources were the main research tools used to discover the best terminological equivalents possible within the timeframe allotted for completion of the project, which was certainly not enough to study contract law and language to an appreciable extent. A document from the ‘Plain English Campaign’ with a thorough list of British legal terms and their simplified explanations was helpful for clarifying and confirming the equivalence of some terms found in other sources.

Another goal for the translation was to write it using language that achieved the correct level of formality for a legal document, however, this goal proved more difficult than finding the correct terminology. One of the only ways for the translator to determine whether or not the language is appropriate (aside from revision by an expert) is to compare it with a corpus of related documents. However, none of these will match the context, purpose and terms of the ST exactly, which means that an investment of time (which is not always enough) is required to read enough documents to get a sense of what language is appropriate in order to later determine what might be the best phrasing.

2.2.1.1. Example 1

Document: ‘Memorando de Entendimento’

Service type: Translation

Language pair: Portuguese > English

Type of text: Legal contract

Location of example in text: Page 11 of 12

Expected audience: A foreign entity (quite possibly one of the parties named in the contract) requiring proof of the contract, presumably with some familiarity with these types of contracts

For this example, we will look at the penultimate page of the contract ‘Memorando de Entendimento’. It includes the final clauses before the parties’ signatures, and describes how the parties shall proceed in the case of amendments to the contract, dissolution of the contract, the ‘choice of law’, and how the parties shall resolve any conflicts arising from the interpretation or execution of the contract.

A ‘choice of law’ clause is a legal term that applies to contracts. Also known as a ‘governing law clause’, it is often accompanied by a jurisdiction clause and establishes the legal code (in this case, Portuguese law) that

govern[s] the interpretation of the contract, performance of it, how variations to the contract may be made (such as waiving rights and discharge of contractual obligations), the tests to ascertain whether a breach of contract has taken place, rights of set-off, whether there is some incapacity to enter into the contract (in most cases), amongst other things.

(Drukker Solicitors 2015)

The jurisdiction clause establishes the forum in which disputes shall be resolved, which in this case is the judicial district of Porto (*Comarca do Porto*). This last term, ‘*comarca*’ is defined by the online database of the Portuguese-language dictionary ‘Priberam’ as a “territorial division of a judicial district, under the jurisdiction of a Court of First Instance”¹ (Dicionário Priberam da Língua Portuguesa, 2013). There are various venues within each judicial district dedicated to different areas of the law, including civil, criminal, family, and so on (Governo de Portugal 2014). With this clause, the contractual parties are bound to resolving any conflicts within the appropriate venue of the judicial district of Porto, and in no other judicial district.

The following excerpt presents a passage that was particularly difficult to translate, and that proves to still be problematic. The first challenge was translating the phrase ‘*do mesmo*’ inside the parentheses.

¹“*Divisão territorial de um distrito judicial, sob a alçada de um tribunal de primeira instância*”.

² <http://corpus.byu.edu/glowbe/>

³ It seemed likely that this term might emerge within the context of a degree program description, detailing, for example, the courses that had to be passed in order to earn the degree (e.g., ‘Must pass X classes to earn the degree of X in X’).

Table 2 -- Legal contract, excerpt 1

ST	TT
Qualquer alteração ao presente Memorando (ou a qualquer documento celebrado ao abrigo, ou na sequência, do mesmo) só será válida caso seja efectuada por escrito e assinada pelos Signatários ou por pessoas com poderes por eles conferidos para o efeito.	Any alteration to the present Memorandum (or to any document entered into under or in the sequence of the latter) will only be valid if it is done in writing and signed by the Undersigned or by persons granted the authorisation to sign in their stead.

The presented solution of ‘the latter’ now appears to be more confusing than helpful, and possibly even incorrect, as there is no ‘former’ item that would make the Memorandum the ‘latter’. At the time of translation, using ‘it’ felt too casual, and not specific enough, and ‘the same’ seemed too literal. Another proposed solution may be to simply repeat ‘Memorandum’, to avoid confusion.

The translation of ‘*ou por pessoas com poderes por eles conferidos para o efeito*’ is also less than accurate. In an attempt to clarify that the ‘Undersigned’ could grant authority to someone to sign in their place, the fact that the authorization would have to be granted by the ‘Undersigned’ specifically, as the ST emphasizes, was left out. While it may seem logical that it would necessarily have to be the ‘Undersigned’ granting authorization, the fact that this point was not made explicit could, in theory, leave room for argument and a contractual loophole. If this contract can be taken as a general example of legal contracts, the words contained within them have been very carefully considered, and most of them do serve a purpose; one must be very careful when making the choice to eliminate them. An alternative solution could be ‘or by persons on whom they have conferred due powers for this purpose’.

Finally, an odd-sounding part of this excerpt is the phrasing of ‘signed by the Undersigned’. The structure of the ST (even if it may sound redundant) was maintained in order to avoid confusion. The ‘*Signatários*’ must always be referred to using the

same referent, in this case, 'Undersigned', to avoid confusion with anyone or any entity other than that one.

Finally, while there were multiple technical challenges involved in the translation or revision of most of the assigned documents, the legal documents were special in that they always came in the form of non-searchable, non-editable PDFs. This is understandable because, although there are increasingly more 'e-signed' documents and contracts, most are still done and preserved on paper, so photocopies of them are sent to translators. The solution available was to type out the translation in Microsoft Office Word (MS Word) while trying to copy the formatting of the original.

Signatures in the top right corner have been obscured for privacy.

sua conduta, designadamente no que toca a danos emergentes e lucros cessantes, em virtude de todos os contactos, informações e documentos já trocados entre as partes, no que respeita, nomeadamente, a despesas suportadas e expectativas de negócio.

8. Disposições Diversas

- 8.1 Qualquer alteração ao presente Memorando (ou a qualquer documento celebrado ao abrigo, ou na sequência, do mesmo) só será válida caso seja efectuada por escrito e assinada pelos Signatários ou por pessoas com poderes por eles conferidos para o efeito.
- 8.2 A não exigência por parte dos Signatários do cumprimento de algum ou alguns dos termos e condições deste Memorando pela contraparte, não pode ser por ele interpretado como uma renúncia a direitos, não constituindo por isso precedente que releve, mantendo-se a obrigação do cumprimento futuro do Memorando.

9. Vigência e resolução

- 9.1 O presente Memorando entra em vigor na data da sua assinatura e manter-se-á válido até efectivação do Investimento aqui previsto.

10. Lei Aplicável e Resolução de Conflitos

- 10.1 O presente Memorando é regulado pela lei portuguesa.
- 10.2 Para dirimir todos e quaisquer litígios emergentes da interpretação e execução do presente contrato será competente o foro de Comarca do Porto, com expressa renúncia a qualquer outro.

Os Signatários confirmam o seu interesse em realizar o Memorando nos termos aqui definidos e comprometem-se a colocar todo o seu

This excerpt from the TT presents more or less the same text that is displayed on page 11 of the ST (on the previous page), for purposes of comparing the quality of the translation.

their conduct, specifically in regards to consequential damages and loss of profits, by virtue of the frustration of all of the expectations resulting from all of the contacts, information and documents already traded between the Parties, namely regarding expenses and business expectations.

6. Diverse Clauses

8.1 Any alteration to the present Memorandum (or to any document entered into under or in the sequence of the latter) will only be valid if it is done in writing and signed by the Undersigned or by persons granted the authorisation to sign in their stead.

8.2 The absence of a demand by the Undersigned that any of the other parties fulfil one or more terms and conditions of this Memorandum shall not be interpreted as a renunciation of rights, as it does not constitute a precedent relieving any party of its present and future contractual obligations outlined within the Memorandum.

7. Term and resolution

9.1 The present Memorandum is effective as of the date on which it is signed and will remain valid until the Investment herein discussed is executed.

8. Applicable Law and Conflict Resolution

10.1 The present Agreement is regulated by Portuguese law.

10.2 The settlement of any and all disputes arising from the interpretation and execution of the present contract will take place in the judicial district venue of Porto, to the express exclusion of any other.

The Undersigned confirm their interest in carrying out this Memorandum and agree to put forth all

Figure 6 - TT of Example 1

2.2.1.2. Example 2

Document: ‘Cartório Notarial’

Service type: Translation

Language pair: Portuguese > English

Type of text: Notarized legal contract – cover sheet

Location of example in text: The cover sheet of the notary attached to the notarized document (in this case, a contract for a home loan and purchase).

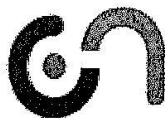
Expected audience: A foreign entity requiring proof of the home sale, purchase and mortgage, presumably with some familiarity with these types of contracts

The following example is a notary cover sheet declaring that the attached document is a photocopy of an original document of 23 one-sided pages, constituting a contract of a combined home sale, purchase and mortgage, and retrieved from the notary’s archive of deeds (*‘escrituras’*).

It is worthwhile at this point to briefly discuss what is expected of the translator when he or she receives a PDF ST with unique formatting, such as the text in this example. The translator is not expected to produce a TT that looks exactly like the ST, with logos, letterheads and signatures transferred over to the translated document. That would, in fact, be inauthentic and bordering on creating a falsified document. It is helpful and expected, when reasonably possible, for the translator to recreate the basic format and structure of the ST in the TT to help identify which translated text correlates to the original text, as well to allow the text to be presented as intended (i.e., it would be inappropriate and unhelpful for a translator to change numbered items to bullet points). All items on the document that cannot be translated should be duly noted in the TT, with a description and their location on the document.

For example, it did not seem necessary to me to include the signature space and information for the person that was crossed out. My logic was that they were irrelevant for the document in question to the point that they were crossed out. I also did not include the contact information at the bottom of the cover sheet, as it was not part of the

main body of text. I later learned that these were mistakes and that, in fact, the best policy to follow as a translator is to not evaluate which information is needed or not, but to at the very least mention the existence of everything in the TT, even that which is not to be translated (addresses, signatures, letterhead, etc.).



**CARTÓRIO NOTARIAL
DA MAIA**

A cargo do Notário José Idalécio Fernandes

CERTIDÃO

Certifico que a fotocópia apensa a esta certidão contém **VINTE E TRÊS** folhas, sem escrita no verso, por mim numeradas e rubricadas, e foi extraída, *conforme o original*, de folhas 45 a folhas 47vº do livro de notas para escrituras diversas número **8 – B**.
Maia, 2014-02-28.

A Colaboradora com competência delegada,
nos termos do nº 1 do artº 8º do Dec. Lei nº 26/2004, de 4/2,
com a redacção que lhe foi dada pelo Dec. Lei nº 16/2011, de 25/01


(Andreia Filipa da Silva Machado)
Inscrita na Ordem dos Notários sob o nº 254/5
Autorização publicada em 01/01/2013


(Joana Vanessa Pinto Fernandes)
Inscrita na Ordem dos Notários sob o nº 254/8
Autorização publicada em 04/02/2013

Conta registada sob o nº 2/480
Emitida Factura/Recibo nº 480/003/2014



Rua Dr. Augusto Martins, Edifício Versalhes, nº 23 - 4470 - 145 MAIA -- Tel.: 229407916/7 -- Fax: 229407918
Email: cnjosefernanDES@gmail.com; jose.fernamDES@notarios.pt

Figure 7 - ST of Example 2

MAIA NOTARY OFFICE
Directed by José Idalécio Fernandes, Notary

CERTIFICATE

I certify that the photocopy appended to this certificate has **TWENTY-THREE** one-sided (blank on the reverse) pages, which I have numbered and initialled, and was extracted, *in accordance with the original*, from pages **45** to **47vº** of the notebook number **8-B**.
Maia, 2014-02-28.

Delegate collaborator,
according to the terms of number 1 of the 8th article of the Decree-Law number 26/2004, of 4/2,
with its redaction in the Decree-Law number 15/2011, of 25/01.

(Signature)
(Andreia Filipa da Silva Machado)
Registered in the Notary Professional Organisation under number 254/5
Authorisation published on 01/01/2013

Account registered under # 2/480
Bill/Receipt emitted under # 480/003/2014

Figure 8 - TT of Example 2

2.2.1.3. Example 3

Document: ‘Cartório Notarial’

Service type: Translation

Language pair: Portuguese > English

Type of text: Notarized legal contract – deed

Location of example in text: Page 5 of 7.

Expected audience: A foreign entity requiring proof of the home sale, purchase and mortgage, presumably with some familiarity with these types of contracts

Continuing with the same document, we will look at a page from the notarized contract itself. Given that this is a home sale, purchase and loan contract, it has personal information on nearly every page that cannot be publicly published. However, it contains one page with more generic information that can be published and that ultimately has more to analyze in terms of the translation, because it contains more translated text (rather than being mostly names, numbers, addresses, etc.). The signatures in the top right corner are obscured, as well as a number that could potentially be used to identify the property in question.

Translating this document was not very unlike translating ‘Memorando de Entendimento’ in Example 1. It had similar language and structure, and thus presented similar problems. Once again, the primary difficulty encountered was trying to fully understand the legal language of the ST and trying to create an equivalently-structured document in the TT without any prior knowledge of law or legal writing.

The second paragraph of the excerpt begins with “*Para a caução e garantia*”, which, at the time was interpreted to be a legal ‘doublet’, which are very common in Legal English. A ‘doublet’ or ‘triplet’ is a standard phrase of two or three words (respectively) that are always used together, even though they are essentially synonyms (e.g., aid and abet; null and void; name, constitute and appoint; etc.) (Vega 2011). Unable to find the equivalent doublet in Portuguese, nor knowing if there even was one, the phrase was simplified as ‘to guarantee’ in the translation, essentially eliminating

'*caução*', although not quite as '*caução*' can mean a number of things (e.g., collateral, deposit, bond), including guarantee. However, reviewing the translation again now, and now knowing that doublets and triplets are a more common feature of English legal language, and not so much of Portuguese (Vega 2011), this decision is called into question. Perhaps this simplification resulted in the elimination of an idea that should have been maintained? Yet without possessing the specific and in-depth knowledge of Portuguese law, legal writing and legal concepts needed to be able to make a truly informed decision, nor the time to acquire a necessary amount of it, a decision was made based primarily on first instincts.

Another challenging phrase was "*Assim o disseram e outorgaram*", which appears to be a standard, fixed phrase in Portuguese legal language. Unable to find an appropriate equivalent fixed phrase in English, the decision was made to do a literal translation: "Thus they spoke and signed." Once more, in retrospect, this solution feels clumsy and very obviously translated. An alternative could have been "Thus they have declared and granted", which is a popular solution found online (ProZ.com), and which may be more appropriate, as to 'speak' is not typically used in the context of written agreement, while to 'declare' can be either oral or written.

nesta data, lhes é concedido pelo **prazo de duzentos e quarenta meses** a contar do próximo dia **dois**, ao abrigo do Regime Geral de Crédito à Habitação, regulado pelo Dec. Lei nº 349/98, de 11 de Novembro e demais legislação complementar, do qual eles segundos outorgantes, desde já, se confessam solidariamente devedores. -----


---- Que para caução e garantia de todas as responsabilidades assumidas nos termos do presente contrato, nomeadamente juros que forem devidos e ainda das despesas judiciais e extrajudiciais que, para efeitos de registo, se fixam em **dois mil euros**, eles mutuários **constituem HIPOTECA**, a favor do “Banco Espírito Santo”, sobre a fracção autónoma atrás identificada e ora adquirida. -----

---- Que o citado empréstimo e a hipoteca regulam-se, ainda, pelos termos constantes de um documento complementar, elaborado de harmonia com o número dois do artigo sessenta e quatro do Código do Notariado, que fica arquivado como parte integrante desta escritura, cujo conteúdo declaram ter perfeito conhecimento e inteiramente aceitam pelo que dispensam a sua leitura. -----

---- **Declarou ainda a terceira outorgante:**-----

---- Que para o Banco Espírito Santo, seu representado, aceita a confissão de dívida e hipoteca nos termos exarados. -----

---- **Assim o disseram e outorgaram.**-----

---- **Verifiquei a existência** do certificado energético, nº  válido até 21/02/2024, respeitante à fracção vendida, e que o mesmo foi entregue neste acto aos compradores. -----

---- **Exibidos:** a) Certidão predial permanente, disponível na internet,

Figure 9 - ST of Example 3

This excerpt presents more or less the same text that is displayed on page 5 of the ST (on the previous page), for purposes of comparing the quality of the translation. The text distribution of the final TT did not match the ST exactly.

on this date for the **period of two hundred forty months** beginning on the **second day** of the upcoming month, under the General Regime of Home Loans, regulated by the Decree-Law number 349/98, of the 11th of November and other complementary legislation, for which the second party jointly assumes responsibility for repayment.-----
-----That to guarantee all of the responsibilities assumed in the present contract, namely any interest owed and judicial and extrajudicial expenses that, for effects of registration, are fixed at **two thousand Euro**, the borrowers **constitute MORTGAGE**, in favour of “Banco Espírito Santo”, over the autonomous unit previously identified and now acquired.-----
-----That furthermore, the mentioned loan and the mortgage are regulated by the terms contained in a complementary document, drafted in harmony with number two of article sixty-four of the Notary Code, which is archived as an integral part of this deed, and whose content they declare to have perfect knowledge and fully accept such that its reading is unnecessary.-----**The third party further declared:**-----
-----That for the Banco Espírito Santo, which they represent, accepts the statement of debt and mortgage as outlined in the terms.-----**Thus they spoke and signed.**-----
-----**I verified the existence** of the energy certificate number SCE78381027, valid until 21/02/2024, regarding the unit sold and that the same was delivered in this act to the buyers.--
-----**Exhibited:** a) Permanent building certificate, available on-line,

Figure 10 - TT of Example 3

2.2.2. Institutional website – the University of Porto and SIGARRA

Translating part of the UP and SIGARRA (Sistema de Informação para Gestão Agregada dos Recursos e dos Registos Académicos – Information System for the Aggregated Management of Academic Resources and Records) websites was the largest and most detailed project that was completed during the internship. It was also a very rewarding project because it was a collaborative effort between me and my internship adviser, Aurora Peixoto, M.A., in the sense that I would translate the pages and then receive detailed feedback from Ms. Peixoto, who is also an experienced translator and former FLUP lecturer. After integrating the feedback into the revised TT, any remaining issues would be discussed and resolved before submitting the final TT.

First, a brief description of what SIGARRA is and the purpose it serves within the larger context of the UP. The University of Porto has a web portal (www.up.pt) which provides information about the university to the public at large, and an offshoot of that portal, SIGARRA (www.sigarra.up.pt), is a centralized information system for use by all those officially affiliated with the UP, such as students, staff, faculty, researchers, and anyone else who has been granted login credentials. Nearly everything relating to the functioning of the UP passes through this system, including applications, enrolment, grading, exam and thesis submissions, course information and materials downloads, document requests, and much more. SIGARRA is the information spinal cord of the UP, linking all of the faculties, administrative services and students together. Without access to SIGARRA, or without access in a language that you can understand, life as a student at the UP would be extremely difficult without substantial outside help. Translating SIGARRA will help ‘internationalize’ the UP and ease the transition of foreign students.

Returning to the translations, a recurring issue in the four assigned segments was maintaining consistency, which was challenging both in terms of keeping to the British English conventions of spelling and in consistently using the agreed-upon terminology. The former can be explained by the fact that I am American and am used to American English conventions, and had never written any text of length using British English. The latter, however, can be explained by a poor work method that led to problems with

being able to maintain a ‘clean’ translation memory (TM). Rather than updating the TM with the revisions soon after receiving them, I would begin translating a new segment with the old TM and submit it for review with some of the same mistakes that had been corrected in the previous segment.

A major factor contributing towards the difficulty of creating a TT with ‘standardized’ terminology – one of the main goals for the project – was the lack of consistency among the pre-existing translations of the various UP faculty websites. These had not been done by the same person, and some had not even been done by qualified translators. The only instruction provided with the STs in that sense was to use ‘Admissions’ for ‘*Acesso e Ingresso*’ and to use ‘Applications’ for ‘*Candidaturas*’, as well as the terminology that existed in the TM from the translation of other sections of the website that was also provided.

Immediately at the start of Part 1, there was the issue of how to translate ‘*licenciatura*’. Ms. Peixoto rightfully pointed out that, at the time, the UP website included several translations for ‘*licenciatura*’, including *licenciatura* (no translation or zero translation), undergraduate degree, graduate degree, 1st cycle degree and first cycle degree. There was no consistency in the terminology, so a ‘best fit’ term that would be understandable to the widest possible international audience had to be chosen; the term that was finally decided on was ‘bachelors degree’. This spelling, without the s-possessive, was present in the TM and was the norm that we followed, which at the time did not seem quite right standing in for ‘bachelor’s degree’, but there was some justification for leaving out the apostrophe (for both ‘bachelor’s’ and ‘master’s’) based on frequency of usage; in the Corpus of Global Web-Based English² by Brigham Young University, which boasts a corpus of 1.9 billion words in sources from 20 different countries, shows 5,148 instances of ‘master’s degree’ and 3,567 instances of ‘masters degree’. The regional breakdown showed that the USA has a very strong preference for ‘master’s degree’ (1,339 instances) over ‘masters degree’ (455 instances), while Great Britain was almost evenly split, with 428 and 481 instances, respectively. In fact, we even see a preference for the omission of the apostrophe. Ms. Peixoto, who has

² <http://corpus.byu.edu/glowbe/>

expertise in British English, also did not correct this option, so it was left as is in the final version.

From the limited information on this issue that was gathered at the time, all of which has been speculative at best (arguments for leaving the apostrophe out, that is; there are numerous reputable sources instructing to use the apostrophe), it seems that there may currently be a move towards leaving the apostrophe off, in the same way that the abbreviated degree titles (i.e., B.A., M.A., Ph.D., etc.) are increasingly losing their punctuation in some styles (becoming BA, MA, and Ph.D, respectively), as they have at Johns Hopkins University, for example (Johns Hopkins Bloomberg School of Public Health 2015). At the same time, Johns Hopkins does require that ‘bachelor’s’ use the apostrophe.

In retrospect, perhaps this particular decision should not have been made based on word frequency, but rather according to documented rules of grammar, all of which (in my brief research) instruct to use the s-possessive.

2.2.2.1. Example 4

Document: Parte 1 (UP Website)

Service type: Translation

Language pair: Portuguese > English

Type of text: Informative – text on university website

Location of example in text: Introductory text for the webpage “Admissions to the U.Porto”.

Expected audience: Non-Portuguese-speaking students with varying levels of knowledge of English, seeking to apply to the UP for short-term (in some cases, when programs are available in English, long-term) study

This excerpt shows the text of the first paragraph of the webpage ‘Admissions to the U.Porto’ (*Acesso e Ingresso na U.Porto*), the ‘landing page’ for students looking for information about applying to a course at the UP. Now that the page is translated, it can serve this purpose for both Portuguese-speaking and non-Portuguese-speaking

students alike. Also note that throughout this project, the shortened form of ‘the University of Porto’ is presented as ‘U.Porto’, with no space in between the period and the capital ‘P’. This was a decision made between me and my supervisor based on the existing material from U. Porto that utilizes this grammatically incorrect representation of the name as a means of ‘branding’. This idea bears resemblance to the recent one made by the Porto City Hall (Câmara Municipal do Porto) to re-brand the city as ‘Porto.’, period included. It is meant to make a ‘brand’ of the official name of the entity through unusual punctuation.

Returning to the example at hand, below is a table with the ST, my initial TT translation and the final, revised TT. The changes from the preliminary TT to the final TT are highlighted in yellow.

Table 3 - SIGARRA website - Part 1

ST	First draft of TT	Revised and final version of TT
<p>Terminaste o 12º ano e gostavas de prosseguir a tua formação na universidade preferida dos alunos em Portugal? Vens de um país de fora da União Europeia e não sabes o que fazer para ingressar na mais internacional das universidades nacionais? Tem uma licenciatura mas pretende enriquecer o curriculum com um curso de pós-graduação ou de educação contínua? Aqui encontrará o que precisa de saber para se juntar aos milhares de estudantes que, todos os anos, ingressam nos cursos da Universidade do Porto.</p>	<p>Have you finished your 12th year and would you like to continue your education at the preferred university of Portuguese students? Do you come from a country outside of the European Union and are unsure of how to enrol in the most international of national universities? Do you have a bachelors degree but want to enhance your curriculum with a postgraduate or continuing education course? Here, you'll find all of the information you need to know to join the thousands of students who enrol in courses at the University of Porto every year.</p>	<p>Have you finished 12th grade and would you like to continue your education at the preferred university of Portuguese students? Do you come from a country outside of the European Union and are unsure of how to apply to the most international of national universities? Do you have a bachelors degree but want to improve your curriculum with a postgraduate or lifelong learning course? Here you will find all you need to know in order to join the thousands of students who come and study at the University of Porto (U.Porto) each year.</p>

One feature of this text that may immediately stand out to the reader is the inconsistent treatment of the reader in the ST. In the first two sentences, they are addressed by ‘*tu*’, and in the remaining text (and in the rest of the document, not shown here) they are addressed by ‘*você*’. This is not a mistake in the copying of the ST in this report; this was the way that it was delivered for translation. This inconsistency does not make much of a difference when translating into English, which only has a ‘you’ form, although it could affect the tone of the translation (more or less formal) depending on the interpretation of the translator. In this case, it was assumed that the more formal ‘*você*’ was meant to be used, and the text was written in a friendly but formal (no contractions, for example) tone.

The correction from ‘12th year’ to ‘12th grade’ was made in order to better match the terminology of foreign education systems and also to avoid confusion with a student’s age. It also breaks the structure of the TT away from the structure of the ST by not using ‘year’.

The logic behind the change from ‘enrol’ to ‘apply’ (‘*ingresso*’) was very simple: one must first apply to a course before they can enroll in one. Also, with the instructions to use ‘admissions’ for ‘*acesso e ingresso*’, but with ‘admissions’ not being correct in this case, ‘apply’ was also chosen for being closer to that stage of the application process than ‘enrol’ is.

Much like ‘*licenciatura*’, the term ‘*formação contínua*’ was also inconsistently translated across UP websites. My initial choice was to use ‘continuing education’, which is a very common term in the US and in the UK, but the term had also been translated as ‘continuing training’, ‘continuous training’ and ‘lifelong learning’ in different UP faculty websites. This term was discussed at length, and Ms. Peixoto, having had experience teaching these courses at FLUP, felt that ‘lifelong learning’ was a better fit for an interesting reason. Using the term ‘continuing education’ presupposes that the student has had some higher education or has studied recently, while ‘lifelong learning’ has no such connotations. The programs offered as part of ‘*formação contínua*’ are open to people at all stages of education and life, so choosing a more all-encompassing term for the translation became the logical and most accurate choice.

Next, we see that my usage of ‘you’ll’ was corrected, as contractions should generally be avoided in formal texts. Furthermore, Ms. Peixoto gave another interesting reason to avoid using contractions in texts for international audiences. The international TA of the TT will likely be mostly composed of European students interested in or currently participating in the Erasmus program. Their native language will not be English unless they are from the UK, and there is a chance that they may not know what the contraction means, and by not using it we can avoid a potential point of confusion and miscommunication. Secondly, and this relates to the final correction in this portion of text, because of the likely characteristics of the TA (non-native English speaker), our TT should use simple, clear and straightforward language. Ms. Peixoto (who has taught English Language Learner classes) noted that contractions are more ‘economical’ for the native speaker, but they are not necessarily simpler or clearer, particularly for non-native speaker audiences, a point that I had not considered before.

The last corrections shown in the excerpt were also made for the sake of simplicity, fluency, and clarity. The supervisor felt that the verbose Portuguese structure was being followed too closely, explaining that there is typically more punctuation and more length to a Portuguese text than there is in its English equivalent (if it is a good translation, that is). Again, the TA will likely not be native speakers of English, so it was essential that the language used in the TT was as simple and ‘uncluttered’ as possible.

Table 4 - SIGARRA website - Part 2

ST	First draft of TT	Revised and final version of TT
<p>Atenção: As condições de ingresso (habilitações mínimas, documentos a apresentar, etc) variam em função do regime especial, sendo que, no mesmo ano letivo, o candidato só pode requerer matrícula e inscrição através de um dos destes regimes. Por outro lado, o candidato colocado pelos regimes especiais que não efetue a matrícula e inscrição no prazo fixado, salvo por motivo justificado e comprovado documentalmente, não pode no ano letivo imediato candidatar-se à matrícula e inscrição através do concurso nacional ou requerê-la através dos regimes especiais.</p>	<p>Attention: Entrance requirements (minimum qualifications, required documents, etc.) vary in function of the special regime. The candidate can apply through only one of these regimes each school year. If an applicant is granted admission through a special regime but does not register and enrol within the designated time frame (unless due to a justified and documented reason), they cannot apply for admission through the CNA or apply through another special regime within the same school year.</p>	<p>Note: Special regime entrance requirements (minimum qualifications, required documents, etc.) may vary. The candidate can apply through only one of these regimes each academic year. If an applicant is granted admission through a special regime but does not register and enrol on time, they cannot, unless there is a justified and documented reason, apply for admission through the CNA or apply through another special regime within the same academic year.</p>

Simply by comparing the lengths of each version of the text, we can see that the supervisor simplified the draft TT, which in various places (highlighted in yellow) was unnecessarily complicated and too tied to the ST structure. The comparative length of the ST clearly demonstrates the aforementioned tendency towards ‘wordiness’ in the Portuguese language, which translators should be aware of and try to limit, as it may not be appropriate in the target language (as it often is not in English, for example). Also note the change of terminology from ‘school year’ to ‘academic year’, which was determined to be a better fit in the context of higher education.

Table 5 - SIGARRA website - Part 4

ST	First draft of TT	Revised and final version of TT
A transferência de tecnologia é também uma componente essencial do ecossistema empreendedor da U.Porto. Das tecnologias geradas na Universidade tem resultado a criação de <i>spin-offs</i> com alto potencial inovador. A este nível, a Universidade promove várias atividades de apoio ao empreendedorismo especialmente vocacionadas para os seus investigadores.	Technology transfer is also an essential component of the entrepreneurial ecosystem of the U.Porto. The technologies created at the U.Porto have generated spin-offs with high innovative potential. As a result, the U.Porto promotes various activities supporting entrepreneurship specifically intended for their researchers.	Technology transfer is also an essential component of the entrepreneurial ecosystem of the U.Porto. The technologies produced at the U.Porto have created spin-offs with high innovative potential. As a result, the U.Porto promotes various activities that support entrepreneurship specifically intended for their researchers.

In the above excerpt, we see two alternative solutions to translating two synonymous verbs in the same sentence: ‘gerar’ and ‘criar’. To avoid repeating ‘created’, a preliminary solution in the draft TT was to switch the placement of the verbs, while the supervisor felt that it was important to maintain the placement of the verb ‘created’ with ‘spin-offs’ due to linguistic collocation; that is, ‘created’ and ‘spin-off’ co-occur more often than ‘generated’ and ‘spin-off’, thus making the former sound more natural, even though ‘create’ and ‘generate’ are essentially synonyms.

In general, there was also a lot of ‘cleaning up’ of the ST that needed to be reflected in the TT. Ms. Peixoto would often repeat, “Just because it is wrong in the ST does not mean that we have to keep it wrong in the TT”. The errors that we most frequently found in the ST and corrected in the TT were things like inconsistency in terminology within the same webpage, inconsistent capitalization of words and, at times, confusing sentence structures.

2.2.2.1.1. ‘The U.Porto’ or ‘U.Porto’

The discussion that I had with my supervisor over the abbreviated and acronym form of the University of Porto was a heated one. I had not been aware of any other

convention when using the acronym of a school name than leaving off the article, i.e., ‘I went to U.C. Berkeley’. However, it was explained to her that the British convention is to maintain the article, i.e., ‘She went to the U.C. Berkeley’. Of course, if anyone were to say the name of the university *in extenso*, they would use the article (‘She went to the University of California, Berkeley’), but the convention of using the article ‘the’ before the acronym had been up to that point unknown to her.

It was not illogical, however, since one does say things such as ‘I visited *the* UK’ and not ‘I visited UK’. According to more than one source (ex. Nichol 2011), the convention in the US is the following: acronyms that are read as words, which are technically ‘initialisms’, drop the article, e.g., NASA, FEMA, *et cetera*, while acronyms that are spelled out when spoken maintain it, e.g., the FBI, the CIA, and so on. The case of university abbreviations not taking the article is somewhat of an anomaly, although it might be attributed to the fact that they may be initialisms more than they are acronyms (Nichol 2011). Ultimately, it was decided to follow the convention of maintaining the article.

2.2.2.2. Example 5

Document: FEST – Termos – Final

Service type: Translation

Language pair: Portuguese > English

Type of text: Informative/Technical

Location of example in text: No specific location within the list, examples of the most interest were chosen for discussion.

Expected audience: Non-Portuguese-speaking students with varying levels of knowledge of English, navigating the SIGARRA website for administrative and course information

In this document, we continued our work on the translation of non-contextualized terms for use in the SIGARRA website. This list of terms would be used

to establish ‘official’ translations for reoccurring terms on the website with the goal of standardizing future translations and avoiding some of the exact problems with inconsistent terminology described above.

This job was challenging because it was simply a list of terms with no context to aid in determining their meaning, which was not very clear in a few cases, as the words could have various different interpretations in different contexts. Even with the knowledge that the terms will be used for an institutional academic website, in the cases below it was simply not possible to, as the supervisor put it, come to a ‘happy’ solution. The translations are referred to below as interpretations because they were really chosen based on how the meaning of the term in the ST was interpreted. Often times, a more literal translation was chosen in order to avoid one that would end up being outright wrong in whatever context it was intended for.

Table 6 - Translation of terms out of context

Term	Chosen interpretation	Other interpretations
<i>cedência</i>	Unable to make a good choice.	assignment, assign, allow, permit, grant, yield
<i>extraordinário</i>	extraordinary	external, extra-, additional, conditional, exceptional, occasional
<i>horário</i>	schedule	timetable, opening hours, contact hours
<i>obter aprovação a</i>	must pass ³	needs approval
<i>por reconhecimento</i>	by recognition	by equivalence, by transfer
<i>presença</i>	presence	present
<i>ordinário</i>	ordinary	regular
<i>Titulares de diploma de curso técnico superior profissional</i>	Holders of a senior technical professional diploma	senior official/technician, senior technical official, senior professional technician, professional senior technician, senior

³ It seemed likely that this term might emerge within the context of a degree program description, detailing, for example, the courses that had to be passed in order to earn the degree (e.g., ‘Must pass X classes to earn the degree of X in X’).

		technician professional
<i>Candidatura ao MADEP</i>	Application to MADEP	We were not sure what this meant, so we left it as it was.

This document also had a technical challenge that was recognized immediately thanks to the fact that it had been covered in the Localization class in the third semester of the MTSL coursework. A few of the terms listed used the percentage (%) symbol followed by an s, indicating a variable number (although, typically a number variable is represented as ‘%d’, in this case, it was clear that it stood in for a numeral). For example:

Table 7 – Ordinate numbers

ST	TT
%s ^a opção	Option number %s
%s ^a Inscrição	Enrolment number %s

In these examples, the phrasing of the translated TT obligatorily had to be altered because of the differences in writing ordinal numbers in Portuguese and English. In Portuguese, the superscript for ordinal numbering is dependent upon the gender of the noun following the number, and thus does not change (i.e., the Portuguese word for ‘place’, *lugar* is masculine, so all numbers will have the ‘o’ superscript, so 1st, 2nd and 3rd place would all be 1^o, 2^o and 3^o *lugar*). In English, however, the superscript for ordinal numbers is dependent upon the number and is always the same for each number (i.e. 1st is always 1st, no matter what words precede or follow), the most common superscript being ‘th’, applying to all multiples of 10 and numbers ending in 4-9, but ‘st’ (numbers ending in 1), ‘nd’ (ending in 2), and ‘rd’ (ending in 3) must also be accounted for. Given that the translator cannot know what numbers will be used in the variable position, a phrase that does not require using ordinal numbering must necessarily be created to avoid a messy and confusing situation of ‘%s^{st/nd/rd/th}’. This feature of the English language forces the TT to be more complex and ‘wordy’ than the

phrasing naturally would be, although in the case of the word ‘number’, it can be shortened to ‘no.’ if needed to stay within character limits (a frequent concern in localization projects).

Interestingly, the Portuguese language escapes the burden of ordinate numbering, but not of gender, resulting in the need for solutions such as (where ‘%d’ takes the place of a name), ‘*Dr./Dr.^a %d, licenciado/a em %d...*’.

Below are a few more examples of our chosen solutions for these situations:

Table 8 - Ordinate numbers continued

ST	TT
%s U.C. do tipo Unidade curricular da componente %s com um total de %s créditos	%s C.U.(s) of the curricular unit type of the %s component with a total of %s credit(s)
Qualquer unidade curricular do %sº ciclo da %(nome da faculdade)"s"	Any curricular unit of cycle %s of the %(faculty name)"s"
Qualquer unidade curricular do %sº ciclo do curso/CE %(nome do curso)"s"	Any curricular unit of cycle %s of the course/CS %(course name)"s"
mínimo de %s unidades curriculares e máximo de %s unidades curriculares, no %sº Semestre do %sº ciclo da %(nome da faculdade)"s (cumprido)"	minimum of %s curricular units and maximum of %s curricular units, in Semester %s of cycle %s at the %(faculty name)"s (completed)"

In the last example we can see just how clumsy the phrasing gets: ‘minimum of 5 curricular units and maximum of 15 curricular units, in Semester 1 of cycle 1 at the Faculty of Arts (completed)’. However, ‘Semester 1’ is not an altogether terrible solution, as it even appears that this is the more common construction in the UK (rather than ‘1st Semester’, which is more common in the US).

2.2.3. Hotel mission statement and customer service ‘script’

This project, consisting of two documents, was commissioned by a small Portuguese hotel chain. One document was a type of mission statement for the chain,

describing their guiding ethics and commitments to their customers, and the other document was a standardized script for employees to follow when responding to clients by e-mail, SMS and fax. The chain consists of 3- and 4-star hotels with a focus on providing the basics that the traveler needs for a low rate, but with the quality and service expected of higher-end hotels. Their focus is on providing the customer with a unique experience defined by “simplicity, proximity, well-being and modernity”.

The overall level of difficulty of this assignment was not too high. Websites of similar star-level hotels in the UK were briefly consulted to gain a sense of the terminology and level of formality typically used.

2.2.3.1. Example 6

Document: DT Resp clientes_v00DEF

Service type: Translation

Language pair: Portuguese > English

Type of text: Business/Hospitality – for internal use

Location of example in text: Page 3 of 12, in the section of ‘Reservation confirmation messages’

Expected audience: Non-Portuguese-speaking guests (or potential guests) of the hotel who will receive the TT by way of the hotel employees’ communication with them

The following example provides a good overview of what the remaining 11 pages of this document were like; the language did not vary very much. It contains an e-mail version and an SMS version of the confirmation message that employees must send to customers to confirm their reservation.

One phrase that did not have an immediately apparent translation was: ‘*Fique bem*’. This phrase is used as a sign-off, and it is a somewhat unusual one in the context of Portuguese hotels and other similar customer services; more common farewells include ‘*Com os melhores cumprimentos*’ (‘With highest compliments’) or simply

‘Cumprimentos’ (‘Compliments’/‘Regards’). While the phrase could have easily translated it into something equally commonplace in English like ‘Best Regards’ or ‘Yours in Service’, it appeared as though the hotel had chosen that phrasing for a reason, possibly as part of an image of wellness that they want to project to their customers, which indeed is mentioned in their mission statement. For that reason, it was translated as ‘Be well’, which at first blush may sound too literal, but it is indeed an expression in English, although less common than something like ‘take care’. The aim in this instance was to be a little bit unique and different, because while the rest of the message was very standard, the hotel seemed to be using their sign-off as a way to show their individuality, which is also a feature that the chain strives to display.

Like Example 5, the portion of the text that included the SMS message to be sent to customers called for some knowledge of localization, in the sense that the text may need to adhere to a specific character limit. The translation commissioner did not indicate a character limit for this message, thus it was assumed that the TT should not exceed the character count of the ST, and in fact, it naturally came out to be shorter than the ST at 73 versus 76 characters. There were no further localization concerns that could be identified, though, especially because the process for sending out these responses appears not to be a manual and not automated process. Employees are instructed to appropriately modify each communication before sending it out to the customer. That would also explain why there were no variable place holders (%s or %d) similar to those seen in the previous section, 2.2.3.

Note that ‘Ms.’ is used in the female salutation as this is the appropriate form to use when you are unsure of a woman’s marital status – it does not assume singlehood (unlike ‘Miss’) nor does it assume marriage (‘Mrs.’).

The hotel name has been redacted in the below excerpt and in the two examples that follow because permission was not granted to publish it in association with this translated TT.

Table 9 -- Hotel client SMS response

ST	TT
<p>Bom dia/Boa tarde/Boa noite Sr.(a) (nome do cliente).</p> <p>Agradecemos a sua preferência pelo [REDACTED] HOTEL (localidade).</p> <p>Confirmamos a sua reserva com o n° XXXX; com chegada a xx/xx/xx e partida a xx/xx/xx.</p> <p>Garantimos a sua reserva até às 19h00 do dia de chegada. Confirme a sua reserva após esta hora facultando o seu n° de cartão de crédito. Esperamos por Si a partir das 14h00 do dia da chegada.</p> <p>Fique bem,</p> <p>A Equipa [REDACTED] HOTELS. (local, data e nome)</p>	<p>Good morning/Good afternoon/Good evening Mr./Ms. (client name).</p> <p>We appreciate your preference for [REDACTED] HOTEL (location).</p> <p>We hereby confirm your reservation #XXXX with arrival on xx/xx/xx and departure on xx/xx/xx.</p> <p>We guarantee your reservation until 7:00pm on the date of arrival. Guarantee your reservation beyond that time by providing your credit card number. We look forward to seeing you starting at 2:00pm on the date of arrival.</p> <p>Be well,</p> <p>The [REDACTED] HOTELS Team. (location, date and name)</p>

2 - Os textos a seguir serão utilizados como CONFIRMAÇÃO DE RESERVA a clientes individuais (ADAPTAR CONFORME O CASO):

VERSÃO E-MAIL

Bom dia/Boa tarde/Boa noite Sr.(a) (nome do cliente)!

Agradecemos a sua preferência pelo [REDACTED] HOTEL (localidade).

Confirmamos a sua reserva; será um prazer recebê-lo(a) brevemente.

Estes são os detalhes da sua reserva:

(INFORMAÇÕES DA RESERVA)

O seu quarto está disponível a partir das 14h00 do dia da chegada.

Pode usufruir do seu quarto até às 12h00 do dia de partida.

Garantia de reserva:

Garantimos a sua reserva até às 19h00 do dia da sua chegada. Pode ainda garantir a sua reserva após esta hora facultando o seu nº de cartão de crédito ou efectuando um pré pagamento da primeira noite.

Consulte a nossa política de cancelamento e *no-shows* na íntegra, em [www.\[REDACTED\]/politicacancelamento...](http://www.[REDACTED]/politicacancelamento...)

Aguardamos a sua presença,

Fique bem,

A Equipa [REDACTED] HOTELS.

(local, data e nome)

VERSÃO SMS

Bom dia/Boa tarde/Boa noite Sr.(a) (nome do cliente).

Agradecemos a sua preferência pelo [REDACTED] HOTEL (localidade).

Confirmamos a sua reserva com o nº XXXX; com chegada a xx/xx/xx e partida a xx/xx/xx.

Garantimos a sua reserva até às 19h00 do dia de chegada. Confirme a sua reserva após esta hora facultando o seu nº de cartão de crédito. Esperamos por Si a partir das 14h00 do dia da chegada.

Fique bem,

A Equipa [REDACTED] HOTELS.

(local, data e nome)

Figure 11 - ST of Example 6

2 - The following texts will be used for the RESERVATION CONFIRMATION for individual clients (ADAPT ACCORDINGLY):

E-MAIL VERSION

Good morning/Good afternoon/Good evening Mr./Ms. (client name)!

We appreciate your preference for █████ HOTEL (location).

We hereby confirm your reservation; it will be a pleasure to welcome you soon.

Below are your reservation details:

(RESERVATION INFORMATION)

Your room is available from 2:00pm on the date of arrival.

You may enjoy your room until 12:00pm on the date of departure.

Reservation guarantee:

We guarantee your reservation until 7:00pm on the date of your arrival. You may also guarantee your reservation until a later time by providing us with your credit card number, or by pre-paying the first night.

Consult our full cancellation and no-show policy at www.█████/politicacancelamento...

We look forward to your stay,

Be well,

The █████ HOTELS Team.

(location, date and name)

SMS VERSION

Good morning/Good afternoon/Good evening Mr./Ms. (client name).

We appreciate your preference for █████ HOTEL (location).

We hereby confirm your reservation #XXXX with arrival on xx/xx/xx and departure on xx/xx/xx.

We guarantee your reservation until 7:00pm on the date of arrival. Guarantee your reservation beyond that time by providing your credit card number. We look forward to seeing you starting at 2:00pm on the date of arrival.

Be well,

The █████ HOTELS Team.

(location, date and name)

Figure 12 - TT of Example 6

2.2.3.2. Example 7

Document: ‘Política de Qualidade e Ambiente’

Service type: Translation

Language pair: Portuguese > English

Type of text: Business/Hospitality

Location of example in text: Page 1 of 2, following the chain’s mission statement.

Expected audience: Non-Portuguese-speaking guests, potential guests or other members of the general public seeking information about the hotel

The other document of this project containing the hotel group’s mission statement was not particularly problematic and will therefore not be analyzed in depth. . The text contained a list of items that the Quality and Environmental Management System of the hotel committed to fulfilling. The first four items have been provided below to give the reader a sense of the tone and style of the text.

Table 10 -- Hotel mission statement commitments

ST	TT
<ul style="list-style-type: none">• Identificar as necessidades e expectativas dos seus clientes internos e externos para assegurar a sua satisfação;• Cumprir a legislação da qualidade e ambiental, normas, regulamentos e outros requisitos aplicáveis, nomeadamente à actividade hoteleira, incluindo no âmbito da segurança alimentar;• Prevenir a ocorrência de perigos que afectem a segurança alimentar e manter a rastreabilidade dos produtos.• Garantir produtos seguros e genuínos devidamente rotulados e apresentados aumentando a confiança na sua segurança.	<ul style="list-style-type: none">• Identify the needs and expectations of its internal and external clients in order to ensure their satisfaction;• Fulfil quality and environmental legislation, norms, regulations and other applicable requirements, namely those regarding the hotel sector, including food safety;• Prevent the occurrence of hazards that may affect food safety and maintain product traceability.• Guarantee safe and genuine products that are appropriately labelled and displayed, increasing trust in their safety.

2.2.4. Revision of an academic article

2.2.4.1. Example 8

Document: ‘Um calendário de feriados judiciais do séc. XVI’

Service type: Revision

Language pair: Portuguese > English

Type of text: Academic

Location of example in text: Page 8 of 27

Expected audience: Peers with knowledge of subject area – readers of academic journals

My advising professor, Dr. Elena Zagar Galvão, assigned this project to me through UNAPS. It consisted of an academic article written by two history professors at FLUP and translated into English by some of her undergraduate students (non-native speakers of English). The article itself presents an in-depth analysis of judicial holidays of the 16th century within the Hospitaller Order, falling on days of celebration in honor of different saints.

One of the main issues with the TT was that at various points the translation was too married to the ST, especially in its terminology. The example below is a good illustration of this and other points that will be discussed following. In yellow, we can see the points where the TT is almost literally translated from the ST, resulting in incomprehensible constructions in English, and even a situation of an unrecognized false cognate (*‘amplamente’* in this context means ‘widely’, not ‘ample’ as in ‘plentiful’). Proposed solutions for these specific points are in purple.

(Table located on following page for ease of comparison)

Table 11 -- Academic text

<p>ST</p>
<p>Integrados na simbologia do tempo da Páscoa, seguiam-se o dia da Ascensão de Cristo ao céu, o dia de Pentecostes e o dia do Corpo de Deus com toda a sua oitava, todos eles momentos cruciais da liturgia cristã. O Corpo de Deus constitui uma festa amplamente divulgada na cultura ocidental, desde que o Papa Urbano IV a instituiu no ano de 1264 e conheceu uma forte adesão a partir do pontificado de Clemente V, altura em que a Igreja decretou que a sua celebração fosse comum a toda a Cristandade. Não apenas por um imperativo teológico, mas também por razões de natureza prática, compreende-se o encerramento dos tribunais neste dia, pois em toda a Europa eram feitas procissões que envolviam a preparação tanto de andores como de adereços pagãos. Está bem documentada a importância da procissão do <i>Corpus Christi</i> no contexto urbano e a sua função de recriação da sociedade. A grandiosidade desta festa deu, no entanto, lugar a escândalos e abusos que foram condenados pelo Concílio de Trento, no sentido da observância da decência nas celebrações de fé.</p>
<p>TT</p>
<p>Embedded in the symbolism of the Easter period, the day of Ascension of Jesus to the heavens, Pentecost and Corpus Christi with all of its octave, are all observed in the Christian liturgy. Introduced by Pope Urban IV in 1264, Corpus Christi, an ample feast held in western culture, gained a huge following during Clement V's pontificate, a time when the church declared this celebration to be for all Christendom. Not only for a theological imperative but also for purely practical reasons since the courthouses were closed on this day and processions were held in the whole of Europe that involved the preparation of both pagan props and decorated biers. The procession of the Corpus Christi is well documented within its urban context and its recreational purpose in society. The pomposity of this feast originated scandals and revelry and was sentenced by the Council of Trent, for the compliancy of decency when celebrating the faith.</p>
<p>Revised TT</p>
<p>Embedded in the symbolism of the Easter period, the day of Ascension of Jesus to the heavens, Pentecost, and Corpus Christi (with its full octave) are all observed in the Christian liturgy. Introduced by Pope Urban IV in 1264, Corpus Christi is a widely disseminated festivity within Western culture, which gained a huge following during Clement V's pontificate, a time when the church declared this celebration to be for all Christendom. Courts closed on this day not only due to theological imperative, but also for purely practical reasons, as processions that involved the preparation of both pagan props and decorated biers were held in the whole of Europe. The importance of the procession of the Corpus Christi within the urban context and its recreational purpose in society is well documented. The pomposity of this feast, however, led to scandals and abuses that were condemned by the Council of Trent, calling for decency when celebrating the faith.</p>

Final Revised TT

Embedded in the symbolism of the Easter period, the day of the Ascension of Jesus to the heavens, Pentecost, and Corpus Christi (with its full octave) are all observed in the Christian liturgy. Introduced by Pope Urban IV in 1264, Corpus Christi is a widely disseminated feast within Western culture, which gained huge following during Clement V's pontificate, a time when the church declared this celebration to be for all Christendom. The courts closed on this day not only due to the theological imperative, but also for purely practical reasons, as processions that involved the preparation of both religious and pagan floats were held throughout Europe. The importance of the procession of Corpus Christi within the urban context and its recreational purpose in society are well documented. The pomposity of this feast, however, led to scandals and abuses that were condemned by the Council of Trent, calling for decency when celebrating the faith.

The final revised TT was revised by Dr. Galvão, with changes highlighted in yellow, above.

Another common issue that is common learners of any foreign language was incorrect word order. This may be especially difficult for Portuguese-speakers learning English, as the Portuguese language allows for multiple, equally correct arrangements of phrases within a sentence, while in English there is a pre-defined order that they should follow. For example:

Table 12 -- Academic paper – order of phrases within a sentence

ST	TT	Revised TT
Segundo a lenda, durante o pontificado do Papa Libério (352-366), um patrício romano de nome João e a sua mulher fazem o voto de doar os seus bens a Nossa Senhora, que em pleno verão cobre de neve um terreno na colina do Esquilino, onde o Papa desenhou então a basílica de Nossa Senhora das Neves.	According to legend, during the pontificate of Pope Liberius (352-366), a Roman aristocrat named John and his wife made the vow to donate their possessions to Our Lady who, in the height of summer, covered with snow a land on the Hill of the Esquiline, where the Pope drew the Basilica of Our Lady of the Snow.	According to legend, during the pontificate of Pope Liberius (352-366), a Roman aristocrat named John and his wife vowed to donate their possessions to Our Lady who, in the height of summer, covered a parcel of land on the Hill of the Esquiline with snow, where the Pope then projected the Basilica of Our Lady of the Snow.

Final revised TT

According to legend, during the pontificate of Pope Liberius (352-366), a Roman aristocrat named John and his wife vowed to donate their possessions to Our Lady, who performed the miracle of making snow fall on a **piece** of land on the Esquiline Hill in the height of summer. It was there that the Pope ordered the building of the Basilica of Our Lady of the Snow.

We see that the students have followed the Portuguese sentence structure in the TT, resulting in a confusing and grammatically incorrect sentence. In English, the direct object (parcel of land) must come after the verb but before a preposition followed by an indirect object (snow), with no exceptions.

We can also see that the revised version became longer than even the ST, but in this case, it was necessary to add the clarification ‘parcel of land’ for clarification purposes; it could also have been a ‘piece of land’ or a ‘section of land’ or any other more or less equivalent expressions indicating that the size of the land had limits. This information is inherent in the Portuguese word ‘*terreno*’, but there is no single-word equivalent for it in English. The students were not aware of this nuance, which led to the awkward translation of ‘a land’. It would also be possible to write ‘covered land on the Hill of the Esquiline with snow’, but this version is less precise. Also, Dr. Galvão disagreed with the use of ‘parcel’ due to its tendency to be used in a legal context and thus opted for ‘piece’, as highlighted above in ‘Final revised TT’. ‘Piece’ is also a less formal, more ‘neutral’ word (i.e., does not evoke any particular ideas or feelings) that fits better with the narrative context (telling a story about a miracle).

Another issue of note was the inconsistent capitalization of letters, which may stem from the fact that areas of study (e.g., history) are capitalized in Portuguese (e.g., *História*) (Europa 2012) and adjectives referring to a place of origin (e.g., Portuguese) are not capitalized (e.g., *portugueses*).

Finally, we see with the revision of ‘made the vow’ to ‘vowed’, which has the same meaning but is more concise.

2.2.5. Revision of film scripts for American English and culture accuracy

The final project that fits within the scope of the present discussion is the revision of two short film scripts written in American English by a Portuguese author, who wanted them to be reviewed by a native speaker of American English for accuracy and authenticity of voice. There were also various questions about terminology and phrasing that were debated with the author during and after the service via the UNAPS project manager. The scripts followed a style very similar to that of American filmmaker Quentin Tarantino, who is known for non-linear storylines (i.e., with flashbacks, parallel storylines, ‘flash forwards’, and so on), satirical content, and an ‘aestheticization of violence’ (Quentin Tarantino).

2.2.5.1. Example 9

Document: ‘Yo No Paso por El Paso’

Service type: Revision

Language pair: Portuguese > English

Type of text: Literature/Fiction

Location of example in text: Page 13 of 17

Expected audience: The first audience to read the script should be film producers, of unknown nationality, but with at least a working command of English. The secondary audience will be those who view the film after final production, and who will also likely be of different nationalities.

Extensive portions of the script will not be included here to protect the author’s original work, so we will only analyze one page from ‘Yo No Paso por El Paso’. First, however, we present a table with a few phrases exemplifying the types of suggestions that were made in order for the script to sound more authentic read more naturally. Some are issues with outright incorrect grammar, but most have to do with collocation, vocabulary, and style.

Table 13 -- Short film script

Original	Revision
'...a pun with the name xxx'	'a pun on the name xxx'
'the entering scene'	'the opening scene'
'he passes too much time'	'he spends too much time'
'washing his teeth'	'brushing his teeth'
'spits it on the sink'	'spits it out in the sink'
'drinks a sip of beer'	'takes a sip of beer'
'he can't even distinguish an x from a y'	'he can't even tell an x from a y'
'all wet in piss'	'soaked in piss'
'X nods in disapproval'	'X shakes his head in disapproval'
'Now with your excuse'	'Now if you'll excuse me'
'he makes the cross sign'	'crosses himself'
'the assistance laughs'	'the crowd laughs'
'Barman gets out of the counter'	'Barman walks out from behind the counter'
'counter chair'	'barstool'
'you have to choose better your customers'	'you have to pick your customers better'
'Appreciated.'	'Much appreciated.'

As the film is essentially a Western, albeit with a satirical overtone, suggestions for making the dialogue more typical of a Western film were given. Some actors may deviate in their pronunciation of enunciations such as 'gonna' (for 'going to'), and may say something akin to 'goin'ta', but 'gonna' would be a standard way to depict the way

that these two words are said together in a Texan accent. Such suggestions for representing a character's manner of speech were inserted when it was clear that they were meant to speak this way by the inclusion of expressions like 'ain't'. A text in which a character says 'ain't' followed by 'going to' does not follow the typical and natural way that a person who says 'ain't' (typically an expression of the Southern USA) would speak. When characters did not display other characteristics indicating that they speak in this way, these corrections would not be made, as perhaps the character is intended to be more eloquent.

A page of both the original and the revised script follow, with edits highlighted in yellow. As an example of suggesting the addition of a colloquialism to add authenticity, the phrase "free the city from him" was replaced with the quintessential Western expression "run him out of town". The sentence "Maybe they are also going on their way to see a woman like me" was changed to "Maybe they were on their way to see a woman, just like I am" because using the object pronoun "me" in this case is incorrect, implying that the speaker is himself a woman. He should remain the subject ("I") who is going to see a woman. Finally, "by" was replaced with "through", as El Paso is a town that the character needs to travel through to get somewhere else. To "pass by" implies that they are going out of their way to go to the place and then returning to their normal trajectory, which is not the case in this story.

OLD MAN (...cont.)

remember what he did to the
poor, respected man.

TOMMY
Seems like a bad guy.

MAN
Very, very bad, sir. The name was
given to him ironically.

TOMMY
What name?

MAN
Buena Persona. It is the Spanish expression for
good person.

OLD MAN
Obviously he ain't one. Sheriffs
from nearby towns went there to
free the city of him. They never
came back.

TOMMY
Maybe they are also going on their
way to see a woman like me.

The group laughs.

TOMMY
Maybe they left on a train to Yuma.

MAN
Sir, you should go to Albuquerque
instead. You can catch the train
there and go all the way around to
Yuma. Don't pass by El Paso.

Figure 13 - ST of Example 9

OLD MAN (...cont.)
remember what he did to **that**
poor, respected man.

TOMMY
Seems like a bad guy.

MAN
Very, very bad, sir. The name was
given to him
ironically.

TOMMY
What name?

MAN
"Buena Persona".
It is the Spanish
expression for
"good person".

OLD MAN
Obviously he ain't one. Sheriffs
from nearby towns went there to
run him out of town. They never
came back.

TOMMY
Maybe they were on their
way to see a woman, **just like I am**.

The group laughs.

TOMMY
Maybe they left on a train to Yuma.

MAN
Sir, you should go to Albuquerque
instead. You can catch the train
there and go all the way around to
Yuma. Don't pass **through** El Paso.

Figure 14 - Revision of Example 9

Final Remarks and Considerations

In order to properly evaluate my internship at UNAPS, let us revisit the intended goals of the internship and evaluate to what extent they were or were not achieved.

Provide the intern with opportunities to:

1. put the translation strategies acquired over the course of the master's into practice by translating (from Portuguese to English) and revising and editing texts (in English) commissioned through UNAPS;

This goal can be said to have been achieved, as texts were translated and the strategies used to translate them, the only ones that I had ever been exposed to, were put into practice. Of special help were the strategies learned in the Localization course for approaching ordinate numbers and strategies learned in the Scientific and Technical Translation from Portuguese to English course for bringing the TT closer to a correct, natural-sounding English text by re-ordering the structures of sentences, and not being afraid to do so in a seemingly 'radical' way if need be; in sum, being taught to think outside of the (ST) box.

2. complete various types of projects, working with academic, technical, legal and general texts;

Having translated and revised texts of all of the above-mentioned types, it can safely be said that this goal was achieved.

3. receive feedback on completed projects;

Unfortunately, this point was lacking in the internship. While I received extensive feedback for the SIGARRA website translation project, which constituted the bulk of the work done for the internship, I received little if any feedback on the remaining projects.

4. adapt to the pace of work of a professional translator, respecting the established deadlines and terms of delivery of the project as agreed upon with client;

I had a few issues with this goal. I had to ask for an extension on a few ‘soft’ deadlines (those decided upon between me, my supervisor and the project manager to divide up large projects), but never a ‘hard’ deadline that was promised to the client. Of course, abusing a soft deadline could impact the ability of the others in the translation group to complete their portion of the work (e.g., revision, editing) in time for the hard deadline, but thankfully this did not happen in this case. It did impact the time that I had to work on other parts of the larger project, however.

5. work in coordination with a project manager;

Working with Ms. Caetano was always a pleasure, as she was helpful, prompt to respond to any questions, calm and efficient. There were no problems in this area.

6. work in coordination with a team of translators, in the case of large projects.

As mentioned above regarding deadlines, I do feel that there were a few times that I let down the rest of the team (Ms. Peixoto and Ms. Caetano, in this case) and had to ask for a few extra days to work on a project, but for their part, they were always patient and understanding, and we did manage to complete the assigned projects on time.

A different aspect of working on a team that was a little more difficult was to have to be aware of the changes and updates made by other members of the group that apply to the whole document, even to parts that have already been done. Without maintaining a server-based TM (we did not), it is hard to keep everyone’s terminology on the same page.

Overall, I would say that my internship with UNAPS was successful as a culmination of two years of intense study of translation. I went into the internship with a lot of newly-acquired knowledge that I was ready to put to use, and I left it feeling like I had been able to accomplish that while being challenged and learning a lot in the process. I had the precious opportunity to make mistakes without running the risk of being ‘fired’, and I gained some confidence that I could pursue translation professionally.

What surprised me the most about my internship (and the MTSL overall) was how much I learned not only about my second languages, but my first language as well. I realized that being a native speaker of a language can be both a blessing for translation, but also a curse, because you have so many preconceived notions and unchallenged views that you are forced to confront. You realize that your knowledge of your language is usually not enough to be able to use it professionally in a wide variety of contexts and areas of expertise, and yet translation demands that you become expert. It is essential to be aware of this fact and to adopt and maintain an open, self-critical and flexible frame of mind in order to even begin learning. I like to think that this internship experience has helped me to move forward in that direction as I begin what will hopefully be a successful career in translation.

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Appendices

Appendix 1 – Supervisor’s internship evaluation letter

TRAINEESHIP REPORT September 2015

Towards the end of 2014 I was contacted by Professora Doutora Fátima Vieira of the Department of Anglo-American Studies of the Faculty of Arts of the University of Porto to supervise the work done by Samantha Walzem.

Samantha, a student of the Masters in Translation and Languages Services, was about to start her internship period and I would be proofreading some of her translation work.

The languages we worked with were European Portuguese (source) and British English (target).

The specific projects worked on were as follows:

Project	Dates	No. of words	Type/Nature of text	Challenges	Feedback
<u>Reitoria III-IV</u>	Jan – Mar 2015	9,904	Technical	Length of text Due date	Good
<u>SIGARRA</u>	Apr – May 2015	1,464	Technical	List of very specific terms with no context	Good
<u>ICBAS</u>	May – June 2015	6,317	Technical	Length of text Due date	Very Good

All of the texts were of a technical nature and working with Samantha was very interesting and demanding due to her constant questioning and quest to know more.

The fact that Samantha is a native of the American English language definitely helped her with her translation work, but I am sure that she is aware of the need to have specific training and how essential it is in the

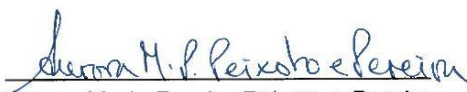
process of becoming an accomplished and well-established translation professional.

There were times when Samantha was not fully aware of the differences and/or nuances between British and American English (spelling variations and most frequently used terms, collocations and other linguistic and cultural markers of the British English language), but this is something that she will easily overcome with time, patience and dedication, which Samantha does not seem to lack.

Furthermore, Samantha needs to concentrate on keeping her translation memory updated, which will provide her work with the desired level (formality and other) and consistency, and will avoid the repetition of unnecessary mistakes. She also needs to focus on which terminology best adapts and suits the target text and genre being worked on.

In sum, I found Samantha's work to generally be of a high quality and it was noticeable that she was able to deal well with constructive criticism and tight deadlines.

I have no hesitation in saying that her naturally curious nature along with her training and motivation to learn will make her into a good professional translator in the very near future.


Aurora Maria Pereira Peixoto e Pereira
Independent Proofreader

Appendix 2 – Internship protocol⁴

 FACULDADE DE LETRAS UNIVERSIDADE DO PORTO	Mestrado em Tradução e Serviços Linguísticos
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Ficha de estagiário – Ano letivo 2014/2015

<u>Estagiário</u>	
Nome: Samantha Jane Walzem	
Email: swalzem@gmail.com	Telefone: 914885086

<u>Estágio</u>
Título: Trabalho de tradução (português-inglês), revisão e edição de textos (em inglês)
Instituição: Unidade de Apoio à Prestação de Serviços da Faculdade de Letras da Universidade do Porto
Objetivos: Proporcionar à estagiária oportunidades para: <ol style="list-style-type: none">1. pôr em prática as estratégias de tradução adquiridas ao longo do curso de mestrado, dando resposta aos trabalhos de tradução (de português para inglês) e de revisão e edição de textos (em inglês) que sejam solicitados à UNAPS;2. realizar trabalhos de natureza variada, trabalhando com textos académicos, técnicos, jurídicos e generalistas;3. obter <i>feedback</i> dos trabalhos realizados;4. adaptar-se ao ritmo de trabalho de um tradutor profissional, respeitando os prazos estipulados e os termos de entrega do trabalho acordados com o cliente.5. trabalhar em coordenação com um gestor de projetos6 – trabalhar em coordenação com uma equipa de tradutores, no caso das encomendas de serviços maiores.
Datas: 15 de janeiro a 15 de junho de 2015

<u>Orientadores</u>	
<u>Orientador da FLUP</u>	
Nome: Professora Doutora Belinda Maia	
Email: bhsmaia@letras.up.pt	Telefone:
<u>Orientador da Instituição</u>	
Nome: Mestre Aurora Maria Pereira Peixoto	Cargo na Instituição:

⁴ This is a copy of the internship protocol that has not been signed, due to some logistical difficulties. My advisor has since been changed to Dr. Elena Zagar Galvão, which will be reflected in the new protocol that is available in hard copy as of the date of submission. A copy will be appended to the physical copy of this report and available at the oral exam.

U. PORTO

FACULDADE DE LETRAS
UNIVERSIDADE DO PORTO

Mestrado em Tradução e
Serviços Linguísticos

Email: apeixoto@letras.up.pt

Telefone:

Porto e FLUP, 9 de janeiro de 2015

_____ (Assinatura do orientador da instituição)

_____ (Assinatura do estagiário)