

LINGUISTIC CHALLENGES  
IN TRANSLATING,  
REVISING, POST-EDITING  
AND EDITING ACADEMIC  
PUBLICATIONS

Albina Silva Loureiro  
March 2019



## **ACKNOWLEDGEMENTS**

I would specially like to thank Professor Eduarda Mota for accepting the challenge to mentor and advise me on the best paths to follow and “bridges to cross” in the final process of this adventure.

A heartfelt thank you also goes to all my friends and family who supported and motivated me, especially those who took the time to read through my paper, namely, Ana Rita Campos, Joana Soares, Maria do Céu Pontes and Maria Ducharne-Barbosa.

And, because “the last shall be first”, I would like to thank all the authors of the source text academic papers who trusted me with the translating, revising, post-editing and editing of their work. Without them none of this would even have been possible.

## **ABSTRACT**

This paper is a reflection on the linguistic challenges of translating, revising, post-editing and editing academic publications in English and all the specificities inherent to the abovementioned processes. A theoretical background is provided to all of the concepts involved and then the respective linguistic challenges are taken into consideration by means of practical examples drawn from scientific articles that were published, or submitted for publication, in acclaimed academic English journals with an impact factor. Some final reflections are made, based on the initial theoretical framework that was presented, and a future implication for better practices in translation related tasks is proposed.

**Keywords:** linguistic challenges; English; translating; revising; post-editing; editing; academic publications.

<b>CHAPTER I - THEORETICAL CONSIDERATIONS .....</b>	<b>6</b>
<b>1. TRANSLATION.....</b>	<b>6</b>
<b>1.1. What is Translation?.....</b>	<b>6</b>
<b>1.2. Translation Equivalence .....</b>	<b>7</b>
<b>1.3. Translation Strategies .....</b>	<b>9</b>
<b>1.4. Non-equivalence in Translation .....</b>	<b>10</b>
<b>1.5. Specialized Translation.....</b>	<b>11</b>
<b>2. REVISION.....</b>	<b>14</b>
<b>2.1. What is Revision?.....</b>	<b>14</b>
<b>2.2. Revision Parameters .....</b>	<b>16</b>
<b>2.3. Types and Degrees of Revision.....</b>	<b>17</b>
<b>3. POST-EDITING.....</b>	<b>19</b>
<b>3.1 What about Machine Translation?.....</b>	<b>19</b>
<b>3.2 The Future of Post-editing.....</b>	<b>20</b>
<b>4. EDITING .....</b>	<b>21</b>
<b>5. ACADEMIC PUBLICATIONS.....</b>	<b>22</b>
<b>5.1 Is English the Language of Academic Discourse?.....</b>	<b>22</b>
<b>5.2 English for Academic Purposes.....</b>	<b>23</b>
<b>6. LINGUISTIC CHALLENGES .....</b>	<b>24</b>
<b>CHAPTER II - PRACTICAL EXAMPLES.....</b>	<b>29</b>
<b>1. Challenges of Translating Academic Discourse .....</b>	<b>29</b>
<b>2. Revising Translated Articles for Optimal Results.....</b>	<b>35</b>
<b>3. Post-editing Machine Translated Manuscripts .....</b>	<b>43</b>
<b>4. Editing Specificities of Academic Publications.....</b>	<b>50</b>
<b>CONCLUSION.....</b>	<b>54</b>
<b>REFERENCES.....</b>	<b>56</b>
<b>ANNEXES.....</b>	<b>59</b>

## INTRODUCTION

Being a native English speaker living in Portugal has made me a prime target for constant requests to help with translations from Portuguese into English. Very often these requests have been cleverly masked as “Could you just have a quick look at ...?” Gradually, these so called “favours” have become quite frequent and demanding.

Surely and steadily over the years, these “quick looks at this and that” have also made me realize that being a native speaker and being a translation professional are miles apart. Upon realizing this, I took a Masters in Translation and Terminology and began understanding the real scope of doing translation work. Almost at the same time, and quite by chance, I started becoming interested in more formal writing within an academic background. It all kicked off when I attended an international workshop on academic writing, which I then followed up with reading of my own. As I began working with colleagues, helping out with their academic papers, my interest and knowledge grew, both in the field of scholarly publications as well as in the translations and revisions thereof.

The “Could you just have a quick look at ...?” mask has also made me appreciate how difficult is it to make some people understand the time and competence required to make a Portuguese article publishable in English, especially in a journal with an impact factor. Time and time again, I have been given almost machine translated manuscripts and the attitude has very often been the same: “It’s already in English, so it shouldn’t take you long!” Time too has now taught me to, politely, find good excuses to get out not being given due credit for hours and hours of very hard work.

Fortunately, many other people have approached me, on numerous occasions, saying that they have endeavoured, over and over again, to get their articles accepted in English journals without success, despite having already paid small fortunes for manuscripts to be translated. Those are the challenges that I am prepared to take on. Be it revising, post-editing or translating from scratch, when I feel the authors understand the magnitude of the task, then, and only then, will I commit. When after all the hard work involved, the article is finally accepted and published, that is surely the best validation possible both for the authors and myself.

My work with scholarly publications has involved translating in a few academic fields, but I have recently done a lot of work in psychology. Since some authors prefer to

self-translate, I have also done a lot of revising. At this point, I need to point out that some of this revision work is more post-editing than anything else, since large chunks of the texts that are handed over are clearly run through a machine translation engine. In any of these cases, final editing is always required before the final submission of the article for publication.

The aim of this paper is to discuss some of the linguistic challenges that I have constantly been facing while performing the above mentioned tasks. Many of the issues that I have encountered while translating, revising, post-editing and editing academic writing have, in fact, been recurrent and quite similar in nature. As well as providing some concrete examples of these linguistic challenges, I will attempt to specify a theoretical background to my standing. A lot more could have been said, both theoretically and illustratively, but time constraints and the very nature of this paper steered me towards a shorter more succinct approach, leaving open ground for future study and debate in this field of research which has proven to be so stimulating and thought provoking.

In the first chapter of this paper, I try to reach the milestone of suitably defining translation, revision, post-editing and editing, as well as some of the associated implications thereof. It is well known that, not always, are these concepts clear-cut, and limiting the exact contours of this terminology has proven debatable over the years, but the aim for consensus is surely pursued. In this chapter, I also focus on the field of academic discourse and its inherent writing style guidelines. Finally, I address certain language related concerns and try to outline some of the major linguistic challenges that I have encountered when considering the Portuguese-English language pair.

The second chapter of this paper is centred on the analysis of practical cases involving specific linguistic challenges of working with scientific writing. Firstly, I look at an academic paper that I translated from Portuguese into English, followed by one that I revised and another one I post-edited. Finally, I also provide and analyse an example of an academic paper that I mostly edited.

In the conclusion, I delve into some final reflections, based on the initial theoretical framework presented in the first chapter. I look back on what I have done and propose moving forward with determination in future endeavours involving translating, revising, post-editing and editing of academic discourse in the field of clinical psychology.

## CHAPTER I - THEORETICAL CONSIDERATIONS

### 1. TRANSLATION

#### 1.1. What is Translation?

The word translation comes from the Latin word *translatio*, deriving from *transferre*, ‘to transfer’ in English, which is formed by two parts, ‘*trans*’ and ‘*ferre*’. In English, the prefix ‘*trans*’ means ‘across’, whereas ‘*ferre*’ means ‘to carry’ or ‘to bring’. *Transferre*, therefore, means ‘to carry across’ or ‘to bring across’ in English (Kasperek, 1983). Translation is, therefore, a communicative act of transport between languages, but the term does, in fact, mean much more than just ‘to transfer’, ‘to carry’ or ‘bring across’. In truth, the word encompasses both written and oral translation, though the latter is more commonly known as interpreting or interpretation. Likewise, translation can be used to refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). (Hatim & Munday, 2004, p. 3)

Be it the product or the process, translation enables communication between members of different cultural communities. It bridges the gap between situations where differences in verbal and nonverbal behaviour, expectations, knowledge and perspectives are such that there is not enough common ground for the sender and receiver to communicate effectively by themselves. This notion of translation bridging the gap between a given set of languages has been much debated. According to Firth (1957), “Translators know they cross over but do not know by what sort of bridge. They often re-cross by a different bridge to check up again. Sometimes they fall over the parapet into limbo.” (p. 27) Since translation includes the art of making choices – of the right words, phrases and sentence structures – it is up to the translator to make the right ones to avoid falling over the parapet into limbo when attempting the transfer procedure. The background work carried out by the translator during this crossing over process goes unnoticed to end-users of translated texts. The decision process is solely the translator’s responsibility and it is often noted that translating is a lonely task. Only the final product matters and all the bridges that are crossed over back and forth cease to make a difference. Hatim and Mason (1990) acknowledge this flow of decisions from the source language



to the target text: “Readers perceive an end-product, a result of a decision making process; they do not have access to pathways leading up to decisions, to the dilemmas to be resolved by the translator.” (p. 3)

Not all dilemmas are well solved and the bridging process between any given language pair may be far from 100% successful. A tumble over the parapet into limbo is not unheard of and examples of translations howlers are abundant. The aim of this paper is to look at some of the challenges involved in trying to find the most efficient way of bridging a language pair.

## **1.2. Translation Equivalence**

According to Nord’s functional theories, translation is a “purposeful activity” (1997). It follows then that the main purpose of any translation is to establish a stable relationship between the elements of the source text and its translation, or target text when “crossing over” the bridge. This process corresponds to achieving an 'equivalent effect' (Newmark, 1988, p. 48), in other words, to producing the same effect or one as close as possible to the obtained by the source text. This is what Nida (1964) designates as ‘dynamic equivalence’.

The notion of equivalence has clearly been a problematic and controversial area in the domain of translation theory. The term itself has caused heated debates within the field of translation studies. It has been analysed, evaluated and extensively discussed from different points of view and has been approached from many different perspectives. A short overview of some aspects of equivalence in translation is deemed necessary.

Terms such as “literal” (word-for-word), “free” (sense-for-sense) or “faithful” translation are discarded by Nida (1964) in *The Theory and Practice of Translation* and substituted for two basic types of equivalence, namely, formal and dynamic equivalence. Formal equivalence “focuses on the message itself, in both form and content” (p. 159) and thus concentrates more on the source text structure. The emphasis is, therefore, essentially on determining accuracy and correctness. Alternatively, in dynamic equivalence “the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message” (p. 159). In this way, it is receptor oriented, seeing that understanding should come first, and

adaptations of grammar, lexicon and cultural differences are essential in order to achieve “complete naturalness”.

Catford's (2000) approach to translation equivalence is more linguistic-based as influenced by the work of Firth and Halliday. He introduced the notion of translation shifts and defined them as “departures from formal correspondence in the process of going from the SL (source language) to the TL (target language)” (p. 141). He specifies two main types of translation shifts, i.e. level shifts, where the source language item at one linguistic level (e.g. grammar) has a target language equivalent at a different level (e.g. lexis), and category shifts which are divided into four types:

1. Structure-shifts, involving a grammatical change between the structure of the source text and the target text;
2. Class-shifts, when a source language item is translated with a target language item belonging to a different grammatical class, i.e. a verb translated as a noun;
3. Unit-shifts, for changes in rank;
4. Intra-system shifts, which occur when “SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system” (p. 146), such as when the source language singular becomes a target language plural.

Still on the notion of translation equivalence, reference must be made to Koller's equivalence frameworks. Namely, he proposes five types of equivalence (Koller, 1995):

1. Denotative equivalence (the extra-linguistic content of a text such as situation, subject field, time, place, receiver, sender and affective implications including humour, irony and emotion);
2. Connotative equivalence (lexical choices, such as specific terminology, near-synonyms, dialect and register);
3. Text-normative equivalence (text varieties or genres);
4. Pragmatic equivalence (fluency, naturalness and comprehensibility of the target); and
5. Formal equivalence (form and aesthetics of the source text).

Mona Baker (1992) explores the notion of equivalence at different levels in relation to the translation process. She presents an interesting and more detailed list of conditions upon which the concept of equivalence can be defined, namely,

1. Equivalence at a word level, involving the meaning of single words and expressions;
2. Equivalence above a word level, in terms of combinations of words, phrases and even stretches of language;
3. Grammatical equivalence, focusing on the diversity of grammatical categories across languages;
4. Textual equivalence at a text level and involving word order, information and cohesion, and finally
5. Pragmatic equivalence, exploring how texts are used in communicative situations and some strategies of avoidance during the translation process.

Independent of all the aforementioned different theoretical approaches, “the whole question of equivalence inevitably entails subjective judgement from the translator”, as brought to light by Munday (2001, p. 43). Considering what adaptations are necessary to render complete naturalness will remain a question for debate and will obviously differ from case to case. Naturally, a literary text will be approached in a very different way to an academic article, as will be seen in the second chapter of this paper.

### **1.3. Translation Strategies**

Assuming, in very broad terms, that the concept of equivalence relates to the stable relationship between elements in the source text and its translation or target text, this theory seems to be a structurally sound bridge to use when crossing over from a given language (and corresponding culture) to another one. Supposing, therefore, that this bridging process should aim at stability, i.e. equivalence, and safely getting from one side of the bridge to the other without falling over the parapet into limbo, the translator needs to resort to translation strategies to make the crossing over process efficient and naturally successful.

Vinay and Darbelnet (2000) classified 7 procedures employed by translators to formulate an equivalence for the purpose of transferring elements of meaning from a source text to a target text. Considering that in linguistics, syntax is the study of grammatical rules that govern the structure of sentences, it follows that translation approaches with a particular focus on syntax can be called syntactic strategies. The syntactic strategies proposed by Vinay and Darbelnet include: borrowing words or

phrases from the source; calquing, or importing and slightly modifying phrases from the source; literal translation; transposition, which is a grammatical change, from one part of speech to another; modulation, which is a substitution of an expression by another one having the same effect in the target culture; equivalence, which is the replacement of idioms by equivalents and, finally, adaptation, which is the full replacement of a whole sentence by a cultural equivalent.

Following an interpretation of Vinay and Darbelnet's strategies, from a pragmatic perspective the most common ones include (1) addition, (2) omission, (3) explicitation, (4) implicitation, (5) domestication, (6) foreignization, (7) formality change, (8) speech act change and (9) transediting (a two-in-one term consisting of the processes of translating and editing). It goes without saying that, in these cases, language is never considered in isolation from its use and the focus is on meaning in context.

When discussing translation typologies, Pym (2018) uses the term "translation solutions" as a better alternative to "techniques", "procedures" or "strategies" since he feels the need to focus on "the solutions adopted, rather than on analysis of the cognitive processes involved." (p. 42) In this article, *A typology of translation solutions*, he even proposes his own typology of solutions that stem from three basic concepts: copying, changing expression and changing content.

#### **1.4. Non-equivalence in Translation**

Establishing translation equivalence is any professional translator's daily battle. It is up to the translator to choose the best technique, procedure, strategy or solution amongst the many alternatives possible in the "transfer" process aforementioned. How it is done does not really matter. Only the result is open for evaluation. Yet, the battle itself is a lonely one and the added weight of taking full responsibility for decisions made can be daunting. The "transfer" process of translation is never straightforward and very often "sameness" is impossible to find. Assuming the translator is fully trained and skilled, it follows then that errors and problems in translation mostly result from the non-equivalence between the source and target languages, be it linguistic or cultural non-equivalence. When the translator has to decide between more than one way of rendering a linguistic element or cultural context, a translation problem is likely to arise. Linguistic

problems arise from grammatical differences, lexical non-equivalence and meaning ambiguity, whereas cultural problems refer to different situational features.

There are many political, social or cultural references and situations that may simply have no equivalence in a target language and an explanatory note or a descriptive translation may ruin the flow of the text, especially in humorous and satirical texts, for target audiences with a limited knowledge in general, such as children, teenagers or people with special needs. It is, in fact, needless to stress the difficulty of this added challenge.

### **1.5. Specialized Translation**

*The Journal of Specialized Translation* points out that specialized translation seems to have many alternative designations and correspondingly vague meanings. It has been acknowledged as non-literary; non-fiction; commercial; documentary; technical; academic and even scientific-technical translation. Alternatively, it is even referred to as translation in language/s for special purposes, i.e. LSP translation. All of these alternative references seem rather vague and devoid of a specific text type. It seems that, once literary translation is excluded, everything else can qualify as “specialized”. As astutely raised by Rogers (2018), “This leaves us asking: what actually is the object of study? The categories used [...] suggest that the binary classification of literary versus non-literary or ‘specialised’ translation is inadequate.” (pp. 4-5) Furthermore, as acknowledged by Aixelá (2004), researchers in translation studies have not shown much interest in specialized translation and this is a field of study that has been much neglected, thus justifying the lack of terminological differentiation.

In an attempt to get to the essence of specialised translation, Basílio (2005) raises some very pertinent questions: “Is ‘specialised translation’ to be taken as a synonym of ‘technical translation’, requiring the mastery of a specialised terminology as such? Or must it be understood as requiring the translator to be specialised in the science of translating?” (p. 14) Just as in many other cases with translation studies’ terminology, precise and accurate definitions still seem far from being reached but, if, as specified by Rogers (2018), “the core of specialised translation” is in fact “transactional or informational” aiming to “influence or inform” as opposed to being “affective/aesthetic”, (p. 13), then it

follows that scientific, technical and academic discourse does fall into this category of specialized translation, however vague the definition may be.

What does seem to be unquestionably implied is that certain types of specialized translation, namely that of scientific and technical texts present less equivalence problems and are, therefore, more “conceivable”. In an article presenting an overview of the development of technical and scientific translations, Aixelá (2004) recalls what has been the long standing rationale behind the attitude towards this kind of specialized translation:

[A]nyone with a reasonable command of a language and a high level of technical or scientific knowledge can write a good technical (or scientific) text, whereas very few can write a good poem or novel, even in their mother tongue - and the same would apply to translation. Thus, literary (including Bible) translation has always been in need of serious reflection, whereas technical translating only needed good technical practitioners who knew their terminology. (p. 29)

The argument here seems rather one-dimensional given that scientific prose can be as complex as any other genre, especially considering that most work is meant for publication in scientific journals which require adhering to specific norms and procedures. This in itself basically adds another level of complexity to an already dauntingly technically challenging task. Aixelá (2004) also mentions the contradictory points of view on this attitude towards scientific translating by referring an example study disagreeing with the above quoted standpoint:

The present study argues against the view that scientific prose can be perfectly or more easily translated [...] The contrary is true: the extremely high requirements set for scientific and technical translation mark it out clearly from other genres, making it into an independent research field in its own right. Over and above the ordinary desired qualities of a good translation, scientific translation additionally needs to respect both the referential function of language and the conventions of technical language to a degree that has no counterpart in other translation types as regards sheer precision of understanding of the surrounding world. (p. 31)

Yet another argument in agreement with the complexity of translating non-literary texts is made by Aixelá in this same article published in *The Journal of Specialised Translation*, in which he quotes Walter Jumpelt: “Over and above the ordinary desired qualities of a

good translation, scientific translation additionally needs to respect both the referential function of language and the conventions of technical language to a degree that has no counterpart in other translation types as regards sheer precision of understanding of the surrounding world.” (p. 31)

In my opinion, a more logical and all-encompassing point of view on the inherent complexity of any translation is that its difficulty does not necessarily depend on the genre itself but on many other aspects within the content of the text *per se* and even factors extrinsic to the translation alone. Mere examples include overtly complex syntax and lexis and the translator’s competence and dominance of the scientific or technical domain in both source and target languages.

Independently of what may be thought about the strains of technical and scientific translation, there is no denial that currently the demand for translation of this genre has increased tremendously. This can be explained by the fact that the number of non-native English speaking scientists is substantially higher than their English speaking counterparts. Taking into account that English seems to have been adopted as the “lingua franca” of science and technology, as will be discussed later on in another section of this paper, it follows that the demand for this kind of specialized translation is on the rise. According to an independent scholar and writer on geological sciences, Scott Montgomery (2009), “The transfer of scientific material is quite likely the largest realm of translation in the world today, especially in professional and academic circles.” (p. 6)

In his article, *English and Science: realities and issues for translation in the age of an expanding lingua franca*, Montgomery distinguishes different types of translation in science and academia. Interestingly, he begins by highlighting a rather unconventional type of translation which is that of self-translation, i.e. translating one’s own draft article from one’s native language into English for the purpose of publication: “Thus, de facto, in many of the world’s countries, being engaged in the sciences means being a translator, in some form.” (p. 8). Sometimes this self-translation is only “partially” accomplished and then a third party is requested to complete the task. Not always is this professionally done and could be managed by a lay person, such as a friend or fellow scientist. Only when the article is to be submitted for publication, does the translation process become more conventional in the sense that the task is commissioned directly from a professional translator or translation agency.

Moreover, especially within the European Union, the legal obligation of all products, instruction manuals and labels to be translated into the language of the country where they are being sold has also led to the increase in the demand of technical translation. In turn, this legal obligation has not necessarily encompassed a need for quality, creating a price-based market for the quickest and cheapest translations possible, giving rise to a pool of non-linguists creating linguistically and semantically lacking ‘translations’.

## **2. REVISION**

### **2.1. What is Revision?**

Translation studies is still a relatively young field of research and agreement on some of the terminology, directly or indirectly associated to translation, is indeed debatable. A clear-cut definition for the term “revision” or “revising” is far from having been found, since it seems to have one meaning in the translation field but another in the publishing and printing industries. Because these are subject related disciplines, obvious consensus is proving difficult and the ongoing debate is bountiful. Because the focus of this paper is related to translations studies, I will not dwell on the concepts of correcting work for the printing and publishing sectors.

Within the translation industry, the term revision or revising is not completely vague. The European Quality Standard for Translation Services (EN 15038), which was a European quality standard for translation service providers, in 2006 defined “to revise” as to “examine a translation for its suitability for the agreed purpose, compare the source and target texts, and recommend corrective measures” (EN 15038, 6). According to this definition the whole process includes considering the use of the translation, checking its equivalence with the source text, and recommending corrections. Interestingly, according to this European Quality Standard, revisers should only recommend corrections and not carry them out. In the real world, I would question the feasibility of this process and wonder who would then proceed to make the necessary corrections: the translator, the author, the commissioner of the revision task or a third party? Experience has made me understand that revisers normally go further than just suggesting corrections. Even when a reviser resorts to making “suggestions” by using the Microsoft Office Word track



changes option, usually a second copy, with the final revised version, is also sent to the paying client, unless clear instructions have been given otherwise.

In 2015, EN 15038 was replaced by ISO 17100, namely the Translation Services Management Standard, and aimed at specifying “requirements for all aspects of the translation process directly affecting the quality and delivery of translation services.” One of the new characteristics of ISO 17100 when compared to EN 15038 was that it set minimum standards such as the requirement for translations to always be subjected to revision by a second person, making this is an obligatory part of the standard rather than just a recommendation.

In terms of the revising process itself, Daniel Gouadec (2007) also does not go beyond an already mentioned broad definition of the concept. He says that “[i]n the strictest sense, revision includes all operations undertaken to guarantee that the translation meets all applicable quality criteria and quality levels”. (p. 26) Again, the procedure seems to embrace all the necessary “operations” required to guarantee appropriate equivalence between the source and target texts and suitable use. This very comprehensive definition points to a process that may be difficult to categorize and analyse.

In an attempt to be more specific, Tim Martin (2007), an experienced translator and reviser at the Directorate-General for Translation at the European Commission, states that

the main reason for revising a translation, whatever its level of sensitivity, is to eliminate any errors it may contain. Improvement in other ways is an added bonus, as the act of both checking to see if the text needs changes and making those necessary changes. (p. 25)

He adds that revision aims to improve a text, but only when it actually requires so since making changes, where they are not necessary (also known as preferential changes), can be harmful at most, and time consuming at least.

Translator and researcher Brian Mossop (2007) seems to agree with Martin, when he describes revision as the “function of professional translators in which they find features of the draft translation that fall short of what is acceptable, as determined by some concept of quality, and make any needed corrections and improvements”. (p. 12)

The insistence is on necessary corrections and improvements, since making changes just for the sake of doing so would be counterproductive and pricy.

As for who should be undertaking the task, Mossop (2007) implies that “those revising the work of others should ideally be native speakers of the target language.” (p. 136) The importance of “competence in the native language” in translation and associated fields (such as revising) has been widely stressed. CIUTI, a global network of university translation programs, also lists this as the first one of the four key competences that translators and interpreters should have (the others being competence in the foreign language(s), intercultural competence, and translator’s competence). (CIUTI, n.d.) It thus follows that the level of revision involved in a translation depends on the translator’s experience, being a native speaker of the target language or not, and the corresponding experience in the domain at hand.

In fact, Allman (2008, p. 38) defines revising as an all-embracing exercise, including features of proofreading (layout, font, typos, punctuation), editing (rearranging and scrapping text, adherence to house rules), reviewing (terminology, correcting conceptual errors) and post-editing (machine translation). To a certain extent, revisers instinctively act as proof-readers, reviewers and post-editors by checking spelling, punctuation, words, phrases, terminology, presentation, etc.

In this paper, the term revision is used to describe a careful act of productive reading that is carried out on a translation by a person other than the original translator of the text. The overall aim of this procedure is to correct mistakes and errors, as well as increase readability. Since most of the revised work discussed herein refers to academic publications, the additional objective of the targeted revised texts is to succeed in being accepted in Journal Impact Factor (JIF) publications.

## **2.2. Revision Parameters**

When discussing translation errors, Mossop (2007, p. 125) invokes twelve revision parameters organized into four groups so as to help revisers check for error types:

Group A – Transfer Problems (including accuracy and completeness);

Group B – Content Problems (subdivided into logic, facts);

Group C – Language Problems (as in smoothness, tailoring, sub-language, idiom and mechanics) and

Group D – Presentation Problems (namely, layout, typography and organization).

From my experience, when following these parameters, a trained reviewer may intuitively address all of them but distinct attention should repetitively be given to: 1) Is the message of the source text reflected in the translation? (Accuracy); 2) Are there any omissions or unnecessary additions? (Completeness) and 3) Is the sequence of ideas logical? (Logic). It follows that these are the main parameters to check for and, actually among these, accuracy is the most important feature of a translation.

Still, according to Mossop (p. 126) an accurate translation does not have to be a close one and accuracy does not mean that the translator must use vocabulary and sentence structures which are close to that of the source language. Furthermore, it also does not mean reproducing poor writing. Translations should not be as accurate as possible, but as accurate as necessary, given the type of text and the use to be made of the translation.

### **2.3. Types and Degrees of Revision**

It follows then that assorted types and even degrees of revision can be performed in the translation service process. It may depend on the client's request or else just on the translator's wish to obtain the above mentioned accuracy, again, depending on text type and translation use.

A common type of revision is self-checking or self-revision, which Mossop (2007) acknowledges

is intermixed with the drafting process; the self-reviser is familiar with the source text when the task begins; since the operation is on one's own work, the relationship to the translator is not a factor, and the temptation to substitute one's own translations or one's own approach to translation is not an issue. (p. 12)

In this kind of process, there is a risk of letting errors slip by due to the reviser being too familiar with the source text or then not even realizing that mistakes were made and require correction. In these cases, “slips” can, very often, go unnoticed.

As for unilingual revision, in which the reviser only reads the translation, either without looking at the source, or just referring to it occasionally, the process is obviously less time-consuming but it may not a good idea if high quality is required. Mossop (2007) refers to examples of revisers who attempt to use world knowledge and context to guess the intent of the source text and commonly end up with sentences which were wildly different in meaning from the original.

Alternatively, comparative revision implies relating the translation with its source and is obviously more time consuming since there is twice as much to read. Furthermore, it also takes time to compare the translation to the source text and consider whether it adequately reflects the intended meaning as planned.

When comparing the three above mentioned revision types, i.e. self-revision, unilingual and comparative revision, Mossop (2007) does not conclude in favour of one being necessarily more efficient than the other. He claims:

One might expect that there is no one method that yields the best results (i.e. everything depends on individual psychology), but on the other hand the whole point of empirical studies is to determine whether such expectations are true. For example, some people at workshops report that during comparative revision, they read a sentence or so of the translation first, and then the corresponding bit of source text, while others say they do the opposite. Does one of these produce better results? Or again, some people report that when self-revising, they think they make a change whenever they happen to see a problem, while others think they make certain kinds of change during drafting and other kinds during post-drafting, or certain kinds during a first read-through and other kinds during a second read-through. The latter sounds more organized and efficient, but does it actually produce better results? (p. 19)

It could well be argued that a full revision, following all of the parameters Mossop detailed in *Revising and Editing for Translators* (2007, p. 125) would entail a more complete if not “better” revision. Nevertheless, the concept of partial revisions seems to fulfil the requirements of the good enough approach and these are certainly more in agreement with limited budgets and deadlines, corresponding to much of the real world of today’s work in this field. Moreover, experience tells me that it often happens that

revisers are just requested to just carry out partial revisions. In these cases, clients may only want spelling or terminology to be checked, as the case may be.

### **3. POST-EDITING**

Even though terms such as ‘revising’, ‘post-editing’, ‘editing’, and ‘checking’ are often used by laymen almost interchangeably, they obviously carry very different connotations. In translation studies, post-editing and machine translation are undeniably inter-related and one cannot be defined without referring to the other. It, therefore, makes sense to begin by characterizing the contours of machine translation.

#### **3.1 What about Machine Translation?**

Dorr and colleagues (1999) propose a very accurate and unpretentious definition of machine translation: “[it] is a process consisting of the translation from one natural language into another performed by a computer system.” (p. 1) The interest of this definition lies precisely in the association of the natural and the mechanical. This is a clear sign of the technological development of our current society in which the bridge between the natural and the technological is constantly being crossed over in translation.

Truly, in a machine translation process the input text is inserted into a system which generates an output text corresponding to the translation and, thus, machine translation systems do not involve any human translators’ intervention. Even if not perfect, the result is often considered good enough to establish some equivalence between two (or more) given languages. This procedure was unheard of some decades ago but the technological advance witnessed in this field is making the nearly impossible almost viable.

The technology and methodology involved in machine translation has changed immensely over recent years. A quick overview of the history of machine translation (Carmo, 2017) can be made beginning with Rule-Based Machine Translation in which grammar and syntactic rules are analysed (identifying the deep structures of a source language sentence), transferred (finding the corresponding deep structure in the target) and then generated (creating a target language sentence from the deep structure). In cases

of language pairs which have very different structures, Example-based Machine Translation proposes a comparison of sets of parallel sentences. Neural Machine Translation is a system using mathematics to execute translations, whereas, currently the most developed method, Statistical Machine Translation, encompasses several different methods to produce a translated text without human intervention, but relying heavily on statistics.

The results of machine translation are quite varied and depend on many different factors, the most important of which is the type of text that is being translated. Nowadays, because most machine translation engines rely on large scale statistical databanks, they are so evolved that, if the source text is clear in terms of lexicon and syntax, then the target text will be equally comparable.

Since “[t]he main linguistic difficulty in MT is dealing with ambiguity” (Dorr, Jordan, & Benoit, 1999, p. 5), editing, or rather, pre-editing can be performed on the input text to assure maximum clarity and efficiency. By pre-editing, the natural language fed into the translation engine is controlled, the lexicon and syntax are simplified and in this way the machine is able to correctly analyse the source and produce reasonable quality translations.

Whereas in machine translation there is no human intervention, in computer-aided translation the human translator still plays an active role in the process and is assisted in the task by one or more tools, such as dictionaries, translation memories, glossaries, and terminology databanks. Technology has provided the translator with a vast array of easy access tools, which have, in all truth, accelerated the undertaking and made quality control more efficient.

### **3.2 The Future of Post-editing**

In an article on future trends in teaching translation technology, Frank Austermuehl (2013) starts off by making a rather bold statement when saying that “revising is the new translating”. A closer reading around this statement, points to the increased amount of source contents being machine translated and the consequent pressure to correct and adapt mediocre or “good enough” target texts into higher quality translations. As post-editing workflows become more common, Austermuehl states that “using professional translators

to revise and optimize, i.e. to post-edit translations produced by an MT system can lead to significant productivity gains.” (p. 331). Thus, when stating that “revising is the new translating”, the essential message to be taken away is that post-editing may, in fact, become the new translating.

The overall proliferation of machine translation has grown to such an extent that it has become easier to find a job as a reviser, or rather, post-editor than as a translator. Again, according to Austermuehl (2013), “A number of my recent graduates have managed to find permanent in-house jobs—not as translators but as revisers of MT”. (p. 331), and, it is in this context that the ambiguity between revising and post-editing has become more pronounced.

Koponen (2016) is in full agreement with Austermuehl when he adds “While MT fully replacing human translators seems unlikely, human-machine interaction is certainly becoming a larger part of the work for many professional translators.” (p. 132) It is also generally agreed that machine translated target texts are still far from being of publishable quality. It is therefore up to the post-editor to make them comprehensible, accurate and grammatically and stylistically appropriate. As such, the amount and scale of post-editing required to make them acceptable will obviously depend on a number of factors, such as language pair, pre-editing and the quality of machine translation engine.

#### **4. EDITING**

What then is the difference between revising and editing? Mossop (2007) claims that revisers find and correct mistakes in translations, while editors check texts that are not translations. In other words, revisers work on texts that may have interferences from another language, and they must keep an eye out for mistranslations and omissions, whereas editors only need to worry about interference in texts produced by native speakers.

Still when distinguishing between editing and revising, Mossop mentions that revisers need to pay attention to interference from the source language, and check for mistranslations since these could result in illogical structures and, consequently, incoherence. Alternatively, editing mainly requires careful analysis, critical thinking and a great deal of attention to detail.

An editing guide prepared by the Oxford Learning Institute of the University of Oxford (Guide to Editing and Proofreading) raises some issues to be asked when editing a text. A rephrasing of some of the most relevant questions included in this guide highlights some pertinent points to be considered in the editing process, be it of academic papers or otherwise. Some of these questions are: Is the introduction clear and purposeful? Does the purpose remain clear throughout the text? Are there any digressions? Do paragraphs include topic sentences? Are paragraphs confusing? Has every idea been given sufficient weighting? Have linking words been used appropriately to connect ideas? Is there a logical flow? Is the text a meaningful whole? Is syntax sentence vocabulary varied? Has the text been worded concisely? Are there any unnecessary filler words or clichés? Are statements evidence based? Is terminology consistent? Is the style appropriate? Is the conclusion concise and clear? Does the text meet the readers' needs?

I have found that even after a text has been diligently revised or post-edited, a final read-through is required. This is especially true if the text is meant for publication. It is at this point that details, such as checking for formality, spelling, missing words, punctuation, British or American English, etc., are in fact “edited” and finally corrected.

## **5. ACADEMIC PUBLICATIONS**

The focus of this paper is on the scientific writing in English of articles submitted for publication in scholarly journals with an impact factor. It therefore makes sense to consider the nuances of academic/scientific writing in English in today's academia.

### **5.1 Is English the Language of Academic Discourse?**

It is estimated that 20% of the world population speak English (Jenkins, 2009). This alone would be enough to justify it qualifying as the Global Language of today. Many economic, historical, social and civilizational factors contributed to this growth in English language speakers, such as the spread of the British Empire, the industrial revolution, the success of Hollywood, the American trade and industry boom and the World Wide Web. (Crystal, 2003)



English has gradually also become, almost exclusively, the language of science and evidence of this lies in the fact that even when publications are in other languages, at least, an abstract is included in English. Furthermore, many university departments require translations of thesis and dissertation abstracts in English, whereas some journals publish parallel versions of the same paper in two languages, one of which is always English. Additionally, citation indexes often include or emphasise English-language references above all others. Such practices, together, are starting to define a kind of linguistic policy: a lingua franca in science. Scientists and academics have started fearing that if they do not publish in English, they risk invisibility and, slowly but surely, scientific progress and recognition has become interweaved with the English language itself.

On a very practical level, if the final aim of any scientific research group is to share its work, and the results thereof, with as much of an ever more globalised community as possible, it certainly makes all the sense in the world to adopt a common language to do so. In this way, English is surely becoming the global reality of knowledge transfer and dissemination.

## **5.2 English for Academic Purposes**

According to Vassilis Korkas (2004), translator and researcher of on-line translation resources, “[a]n LSP (Language for Special Purposes) is defined as “a formalized and codified variety of language, used for special purposes [...] with the function of communicating information of a specialist nature at any level [...] in the most economic, precise and unambiguous terms possible” [...] its special features becoming evident at various levels, such as morphology, syntax and lexis.” (p. 21) Due to the formal context of academic publications, it goes without saying that the language required must be of a “specialist nature” using “economic, precise and unambiguous terms”.

Pisanski (2008), who is specially interested in the translation of texts for specific purposes, reflects on the double nature of academic discourse and describes it as “an apparent paradox” seeing that “academic writing is both universal (because it originates in the universality of science) and simultaneously variable (because it reflects cultural variation).” (p. 11) When considering some of the features of academic writing, a few of

the characteristics that come to mind are formality, precision of facts, clarity and objectivity.

Since I have decided to follow the American Psychological Association format in this paper, I am going to refer to some of the tips given in its Publication Manual (2010) devoted to the academic writing style it recommends. These include using the past or the present perfect tenses, short words and sentences, when possible, and specific language, as well as varying sentence length. Inversely, noun strings, jargon, wordiness, redundancy, colloquial expressions, pronouns such as ‘this, that, these and those’, illogical or ambiguous comparisons, third person references, when referring to yourself, and the editorial ‘we’ should be avoided. As can be seen, the nature of academic writing is varied and the style should adhere to the conventions adopted by the journal the article is going to be submitted to.

Similarly, the conventions of academic writing across languages also present substantial differences depending on the guidelines of the given journal. When working on academic articles intended for publication, especially in impact factor periodicals, the translator has the added task of considering an appropriate writing style. Very often, this implies translating as well as adapting. This is another example of yet one more unconventional category of translation. It is generally accepted that, when dealing with academic texts for publication, the translator needs to have an excellent domain of the subject-field, be a native speaker of the target language, i.e. English, and ensure the writing style deemed appropriate for the journal in question. Needless to say, the task at hand is far from simple and straightforward. Academic translation is multidimensional and involves complex issues and challenges ranging from genre, language, terminology, style and culture-bound conventions.

## **6. LINGUISTIC CHALLENGES**

Working with translation or any of its associated fields, such as revision, editing or post-editing, implies being fully at ease in manipulating language. At the same time, it is almost impossible to fully control language without considering the code that governs it. Though dreaded by many, linguistic norms and rules are unavoidable since as stated by Newmark (1988)

Grammar is the skeleton of a text; vocabulary, or, in a restricted sense, lexis, is its flesh; and collocations, the tendons that connect the one to the other. Grammar gives you the general and main focus about a text: statements, questions, requests, purpose, reason, condition, time, place, doubt, feeling, certainty. Grammar indicates who does what to whom, why, where, when, how. Lexis is narrower and sharper; it describes objects (animate, inanimate, abstract), actions, (processes and states) and qualities; or, roughly, nouns, verbs, adjectives and adverbs. Grammar indicates the relations between them, for instance through prepositions of time and place or through the shorthand of pronouns. (...) As translators, we are interested in grammar only as a transmitter of meaning. (p. 125)

Considering, therefore, that grammar is a conveyer of meaning, it follows that incorrect grammar conveys wrong meaning. This is equally true for translation. But what does this really mean? What is the difference between grammar and language? Quoting Hatim & Mason (1990), the liaison is interdependent: “(...) word order, sentence length, ways of presenting information, and so; all are language-specific.” (p. 5)

No language transfer is consistently perfect and errors in translation can have numerous causes but linguistically associated blunders are abundant and the “naïve transferral of source text patterns into the target text, increase[s] the likelihood of a functionally inadequate translation.” (Tack Erten, 2012, p. 207) As put by Aixelá (2009), “Lexical and syntactic interference in particular have traditionally been regarded as classic howlers, something to be systematically avoided because it work[s] against a fluent and transparent reading.” (p. 75)

Not all translation errors compromise the meaning of the source text and generate confusion or misunderstanding. Even though these errors do not prevent the reader from understanding the target text they can affect fluency or clarity. Conversely, some errors generate confusion and make the text more difficult to understand. Often the meaning of the target text is even changed. These errors include lexical selection, agreement, sentence structure, inappropriate verb tenses, preposition selection, noncompliance with terminology, etc. Such errors can be considered really critical when they have negative implications on the functionality of the translation service. In these cases, the target texts are regarded as far from acceptable.

All translation services, including revising and post-editing, imply dealing with linguistic challenges. Overcoming these challenges first depends on identifying them

appropriately. To better envisage the most common linguistic dilemmas encountered, when transferring Portuguese source texts into satisfactory English target ones, a table was drawn up, following the challenges that I myself have been facing on a regular basis.

My aim was to provide a schematic outline of the most common language issues that I have been dealing with over the years, be it when translating from scratch, or revising and post-editing texts that have already been translated. To organize this table, I drew on my own background knowledge of the English language rather than using a particular isolated theoretical basis. In my defence, I will add this table could well be theoretically founded on many of the translation studies' theories already mentioned in the first chapter of this paper.

As a language teacher, I have also constantly felt the need to refer to comprehensive descriptive English grammars (Downing & Locke, 2002; Quirk & Greenbaum, 1990; Ballard, 2001) and, therefore, now relied on these same theoretical notions as well. But language in general, and English in particular, is not a simple phenomenon and cannot be analysed in isolation. I, therefore, will not even attempt to strictly itemize the grammatical sources used to draw up this table, but will insist on the similarity of content in the multiple excellent English grammars available on the market nowadays.

As succinctly put by Quirk and Greenbaum (1990) "Grammar is a complex system, the parts of which cannot be properly explained in abstraction from the whole. In this sense, all parts of a grammar are mutually defining, and there is no simple linear path we can take in explaining one part in terms of another". (p. 11) Because of the complexity of language and the grammatical systems associated to it, would be restrictive and distorted to divide language into solid categories and I would certainly agree. The aim of the table below was not to isolate grammatical or lexical elements but simply to make them more visually perceptible. In my practical analysis of the challenges encountered when doing translation related tasks, the overlapping features of many of these categories is more than evident. Language allows for endless combinations of elements and corresponding patterns which are interdependent among each other. No category is really independent and many of the examples provided in the next chapter will certainly fall into various categories simultaneously.

<b>ACCURACY</b> relationship between source text and target text	<b>Mistranslation</b> wrong translation in the target language	<b>Overly literal:</b> direct translation of words, sentences and structures <b>False friends:</b> mistranslation <b>Lexical selection:</b> wrong word was used in the target language
	<b>Omission/ Addition</b> content is added or omitted in the target text	
<b>FLUENCY</b> communicative purpose of target text	<b>Coherence</b> text is not semantically clear, logic and consistent	
	<b>Inconsistency</b> a different translation of the same content is provided	<b>Words:</b> two or more different translations <b>Tenses:</b> same verb tense in the source language is translated by two different tenses
	<b>Punctuation/Spelling</b> incorrect or inappropriate	
<b>GRAMMAR</b> issues concerning grammar, syntax and morphology	<b>Function words</b> addition/omission or incorrect words that have a syntactic function	<b>Prepositions:</b> added, omitted or incorrect <b>Conjunctions:</b> added, omitted or incorrect <b>Determiners:</b> added, omitted or incorrect
	<b>Word forms</b> word used in the wrong form	<b>Parts-of-speech:</b> wrong word category or POS (noun, verb, adjective, pronoun, conjunction, preposition, determiner) <b>Agreement:</b> consistency in number, gender, case, person of syntactically related words <b>Tense/mood/aspect:</b> wrong selection
	<b>Word order</b> wrong word order	
	<b>Sentence structure</b> inappropriate sentence structure	
<b>PUBLICATION CONVENTIONS</b> academic writing /journal guidelines	<b>Register</b>	<b>Appropriate:</b> adequate register <b>Consistent:</b> use of formal and informal registers in the same text
	<b>Style</b>	<b>Agreement with Journal Guidelines:</b> nonconformity <b>Awkward:</b> un-natural <b>Repetitive:</b> irrelevant repetition
	<b>Terminology</b>	<b>Inaccurate</b> <b>Noncompliance with field of study</b>

Since all of my background has involved working into English, my interest lies in analysing the challenges set by the specificities of this target language in particular. All the examples provided in Chapter II will be taken from articles submitted/accepted for publication in journals with an impact factor. Drawing from the list of language difficulties provided in the above table, different linguistic challenges will be discussed in this next chapter and concrete examples will be given. The section on **Challenges of Translating Academic Discourse** will focus on an academic article that was translated from scratch from Portuguese into English (ANNEX I and ANNEX II), whereas the part on **Revising Translated Articles for Optimal Results** will provide examples of revision from a previously translated academic article (ANNEX III). **Post-editing Machine Translated Texts** will draw on samples taken from an article translated with the help of Google translator (ANNEX IV) and **Editing Specificities of Academic Publications** will show some of the requirements for editing academic/scientific articles due for final submission before publication in an academic journal with an impact factor (ANNEX V).

## CHAPTER II - PRACTICAL EXAMPLES

### 1. Challenges of Translating Academic Discourse

All scholarly work basically aims at dissemination and subsequent peer recognition. Academic research studies are rated on their publishing ratios and the world of academia is currently living under the dictatorship of impact factor journals published in English. Publications in other languages seem not to count as much and scholars are constantly under pressure to submit manuscripts to American, British and now, even, Australian journals. Needless to say, Portugal has not escaped this tendency!

Formal writing in Portuguese is miles apart from that of English, especially when considering academic writing. Whereas Portuguese privileges long winded, complex sentences, jam packed with multiple layers of meaning, the English approach is based on, what I like to call, the keep it simple and straightforward rule. This is a challenge for Portuguese scientists and academics who have often tried to get their work published, without success. Repeatedly their manuscripts have been rejected for language reasons rather than poor research quality.

Accordingly, I will dare say that the biggest challenge of translating academic discourse into English is “making it English enough” with the purpose of it achieving its ultimate aim of getting published. Both formal and dynamic equivalence are put to the test in the translation process, right up to the very moment of the journal’s acceptance of the English version. Up till then the “transfer” process must undergo all the necessary adaptations until it is transformed into a true English academic article. To put it bluntly, international academia has no room for articles written in Portuguese with English words. Hence, the source text’s equivalent effect relies on aiming at a publishable target text, according to the norms and style guidelines of the target language.

It thus follows that, when considering academic articles expecting to be published in journals with an impact factor, rather than leaving the whole question of equivalence up to the judgement of the translator, as suggested by Munday (2001, p. 43), safer ground will be trodden if greater attention is given to the style guidelines of the journal itself and the ensuing rules of formal academic writing in English (American Psychological Association [APA], 2010). If resorting to Pym’s translating solution of “changing

content” (2018) is deemed indispensable to qualify for publication in English, then should it not be taken into account?

In this section on **Challenges of Translating Academic Discourse** all examples given have been taken from ANNEX I (Source Text) and ANNEX II (Target Text) and have been organized into two columns in the tables below. The examples in the first column refer to the Portuguese source text and the ones in the second column correspond to the English translation. The line numbers have been given in brackets for easier identification when referring to both ANNEX I and ANNEX II for comparison.

In this translation a large percentage of the manuscript was re-organized and simplified. It will suffice to say that the final English version comprises less six pages than the Portuguese one. As already discussed, the rules and conventions for English scientific/academic writing are founded on the use of plain language rather than opaque syntax and lexis. Therefore, one of the crucial targets was simplification. Additionally, the journal guidelines for style were taken into consideration and basic rules of formal writing in English were followed, such as paragraph organization and including topic sentences to allow for effective clarity. A mere selection of some of the unique challenges encountered in the whole process will be presented, but many more are evident in the attached annexes.

Right at the very beginning of the Portuguese manuscript, there is an extremely long sentence accounting for a full paragraph. This is never done in English, i.e., in formal writing, you should never have one sentence equal to one paragraph. The target text, therefore, shortened the first sentence and included a supplementary one taken from the second paragraph of the source text.

As crianças e os adolescentes constituem um dos grupos mais vulneráveis de uma população, sendo que dentro deste grupo se destacam as crianças e adolescentes que estão privados do contacto com os seus progenitores por qualquer circunstância de vida (Fernández-Daza & Fernández-Parra, 2012). (1.48-51)	Children and adolescents who cannot grow up with their parents for whatever reason are an especially vulnerable group (Fernández-Daza & Fernández-Parra, 2012). In Portugal, most children and adolescents removed from their birth families are placed in Residential Care (RC), accounting for 7203 children, according to 2016 data (National Institute for Social Security, [ISS, IP], 2017). (1.43-47)
--	---



One of the constant challenges throughout the whole manuscript was the recurrence of extremely drawn-out complex sentences requiring simplifying. Examples are abundant of repetitive and uninformative content in these very long sentences which then became difficult to read and follow. Following the conventions of academic writing in English, language should be clear and concise and only what is relevant and necessary should be included in as few words as possible. The strategy that I resorted to was a combination of clear-cut omission, grammatical adaptation and formality change, in accordance with the Accuracy, Grammar and Publication Conventions categories of the table provided in the first chapter.

<p>Paralelamente à identificação e análise dos problemas emocionais e comportamentais presentes na população que vive em AR, torna-se fundamental compreender as competências psicossociais presentes, uma vez que estas podem funcionar como um fator protetor e assim alterar o impacto dos problemas de saúde mental no funcionamento pessoal (Achenbach, Dumenci, &amp; Rescorla, 2002; Broberg et al., 2001; Marinkovic &amp; Backovic, 2007). (1.96-100)</p>	<p>Considering that psychosocial skills are protective factors influencing the impact of mental health problems on one's individual functioning (Achenbach, Dumenci, &amp; Rescorla, 2002; Broberg et al., 2001; Marinkovic &amp; Backovic, 2007), it is fundamental to identify and address them. (1.80-83)</p>
<p>Num primeiro momento foram realizados testes de diferenças (t de student) para analisar as diferenças entre as médias dos problemas emocionais e comportamentais ... (...) Num segundo momento foram realizadas correlações bi-variadas de Pearson para analisar as correlações existentes entre competências psicossociais e problemas emocionais e comportamentais na amostra de jovens em AR. (1.225-233)</p>	<p>Student T tests were used in the comparison analyses with normative data (Achenbach et al., 2014) and Pearson correlations were used to explore existing relationships between the study variables. (1.178-180)</p>

In an attempt to streamline the above mentioned overtly complex discourse in the source text, the English translation often simply omitted unnecessary linking terminology and filler words and expressions. Again, examples are abundant but only a few will suffice to show the level of conciseness accomplished.

Esta problemática parece dever-se ao facto de ... (1.128,129)	This may be due to ... (1.300, 301)
Neste sentido, considerando o grande número de crianças em AR em Portugal e a elevada prevalência de problemas emocionais e comportamentais nesta população ... (1.137,138)	Considering the high number of children in RC in Portugal and the high incidence of emotional and behavioral problems in this population ... (1.109,110)
Os principais motivos que levaram ao acolhimento destes adolescentes foram os seguintes ... (1.156,157)	The participating adolescents were in RC due to... (1.126)
Relativamente à tipologia das casas, 151 participantes estavam em casas masculinas ... (1.163)	A hundred and fifty-one participants were in centers just for boys ... (1.131)
No que diz respeito às diferenças associadas ao sexo, os resultados encontrados vão de encontro com o estudo de Baker e colaboradores (2007) no qual as adolescentes do sexo feminino apresentaram níveis mais elevados de psicopatologia e de problemas comportamentais do que os rapazes, indicando um maior grau de desajustamento psicológico. (1.389-392)	Female adolescents showed higher levels of psychopathology and behavior problems than male adolescents, as in Baker et al. (2007) who also reported less psychological adjustment in girls in RC. (1.276,277)

Scientific English writing has its own style and rhythm, such as the use of the passive voice even though it is considered poor English in most other forms of writing (news, novels, blogs, etc.) outside of science. The most recent version of Microsoft Office Word will even highlight the passive voice as poor grammar and ask to rephrase. However, the use of the passive voice is acceptable and even encouraged in academic writing. Keeping to this writing and publication convention was also contemplated in this translation process.

Importa sublinhar, que adicionalmente a estes fatores de risco, existem outros fatores de risco prévio os quais levaram ao acolhimento das crianças e que devem ser considerados no desenvolvimento dos problemas apresentados pelas crianças, nomeadamente elevados níveis de punição parental, maus-tratos, stress familiar (Campbell, Shaw, & Gilliom,	Risks associated with RC and the early adversity justifying removal from the birth family, namely high levels of harsh parental punishment, maltreatment, family stress (Campbell, Shaw, & Gilliom, 2000) and parental negligence (Mäntymaa et al., 2012) are interrelated and cumulative (Gutman, Sameroff, & Cole, 2003). (1.61-64)
---	---

2000) e negligência parental (Mäntymaa et al., 2012). (1.72-76)	
As competências surgem de aprendizagens adquiridas nos diferentes contextos de vida da criança que impulsionam o colocar em prática uma série de estratégias e habilidades para fazer face à experiência, a qual poder ser percecionada como negativa ou positiva (Ison-Zintilini & Morelato-Giménez, 2008). (1.100-104)	Psychosocial skills are acquired in different life contexts promoting the practices of different strategies and behaviors when coping with positive and negative experiences (Ison-Zintilini & Morelato-Giménez, 2008). (1.83-85)
Neste âmbito é essencial implementar ações de avaliação da qualidade das casas de acolhimento, (...) por forma a promover uma gestão adequada dos comportamentos dos adolescentes ... (1.478-480)	So, assessment of children's needs and RC services must be made simultaneously at a given moment. (1.326,327)
É fulcral transformar os contextos de acolhimento em ambientes de qualidade e securizantes para os adolescentes. (1.477,478)	Procedures to systematically assess RC quality must be implemented both internally and externally ensuring the child's best interests. (1.347-349)

The Portuguese prose of the source text was unnecessarily formal, repetitive and drawn-out, using overly expansive vocabulary that was impenetrable or not well-defined. The English translation tried to avoid problems associated with opaque writing and the overuse of complex or obscure terminology, corresponding to the publication conventions of the respective journal guidelines, as classified in the table of linguistic previously challenges provided.

impulsionam o colocar em prática (1.102)	promoting the practices (1.83)
no âmbito do contexto de lazer (1.106)	hobbies (1.87)
qualidade superior no desempenho das mesmas (1.335)	they do so better (1.239)
sintomatologia (1.365)	symptoms (1.260)

Since four comparative tables are provided within the article and given that tables are supposed to be graphically explicit, in scientific terms there is no need to supply repetitive and detailed accounts of table contents. Redundant descriptions of the four tables in the Portuguese original were simply eliminated (ANNEX I p. 8, 9, 11, 12, 13,

14, 15) in the target text and a short, clear and straightforward reference to each table was considered amply fitting.

Como é possível observar na Tabela 2 ... (...) É ainda possível observar na Tabela 2 que na maioria das competências psicossociais avaliadas a partir da YSR existem diferenças significativas entre as duas amostras. (1.238-243)	Table 2 shows... (...) Significant differences in most of the YSR psychosocial skills scales were also observed. (1.184-187)
--	--

In accordance with the accuracy, fluency and grammatical challenges pointed out in the table of the previous chapter, another strategy that was commonly used to avoid needlessly complex syntax and overuse of complicated sentences was that of inversion. The aim was to achieve a clearer and more elegant prose and, quite often, one sentence was divided into two for objectivity and simplicity, as can be seen below:

Neste estudo participaram 443 adolescentes (50.1% do sexo feminino), com idades compreendidas entre os 11 e os 18 anos (M=15.42, DP=2.33), que estavam integrados em 45 casas de acolhimento em 10 distritos de Portugal, há 39 meses em média (DP=38.92, variando entre 1 e 192 meses). (1.151-154)	Four hundred and forty-four adolescents (50.1% female), from 11 to 18 years of age (M=15.42, DP=2.33), participated in this study. They had been placed in 45 RC centres across 10 districts in Portugal for an average of 39 months (DP=38.92, ranging from 1 to 192 months). (1.121-123)
--	--

Dividing the article into explicit subsections was also considered necessary towards the end of the manuscript. The Portuguese version was confusing in terms of content and, by adding an extra section on **Limitations** (ANNEX II p. 16) before the last section entitled **Conclusions and Implications for Practice** (ANNEX II p.16), this part of the text became more focused, organized, effective and easy-to-understand. This was also done in agreement with the Journal Style Guidelines.

The biggest challenge in translating ANNEX II was trying to adapt the Portuguese style of academic writing into that of English. The overtly complicated structures and dense vocabulary of the source text presented ample challenges requiring careful thought and attention.

ANNEX II was published, with the title “Emotional and Behavioral Problems and Psychosocial Skills in Adolescents in Residential Care”, in an acclaimed journal on issues

in the field of social work and focusing on social work practice with children, adolescents, and their families. The scientific journal ranking (SJR) of this periodical, namely, *Child and Adolescent Social Work Journal* (CASW), was 0.444 in 2018 and the document online identification of the article is: 10.1007/s10560-018-0594-9

## **2. Revising Translated Articles for Optimal Results**

Publishing academic articles in journals with an impact factor is a lengthy and painstaking task for English native speakers, let alone non-native ones. When the manuscript is first submitted, it is initially analysed by the journal editor who may, on his own, decide to reject publishing it on numerous grounds. Amongst many other reasons could be the inappropriateness of the topic or the quality of the research content as deemed not good enough for the standards required of the journal.

Nevertheless, if the article is approved by the editor, it is then sent for blind peer review. Normally, at least three reviewers are involved in this process. Once all the reviewers' comments are collected, they are sent back to the author/s together with an indication of the journal's decision. Decisions can vary from acceptance with minor improvements, acceptance with major changes, resubmission with slight adjustments, resubmission with considerable improvements, rejection with invitation to revise and resubmit or straightforward rejection. If the research topic is worthwhile and the journal is interested in the publication of the article, the manuscript can undergo various blind peer reviews and thus receive numerous suggestions of improvements, to the point where the article is practically re-written. It is not unheard of to have this procedure go on for as much as two years. This is what happened to ANNEX III. After a rather long process of revising and improving, it has just been accepted for publication in an acclaimed journal on social work and family studies, with an impact factor of 1.727 in 2017. In this case, the content of the article itself was adjusted and developed to the point where even the title was changed. ANNEX III is titled "The Role of Parental Meta-Emotion on Adopted Children's Social Competence", but the published version was changed to "Adopted Children's Social Competence: The Interplay between Past and Present Influences". It was a lengthy process but, in the end, the payoff was worth it.

In today’s global academic environment, self-translation (Montgomery, 2009) is quite common. This can be done due to the author’s partial knowledge of English and consequent pride in undertaking the task on his own or then other more pragmatic factors such as budgetary constraints. ANNEX III was, in fact, self-translated but feedback from the journal, when submitted for publication, pointed to major linguistic revision. I, therefore, resorted to comparative revision and constantly related the translation with its source text. I also tried to aim for a more complete revision (Mossop, 2007) considering the ultimate aim of the article, i.e. publication.

In this section on **Revising Translated Articles for Optimal Results** all the examples have been taken from ANNEX III. The examples prior to revision have been arranged in the first column of the tables below, and the ones in the second column correspond to those that have already been revised. The line numbers have been given in brackets for easier identification when referring to ANNEX III for comparison.

It goes without saying that it is very difficult for a text to read well when there is constant interference of false friends and extremely literal translations. Incorrect lexical selection can influence coherence to the point where a manuscript may become bewildering. I would say that checking lexical coherence is at the top of any reviser’s list since getting excellent readability scores is one of the main targets of any revision. ANNEX III offers fitting instances of perplexity resulting from incorrect lexical choices. Confusing “colleagues” and “peers” in a scientific article would surely have led to major misunderstandings, but many more examples of these accuracy challenges already presented in the table of the previous chapter can be seen below:

hypotheses concern	hypotheses are related to (1.5)
relations	relationships (1.56, etc.)
by colleagues	by peers (1.57)
in evidencing prosocial behaviours	in displaying prosocial behaviours (1.56, 57)
assume a preponderant role	play a predominant role (1.121)
attachment relationships that can function as development promoters	attachment relationships that can become development promoters (1.127, 128)
a broader investigation named ...	of a broader investigation titled ... (1.271)
authorization	permission (1.286)
The data collection was made ...	Data collection was carried out (1.287)
negative responses the parents manifested	negative responses showed by parents (1.383)

adoptive parents exhibit more positive responses	adoptive parents reported more positive responses (1.483, 484)
formation	training (1.495)
intervention should demonstrate the importance	intervention should show the importance (1.495, 496)

In the comparative revision of ANNEX III, extra added care was given to checking for accuracy and making sure that no content was added or omitted in the target text. When words were overly literally translated, equivalence was undermined and sometimes the addition or omission of some extra language was deemed necessary to adapt the revised version to the original meaning of the source text.

constituted	made up of (1.237)
These correlations and others nonsignificant correlations between the variables in study are presented in Table 2.	These correlations and other nonsignificant ones are presented in Table 2. (1.334-336)
When it comes to social skills, differences was found in the social skills scale	Furthermore, significant mean differences were found in the social skills scale ... (1.338, 339)
Despite that and with the exception of ...	With the exception of ... (1.362)
It was found that the more positive responses ...	The more positive responses ... (1.378)
the mothers showed to manifest more positive responses	the mothers showed more positive responses (1.374)
As such, it was verified that lower levels of social skills are predictors of higher levels of problem behaviours and vice-versa.	As such, lower levels of social skills were predictors of higher levels of problem behaviours and vice-versa. (1.507, 508)

Fluency in scientific writing is of utmost importance. A scientific text should be especially clear and accurate, so as not to allow for misunderstandings. Any flaws in coherence and consistency automatically imply scientific imperfections and inconsistencies too. In the unrevised version of ANNEX III, the lack of fluency was another of the challenges, as specified in the table of Chapter I, and even impaired full scientific perception at times.

However, researcher's designs that have compared institutionalized children,	However, research comparing institutionalized children, adopted ones
--	--

adopted children and their nonadopted colleagues showing that most adoptees display good adjustments.	and their nonadopted peers show that most adoptees display good adjustments. (1.104, 105)
In this study, that presented good to excellent internal consistency values ...	In this study, good to excellent internal consistency was presented ... (1.243, 244)
It was also signed (at 16/09/2013) a specific collaboration protocol with the Public Institute (ISS, IP) that allowed for the selection of the adoptive families by the adoption services in the North and Center of Portugal. This selection was made taking into consideration two criteria: the child had to have 8 to 10 years old and be at their adoptive families at least for one year.	A specific collaboration protocol with the Institute of Social Security, (ISS, IP) was also signed, which allowed for the selection of the adoptive families according to two criteria: age of adoptees ranging from 8 to 10 years and at least a year after adoptive placement. (1.274-279)
The SSIS-RS statistics for all subscales are presented in Table 1.	Table 1 presents the descriptive analyses for the SSIS-RS. (1.305, 306)
It wasn't found any significant differences in the positive parental responses according to the kind of experiences lived by the child in his/her biological family.	Additionally, the positive/supportive parental responses did not vary according to the kind of experiences lived by the child within his/her birth family. (1.388-391)
However, this limitation is overcome in the investigation project where this study is integrated, given that the data on social competence was collected with the adoptive parents, the child's teacher, the child him/herself and his/her colleagues.	<i>Text was considered so incoherent and uninformative that it was simply cut.</i> (1. 515 – 518)

Spelling and punctuation were not considered major challenges in this revision of ANNEX III and did not interfere greatly with the communicative purpose of the target text. Nevertheless, some mistakes were found and corrected. The first two examples are related to spelling and the third is a non-defining relative clause.

<b>Perspetive</b>	<b>Perspective</b> (1.304)
Table 3 shows the intecorrelations	Table 3 shows the intercorrelations (1.348)
little is known about the family processes in adoption (Palacios, 2010), which promote the development ...	little is known about the family processes in adoption (Palacios, 2010) which promote the development ... (1.41)



As would have been expected in a text which had not been professionally translated, numerous grammatical inaccuracies were identified during the revising process. In line with the table of linguistic challenges presented in Chapter I, function words will be discussed first. Essentially, prepositions in English are already considered a challenge on their own. When self-translating from Portuguese into English as a non-native English speaker, I would say that these are probably the most difficult function words to get right. Incorrect prepositions were constantly identified but only some examples will be given.

focused in the impact	focused on the impact (1.34)
In the study of parental functioning...	In a study on parental functioning ... (1.133)
This study sought to fill this research gap	This study sought to fill in this research gap (1.202)
evaluated with the translated and adapted Portuguese version	evaluated by the translated and adapted Portuguese version (1.261)
on the birth family	in the birth family (1.340)
between	among (table 3)
on Table 4	in Table 4 (1.410)
entered by the following order	entered in the following order (1.411, 412)
similar to what was found on conventional families	similar to what was found in conventional families (1.479)

In relation to text cohesion, connecting sentences and corresponding ideas is of utmost importance, especially in academic writing. In the unrevised version of ANNEX III, linking expressions posed numerous problems and often interfered with content apprehension. Examples below include incorrect relative pronouns and even introductory linkers to new paragraphs and serve as examples of some of the incorrect function words mentioned in the table of linguistic challenges previously specified.

found that adopted boys evidenced more prevalence of hyperactivity and communication problems than nonadopted boys, while adopted girls presented higher rates of depressive symptoms	found that adopted boys displayed a higher prevalence of hyperactivity and communication problems than nonadopted boys, whereas adopted girls presented higher rates of depressive symptoms (1.90-93)
these children, which were victims	these children, who were victims (1.451)
When it comes to the parental meta-emotion it was verified that the adoptive parents ...	In relation to the parental meta-emotion, adoptive parents ... (1.470, 471)

Determiners were some of the other problem function words accounting for a large number of language mistakes. Because the use of articles in general differs in the Portuguese/English language pair, inaccuracies were plentiful. Possessive pronouns and adjectives were also usually incorrectly used, as can be seen in the following examples:

Early experiences of neglect have been considered particularly negative for the child's development (Pears & Fisher, 2005).	Early experiences of neglect have been considered particularly negative for a child's development (Pears & Fisher, 2005). (1.64, 65)
absence of an individualized care	absence of individualized care (1.67)
namely by adoptive family's characteristics, interactions within and outside the family ...	namely by the adoptive family's characteristics, the interactions within and outside the family ... (1.76)
neglect within the birth family	neglect within their birth family (1.66)
According to Cruz (2013) the parental socialization of child's emotions involves: being aware of low intensity emotions, both theirs and their child; view the child's...	According to Cruz (2013) the parental socialization of the child's emotions involves: being aware of low intensity emotions, both of theirs and their child's; viewing the child's ... (1. 137-139)
(the most of them in residential care)	(most of them in residential care) (1.444)
The adopted children who suffered neglect ...	Adopted children who suffered neglect ... (1.449)
the fact that the adoptive parents exhibit more positive responses	the fact that adoptive parents reported more positive responses (1.483, 484)
A proper formation and/or intervention with the adoptive parents should alert them to the negative impact of ...	Proper training and/or intervention with adoptive parents should alert them to the negative impact of ... (1.493, 494)

In terms of word forms, the irregular plural was repeatedly incorrectly applied, as in words ending in "is" in the singular changing to "es" endings in the plural. This issue of incorrect agreement/consistency in number was considered of utmost importance because the scientific content of the text was at risk, such as when multiple "analyses" were presented as a single "analysis". Participle clauses were also used inappropriately or for no justifiable reason. Other serious inconsistencies were incorrect verb tenses or verb concord.

hypothesis	hypotheses (1.4)
Pearson correlation coefficient and analysis	Pearson correlation coefficient and analyses (1.295)

These empirical evidences confirm differences between adopted and nonadopted children ...	This empirical evidence confirms the differences between adopted and nonadopted children ... (1.99, 100)
experience emotionalities	experience emotionality (1.155)
the main objective of this study is to analyse ...	the main goal of this study was to analyse ... (1.205)
mainly if there was greater pre-adoption adversity	mainly if there had been greater pre-adoption adversity (1.95)
... it is the child's first socialization context, being parents the first socialization agents.	... it is the child's first socialization context, but parents are the first socialization agents. (1.120)
... more years of schooling was related to lower parental reactivity/responses ...	... more years of schooling were related to lower parental reactivity/responses ... (1.500, 501)

Sentence structures in the unrevised version of this article clearly showed first language inference and this, besides being grammatically incorrect, also negatively influenced general fluency and the overall style of the manuscript. Very often some of these sentences were quite undecipherable and required streaming down and careful restructuring.

It is necessary to prepare adopters to know about the impact of socialization practices of children's negative emotions in their adoptees' competence negative emotion socialization practices on children's social competence.	Adoptive parents should be aware of the fact that socialization practices concerning children's negative emotions are associated with adopted children's social competence. (1.19-23)
Not all children are raised in conventional family environments and adoption is a way of growing a family which is increasingly on the rise.	Not all children are raised in conventional family environments and growing up in an adoptive family is becoming more and more common. (1.28-30)
In adopted children this developmental trajectory is often different, as, most of the times, in early years, the attachment figure is absent and unable to provide this socializing role.	The adoptees' developmental path is often different, due to the attachment figure being absent and/or unable to provide this socializing role, during their early years. (1.122-125)
The difference between the two positive/supportive and negative/nonsupportive parental responses showed to be significant and ...	The difference between the positive/supportive and negative/nonsupportive parental responses was significant and ... (1.353, 354)

The descriptive analysis allowed to verify that the problem ...	Descriptive analyses permitted checking that problem ... (1.356, 357)
---	---

In many ways word order and sentence syntax go hand in hand. As would have been expected from a self-translated text, the word order in the unrevised article reflected the translator’s first language and was basically awkward and unnatural. In scientific writing, incorrect word order can imply scientific imprecision, as is the case of the word “altogether” given in the example below.

These studies have concentrated, mainly, on their physical ...	Mainly these studies have concentrated on their physical ... (1.36)
schooling years	years of schooling (. 332)
negative responses were correlated positively with each other	negative responses were positively correlated with each other ... (1.363, 364)
These four predictors explained altogether 48% of the variance	These four predictors altogether explained 48% of the variance (1.416)
with an adversity past	with a past of adversity (1.489)

When revising ANNEX III, journal publication conventions were likewise considered and the text was duly adapted. Because the article was being submitted to an American journal, all previously inconsistent spelling was properly converted into American English. Formality was also adjusted and all the contractions were eliminated.

reanalysed	reanalysed (1.90)
didn’t received any financial compensation.	did not receive any financial compensation. (1.289)
analysed	analyzed (1.291)
The adoptive parents didn’t differed on their ...	Parents did not differ in their ... (1.376)
child’s negative emotions didn’t show	child’s negative emotions did not show (1.475, 476)

This academic manuscript is about adopted children and residential care within the broader field of study of social welfare and family relations. Some of the specific terminology and its inaccuracy or noncompliance with this field of study was corrected. Once again, most mistakes reflected first language interference.

foster care	out-of-home care (1.207)
parental education	the parent’s schooling (1.208)

family contexts	family settings (1.230)
-----------------	-------------------------

A final reading of ANNEX III revealed a minor detail in one of the sub-headings in terms of capitalization and non-conformity with the journal guidelines. The example below speaks for itself.

<b>Social Skills Improvement System-Rating Scales – parents form (SSIS-RS; Gresham &amp; Elliott, 2008).</b>	<b>Social Skills Improvement System-Rating Scales – Parents Form (SSIS-RS; Gresham &amp; Elliott, 2008).</b> (1.259, 260)
--	---

Revising ANNEX III was an exhaustive and time consuming process. As already stated, the original manuscript was improved various times, both in terms of content and language wise. This is precisely why I chose to include this example herein. The challenges were many but they were all overcome and the article is currently in press. Therefore, no other manuscript could have been more befitting to the aim of this paper of discussing the challenges of revising academic discourse, especially when intended for publication in a high impact factor journal with peer review, as was the case.

### **3. Post-editing Machine Translated Manuscripts**

Academics do not always manage to guarantee the necessary funding to assure adequate translations of their manuscripts and, thus, very often resort to online machine translations to get through chunks, if not all of their papers. It is well known that the final quality of a machine translated text highly depends on how well it is pre-edited. Considering the complexity of the syntactic structures and the dense vocabulary inherent to the Portuguese academic writing style, it follows that a high level of pre-editing is required to guarantee an acceptable target text. The author’s inability or unwillingness to perform adequate pre-editing will thus contribute to poor, and possibly even unacceptable/unintelligible target texts. It is precisely when the target text harbours an ulterior aim, such as that of being accepted for publication in a peer reviewed academic journal, that the pre-editing phase should be taken seriously to assure moderate results. When this does not happen, post-editing a very weak machine translated text becomes a mammoth task. In many cases, the question remains whether it would not be easier and less time consuming to start the translation process from scratch.

ANNEX IV is an example of a very time consuming post-editing exercise. The linguistic challenges were constant and daunting. A few cases will be given by the way of example, bearing in mind that many mistakes were repeated countless times. In this section on **Post-editing Machine Translated Manuscripts**, examples prior to revision have been arranged in the first column of the tables below, and the ones in the second column correspond to those that have already been revised. The line numbers have been given in brackets for easier identification when referring to ANNEX IV for comparison.

In terms of the relationship between the source text and the machine translated version, some accuracy problems were identified. Many of these involved mistranslations, in which terms were translated overly literally, the lexical selection was incorrect or false friends were detected, as specified in the table of linguistic challenges provided in Chapter I.

history	story (1.39, etc.)
most adoptees who experienced significant levels of loss also evidenced relation and trust problems	most adoptees who experienced significant levels of loss also showed relationship and trust problems (1.112,113)
the rupture of relations that could be felt	the breakdown of relationships that could be felt (1.129,130)
The feelings of loss are often manifested by negative feelings	The feelings of loss are often displayed by negative feelings (1.139)
With the emergence of adolescence	With the beginning of adolescence (1.200, 201)
feelings of differentiation from the adoption family	feelings of difference (1.209)
the loss of significant figures	the loss of significant persons (1.367, 370)
difficulties of identification with the adoptive family	difficulties in identifying with the adoptive family (1.372, 373)
comprehending	realizing (1.522)
these motives for abandonment were ...	the reasons for abandonment were ... (1.570, 571)
... research that focuses on this subject is rare and mostly obsolete.	... research that focuses on this subject is scarce and mostly outdated. (1.236, 237)
participants enunciated one difficulty	participants acknowledged one difficulty (1.381)
enunciated	disclosed (1.390)
enunciated	referred (1.382)

... with positive feelings often related to the gains adoption made possible for them	... with positive feelings often related to the gains permitted by adoption (1.73)
Many families continue to differentiate adopted and birth children ...	Many families continue to distinguish between adopted and birth children ... (1.92)
the exploration of the experiences, feelings and attitudes of the adopted adolescents	the identification of the experiences, feelings and attitudes of the adopted adolescents (1.37)
Participants thought that their adoptive parents facilitated their integration ...	Participants thought that their adoptive parents made their family integration very easy... (1.423, 424)
... adoptive parents facilitated their ...	... adoptive parents promoted their ... (1.544)

Some translation accuracy issues were related to unnecessary addition of content words, or else their inappropriate omission. Not always do content words have exactly the same correspondence in language pairs and machine translation engines are not capable of making adequate adaptations.

The vast majority of adolescents	Most adolescent adoptees (1.416)
notably (a) the rejection	such as (a) the rejection (1.374)

Many challenges related to aspects of fluency were found while post-editing ANNEX IV in terms of incoherence and inconsistency, thus affecting the communicative purpose of this target text. This machine translated transcript was difficult to read and, quite frankly, very often, almost impossible to decipher. Fluency was inhibited by a text which was not semantically clear, logic and consistent.

The present study aims at analyzing the feelings of loss inherent to adoption which included the curiosity concerning the birth family and pre-adoption life, as well as, adopted adolescents' negative feelings related to adoption.	The present study aims at analyzing adoption related feelings which include the feelings of loss and the ensuing curiosity about the birth family and pre-adoption life. (1.30-34)
However, the process of building a coherent narrative, that includes past, present and future, can be challenging for adoptees, since they must face discontinuities in their family history, information gaps about their pre-adoption	However, the process of building a coherent biographic narrative, which includes the memories from the past, the present experiences and the future projects, can be challenging for adoptees, since they must face discontinuities in their family story and information gaps

life, and deal with the feelings of being different (Grotevant, 1997).	about their pre-adoption life, as well as dealing with feelings of being different (Grotevant, 1997). (l.82-87)
Therefore, authors concluded that the experience of loss is determined by the way children manage the negative feelings about their life history as a whole.	Therefore, the experience of loss can be determined by the way children manage their negative feelings about their life story as a whole. (l.116-118)
Based on the above inter-correlations, in order to verify that feelings related to the adoptive status are predicted by the manifestations of loss, a hierarchical multiple regression was conducted ...	Based on the above inter-correlations, in order to identify the predictors of the feelings related to the adoption experience, a hierarchical multiple regression was conducted ... (l.464)
This study has some limitations. The first limitation is the participation bias ...	This study has some limitations. The first one is the participation bias ... (l.609)

Punctuation was not a major issue in simple chunks of the machine translated target text. Nevertheless, and quite without apparent justification, non-defining relative clauses did seem to get through the automated system, proving that relative clauses are not as straightforward as one would imagine.

, that includes the memories from	, which includes the memories from (l.83)
individuals, that will change	individuals that will change (l.171)

Grammar issues were abundant and I will not even attempt to list all of them. Again, only some examples will be given, beginning with function words, which were, more often than not, translated incorrectly, namely prepositions, conjunctions and determiners.

Adopted adolescents begin to understand adoption in a social point of view, with positive and negative implications.	Adopted adolescents begin to understand adoption from a social point of view, with positive and negative implications. (l.221)
depending in	depending on (l.106)
way children manage the negative feelings	way children manage their negative feelings (l.117)
... better understand themselves and equate past, present and future.	... better understand themselves and link the past, present and future. (l.215, 216)
On the other end, the authors also found children who experienced constant and very intense ...	At the same time, these authors also found children who experienced constant and very intense ... (l.122)



As would have been expected, in terms of word categories, i.e. incorrect parts of speech, and inconsistent agreement of tense, mood and aspect, these selections were often miscalculated by machine translation engines, be it for inappropriate pre-editing or otherwise. The examples below show some real blunders such as “who’s” instead of “whose”. Articles and possessives also presented problems.

for professionals who’s goals are to lessen the negative ...	for professionals whose goals are to lessen the negative... (1.607)
... realizing that adoption does not only means to gain a family, but also losing one.	... realizing adoption does not only mean gaining a family, but also losing one. (1.522, 523)
... half of the participants (55.7%) were able to identify the worst thing that happened to them as a result of adoption ...	... half of the participants (55.7%) were able to identify the worst thing that had happened to them as a result of adoption ... (1.398, 399)
the fact that they do not know or do not understand the reason	the fact that they did not know or did not understand the reasons (1. 399, 400)
have impact not only in the way ...	have an impact not only on the way ... (1.103)
plans of search of their origins	plans of searching for origins (1.213)
The data evidenced the existence of a significant strong positive correlation ...	There was a significant strong positive correlation... (1.407)
Although most participants refer not to harbor any concerns ...	Although most participants referred not holding any concerns ... (1.524)
... in the geographical area of the study (a district in the North of Portugal), existed 410 adoptive families ...	... in the geographical area of the study (a district in the North of Portugal), there were 410 adoptive families ... (1.331, 332)

Re-organizing word order, so as to provide accurate and succinct information, was deemed a regular concern. Very often, inappropriate word order was misleading and confusing.

The 9 items regarding the loss inherent to the adoptive status were subjected to an exploratory factorial analysis through Principle Component Analysis.	An exploratory factorial analysis through Principal Component Analysis was conducted with these 9 items regarding adoption related losses. (1. 295-298)
The feelings of loss were assessed by the Adopted Adolescents Interview which allows for the exploration of the experiences, feelings and attitudes of ...	The data was collected using the Questionnaire of Adoption related Feelings and the Adopted Adolescents Interview which allows for the

	identification of the experiences, feelings and attitudes of ... (1.35-38)
caregivers with whom adoptees have established a relationship with	significant previous caregivers (1.63, 74)
The understanding of the child about adoption depends on their developmental and cognitive level, and an association seems to exist between development and the experienced loss (Brodzinsky, 2011).	A child's awareness about adoption depends on his/her cognitive developmental stage, and an association seems to exist between development and the loss which was experienced (Brodzinsky, 2011). (1.134-137)

Sentence structure was a constant battle and required relentless adjustment. As would be normally expected from a source text without any previous pre-editing, the machine translated version generally maintained the original Portuguese syntax. Most of the times, it was quite incoherent, as can be seen in the examples below:

Also, as the developmental level progresses it is common for adopted children to think of themselves as totally different from their ...	Also, as adopted children develop, they realize that they are different from their ... (1.190)
Similarly, adolescents who reported that there is something that makes them sad related to adoption enunciated more difficulties associated with their adoptive status ( $M = 1.23$ , $SD = 0.88$ ) than adolescents who didn't ...	Adolescents, who reported that there was something related to adoption that made them feel sad, disclosed more difficulties associated with their adoptive status ( $M = 1.23$ , $SD = 0.88$ ) than adolescents who did not ... (1.390-392)
Therefore, with the development of concrete thinking children begin to realize that adoption does not only mean to gain a family, but also the loss of another.	Therefore, with the development of logical thinking, children become aware that adoption does not only mean gaining a family, but also losing another one. (1.196, 197)

In the unrevised version, publication conventions, as mentioned in the table provided in Chapter I, were not even taken into consideration, as one would expect from machine translated engines. Formal and informal registers were consistently mixed up throughout the manuscript and contractions were often used. Keeping to the correct English language variation, i.e. New Zealand English, as required by the journal guidelines was also not considered and other explicit journal specificities were also overlooked, such as writing numbers below ten out in full.

couldn't	could not (1.56)
families who didn't take care of their children	families who did not take care of their children (1.101)
weren't	were not (1.133)
were analyzed	were analysed (1.342)
... fifteen the loss of significant figures, 9 to have been adopted and 5 the birth family characteristics.	... 15 the loss of significant persons, nine having been adopted and five, the birth family characteristics. (1.401)
... 6 participants were afraid of being removed from their adoptive families and 3 expressed ...	... six participants were afraid of being removed from their adoptive families and three expressed ... (1.382)

The overall writing style was generally awkward and very repetitive. Streamlining content and syntax was a constant concern. Many of the examples already given for sentence structure and general fluency are also applicable here in agreement with the journal guidelines.

Adoption unites distinct life trajectories, providing children who couldn't grow up with their birth families the possibility of experiencing a family environment ...	Children who could not grow up with their birth families can experience a caring family environment ... (1.56-58)
Therefore, authors concluded that the experience of loss is determined by the ...	Therefore, the experience of loss can be determined by the ... (1.116, 117)
The participants of this study were 81 adopted adolescents, 43 male (53.1%) and 38 female (46.9%), aged between 12 and 22 years old ( $M = 15.12$ , $SD = 2.39$ ).	Eighty-one adopted adolescents, 43 male (53.1%) and 38 female (46.9%), aged 12 to 22 ( $M = 15.12$ , $SD = 2.39$ ) participated in this study. (1.247)

Inaccurate terminology and terminological noncompliance with the field of study at stake was consistently identified. This is not surprising since machine translation engines, no matter how sophisticated, are still generic by nature.

biological family	birth family (1.32, etc.)
their family of origin	their birth family (1.121)
Higher values represent a higher intensity of negative feelings related to the adoptive status.	Higher scores represent a stronger intensity of negative feelings related to the adoptive status. (1.259, 260, etc.)
the average value obtained was ...	the average score was ... (1.405)
their profession	their occupation (1.443)
All manifestations	All displays (1.457, etc.)

... there were no statistically significant differences between sexes regarding the intensity of curiosity.	... there were no statistically significant differences regarding the intensity of curiosity, according to gender. (1.562)
Wrobel and Dillon (2009) found that most participants demonstrated some level of curiosity ...	Wrobel and Dillon (2009) found that most participants reported some curiosity ... (1.152,153)
rare	scarce (1.89)
gives	attributes (1.89)
family relations	family relationships (1.98)

ANNEX IV was submitted to a New Zealand journal on clinical psychology with an impact factor of 1.705 in 2017. It has already undergone peer review and all the suggested improvements have been made. As it stands, there is no reason not to believe that final approval is impending.

#### 4. Editing Specificities of Academic Publications

When an academic article is deemed good enough for publication and the author has made all the content necessary improvements, the final step before publication is the editing process. By this point, any incoherence and major language problem has been corrected and the text is already meant to read clearly and flow easily. Nevertheless, recommendations are usually made for final editing. Again, this involves a thorough reading of the whole article for details that could have slipped by in previous revisions. Careful attention should be paid to journal guidelines, including details as to the use of the passive or the third person singular/plural, spelling, missing words, punctuation, American or British English, numbers written out in full or not and details related to appropriate citation rules (e.g. APA, Chicago).

ANNEX V is an example of a very simple editing process of a previously translated and subsequently revised academic article. It was submitted for publication and the final proofs were returned for editing. This is what can be considered the last stage of the publishing race just before the finish line. At this point, all of the editing itself is of the sole responsibility of the author/s and this final version will correspond exactly to the manuscript that will be published, thus making the author/s fully accountable for any mistakes or inaccuracies herein.

As previously stated, no large-scale corrections were required in the case of the article provided in ANNEX V. Nonetheless, the corrections that were made were considered essential and some examples will be provided to show just how crucial this editing process can be. All the examples given from now on, in this section, were taken from ANNEX V and those prior to revision were arranged in the first column of the tables below whereas the revised ones were inserted the second column. The line numbers have been given in brackets for easier identification when referring to ANNEX V for comparison.

To begin with all typing mistakes were corrected. In one particular case, a word was found missing and the corresponding sentence made no sense without it. Additionally, missing punctuation was included for clarity and fluency.

may be slightly underestimate ...	may be slightly underestimated ... (1.139)
Populations of Asian clam are ...	Populations of Asian clams are ... (1.245)
Water temperature never exceeded 26 °C (similar to other years) and well below the 36-37 °C.	Water temperature never exceeded 26 °C (similar to other years) and remained well below the 36-37 °C. (1.345)
Furthermore, the stepwise multiple regression model combining environmental variables and biomass of <i>C. fluminea</i> predicted that the areas with higher values of temperature and phosphate together with lower values of salinity, water flow and silt and clay support higher biomasses.	Furthermore, the stepwise multiple regression model combining environmental variables and biomass of <i>C. fluminea</i> predicted that the areas with higher values of temperature and phosphate, together with lower values of salinity, water flow and silt and clay, support higher biomasses. (1.39)
Therefore, in order to draw relevant conclusions about the Mondego Estuary population it is necessary to understand the population structure ...	Therefore, in order to draw relevant conclusions about the Mondego Estuary population, it is necessary to understand the population structure ... (1.280, 281)

Furthermore, very long, and often incoherent, sentences were cut in two. In some cases, participle clauses were being used inappropriately and were thus completely eliminated. Shorter sentences allowed for better understanding, i.e. fluency, as can be seen in the examples below:

... biomass was observed, being the higher values collected in the upstream oligohaline site ...	... biomass was observed. The higher values which were collected were found in the upstream oligohaline site ... (1.32, 33)
--	---

However, in the last decades, the intentional or accidental displacement of species increased the introduction and establishment of non-indigenous invasive species (NIS) through diverse habitats, being aquatic ecosystems not immune to this phenomenon.	However, in the last decades, the intentional or accidental displacement of species increased the introduction and establishment of non-indigenous invasive species (NIS) through diverse habitats. Aquatic ecosystems are also not immune to this phenomenon. (1.68-70)
However, even with temperatures outside of the above reported range, in the Mondego Estuary, <i>C. fluminea</i> seems to have a continuous recruitment that can be a result of continuous reproduction (Franco <i>et al.</i> , 2012), but still reproduction was still greater during warm seasons marked by a greater number of recruits.	However, even with temperatures above reported range, in the Mondego Estuary, <i>C. fluminea</i> seems to have a continuous recruitment that can be a result of continuous reproduction (Franco <i>et al.</i> , 2012). Nevertheless, reproduction was still greater during warm seasons marked by a greater number of recruits. (1.322, 323)

Even though the primary goal of editing *per se* is not to focus on language issues, it is true that these do persist and that, when editing a text, if language mistakes are still identified, corrections are obviously in order. Therefore, some minor grammar inaccuracies were checked and adjusted. Most of these mistakes were related to first language interference, i.e. Portuguese, and would have impaired an adequate grasp of the text. Here are some examples:

related with	related to (1.40)
areas in Mondego Estuary	areas in the Mondego Estuary (1.304)
... among all the studied years.	... among the years which were studied. (1.238)
and also among almost all years	and in most of the years (1.233)
Like temperature, salinity was higher ...	Just like the temperature, salinity was higher ... (1.200)
The majority of studies	Most studies (1.97)
from the winter 2003 to autumn 2008	from winter 2003 to autumn 2008 (1.104)
Temperatures outside of the above reported range	Temperatures above the reported range (1.320)
This result is in agreement with McMahon (2002), which reported ...	This result is in agreement with McMahon (2002), who reported ... (1.331)
since, like other bivalves ...	since, just like other bivalves ... (1.333)
These drought conditions	These dry conditions (1.343)

ANNEX V was published in 2013 in a peer-reviewed journal covering research in malacology, with an impact factor of 1.358 at the time, namely the *Journal of Molluscan Studies*. It is available online and can be easily accessed with the following document online identification: <https://academic.oup.com/mollus/article/79/4/302/1011014>.

## CONCLUSION

Not wanting to merely state the obvious or simply repeat what has already been said, my intention in this conclusion is to pick up on some of the basic concepts presented in this paper and deduce corresponding conclusions thereof. Naturally translation will always imply a communicative act of transport between languages and it will always bridge the language gap when there is not enough common ground for the sender and receiver to communicate effectively (Kasperek, 1983). All other definitions are equally valid, but, in my opinion, do not exclude the one aforementioned. It is also undeniable that translation includes the art of making the right choices in a solitary procedure (Hatim & Mason, 1990) with the added responsibility of not falling over the parapet of the transfer bridge into limbo.

Considering that the purpose of translation is to establish an equivalent effect (Nida, 1964) between a language pair, it makes sense to consider the necessary strategies to do so in academic discourse, seeing that this is the object of study herein. In fact, numerous strategies are called for in translating academic writing, including some of Vinay and Darbelnet's syntactic strategies (2000) or even Pym's suggestion of changing content (2018), as was proven in the examples already provided.

While on the subject of academic discourse, I would consider that it surely falls under the category of "specialized translation" considering its primary aim, which is that of disseminating scientific information (Rogers, 2018). Interestingly, the world of academia seems to have exceptionally embraced machine translation, seemingly due to the current easy access to online machine translation engines. These machine translations appear to assure some degree of quality and have thus enticed many scientists and academics to resort to this sort of translation "service". Needless to say, these translations have proven to be highly inadequate for publication purposes. Therefore, it is not surprising that post-editing has currently become a full-time translation service (Mossop, 2007), not only in the field of academic discourse but otherwise.

Another recent trend in scientific and academic settings is that of self-translation (Montgomery, 2009) resulting in the need for more revision work in this field. These cases call for complete revisions with special attention being paid to first language interference. Following the consensus that one of the major aims of revision is to eliminate errors (Martin, 2007), it follows that, in academic writing, when manuscripts



are being submitted for publication, this is one of the major considerations to bear in mind.

If revising is really an all-embracing exercise (Allman, 2008), it surely implies including a final editing process. This final step will ensure checking and correcting details, such as compliance with journal guidelines, register (formality), and language variation (British or American English), amongst others.

Since English is effectively being considered the lingua franca of science nowadays, most publications are currently, in fact, in English. When translating, revising, post-editing or editing academic discourse in English, the style, rules and conventions for English scientific/academic writing must be given priority, especially if the article is meant for publication in a peer reviewed journal with an impact factor. The basic guidelines of English academic writing are founded on the use of plain language rather than dense sentence structures and equally obscure vocabulary (American Psychological Association [APA], 2010) and this is a major aspect that should not be overlooked.

A good knowledge of the English language *per se* is required to overcome the challenges set by translating, revising, post-editing or editing academic discourse in English and being a native speaker surely helps but is certainly not enough. Being professionally trained and linguistically aware and informed about the way the language works is one of the primary key factors required for a successful language “transfer” without falling off the bridge “over the parapet into limbo.” (Firth, 1957, p. 27)

Without wanting to sound pretentious, especially since I have no solid theoretical backup for what I am about to conclude, I will dare say that one of the added qualities of any trained, and linguistically aware, translator is that of an acquired competence and knowledge of the *concepts* inherent to the field of study in *both* languages. Knowing and understanding exactly what is implied by the “jargon” of clinical psychology in English and, now, in Portuguese too, is surely becoming an added value to my competence in performing any of the aforementioned translation related tasks. With time I have become so engrossed in the study of the semantic content inherent to the terminology related to social work and child welfare that hopefully in the near future I will be able to deliver target texts deemed near enough perfect. As I stand today, I see myself as hopefully “crossing the bridge” towards greater success.

## REFERENCES

- Aixelá, F. J. (2004, January). The Study of Technical and Scientific Translation. *The Journal of Specialised Translation*, pp. 29-49.
- Aixelá, F. J. (2009, January). An overview of interference in scientific and technical translation: An Examination of its Historical Development. *The Journal of Specialised Translation*, pp. 75-88.
- Allman, S. (2008). Negotiating Translation Revision Assignments. In I. Kemble (Ed.), *Translation and Negotiation: Proceedings of the Conference held on 10th of November 2007 in Portsmouth* (pp. 35–47). Portsmouth: University of Portsmouth, School of Languages and Area Studies.
- American Psychological Association [APA]. (2010). *Publication Manual of the American Psychological Association, 6th ed.* Washington, DC: American Psychological Association.
- Austermuehl, F. (2013). Future (and not-so-future) trends in the teaching of translation technology. *Revista Tradumàtica*, pp. 326-337.
- Baker, M. (1992). *In Other Words: A Coursebook on Translation*. London and New York: Routledge.
- Ballard, K. (2001). *The Frameworks of English* (3rd ed.). London: Palgrave Macmillan.
- Basílio, M. C. (2005, January). The overall dance of specialised translation. *The Journal of Specialised Translation*, pp. 6-20.
- Benetello, C. (2018, January). When translation is not enough: Transcreation as a convention-defying practice. A practitioner's perspective. *The Journal of Specialised Translation*, pp. 28-44.
- Carmo, F. (2017). *Post-editing: A Theoretical and Practical Challenge for Translation Studies and Machine Learning, PhD Thesis*. Porto: Faculdade de Letras da Universidade do Porto.
- Catford, J. C. (2000). Translation Shifts. In L. Venuti (Ed.), *The Translation Studies Reader*. London & New York: Routledge.

- CIUTI. (n.d.). Retrieved 02 11, 2019, from Conférence internationale permanente d'instituts universitaires de traducteurs et interprètes:  
<https://www.ciuti.org/about-us/our-profile/>
- Crystal, D. (2003). *English as a global language* (2nd ed.). New York: Cambridge University Press.
- Dorr, B., Jordan, P., & Benoit, J. (1999). A survey of Current Paradigms in Machine Translation. *ScienceDirect*, 49, pp. 1-68. Retrieved from  
<http://www.umiacs.umd.edu/users/bonnie/Publications/newai98.pdf>
- Downing, A., & Locke, F. (2002). *A University Course in English Grammar*. London & New York: Routledge.
- Firth, J. R. (1957). A synopsis of linguistic theory 1930-1955. (Blackwell, Ed.) *Studies in Linguistic Analysis. Special volume of the Philological Society*, pp. 1-32.
- Gouadec, D. (2007). *Translation as a Profession*. Amsterdam & Philadelphia: John Benjamins Publishing Company.
- Guide to Editing and Proofreading*. (n.d.). Retrieved from  
[https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/pdg/managingyourself/1\\_guide-to-editing-and-proofreading.pdf](https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/pdg/managingyourself/1_guide-to-editing-and-proofreading.pdf)
- Hatim, B., & Mason, I. (1990). *Discourse and the Translator*. London & New York: Longman.
- Hatim, B., & Munday, J. (2004). *Translation An advanced resource book*. New York: Routledge.
- Jenkins, J. (2009). *World Englishes*. New York: Routledge.
- Kasperek, C. (1983). The Translator's Endless Toil. *The Polish Review*, XXVIII, no. 2, pp. 83-87.
- Koller, W. (1995). The Concept of Equivalence and the Object of Translation Studies. *Target* 7, 2, pp. 191-222.

- Koponen, M. (2016, January). Is machine translation post-editing worth the effort? A survey of research into post-editing and effort. *The Journal of Specialised Translation*, pp. 131-148.
- Korkas, V. (2004, July). Teaching aspects of LSP (Language for Special Purposes) to nonspecialists: A case for background courses in translation studies programmes. *The Journal of Specialised Translation*, pp. 21-33.
- Martin, T. (2007, July). Managing risks and resources: a down-to-earth view of revision. *The Journal of Specialised Translation*, pp. 57-63.
- Montgomery, S. (2009, January). English and Science: realities and issues for translation in the age of an expanding lingua franca. *The Journal of Specialised Translation*, pp. 6-14.
- Mossop, B. (2007). Empirical Studies of revision: what we know and need to know. *The Journal of Specialised Translation*, pp. 5–20.
- Mossop, B. (2007). *Revising and Editing for Translators* (2nd ed.). Manchester & New York: Routledge.
- Munday, J. (2001). *Introducing Translation Studies: Theories and applications*. New York: Routledge.
- Newmark, P. (1988). *A Textbook of Translation*. London & New York: Prentice Hall.
- Nida, E. A. (1964). *Toward a Science of Translating*. Leiden: E. J. Brill.
- Nord, C. (1997). *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester: St. Jerome.
- Pisanski, A. (2008, July). The thesis statement in translations of academic discourse: an exploratory study. *The Journal of Specialised Translation*, pp. 10-22.
- Pym, A. (1992). *Translation Error Analysis and the Interface with Language Teaching*. (C. Dollerup, & A. Loddegaard, Eds.) Amsterdam: John Benjamins.
- Pym, A. (2018, July). A typology of translation solutions. *The Journal of Specialised Translation*, pp. 41-65.
- Quirk, R., & Greenbaum, S. (1990). *A Student's Grammar of the English Language*. London: Longman.

Rogers, M. (2018, July). Specialised translation today: a view from the JoSTrans bridge. *The Journal of Specialised Translation*, pp. 3-22.

Tack Erten, S. (2012, January). Establishing norms for functional translations from Portuguese to English: The case of academic calls for papers. *The Journal of Specialised Translation*, pp. 2017-223.

Vinay, J. P., & Darbelnet, J. (2000). A Methodology for Translation. In L. Venutti (Ed.), *The Translation Studies Reader* (pp. 84-93). London & New York: Routledge.

## **ANNEXES**

**ANNEX I**

**ANNEX II**

**ANNEX III**

**ANNEX IV**

**ANNEX V**