

Universidad Internacional de las Américas
School of Education and Foreign Languages
Graduation Seminar



Thesis Submitted to Obtain the Bachelor Degree in English
Analysis of the Translation Procedures Used to Translate the Documents
"Información para Aplicantes de Nuevo Ingreso - I Semestre 2017" from
Spanish to English for Universidad de Ciencias Médicas and Some Chapters of
the "Handbook of Today's Religions" from English to Spanish for Theos
Organization

Thesis Mentor: M.Sc. Catalina Guerrero Troyo

Thesis Reader:

Student: Marta Gabriela Avila Cartín

San José, Costa Rica

April, 2016

Chapter I

Introductory Framework

Communication is the simple act of transferring information, but at the same time is the most important skill of the human being. The action of communicating a message and to be received by the receptor as intended, takes some efforts that must be taking into account: the message must be complete, clear, and the intention (tone) must be easy to recognize. On the other hand, translation is also the act of transferring information, but in this case the intention of the message must be very cleared by the translator in order to express that same message in another language, with the real sense that the author wants to express.

As it can be seen, there is an important connection between these two terms - they both have the same objective - emit the most exact message. Therefore, the aim of this paper is to analyze the importance of the translation, the different techniques and their characteristics to elaborate the most precise communication

1.1. Background of the Study

Before reviewing the translation history is important to have properly understood what the word translation means. As per the Language Realm (2015), it is said that the word “translation” derives from a Latin term meaning to bring or carry across. Also, in the Ancient Greek the term of “metaphrasis” was used, and it meant to speak across; in both cases, the meaning refers to the action of being expressed in another language.

Thus, back to history, the first signs of translations appeared in the Holy Bible, precisely in the Book of Genesis, Chapter 11, verses 1-9, when it refers to the story of the Babel Tower. At that time and after the flood, God asked their people “to increase in number and to fill the earth.” Instead, they decided to build a city with a tower that could reach the heavens, in order to become famous, strong and never be scattered around the world.

The Lord came down and saw the city that the people of Babel were building. As result of their disobedience, and since they all had the same language, God not only caused them to speak different languages so they would not understand each other, but also spread them throughout the world. It can be said that at that time different types of languages were born.

After that event, the number of languages increased, and people started to look for ways to communicate, hence the birth of translation (Benabdelali, 2006). According to McGuire (1980), translation was a Roman invention. In addition, during the first century Before Christ (BC) the poets Marco Tulio Cicero and Horace (Quintius Horatious Flacus) used translation as a mean of expanding literacy expertise; they were also the first theorists who distinguished between a word-for-word translation (replacement of each individual word) and a sense-for-sense translation (produce a speech that would move the listeners). Subsequently, the fourth Century became an important period for the translation study since Saint Jerome, a Latin Christian priest, confessor, theologian and historian, translated most of the Bible into Latin.

As per Aranda (2007), the Bible is the largest translation project in history and is a source of religious, political, and linguistic controversy. The Bible translation was a matter of great argument since a lot of people stated that the Bible was God's word, so it had to be translated word by word. Conversely, some other people believed that everybody had the right to have access to a sense for a sense translation. After this, a great number of bible translations were made in many different languages.

The following centuries were also important for the study of translation. For instance, the 17th century had many influential theorists among them John Dryden (1631-1700), who was famous for his distinction between three types of translation: metaphrase, paraphrase, and imitation. In the eighteenth century, the translator was compared to an artist. Later, with the improvement of new theories on translation process, the study of translation started to be more

systematic. The text *Principles of Translation* (1791) by Alexander Frayer Tayler was one of the most influential studies published at the time.

In the nineteenth century, two tendencies emerged. The first tendency considered translation as a category of the thought. It perceived the translator as a genius, who enriched the literature and the language. The second tendency saw him through the mechanical function of making a text or an author known (Bassnett-McGuire S. (1980). In this same century, there was an important improvement of the Romanticism allowing the creation of new theories and literature translations, especially poetry.

At the beginning of the twentieth century, translation studies turned to be a very important course in the program of Language Teaching and Learning Courses in schools. This happened because of methods and models of translation variety. For instance, the grammar-translation method studies the grammatical rules and structures of foreign languages (Zakhir, 2009).

By this time, also new translation models appeared, like the cultural model which requires not only a word-for-word substitution but also a cultural understanding of the way people in different societies think (Mehrach, 1977). One more model that appeared in this period was the text-based translation model, which focuses on texts rather than words or sentences in translation. This model includes a variety of sub-models: the interpretative model, the text linguistic model and models of translation quality assessments.

After reviewing the interesting background of the Translation and in order to understand the complexity of this art, besides considering that translation is the action to convey meaning to one language to another, the characteristics of an ideal translation will be analyzed as follows:

A good translation must be, first of all, accurate. According to the Cambridge Dictionary (1995), accurate means free from error or defect; consistent with a standard, rule, or model; precise; exact, careful or meticulous. Based from this definition and related to the term translation, it can be said the accurate means to reproduce, as exactly as possible, the meaning of the source text.

The other characteristic is to be natural. As per the Oxford Dictionary (1998), natural means something that is or is likely or certain to be very suitable to and successful in an endeavor without much training or difficulty. Therefore and related to the action of translate, the meaning is to use natural forms of the target language in a way that is appropriate.

Finally, the translation must be communicative. The Merriam Webster Dictionary (1978), says that communicative is the will of taking to people and give them information. Besides, related to the translation term, it means to express all aspects of the meaning in a way that is readily understandable to the intended audience.

It is important to mention that in order to deliver the best translation, there are some other aspects in addition to the three main characteristics mentioned above the translator has to take into account. The first one is to research. The translator must investigate what is going to be translated, what it is about, the background and the social context that may be involved. Furthermore, a translator must be disciplined and committed. Any professional translation requires commitment and devotion to deliver the work assigned on time. Also, an effective translator is someone who can meet his deadlines. It takes a lot of discipline to be able to do that (One Hour Translation, 2008).

Moreover, a translator must have some specific competences. The first one is language competences, which mean to master both languages. The second one is subject competence that refers how the translator must be familiar to the subject. Finally, transfer competences that

mean to catch the meaning and transfer it beyond. As per Torop (2010), translators work at the boundaries of languages, cultures and societies. They are capable of generating new languages for the description of a foreign language.

At the present time, translation has grown in many different aspects; it is more dynamic and is because of the invention of the internet. Technology and communication have increased cultural exchanges between nations. Also, the globalization has opened a great number of interactions within the business world therefore there is a great need to work with different languages. Technology has come to ease the work. Translation is not the exception, but no matter how technology advances, it will never replace the ability of a human being to perceive senses. In fact, this is what translators do the best.

1.2. Research Question

The research question for this thesis is, “What is the effect of the translation procedures on the booklet “INFORMACION PARA APLICANTES DE NUEVO INGRESO – I SEMESTRE 2017”, from Spanish to English for the Universidad de Ciencias Medicas and some chapters of the “HANDBOOK OF TODAY’S RELIGIONS” from English to Spanish for the organization named Theos.

1.3. Purpose and Significance of the Study

The purpose of this project is to identify and apply the different translation techniques on two texts. Initially, one from Spanish to English and a secondly document from English to Spanish. The first document is an informative booklet from the Universidad de Ciencias Medicas -UCIMED, which aims to offer the most accurate information to the new foreign

applicants about the enrollment in the university. The booklet contains a lot of information about the university, among them: why UCIMED is the best alternative, the story of the university, a large description of their medical science careers, which are Medicine, Pharmacy, Nutrition, Physiotherapy and Microbiology and their study plan. Besides, the booklet also comes with information about the scholarships and international agreements, the enrollment process and the requirements which are also detailed in the booklet. It is important to mention that one of the obstacles on this booklet's translation is going to be the large medical terminology that will have to be used.

The document contains, besides medical terminology, technical vocabulary; in this case academic language. This means that an intense research will be made to identify the correct meaning for each argot, every medical career and its respective course plan. Another aspect that might be complicated might be the validation process from the origin school and the present school.

Since this document is strictly oriented to foreign students, they will have to proceed with some legal procedures in order to stay in Costa Rica to complete their studies. For this reason, legal terms will also be analyzed. The university has been receiving students from some other countries. Most of them are from Central and Latin America (Spanish speakers). However, next year the university will be receiving students from the United States. As a consequence, this will definitely be of great help, not only for the students, but also for the university.

The translation of the UCIMED's Foreign Student Information Booklet is going to be a great challenge due to the type of information described in the booklet. As it was mentioned before, most of the data is very technical, and thus, the goal will be to elaborate the most similar document with the precise interpretation.

The second document to be analyzed is from a book named “Handbook of Today’s Religions”, written by McDowell. The book is about the different alternatives to Christianity like: cults, non-Christian religions, secular religions, and the occult. This printed work intends to be a reference to those who would like to compare those different beliefs to the Christianity.

With the intention of having a wider perception about the subject, it is important to learn that Christianity is, according to the Oxford Dictionary (1998), a religion based on the person and teachings of Jesus Christ, or its beliefs and practices. Also, and according to the Bible (Acts 11:26) - Followers of Jesus Christ were first called “Christians” in Antioch.

The Oxford Dictionary (1998), also states that Christianity was originated among the Jewish followers of Jesus of Nazareth, who believed that he was the promised Messiah or Christ. Most Christians believe in one God in three Persons (the Father, the Son, and the Holy Spirit). Also that Jesus is the Son of God who rose from the dead after being crucified; a Christian hopes to attain eternal after death through faith in Jesus Christ and tries to live by his teachings as recorded in the New Testament.

Finally and with the intention to tie up the Christianity concept, the statement of “followers of Jesus” means to take Christ's model which also means to worship God, to show love and compassion for others and to keep the commandments of God. Furthermore and as part of the concept for Christianity, three non-Christian Religions will be analyzed: the Hinduism, Buddhism and Islam. Certainly a very interesting experience since these different beliefs have a dramatic contrast among them, basically about their God, origin, laws moral code and others. They both vary significantly from one to the other.

As an illustration and in a brief form, it can be said that the Hinduism is a traditional religious from India. As per the Religious Tolerance web, Hinduism consists of "thousands of different religious groups that have evolved in India since 1500 BCE." Because of the wide

variety of Hindu traditions, freedom of belief and practice are notable features of Hinduism. Followers recognize a single deity, and they view other Gods and Goddesses as manifestations or aspects of that supreme God.

On the other hand, the Buddhism Centre defines Buddhism as a path of practice and spiritual development leading to Insight into the true nature of reality. Buddhist practices like meditation are means of changing yourself in order to develop the qualities of awareness, kindness, and wisdom. Another conception of Buddhism, as per the Oxford Dictionary (1998), is that Buddhism has no god, and it gives a central role to the doctrine of karma. The 'four noble truths' of Buddhism states that all existence is suffering that the cause of suffering is desire, that freedom from suffering is nirvana (salvation, liberation), and that this is attained through the 'eightfold path' of ethical conduct, wisdom, and mental discipline (including meditation).

Lastly, the Islam is a religious system that began in the seventh century by Muhammad. Along with the Patheos website Islam (2008), it is a monotheistic religious tradition that was born in the Middle East in the 7th century. Islam, which literally means "surrender" or "submission," was founded on the teachings of the Prophet Muhammad as an expression of surrender to the will of Allah, the creator and sustainer of the world. The Quran, the sacred text of Islam, contains the teachings of the Prophet that were revealed to him from Allah. Essential to Islam is the belief that Allah is the one and true god with no partner or equal

There is no doubt that the analysis of these documents will be of great learning. The above described religions are very rich. Although at the same time and probably because the great distance between the continents, here in Costa Rica there is no much knowledge about them and of course because we do not share none of their beliefs.

It is important to mention that the analysis and translation of this document will help the organization named THEOS, which is an alternative Christian organization, since 2008. The organization concentrates their efforts on the Biblical Authority as their first value. It started with small bible study groups and spiritual growth, in the west of the capital of Costa Rica.

The translation of these two documents will also help to create a glossary of terms. In the case of the booklet “Información para Aplicantes de Nuevo Ingreso – I semestre 2017”, the glossary will help not only the new and foreign students, but it will also benefit the university employees in order to understand the different processes that they have to go thru while enrolling the university. On the other hand, a theological glossary for the Non-Cristian religions: the Hinduism, Buddhism and Islam; will be a marvelous help for the Theos Organization when researching other studies about different religions.

1.4.Objectives of the Investigation

1.4.1. General objectives.

To analyze the effect of translation techniques used to translate the document “**INFORMACION GENERAL PARA ASPIRANTES UCIMED**” from Spanish into English for the UNIVERSIDAD DE CIENCIAS MEDICAS – UCIMED and “**NON –CHRISTIAN RELIGIONS: THE HINDUISM, BUDDHISM AND ISLAM**”, from English to Spanish for the THEOS PLACE ORGANIZATION.

1.4.2. *Specific objectives.*

- To apply various translation techniques to the documents in order to achieve communicative texts.
- To evaluate the effect of the translation techniques applied on the documents.
- To create a glossary with the most relevant terminology found in both texts.

1.5. Limitations

The translation of these documents will definitely present some important limitations. One of them is the use of technical vocabulary, specifically in the Spanish / English document since many medical terms must be researched to find the correct translation. Another aspect that must be considered is that Costa Rica has different academic structures from schools in the United States, and this document includes information about academic grades that does not match the Costa Rican system; therefore, a clear explanation must be delivered. Also, the vast theological vocabulary founded in the document “Handbook of Today’s Religions” is going to be demanding. Perhaps, the most clear limitation is having a personal perception about God, and that is not affined with what it is exposed in this document.

Chapter II

Theoretical Framework

One of the most important parts of a research is the development of the theoretical framework. According to D. Ennis (1999), the intention of a theoretical framework is to guide the researcher decisions. It is a structure that identifies, describes the major elements, and the variables to construct the investigation. It is used to give meaning to the relationships among the elements that influence, affect, or predict the events and outcomes you specify.

In other words, a framework is a collection of related ideas that will work as a guide during the research in order to develop the theory that will sustain the project. Its main purpose is, besides extending the description of the problem, to integrate and connect theory with the research (Castro, 2003).

The theoretical framework of this paper will consist on the development of a text analysis which is one of the most important phases in a translation project. Based from this analysis, relevant and specific features will be discussed like: the different text styles, text functions and types of translations. Also, translations techniques are going to be described in detailed and to end up, a glossary will be elaborated with the purpose to support future translations.

2.1 Text Analysis

Before starting any translation project, it is imperative to analyze and comprehend the text to be converted. This is the only way to guarantee that the text has been understood and from this principle the translation will be a success. With the intention of making the most accurate and precise translation, the document to be translated must be fully analyzed. The first most important point is to understand the document. Second, to study it from the point of

view of a translator, which has nothing to do with linguistic or literacy features; it is more about finding out the author's intention. During the text analysis, and since there are a great number of different kinds of documents, specific features must be identified in order to determine the correct type of document to be translated.

According to Newmark, this exhaustive analysis must include a general and a close reading of the text. A general reading has to do with finding out and understanding about the main topic of the document. It can be done by using books, encyclopedias or any other material; in this way the researcher will be familiarized with the document vocabulary. On the other hand, Newmark also states that a close reading is required when terms or phrases in the text are difficult to convey in a translation. In this precisely case, a deep reading must be done to clearly understand the meaning of the phrase or term, and then find the correct equivalence to express the same sense, in a natural way.

2.1.1 Text Styles.

A text is any piece of writing that can be read or create. It may be exposed as any one thing, starting from novels, newspaper reports, textbooks, up to recipes and etc. Furthermore, a text type is a simple structure that allows creating a piece of writing with specific attributes. There are different text types. Each one has its own purpose, structure and operates specific language features. As mentioned by Newmark (1988, p.13), and regarding the matter of our interest, there are four types of literacy or non-literacy texts:

2.1.1.1. Narrative Text.

Narration is the use of a particularly chosen methodology or process, (also called the narrative mode) of using a written or spoken commentary to convey a story to an audience. Narration encompasses a set of techniques through which the creator of the story presents their story.

From the above definition, it can be said that a narrative text is the telling of a story; through a sequence of events which are given in chronological order. The main purpose of this type of text is to entertain the readers. Nevertheless, narratives texts can also be used to inform, to change attitudes or social opinions. The common structure of a narrative text is known as the "story grammar", and includes setting, characters, initiating event, conflict, events and resolution. The narrative style is based in genre, purpose and structure, and it has a specific paragraph organization: exposition, rising action, climax and falling ending.

Lastly, it is very important to mention that a narrative text can be both, fiction like novels, short stories, poems or nonfiction like memoirs, biographies, news stories. They both use imaginative language and express emotion, through images, metaphors, and symbols. In addition, speakers, advertisers, and politicians use stories to persuade people to accept or reject an idea.

2.1.1.2. Descriptive Text.

A descriptive text is based on perception. It is a text which lists the characteristics of a person, place or thing, and its main purpose is to inform, to reveal. This kind of text is also used to get reader's attention or to create characters. There are two types of descriptive text: the objective and the subjective type. The objective descriptive type excludes emotions from the description. It is factual and impersonal, and it is used mostly in technical and scientific

text. Additionally, the characteristics of this text, depends whether if the description is objective or subjective. But in general, descriptive text uses present simple tense, and in some other cases the past simple tense. It also has a great use of adjective. In addition, the structure is usually composed by the topic and the body. When talking about the body, it refers to the object to be described which sometimes coincide with the title of the text, and basically, the body is the information at large.

2.1.1.3 Discussion Text.

The discussion text presents a problematic speech, and the problem will be discussed from different point of views. It presents pro and contra opinions on a certain issue. The purpose of a discussion text is to deliver arguments and information from different perspectives. Regarding its characteristics, especially in language, they are usually written in present tense. Also, the relating verbs like to be or thinking verbs are used; it also includes connections, modalities, adverbial manners, conjunctions and transitions.

Likewise, the generic structure of the discussion text consists on issue, supporting arguments, arguments against and recommendations/conclusions (Newmark 1988 p. 13).

2.1.1.4 Dialogue Text.

There is not much information about this type of text, but Newmark (1988, p.13) states that the dialogue text makes emphasis on colloquialism and phaticisms.

2.1.2 Stylistic Scales.

It is important to recall how the stylistic approach affects the reading of the source text and the writing of the target text. Thus, the recreation of the stylistic effects in the target text is essential. To be more specific, the stylistic scale defines the type of text and vocabulary to be used in the translation process. It must be considered as a vital issue in order to understand and transmit the same formality in the document to be translated; therefore the different stylistic scales are going to be analyzed in this document.

Newman (1988) states the following stylistic scales:

2.1.2.1 Scale of Formality.

The following stylistic scales are mentioned by Newman (1988, p.14).

Officialese: the most formal vocabulary. It is used in laws and governmental document.

Official: formal vocabulary. It is very much alike to the officialese but is mostly used for informative purpose.

Formal: standard vocabulary. It is used in fields where is required a more complex language. For example: business or company documents.

Neutral: basic vocabulary. It works on persuade messages among people with a familiar language no matter their educational level.

Informal: daily vocabulary. It is very similar to the neutral, and it is characterized by the low educational level.

Colloquial: daily speaking vocabulary. It is casual and conversational.

Slang: It is like the informal, but is directed only to the specific society that uses the same language.

Taboo: not acceptable to talk about.

2.1.2.2 Scale of Generality or Difficulty.

The scale of generality or difficulty helps the translator understand how complex the document can be. Newmark (1988, p.14), states six different types of text:

Simple: It is a text with low difficulty of terminologies. Standard vocabulary is used.

Popular: The content contains vocabulary of a day's life.

Neutral: There is a balance in the vocabulary, not too complex, but not too simple either.

Educated: This kind of text is usually used for educational or instructional purposes, mostly in schools or universities.

Technical: The text contains technical vocabulary, but the reader is able to understand it. It can be found in operator manuals.

Opaquely technical: It is used for experts. Readers must have a wide knowledge to understand the text.

2.1.2.3 Scale of Emotional Tone.

This is another characteristic that has to be taken into account, and it refers to the text tone. Newmark (1988, p.14) suggest four scales of tones. The first one is intense tone. This tone pretends to give the message through intensifiers. It is used on poems or literal works. The second one is warm tone. It provides a message with more gentle vocabulary. As a third tone, appears the factual tone. It is a combination of both, intense and warm tone, and it is used with the purpose to transmit the message in a gentle form.

2.1.3 Text Function.

The text function aims to tell the reader how the text is written, and it refers specifically to the purpose or the intention of the author. Newmark (1988, p.39) presents three main functions, which are informative, expressive and vocative.

2.1.3.1 Informative text function.

The purpose of the informative text function is to inform the reader about a specific topic and focuses on external situations. Newmark (1988, p.40) states the format for this kind of text is standard, like a textbook, a technical report, a newspaper article, a scientific paper, minutes or meeting agendas. The author also mentions that there are four types of informative text. The first to illustrate, it is a formal non emotive text technical style for academy papers which is composed by passive, present and perfect present tense, literal language, Latinized vocabulary, jargon, multi-noun compounds with empty verbs and no metaphors. The second type, it is an informal style with technical terms of textbooks. It is also characterized by first person plurals, present tense, active verbs, and basis conceptual metaphors. The third type that Newmark refers to, it is an informal warm style. This style is characterized by simple grammar structures, extensive vocabulary, many illustrations, metaphors and simple vocabulary. Finally, the fourth type is a familiar non-technical style for popular journalism which includes surprising metaphors, short sentences, Americanese, unconventional punctuation, adjectives before proper names and colloquialisms.

2.1.3.2 Expressive Text Function.

The expressive text function reflects the author's feelings or attitude, without the intention of receive a response. As per Newmark (1988, p.39), there are three expressive texts starting with the serious imaginative literature. This text is characterized by lyrical poetry, short stories, novels or plays. Then, it appears the authoritative statements. These texts derive their authority from the high status and they can be found in documents of governmental authorities. They are characterized because of the use of a formal and more educated vocabulary in the whole context. Typical authoritative statements are political speeches, documents etc., by ministers or party leaders; statutes and legal documents; scientific, philosophical and academic works written by acknowledged authorities. The third texts are called the autobiography. These texts are usually essays and personal correspondence.

2.1.3.3 Vocative Text Function.

According to Newmark (1980, p.41), the most important aspect of the vocative text function is the reader, and its main purpose is to make the reader act, think and respond as intended. Vocative texts are used in notices, instructions, publicity, propaganda, persuasive writing and possibly popular fiction, which purpose is to sell the book and entertain the reader. Additionally, Newmark (1980) mentions two important factors regarding this text. First, the relationship between the writer and the readership, and the second factor is that the text must be written in an immediate comprehensive language.

It is very important to mention that as per Newmark (1980), none of this type of texts function is completely informative, expressive or vocative; in fact, most of them are a combination of the three and with an emphasis on one of them.

In order to have a wider perspective about text functions, Newark (1980) cites Roman Jakobson's proposal regarding other language functions. The author focuses specifically on the aesthetic function, which is used to please the readers through sounds (onomatopoeia, assonance, rhyme, stress, etc.) and metaphors. It can be found in poetry, nonsense children verses and in some kind of publicity. This kind of text is complicated when translating because of its similarity with the expressive function. The other language function is the phatic. Its main purpose is to keep friendly contact with the reader instead of delivering information. And lastly, the author emphasizes on the metalingual function that centers the language ability to explain, name and criticize its own features.

2.1.4 Type of translation.

As mentioned before, translation is the process of transferring written text from one language into another language, and depending on the text, it can become a real challenge. For this reason, it is very important to analyze the text to be translated according to the characteristics of text style, stylistic scales and text functions. In this way, the purpose and the intention of the author will be comprehended, and the most precise translation will be achieved and transferred.

Likewise, another aspect that has turned into a real problem is to define how to translate a text, whether word by word or freely. The word by word translation, also called literal translation, is a direct translation by the interpretation of a text from one language to another, one word at a time, with or without conveying the sense of the original whole. It is mostly used in technical translation of scientific, technical, technological or legal texts.

In contrast, and according to Betterbibles.wordpress.com (2009), a free translation is one that preserves the meaning of the original, but uses natural forms of target language, including

normal word order and syntax, so that the translation can be naturally understood. About this dilemma of how to translate, Newmark (1988) states that the most important task of the translator is to keep the document to be translated the most natural as possible, and from this premise, he considers two translation methods.

2.1.4.1 Semantic Translation.

Before analyzing the semantic translation, it is important to recall that semantics is a sub discipline of linguistics that studies the meaning and tries to understand what meaning is as an element of language, and how it is constructed by language.

Semantic translation is the use of semantic information to help in the translation of information from the source language to the target language. According to Newmark (1980), the semantic translation is very much alike to the “faithful translation” (this translation attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structure). The difference between both, it is that faithful translation is uncompromising and dogmatic, while the semantic is more flexible, admits the creative exception to 100% fidelity, and it allows for the translator’s intuitive empathy with the original (p. 46). In other words, a semantic translation tries to be closer to the meaning, gives highest priority to the meaning and form of the source text; it is more literal, and it is appropriate to translations of source texts that have high status, such as religious texts, legal texts, literature, and perhaps ministerial speeches.

2.1.4.2 Communicative Translation.

A communicative translation is focused on the target language and its purpose is to guarantee that the reader understands the message of the text. Consequently, the translator understanding of the text meaning is reflected on the translation, and so there are more chances to obtain different interpretations from different translators. According to Newmark (1988), the communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language and tending to under translate. This method pays attention to the reader or listener of the target language that hopes there are no difficulties and unclearly text of the target language, and it also pays attention to the effectiveness of the target language (p. 39).

To sum up, it can be mentioned that the main differences between semantic and communicative language are that the semantic translation is author centered; it also follows author's thoughts; it is concerned about the author as individual, and the translation is more faithful, literal and informative. On the other hand, the communicative translation is reader-centered. It follows the author's intention; it is related to speech; it adapts to the thought and cultural. The communicative translation definitely makes it more accessible to the reader. It is faithful, freer, effective, easy to read, more natural, smoother, simpler, clearer, more direct, but longer.

2.2 Translation Techniques.

Since the main purpose of translating is to reproduce all kinds of text like religious, literacy, scientific and philosophical text in another language, different translation techniques must be used. The techniques applied should be linked according to the text, in order to achieve the most accurate document.

Therefore and with the intention to help the translator, Newmark (1988) describes and explains the translation techniques, which are illustrated below.

2.2.1 Transposition.

This technique consists on grammatical changes from the source language to the target language. As per Aranda (1984), the transposition technique is transference, from a source text word, into another grammatical category in the target text for equivalency in meaning (p.15). Additionally, Newmark (1988) states that one type of transposition that is automatic and offers the translator no choice is the change of plural to singular or in the position of the adjective. The second type that is required, it is when the source language grammatical structure does not exist in the target language. The third and last type, it is when literal translation is grammatical possible, but may not agree with the natural use in the target language (p. 55).

Finally, Vázquez-Ayora (1977) describes the great variety of transpositions with the aim to facilitate the task of the translator. Some of them are:

- **Adverb – verb:**

He was **never** bothered again / Nadie **volvio** a molestarlo

- **Adverb – Noun:**

It is **commonly** believed that / **la gente** cree que

- **Adverb – Adjective:**

A **genuinely** international body / un **genuino** cuerpo internacional

- **Verb or past participle – noun:**

Organization has been **made** by man / la organización es **obra** del hombre

- **Verb – adjective:**

We will attempt to be brief; **relying** on subsequent discussion to clarify points which...

Trataremos de ser breves **confiados** en que las discusiones subsiguientes podremos ...

- **Verb – Adverb:**

As you **may** have observed / como ustedes **tal vez** lo han observado

- **adjective – noun:**

a **native** American / un norteamericano de **nacimiento**

- **adjective – verb:**

It seems to be **incompatible** with / no parece **armonizar** con

- **past participle – adjective:**

improved inputs / insumos **mejores**

- **possessive – definitive article:**

your hands are cold / tienes **las** manos frias

- **transposition of that:**

a problem like **that** / un problema **de esa naturaleza**

- **crossed transposition or quiasma:**

the door flew open

 se abrio la puerta con el viento

Other types of crossed transpositions are: combination abstract noun + preposition + quantifiable noun, English adjective is transfer to a Spanish verb, noun instead of a preposition, reflexive sense constructions with intransitive verbs, crossed transposition verb + again / volver a + verbo, from singular to plural, when a grammatical structure in the source language does not exist in the target language, English gerund, preposition in source language

= prepositional construction in target language, adverb in the source language = adverbial construction in the target language, noun + noun in source language = noun + adjective, descriptive verb + preposition in the source language, copulative verb + noun in source language, noun + preposition + noun, subordinate sentence = participle construction in target language, fill in of a lexical emptiness with a grammatical structure, transpositions of simple sentences to subordinate sentences.

2.2.2 Modulation.

It can be said that the modulation technique is almost one of the most complex technique since the translator must have a full command of both languages in order to replace phrases and keeping the same meaning. Modulation refers to the use of completely different phrases in the source and target language to convey the same idea. It changes the semantics and the point of view of the source language.

Likewise, and according to Vinay and Darbelnet (2004), modulation refers to a variation of the form of the message, obtained by a change in the point of view (p.133). Also, Newmark (1988) states that modulation occurs when the translator reproduces the original message of the text into the target language in conformity with the current norms of the target language, since the source language and the target language may appear dissimilar in terms of perspective (p. 88).

In other words, the phrase of the target language is going to be different, but the meaning will be the same. An example of a modulation can be, “Te lo dejo”. It means literally “I leave it to you”, but it is better translated as “You can have it.” As it can be seen, semantics and point of view of the source language changes, but it intends that the phrase means the same.

Vázquez Ayora (1977) states that modulation consists on the change of the conceptual basis of a proposition and mentions the modulations varieties, as follows:

- From general to specific, example:

A cop stopped me and asked to see my papers / un policia me detuvo y me pidio identification

- Explicative, example:

To the practice eye / para el ojo experto

- From specific to general, example:

To go for a sail / ir de paseo en barco

- One part to another, example:

Eyeball to eyeball / cara a cara

- Terms change, example:

I took my job from my friend / mi amigo me cedio el trabajo

- From positive to negative or from negative to positive, example:

Winter is not far away / El invierno se aproxima

- Modulation in form and use, example:

Highly literary / el alto grado literario

- Change of comparison or symbol, example:

Snail pace / paso de Tortuga

- From passive to active voice
- Complements and phrases to relativized configurations
- From Paratactic to hypotactic
- Interrogative or doubt expressions to affirmative
- From direct to indirect speech or vice versa

- Modulation of exocentric expressions

2.2.3 Omission and Amplification.

The omission and amplification translation techniques refer to the differences that often distinguish original texts of target texts and are also techniques of adjustment. As per Nida (1964) states, they are used, first to adjust the form of the message to the characteristics of the structure of the target language; second, to produce semantically equivalent structures; third, to generate appropriate stylistic equivalences; and fourth, to produce an equivalent communicative effect.

The amplification technique is also used when the translator adds more elements to the source text in order to understand the content. In other words, the interpreter includes the necessary words or phrases with the intention to make the translation smoother. Finally and so as to reinforce the concept, Molina & Hurtado Albir (2002) state that amplification introduces details that are not formulated in the source language, information or explicative paraphrasing.

It is important to mention that there are two cases where amplification is needed; one is to complement implicit meaning and make it explicit and second, to complement the elements omitted in the original text to make the translation have completed meaning.

Another description is defined by Vázquez Ayora (1977 p. 337), who states that amplification is the process where more lexemes and morphemes are used in the translation to express the same idea. The author expresses that there are different types of amplifications:

- Amplification of the adverb, example:

To speak **aloud** / Hablar **en voz alta**

- Amplification of the verb, example:

Have agreed **as follows** / Han convenido en las **siguientes disposiciones**

- Amplification of the adjective, example:

Of the great **outward** movement from the inner city / del gran movimiento desde el corazón de la ciudad **hacia el exterior**

- Amplification of the pronoun, example:

I intend to discuss the economy of **your** programs / deseo discutir la economía de los programas **que ustedes dirigen**

- Amplification of other pronouns, example:

He shall be deemed to be a resident of the territory / **dicha persona** será| considerada residente del territorio

- Amplification of the demonstratives, example:

I wonder about **that** / Me pregunto **si eso es verdad**

- Amplification of the prepositions. There are different types:

By noun: **within** two weeks / **en un plazo** de dos semanas

By verb: **under** Norwegian law / que **autoriza** la legislación norueg

By past participle: the issue **at** Quito was whether the economic sanctions should be lifted. La cuestión **planteada** en Quito fue si se debían levantar las sanciones económicas.

By relativisation: the girl in the living room / la muchacha que esta en la sala

On the other hand, omission makes what is explicit in the source text, implicit in the target text. According to Ivacovoni (2009), the author mentions that omission means to avoid a word or words from the source language while translating. This procedure can be used when cultural issues appear between the source language and the target language. Likewise, Nida

(1964) lists four situations where the translator should use the omission procedure in addition to when it is required by the target language. Those four situations are: unnecessary repetition, specified references, conjunctions and adverbs.

Vázquez-Ayora (1977) points out the different cases where omission technique can be applied:

- Abusive redundancies, example:

Through collective and cooperative action / Mediante cooperacion colectiva

- The auxiliary “can” with perception verbs, example:

I can hear music in the next room / oigo musica en la otra oficina

- The auxiliary “can + infinitive of some verbs”, example:

This problem can be solved in two days / este problema se resuelve en dos dias

- Present participle of the verb to use. Using + noun + infinitive = present participle + noun, example:

Using a sponge to wash the clotted blood from his throat. Lavándose con una esponja la sangre cristalizada del cuello.

- Some prepositions that work in English idiomatic sentences, but has no semantic value in Spanish, examples:

Hurry up

- Articles and other determinants, example:

He has a secretary / tiene secretaria

- Subject pronouns and the use of “it” as a anaphoric subject, example:

The council is the main organ of the organization. It serves as the executive boards / El consejo es el órgano principal de la organización. Actúa como junta directiva.

- Some adverbs and words, like hereby, herein, thereon, thereof, then, thereto, such, any, as, etc., Examples:

I hereby declare / Declaro

- There + verb (except the verb to be)

There rose in his imagination visions of a world empire / surgieron en su imaginacion visions de un imperio mundial.

2.2.4 Explication.

Explication is the technique that introduces information from the source language that is implied from the context or the situation in order to make it explicit. As per Vinay and Darbelnet (1958) defines, explication is the process of introducing information into the target language which is present only implicit in the source language, but which can be derived from the context or the situation. In brief and as per Nida (1964), this technique is a change of an implicit content status to an explicit one, and it occurs when "important semantic elements carried implicitly in the source language may require explicit identification in the receptor language".

Vázquez-Ayora (1977, p. 349) claims that this technique pursues an explicative and specific purpose. The author also asserts that these elements can be explicit either for individuals' linguistic habits or because of familiarity receptor reasons. The writer also indicates that is very important to make explicit those elements that are implicit without losing content. The following example illustrates what it was mentioned before, "to help resolve the basic question of delegation / Para resolver los problemas básicos de la delegación de poderes."

2.2.5 Literal translation.

Before describing the literal translation technique, it is important to understand that literal denotes that all words are in strict accordance with their original meaning. From this point and as per Munday (2014) states, the literal technique is a rendering which preserves surface aspects of the message, both semantically and syntactically, adhering closely to source text mode of expression. Regarding this technique, it must be said that a word-for-word translation can be used in some languages, but not all of them because they are dependent to the sentence structure. In addition, it can also be used when the structure and concept of the language is similar between each other.

As per Vázquez-Aroya (1977) mentions, the technique can be used when there are two sentences with the same a precise structure and meaning. Example: She is reading / Ella está leyendo

2.2.6 False Cognates.

As per Aranda (2007) states, false cognates or false friends are words that look similar in form and have the same meaning, but there are also words that look alike and have a different meaning. In other words, false cognates are those words that are written the same or similar in form but have a complete different meaning.

In English, there are many words that sound and are written very similar to Spanish, but do not have the same meaning; for instance, “actually”, which means currently, can be confused with the Spanish word “actualmente”, but the correct meaning is “en realidad. Another example can be the word “assist”, which means to help, and it usually gets confused with the Spanish word “asistir”; however, the correct meaning is asistir.

Identifying false cognates while translating is a real issue, and it takes a great knowledge to differentiate these kinds of words. For this reason, it is very important the use of dictionaries in order to have the real meaning of the word.

2.3 Glossary.

The term glossary is derived from the Greek *glossa*, which means foreign language, and it is an alphabetic list of terms regarding a specific subject, field or area of usage, with its respective definition. A glossary can be found at the end of any book. Its main purpose is to easily find the meaning for those specialized words that are not commonly used in the day a day language.

Since many people may confuse the terms glossary and dictionary, it is important to understand that a glossary is specialized vocabulary with definitions, but does not provide other information about the word. On the other hand, a dictionary is a reference book that consists on an alphabetical list of words with their definitions and with additional information about the word like spelling forms, pronunciation, parts of speech, etymologies and syntactical and idiomatic uses.

2.3.1 Relevance for the Translator.

When preparing to translate, and as part of the text for the analysis, the translator must identify both, the style of the text and the type of language used in the source language. It is very important to point out that a word can have multiple meanings, and that every discipline has their own specific language; thus choosing the right word from one language to another can be extremely complex and time consuming for the translator.

2.3.2. Relevance for the Translation Process.

Regarding the use of this important tool during the translation process, it must be pointed out that the translation process will be faster since the translator will know the exact meaning of those special terms developed in the text. In other words, it is the best way to guarantee the company approved meanings in order to avoid confusions and to have accurate translations; and lastly, it must be said that this tool gives standardized words for key terms, which guarantees consistency to the document and improves the quality of the document. For these reasons, the creation of a glossary, before starting the translation project, is crucial. This will help to save a lot of time, but it will also guarantee a successful use of the correct terminology.

2.3.3. How to create a glossary.

Once the information has been collected, a glossary can be created. However, specific issues must be defined first in order to achieve the most customized document. As per Gapper (2008) states, the document must follow some steps. First of all, the glossary's nature must be defined. That means, to define what is the glossary for, also who is going to work with it and under what circumstances. The second step is to choose the glossary's content. In other words, it means it has to be decided what type of term will be included on the glossary. As a complement, a selection of criteria must be done. Some options can be: particular topic or field term, terms not found in general dictionaries, key terms for understanding the subject, and others.

In this same phase, the kind of information the term will contain must be determined. That information can be: its grammatical category, definition or explanation, equivalent on the tongue terminal and the equivalent in the original language. Some additional information can

be also offered, if corresponds, like use or restrictions, chronological status (obsolete, archaic neologism), geographical indication (regional use), sociological indication (family, popular, vulgar), fender, singular – plural, transitive / intransitive and others.

Lastly, the glossary format has to be delineated; thus issues like how are the terms going to be ordered, the type of letter, size, etc., must be chosen. It is important to mention that not all of the terms will be included on the glossary. The terms included are only the most important and the ones with more frequency in the text. In addition, also proper names and long phrases can be found, specifically those regarding the field in question.

Regarding the step number two, specifically about the information submitted for each term and in order to facilitate the use of the glossary, it is recommended to include only important aspects of the term and not all of those found in a dictionary; since too much information can be unnecessary.

Gapper (2008) also mentions that definitions must be written only if it is necessary. In fact, the definition must follow the user's characteristics with information and degree of detail required. For this reason, the delimitation of the definitions must be established since the beginning. In order to have a better knowledge about definitions, it is important to illustrate the different types:

- Frequent types of definitions: First, appears Proper Definition which establishes that the definition replace the defined term (rule of synonymy). Second, Encyclopedic Definition. This type gives descriptive and detailed definition that offers additional details about the object or term. As a third type, there is Complete Definition. This one includes linguistic definition besides the encyclopedic definition. And finally, Terminological Definition, which defines the object or the concept, not the term.

- Definition types used for specific reasons: The first one is Hybrid definition, which contains lexical information mixed with grammatical information. Then, Hyperonymic Definition. This term is defined by a superior category. Next, it is mentioned the Improper Definition. This type of definition, it is explained from the grammatical perspective. The following type is Linguistic definition. It gives information about words; not things or concepts. Another type is Mixed Definition. It consists on mixed of lexical information and encyclopedic data. After that, Ostensive definition which is definition that includes examples. Later, appears Definition for Use. This type indicates that the term “works for” a particular purpose. There is also the Serial Definition. This definition only works when the term belongs to a series or group of terms. And finally, Teleological Definition, which indicates the purpose’s term.

Definition types not recommended as per Terminology Manual by Sherry E. Gapper (2008, p.82):

- Antonymic definition: defining a term with an antonym may lose important concepts
- Circular definition: when concepts are reciprocal
- Negative definition: the term is define from what is not
- Redundant definition: Definition: with repeated information
- Relational definition: a preposition or relative pronoun is used at the beginning of an adverb or adjective.

Another important aspect that has to be taken into account, it is to define the glossary format since the beginning. This means that before creating the glossary, different kind of characteristics have to be chosen. These characteristics are: margins, type and size of the

letter, how is the information going to be shown in the page, etc. The definition of all these details are going to make the glossary look uniform and in order.

Garpper (2008) also mentions the relevance of the alphabetical order to be used in a glossary; mostly when compound terms are involved. When working with these kind of terms, it has to be determined what is it going to be taking into consideration when ordering. Some important aspects are like: prepositions, articles, adjectives, or if is it going to be ordered by the first word of the term. There are more features that have must be taken into account, like to decide if simple or complex alphabetization is going to be used, if terms are going to be order in a continuous or discontinuous form and how amounts and symbols are going to be included in the glossary.

Finally and once the glossary is done, a detailed revision must be made. In order to achieve the revision, it is highly recommended to make the review by phases, starting with the glossary content to make sure that the given information is precise and accurate. In a second reading, language and format aspect must be revised.

In order to make sure that all aspects have been covered during the review, Gapper (2008) points out some of the most problematic aspects that appear while creating the glossary; among them the entries format. In this topic, things like punctuation, type of letter and use of capital letters must be checked; and regarding the definitions, these must be analyzed from the grammatical structure, which must be clear and easy to understand. In addition, the alphabetical order must be revised. Other important aspects are: spelling, abbreviations and spaces, which also have to be reviewed.

Chapter III

Methodological Framework

The purpose of a methodological framework is to study the different processes to be done in an investigation, as well as to if the tools to be used are the correct ones. It refers to a group of steps that must be followed to know how to guide an investigation. As per Sabino (1992) states that for any investigation process, it is very important to have clear all the factors that influenced the problem, like its context, conditions, changes or principles. This way the methodological framework will deeply contextualize the problem, not only in a theoretical way, but also in a practical one.

3.1 Research Method and Scope

The selection of the correct research method will assure the success of the investigation; therefore, in order to choose the right method, the question to be answered must be very clear. According to Leedy & Ormrod (2001), a research is the process of collecting, analyzing and interpreting data in order to understand a phenomenon. In addition, Clarke and Clarke (1970) states that research is a careful, systematic and objective investigation conducted to obtain valid facts, draw conclusions and established principles regarding an identifiable problem in some fields of knowledge.

It is important to mention that there are three different types of research methods: quantitative, qualitative and mixed methods. These methods respond to numerical, textural or both numerical and textural data.

The quantitative research method is based on numbers. It is also used to search, analyze and to verify information with the aim to determine the relationship between two or more phenomes. This method is one of the most used in the areas of science, information

technology, mathematics, and as a main tool of statistics; in other words, all quantitative methods use quantitative values like percentages, rates, costs among others.

As per Creswell (2009) cites, the quantitative research method tests its objective theories by examining the relationship among variables, which are collected and measured with numbers through surveys or experiments. This method responds to questions like: how many, how extend, who, and has the particularity to measure and notice grade differences.

Fermin de Rojas mentions some characteristic of the quantitative method as follow:

- The objective is to classify the characteristics, count them and construct statistical models order to try to explain what has been found in the observation.
- The researcher clearly knows in advance what he is looking for.
- It is recommended during the last research phases of a project.
- All study aspects are designed before the data collection.
- The researcher uses tools such as questionnaires or equipment to collect numerical data.
- Data is expressed through numbers and statistics.
- Objective view- its main purpose is accurate measurement and target analysis for example surveys, questionnaires, etc.
- Quantitative data is more efficient and has the ability to test hypotheses.
- The researcher tends to stay objective.

On the other hand, the qualitative research method makes reference to qualities used by social sciences, but it is also used in political research and market. This method describes in detailed events, facts, people, situations, and behaviors, interactions that are observed through a study. It also includes participant's experiences, thoughts, attitudes, and beliefs. In addition,

it provides descriptive data about those intangible aspects of the human beings and life such as beliefs and attitudes; it is useful to understand and interpret social problems (Venemedia, 2014).

This technique generally answers to questions as why, what, how, and what for. In other words, it seeks the things' meanings. Besides, the qualitative research is explanatory and exploratory. According to Magliano Fernando (2009), some characteristics of the qualitative technique are:

- Qualitative research is inductive.
- It has a holistic perspective; that is to say that the phenomenon is considered as a whole.
- It is about small scale studies that represent themselves.
- Emphasizes the validity of investigations through the proximity of reality.
- Does not prove theories and hypothesis, but it produces them.
- Have no procedures rules. The data collection method is not previously specified.
- The basis is the intuition. Investigation is flexible, evolutionary and recursive.
- Qualitative researchers participate in the investigation through the interaction with the studied persons; it is the measure instrument.
- Does not permit statistical analysis.

And last but not least, it appears the mixed methods, which are the combination of both methods, quantitative and qualitative. Grinnell (as cited by Hernandez et al, 2003, p. 5) indicates that the two methods use five similar phases among themselves:

- Observation and phenomenon evaluation are carried out.

- They both establish suppositions or ideas as consequences of observation and evaluation.
- Prove and demonstrate the level in which suppositions or ideas has their basis.
- Revise such suppositions or ideas on the basis of evidence or analysis.
- Propose new observations and evaluations to clarify, modify, and justify the suppositions or ideas.

After learning about the different research techniques, it is found out that the most appropriate technique to be used in this research paper is the qualitative one; this because the translation techniques are going to be analyzed based on the observation. The investigation scope is descriptive, since the different translation procedure will be explained.

3.2 Selection and Description of the Population and Sample

Two documents will be analyzed in this research paper. The first one is, “Handbook of Today’s Religions” for the organization named Theos. This document contains information about non-Christian religions, but it is important to clear out that only Hinduism, Islam and Buddhism will be reviewed in this paper. The handbook provides important information about these religions’ history, characteristics, beliefs, traditions, among others; and may help the reader to have enough knowledge to compare between them.

The second document is a booklet named, “Información para Aplicantes de Nuevo Ingreso – I Semestre 2017” for Universidad de Ciencias Médicas – UCIMED. This document provides important information for new students when entering for the first time to the university. It also contains a brief description of their medical science careers, which are Medicine, Pharmacy, Nutrition, Physiotherapy and Microbiology. In addition, it offers

information about scholarships and international agreements, the enrollment process and the requirements which are also detailed in the booklet.

3.2.1 Description of the Institution

Theos is an unconventional Christian organization founded on February 26, 2008. It is oriented on the Biblical Authority as a first value, and it started in small biblical studies and spiritual growth groups in the western part of Costa Rica's capital. It is important to mention that they named this new Christian organization with the name Theos because it means God in Greek.

Within their activities, they give lectures with biblical teachings where they share with others; in search of a closer relationship with God. In addition, they emphasize the importance of belonging to a bible study group, which are small groups, and they have the opportunity to develop friendships and to feel part of a group of friends. These groups play a key role in achieving true spiritual transformation and growth. Another important detail to emphasize, it is how social work becomes one of their most important values. Because of this, they are a Christian committee with a heart willing to serve the needs of poor people, families and communities. As a consequence, it contributes to their spiritual, social, physical and emotional development in order that they can become responsible adults and faithful followers of Jesus.

Theos currently support different kinds of projects that include prisons, children's homes, abandoned seniors, and others; through donations and sponsorships. All efforts and resources gathered from the people who support them, it is also joined with their service to meet the needs of poverty in some way; as well as to build hope and joy in the neglected communities.

On the other hand, UCIMED is a non-profit organization; this means that all revenues received are fully allocated to the process, administrative support and investments in infrastructure. This distribution is indispensable for the proper functioning of the institution; necessary for the fulfillment of its mission. The university mentioned is specialized in health sciences majors, specifically in: Medicine, Pharmacy, Nutrition, Physiotherapy and Microbiology. It also gives postgraduate studies in Health Centers and Services Administration.

UCIMED is the first private university accrediting the careers of Medicine and Pharmacy (today both of them are re-accredited) before the National Accreditation System for Higher Studies - SINAES (Sistema Nacional de Acreditación de la Educación Superior). The career of Nutrition has also been accredited, and it is also in the accrediting process of Physiotherapy. The school also offers international agreements, scholarships, free medical attention, psychological and psycho-educational support, just to mention some. In addition, UCIMED is recognized by the World Health Organization, registered in the World Directory of Medical Schools and by the Pan American Health Organization.

3.2.2. Description of the Sample

The Merriam Western Dictionary (1989) defines sample as a finite part of a statistical population whose properties are studied to gain information about the whole. Moreover, the Cambridge Dictionary (1995), also states that a sample is a small amount of something that shows what the rest is or should be like.

Therefore, a sample of the two documents above mentioned will be taken in order to make the corresponding analysis of the translation procedure. From both texts, fifteen paragraphs containing from one hundred to one hundred and twenty-five words will be

selected in order to analyze each translation technique, through a color-coding chart designed by this evaluation.

3.3 Implemented Strategies

Before any translation procedure could be analyzed, it is very important to read carefully the text in order to identify not only the author's intention, but also characteristics of the text such as: function, purpose, style, scale of formality, and audience. Once the text is reviewed, the seven translations techniques, transposition, modulation, literal translation, explicitation, omission, and amplification, will be used in order to transmit the message in the most accurate way.

Once the researcher has the translations done, a sample of fifteen paragraphs will be taken to point out the translating procedure with a color code chart designed specifically for this paper. It is important to mention that this color code chart will permit to highlight incidences, trends and lack of procedures. The following table will describe how each technique will be recognized.

Table 1. Translating Procedure with a Color Code.

Procedure	Example	Explanation
Transposition	Transpositon	Highlighted in pink
Modulation	Modulation	Highlighted in light blue
amplification	amplification	Highlighted in yellow
Omission	<u>Omission</u>	Underline in the source text
explicitation	explicitation	Highlighted in green
Literal translation	Literal translation	Highlighted in red

Table 1 illustrates the Color-coding system used to analyze the selected paragraphs. Source: Researcher's creation.

3.4 Data Collection Instrument

The data collection instrument is the methodology the researcher is going to use in order to gather the corresponding information. As per Patton and Cochran (2002) mentions, the qualitative method aims to understand the experiences and attitudes. In addition, this method answers the questions what, how, or why, to understand a particular issue. The instruments for the data collection of this paper will be a text analysis checklist and two glossaries.

The text analysis is a detailed evaluation of a text in order to understand its nature, which includes the different text characteristics like: function, purpose, scale of formality among other. This instrument is of great help since it gathers all data regarding both texts. The analysis will be done through a check list, which is a chart that combines the text analysis elements of the two texts; in order to review the target text and make sure all aspects are considered.

Table 2. Check List to review the Target Text.

Characteristics	Handbook of today's Religions	Información para Aplicantes de Nuevo Ingreso – I semestre 2017
Text style		
Narrative		
Description		
Discussion		
Dialogue		
Text function		
Informative		
Expressive		

Vocative		
Stylistic scales		
Officialese		
Official		
Formal		
Neutral		
Informal		
Colloquial		
Slang		
Taboo		
Scale of Generality or difficulty		
Simple		
Popular		
Neutral		
Educated		
Technical		
Scale of emotional tone		
Intense		
Warm		
Factual		
Understatement		
Type of translation		
Semantic		
Communicative		

Table 2 presents the text analysis checklist. Source: Researcher's creation.

A glossary is an alphabetic list of words explaining terms of a specific field of study with its meaning in the target language, and it is useful to understand the meaning of new or specialized vocabulary. Therefore, the researcher decided to create two glossaries, one from English into Spanish and other from Spanish into English. These glossaries had the purpose of helping the translation to achieve consistency and accuracy during the translation process. The following is the template used to create the glossaries.

Table 3. Glossaries for helping the Translation Process.

Glossary from English into Spanish

English Term	Spanish Equivalent	Grammatical category	Definition

Glossary from Spanish into English

Spanish Term	English Equivalent	Grammatical category	Definition

Table 3 illustrates the template used to create the glossaries. Source: Research

Chapter IV

Translations

This chapter contains the translations analyzed to carry on the analysis of this research.

4.1 Translation from English into Spanish

Comprendiendo religiones no Cristianas

Hinduismo

El Hinduismo no es solo una de las religiones más antiguas, sino también una de las más complejas. Durante su historia, el hinduismo ha dado lugar a una gran variedad de sectas, las cuales tienen sus propias creencias. Por este motivo es difícil obtener una ilustración exacta del Hinduismo sin primero considerar una vasta historia y explicaciones.

John B. Nos manifiesta que:

No es una religión, sino más bien una familia de religiones... El hinduismo es fluido y cambiante... es todo un conjunto de creencias e instituciones que han aparecido desde el tiempo cuando sus antiguas (y más sagradas) escrituras, las vedas, fueron escritas, hasta ahora... Los hindús tienen una extraordinaria selección de creencias y prácticas de donde escoger, ellos pueden (para utilizar términos occidentales) ser panteístas, politeístas, monoteístas, agnósticos o hasta ateos (John B. Noss, *Man's Religions*, New York: MacMillan Company 1969, p.88).

Joseph Gaer enumera algunas de las complejidades del Hinduismo:

Así como los atributos de la triada Hindú se multiplicaron hasta que fueron millones de ellos, y las castas se dividieron y subdividieron de los cuatro originales a un número

mayor, así también esta religión extremadamente antigua ha dado lugar a muchas más sectas.

Algunas sectas adoran a Vishnu, como el dios del espacio y del tiempo, otras adoran a Shiva (o Señor Shiva) como el dios del canto y la sanidad y otras a Durga, la Madre Divina (diosa de la maternidad), solo para nombrar algunas cuantas, sin embargo, todas ellas creen en:

Brahman, el eterno Trimurti, o trinidad, *Brahma*, el Creador, *Vishnu*, el Preservador, y *Shiva*, el Destructor;

Sumisión al destino, ya que el hombre no es externo, pero sí parte de Brahman;

Sistema de castas, establecido por las Leyes de Malu;

La Ley del Karma, dice que del bien proviene el bien y del mal proviene el mal;

Reencarnación, como una cadena de renacimientos en la cual cada alma, a través de la vida virtuosa, se alcanza a un estado mayor;

Nirvana, la última etapa alcanzada por medio de la emancipación del alma de la cadena de renacimientos;

Yogas, disciplinas que habilitan al individuo a controlar el cuerpo y las emociones, y

Dharma, La Ley del Orden Moral que cada individuo debe encontrar y seguir para alcanzar nirvana. (Joseph Gaer, *What the Great Religions Believe*, New York : Dodd, Mead y Compañía, 1963,p. 35).

Debido a sus muchas complejidades, el hinduismo puede ser imposible de resumir, según indica John Bowler:

El resumir el pensamiento de cualquier religión es difícil, pero en el caso del hinduismo es imposible. Según la esencia del hinduismo existen muchas formas diferentes de ver un solo objeto, sin embargo ,ninguna de ellas brindará una perspectiva completa, aunque

cada una de ellas es completamente válida por derecho propio. Una estatua puede ser vista desde muchos ángulos. Cada aspecto ayuda a transmitir cómo luce la estatua, pero ninguno es capaz de entender la estatua como un todo y menos aún el acto de analizarlo desde un ángulo en particular o representar la estatua en sí (John Bowker, *Problems of Suffering in Religions of the World*, Londres: Cambridge University Press, 1970, p. 193).

El Hinduismo como una religión universal

El hinduismo es tolerante a otras religiones dado que los hindús encuentran similitudes en todas ellas:

La verdad, la cual es el núcleo de toda religión, es una y la misma, las doctrinas, sin embargo, difieren considerablemente ya que son las ejecutoras de la verdad de las situaciones humanas... Los ritos, ceremonias, sistemas y dogmas guían más allá de sí mismos a una región de claridad absoluta y así tener solamente una verdad relativa... cada trabajo, cada concepto es un indicador que apunta más allá de sí. El signo no debe ser confundido con lo que se supone, la señal no es el destino (S. Radhakrishnan, *East and West, The End of the Separation*, New York: Alen & Uniwin, Humanities Press, 1954, p.164).

Los diferentes líderes religiosos han pertenecido a escuelas diferentes y la mayoría de los hindús están orgullosos del hecho de que no haya ocurrido ningún conflicto violento o persecución, gracias a la mutua tolerancia. Esta es un área donde ninguna teoría puede explicar todos los misterios y la tolerancia bien podría ser el camino hacia la sabiduría, en lugar de hacia la confusión. (K.M. Sen, *Hinduism*, Londres: Ganon Publ., 1963, pp. 84 ff).

Escrituras hindúes

Las escrituras hindúes, escritas en un periodo de 2000 años (1400 AC -500 A.D.), son inmensas y reflejan las prácticas y las creencias que surgieron durante los largos periodos de la historia Hindú. Bruce Nichols explica que:

Las escrituras hindúes están divididas en dos partes, *sruti* y *smriti*. *Sruti* o “lo que se escucha”, se refiere a las verdades eternas de la religión que los *rishis* o videntes vieron u oyeron. Estas son independientes de cualquier dios u hombre con quien ellos están comunicados y son la primera y última autoridad de la verdad religiosa. Por medio de la analogía de la reflexión de una imagen en el espejo o en la superficie de un lago, el intelecto de los antiguos *rishis* era tan puro y tranquilo que reflejaba perfectamente la verdad eterna completa. Sus discípulos registraron esta verdad en un registro conocido como vedas. *Smrti* o “lo que se recuerda” posee una segunda autoridad, la cual deriva su autoridad del *sruti*, cuyos principios se buscan ampliar. Estos guardan todos los textos sagrados, además de las vedas y generalmente forman parte de los libros de la ley, los dos épicos *Ramayana* y *Mahabharata* y los Puranas, los cuales son grandes colecciones de mitos, historias, leyendas y crónicas de grandes eventos. También incluye las *aqamas*, que son tratados teológicos y manuales de adoración, y los *sutras* o aforismos de los seis sistemas de la filosofía. Además ahí se puede encontrar un gran tesoro de literatura vernácula mayormente de un *bhakti* o tipo devocional, el cual todavía inspira a las masas de las religiones Hindús, y las cuales las diferentes sectas aceptan como *smriti* (Bruce Nichols en *The World's Religions*, Sir Norman Anderson, ed, Grand Rapids: Wm.B.Eerdmans Publishing Company, 1976, pp. 137,138).

Las Vedas

La palabra veda significa literalmente sabiduría o conocimiento. Es el término que se aplica a las más antiguas escrituras Hindúes, transmitidas originalmente de forma oral y luego preservada en forma escrita. Las vedas contienen himnos, oraciones y textos rituales escritos hace aproximadamente más de mil años, 1400 A.C.

El término vedas (plural) se refiere a la colección completa de estos libros de la sabiduría, también conocidos como los *samhitas*, los cuales incluyen la *rig-veda*, el *sama-veda*, *yajur-veda* y el *atharva-veda*. Cada uno de estos textos consiste de tres partes, (1) las *mantras*, himnos de alabanza a los dioses; (2) los *brahamanas*, guía para la práctica de derechos rituales; y (3) los *upanishads* la cual es la parte más importante y tiene que ver con la enseñanza de la verdad religiosa o doctrina.

Las *samhitas* son la base del hinduismo védico y el *rig-veda* es el más significativo del grupo. Esta colección de himnos, compuestos originalmente en sánscrito, alaba a varias deidades hindús, incluyendo Indra, Soma, Varuna y Mitra.

La *yajur-veda* consiste en una colección de mantras tomadas del *rig-veda* las cuales se aplican a situaciones rituales específicas realizadas por el sacerdote principal y sus asistentes.

De la misma forma, el *sama-veda* toma mantras del *rig-veda*. Estos himnos son cantados.

El *atharva-veda* consiste en hechizos mágicos y conjuros llevados a cabo por los sacerdotes.

Los upanishads

Los *upanishads* son una recopilación de tratados especulativos, los cuales se elaboraron entre el periodo 800 y 600 AC, y 108 de ellos todavía están en vigencia. La palabra *upanishads* la cual transmite la idea de la enseñanza secreta; sus tratados marcan un cambio definitivo de los himnos sacrificiales y las fórmulas mágicas en las vedas y en las ideas místicas sobre el hombre y el universo, específicamente el eterno Brahman, el cual es la base de toda realidad, y el *atman* se refiere al Ser mismo o al alma. Los *upanishads* tienen influencia sobre el Gautama Budha, fundador del Budismo, ya que pueden observarse algunas similitudes entre los *upanishads* y las enseñanzas del budismo Mahayana.

Ramayana

El Ramayana es uno de los dos más importantes cuentos épicos de la India; el otro es el Mahabharata. Su autoría se le atribuye al sabio poeta Valkimi. La obra consiste de 24,000 cuplés basados en la vida de Rama, un rey justo quien se suponía era la encarnación del dios Vishnu.

Aunque la historia tiene algún fundamento, mucho de ello son capas de folclore añadidas a través de los siglos. Además de Valkimi, otros poetas y escritores han contribuido a las complejidades de la historia. Eduard Rice hace una breve reseña al respecto:

Rama, un guerrero y errante en la gran tradición (quien puede compararse con Gilgamesh y Odiseo) es enfrentó a una serie de retos y pruebas, algunas de los cuales eran batallas con otros reyes o con demonios; su esposa Sita es secuestrada por un rey demonio y es llevada en un carruaje de aire a Ceilán. Su castidad y fidelidad fueron probados, grandes batallas sobrevinieron, el final es uno feliz, con Rama restablecido en el trono de Ayodhya, y finalmente él y Sita, después de más juicios, se unen, no en la tierra pero sí en las moradas celestiales.

Para cuando los creadores han terminado la historia, Rama y Sita no solo son avatares de Vishnu, sino también ejemplares de todas las cualidades mundanas y espirituales con los que está dotado el cosmos. El trabajo tiene un especial interés para los historiadores y etnólogos, debido a los muchos elementos que representan las condiciones sociales de la península durante ese tiempo. Está involucrado en el conflicto de los arios con los aborígenes y la arianización de estos últimos; los monos y los osos, aliados de Rama, eran realmente aborígenes con nombres de animal como tótems hasta hoy (Eduard Rice, Definiciones Orientales, Garden City, NJ: Doubleday, 1980, p.296).

El Mahabharata

El Mahabharata es la segunda gran obra épica; una historia inmensa sobre las hazañas de los clanes de los arios. Consiste en cerca de 100,000 versos y fue escrita en un periodo de más de 800 años, empezando aproximadamente en 400 A.C. Dentro de esta obra, está un gran clásico, el Bhagavad Gita o la “Canción del Señor”.

Bhagavad Gita

Esta obra no es solamente la más sagrada del libro del Hinduismo, sino también la más conocida y leída de todas las obras indias en el mundo entero; a pesar de que fue incluida de forma tardía en el Mahabharata durante el primer siglo A.D. En resumen, la historia consiste en un diálogo entre Krishna, el octavo Avatar de Vishnu, y Arjuna el guerrero, quien está a punto de pelear contra sus primos. La pregunta que Arjuna le hace a Krishna es: ¿cómo él podía matar a los de su propia sangre?

Krishna! Viendo a mis familiares preparados
para la batalla, mis párpados desfallecen y
se cierran, y mi boca se seca y queda amarga,
temblores recorren mi cuerpo y mi
cabello se eriza con horror,

... cuando aquellos para los

que deseábamos ese reino y esos placeres,
y goces de la vida
están aquí en ese campo de batalla,
a punto de perder su vida y sus riquezas
listos y dispuestos a exponer su vida en batalla
se encuentran: maestros, padres, hijos,
abuelos, nietos, yernos y esposos de esposas que solas quedan.

Así hablo Arjuna en el campo de batalla, y
dejando de lado su arco y sus flechas,
con su alma inundada por la desesperación y la pena,
se desplomó abatido sobre el asiento de su carro. (El Bhagavad Gita, 1:28-47)

La historia gira alrededor de los deberes del hombre, los cuales si se cumplieran no traerían más que dolor. La importancia que esta historia tiene sobre las creencias hindúes es su apoyo al bhakti, o la devoción a un dios en particular, como un medio de salvación , ya que Arjuna decide poner su devoción en Vishnu por encima de sus propios deseos. La Gita finaliza cuando Arjuna se consagra a Vishnu y se prepara para matar a sus parientes en la guerra.

Este poema ha inspirado a millones de hindúes, quienes han identificado el dilema de Arjuna con su propia vida. El poema le brinda esperanza, a través de la devoción, a todas las personas sin importar su casta o género. Los pobres y oprimidos que no pueden alcanzar la salvación a través de obras o del conocimiento, ahora pueden hacerlo a través de la devoción.

Estas dos historias épicas, el Ramayana y Mahabharata presentan personajes que se han convertido en ideales para la gente de la India, en términos de moral y conducta social.

Los Puranas

Los Puranas son una importante fuente para entender el Hinduismo e incluyen leyendas de dioses, diosas, demonios y ancestros. Asimismo, narran peregrinaciones y rituales para mostrar la importancia del bhakti, la casta y el karma. Este conjunto de mitos y leyendas en las cuales los héroes muestran todas las virtudes deseables, han contribuido en gran manera en la formación de los códigos morales hindús.

Enseñanzas hindús (doctrina)

Para alcanzar el correcto entendimiento de la visión del mundo que poseen los hindús, es necesario incluir algunos conceptos básicos que ellos consideran verdaderos.

Brahman

El Brahman, la máxima realidad para el Hindú, es un término no solo difícil sino imposible de definir, ya a que su significado ha cambiado a lo largo del tiempo. Edward Rice lo explica de la siguiente forma:

La suprema realidad concebida como la única e indiferenciada, estática y dinámica. Pero por encima de estas definiciones, es el principio fundamental subyacente en el mundo, la suprema realidad. “Sin causa y sin efecto” sin nada adentro ni afuera, según el Sabio Yajnavalkya. “Brahman es el que su discurso no puede expresar y de cuya mente, incapaz de alcanzarlo, resulta perplejo”, manifiesta el Taittiriya Upanishad. Brahman es ahora de más interés como concepto filosófico de tiempos pasados, que como un principio activo – a ser meditado, pero no adorado o alabado. (Ibid. p.71)

El Islam

En los últimos años el Islam ha sido el centro de atención debido a las grandes tensiones en el Oriente Medio; lo que ha permitido exponer su cultura a nivel mundial. En efecto, el Islam forma gran parte de la cultura del medio este, sin embargo es mucho más que eso.

La fe musulmana (var.sp.;Moslem) es una importante fuerza impulsadora en la vida de muchas naciones del Oriente Medio, Asia Occidental y África del Norte y su impacto en el mundo ha aumentado de forma constante. Actualmente, el Islam es la religión con más rápido crecimiento en el mundo. En gran parte, la tensión árabe-israelí se puede remontar al conflicto del islam-judaísmo.

El Islam no solo ejerce un gran poder de forma colectiva en el conflicto mundial, dado que los musulmanes amenazan irse a guerra con Israel, sino que también las sectas islámicas amenazan aún más al frágil Oriente Medio y puede catalizar aún mayores conflictos. Los fundamentalistas islámicos de extrema derecha fueron los responsables, tanto de la toma de Irán como del asesinato del presidente egipcio Anawar el-Sadat.

No obstante, la gran mayoría de musulmanes no pertenecen a esta línea militante. El contraste entre el Islam moderado y el progresivo de Egipto y el Islam fundamentalista y reaccionario de Irán están marcados. El Islam ha tenido un gran impacto positivo en muchos países donde existe una fuerte tendencia, pero la influencia positiva no es motivo para seguir cualquier religión con un compromiso de por vida. Se debe analizar las enseñanzas del islam y las de nuestra propia fe y asegurarse qué es verdad y por qué.

Asimismo, es de suma importancia estudiar el impacto del Islam en la historia. Sir Norman Anderson lo resume de la siguiente forma:

La religión del Islam es uno de los fenómenos más sobresalientes de la historia. A un siglo de la muerte de su fundador, el Imperio Musulmán se extendió desde el sur de Francia a través de España, África del Norte, el Levante Mediterráneo y Asia Central hasta los confines de China. Aunque el Islam ha sido prácticamente expulsado de Europa Occidental y ha perdido mucho de su poder político en otras partes, hizo en algún momento notables avances en Europa del este, África, India y el sureste de Asia. Hoy se extiende desde el Atlántico hasta las Filipinas y cuenta con alrededor de trescientos millones de seguidores procedentes de razas diferentes, desde Europeos del Bantú como Indios Arios miembros de las tribus primitivas de Las Filipinas; por lo que es posible hablar aún de “El Mundo del Islam” (Sir Norman Anderson, ed, *The World's Religions*, Grand Rapids, MI: William B. Eerdmans Publishing Company, 1976, p.52).

Actualmente, se estiman unos 450 millones de miembros del Islam, los cuales dominan más de tres docenas de países en tres continentes. La palabra Islam es un sustantivo derivado del verbo árabe que significa “someterse, rendirse o comprometerse”. El islam significa sumisión o rendición y con la traducción surge la idea de acción, no un simple estancamiento. El mismo acto del compromiso sumiso se encuentra en el corazón del Islam, no en una simple aceptación pasiva y de rendición de la doctrina. *Musulmán*, es forma sustantiva del mismo verbo y significa “el que se rinde”.

Historia del Islam

La historia del Islam gira alrededor de una figura central, Muhammad (var.sp.: Muhammed, Mohammed). Aunque la enseñanza del Islam es una interesante mezcla de diferentes religiones, el origen de la fe se encuentra históricamente en la persona de Muhammad.

Muhammad

Nacido alrededor del año 570 A.D., en la ciudad de La Meca en Arabia, el padre de Muhammad murió antes de su nacimiento y su madre cuando él tenía seis años de edad. Fue criado primero por su abuelo y después por su tío. Sus primeros años de vida no son muy conocidos. Algunos estudiosos creen que procedía de una muy familia respetada, pero esto no es seguro; lo que sí está claro es que pertenecía al clan de Hashimite de la tribu de Al Qu'raysh. A la edad de los 25 años, se casó con una viuda adinerada llamada Khadijah. Anderson quien cuenta sobre su vida:

Existe evidencia, en una tradición que pudo haber sido fabricada, que Muhammad sufrió en su niñez de ataques. Sea como sea, Muhammad ya adulto mostró signos de una marcada disposición religiosa. Él se retiraba a cuevas para alejarse y así meditar; ayunaba con frecuencia y era propenso a tener sueños. Profundamente insatisfecho con el politeísmo y las crudas supersticiones de su nativa Meca, él se convenció

apasionadamente sobre la existencia y trascendencia de un solo Dios verdadero. Parece imposible determinar cuánto de esta convicción se la debió al Cristianismo o al Judaísmo. En ese tiempo, el Cristianismo Monofisita se extendió en el Reino Árabe de Ghassan; la Iglesia Bizantina era representada por ermitaños diseminados por el Hijaz, con quien pudo haber tenido contacto; los Nestorianos se establecieron en la Hira y en Persia; y los Judíos estaban fuertemente representados en al Madina, el Yemen y otras partes. Además, no cabe ninguna duda de que en algún momento de su vida, asimiló muchas enseñanzas de fuentes Talmúdicas y tuvo contacto con alguna forma del cristianismo. Además, parece abrumadoramente probable que esta temprana adopción del monoteísmo puede vincularse a una o ambas de estas influencias (Ibid, p.54).

El carácter de Muhammed era bastante diverso; Anderson lo resume de la siguiente forma :

Para los demás, su carácter parecía, como el de muchos otros, una extraña mezcla. Era más poeta que teólogo, y un maestro improvisador más que un pensante sistemático. No cabe duda que era simple en sus gustos y amable en su disposición; era generoso, firme, brillante y astuto, juez perspicaz y un líder nato. Sin embargo, podía ser cruel y vengativo con sus enemigos, podía recurrir al asesinato y ,era innegablemente sensual (Ibid., p.60).

Robert Payne también explica lo siguiente en su libro, *The Holy Sword*:

Es necesario hacer una pausa por un momento ante la sorprendente bipolaridad de la mente de Muhammad. Dentro de él, la violencia y la mansedumbre estaban en guerra. Algunas veces daba la apariencia de vivir simultáneamente en dos mundos; al mismo tiempo veía el mundo a punto de ser destruido por las llamas de Dios y en un estado de divina paz; parece tener estas visiones opuestas a costa de una abrumadora sensación de

tensión. Algunas veces lo vemos mirar el mundo a su alrededor con una mirada de desconcierto, el cual no es ni el mundo en llamas ni el mundo en un estado de bienaventuranza, sino el ordinario día a día del mundo en el cual raramente estaba en casa. (Robert Payne, *The Holy Sword*, New York: Collier Books, 1962, p. 84).

La llamada

Mientras Muhammad crecía, sus puntos de vista cambiaron. Él llegó a creer en un solo Dios, Alá, una fe monoteísta, por lo que rechazó el politeísmo idólatra de aquellos que estaban a su alrededor. Para cuando tenía 40 años, el ahora religioso Muhammad, tuvo su primera visión. Estas revelaciones son las que se registran en el Corán (Koran).

Al principio, Muhammad estaba inseguro de la fuente de estas visiones, ya fueran divinas o demoniacas. Su esposa, Khadijah, lo motivó a creer que venían de Dios. Más tarde convirtió en su primer converso. Sin embargo, el más importante y uno de los primeros conversos, fue un adinerado comerciante llamado Abu Bakr, quien eventualmente se convirtió en uno de sus sucesores.

La Historia del Islam de la Editorial Cambridge comenta sobre las revelaciones de Muhammad:

Ya fuera durante el tiempo de las visiones o poco después, Muhammad empezó a recibir “mensajes” o “revelaciones” de Dios. Algunas veces podía escuchar las palabras dirigidas a él, pero la mayor parte parecía simplemente haberlas encontrado en su corazón. Cualquier “forma de revelación” precisa y las demás maneras diferentes de revelaciones fueron detalladas por los académicos musulmanes. El punto principal es que el mensaje no era producto de la mente consiente de Muhammad. El creyó que podía distinguir fácilmente su propio pensamiento y estas revelaciones.

Al principio, los mensajes que llegaban a Muhammad más allá de su mente consciente fueron bastante pequeños y consistían en pequeños versos, los cuales finalizaban con un ritmo común o asonancia. Muhammad y sus seguidores debían aprendérselos de memoria y luego recitarlos como parte de su ritual de adoración. Muhammad continuó recibiendo mensajes en intervalos hasta que falleció. En sus últimos años de vida, las revelaciones eran cada vez más largas, tenían más versos y trataban sobre asuntos de la comunidad de los musulmanes en Medina. Todas o por lo menos la mayoría de las revelaciones de Muhammad, fueron probablemente escritas por sus secretarías (P.M. Holt, ed., *The Cambridge History of Islam*, Vol. II, Londres: Cambridge University Press, 1970, pp. 31,32.).

Alfred Guillaume manifiesta que:

Si observamos los testimonios de su llamado, según los registros de los primeros biógrafos, algunos paralelismos muy interesantes con los profetas hebreos salieron a la luz. Ellos decían que era su costumbre dejar las guaridas de hombres y retirarse hacia las montañas para rendirse en oración y meditación. Una noche cuando dormía, el Ángel Gabriel vino hacia él con un pedazo de brocado de seda con palabras escritas y decía “Recita” él contestó “que debo de recitar”. La orden la repitió tres veces, mientras sentía un aumento de presión física, hasta que el ángel dijo:

¡Recita en el nombre de tu Señor, que ha creado
al hombre de sangre coagulada!;
¡Recita! Tu Señor es manífico
Que ha enseñado el uso del cálamo
ha enseñado al hombre lo que no sabía.

Cuando despertó, estas palabras parecían estar escritas en su corazón (o, como podríamos decir, impresas indeleblemente en su mente). Después pensó que debía ser un *sha'ir* o poseído, él que había odiado tanto aquella gente, y que no soportaba ni verlos, y que no toleraba el pensamiento de que los miembros de su tribu lo pudieran considerar uno de ellos, aunque de hecho lo hicieron después. Acto seguido, abandonó el lugar con la intención de tirarse de un precipicio. Pero de camino escuchó una voz proveniente del cielo que lo aclamaba como Apóstol de Dios y al levantar sus ojos vio una imagen sobre el horizonte, que lo apartó de su propósito y lo mantuvo arraigado en el lugar. Ahí permaneció por mucho tiempo hasta que los mensajeros de su ansiosa esposa regresaron para informar que no podían encontrarlo (Alfred Guillaume, *Islam*, Londres, Penguin Books, 1954, pp. 28, 29).

Sir Norman Anderson analiza como Muhammad al principio piensa que estaba poseído por los demonios, o Jinn, como eran llamados, pero luego rechaza la idea:

Pareciera, sin embargo, que al principio el mismo Muhammad dudaba de la fuente de estas revelaciones, temiendo que estaba poseído por uno de los Jinn, o espíritus, como comúnmente se creía era el caso de los poetas árabes y adivinos. Pero Khadijah y otros lo tranquilizaron y él rápidamente empezó a difundir las divinas revelaciones con mayor frecuencia, (Anderson, op.cit.p.55).

Estas visiones marcaron el inicio del llamado profético de Muhhamed por Alá.

Muhhammed recibió estas visiones durante los siguientes 22 años, hasta su muerte en el año 632 A.D.

La Hijira

La nueva fe encontró oposición en La Meca, ciudad natal de Muhammed. Debido a este rechazo en La Meca y el ostracismo de sus ideas, Muhammed y sus seguidores se retiraron a la

ciudad ahora conocida como *Medina*, que significa “Ciudad del Profeta”, renombrada de su original Yathrib.

La Hirija, que significa “pelear” marca un momento decisivo en el Islam. Todos los calendarios islámicos señalan el 16 de julio del año 622 como su inicio. Así, que el año 630 A.D. sería el año 8 A.H. (en el año de la Hijira).

En sus primeros años en Medina, Muhammed era cordial tanto con los judíos como con los cristianos, pero ellos lo rechazaron así como a sus enseñanzas. A raíz de ese rechazo, Muhammed pasó de Jerusalén, como el centro de adoración del Islam, a La Meca, donde la famosa piedra negra Ka’aba estaba consagrada. Muhammed denunció a todos los ídolos alrededor de Ka’aba y declaró que este era santuario para el único dios verdadero, Alá.

Con este nuevo énfasis, Muhammed entendió que pronto tendría que volver a su casa. El profeta rechazado regresó triunfante al haber conquistado la ciudad.

John B. Noss detalla algunas de las acciones de Muhammed a su regreso a la Meca:

Uno de sus primeros actos fue ir de forma reverente a la Ka’aba, sin embargo no mostró signos de rendirse al antiguo politeísmo de la Meca. Después de honrar la Piedra Negra y montar siete veces alrededor del santuario, ordenó la destrucción de los ídolos dentro de ella y eliminar las paredes de las pinturas de Abraham y los ángeles. Sancionó el uso del buen Zamzam y restauró los pilares fronterizos al delimitar el territorio sagrado alrededor de la Meca. Desde entonces, ningún musulmán tendría que dudar del hecho de realizar una peregrinación a la antigua ciudad santa.

Muhammed hizo evidente su influencia política y profética en Arabia. Los oponentes activos cercanos fueron conquistados a la fuerza y las tribus lejanas fueron invitadas severamente a enviar delegaciones para ofrecer su lealtad.

Antes de su repentina muerte en el año 632, él sabía que iba en el camino correcto para unificar las tribus árabes bajo una teocracia gobernada por la voluntad de Dios. (John B. Noss, *Man's Religions*, New York: McMillan Publishing Company Inc. 1974, p. 517).

Entre el regreso a la Meca y la muerte de Muhammad, el profeta propagó el islam de forma ferviente y militante por lo que rápidamente la nueva fe se dispersó por toda el área.

Después de la muerte de Muhammad

Cuando Muhammad murió, no había escrito un testamento para instruir el liderazgo del islam y sobre quién sería su sucesor. Sir Norman Anderson comenta:

Muhammad murió, según el enfoque mejor respaldado, sin dejar designado a ningún sucesor (Califa). Por supuesto, como el último y más grande de los profetas, él no podía ser reemplazado, sin embargo, la comunidad que él había fundado era una teocracia y no había distinción entre la iglesia y el estado por lo que claramente alguien debía ser el sucesor, no para impartir la ley sino para reforzarla, liderar en la guerra y guiar en la paz. Dado que era terreno común, un Califa debía ser nombrado: y por lo tanto Umar ibn al-Khattab (segundo Califa) logró apurar la elección del anciano Abu Bakr, uno de los primeros creyentes. Pero la duda del Califato causó más divisiones y derramamiento de sangre más que otro tema en el Islam y casi de los primeros tres partidos rivales, por lo menos en los inicios, se puede discernir. Entre los compañeros del Profeta, quienes creyeron en la elegibilidad de cualquier “primer creyente” de la tribu Quraysh; la aristocracia de La Meca, que deseaba el Califato para la familia de Umayya; y los legitimistas, que creían que no era necesaria la elección sino que ‘Ali, el primo y cuñado del Profeta había sido designado divinamente como su sucesor (Anderson, op cit., p.64).

Abu Bakr murió menos de dos años después de su designación como Califa. A raíz de su muerte, 'Umar se convirtió en su sucesor y con él las fronteras del imperio islámico se ampliaron considerablemente.

Eventualmente, se desató una lucha de poderes, ya que diferentes bandos creían que sus propios métodos para elegir al sucesor eran mejores que el de sus rivales. El mayor estallido se dio entre aquellos que creían que el Califa debía ser elegido por el líder islámico y ,aquellos que creían que el puesto del sucesor debía ser hereditario, a través de Áli, cuñado de Muhammad, casado con su única hija, Fátima. Esta lucha, junto con otras, formó el cuerpo principal del Islam conocido como los Sunies (seguidores del camino del profeta), así como un sinnúmero de sectas.

Los Sunies

Junto con la controversia del Califato, el conflicto sobre la ley y la teología hacían estragos en otro frente. A raíz de este conflicto, cuatro reconocidas escuelas ortodoxas de pensamiento islámico surgieron. Las cuatro escuelas aceptaron el Corán, el Sunna o la práctica del profeta como manifestado en el Hadith (tradiciones) y las cuatro bases de la Ley del Islam (Shari'a): the Qur'an, el Hadith, el Ij'ma (de acuerdo a la comunidad musulmana) y el Q'yas (uso de la razón analógica). Estos cuatro grupos fueron llamados los Sunies.

Nos explica que:

La rápida expansión del Islam confrontó a los musulmanes con otras decisiones cruciales más complejas en relación con el comportamiento musulmán. Las primeras situaciones se presentaron en las afueras de Arabia, donde el mandato del Corán mostró que era insuficiente o inaplicable. El primer paso, en estos casos era apelar al sunna (el comportamiento o práctica) de Muhammad en Medina o al Hadith que comunicaba sus decisiones o juicios de forma oral. En el caso que la decisión no fuera concluyente, el

siguiente paso era consultar al sunna y/o la opinión consensuada (Ijma) de la comunidad de Medina durante o después del tiempo de Muhammad. Si aún no había solución, se debió elaborar una analogía (Quiyas) de los principios consagrados en el Corán o en los precedentes de Medina y luego aplicarla, o bien seguir la opinión consensuada de la comunidad local de musulmanes de forma transparente por sus autoridades del Corán. Los musulmanes que siguieron esta forma de solucionar los problemas de comportamiento fueron y son hasta hoy, llamados Sunitas (Noss, po. Cit., p.530). Actualmente la mayoría del Islam es Sunni.

El Budismo

El Budismo inició en la India hace alrededor de 500 años antes del nacimiento de Cristo. La gente que vivía en ese tiempo se desilusionó de ciertas creencias del Hinduismo, incluyendo el sistema de castas, el cual era extremadamente complejo. El número de marginados (aquellos que no pertenecían a ninguna casta en particular) continuaba creciendo.

Sin embargo, la creencia del Hindú sobre un ciclo sin fin de nacimientos, muertes y renacimientos era vista con temor. Consecuentemente, las personas adoptaron una variedad de creencias, entre ellas la adoración de animales, para satisfacer dicho vacío espiritual. Incluso surgieron muchas diferentes sectas del Hinduismo, aunque la más exitosa fue el Budismo, la cual niega la autoridad de las vedas.

Buda

El budismo, a diferencia del Hinduismo, tiene un fundador específico. No obstante, en el Budismo, como tantas otras religiones, surgieron historias fantásticas relacionadas a eventos de la vida de su fundador, Siddhartha Guatama (quinto siglo A.C.):

Las obras dedicadas a la exposición de doctrinas filosóficas o religiosas usualmente empezaban con la biografía del fundador. Casi todas estas biografías son en gran parte o completamente míticas. La devoción de las disciplinas promedio nunca falló en crear sabios, a quienes se les adjudica la realización de hechos imposibles para incrementar su renombre en los ojos de la gente, por lo que a menudo y a pocos años de su muerte, muchos de estos maestros se transformaron en figuras mitológicas.

Buda no fue la excepción. Algunos descubrimientos arqueológicos han probado, más allá de la duda, su carácter histórico, no obstante, aparte de las leyendas conocemos muy poco sobre las circunstancias de su vida. (Alexandra David-Neel, Buddhism: Its Doctrines and Its Methods, New York: St. Martin Press, 1977, p. 15).

Aunque Buda, como otros líderes religiosos, fue deificado por otros discípulos, este no fue el caso de Jesús de Nazaret. Sus milagros y sus afirmaciones de ser Dios encarnado fueron registrados por los testimonios de testigos, en vez de ser desarrollados durante un largo periodo. (Ver 1 Juan 1:1-3 y 2 Pedro 1:16).

Primera biografía

Buda o el “iluminado” nació aproximadamente en el año 560 AC en el noroeste de la India. El nombre de su familia era Gautama y su primer nombre era Siddhartha, hijo de rajah, o ruler. Su madre murió cuando él solamente tenía una semana de nacido, por lo que fue criado por su tía, quien también era la segunda esposa de rajah. Existía una supuesta profecía realizada por un sabio de la corte de su padre, a la hora de su nacimiento. Dicha profecía dicta que el niño sería un gran rey si este permanecía en la casa, pero si decidía dejar su hogar se convertiría en un salvador de la raza humana. Esto molestó a su padre, ya que quería que su hijo fuera exitoso como rey; por lo tanto para que se quedara en la casa lo rodeó de riquezas y placeres y mantuvo todo lo doloroso y feo lejos de su vista.

Siddhartha eventualmente se casó y tuvo un hijo, pero aun así, seguía confinado al palacio y sus placeres. Un día, él le dijo a su padre que deseaba ver el mundo. Este viaje cambiaría por siempre su vida, ya que durante este viaje vio “las cuatro nobles verdades”.

Aunque su padre ordenó que las calles estuvieran limpias y decoradas, y que todos los ancianos y enfermos se mantuvieran dentro de sus casas, algunos no recibieron el mensaje. La primera verdad que Siddhartha vio fue un anciano decrepito. Cuando Siddhartha le preguntó que le sucedía a ese hombre, le dijeron que el hombre era un anciano y que todos envejecerían algún día.

Posteriormente, vio un hombre enfermo y le dijeron que todas las personas son propensas a enfermar y sufrir dolor como ese hombre.

Después vio un funeral con un cadáver en su camino a la cremación y sus seres queridos llorando amargamente. Cuando preguntó qué significaba eso, el príncipe fue informado que ese era el ciclo de la vida, tarde o temprano tanto el príncipe como los otros tendrían que morir.

La última verdad que vio fue la de un monje mendigando por comida. La mirada tranquila en la cara del mendigo convenció a Siddhartha que ese tipo de vida era para él. Inmediatamente, dejó el palacio y a su familia en búsqueda de la iluminación. La noche en que él dejó su hogar para buscar la iluminación, se conoce como La Gran Renuncia.

El antiguo príncipe, ahora mendigo, andaba de un lugar a otro buscando la sabiduría. Aunque insatisfecho con las verdades enseñanzas en las escrituras hindús, continuó con su búsqueda. Incluso intentó el ascetismo, pero no le dio paz. El fatídico día en su vida vino mientras meditaba bajo una higuera.

La iluminación de Buda

En profunda meditación, él alcanzó el más alto grado de la conciencia de Dios, conocida como Nirvana. Supuestamente, estuvo bajo una higuera por siete días, después de esto, la higuera se llamó bodhi o el árbol bo, el árbol de la sabiduría. Las verdades aprendidas ahora podría impartirlas al mundo, ya no como Siddhartha Gautama sino como Buda, El Iluminado.

Cuando Buda emergió de su experiencia bajo la higuera, se reunió con cinco monjes quienes habían sido sus compañeros. Junto con estos, Buda empezó su ministerio de enseñanza con el sermón en Benares. El sermón contenía lo siguiente:

Los dos extremos, monjes, no deben ser practicados por aquel que se ha ido del mundo. ¿Cuáles son? Las pasiones y los lujos, ya que son bajos, vulgares, comunes, viles e inútiles; y alejarse y reprimir el odio, la tortura, la ira y otros venenos. Al evitar estos dos extremos, El Bendecido ganó la iluminación en el Camino Medio, el cual produce visión y conocimiento, y conduce a la calma, a un conocimiento mayor, iluminación, nirvana.

¿Y qué, monjes, es el Camino Medio...? El camino de los ocho ramus, el sendero óctuple, la comprensión correcta, pensamiento correcto, discurso correcto, acción correcta, sustento correcto, esfuerzo correcto, atención correcta, concentración correcta...

Ahora esto, monjes, es la noble verdad del sufrimiento (dukkha): el nacimiento es sufrimiento, la vejez es sufrimiento, la enfermedad es sufrimiento, la muerte es dolorosa, el dolor, la tristeza, la pena, y la desesperación son sufrimientos. Las desagradables son sufrimiento, y no tener lo que deseamos es sufrimiento. En resumen, los cinco componentes de la existencia son sufrimiento.

Ahora esto, monjes, es la noble verdad sobre el sufrimiento, las ansias, que tiende al renacer, junto con el placer y la lujuria, buscar placer por aquí y por allá, a saber, el anhelo de la pasión, el anhelo por la existencia, el anhelo por la no existencia.

Ahora esto, monjes, es la noble verdad de la cesación del dolor, el eliminar el deseo, el abandono, la renuncia, la liberación, el desapego.

Ahora esto, monjes, es la noble verdad del camino que conduce hacia la cesación del dolor, esto es el noble sendero óctuple. (E.A. Burtt, ed., *The Teachings of the Compassionate Buddha*, New York, New American Library, 1955, pp. 29, 30).

Después del sermón de Benares, Buda empezó a difundir sus enseñanzas a la gente de la India. Los indios desilusionados del Hinduismo escucharon con atención esta nueva doctrina. Tras la muerte de Buda a los 80 años de edad, sus enseñanzas se convirtieron en una fuerza potente en la India.

La muerte de Buda

El siguiente discurso es del Tripitaka. El moribundo Buda instruye a un joven monje contra el deseo, uno de las mayores doctrinas del budismo Theravada:

Ahora estoy viejo, Ananda, y lleno de años, mi viaje está cerca del final y he alcanzado la suma de mis días, ya tengo casi ochenta años. Tal como una carreta desgastada que solo puede mantenerse si es amarrada con cintas, el cuerpo del Tathagata puede mantenerse si está vendado.

Solo cuando el Tathagata no se aferre a ningún objeto, cuando todas las sensaciones separadas se detengan y esté en profunda concentración interior, será cuando su cuerpo esté a gusto.

Así que, Ananda debes ser tu propia lámpara, tu propio refugio. Refúgiate en nada fuera de ti mismo, aférrate a la verdad como una lámpara y un refugio y no busques refugio

en nada además que usted mismo. Un monje se convierte en su propia lámpara y refugio buscando continuamente en su cuerpo sentimientos, percepciones, estado de ánimo e ideas, de tal manera que conquiste la ansiedad y la depresión de los hombres ordinarios lo cual es extenuante e impávido. Cualquiera de entre mis monjes que haga esto, ya sea ahora o cuando muera, llegará a la cumbre si desea aprender.

Las cuatro nobles verdades y el óctuple camino

La primera noble verdad es la existencia del sufrimiento. El nacimiento es sufrimiento y la muerte es sufrimiento, la enfermedad y la vejez es sufrimiento. No tener lo que deseamos es sufrimiento y tener lo que no deseamos también es sufrimiento.

La segunda noble verdad es la causa del sufrimiento. Es el anhelo del deseo por los placeres de los sentidos, que buscan satisfacción aquí y allá, el anhelo por la felicidad y la prosperidad en esta vida y en vidas futuras.

La tercera noble verdad es el final del sufrimiento. Para estar libre de sufrimiento uno debe rendirse, deshacerse, extinguir este deseo para que no quede pasión ni deseo.

La cuarta noble verdad conduce al final de todo dolor a través del noble sendero.

El primer paso en ese sendero es la Visión Correcta. Debes aceptar las cuatro nobles verdades y el sendero óctuple.

El segundo paso es la Solución Correcta. Debes renunciar a los placeres de los sentidos; no debes albergar ningún mal hacia nadie ni dañar a ninguna criatura viviente.

El tercer paso es el Discurso Correcto. No mientas, no calumnies o abuses de nadie. No consientas charlas ociosas.

El cuarto es el Comportamiento Correcto. No destruyas a ninguna criatura viviente; toma solo lo que se te ha dado; no cometas ningún acto sexual ilegal.

El quinto es la Ocupación Correcta. Debes ganarte el sustento de modo que no dañes a nadie.

El sexto es el Esfuerzo Correcto. Debes resolver y esforzarte heroicamente para prevenir cualquier cualidad malvada que surja de ti y abandonar cualquier cualidad malvada que puedas poseer. Esfuérzate por adquirir buenas cualidades y motiva aquellos a crecer y ser mejores.

La séptima es la Contemplación Correcta. Se observador, vigoroso, alerta, contemplativo, libre de deseo y dolor.

La octava es la Meditación Correcta. Cuando has abandonado la sensualidad, todas las cualidades malvadas, tanto la alegría como la tristeza, entonces debes centrar los cuatro grados de meditación, que son producidos por la concentración.

4.2 Translation from Spanish into English

Welcome to UCIMED

39 years preparing the best health care professionals with academic excellence.

Our academic offer:

- Bachelor in Health Science and Licentiate in Medicine and Surgery
 - Bachelor and Licentiate in Pharmacy
- Bachelor and Licentiate in Human Nutrition and Dietetics
 - Bachelor and Licentiate in Physiotherapy
- Bachelor and Licentiate in Microbiology and Clinical Chemistry

Post grade studies:

- Master in Health Centers and Services Administration

Why UCIMED is the best choice for you:

1. We are a university specialized in Health sciences
2. We were the first private university in accrediting the careers of Medicine and Pharmacy (today both of them are re-accredited) before the National Accreditation System for Higher Studies - SINAES (Sistema Nacional de Acreditación de la Educación Superior)
3. We are a university committed with excellence, that is why we have accredited the career of Nutrition and are in the process of accrediting Physiotherapy.
4. We have national and international recognition
5. We offer international agreements
6. We have the most complete medical simulation center, equipped with computers and simulators that make virtual practice look real, and this gives the student security and capacity for a better patient care
7. We have state-of-the-art laboratories and equipment for each student. ¡Learn by doing!
8. We guarantee clinical spaces
9. We have the most completed and updated curriculums based on the market's needs
10. Our graduates are the first option for employers
11. You will learn with experienced and high qualified professors
12. You can have access to our Financing Plan – Flexicuotas: you can cancelled your fee in 2, 3 or 4 tracts
13. We have a doctor's office (free assistance, INS insurance, medical emergency), as well as with psychological and psycho-educational support
14. We have a free gym for students, and teaching and administrative personnel

15. We have a clinical laboratory with accessible prices (we are 25% cheaper than the market)

16. We have a full equipped Physiotherapy laboratory with accessible prices to students and public in general. We offer services in sport injuries, Fibromyalgia, Neurological injuries, Muscle injuries, Incontinence, Vertigo, and more.

If you need an appointment please call 2549-0156 / clinfafisioterapia@ucimed.com

CARRERS' DESCRIPTION

1. Bachelor in Health Science and Licentiate in Medicine and Surgery

UCIMED forms and trains doctors with a high level of academic excellence, scientific ethics, and social and human acknowledgement, in order to have a direct interrelation with the people and the communities they serve, and a constant improvement attitude.

The School of Medicine is registered in the World Directory of Schools Medicine of the World Health Organization. In 2003, the National Accreditation System for Higher Studies – SINAES granted it the highest accreditation grade.

2. Bachelor and Licentiate in Pharmacy

It is oriented to prepare future pharmacists, who are focused on individuals, families, and communities and who have a deep preparation in regards to community, hospital, and industrial pharmacy.

UCIMED is the only private university with the career of Pharmacy accredited before SINAES, and it is the only one with a pharmaceutical internship within its curriculum, which prepares students in an integral way and ease its insertion to the public and private labor market.

Our campus has large auditoriums, comfortable classrooms, and chemistry industrial pharmacy and drug analysis laboratories, all well-equipped and with the best technology.

Also, UCIMED counts with computer rooms and a library with all the books required for each course, and available to the students.

The pharmacist graduated from UCIMED will be able to perform in many different areas because of his integral formation: community pharmacy, hospital pharmacy, industrial pharmacy, and medical visitor; all of them areas of great demand.

3. Bachelor and licentiate in Human Nutrition and Dietetic

It is focused on forming professionals capable of participating in a proactive and determinant way in health actions, nutrition, and alimentation in the country, and to contribute to keep and to increase the state of health of the Costa Rican population.

The professional in Nutrition can work in different places, like public and private hospitals, health centers, esthetic and plastic surgery, private consulting rooms, restaurants, public and private schools, fitness centers, the food industry and, sport groups, among others. Our career is accredited by SINAES, since December 2015.

4. Bachelor and Licentiate in Physiotherapy

Our school offers the career of Physiotherapy to provide the country with a professional with a solid based in comprehension, and handling of the human body movement as an essential element in the health and well-being of people.

The professional in Physiotherapy will be able to work in different places like: hospitals, health centers, primary and specialized care, medical centers, sport clubs, geriatric centers, special education schools, fitness centers, home care, university professor or training centers, and others.

5. Bachelor and Licentiate in Microbiology and Clinical Chemistry

It is oriented to develop professionals with a solid academic, scientific, and practical formation, with a proactive and determinant attitude in the field of health and industry. It is focused on multidisciplinary, ethical, and human work, also with attitude towards investigation and solution of national problems and social projection to the Costa Rican community.

The professional in microbiology can perform in different areas of both the private and public sector, such as food producing companies, pharmaceutical labs, medical industry companies, veterinarian labs, assurance and quality control, among others.

International agreements

Through our International Affairs Department, our students and professors have the opportunity of acquiring knowledge, practical experience, and cultural sensibility thanks to the close relationship that it exists with different universities, hospitals, and institutions abroad.

Some of them are: William Harrington Program – Jackson Memorial Hospital (USA), University of Virginia – USA, Hennepin County Medical Center, Wake Forest University (USA), Universidad Autonoma del Estado de Hidalgo (Mexico), Universidad Santiago de Compostela (Spain).

Kaplan Medical UCIMED Agreement

It is the theoretical preparation to obtain the ECFMG's certification (Educational Commission for Foreign Medical Graduates) in the United States, which allow the student to achieve a medical residency (stage of graduate medical training). Kaplan's headquarter is in UCIMED, and the enrollment can be done at any moment.

Admission Process

To be part of the UCIMED community you need to complete a simple admission process, you only have to:

1. Enroll in the Student Register or Marketing Department and provide:
 - a. grade certification of the last two years of high school
 - b. ID copy or birth certificate
 - c. A passport size photograph
 - d. Complete the enrollment form to take the Knowledge and Intellectual Skills Test
2. A medical evaluation, a vocational interview with a physiologist, and an interview with a health professional, according to the career of interest, must be taken.
 - Submit vaccination card
3. Take the Knowledge and Intellectual Skills Test.

The requirements must be submitted at least one week before taking the test.

Contact our web page: www.ucimed.com, to verify your admission, according to the date you took the test. If you are admitted, your ID number will appear on the list. If not, you can contact the Student Register Department to verify if you have any pending requirement. The admission process is an internal procedure, results are confidential and are property of UCIMED. The only information provided is the list of admitted students.

Admission requirements

Once you are admitted, the next step to formalize the tuition is:

1. Provide original and copy of the high school diploma or its equivalent, dully recognized by the Ministerio de Educación Pública.
2. Provide a current health insurance
3. Sign a contract with the university
4. Pay the amount of money corresponding to the semester on the stipulated date
5. In case of being a minor, you must be accompanied by a responsible adult

With the aim of contributing with the learning process, UCIMED offers a Study Technique Course, the week prior the classes start. This course is free and mandatory.

If for any reason you cannot enroll the semester you applied for, you may postpone the admission process for the next semester only, in the Studies Department, to the phone number 2549-0104. Otherwise, you must go through the whole process again.

Validation Process

If you come from another university, you can do a courses validation or university studies recognition in the Studies Department. The requirements are as follow:

1. A letter addressed to Lic. Alvaro Carvajal Valenciano with your personal information:
 - a. Full name, phone numbers, address or email where can be contacted
 - b. Specify which courses you would like to validate
2. Submit an original certification of grades from the institution of origin, including the following information: student's name, course to validate, grade obtained in the course, rate scale, number of course credits, and the period in which it was taken.

This certification must be dully legalized or apostilled. See point **A: Steps for**

Documents Authentication for Costa Rican Procedures, items 1 and 2.

3. Submit the program of the course to be validated, dully certified by the University of Origin and authenticated. See point **A: Steps for Documents Authentication for Costa Rican Procedures, items 1 and 2.**
4. The UCIMED study plan validation fee is of 60.000 (SIXTY THOUSAND COLONES) to those interested in Medicine and Microbiology and 30.000 (THIRTY THOUSAND COLONES) for those interested in Pharmacy, Nutrition, and Physiotherapy, either it is validated or not. Amounts are subject to change.

****** For this process it is important to get an appointment with Lic. Elena Brenes - phone 2549-1299.

NOTE: Documents written in foreign languages must have the proper translation to Spanish, by an official translator and, authorized by the Ministry of Foreign Affairs.

A: Documents Authentication for Costa Rican Procedures

All candidates with studies made out of the country must legalized o apostilled, as applicable, the following documents:

- Two grades certifications of the last two years of high school (one of them must be submitted to UCIMED while enrolling, and the other one to the Ministry of Education, to request the high school diploma recognition).
- Original and copy of the high school diploma, legalized or apostilled.
- University grades certification (only if you are going to validate some courses)

“The Convention to eliminate the legalization of public foreign documents” is valid in Costa Rica and with it, the use of the apostilled to countries members of this Convention.

For the above, there are two procedures, one for the countries members of the mentioned convention and another one for those who are not.

The list of countries members can be found in the following link:

http://www.hcch.net/index_es.php?act=conventions.status&cid=41#nonmem

1. Procedure for countries members:

All information about the Apostilled and how to obtain it, can be found in the next web site:

http://www.hcch.net/index_es.php?act=text.display&tid=1

Moreover, in the link <http://www.hcch.net/upload/abc12s.pdf>, you can find a booklet named

“The ABC of the Apostilled.”

Once the documents are apostilled, these will be valid in Costa Rica with no need to take them to our country's Consulate or the Ministry of Foreign Affairs.

2. Procedure for countries who are not members

a) Authentication in the country of origin

All documents such a high school diploma, high school or university certification grades, or any document of interest for the institution, must be submitted in the corresponding Costa Rica Consulate in the country of origin in order to have the documents sealed and bear witness of their legality.

You can visit the link www.rree.go.cr and enter "Costa Rica Consulates", where you can find information about the corresponding office according to the country.

b) Authentication in Costa Rica

When entering to Costa Rica, the student must submit his documents duly signed and sealed by the Costa Rican Consulate in the country of origin, before the Ministry of Foreign Affairs of Costa Rica also known as "Casa Amarilla." This institution will make official the documents by placing the respective seals and signatures.

Address: West side of the Instituto Costarricense de Seguros "INS", Avenues 7 and 9, street 11 and 13, San José, phone number (506) 2223-7555 / 2233-0522.

Diploma recognition in Costa Rica

After obtaining, either the apostilled or the legalization, every student with a high school diploma or other academic degree gotten out of Costa Rica, must deliver such documents to the Ministry of Education (MEP) in the Quality Control Office, in order to obtain the respective recognition or validation in Costa Rica. MEP will give the student a proof of delivery of the documents, which the student must submit to the UCIMED Register Office. MEP takes about 15 business days to provide the final resolution, which has to be immediately

submitted to UCIMED. The student has the responsibility of submitting the proof of delivery and the final resolution; otherwise, the student may be suspended due to a lack of requirements.

MEP address: San José, from La Dolorosa Church 50 meters north and 50 meters east.

Schedule: Monday through Thursday from 7:00 am to 3:30 pm and Friday from 7:00 am to 3:00 pm. Phone number (506) 2255-2272

The Ministry of Public Education establishes the following procedure:

Studies recognition: the student must submit the following documents:

- a. Original and copy of an updated identification document (passport, id)
- b. Original and copy of high school diploma duly legalized or apostilled. It is important to mention that the document to be apostilled if the diploma is a copy. See item A: Steps for Documents Authentication for Costa Rican procedures.
- c. Original grades certification of the last two years, legalized or apostilled.
- d. Two tax stamps of one hundred colones y two archive stamps of twenty five colones.

These stamps may be obtained in the surroundings of the MEP's office.

- e. A Water, light or telephone bill in case the student lives in Costa Rica.

NOTE:

- a. Documents in written foreign languages must be accompanied with the corresponding Spanish translation, by an official translator authorized by the Ministry of Foreign Affairs.
- b. Those **diplomas coming from the United States and Puerto Rico** must first be submitted with a copy, to the Student Counselling Office of the Centro Cultural Costarricense located in San Pedro; Phone number (506) 2207-750 ext. 566. This, in

addition to a **sealed and closed** envelope containing two high school official grades certification (transcript) duly signed.

B. TEMPORARY PERMISSION SUBMITTED BY STUDENTS ENROLLED IN PUBLIC OR PRIVATE EDUCATIONAL CENTERS DULY RECOGNIZED BY THE COUNTRY (COSTA RICA)

STUDENT VISA – COSTA RICA

As follows, it is detailed the process that every foreign student must carry out to study in Costa Rica, according to the Ministry of Migration, in order to request a Visa and Student and Academic Legal Permanency (whose validity is of a maximum of one year and it is an indispensable requirement for the school registration process in UCIMED), published in La Gaceta Nbr. 46, March 6th, 2007.

Any person who wants to enter Costa Rica as a student may process a special category provisional visa, personally or by an authorized third party, before the Costa Rica Consulates.

For this, you must confirm and submit the following documents:

A. Requirements to obtain a student's visa from the country of origin		
Quant.	Document	Comments
1	Written request of a special category provisional visa as student, signed by the Consul, establishing your purpose. This must include the following personal data of the foreign person: full name, nationality, profession or occupation, date of birth, place and date of estimated arrival; type, validity, and passport number.	It is awarded for 30 days. It must be requested before coming to Costa Rica to study.

1	Criminal record certification	With six months of validity
1	Birth certificate of the person requesting the visa	With six months of validity
1	Valid passport	With a stamp of entry to the country
1	UCIMED acceptance letter indicating the student status and the period that the student is going to be in the institution	This document will be issued by UCIMED once the student has approved the admission process and will be sent either by fax or email, as requested.
1	Any other document that the Consular Authority may consider relevant to prove reliably, if necessary.	

The consular authorities will stamp in the foreign person's passport the enter visa indicating in a clearly way that it is a "special category student permit (visa)," which must be signed by the issuing authority.

Once in Costa Rica, the foreign person must submit to UCIMED the below enlisted requirements, so it, as an educative institution duly registered before the Dirección General de Migración y Extranjería, initiates the procedure on your behalf to ultimately obtain the mentioned condition.

B. Requirements to obtain a student permit (visa) in Costa Rica if you come as a tourist

Quantity	Document	Responsible of the procedure	Cost	Comments
1	<u>Adults:</u> Criminal record certification issued by the country of origin. <u>Nonmembers countries of the Hague Convention on</u> <u>Apostilled:</u> Authenticated by the Costa Rica Consulate in such country and the Ministry of Foreign Relations in Costa Rica. <u>Countries members of the Hague Convention on</u> <u>Apostille:</u> Apostilled by the competent authority	Student	The fee must be covered by the student while carrying out the process.	Six month validity
	<u>Minors:</u> “Delegation of paternal			

1	authority,” according to the template (mandatory): issued by the Costa Rican Consulate in country of origin and by the Ministry of Foreign Affairs in CR, or even, a document signed by the parents in the presence of a public attorney and issued by UCIMED Legal Department. NOTE: The country members of the “Hague Convention about Apostilled”, it must be verified, in the issue country, if this document is considered as public, if so, the competent authority must apostilled it.	Student	It must be done in the country of origin. It must be covered by the student while doing the procedure.	Parents must appoint, as legal guardian of their son’s care and education, a third person of their choice who is resident in the country.
	Minors: Special power to process the country exit permits			

1	according to the template (optional): signed document by parents in presence of a public lawyer and issued by UCIMED Legal Department, or even issued in the country of origin and authenticated by the Costa Rica Consulate in that country and by the Ministry of Foreign Affairs in Costa Rica. NOTE: For countries members of the Hague Convention about Apostilled, it must be verified, in the country that issued it, if the document is considered as public, if so, the competent authority must apostilled it.	Student	If it is carried out in the country of origin, the fee must be paid by the student at the time of doing the procedure. \$50 administrative procedures (one-time payment in UCIMED, no matter how many times the procedure is done)	The parents grant a “special power,” so the requester, an International Migration Organization (IMG) representative , request the country exit permits on behalf of the student, while he is still a minor.
---	--	---------	--	--

1	Birth certificate issued by the country of origin. <u>Non members countries of the Hague Convention about Apostilled:</u> authenticated by the Costa Rican Consulate in such country and the Ministry of Foreign Affairs in Costa Rica. <u>Countries members of the Hague Convention about Apostille:</u> must be apostilled by the competent authority	Student	The fee must be covered by the student	Six month validity
1	Photocopy of the entire passport, including blank pages. It must include the stamp of the last entry to Costa Rica.	Student	The fee must be covered by the student	
	UCIMED acceptance letter stating the status of the			This document is issued by

1	student and the period in which the student is going to be in the institution	UCIMED	N/A	UCIMED once the student has approved the admission process
1	Consular registration of the country of origin in Costa Rica (this procedure is done in the Consulate of the country of origin located in Costa Rica)	Student	The fee must be covered by the student	
1	Carry out a deposit of \$200 (to change the type of visa) in any office of the Banco of Costa Rica, account nbr.001-0242480-0)	Student	The fee must be covered by the student	This procedure must be done if you do not have the special category provisional student permit
5	Recent passport photograph of the student	Student	The fee must be covered by the student	
1	Fingerprints proof from the Ministry of Security in Costa Rica	Student	The fee must be covered by the student	Personal procedure that can only be done by

				the student in Costa Rica. A copy of the passport with the valid entry to the country, must be submitted
1	It must be turned in a statement of account showing the semester payment as well as the affidavit authenticated by a Public Accountant must be presented.			
1	Letter from UCIMED indicating that the student resides in Costa Rica	UCIMED		
1	To carry out a deposit of \$100 concept of payment of the visa procedures done by UCIMED	Student	The fee must be covered by the student	
	Deposits to UCIMED according to each case	Student	The fee must be covered by	It will be determined in the

			the student	documents review if a deposit must be made for stamps
--	--	--	-------------	--

Important:

All the above requirements to obtain the student permit must be submitted at the moment of the enrollment.

COUNTRIES CONSIDERED AT RISK DUE TO YELLOW FEVER

The president of the Republic of Costa Rica and the Ministries of Health, Public Security, Government and Police, and Foreign Affairs, declare mandatory the vaccination against Yellow Fever of those people from geographic areas considered at risk, before entering the national territory (Law Nbr. 33671).

Therefore:

1. It is effective since April 30, 2007
2. Any person entering the national territory, in a transitory or permanent way, must proof through a valid vaccination certificate that complies with all mandatory vaccinations.
3. This must be proven through the “International Certificate of Vaccination against Yellow Fever,” which is valid 10 days after the vaccination that accredits it, before the correspondent port and airport authorities.
4. The following geographic areas are declared at risk:

AFRICA SUB SAHARIANA: Angola, Benin, Burkina Faso, Cameroon, Democratic Republic of Congo, Gabon, Gambia, Ghana, Guinea, Liberia, Nigeria, Sierra Leone, and Sudan.

SOUTH AND CENTRAL AMERICA: Bolivia, Venezuela, Brasil, Peru, Colombia, Ecuador, and Nicaragua.

CARIBE: French Guiana

Any doubt or for more information please contact the Register or Marketing Department to (506) 2549-0000 ext. 1108-1128-1138-1122-1161-1203 or to the email info@ucimed.com

INVESTMENT PER SEMESTER

Our study plans are per semester and they include all the block of subjects to enroll.

- The costs described are of reference of I Semester 2017
- Costs vary each semester according to inflation
- Exchange rate: 559.98 = \$1**

** This exchange rate is calculated as to October 26th, 2016, so it can vary according to the exchange rate of the day of the transaction.

Medicine and Pharmacy

The cost of any academic block of subjects of Medicine or Pharmacy, valid to I Semester 2017 is of ₡XX. This amount includes: materials, laboratories, laboratory material, and library rights. It is important to consider that in the future, the costs for clinical spaces will be defined by Caja Costarricense del Seguro Social (CCSS) and they are not included in this amount.

Microbiology

The cost for any academic block of subjects of Microbiology valid to I Semester 2017 is of ₡xx. This amount includes: materials, laboratories, laboratory material, and library rights.

It is important to consider that in the future, the costs for clinical spaces will be defined by Caja Costarricense del Seguro Social (CCSS), and they are not included in this amount.

Physiotherapy and Human Nutrition and Dietetic

The cost for any academic block of subjects of Physiotherapy or Human Nutrition and Dietetic valid to I Semester 2017 is of ₡xx. This amount includes: materials, laboratories, laboratory material, and library rights. Additionally, the student must get a medical expenses insurance (procedure that has to be done in Costa Rica and which is also mandatory to obtain the student permit). It is important to consider that in the future the costs for clinical spaces will be defined by Caja Costarricense del Seguro Social (CCSS), and they are not included in this amount.

Financing program

UCIMED offers the financing program named Flexicuotas, which allows the student, through very simple procedures, to cancel the semester in two, three, or up to four tracks. In case of paying through FLEXICUOTAS, CONAPE, or any other financial entity, you must first go to the FLEXICUOTAS Office to formalize the payment form and thus enroll the university. Also, we have agreements with state banks and CONAPE.

Scholarships

Scholarships are granted to undergraduate students and they provide an indirect economic collaboration.

Students must request this benefit every semester. The Scholarship Committee will define every semester the period for the requests reception and will publish it in the university calendar and the different informative boards. These dates are non-extendable, and it is the student's responsibility to submit all relevant documents in the required dates in the Vice

Rectory. The application will be submitted in the standardized template and attaching all documents required by the Scholarship Committee.

UCIMED assigns the scholarships according to the following categories:

Of Honor Scholarship or Academic Excellence Condition

Up to a 50% exemption from payment will be granted to students with the following conditions:

1. Weighted average no less than 90, and a minimum grade of 85 in every subject.
2. Have taken the full academic block of subjects or a minimum of 18 credits, in the semester prior to the application.
3. Have taken the full academic block of subjects or a minimum of 18 credits, in the semester of the application.
4. Have an impeccable disciplinary history

Of Merit

Up to a 20% exemption from payment will be granted to students with the following conditions:

1. Have participated in the university research projects, the semester prior to the application (a report from the researcher in charge of the project must be submitted)
2. Have taken the full academic block of subjects or a minimum of 18 credits, in the semester prior to the application.
3. Have not failed any course during the prior semester
4. Have taken the full academic block of subjects in the semester of the application or a number of credits equal to or greater than 18.
5. Excellent discipline

Of temporal economic condition and special cases

The Scholarship Committee may grant a scholarship, in very specific cases and for one semester only, to those students who faithfully proof the need of this scholarship. Besides, the student must have the following requirements:

1. Have not failed any course during the prior semester
2. Have taken the full academic block of subjects in the semester of the application or a number of credits equal to or greater than 18.
3. Excellent discipline
4. Prove through documents that will define, the family economy situation to the Scholarship Committee.

In any of these cases, the scholarship includes the tuition cost only, expenses like insurance, clinical spaces, students association, social security, and others are not included.

Psychology Department

Success does not come without effort, dedication, discipline, and organization.

In our life, organization, discipline, and effort make easier every stage we start, particularly our university studies.

Recommendations to start your university studies:

Tips we recommend when studying:

1. Organize an area to study: place all material to be used in the study area, so in this way you will not have to stand up to look for them.
2. Do all you have to do before studying: have something to eat, go to the bathroom, drink water, close the door and any other thing that you have to do that may keep you from your seat once you are prepared to study.
3. Start studying what requires more effort: start studying what is more difficult or tedious for you, so at the end you can do what requires less effort from you
4. Effective time distribution: Schedules help you organize what you have to do in a determined time until you make it into a habit. Time control gives you security and reduces the stress associated to the lack of time to study.
5. Do not study all subjects in the same way. Some subjects require a lot of memorization and others practices, summaries, conceptual maps, drafts. Therefore, you must find out the method that works best for you.
6. Review: you cannot memorize everything in the same day or all at once. The review is very important to study information in a way you can remember it with no difficulty later.
7. Have time to rest: a well-structured schedule will let you have time to rest, social life, family, or sports. This is essential to have a healthy balance of your time.

8. Get enough sleep: Sleeping time is sacrificed when studying very hard; however, it is necessary to rest and sleep in order for your brain to assimilate and store the information, so it can be remembered later.
9. Test yourself to verify if you have learned something: Make your own evaluations to recreate a test situation. Also you can practice with previous exams in a measured time. This will help you verify your learning and to familiarize yourself with the pressure of taking an exam.
10. Ask for help: if you need help to understand a certain topic, your best ally is your professor, look for him and ask for help with no fear.

If you feel confused, stressed, or unmotivated do not hesitate and look for help.

Lic. Jennifer Valverde, Psychologist of UCIMED.

What to do in case of an emergency

An emergency is a potentially harmful, sudden, and unforeseen event that has to be taken with immediate prevention, protection, and control measures to minimize its consequences.

The most frequent emergencies that can be presented in UCIMED are fire or earthquakes.

Therefore, it is very important, that as a student or worker at the university to be familiarized with exit routes, emergency exits, alarm location, and meeting points.

Learn where is the closer emergency exits and manual alarm station to your workplace and every time you have to move to another area, check where the closer exits and the alarms are located.

Every time the emergency alarm is activated 3 times in a row, the university facilities must be evacuated.

UCIMED Protocol of Evacuation

The university facilities must be evacuated in case of fire, alarm activation (3 times in a row), or after a strong earthquake.

The steps to follow in an evacuation are the following:

1. Keep calm
2. Find the nearest exit, either an emergency or usual exit, properly signpost
3. Do not use the elevators to evacuate
4. Follow the evacuation route without stopping and do not run (evacuate orderly)
5. Go to the designated meeting point in your building, which is properly signpost
6. Follow the leaders instructions

7. Re-enter the building only when an authority from the university indicates it by a megaphone

Fire or smoke

1. Keep calm and, do not run
2. Get away from the fire
3. Activate the closest fire alarm, with a manual station device
4. Evacuate the building using the emergency exit or the closest exit
5. Do not use the elevator to evacuate
6. Go to designated meeting point in your building, which is properly identified and follow the instructions of the leaders

Earthquake

1. Keep calm
2. Stay away from windows and objects that may fall down
3. In due case, evacuate the building using the emergency exit or the closest exit
4. Do not use the elevator to evacuate
5. Go to the designated meeting point in your building, which is properly identified and follow the instructions of the leaders
6. Re-enter the building only when an authority from the university indicates it by a megaphone

Medical Emergency

1. Ask for help using the university emergency number
2. Do not move the injured people, unless they are in danger
3. Stay close to the victim until a first-aid brigade or medical personnel arrives

In case of emergency dial 1234

Chapter V

Data Analysis

This chapter has the aim to execute the corresponding instruments described in Chapter III to obtain accurate information and provide answers to the questions stated by the researcher, to complete this project. As per Marshall and Rossman (1999), the data analysis is the process of bringing order, structure, and meaning to the collected data; it is an activity of making sense of, interpreting and theorizing data that signifies a search for general statements among categories of data (Schwandt, 2007). Therefore and attached to what has been mentioned, results from the application of the different translation techniques are going to be found in this chapter.

5.1 Analysis and Interpretation of the Results

In this section text features are going to identify for each translated document. According to Newmark (1988), the categories to be determined are text style, text function, scales and type of translation.

5.1.1. Text Analysis

This table will show the text analysis for the documents *Handbook of today's Religions* translated from English to Spanish, and the document *Información para Aplicantes de Nuevo Ingreso* from Spanish to English.

Table 1

Characteristics	Handbook of today's Religions	Información para Aplicantes de Nuevo Ingreso – I semestre 2017
Text style		
Narrative	✓	

Description		✓
Discussion		
Dialogue		
Text function		
Informative	✓	✓
Expressive		
Vocative		
Stylistic scales		
Officialese		
Official		
Formal		
Neutral	✓	✓
Informal		
Coloquial		
Slang		
Taboo		
Scale of Generality or difficulty		
Simple		
Popular		
Neutral	✓	
Educated		✓
Technical		

Scale of emotional tone		
Intense		
Warm		
Factual	✓	✓
Understatement		
Type of translation		
Semantic		
Communicative	✓	✓

5.1.2 Color Coding

Some paragraphs of the two translated documents are going to be analyzed through a color-coding system, which will determine the different translation procedures, specifically: transposition, modulation, amplifications, omission, explicitation, and literal translation.

Table 2

Procedure	Example	Explanation
Transposition	Transpositon	Highlighted in pink
Modulation	Modulation	Highlighted in light blue
Amplification	Amplification	Highlighted in yellow
Omission	<u>Omission</u>	Underline in the source text
Explicitation	Explicitation	Highlighted in green
Literal translation	Literal translation	Highlighted in red

5.1.2.1 Color Coding: Comprendiendo religiones no Cristianas

The researcher will analyze 15 paragraphs from the document translated from English to Spanish, according to the six different translation procedures. The first paragraph will be the original and the second paragraph will show the applied translation.

Paragraph 1

Hinduism is not only one of the oldest of all religious systems, it is also one of the most complex. During its history Hinduism has spawned a variety of sects holding diverse beliefs; therefore, it is difficult to get an accurate picture of the Hinduism without considering a vast array of history and commentary. John B. Noss states:

It is not one religion, but rather a family of religions... Hinduism is fluid and changing...

Hinduism is the whole complex of beliefs and institutions that have appeared from the time when their ancient (and most sacred) scriptures, the vedas, were composed until now...

El Hinduismo no es solo una de las religiones más antiguas, sino también una de las más complejas. Durante su historia, el hinduismo ha dado lugar a una gran variedad de sectas, las cuales tienen sus propias creencias. Por este motivo es difícil obtener una ilustración exacta del Hinduismo sin primero considerar una vasta historia y explicaciones. John B. Noss manifiesta que:

No es una religión, sino más bien una familia de religiones... El hinduismo es fluido y cambiante... El Hinduismo es todo un conjunto de creencias e instituciones que han aparecido desde el tiempo cuando sus antiguas (y más sagradas) escrituras, las vedas, fueron escritas, hasta ahora...

Paragraph 2

Hinduism is tolerant of other religions because Hindus see a sameness in all of them:

The truth, which is the kernel of every religion, is one and the same; doctrines, however, differ considerably since they are the applications of the truth to the human situation...Rites,

ceremonies, systems and dogmas lead beyond themselves to a region of utter clarity and so have only relative truth....Every work, every concept is a pointer which points beyond itself. The sign should not be mistaken for the thing signified. The sign-post is not the destination. Different religious leaders have belonged to different schools, and most Hindus are rather proud of the fact that there have not been any violent conflicts or persecutions, thanks to mutual tolerance.

El hinduismo es tolerante a otras religiones dado que los hindús encuentran similitudes en todas ellas:

La verdad, la cual es el núcleo de toda religión, es una y la misma, las doctrinas, sin embargo, difieren considerablemente ya que son las ejecutoras de la verdad de las situaciones humanas... Los ritos, ceremonias, sistemas y dogmas guían más allá de sí mismos a una región de claridad absoluta y así tener solamente una verdad relativa... Cada trabajo, cada concepto es un indicador que apunta más allá de sí. El signo no debe ser confundido con lo que se supone, la señal no es el destino. Los diferentes líderes religiosos han pertenecido a escuelas diferentes y la mayoría de los hindús están orgullosos del hecho de que no haya ocurrido ningún conflicto violento o persecución, gracias a la mutua tolerancia.

Paragraph 3

The Hindu scriptures, written over a period of 2000 years (1400 B.C.500A.D.) are voluminous. They reflect the practices and beliefs which arose during the different long periods of Hindu history. Bruce Nicholas explains: The Hindu scriptures are divided into two classes – sruti and smriti. Sruti, or “what is heard” refers to the eternal truth of religion which the rishis or seers saw or heard. They are independent of any god or man to whom they are committed. They are the primary and final authority of religious truth. Using the analogy of

the reflection of an image in a mirror or on the surface of a lake, the intellect of the ancient rishis was so pure and calm that it perfectly reflected the entirety of eternal truth.

Las escrituras hindúes, escritas en un periodo de 2000 años (1400 AC -500 A.D.), son inmensas y reflejan las prácticas y las creencias que surgieron durante los largos periodos de la historia Hindú. Bruce Nichols explica que:

Las escrituras hindúes están divididas en dos partes, sruti y smriti. Sruti o “lo que se escucha”, se refiere a las verdades eternas de la religión que los rishis o videntes vieron u oyeron. Estas son independientes de cualquier dios u hombre con quien ellos están comunicados y son la primera y última autoridad de la verdad religiosa. Por medio de la analogía de la reflexión de una imagen en el espejo o en la superficie de un lago, el intelecto de los antiguos rishis era tan puro y tranquilo que reflejaba perfectamente la verdad eterna completa.

Paragraph 4

Their disciples recorded this truth and the record of it is known as the vedas. Smriti, or “what is remembered”, possess a secondary authority, deriving their authority from the sruti whose principles they seek to expand. As recollections they contain all the sacred texts other than the vedas. These are generally understood to include the law books, the two great epcis, the Ramayana and the Mahabharata, and the Puranas, which are largely collections of myths stories legends and chronicles of great events. Also included are the agamas, which are theological treatises and manuals of worship, and the sultras, or aphorisms, of the six systems of philosophy.

Sus discípulos registraron esta verdad en un registro conocido como vedas. Smrti o “lo que se recuerda” posee una segunda autoridad, la cual deriva su autoridad del sruti, cuyos principios se buscan ampliar. Estos guardan todos los textos sagrados, además de las vedas y generalmente forman parte de los libros de la ley, los dos épicos Ramayana y Mahabharata y

los Puranas, los cuales son grandes colecciones de mitos, historias, leyendas y crónicas de grandes eventos. También incluye las aqamas, que son tratados teológicos y manuales de adoración, y los sutras o aforismos de los seis sistemas de la filosofía.

Paragraph 5

The word veda literally means wisdom or knowledge. It is the term applied to the oldest of the Hindu scriptures, originally transmitted orally and then subsequently preserved in written form. The Vedas contain hymns, prayers and ritual texts composed over a period of one thousand years, beginning about 1400 B.C.

The term vedas (plural) refers to the entire collection of these wisdom books, also known as the samhitas, which include the rig-veda, the samaveda, the yajur-veda and the athara-veda.

Each of these texts consist of three parts: (1) the mantras, hymns of praise to the gods; (2) the brahmanas, a guide for practicing ritual rights, and (3) the Upanishads, the most important part of which deals with teachings on religious truths or doctrine.

La palabra veda significa literalmente sabiduría o conocimiento. Es el término que se aplica a las más antiguas escrituras Hindúes, transmitidas originalmente de forma oral y luego preservada en forma escrita. Las vedas contienen himnos, oraciones y textos rituales escritos hace más de mil años, aproximadamente 1400 A.C.

El termino vedas (plural) se refiere a la colección completa de estos libros de la sabiduría, también conocidos como los samhitas, los cuales incluyen la rig-veda, el sama-veda, yagur-veda y el atharva-veda. Cada uno de estos textos consiste de tres partes, (1) las mantras, himnos de alabanza a los dioses; (2) los brahamanas, guía para la práctica de derechos rituales; y (3) los upanishads la cual es la parte más importante y tiene que ver con la enseñanza de la verdad religiosa o doctrina.

Paragraph 6

The samhitas are the basis of vedic Hinduism, the most significant of the group being the rig-veda. This collections of hymns, originally composed in Sanskrit, praises the various Hindu deities, including Indra, Soma, Varuna and Mitra.

The yajur-veda consists of a collection of mantras borrowed from the rig-veda and applied to specific ritual situations carried out by the executive priest and his assistants.

The sama-veda in the same manner borrows mantras from the rig-veda. These hymns are chanted.

The athara-veda consists of magical spells and incantations carried out by the priests.

The Upanishads are a collection of speculative treatises. They were composed during the period 800 to 600 B.C., and 108 of them are still in existence.

Las samhitas son la base del hinduismo védico, y el rig-veda es el más significativo del grupo.

Esta colección de himnos, compuestos originalmente en sanscrito, alaba a varias deidades hindús, incluyendo Indra, Soma, Varuna y Mitra.

La yajur-veda consiste en una colección de mantras tomadas del rig-veda y las cuales se aplican a situaciones rituales específicas realizadas por el sacerdote principal y sus asistentes.

De la misma forma, el sama-veda toma mantras del rig-veda. Estos himnos son cantados.

El athara-veda consiste en hechizos mágicos y conjuros llevados a cabo por los sacerdotes.

Los upanishads son una recopilación de tratados especulativos, los cuales se elaboraron entre el periodo 800 y 600 AC, y 108 de ellos todavía están en vigencia.

Paragraph 7

The word Upanishad conveys the idea of secret teaching. Its treatises mark a definite change in emphasis from the sacrificial hymns and magic formulas in the vedas to the mystical ideas about man and the universe, specifically the eternal Brahman, which is the basis of all reality, ant the atman, which is the self or the soul. The Upanishads reportedly had an influence upon

Gautama Buddha, the founder of Buddhism as can be observed in some basic similarities between the Upanishads and the teachings of Mahayana Buddhism.

The Ramayana is one of the two major epic tales of India, the other being the Mahabharata.

Authorship is ascribed to the sage-poet Valmiki.

La palabra upanishads transmite la idea de la **enseñanza secreta**; sus tratados marcan un **cambio definitivo** de los himnos sacrificiales y las **fórmulas mágicas** en las vedas a las ideas místicas sobre **el** hombre y el universo, específicamente el eterno Brahman, el cual es la base de toda realidad, y el atman **se refiere** al **Ser mismo** o al alma. Los upanishads tienen influencia sobre el Gautama Budha, fundador del Budismo, **ya que** pueden **observarse** algunas similitudes entre los upanishads y las enseñanzas del budismo Mahayana.

El Ramayana es uno de los dos **más** importantes cuentos épicos de la India; el otro **es** el Mahabharata. **Su** autoría se le **atribuye** al sabio poeta Valmiki.

Paragraph #8

Rama, a warrior and wanderer in the great tradition (one might equate him to Gilgamesh and Odysseus) is faced with a series of challenges and tests, some of which involve battles with other kings, or with demons; his wife Sita is kidnaped by a demon and carried off in an air chariot to Ceylon; his chastity and faithfulness are tested, great battles ensue; the ending is a happy one, with Rama restored to the throne of Ayodha, and eventually he and Sita, after many trials, are united, not on earth but in the celestial abodes.

By the time the innovators have finished the story, Rama and Sita are not only avatars of Vishnu but also exemplars of the mundane and spiritual qualities with which the cosmos is endowed.

Rama, un guerrero y errante en la gran tradición (**quien puede** compararse con Gilgamesh y Odiseo) es enfrentado **a** una serie de retos y pruebas, algunas de los cuales **eran** batallas con

otros reyes o con demonios; su esposa Sita es secuestrada por un rey demonio y es llevada en un carruaje de aire a Ceilán. Su castidad y fidelidad fueron probadas, grandes batallas sobrevinieron, el final es uno feliz, con Rama restablecido en el trono de Ayodhya, y finalmente él y Sita, después de más juicios, se unen, no en la tierra pero en las moradas celestiales.

Para cuando los creadores habían terminado la historia, Rama y Sita no solo son avatares de Vishnu, sino también ejemplares de todas las cualidades mundanas y espirituales con los que está dotado el cosmos.

Paragraph 9

The Mahabharata is the second epic, an immense story of the deeds of Aryan clans. It consists of some 100,000 verses and was composed over an 800-year period beginning about 400 years B.C. Contained within this work is a great classic, the Bhagavad Gita, or the “Song of the Blessed Lord.”

This work is not only the most sacred book of the Hindus, it is also the best known and most read of all Indian works in the entire world, despite the fact it was added late to the Mahabharata, sometime in the first century A.D. The story in short, consists of a dialogue between Krishna, the eighth Avatar of Vishnu, and the warrior Arjuna, who is about to fight his cousins.

El Mahabharata es la segunda gran obra épica; una historia inmensa sobre las hazañas de los clanes de los arios. Consiste en cerca de 100,000 versos y fue escrita en un periodo de más de 800 años, empezando aproximadamente en 400 A.C. Dentro de esta obra, esta un gran clásico, el Bhagavad Gita o la “Canción del Señor”.

Esta obra no es solamente la más sagrada del libro del Hinduismo, sino también la más conocida y leída de todas las obras indias en el mundo entero; a pesar de que fue incluida de

forma tardía en el Mahabharata durante el primer siglo A.D. En resumen, la historia consiste en un diálogo entre Krishna, el octavo Avatar de Vishnu, y Arjuna el guerrero, quien está a punto de pelear contra sus primos.

Paragraph 10

The story revolves around man's duty, which if carried out will bring nothing but sorrow. The significance this story has on Hindu belief is its endorsement of bhakti, or devotion to a particular god, as a means of salvation, since Arjuna decides to put his devotion to Vishnu above his own personal desires. The Gita ends with Arjuna devoted to Vishnu and ready to kill his relatives in battle.

This poem has inspired millions of Hindus who have identified Arjuna's dilemma with their own situation. The poem offers hope, through the way of devotion, to all people no matter what their caste or sex.

La historia gira alrededor de los deberes del hombre, los cuales si se cumplieran no traerían más que dolor. La importancia que esta historia tiene sobre las creencias hindúes es su apoyo al bhakti, o la devoción a un dios en particular, como un medio de salvación ya que Arjuna decide poner su devoción en Vishnu por encima de sus propios deseos. La Gita finaliza cuando Arjuna se consagra a Vishnu y se prepara para matar a sus parientes en la guerra. Este poema ha inspirado a millones de hindúes, quienes han identificado el dilema de Arjuna con su propia vida. El poema le brinda esperanza, a través de la devoción, a todas las personas sin importar su casta o género.

Paragraph 11

The Puranas are a very important source for the understanding of Hinduism. They include legends of gods, goddesses, demons and ancestors. They describe pilgrimages and rituals to demonstrate the importance of bhakti, caste and dharma. This collection of myths and

legends, in which the heroes display all the desirable virtues, has made a significant contribution to the formation of Hindu moral codes.

To achieve a proper understanding of the world view held by the Hindus, it is necessary to present some of the basic concepts they hold to be true.

Brahman, the ultimate reality for the Hindu, is a term difficult if not impossible to define completely, for its meaning has changed over a period of time.

Los Puranas son una importante fuente para entender el Hinduismo, e incluyen leyendas de dioses, diosas, demonios y ancestros. Asimismo, narran peregrinaciones y rituales para mostrar la importancia del bhakti, la casta y el karma. Este conjunto de mitos y leyendas en las cuales los héroes muestran todas las virtudes deseables, han contribuido en gran manera en la formación de los códigos morales hindús.

Para alcanzar el correcto entendimiento de la visión del mundo que poseen los hindús, es necesario incluir algunos conceptos básicos que ellos consideran verdaderos.

El Brahman, la máxima realidad para el Hindú, es un término no solo difícil sino imposible de definir, ya que su significado ha cambiado a lo largo del tiempo.

Paragraph 12

The Supreme Reality conceived of as one and undifferentiated, static and dynamic, yet above all definitions, the ultimate principle underlying the world, ultimate reality: “without cause and without effect, without anything inside or outside,” according to the sage Yajnavalkya.

“Brahman is he whom speech cannot express, and from whom the mind, unable to reach him, comes away baffled,” states the Taittiriya Upanishad. Brahman is now of interest more as a philosophic concept of past ages than as an active principle –to be mediated upon, but not adored or worshiped. (Ibid. p.71)

La suprema realidad concebida como la única e indiferenciada, estática y dinámica. Pero por encima de estas definiciones, es el principio fundamental subyacente en el mundo, la suprema realidad. “Sin causa y sin efecto sin nada adentro ni afuera, según el Sabio Yajnavalkya. “Brahman es el que su discurso no puede expresar y de cuya mente, incapaz de alcanzarlo, resulta perplejo”, manifiesta el Taittiriya Upanishad. Brahman es ahora de más interés como concepto filosófico de tiempos pasados, que como un principio activo – a ser meditado, pero no adorado o alabado. (Ibid. p.71)

Paragraph 13

In recent years, Islam has been in the spotlight because of the heightened tension in the Middle East. This has served to put its culture under the microscope of world attention islam is indeed a major part of Middle Eastern culture, but it is much more.

The muslim (var.sp.: Moslem) faith is a major driving force in the lives of many of the nations in the Middle East, West Asia and North Africa. The impact of this faith on the world has been increasing steadily. Today, Islam is the fastest-growing religion in the world. In large part, the Arab-Israel tension can be traced back to the Islam-Judaism conflict.

En los últimos años el Islam ha sido el centro de atención debido a las grandes tensiones en el Oriente Medio; lo que ha permitido exponer su cultura a nivel mundial. En efecto, el Islam forma gran parte de la cultura del medio este, sin embargo es mucho más que eso.

La fe musulmana (var.sp.;Moslem) es una importante fuerza impulsadora en la vida de muchas naciones del Oriente Medio, Asia Occidental y África del Norte y su impacto en el mundo ha aumentado de forma constante. Actualmente, el Islam es la religión con más rápido crecimiento en el mundo. En gran parte, la tensión árabe-israelí se puede remontar al conflicto del islam-judaísmo.

Paragraph 14

The vast majority of Muslims, however, are not of this militant variety. The contrast between the moderate and progressive Islam of Egypt and the fundamentalistic and reactionary Islam of Iran is marked. Islam has had a great deal of positive impact on many countries where it is a strong force. But positive influence is no reason to follow any religion with one's life-commitment. One must examine the teachings of Islam along with one's faith and ascertain what is true and why.

The very impact of Islam in history also makes it worthy of study. Sir Norma Anderson capsulizes it this way:

No obstante, la gran mayoría de musulmanes no pertenecen a esta línea militante. El contraste entre el Islam moderado y el progresivo de Egipto y el Islam fundamentalista y reaccionario de Irán están marcados. El Islam ha tenido un gran impacto positivo en muchos países donde existe una fuerte tendencia, pero la influencia positiva no es motivo para seguir cualquier religión con un compromiso de por vida. Se debe analizar las enseñanzas del islam y las de nuestra propia fe y asegurarse qué es verdad y porqué.

Asimismo, es de suma importancia estudiar el impacto del Islam en la historia. Sir Norman Anderson lo resume de la siguiente forma:

Paragraph 15

The religion of Islam is one of the outstanding phenomena of history. Within a century of the death of its founder, the Muslim Empire stretched from Southern France through Spain, North Africa, the Levant and Central Asia to the confines of China; and although Islam has since been virtually expelled from Western Europe and has lost much of its political power elsewhere, it has from time to time made notable advances in Eastern Europe, in Africa, in India, and in Southeast Asia. Today it extends from the Atlantic to the Philippines and numbers some three hundred millions adherents drawn from races as different as the European

from the Bantu, and the Aryan Indian from the primitive Philippine tribesmen; yet it is still possible to speak of the “World of Islam”.

La religión del Islam es uno de los fenómenos más sobresalientes de la historia. A un siglo de la muerte de su fundador, el Imperio Musulmán se extendió desde el sur de Francia a través de España, África del Norte, el Levante Mediterráneo y Asia Central hasta los confines de China. Aunque el Islam ha sido prácticamente expulsado de Europa Occidental y ha perdido mucho de su poder político en otras partes, hizo en algún momento notables avances en Europa del este, África, India y el sureste de Asia. Hoy se extiende desde el Atlántico hasta las Filipinas y cuenta con alrededor de trescientos millones de seguidores procedentes de razas diferentes, desde Europeos del Bantú como Indios Arios miembros de la tribus primitivas de Las Filipinas; por lo que es posible hablar aún de “El Mundo del Islam”.

5.1.2.2 Color Coding: Información para Aplicantes de Nuevo Ingreso – I semestre 2017

This document will also be analyzed through the selection of 15 paragraph, in order to apply the six translations techniques, above mentioned. It is important to emphasize that this document is an informative booklet so its structure is informal.

Paragraph 1

POR QUE UCIMED ES LA UNIVERSIDAD QUE TE CONVIENE

1. Somos la universidad especializada en Ciencias de la Salud
2. Fuimos la primera universidad privada en acreditar las carreras de Medicina y Farmacia (actualmente re acreditadas por el Sistema Nacional de Acreditación de la Educación Superior SINAES)
3. Somos una universidad comprometida con la calidad por eso hemos acreditado ante el SINAES la carrera de Nutrición y nos encontramos en el proceso de acreditación para la carrera de Fisioterapia

4. Poseemos reconocimiento nacional e internacional
5. Ofrecemos Convenios Internacionales
6. Contamos con el más completo Centro de Simulación Médica con computadoras y simuladores que hacen la practica más real, lo cual te brinda seguridad y capacidad para una mejor atención de los pacientes

Why UCIMED is the **best choice** for you:

1. We are **a** university specialized in **Health sciences**
2. We were the first **private university** in **accrediting** the careers of Medicine and Pharmacy (today **both of them** are re-accredited) **before** the National Accreditation System for Higher Studies - SINAES (Sistema Nacional de Acreditación de la Educación Superior)
3. We are a university committed with **excellence**, that is why we have accredited the career of Nutrition and are **in the** process of **accrediting** Physiotherapy.
4. We have **national and international recognition**
5. We offer **international agreements**
6. We have the most complete **medical simulation center**, equipped with computers and simulators that make **virtual** practice look real, and this gives the student security and capacity for a better patient care

Paragraph 2

1. Tenemos laboratorios con tecnología de punta y equipo para cada estudiante.
¡Aprendés haciendo!
2. Los campos clínicos se encuentran asegurados
3. Planes de estudio más completos y actualizados con las necesidades del mercado
4. Nuestros egresados son la opción número 1 de los empleadores

5. Aprenderás con profesores de gran experiencia y altamente calificados
6. Tendrás acceso a nuestro plan de financiamiento, Flexicuotas, donde puedes hacer la cancelación en 2,3 y 4 tractos
7. Contamos con Consultorio Médico (atención gratuita, póliza de Ins, Emergencias Médicas), así como apoyo psicológico y psicoeducativo
8. Contamos con un gimnasio completamente gratuito para nuestros estudiantes, personal docente y administrativo

1. We have state-of-the-art laboratories and equipment for each student. ¡Learn by doing!
2. We guarantee clinical spaces
3. We have the most completed and updated curriculums based on the market's needs
4. Our graduates are the first option for employers
5. You will learn with experienced and high qualified professors
6. You can have access to our Financing Plan – Flexicuotas: you can cancel your fee

in 2, 3 or 4 tracts

7. We have a doctor's office (free assistance, INS insurance, medical emergency), as well as with psychological and psycho-educational support

8. We have a free gym for students, and teaching and administrative personnel

Paragraph 3

9. Ofrecemos servicio de laboratorio clínico con precios accesibles, somos 25% más baratos que el mercado
10. Ponemos a su disposición (y del público en general) nuestra clínica de Fisioterapia completamente equipada, la cual cuenta con precios accesible ya que es subvencionada por la institución.

Ofrecemos los siguientes servicios:

- Lesiones deportivas
- Fibromialgia
- Lesiones neurológicas
- Lesiones musculares
- Incontinencia
- Vértigo y más

Si usted desea obtener una cita puede contactarnos 2549-0156 /

clinicafisioterapia@ucimed.com

Descripción de las Carreras

Bachillerato en Ciencias de la Salud y Licenciatura en Medicina y Cirugía

UCIMED forma y capacita médicos con un alto nivel de excelencia académica, ética científica, y conocimiento social y humano, para una interrelación directa con las personas y comunidades a las cuales sirve y una actitud de constante mejoramiento.

9. We have a clinical laboratory with accessible prices (we are 25% cheaper than the market)

10. We have a full equipped Physiotherapy laboratory with accessible prices to students and public in general. We offer services in sport injuries, Fibromyalgia, Neurological injuries, Muscle injuries, Incontinence, Vertigo, and more.

If you need an appointment please call 2549-0156 / clinicafisioterapia@ucimed.com

CARRERS' DESCRIPTION

1. Bachelor in Health Science and Licentiate in Medicine and Surgery

UCIMED forms and trains doctors with a high level of academic excellence, scientific ethics, and social and human acknowledgement, in order to have a direct interrelation with the people and the communities they serve, and a constant improvement attitude.

Paragraph #4

Bachillerato y Licenciatura en Farmacia

Está orientada a preparar a los farmacéuticos del futuro, con un enfoque hacia los individuos, las familias y la comunidad, con una preparación profunda en Farmacia de Comunidad, Hospitalaria e Industrial.

UCIMED es la única universidad privada con la carrera de Farmacia acreditada por el SINAES y es la única que tiene dentro de su plan de estudios el INTERNADO FARMACEUTICO, con lo cual se prepara al estudiante en una forma integral y facilita la inserción de profesional en el mercado laboral público y privado.

Nuestra sede alberga amplios auditorios, cómodas aulas, laboratorios de química, de farmacia industrial y de análisis de medicamentos, todos bien equipados y con tecnología de punta. Además de salas de cómputo y biblioteca con los libros requeridos para cada materia y a disposición de los estudiantes.

Bachelor and Licentiate in Pharmacy

It is oriented to prepare future pharmacists, who are focused on individuals, families, and communities and who have a deep preparation in regards to community, hospital, and industrial pharmacy.

UCIMED is the only private university with the career of Pharmacy accredited before SINAES, and it is the only one with a pharmaceutical internship within its curriculum, which prepares students in an integral way and ease its insertion to the public and private labor market.

Our campus has large auditoriums, comfortable classrooms, and chemistry industrial pharmacy and drug analysis laboratories, all well-equipped and with the best technology.

Also, UCIMED counts with computer rooms and a library with all the books required for each course, and available to the students.

Paragraph 5

El profesional en Farmacia graduado en UCIMED puede desempeñarse en múltiples áreas gracias a su formación integral: Farmacia Comunal, Farmacia Hospitalaria, Farmacia Industrial, y Visitador Medico son campos donde la demanda es latente.

Bachillerato y Licenciatura en Nutrición Humana y Dietética

Esta orientada a formar profesionales capaces de participar de manera proactiva y determinante en las acciones de salud, nutrición y alimentación que se den en el país y que contribuyan a mantener y elevar el estado de salud de la población costarricense.

El profesional de Nutrición puede laborar en lugares como hospitales públicos y privados, clínicas de salud, estética y cirugía plástica, consultorios privados, restaurantes, centros educativos públicos y privados, gimnasios, comedores estudiantiles, industria alimentaria y grupos de deportistas, entre otros.

The pharmacist graduated from UCIMED will be able to perform in many different areas because of his integral formation: community pharmacy, hospital pharmacy, industrial pharmacy, and medical visitor; all of them areas of great demand.

Bachelor and licentiate in Human Nutrition and Dietetic

It is focused on forming professionals capable of participating in a proactive and determinant way in health actions, nutrition, and alimentation in the country, and to contribute to keep and to increase the state of health of the Costa Rican population.

The professional in Nutrition can work in **different** places, like public and private hospitals, health centers, esthetic and plastic surgery, private **consulting** rooms, restaurants, public and private schools, fitness centers, the food industry and, sport groups, among others.

Paragraph 6

Bachillerato y Licenciatura en Fisioterapia

UCIMED ofrece la carrera de Fisioterapia para darle al país un profesional con sólida base en el estudio, comprensión y manejo de movimiento corporal humano como elemento esencial de la salud y el bienestar de las personas.

El profesional en Fisioterapia puede desempeñarse en diversos lugares como: hospitales, centros de salud, tanto en atención primaria como especializada, centros médicos, clubes deportivos, centros geriátricos escuelas y colegios de educación especial, gimnasios, atención domiciliaria, docentes de universidades o centros de formación, entre otros

Convenios Internacionales

A través del Departamento de Asuntos Internacionales nuestros estudiantes y profesores tienen la oportunidad de adquirir conocimientos, experiencia práctica y sensibilidad cultural, gracias a la estrecha relación que existe con diversas universidades, hospitales e instituciones en el extranjero.

Bachelor and Licentiate in Physiotherapy

Our school offers the career of Physiotherapy to provide the country **with** a professional with a solid based in comprehension, and handling of the human body movement as an essential element in the health and well-being of people.

The professional in Physiotherapy **will be** able to work in different places like: hospitals, health centers, primary and specialized care, medical centers, sport clubs, geriatric centers,

special education schools, fitness centers, home care, university professor or training centers, and others.

International agreements

Through our International Affairs Department, our students and professors have the opportunity of acquiring knowledge, practical experience, and cultural sensibility thanks to the close relationship that it exists with different universities, hospitals, and institutions abroad.

Paragraph 7

Requisitos de ingreso

Una vez que ya estés admitido, el siguiente paso es la formalización de tu matrícula. Para ello es necesario:

- Original y copia del título de Bachiller en Educación Media o su equivalente, debidamente reconocido por el ministerio de Educación Pública
- Aportar un seguro de salud vigente
- Firmar contrato con la universidad
- Cancelar monto correspondiente al semestre según fecha estipulada
- En caso de ser menor de edad, debes venir con un adulto responsable

Con la finalidad de contribuir con el aprendizaje, UCIMED brinda un Curso de Técnicas de Estudio, la semana previa al ingreso a clases. Este curso es gratuito y de carácter obligatorios.

Admission requirements

Once you are admitted, the next step to formalize the tuition is:

- Provide original and copy of the high school diploma or its equivalent, duly recognized by the Ministerio de Educación Pública.
- Provide a current health insurance

- Sign a contract with the university
- Pay the amount of money corresponding to the semester on the stipulated date
- In case of being a minor, you must be accompanied by a responsible adult

With the aim of contributing with the learning process, UCIMED offers a Study Technique Course, the week prior the classes start. This course is free and mandatory.

Paragraph 8

Reconocimiento de títulos en Costa Rica

Luego de obtener ya sea la Apostilla o la legalización, todo estudiante que tenga títulos de high school u otros grados académicos obtenidos fuera de Costa Rica, debe presentarlos en la Oficina de Control de Calidad del Ministerio de Educación Pública para su respectivo reconocimiento o validación en Costa Rica, una vez recibido por el MEP el estudiante deberá presentar en el Departamento de Registro de UCIMED el comprobante de entrega de documentos. El MEP tardará aproximadamente 15 días hábiles en dar la resolución, misma que deber ser entregada inmediatamente a UCIMED. Es responsabilidad del estudiante presentar el comprobante temporal y la resolución final de la gestión, de lo contrario podría ser suspendiendo de lecciones por falta de requisitos.

Diploma recognition in Costa Rica

After obtaining, either the apostilled or the legalization, every student with a high school diploma or other academic degree gotten out of Costa Rica, must deliver such documents to the Ministry of Education (MEP) in the Quality Control Office, in order to obtain the respective recognition or validation in Costa Rica. MEP will give the student a proof of delivery of the documents, which the student must submit to the UCIMED Register Office. MEP takes about 15 business days to provide the final resolution, which has to be immediately

submitted to UCIMED. The student has the responsibility of submitting the proof of delivery and the final resolution; otherwise, the student may be suspended due to a lack of requirements.

Paragraph 9

Las becas se otorgan a estudiantes de grado y representan una colaboración económica indirecta.

Los estudiantes deberán solicitar el beneficio en forma semestral, el Comité de Becas definirá cada semestre el periodo de recepción de solicitudes y lo publicara en el Calendario Universitario y en las diferentes pizarras informativas. Estas fechas son improrrogables y es responsabilidad del estudiante entregar a la Vicerrectoría Académica todos los documentos pertinentes en las fechas estipuladas. La solicitud se hará en la fórmula establecida para el efecto, adjuntando los documentos que solicite el Comité de Becas.

UCIMED asigna las becas con base en las siguientes categorías:

Scholarships are granted to undergraduate students and they provide an indirect economic collaboration.

Students must request this benefit every semester. The Scholarship Committee will define every semester the period for the requests reception and will publish it in the university calendar and the different informative boards. These dates are non-extendable, and it is the student's responsibility to submit all relevant documents in the required dates in the Vice Rectorry. The application will be submitted in the standardized template and attaching all documents required by the Scholarship Committee.

UCIMED assigns the scholarships according to the following categories:

Paragraph 10

De honor o condición de excelencia académica

Se concede hasta un 50% de exoneración de pago. Aplica para estudiantes con las siguientes condiciones:

- Obtener un promedio ponderado no menor a 90 (noventa) y una calificación mínima en cada materia de 85 (ochenta y cinco)
- Haber llevado la carga académica completa o un mínimo de 18 créditos en el semestre anterior a la solicitud
- Llevar la carga académica completa en el semestre que presenta la solicitud, o en su defecto, un número de créditos igual o superior a 18
- Presentar una historia disciplinaria intachable

Of Honor **Scholarship** or Academic Excellence Condition

Up to a 50% exemption from payment **will be granted** to students with the following conditions:

- Weighted average no less than 90, and a minimum grade of 85 in every subject.
- Have taken the **full academic block** **of subjects** or a minimum of 18 credits, in the semester prior to the application.
- **Have taken** the full academic block **of subjects** or a minimum of 18 credits, in the semester of the application.
- **Have** an impeccable disciplinary history

Paragraph 11

De merito

Se concede hasta un 20% de exoneración de pago. En esta categoría se encuentran estudiantes que cuenten con las siguientes características:

- Haber participado en proyectos de investigación dentro de la universidad el semestre anterior a la solicitud. (Deben presentar informe del investigador a cargo del proyecto)
- Haber llevado la carga académica completa o un mínimo de 18 créditos en el semestre anterior de la solicitud.
- No haber reprobado ninguna materia el semestre anterior
- Llevar la carga académica completa en el semestre que presenta la solicitud o en su defecto un número de créditos igual o superior a 18
- Disciplina ejemplar

Of Merit

Up to a 20% exemption from payment **will be granted** to students with the following conditions:

- Have participated in **the** university research projects, the semester prior **to the application** (a report from the researcher in charge of the project must be submitted)
- Have taken the **full academic block** of **subjects** or a minimum of 18 credits, in the semester prior to the application.
- Have not failed any course during the **prior semester**
- **Have taken** the full academic block of **subjects** in the semester of the application or a number of credits equal to or greater than 18.
- **Excellent** discipline

Paragraph 12

De condición económica temporal y en casos muy especiales

El comité de becas podrá otorgar una beca en casos muy calificados y por no más de un semestre, a aquellos estudiantes que demuestren fehacientemente la necesidad que sustente la solicitud de beca. Además, debe contar con los siguientes requisitos:

- No haber reprobado ninguna materia el semestre anterior
- Llevar la carga académica completa en el semestre que presenta la solicitud o en su defecto, un número de créditos igual o superior a 18
- Disciplina ejemplar
- Demostrar mediante documentos que definirá la Comisión de Becas, la situación económica familiar.

En cualquiera de los casos, la beca no incluirá costos diferentes a la matricula, tales como gastos por concepto de seguros, campos clínicos, asociación de estudiantes, seguro social y otros.

Of temporal economic condition and special cases

The Scholarship Committee may grant a scholarship, in very specific cases and for one semester only, to those students who faithfully proof the need of this scholarship. Besides, the student must have the following requirements:

- Have not failed any course during the prior semester
- Have taken the full academic block of subjects in the semester of the application or a number of credits equal to or greater than 18.
- Excellent discipline
- Prove, through documents that the Committee will define, the family economy situation.

In any of these cases, the scholarship **includes the tuition cost only**, expenses like insurance, clinical spaces, students association, social security, **and others are not included.**

Paragraph 13

10 tips que te recomendamos para estudiar:

- Preparar el lugar de estudio: colocar en el lugar de estudio todos los materiales que vas a ocupar para tu sesión, de manera que no tengas que levantarte a buscar ninguno.
- Realizar antes de sentarte a estudiar, todo lo que pueda restarte tiempo de estudio: Merendar, ir al baño, tomar agua, cerrar la puerta y cualquier otra cosa que te pueda hacer levantarte de tu asiento una vez preparado para estudiar.
- Iniciar estudiando lo que requiere más esfuerzo: comenzar estudiando lo que te resulte más difícil o tedioso para que al final te dediques a lo que requiera menos esfuerzo de tu parte.

Tips we recommend **when studying**:

- **Organize an area to study**: place all material **to be used in** the study area, **so** in this way you will not have to stand up to look **for them.**
- Do all you have to do before studying: **have something to eat**, go to **the** bathroom, drink water, close the door and any other thing that you have to do that may **keep you** from your seat once you are prepared to study.
- Start studying what requires more effort: start studying **what is** more difficult or tedious for you, so at the end **you can do** what requires less effort from you

Paragraph 14

- Distribución eficaz del tiempo: los horarios te organizan para hacer las cosas a determinada hora, hasta convertirlo en hábito. El control del tiempo te da seguridad y disminuye el estrés asociado a la falta de tiempo para estudiar.
- No estudiar todas las materias de la misma forma: unas materias requieren memorizar mucho, otras, hacer prácticas, resúmenes, mapas conceptuales, fichas. Debes descubrir el método que mejor te funcione.
- Repaso: no puedes memorizar todo en un mismo día o rápidamente. El repaso es indispensable para almacenar la información de tal manera que luego pueda ser recuperada sin dificultad
- Incluir tiempo para descanso: un horario bien estructurado te permite incluir el tiempo para descanso, vida social, familiar o deporte. Lo cual es indispensable para un sano equilibrio de tu tiempo
- Effective time distribution: Schedules help you organize **what you have** to do in a determined time until **you make it into a** habit. Time control gives you security and reduces the stress associated to the lack of time to study.
- Do not study all subjects in the same way. Some subjects require a lot of **memorization** and others, practices, summaries, conceptual maps, drafts. **Therefore**, you must find out the method that **works** best for you.
- Review: you cannot memorize everything in the same day or **all at once**. The review is very **important** to **study** information in a way you can remember it with no difficulty later.
- **Have** time to rest: a **well-structured** schedule **will let** you have time to rest, social life, family, or sports. This is **essential** to have a healthy balance of your time.

Paragraph 15

- Dormir suficiente: las horas de sueño son sacrificadas en tiempos de estudio arduo, sin embargo, es indispensable el descanso a través del sueño para que el cerebro asimile y almacene la información de manera que sea fácilmente recuperable.
- Realiza evaluaciones o exámenes para comprobar si has aprendido: plantéate tus propias evaluaciones para recrear una situación de examen. También puedes acceder a exámenes anteriores de la materia y realizarlos con tiempo cronometrado. Esto te ayudara a verificar tu aprendizaje y a familiarizarte con la presión que implica un examen.
- Pide ayuda. Si necesitas ayuda para entender algún tema, el mejor aliado es tu profesor búscalo y pídele ayuda
- **Get enough sleep:** Sleeping time is scarified when studying very hard; however, it is necessary to rest and sleep in order for your brain to assimilate and store the information, so it can be remembered later.
- **Test yourself** to verify if you have learned something: Make your own evaluations to recreate a test situation. Also you can practice with previous exams in a measured time. This will help you verify your learning and to familiarize yourself with the pressure of taking an exam.
- Ask for help: if you need help to understand a certain topic, your best ally is your professor, look for him and ask for help with no fear.

5.1.3 Glossary

A glossary is like a dictionary, but the lists of terms are from a specific subject or field. This kind of information is very important for the reader to understand the meaning of new or technical words.

Glossary from English into Spanish

English term	Spanish term	Grammatical Category	Definition
Allah	Alá	noun	The Supreme Being, God
Aryan	Arios	noun	Racial group. Name originally given to people who were said to speak an archaic Indo-European
assonance	Asonancia	noun	Resemble of sounds also call vowel rhyme
Bantu	Bantú	Noun	General term for African ethnic groups speaking a Bantu language
Bhagavad Gita	Bhagavad-Gita	Noun	A portion of the Mahabharata, having the form of a dialogue with Arjuna
Brahman	Brahman	Noun	A member of the highest, or priestly, class among the Hindus
Buddha	Buda	Noun	Founder of the Buddhism
			One of the major religions of the

Buddhism	Budismo	Noun	world. Oriented around preserving, propagating, studying and worshipping Buddha.
caliph	califa	Noun	Spiritual leader of Islam, claiming succession from Muhammad
Caste system	Sistema de castas	Noun	The rigid Hindu system of hereditary social distinctions based on castes.
Durga	Durga	Noun	Goddess of motherhood
fasting	ayuno	Noun	Willing abstinence or reduction from some or all food, drink, or both, for a period of time
Hijira	Hijira		Arabic for flight, and in Islam refers to Mohamed's flight from Mecca
Hinduism	Hinduismo	noun	A syncretistic body of religious, philosophical and social doctrines
Islam	Islam	noun	The religious faith of Muslims, based on the words and religious system founded by the prophet Muhammad and taught by the Koran.
Ka'aba	Ka'aba	noun	building at the center of Islam's

			most sacred mosque
Mahabharata	Majabhárata	noun	an epic poem of India dealing mainly with the conflict between the Pandavas and the Kauravas, with many digressions: includes the Bhagavad-Gita.
mantra	mantra	noun	a word or sound that is believed to have a special spiritual power:
mecca	meca	noun	the holy city of Islam in Saudi Arabia
monophysite	monofisita / eutiquinismo	noun	A person who maintains that Christ has one nature, partly divine and partly human
Muhammad /Mohamed	Muhammad	Noun	he Arab prophet through whom the Koran was revealed and the religion of Islam established and completed
Muslim	Musulmán	Noun	a person who follows the religion of Islam
monophysite	monofisita / eutiquinismo	noun	A person who maintains that Christ has one nature, partly divine and partly human
Nestorians	Nestorianos	noun	One of a sect of followers of

			Nestorius who denied the hypostatic union and were represented as maintaining the existence of two distinct persons in Christ
nirvana	nirvana	noun	a state of freedom from all suffering that Buddhists believe can be achieved by removing all personal wishes
prophet	profeta	noun	a person who is believed to have a special power that allows them to say what a god wishes to tell people, especially about things that will happen in the future
puranas	puranas	noun	vast genre of Indian literature about a wide range of topics, particularly myths, legends and other traditional lore.
Qurán	Corán	noun	Central religious text of Islam which Muslims believe to be a revelation from God
Quraysh	Quraish	proper noun	Arabic tribe
Rajah	Raja	Noun	A prince, chief, or ruler in India

			or the East Indies.
Ramayana	Ramayana	Proper noun	one of the two great epics of India, written in Sanskrit sometime after the Mahabharata and telling of Rama
Samhitas	Samhita	noun	Wisdom books of the Hindu
Sha'ir	Sha'ir	Proper name	Pre Islamic Arab poet believed to have magical powers
Shi'a	Shiá	Proper Noun	member of the second largest religious movement in Islam
Shiva	Shiva	Noun	the Destroyer,” the third member of the Trimurti, along with Brahma the Creator and Vishnu the Preserver.
Siddhartha	Siddhartha	Noun	an epithet of Buddha meaning “he who has attained his goal.”.
Smriti	Smṛti	noun	body of Hindu sacred writings containing traditional teachings
Sruti	sruti	noun	Eternal truths of Hinduism
Sunnis	Sunies	noun	Member of one of the two great religious division of Islam
Sufis	Sufí	noun	a member of an Islamic religious group that tries to become united

			with God by living a simple life and by praying and meditating
talmud	Talmud	noun	the collection of ancient Jewish laws and traditions for religious and social matters
Theocracy	Teocracia	noun	a form of government in which God or a deity is recognized as the supreme civil ruler, the God's or deity's laws being interpreted by the ecclesiastical authorities.
Upanishads	Upaniṣad	Noun	Hindu sacred scriptures containing speculative treatises on the nature of ultimate reality and the way to achieve union with the absolute
Vedas	veda	noun	one or all of the holy books of writings of Hinduism
Vishnu	Vishnu	Proper noun	Second member of the Hindu trinity
yogas	yoga	Noun	An exercise, whether spiritual, mental, physical, or some combination thereof by which one moves towards enlightenment

Glossary from Spanish into English

Spanish term	English term	Grammatical Category	Definition
Acreditación	Accreditation	verb	Voluntary process by which an organization is able to measure the quality of services, products and their performance against recognized national or international standards.
Apostillar	Apostille	noun	Additional authentication required for international acceptance of notarized documents
campos clínicos	Clinical spaces	noun	Hospital practice
CONAPE	CONAPE	proper noun	Costa Rican state institution that offers educational loan services
Convalidación	Recognition		Academic recognition in a country or institution of the validity of studies carried out in another country or institution
Convenio de la Haya sobre la	Apostille of the Hague convention	Proper noun	International treaty drafted by the Hague Conference on Private

Apostilla			International Law. It specifies the modalities through which a document issued in one of the signatory countries can be certified for legal purposes in all the other signatory states.
Flexicuotas	Flexicuotas	Proper noun	UCIMED financial plan
Fiebre amarilla	Yellow fever	noun	Severe viral hemorrhagic disease transmitted by infected mosquitoes.
SINAES	SINAES	Proper noun	Costa Rican institution responsible for promoting the permanent improvement of the quality of Costa Rican higher education through the accreditation
Tecnología de punta	State-of-the-art technology	Noun	The most advanced technology available.

Chapter VI

Conclusions and Recommendations

Conclusions summarize everything exposed in a study with the aim of highlighting the most important aspects; they also allow a global appreciation of the work outcomes.

6.1 Conclusions

This last chapter contains the results of the investigation and specifies the findings of the instruments application versus theory; in addition, objectives were analyzed to determine if were achieved or not. Moreover, recommendations are included in order to improve the investigation approaches and to share valuable information for futures studies.

6.1.1 To translate the documents “Handbook of Today’s Religions” from English to Spanish and “Información para Aplicantes de Nuevo Ingreso – I Semestre 2017” from Spanish to English.

In order to proceed with the corresponding document translation, a deep analysis must be done in order to determine important aspects of the documents. Newman (1988) states that a general and close reading will help to understand the message the author is trying to transmit, to recognize the type of text, to familiarize with the vocabulary and to identify any other element that may need special attention.

The translation of the document “Handbook of today’s Religions” from English to Spanish turns out to be a real challenge. The text was very complex and contained a high level of religious terminology, so the used of supported material like dictionaries and different literature was imperative. It is very important to mention that the translation of this specific document was very enriching; not only because of the use of the different translation

techniques, but to the learning of other religious concepts which were ignored by the researcher.

On the other hand, the translation of the document “Información para Aplicantes de Nuevo Ingreso – I semestre 2017” from Spanish to English was also analyzed through a general and close reading. As a result, it was found that the document contained a neutral vocabulary even though some few technical, mostly legal words were found. Also, the style was very descriptive since the document is just a simple guide to enroll to the university.

As a conclusion, it can be said that the translation of both documents does not only increased the researcher’s vocabulary, but it also increased the knowledge of important themes. In this case, the learning of the new religious concepts was very interesting and helpful in order to expand criteria. Furthermore, and very important, it strengthened the learning process during the translation since the different features for the text analysis, like style, function formality and others, were applied in both documents; and this will definitely help future translation works.

6.1.2 To apply various translation techniques to the documents in order to achieve communicative texts.

The main purpose of any translation is to convey a document in a natural and precise way. In order to accomplish it, the correct use of the translations techniques must be applied. In this case, and in order to have an accurate and natural final version, the researcher used the following translation techniques: transposition, modulation, amplification, omission, explicitation and literal translation.

During the text analysis of both documents, it was found that the transposition and literal translation were the most applied techniques. It is important to mention that the

transposition technique is a grammatical change in which a part of the context or a specific word of the source text is going to be replaced by another part of a speech in the target text without changing the main idea. On the other hand, the literal translation is the process of word-for-word translation.

Another important aspect found in the translation from Spanish to English is that omission was more common than amplifications; this because the target language is more direct and simple.

Definitely, the correct use of the different translation techniques will guarantee that the precise meaning will be transferred. Therefore, the translator must have a great command of the translation techniques to create the most natural, concise, and professional document.

6.1.3 To evaluate the effect of the translation techniques applied on the documents.

According to Newmark (1988), the text analysis has two main purposes. One is to understand the source documents to convey the meaning. The other, to analyze the author's point of view since it is not the same for a linguistic or a literacy critic; the translator has to determine its intentions and the purpose for a suitable translation.

In view of that, a chart was elaborated with the aim to perform the text analysis in accordance with the documents' features, specifically: function, purpose, style, scale of formality, emotional tone, and type of translation. With this chart, a deep analysis was made to both documents, identifying and classifying the documents according to the chart categories, and as a result, it was found that both documents were informative and with a neutral stylistic scale.

The researcher made use of another tool. This instrument was a symbol coding system which identified each procedure in different paragraphs, and it consisted on the use of colors to categorize each procedure.

Certainly, these tools were of great help during the translation. First, because once the documents were analyzed, a better and overall perspective about the author's intention was achieved. And second, because applying the translation procedures helped create a more natural translation.

6.1.4 To create a glossary based on a specific terminology in both languages

As per the Oxford Dictionary, a glossary is an alphabetical list of word related to a specific subject or text. Also, Gapper (2008) states that a glossary gives an example in which a particular term can be used as there exists words that have a variation in different countries. In contrast, regular dictionaries just give the equivalence between specific words in both languages, but do not include the contextual meaning of it.

As per Gamero (2001) mentions, the translator must be careful about using the correct technical terminology to provide the same natural message to the target reader and avoid confusions because words have various meanings in several languages. For that reason, the translator should be aware, not only to the object, but to the field it is referring to. Therefore, the creation of a glossary will help to obtain technical, difficult or specialized vocabulary in order to ease the translation process.

The use of a glossary in this project was very useful and necessary. It is illustrated specifically in the document "Handbook of Today's Religions" since the text included a lot of concepts and terms unknown by the researcher. It also helps to save a lot of time while translating. For this reason, it is important to emphasize that a document may repeat words or

phrases, but once the terms are identified, the time search will be reduced. Likewise, Munday (2204) states that the glossary permits to translate quickly and efficiently terms or phrases for identifying relevant information that helps support the meaning.

The researcher created two glossaries: one from English to Spanish with 46 words, and another one from Spanish to English with 10 words. All these words presented a great complexity, but with the help of other resources like text books, specialized dictionaries and others, a completed glossary was created.

6.2 Research Question: What is the effect of the translation procedures in the booklet “INFORMACION PARA APLICANTES DE NUEVO INGRESO – I SEMESTRE 2017”, from Spanish to English for the Universidad de Ciencias Medicas and some chapters of the “HANDBOOK OF TODAY’S RELIGIONS” from English to Spanish for the organization named Theos.

In this case, the research question does not need any modification. The results from the use of the translation techniques, in order to acquire a truthful translation, were as expected and responded to the theory. The application of the different translation techniques was fundamental in the process of conveying a precise translation of both documents.

It is important to mention that the main purpose of any translator, it is to emit the most accurate, natural and communicative information. Starting from this principle, the author’s intention must be clearly identified; also the text features must be found through a text analysis. The help of a glossary will be also fundamental to support clarifying the meaning of certain concepts unknown by the translator. All of these information, will result with a text overall view that will familiarize the translator with the text, and it will facilitate the translation procedure.

After having all of these inputs, the use of the different translation techniques was applied to the document “Handbook of Today’s Religious”. To this document, the literal translation and transposition were the most applied procedures achieving naturalness in regards to language and grammar structure.

On the other hand, the document translated from Spanish to English “Information para Aplicantes de Nuevo Ingreso – I Semestre 2017”, turned out to be a very understandable text because of its neutral vocabulary. Omission, amplification and transposition were the translation techniques more used due to the lack of grammatical structure of the English language compared to the Spanish language.

Finally, it must be said that translation techniques are essential to achieve a natural and professional document. In addition, the translator must master these techniques in order to apply them effectively according to the texts.

6.3 Recommendations

With the intention to ease future translation works, some recommendations are detailed as follow. First of all, familiarize with the document topic to be translated. Search and read previously about the topic through different resources like faithful websites, dictionaries or literature in order to learn more about what it is going to be transmitted. These suggestions will save a lot of time and will also increase the translator’s vocabulary.

Another recommendation to mention, it is to reinforce the knowledge of each and every translation technique. This reinforcing must be mastered by the translator in order to easily define the correct procedure to be used. The correct technique will help the researcher to accomplish an accurate, natural and communicative document; the wrong technique may confuse the reader.

The creation of a glossary is a must. Most of the documents contain unknown vocabulary and technical terms; thus, a clear definition must be found in order to make the translation precise. Another important point to add is that the assistance of a professional on the field or a native speaker can be of great help. A glossary will not only save a lot of time while translating, but it will also increase the translator's knowledge and vocabulary.

A last recommendation, it is about the coding system used to identify the different techniques while translating. The translator must be creative not only with the use of colors, but with additional options like double underlining, or the use of italics and bold it is also highly recommended.

Finally, any professional must be updated. The translator is not the exception. For that reason, new materials or theories about the translation process must be followed. Furthermore, the habit of reading must be a daily discipline. This discipline will increase knowledge, but also the vocabulary, two mandatory requirements for a successful translator.

Works Cited

- Aranda, L. (2007). *Handbook of Spanish-English Translation*. Lanham, Maryland: University Press of America.
- Benabdelali, Abdessalam. (2006) In translation. Fi Attarjama. Dar Toubkal
- Cambridge Dictionaries Online*. (2015). Retrieved from
<http://dictionary.cambridge.org/dictionary/english/accurate>
- Clarke and Clarke (1970). *Research processes in physical education, recreation, and health*. Prentice-Hall, 1970
- Creswell, J. W. (2009). *Research Design*. California: SAGE Publications, Inc.
- Gapper, S. E. (2008). *Manual de gestión germinológica* . Heredia, Costa Rica: EUNA, Editorial Universidad Nacional.
- Ivacovoni, A. (2009). *Translation by Omission*. Retrieved from:
<http://iacovoni.wordpress.com/2009/02/01/translation-by-omission>
- Leedy, P. & Ormrod, J. (2001). *Practical research: Planning and design* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.
- Marshall and Rossman (1999). *Designing qualitative research*. Ed Thousand Oaks, CASage Google Scholar
- McGuire S. (1980). *Translation Studies*. Methuen, London
- Mohamed Mehrach. (1977). *Towards a Text-Based Model for Translation Evaluation*. Ridderkerk: Ridden Print

Molina, L., & Hurtado, A. (2002). *Translation Techniques Revisited: A Dynamic and Functionalist Approach*. Barcelona: Meta.

Munday, J. (2012). *Introducing Translation Studies*. New York: Routledge.

Newmark, P. (1988). *A Textbook of Translation*. Hertfordshire: Prentice Hall International.

Nida, E., & Taber, C. (1969). *The Theory and Practice of Translation*. Leiden, The Netherlands: Koninklijke Brill NV.

Oxford Dictionary. (1998). Retrieved from:

<https://en.oxforddictionaries.com/definition/natural>

Oxford Dictionary. (1998). Retrieved from:

<https://en.oxforddictionaries.com/definition/Christianity>

Oxford Dictionary. (1998). Retrieved from

<https://en.oxforddictionaries.com/definition/Buddhism>

Patheos. (2008). Retrieved from: <http://patheos.com/Library/Islam>

Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*, 3rd edn. London: SAGE.

Religious Tolerance. (2016). Retrieved from:

<http://www.religioustolerance.org/hinduism.htm>

Sabino C. (1992). *El Proceso de Investigación*. Ed. Panapo, Caracas

Schwandt, 2007. *The Sage Dictionary of Qualitative Inquiry*. (Third ed.), Thousand Oaks,

California: sage Publication, Inc.

The Language Realm. (2016). Retrieved from

<http://languagerealm.com/articles/history-of-translation.php>

The Merriam Webster Dictionary (1978). Retrieved from

<https://www.merriam-webster.com/dictionary/communicative>

Torop P. (2010). *Translation as Communication and Auto-communication*. Francesca Maccioni per l'edizione italiana.

Vásquez-Ayora, G. (1977). *Introducción a la traductología curso básico de traducción*. Washington, D.C.: Georgetown University Press.

Vinay, J.-P., & Darbelnet, J. (1995). *Comparative Stylistics of French and English A Methodology for Translation*. Philadelphia: John Benjamins B.V.